

# JANE ADDAMS COLLEGE OF SOCIAL WORK

## MSW PROGRAM STUDENT HANDBOOK

*This Handbook is posted on the Jane Addams College website. Students may print any or all of it. It is also available in hard copy at room 4329 (EPASW).  
Revised August 2007.*

UIC  
University of Illinois at Chicago

Jane Addams College of Social Work  
Education, Performing Arts, and Social Work Building (EPASW)  
1040 W. Harrison St.  
Chicago, Illinois 60607

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**PUBLIC FORMAL GRIEVANCE PROCEDURES**  
**UNIVERSITY OF ILLINOIS AT CHICAGO**

***(THESE GRIEVANCE PROCEDURES ARE FOR MEMBERS OF THE GENERAL PUBLIC. THE ACADEMIC GRIEVANCE PROCEDURES TO BE FOLLOWED BY STUDENTS ENROLLED IN THE JANE ADDAMS COLLEGE OF SOCIAL WORK ARE FOUND AT LATER POINT IN THIS HANDBOOK: SEE THE TABLE OF CONTENTS)***

**I. INTRODUCTION**

These procedures have been implemented to address complaints of discrimination on the basis of age and/or disability in any activity, policy, rule, standard, or method of administration that is related to the operation of University's programs.

**II. ELIGIBILITY**

These procedures may be used by any member of the public who alleges age (Under the Age Discrimination Act) or disability (Under Title II of the Americans with Disabilities Act) discrimination on the basis of class. However, anyone who wishes to challenge a decision made about them by an agent of the University of Illinois at Chicago (UIC) in the course of their employment or enrollment at UIC must utilize the UIC Academic Grievance Procedures.

**III. DEFINITIONS**

- A. **GRIEVANCE:** A written statement submitted by a Grievant identifying the activity, policy, rule, standard or method of administration he/she claims to be discriminatory on the basis of age and/or disability and explaining the manner in which that activity, policy, rule, standard or method of administration discriminates. All Grievances must be signed by the Grievant and must outline the Grievant's allegations in as much detail as possible.
- B. **GRIEVANT:** Any member of the public who submits a Grievance.
- C. **GRIEVANCE OFFICER:** The assigned investigator of the UIC Office for Access and Equity can be contacted at the address below:

Office for Access and Equity (M/C 602)  
809 South Marshfield Avenue, Room 718  
Chicago, IL 60612-7207  
(312) 996-8670 Fax (312) 413-0055  
[www.uic.edu/depts/oe](http://www.uic.edu/depts/oe)
- D. **APPEALS OFFICER:** The Associate Chancellor for Access and Equity or his/her designee.
- E. **DAYS:** Any reference to "days" herein shall refer to business days (excluding weekends and federal holidays).
- F. **RECORD:** The complete record of a Grievance will consist of the original Grievance and any supporting information or documentation submitted with that Grievance, the Grievance Officer's findings, the Appeal (if any) and any additional information or documentation submitted with the Appeal, the Appeal Officer's findings, and any communications and notices relative to the Grievance. The Record will be maintained for at least five (5) years following the final decision.

**III. GRIEVANCE PROCESS**

- A. **FILING OF THE GRIEVANCE:** The Grievant must file his/her Grievance with the Grievance Officer no later than ten (10) days after he/she becomes aware of the offending activity, policy, standard or method of administration.
- B. **INVESTIGATION:** The Grievance Officer shall conduct an appropriate investigation of the issues raised in the Grievance. The Grievant shall be given an opportunity to submit any relevant evidence he/she may have to support the Grievance. Within fourteen days (14) of submission of the Grievance, the Grievance Officer shall issue his/her findings. In the event the Grievance Officer finds evidence of discrimination in the activity, policy, standard or method of administration, he/she shall make recommendations for change(s) and shall coordinate the efforts for change(s) with the department/unit/college whose activity, policy, standard or method of administration is at issue. Furthermore, in the event that the individual was adversely affected by a decision made pursuant to a discriminatory process, policy, activity, standard or method of administration, the individual will be given the opportunity for the decision to be reconsidered according to the revised process, policy, etc... In those cases where the Grievance Officer finds

no evidence of discrimination, he/she shall send written notice of that finding to the Grievant within that 14-day time period. Said notice shall inform the Grievant of his/her right to appeal the finding to the Appeals Officer within five (5) days of receipt of the notice.

- C. APPEAL: An appeal of the Grievance Officer's findings must be in writing and must state the basis for the appeal, providing any additional evidence or information that may support the Grievant's claim of discrimination. The Appeals Officer shall review the Grievance Officer's record and any information/evidence submitted with the Appeal and shall issue findings within ten (10) days of receipt of the appeal. In the event the Appeals Officer finds evidence of discrimination in the activity, policy, standard or method of administration, he/she shall make recommendations for changes. In those cases where the Appeals Officer finds no evidence of discrimination, he/she shall send written notice of that finding to the Grievant within that 10-day time period. There shall be no further levels of review or appeal beyond the Appeals Officer.
- D. DEVIATION FROM THE PROCESS: Upon proof of extenuating circumstances, the Chancellor and only the Chancellor may approve a deviation from these procedures (e.g., extension of a deadline).

Effective date of policy is September 1, 2005

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## **UIC and Jane Addams College Policies and Procedures Regarding Discrimination and Sexual Harassment**

The commitment of the Jane Addams College of Social Work to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The policy of the Jane Addams College of Social Work is to comply fully with all federal and state nondiscrimination and equal opportunity laws, orders, and regulations. The College will not discriminate against any person because of race, color, national origin, ancestry, religion, age, sex, handicap, marital status, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

Among the forms of invidious discrimination prohibited are those based on sexual orientation.

Sexual harassment of students or employees will not be tolerated and actions will be taken to provide remedies when such harassment is discovered. The College environment must be free of sexual harassment in work and study.

Any member of the public who alleges age (under the Age Discrimination Employment Act) on the basis of class may refer to the Public Formal Grievance Procedures. The Public Formal Grievance Procedure addresses complaints of discrimination on the basis of age and/or disability in any activity, policy, rule, standard, or method of administration that is related to the operation of a University program. Please refer to the policy located at [www.uic.edu/depts/oea/Public\\_Formal\\_Grievance\\_Procedures\\_Option\\_221.doc](http://www.uic.edu/depts/oea/Public_Formal_Grievance_Procedures_Option_221.doc) or contact Caryn Bills, Deputy Associate Chancellor, The Office for Access and Equity.

For additional information or to file a complaint regarding discrimination, equal opportunity, affirmative action or sexual harassment, contact:

Associate Chancellor  
Office of Access and Equity  
809 South Marshfield Ave., Room 717MB  
Chicago, IL 60612-7207  
(312) 996-8670

Further, if you want to discuss a problem before taking action or need supportive counseling, consult one or more of the following:

UIC Counseling Service  
2010 Student Services Building  
1200 West Harrison Street  
Chicago, Illinois  
Telephone (312) 996-3490

Office of the Vice Chancellor for Student Affairs  
Student Ombudsperson  
2080 Student Services Building  
1200 West Harrison Street  
Chicago, Illinois  
Telephone (312) 996-8145

Employee Assistance Service  
214 Campus Health Services  
914 South Wood Street  
Chicago, Illinois  
Telephone (312) 996-3588

In addition to the above, additional information can be obtained from, problems can be discussed with, and complaints about discrimination or harassment can be filed with:

Creasia Finney Hairston, Dean  
Jane Addams College of Social Work  
1040 West Harrison Street  
Chicago, Illinois 60607-7134  
Telephone (312) 996-3219

## **UIC and Jane Addams College Policies and Procedures Regarding Accommodations for Disabilities**

Students needing accommodations for disabilities are to:

1. Go to the UIC Office of Disability Services, 1190 Student Services Building, to obtain confidential verification of the disability and to obtain a letter from the staff of that office describing the recommended accommodation.
2. Show the accommodation letter prepared by the Disability Services staff to the instructor of each classroom course for which accommodation is requested. If accommodation is requested for field instruction, the accommodation letter is to be shown either to the Jane Addams College Director of Field Instruction or the college liaison faculty assigned to the student.
3. The accommodation letter should be shown prior to the start of the semester in which accommodations are desired and, in the case of field instruction, should be shown during the period in which field placements are being planned.

For further information regarding Jane Addams College of Social Work and disability accommodations, you may contact:

Associate Dean  
4329 EPASW Building (MC 309)  
(312) 996-3034

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, services, and all activities at UIC.

If you have problems you may contact:

Patricia A. Gill  
ADA Coordinator  
717 Marshfield Avenue Building (MC 602)  
UIC  
(312) 996-8670

Regarding issues related to disabilities, you may contact:

UIC Office of Disability Services  
1190 Student Services Building (MC 321)  
**(312) 413-2183**

## Overview of the Jane Addams College of Social Work

### Administration and Faculty, 2007

Creasie Finney Hairston, PhD, Dean  
Faith Johnson Bonecutter, MSW  
Interim Associate Dean

Christopher Mitchell, PhD  
Director of PhD in Social Work Program  
Barbara Coats, AM  
Interim Director of Field Instruction  
Edward Potts, MSW  
Director of Admissions and Financial Aid

See Jane Addams College web page ([uic.edu](http://uic.edu)) or college bulletin boards for contact information for faculty.

Binta Alleyne, PhD  
Larry Bennett, PhD  
Valerie Borum, PhD  
Jerry R. Cates, PhD  
Alan Dettlaff, PhD  
Lydia Falconnier, PhD  
Aida L. Giachello, PhD  
James P. Gleeson, PhD  
Chang-ming Hsieh, PhD  
Alice K. Johnson, PhD  
Sonya Leathers, PhD  
Nathan L. Linsk, PhD

Carol Rippey Massat, PhD  
Mark Mattaini, DSW  
Cassandra McKay, PhD  
Helene Moses, MSW  
M. Patricia O'Brien, PhD  
Eric Ornstein, MSW  
Susan Phillips, PhD  
T. Chedgzsey Smith-McKeever, PhD  
James Swartz, PhD  
Tremaine Terry, MSW  
Amy Watson, PhD

### **Mission of the Jane Addams College**

The Jane Addams College of Social Work (JACSW) is named after the Illinois-born pioneer of American social work who founded the internationally famous settlement house known as Hull House. It became one of the leading centers in the development of the profession of social work. Today Hull House is a museum and national landmark, situated on the UIC Campus at 800 S. Halsted Street.

The Jane Addams College of Social Work carries the mission of Jane Addams and the Hull House movement forward, adapting it to the realities of today's urban settings. The College's mission is to educate professional social workers, develop knowledge, and provide leadership in the development and implementation of policies and services on behalf of the poor, the oppressed, racial and ethnic minorities, and other at-risk urban populations.

The Jane Addams College of Social Work has full accreditation from the Council on Social Work Education for its master's degree program. Its master's program is one of the ten largest programs in the U.S. and is the largest social work master's program in the Big Ten region. The College graduates a large proportion of the new social workers entering the profession in the Chicago area each year and its graduates are found in social work practice throughout the United States and in other countries.

### **Degree Programs**

The Jane Addams College of Social Work offers the Master of Social Work (MSW) and the Doctor of Philosophy in Social Work (PhD) degrees. The MSW program prepares students for advanced social work practice. The PhD program is designed for those social workers planning careers in social work education, research, or administration. A separate student Handbook is published for PhD students.

### **Master of Social Work Program: Mission, Goals, and Objectives**

The mission of the MSW program is to educate advanced professional workers for practice that includes urban, at-risk populations. Through the contributions of its graduates and faculty, the program also has a mission to contribute to the knowledge base of the profession and provide leadership in the development and implementation of policies on behalf of the poor, the oppressed, racial and ethnic minorities other at-risk urban populations. Through this mission, the program will contribute to the enhancement of human well-being, the prevention and alleviation of oppression, and the promotion of justice. At the present time the MSW program offers the following advanced concentrations: community and administrative practice, child and family services, health, community health and urban development, mental health, and school social work. The college is in the process of phasing out the health concentration and community and administrative practice concentration. A new concentration, community health and urban development (CHUD), is now available.

MSW program goal 1: To educate social workers with knowledge, values, and skills to (a) practice in five advanced concentrations (child and family, community and administrative practice, health, mental health, and school social work); (b) practice with and on behalf of the poor, oppressed, racial

and ethnic minorities and other at-risk urban populations, and (c) practice in manner that will promote human well being and a more just society.

MSW program goal 2: To develop the knowledge base of the social work profession, particularly as it relates to addressing the needs of urban at-risk populations.

MSW program goal 3: To provide leadership in the development and implementation of policies and services for urban at-risk populations.

The first four objectives address the attainment of a generalist practice perspective in the professional foundation. Following this are sets of four objectives for each of the concentrations. Finally, there are four objectives that address program faculty's commitment to knowledge development and leadership.

***Professional foundation objectives derived from goal 1***

Objective 1. MSW graduates will possess a professional foundation consisting of a generalist practice perspective with an emphasis on public, publicly supported, and not-for-profit settings.

Objective 2. MSW graduates will possess a professional foundation with a generalist practice perspective emphasizing critical, reflective practice.

Objective 3. MSW graduates will possess a professional foundation with a generalist perspective that includes leadership at multiple levels.

Objective 4. MSW graduates will possess a professional foundation with a generalist perspective that includes practice with urban, at-risk populations.

***Child and family concentration objectives derived from goal 1***

Objective 5. Child and family concentration graduates will possess knowledge, values, and skills for advanced practice with an emphasis on public, publicly supported, and not-for-profit child and family service settings.

Objective 6. Child and family concentration graduates will possess advanced knowledge, values, and skills to practice in a critical, reflective manner.

Objective 7. Child and family concentration graduates will possess advanced knowledge, values, and skills to provide leadership at various levels with and on behalf of children and families.

Objective 8. Child and family concentration graduates will possess advanced knowledge, values, and skills for practice that will include at-risk communities, families, adults and children in urban environments.

***Community and administrative practice (CAP) concentration***

***(Note: 2007-2008 is the last academic year the CAP concentration will be offered.)***

***objectives derived from goal 1***

Objective 9. CAP graduates will possess knowledge, values, and skills for advanced practice with an emphasis on public, publicly supported, not-for-profit settings.

Objective 10. CAP graduates will possess advanced knowledge, values, and skills to practice in a critical, reflective manner.

Objective 11. CAP graduates will possess advanced knowledge, values, and skills to provide leadership at multiple levels in communities and in public, publicly supported, and not-for-profit organizations and community-based initiatives.

Objective 12. CAP graduates will possess advanced knowledge, values, and skills for practice that will include urban, at-risk populations.

***Health social work concentration objectives derived from goal 1***

***(Note: 2007-2008 is the last academic year the Health concentration will be offered.)***

Objective 13. Health concentration graduates will possess advanced knowledge, values, and skills for health social work practice with an emphasis on public, publicly supported, not-for-profit settings.

Objective 14. Health concentration graduates will possess knowledge, values, and skills for critical, reflective practice.

Objective 15. Health concentration graduates will possess advanced knowledge, values, and skills for leadership at various levels in health social work.

Objective 16. Health concentration graduates will possess advanced knowledge, values, and skills for practice that includes at-risk, urban populations.

***Community health urban development objectives derived from goal 1***

Community Health and Urban Practice (CHUD) objectives derived from goal 1

Objective 17. CHUD graduates will possess knowledge, values, and skills for advanced practice with an emphasis on public, publicly supported, and not-for-profit community health and urban development organizations.

Objective 18. CHUD graduates will possess advanced knowledge, values, and skills to practice in a critical, reflective manner in ways that can contribute to community health and strengths within a dynamic of shared power.

Objective 19. CHUD graduates will possess advanced knowledge, values, and skills to provide leadership at multiple levels within and in collaboration with community-based organizations, voluntary associations and institutions for practice that will include urban, at-risk populations

***Mental health concentration objectives derived from goal 1***

Objective 20. Mental Health concentration graduates will possess advanced knowledge, values, and skills for direct practice with an emphasis on public, publicly supported, and not-for-profit settings.

Objective 21. Mental Health concentration graduates will possess advanced knowledge, values, and skills for critical, reflexive practice.

Objective 22. Mental Health concentration graduates will possess advanced knowledge, values, and skills to exercise mental health

leadership at various levels.

Objective 23. Mental Health concentration graduates will possess advanced knowledge, values, and skills for practice that includes urban, at-risk populations.

***School social work concentration objectives derived from goal 1***

Objective 24. School Social Work concentration graduates will possess advanced knowledge, values, and skills for practice at multiple levels in public schools and school-linked settings that serve individual children, groups, families, and communities.

Objective 25. School Social Work concentration graduates will possess advanced knowledge, values, and skills for critical, reflective practice

Objective 26. School Social Work concentration graduates will possess advanced knowledge, values, and skills to exercise leadership at multiple levels of social work practice.

Objective 27. School Social Work concentration graduates will possess advanced knowledge, values, and skills for practice that includes urban, at-risk populations.

***Knowledge development objectives derived from goal 2***

Objective 28. Faculty will establish externally funded research projects addressing practice and policy issues relevant to urban, at-risk populations.

Objective 29. Faculty will disseminate the results of research and scholarly effort through publications, conference presentations, and community dialogues.

***Leadership in the development of policies and services objectives derived from goal 3***

Objective 30. Faculty will provide consultation and will serve on local, regional, state, national, and international boards and advisory bodies that promote the development and implementation of policies and services that include urban, at-risk populations.

Objective 31. Faculty will provide training resources for individuals, groups, and organizations that develop and implement policies and services that include urban, at-risk populations.

The Master of Social Work degree program develops the knowledge, values and skills necessary for advanced social work practice in an area of concentration.

There are three programs within the MSW program. Students can take classes only in the program to which they have been admitted.

(1) Full-time program, leading to the MSW degree in two years. In the first year (foundation curriculum), students are assigned to tracks (specific courses and course sections) and must register as tracked.

(2) PM Program, leading to the MSW degree in three years. In this program PM, students extend the usual first year of full-time study over two years, with classroom courses being scheduled in the late afternoon and evening. In their third year, PM students must register for full-time study. Daytime classes are required. For their first two years of study, PM students are tracked (assigned to specific courses and course sections) and must register as tracked.

(3) Advanced Standing Program. This program consists of a minimum of one year of full-time study. In addition to this, many advanced standing students will be required to attend Jane Addams College summer classes prior to the fall semester in order to complete those courses that are prerequisite to the concentration year. The concentration year is completed on a full-time basis, with classes during the day.

The professional foundation portion of the MSW curriculum (completed in the first year of full-time study and the first two years of PM study) provides a generalist perspective on social work practice. Curriculum areas include: social work practice, human behavior in the social environment, social work research, social welfare policy and services, and field instruction.

The advanced concentration portion of the MSW curriculum, (completed in the second year for full-time students and in the third, full-time year for the PM students) builds upon the foundation. Advanced concentration curriculum content, tailored to concentration, is provided in the areas of social work practice, human behavior in the social environment, social work research, social welfare policy and services, and field instruction.

### **PhD in Social Work Program**

The interdisciplinary PhD program emphasizes research in a substantive area of the student's own choosing. See the separately published Doctoral Student Handbook.

### **The Jane Addams Student Government (JASG)**

There is a single student government that represents all the students in the Jane Addams College of Social Work. The student government is a vital part of the College. Its officers serve as links between students and College administration and faculty. The elected officers recruit students for membership on important college committees, and serve a variety of other functions as described below.

The President conducts meetings of the JASG, delegates responsibilities to other officers, oversees operations of JASG (including recording of minutes and disseminating information to the student body), and is the principal link between JASG and college administration.

The Vice President chairs subcommittees, organizes student volunteer advisors and fulfills duties of the President in the absence of the President.

The Treasurer prepares the budget and is responsible for cash flow, monitoring the budget, and issuing annual reports.

The Student Affairs Co-Chair organizes fund-raising efforts, develops organizational activities, coordinates college merchandise sales and serves as the first link in student grievance procedures if so desired by a grieving student.

The Committee Liaison educates the student community about College committees and recruits student members of those committees.

The Part-Time Program Liaison facilitates communication, involvement, and inclusion of part-time students in activities of the student body at large.

Current officers of student government, contact information for them, and the constitution of the organization are posted online at:

<http://www.uic.edu/jaddams/college/studentlife.html>

## **MSW Degree Programs of Study and Degree Requirements**

There are three MSW programs: (1) full-time program, (2) PM program, and (3) advanced standing program. Students are accepted into one of these three programs and must only register for classes in the program to which they are accepted as described in the “Required Plans of Study” sections of this handbook. (For example, full-time students may not register for the evening PM classes.)

PM students are admitted to the college on condition that they attend classes on a part-time basis as described below in the “Required Plan of Study” for PM students, and, in their third year, that they attend on a full-time basis. Advanced standing students should consult their letters of admission to determine what prerequisite courses, if any, they must successfully complete in the summer prior to their beginning advanced concentration studies in the fall term.

Students are tracked for the first year of the full-time program and for the first two years of the PM program. Tracking means the college assigns students to required courses and to certain sections of these required courses. Students are required to register for all the tracked courses to which they are assigned. Exceptions are possible only in exceptional cases and only if written petitions to the Associate Dean are approved prior to registration. If the Associate Dean determines a tracked student is attempting to register out of track without prior approval, an advising hold will be placed. An advising hold will lock the student out of registering for any course until the erroneous registration is corrected and the hold is removed.

The Jane Addams College has a mandatory advisor approval policy. This means students must receive approval of their assigned advisor for any non-tracked course they wish to register for. This approval must be obtained prior registration. If the Associate Dean determines a tracked student is attempting to register for a non-tracked course without advisor approval, an advising hold will be placed. An advising hold will lock the student out of registering for any course until the erroneous registration is corrected and the hold is removed.

All Jane Addams College students must follow the Required Plans of Study described below which describe required courses, electives, and the terms in which courses are to be taken. Failure to follow the Required Plans of Study can lead to lengthy delays in graduation or an interruption in studies. Exceptions to the Required Plans of Study are possible only in exceptional circumstances and only if a petition requesting approval of an alternate plan of study is approved first by the student’s advisor and then by the Associate Dean prior to registration. If the Associate Dean determines a student is attempting to register for courses in a manner that departs from the Required Plans of Study described below and has not secured these prior approvals, the Associate Dean will place an advising hold. This will lock the student out of registering for any courses until the erroneous registration is corrected and the hold is lifted.

MSW students should consult the MSW Field Instruction manual for a description of field instruction policies and procedures. Only PM students are eligible to apply for a

field placement in their agencies of employment and only those approved by the Director of Field Instruction as meeting College criteria will be accepted.

The MSW curriculum is divided into two components: foundation and advanced concentration. The foundation curriculum (first year for full-time students and first two years for PM students) provides education for generalist social work practice. The provides a professional foundation that builds upon a liberal arts base and provides content in the following areas:

- social work values and ethics

  - diversity

  - populations-at-risk

  - promotion of social and economic justice

  - social welfare policy and services, including the history of the social work professional, current patterns of policy and services and the application of policy analysis frameworks

  - social work generalist practice

  - research

  - human behavior and the social environment including human development through the life cycle, groups, families, organizations, institutions, and communities

  - field instruction.

All foundation courses must be satisfactorily completed before a student can progress to study in an advanced concentration.

The advanced concentration curriculum (second year for full-time students and third year for PM students) provides advanced education in an area of focus known as a concentration. MSW concentrations are described below. A new concentration, community health and urban development (CHUD) is now available. The health concentration and community and administrative practice (CAP) concentrations are being phased out; see the registration packets distributed each year for availability of concentrations in a given year. The topics covered in the foundation are covered in the advanced concentration in an advanced manner and with a special focus on the particular concentration.

The following pages describe mandatory plans of study for MSW students.

<p style="text-align: center;"><b>Full-Time Program Required Plan of Study First Year (Foundation Curriculum)</b></p>
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*(Students must register for each of these courses and must also register for the particular course sections into which they are tracked by the college. Students must successfully complete the entire foundation curriculum before beginning studies in an advanced concentration)*

**Fall Semester**

Take *four* courses (14 credits) as follows:

1. SocW410, Human Behavior & the Social Environment (3 credits)
2. SocW430, Practice I: Generalist Practice with Individuals, Families, & Groups (3 credits)
3. SocW460, Research I: Social Work Research (3 credits)
4. SocW570, Field Instruction I (5 credits)

**Spring Semester**

Take *four* courses (14 credits) as follows:

1. SocW411, Social Work in a Multicultural Society (3 credits)
2. SocW420, Policy I: Social Welfare Policy & Services (3 credits)
3. SocW431, Practice II: Generalist Practice with Task Groups, Organizations, and Communities (3 credits)
4. SocW571, Field Instruction II (5 credits)

**PM Program Required Plan of Study  
First Two Years  
(Foundation Curriculum)**

*(Only students accepted into the PM program may register for courses on a part-time basis. PM students are required to attend full-time in their third (concentration) year. Students must register for each course listed below and must also register for the particular course sections into which they are tracked by the college. Students must successfully complete the entire foundation curriculum before beginning studies in an advanced concentration.)*

**First Year, Fall Semester**

Take *two* courses (6 credits) as follows:

1. SocW410, Human Behavior & the Social Environment (3 credits)
2. SocW420, Policy I: Social Welfare Policy & Services (3 credits)

**First Year, Spring Semester**

Take *two* courses (6 credits) as follows:

1. SocW411, Social Work in a Multicultural Society (3 credits)
2. SocW460, Research I: Social Work Research (3 credits)

**Second Year, Fall Semester**

Take a *minimum of one* course (3 credits) as follows:

1. SocW430, Practice I: Generalist Practice with Individuals, Families, and Groups (3 credits)

**(See note below.)**

**Second Year, Spring Semester**

Take a *minimum of one* course (3 credits) as follows:

1. SocW431, Practice II: Generalist Practice with Task Groups, Organizations, and Communities (3 credits)

**(See note below.)**

**Second Year, Summer Semester**

Take a *minimum of two* courses as follows:

1. SocW570, Field Instruction I\*\* (5 credits)
2. SocW571, Field Instruction II\*\* (5 credits)

\*\*Students have the options of: (1) beginning SocW570 in the spring (in addition to their other courses) and completing it and SocW571 in the summer term; such students must register for 570 in the spring and 571 in the summer, or (2) registering for both 570 and 571 in the summer. Students must receive approval of their option from the director of field instruction.

Note: PM students needing additional credits to qualify for federal financial aid may take electives for which they have prerequisites. See your advisor.

**Selection of Concentration.** Only those persons whose letter of admission to the MSW program explicitly states they are admitted with a place in the school social work concentration can count on entering that concentration. Continuing students have freedom of choice regarding the other concentrations – provided all deadlines for selecting a concentration are met and the proper forms are used to do so. Students who are admitted with advanced standing are admitted into a particular concentration which is designated at the point an offer of admission is made.

To help continuing students make an informed choice of concentrations, the College will hold informational sessions early in the spring semester of the first year for full-time students (and second year for PM students) during which concentrations are discussed. Written materials will be distributed and students are encouraged to discuss their choice with advisors. Forms will be distributed early in the same semester explaining how to record the choice of concentration and the deadline for doing so. Students may not change concentrations once the deadline is passed. Students who do not select a concentration, using the proper paperwork, by the announced deadline cannot count on receiving their first choice of concentration. Students who were admitted to the MSW program with the promise of a place in the school social work concentration may subsequently change their mind and enter another concentration – provided this is done by the deadline that will be announced each academic year. Any openings thus created will be distributed by a lottery for interested students. Late in the fall semester of each year notice will be made via JaneMail about whether there will be a lottery and, if so, the procedures for entering it.

## Child and Family Concentration Requirements

### Fall (17 credits)

- SocW582 Practice III: Children and Family Services (3 credits)
- SocW552 Policy II: Children and Family Services (3 credits)
- Elective\* (3 credits)
- SocW572, Field Instruction in concentration (8 credits)

### Spring (17 credits)

- SocW583, Practice IV: Children and Family Services (3 credits)
- Research II: (3 credits)

*For Research II, take one from the list below. Not all in the list will be offered every year though there will be sufficient sections so all students can meet degree requirements. All 565 classes listed below are open to students in CAP, Child & Family, Health, and Mental Health concentration, but not the School concentration. In each 565 class, a student's principal assignments will focus on one's concentration.)*

- SocW565, Children and Families\*\*
- SocW565, Single System Design
- SocW565, Action Research
- SocW565, Qualitative Research
- SocW563, Program Evaluation

*(As an alternative to the above research courses, the requirement for Research II can be met with SocW567, Research Project, a substantial, year-long project that requires a planning and approval process starting in the spring prior to the concentration. See 567 course description in "Course Descriptions" material, attached.)*

- Elective\* (3 credits)
- SocW573, Field Instruction in concentration (8 credits)

\*A minimum of six credits of electives is required; students are free to take more with advisor approval. In addition to regularly scheduled classroom courses, students may, with advisor approval, count toward the MSW elective credit taken in the form of independent studies and non-social work courses at UIC (provided they are graduate level and approved by advisor as relevant to social work).

\*\*Don't be misled by the name; this research course is open to students in any concentration *except school social work*. Students will address child and/or family issues from the point of view of one's own given concentration: for example, community or administrative issues that affect children and families; mental health issues of children and/or families; health issues affecting children and families and, of course, child and family practice issues per se.

**Community and Administrative Practice (CAP) Concentration Requirements**  
***(Note: Fall 2007-Spring 2008 will be the last academic year the CAP concentration will be offered.)***

Fall: 17 credits

SocW580 Practice III: Community and Administrative Practice (3 credits)

SocW556 Policy II: Community and Administrative Practice (3 credits)

Elective\* (3 credits)

SocW572, Field Instruction in concentration (8 credits)

Spring: 17 credits

SocW581, Practice IV: Community and Administrative Practice (3 credits)

Research II: (3 credits)

*(For Research II, take one from the list below. Not all in the list will be offered every year though there will be sufficient sections so all students can meet degree requirements. All 565 classes listed below are open to students in CAP, Child & Family, Health, and Mental Health concentrations but not the School concentration. In each 565 class, a student's principal assignments will focus on one's concentration.)*

SocW565, Children and Families\*\*

SocW565, Single System Design

SocW565, Action Research

SocW565, Qualitative Research

SocW563, Program Evaluation

*(As an alternative to the above research courses, the requirement for Research II can be met with SocW 567, Research Project, a substantial, year-long project that requires a planning and approval process starting in the spring prior to the concentration. See 567 course description in "Course Descriptions" material, attached.)*

Elective\* (3 credits)

SocW573, Field Instruction in concentration (8 credits)

\*A minimum of six credits of electives is required; students are free to take more with advisor approval. In addition to regularly scheduled classroom courses, students may, with advisor approval, count toward the MSW elective credit taken in the form of independent studies and non-social work courses at UIC (provided they are graduate level and approved by advisor as relevant to social work).

\*\*Don't be misled by the name; this research course is open to students in any concentration *except school social work*. Students will address child and/or family issues from the point of view of one's own given concentration: for example, community or administrative issues that affect children and families; mental health issues of children and/or families; health issues affecting children and families and, of course, child and family practice issues per se.

<b>Community Health and Urban Development (CHUD) Concentration Requirements</b>
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Fall

SocW519 Practice III: Community Health and Urban Development	3
SocW531 Policy II: Community Health and Urban Development	3
Elective*	3
SocW572, Field Instruction in concentration	8
	<b>17 credits</b>

Spring

SocW520, Practice IV: Community Health and Urban Development	3
Research II:	3

*(For Research II, take one from the list below. Not all in the list will be offered every year though there will be sufficient sections so all students can meet degree requirements. All 565 classes listed below are open to students in CAP, Child & Family, CHUD, Health, and Mental Health concentrations but not the School concentration. In each 565 class, a student's principal assignments will focus on one's concentration.)*

- SocW565, Children and Families\*\*
- SocW565, Single System Design
- SocW565, Action Research
- SocW565, Qualitative Research
- SocW563, Program Evaluation

*(As an alternative to the above research courses, the requirement for Research II can be met with SocW567, Research Project, a substantial, year-long project that requires a planning and approval process starting in the spring prior to the concentration. See 567 course description in "Course Descriptions" attached.)*

Elective*	3
SocW573, Field Instruction in concentration	8
	<b>17 credits</b>

\*A minimum of six credits of electives is required; students are free to take more with advisor approval. Students may also—with advisor approval—take independent studies and non-social work courses at UIC (provided they are graduate level and approved by advisor as relevant to social work). Such classes may also count toward MSW elective credit.

\*\*Don't be misled by the name; this research course is open to students in any concentration *except school social work*. Students will address child and/or family issues from the point of view of one's own given concentration. For example: community or administrative issues that affect children and families; mental health issues of children and/or families; health issues affecting children and families and, of course, child and family practice issues per se.

## Health Concentration Requirements

*(Note: Fall 2007-Spring 2008 will be the last academic year the Health concentration will be offered.)*

### Fall: 17 credits

- SocW584 Practice III: Health Care (3 credits)
- SocW553 Policy II: Health Care Systems & Policies (3 credits)
- Elective\* (3 credits)
- SocW572, Field Instruction in concentration (8 credits)

### Spring: 17 credits

- SocW585, Practice IV: Health Care (3 credits)

Research II: (3 credits)

*(For Research II, take one from the list below. Not all in the list will be offered every year though there will be sufficient sections so all students can meet degree requirements. All 565 classes listed below are open to students in CAP, Child & Family, Health, and Mental Health concentrations but the School concentration. In each 565 class, a student's principal assignments will focus on one's concentration.)*

- SocW565, Children and Families\*\*
- SocW565, Single System Design
- SocW565, Action Research
- SocW565, Qualitative Research
- SocW563, Program Evaluation

*(As an alternative to the above research courses, the requirement for Research II can be met with SocW567, Research Project, a substantial, year-long project that requires a planning and approval process starting in the year spring prior to the concentration. See 567 course description in "Course Descriptions" material, attached.)*

Elective \* (3 credits)

- SocW573, Field Instruction in concentration (8 credits)

\*A minimum of six credits of electives is required; students are free to take more. Electives must be approved by advisors. In addition to regularly scheduled classroom courses, students may, with advisor approval, count toward the MSW elective credit taken in the form of independent studies and non-social work courses at UIC (provided they are graduate level and approved by advisor as relevant to social work).

\*\*Don't be misled by the name; this research course is open to students in any concentration *except school social work*. Students will address child and/or family issues from the point of view of one's own given concentration: for example, community or administrative issues that affect children and families; mental health issues of children and/or families; health issues affecting children and families and, of course, child and family practice issues per se.

## Mental Health Concentration Requirements

### Fall: 17 credits

SocW586 Practice III: Mental Health (3 credits)

SocW554 Policy II: Mental Health (3 credits)

Elective\* (3 credits)

SocW572, Field Instruction in concentration (8 credits)

### Spring: 17 credits

SocW587, Practice IV: Mental Health (3 credits)

Research II: (3 credits)

*(For research II, take one from the list below. Not all in the list will be offered every year though there will be sufficient sections so all students can meet degree requirements. All 565 classes listed below are open to students in CAP, Child & Family, Health, and Mental Health concentrations but not the School concentration. In each 565 class, a student's principal assignments will focus on one's concentration.)*

SocW565, Children and Families\*\*

SocW565, Single System Design

SocW565, Action Research

SocW565, Qualitative Research

SocW563, Program Evaluation

*(As an alternative to the above research courses, the requirement for Research II can be met with SocW567, Research Project, a substantial, year-long project that requires a planning and approval process starting in the spring prior to the concentration. See 567 course description in "Course Descriptions" material, attached.)*

Elective\* (3 credits)

SocW573, Field Instruction in concentration (8 credits)

\*A minimum of six credits of electives is required; students are free to take more. Electives must be approved by advisors. In addition to regularly scheduled classroom courses, students may, with advisor approval, count toward the MSW elective credit taken in the form of independent studies and non-social work courses at UIC (provided they are graduate level and approved by advisor as relevant to social work).

\*\*Don't be misled by the name; this research course is open to students in any concentration *except school social work*. Students will address child and/or family issues from the point of view of one's own given concentration: for example, community or administrative issues that affect children and families; mental health issues of children and/or families; health issues affecting children and families and, of course, child and family practice issues per se.

## School Social Work Concentration Requirements

### Fall: 17 credits

- SocW588 Practice III: School Social Work (3 credits)
- SocW551 Policy II: School Social Work (3 credits)
- SPED410, ... Exceptional Children\* (3 credits)
- SocW572, Field Instruction in concentration (8 credits)

### Spring: 17 credits

- SocW589, Practice IV: School Social Work (3 credits)
- Research II: (3 credits)

(All school social work concentration students are required to take SocW565, School Social Work Research, unless the SocW567 alternative, described below, is selected. 565-School Social Work Research is not open to students from other concentrations. As an alternative to the above research course, the requirement for Research II can be met with SocW567, Research Project, a substantial, year-long project which requires a planning and approval process starting in the spring prior to the concentration. See 567 course description in "Course Descriptions" material, attached.)

- Elective\*\* (3 credits)
- SocW573, Field Instruction in concentration (8 credits)

\*This is a College of Education course; this content is required by the Illinois State Board of Education for the Type 73 certificate. Students accepted into this concentration can take this course in any term prior to fall if it is offered by the College of Education.

\*\*A minimum of 3 elective credits is required. Students are free to take more, in the summer prior to the concentration year or in the fall or spring terms of the concentration year, if the advisor approves. With advisor approval, students may also count as elective credit independent studies and non-social work UIC courses that are graduate level and, in the assessment of the advisor, are relevant to social work.

*See next page for additional information about the school social work concentration.*

### **Type 73 Certification (School Social Work)**

In order to work as a school social worker in the state of Illinois, those who have received an MSW in the School concentration, or completed the post-MSW Type 73 program, must submit an online application for entitlement certification. The process is done at the Illinois State Board of Education website. Each year the Jane Addams College Type 73 certification officer will visit the school social work practice classes to explain the process. Applicants will also have to pass the state certification test in order for the Type 73 certificate to be issued. This is a separate examination from the Illinois Basic Skills Test which must be passed prior to entering the school social work concentration.

*In accordance with Illinois state law: the Illinois Basic Skills Test must be passed before a student can be admitted to the MSW program with a place reserved in the school social work concentration. (Illinois state law was amended July 2002 to require this.)*

The Basic Skills Test must be passed prior to beginning your school concentration studies. Individuals who cannot provide proof to the college of having passed the Basic Skills Test by the deadline published each year by the Jane Addams College of Social Work Office of Admissions will have to select a different concentration (in the case of continuing students) or may have their admission into the school concentration cancelled (in the case of advanced standing or transfer students). The Admissions Office will distribute in classes and to applicants schedules of deadlines for providing the college proof of passing the test as well as information about procedures for taking the test each academic year.

### **MSW Degree Requirements: All Concentrations**

The minimum degree requirements for an MSW are:

- (1) Sixty-two semester hours at the graduate level that are applicable toward the MSW as defined in the Required Plans of Study sections of this handbook.
- (2) Completion of required courses as described in the "Foundation" and one of the five "Advanced Concentration" curriculum descriptions contained in the "Curriculum and Required Courses" section above.
- (3) Two consecutive semesters of full-time enrollment in the MSW program.
- (4) A minimum 3.00 cumulative grade point average for courses applicable to the MSW degree.
- (5) A minimum grade of "C" in all required courses other than field instruction courses and a grade of "Satisfactory" in field instruction courses.
- (6) Required courses in which a grade lower than "C" (or in the case of field instruction a grade of "Unsatisfactory") will not apply toward the degree and must be repeated.
- (7) Elective courses in which a grade lower than "C" has been earned will not apply toward the degree; in such cases the student has the option of repeating the course or taking another elective.

(8) UIC elective credits earned outside the Jane Addams College can be applied toward the degree only if they are graduate level and the student, prior to registering for the course, has received advisor approval of the course as being relevant to the student's concentration.

### **Academic Probation and Dismissal Policy and Procedures**

Social work students can be placed on academic probation because of grade point average or because of field instruction performance. Students who fail to meet conditions of probation will be issued probation notices and dismissal notices by the College; however, failure to receive notice does not change probation or dismissal status since students are expected to monitor their own progress in light of Jane Addams College of Social Work and UIC policies.

#### **Academic Probation Arising from Grade Point Average**

(1) MSW students must maintain a cumulative grade point average (g.p.a.) of at least 3.00 (on a 4.00 scale) for courses taken in the MSW program and which apply toward the MSW degree under the terms of published required "Plans of Study." Students who drop below this level have the next two terms of enrollment (including summer, if registered) to bring the cumulative g.p.a. to at least 3.00 or they will be dismissed from the MSW program. The next two terms of enrollment include any terms in which a student registers on either a full-time or a part-time basis.

(2) The only courses included in the calculation of the probation-relevant grade point average are: (a) courses in which an A, B, C, D, or F is earned, and (b) the course is applicable toward an MSW degree under the terms of published "Required Plans of Study." UIC courses taken outside the Jane Addams College are included in the calculation if the course is a published requirement for the MSW degree or if the following conditions apply: (a) the course is graduate level, and (b) the course content makes the course applicable as elective credit toward the MSW as determined by the student's advisor, and (c) the student's advisor gave prior approval for registration for the course. Transfer credit taken at other institutions is not computed in this grade average with the exception of grades earned through the CIC Traveling Scholars Program which are included in the computation if the student has received prior advisor approval of the course as being a relevant elective for the MSW degree, the course is graduate level, and the course is applicable toward an MSW degree. Grades earned as a nondegree student or while a student in other UIC colleges or departments will be included in the computation of the grade average if the courses are applied to the MSW graduate program through an approved transfer of credit petition.

(3) Grade points per credit hour are awarded as follows: A = 4 points; B = 3 points; C = 2 points; D = 1; point; and F = 0 point. Field instruction courses are graded on a "S" (Satisfactory) and "U" (Unsatisfactory -- failing) basis; no grade points are earned and grades are not computed in the grade point average.

(4) MSW students who leave the program while on probation, whether through dismissal, formal withdrawal or by failure to register, will still be on probation if they are later readmitted to the program. Students currently on probation or who leave the program on probation will not be readmitted to the program as non-degree students. Readmission as a degree-seeking student is not guaranteed.

#### **Academic Probation Arising from Field Instruction**

This policy is effective independently of academic probation policy and procedures based on grade point averages. A student earning a grade of “U” (Unsatisfactory) in a field instruction course has failed that course and the student is placed on academic probation. The student has the next term of enrollment in field instruction to retake the failed field instruction course and achieve a grade of “S.” If the “S” is not achieved by then, the student will be dismissed from the program. If the “S” is achieved by then, the student is removed from probation.

Because of the central place of field instruction in the curriculum, failing a field instruction course may lead to a delay in graduation. All field instruction courses must be taken in the order specified in college publications; all prerequisites must be met. For example, if SocW571 is failed, SocW572 cannot be taken until SocW571 is retaken and passed. It is not always possible to retake a failed field instruction course in the semester following the failure. Timing of field placements is influenced by agency schedules; for example, school social work concentration field instruction placements are closely tied to the academic year schedules of schools.

All students receiving a “U” must file a petition with the Associate Dean seeking approval for a modified plan of study if the course failure takes students off track in terms of the published plans of study leading to the MSW.

*See “Field Instruction” discussion in Section II of this handbook for a discussion procedures regarding termination of students from their field placements which may result in probationary status.*

### **Time Limit for MSW Degree**

The time limit for earning the MSW degree is six calendar years from the time of initial registration. Students who do not graduate by this deadline will be dismissed from the College for failure to progress. Time spent on leave of absence is counted toward the degree time limit.

### **MSW Tracks**

Master of Social Work students are tracked into courses for completion of foundation requirements (first year for students in the full-time program and first two years for students in the PM program; PM tracks may change between first and second year). A track consists of a series of specific sections of required courses. Students are notified about their track assignment upon receipt of their first semester registration information. Tracks do not change until students enter their final, concentration year. If it is determined that a student is attempting to register out of track, a registration advising hold will be placed by the Associate Dean. This will lock the student out of registering for any classes until the erroneous registration is corrected and the hold is lifted. The college may alter track assignments between years one and two of the PM program.

### **Nondegree Students**

Occasionally the College will give permission for students not accepted into the MSW program to take social work courses. This is possible only when room is available and only by special permission; inquiries should be directed to the Director of Admissions. In the event a nondegree student is allowed to take social work courses

and subsequently is accepted into the MSW program, strict limits are placed on how many credits that were earned as a non-degree student can later be applied toward the MSW degree. See Director of Admissions for details.

## **ACADEMIC POLICIES APPLICABLE TO MSW STUDENTS**

### **Adding/Dropping Classes**

Students may not add a course after the tenth day of instruction in a semester or the fifth day of instruction in the summer session. The deadline for dropping courses (other than those offered by the College of Liberal Arts and Sciences) is the sixth week of the semester. No refund of tuition will be issued for a drop after the tenth day of instruction (fifth day in summer) regardless of final deadline. Students are responsible for knowing all deadlines as published in the University Timetable. Deadlines for dropping courses offered by the College of Liberal Arts and Sciences are earlier than other deadlines. Consult Registration and Records online at:

<http://www.uic.edu/depts/oar/rr/index.shtml>

### **Address Changes and Name Changes**

Students have responsibility for filing notice of changes in mailing addresses; this must be done in two places: (1) Jane Addams College Academic Affairs and Student Services in room EPASW 4329 and (2) online through UIC Web for Student account.

### **Advising Requirement**

The Jane Addams College of Social Work has a mandatory advisor-approval policy. This means students are required to consult their assigned advisors and receive approval of course selections before registering. The only exception to this is if a student is tracked. Tracked students are assigned to particular sections of required courses and must register for those sections.

Tracked students who register only for the courses and sections in their track assignments need not obtain advisor approval before registering.

MSW-PM students are tracked for their first two years of the MSW program; track assignments may be changed by the college between the first and second year. MSW full-time students are tracked for their first year of study.

Advisor assignments are posted on college bulletin boards by the first day of each term. Students with questions about advisor assignments should see the staff in Academic Affairs and Student Services (EPASW 4329).

Occasionally a student mistakenly thinks the college's advising policy means students are obligated to consult with advisors but then are free to accept or reject the advice offered. This is not the case. Students must receive advisor approval of courses before registering for them.

If it is determined that a student is attempting to register for classes without prior advisor approval or is registering out of track, a registration advising hold will be placed by the Associate Dean. This will lock the student out of registering for any course until the erroneous registration is corrected and the hold is lifted.

The college has a mandatory advising policy because the curriculum is highly complex and very structured. A single error, such as failing to take a single required course in the proper term, can lead to a lengthy delay in graduation. In addition, advisors are available to discuss career choices and any issues affecting your progress in the program. Advisors will work with the staff of the Academic Affairs and Student Services office to access UIC resources available to students.

### **Citation System for Papers: Citing Your Own Papers, Written Work of Others, and Online Material**

All papers submitted for class in the College are to be prepared using a proper scholarly citation system. Failure to give due citation when using another person's words or ideas can result in a plagiarism penalty. One citation system for papers is found in Appendix A of this Handbook. Instructors may require a different system for specific classes. It is the student's responsibility to determine instructor requirements. Pay particular attention to the fact that you must cite your own papers if you draw on another paper you have written in doing work for a given class: you should always check with the instructor to see if this is acceptable. Failure to do this can result in a failing grade and plagiarism penalty. Remember that the obligation to cite applies to information you obtain from internet sources; failure to cite such sources can result in a plagiarism penalty. Consult your instructor for guidance.

### **UIC Student Computer Account Requirement**

All students are required to activate their UIC student computer account and to check their UIC email account regularly for college announcements. UIC student email is the official means of communication to students used by UIC in general and by Jane Addams College in particular. Any instructor may require use of your computer account in course assignments. An announcement system known as JaneMail is operated by the Associate Dean's office. It is used to send email notice of important information such as registration information, financial aid information, and other program matters. Each student is responsible for monitoring this important source of information. JaneMail is not a chatroom or discussion board. It is a one-way system used to send announcements. When you receive a JaneMail, do not attempt to reply to it. You can contact faculty directly through their email accounts; their email addresses are posted on college bulletin boards and syllabi.

How to open your UIC computer account. Once you have registered as a student you can open your computer account from your home computer by going online to the UIC home page (uic.edu): click on “Computing”; click on “Introduction to Student Computing”; click on “Obtaining a computer account” and follow instructions. If you do not have a computer at home with internet access, you can use one of many UIC computer laboratories. There is a large one in the lower level of our building. See the UIC webpage

<http://www.uic.edu/depts/accc/index.html/FACIL.html> for locations and hours of the computer labs and instructions on how to print from your account. (Note that UIC allocates a certain number of free pages of printing for students; once that limit is exceeded students are charged for printing. You can economize by printing on both sides of the paper; see the printing instructions for how to do this.)

### **Cancellation of Registration**

Students who wish to cancel registration must do so before the first day of classes for the term canceled. If a Cancellation of Registration Form (available at the UIC Office of Admissions and Records, Student Services Building, 1200 W. Harrison) is not completed and submitted before the beginning of a term, students are liable for tuition and fees for that term. Cancellation of registration must be received by the University, in writing, prior to the first day of classes. Cancellation of registration means a student is not eligible to reapply for admission until the following fall semester.

### **CSWE Curriculum Policy Statements: MSW**

The Jane Addams College of Social Work MSW program is fully accredited by the Council on Social Work Education (CSWE). CSWE publishes accreditation standards and this can be referenced at the CSWE website:

<http://www.cswe.org/>

Standards are also published in the appendices of this handbook.

### **Disability Accommodations**

Students needing accommodations for disabilities must: (1) go to the UIC Office of Disability Services in 1190 Student Services Building (phone 312-413-2183) for a confidential verification of the disability; (2) obtain from the staff of that office a letter recommending an accommodation; (3) show the accommodation letter to the instructor of each classroom course for which accommodation is requested and, in the case of field instruction courses, show the letter to the college Director of Field Instruction or the college field faculty liaison. The letter should be shown prior to the start of classes or on the first day of class; in the case of field instruction classes it should be shown during the period that field site placements are being arranged. For additional information see the first pages of this Handbook.

### **Field Instruction**

Field instruction registration. Field instruction is a crucial element of social work education. The Director of Field Instruction is responsible for placing MSW students in field instruction sites and for approving all details of the placements. Consult the MSW

field manual for a full statement of field policies and procedures. The director of field instruction will provide information to students about field placement planning at the appropriate times.

Field instruction is not a job and it is not a volunteer experience: it is a series of practicum courses. Students should take care to register correctly for field instruction courses. It is the student's responsibility to register for the right field instruction course in every semester that a field placement is undertaken. If a student attempts to do a placement in any semester without being correctly registered for it, the student will be removed from the placement site and progress toward the degree will be placed in jeopardy. Students should not make the mistake of thinking that the fall term registration for field covers the full academic year's field placement.

Field placement in the MSW program consists of four separate courses: SocW570, 571, 572, and 573. First year field (also referred to as foundation field) consists of:

SocW570, Field Instruction I

SocW571, field Instruction II.

Even though most first year or foundation field placements are for a full academic year in the same agency, students must still register each semester for the correct course. Students accepted into the MSW PM program have a choice of: (a) doing their first year field entirely in the summer term by registering for both SocW570 and 571 in the summer, or (b) beginning field in January and completing it in the summer, in which case they register for SocW570 in the spring term and SocW571 in the summer term. PM students must plan with the field division office regarding their choice of options; arrangements are subject to approval by the director of field instruction.

Second year field (also referred to as advanced concentration field) consists of:

SocW572, Field Instruction III

SocW573, Field Instruction IV.

Even though concentration field placements are typically for a full academic year in the same agency, students must register each semester for the correct course. In addition, for both SocW572 and 573 it is necessary to register for the particular section of the course which corresponds to the student's particular concentration; this information is provided in the Jane Addams College Registration Packets.

Grading of Field Instruction. Field instruction courses are graded on a Satisfactory (passing) or Unsatisfactory (failing) basis. Although grades of Satisfactory must be earned in all field instruction courses to successfully complete the MSW program, field instruction grades do not enter into calculation of grade point average. Receipt of a grade of Unsatisfactory will place a student on academic probation; if academic probation status is not subsequently removed within the specified time limit, the student will be dismissed from the MSW program. See the MSW Academic Probation sections of this Handbook for statements of policy regarding academic probation arising from field instruction.

Termination of Student from Field Site Due to Performance Problems. Agency termination of a student from a field placement for performance problems is a serious matter. When an agency refuses to let a student continue in a placement and gives as the reason student performance problems, the director of field instruction will assess the situation and make one of the following determinations:

1) The student's behavior was such that a replacement in another field site is justified and student learning is such that a course grade of "U" is not warranted based solely on the issues related to termination.

or

2) The student's behavior was such the termination is justified, and the student's behavior indicates such serious failure to meet requirements and learning objectives of the field instruction course (even if termination occurs early in the term), that a failing course grade of "U" is assigned. (A grade of "U" places the student on academic probation; see the MSW sections on Academic Probation in this Handbook.)

or

3) Termination is justified, a course grade of "U" is warranted, and the field director and/or field liaison may file a complaint under the "Student Code of Conduct: Evaluation of Academic and Nonacademic Behaviors" policy and procedures of the JACSW Student Handbook questioning the student's continuation in the program on the basis of unsuitability for the profession of social work due to incompetence or unethical behavior. (A grade of "U" places the student on academic probation; see the MSW section on Academic Probation in this Handbook.)

Placement at Agency of Employment. Only students admitted into the MSW-PM program can request a field placement at an agency of employment. If the request is approved, only one field placement may be done in the setting (either the foundation, generalist placement or the advanced concentration field placement). See the Director of Field Instruction and the college field manual for the process for making the request and the criteria used to assess such requests.

### **Financial Assistance**

The UIC Office of Student Financial Aid is located in the Student Services Building. Their telephone number is (312) 996-3126. Any information regarding UIC Financial Aid should be obtained from this office. Financial aid resources available at the Jane Addams College level will be announced by the Director of Admissions and Financial Aid: students should consult the bulletin board near the Office of Admissions and Financial Aid (EPASW 4345).

### **Financial Obligations and Encumbrances**

Students should consult their Web for Student accounts and carefully check their registration records to ensure official registration for correct courses and sections for the correct number of hours. Tuition due is listed under "Account Billing Information). Registration obligates students to pay all related tuition and fees unless proper steps are followed regarding cancellation of registration, University withdrawal, or dropping a course. Students who owe any money to the University will not be permitted to register, will not be entitled to receive an official transcript of their credits, and will not be entitled to receive their diplomas until their indebtedness has been paid.

## Grades

A	=	Excellent	4 grade points per credit hour
B	=	Good	3 grade points per credit hour
C	=	Average	2 grade points per credit hour
D	=	Poor	1 grade points per credit hour
(MSW students may not apply toward the degree credits of a course in which "D" or a grade lower is earned.)			
F	=	Failure	0 grade point per credit hour
S	=	Satisfactory	Used only for field instruction
U	=	Unsatisfactory (failing)	Used only for field instruction
DFR	=	Deferred Grade	Used only for field instruction
NR	=	Not reported	Indicates instructor problem in submitting grade on time
W	=	Official Withdrawal from course without penalty.	
CR/NC	=	Credit/No Credit. These grades are are not used in the Jane Addams College of Social Work	

I = Incomplete Grade. Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination; incomplete course work will normally result in a failing grade. A grade of I may be assigned in lieu of a final grade only when all of the following conditions are met: (1) The student has been making satisfactory progress in the course. (2) The student is unable to complete all course work due to unusual circumstances that are beyond personal control. (3) The student presents these reasons prior to the time that the final grade roster is due. (4) The reasons are determined acceptable by the instructor.

The instructor must submit an Incomplete Grade Assignment form for each I recorded. This form is a contract for the student to complete the course work. An I must be removed no later than the end of the student's first term residence subsequent to its incurrence, or if she or he is not in residence, by the end of the first calendar year subsequent to its incurrence. Instructors may establish an earlier deadline. If it is not removed by the deadline, the "I" will become a permanent I for graduate students.

*If a grade of Incomplete, Not Reported, or Deferred is awarded in a course that is a prerequisite for another course, that grade must be removed with a passing grade by the 4th week of the term in which the prerequisite-dependent course is taken or the student will be dropped from the prerequisite-dependent course. This may result in delayed graduation.*

Once an instructor has submitted a course grade, it can be changed only for one of the following reasons:

1. To replace an I with a final letter grade.
2. To replace a deferred grade with a final letter grade.
3. To correct an erroneously submitted grade.
4. To report a previously missing grade.

*Once a course grade has been submitted, students do not have the opportunity to change the grade by doing remedial or extra credit work.*

### **Graduation Application**

Graduation is not automatic; students must request it. Students must complete a form under “Graduation Information” in their UIC Web for Student account when registering for final semester of study. Students who do not complete and submit the required application by the specified deadline, will not be able to graduate until a subsequent term. This is a University policy, not a college policy. Deadlines will not be waived.

### **Honors**

The College gives special recognition to MSW students who graduate in the top 10% of their classes. Honors are awarded only once a year, in the spring term, and honors are calculated on the basis of grade point averages in place at the end of the fall semester prior to spring graduation.

To be eligible for honors, MSW students must complete a minimum 45 hours in the Jane Addams College MSW program. MSW honors are calculated on grades received in at least forty-five semester hours of course work completed as graduate students at the Jane Addams College of Social Work. Honors are calculated on the basis of cumulative grades awarded at the end of the fall term prior to the spring term in which graduation occurs

MSW advanced standing students are not eligible for honors because they will have completed only one semester of work in the MSW program by the time honors are calculated.

### **Independent Study**

MSW students may complete independent studies to fulfill elective course requirements. No more than three semester hours of independent study may be applied to an MSW degree and no more than one independent study can be taken in a term. Students should consult the independent study contract, available in the Office of Academic Affairs and Student Services (4329 EPASW), for detailed information regarding independent study policy and procedures. Only full-time faculty of Jane Addams College can sponsor students for social work independent study credit. Students are responsible for obtaining all required signatures on the form. Once all approval signatures except the Associate Dean’s are obtained, the form is to be brought to 4329 EPASW.

### **Limited Status Admission**

Students admitted on limited status must meet the terms specified in their admission letter or they will be dismissed.

### **Leave of Absence**

A request for a leave of absence form, available in the Jane Addams College Office of Academic Affairs and Student Services (4329 EPASW), must be completed and approved prior to the semester in which the leave of absence is to begin. Leaves

are approved for a maximum of one year. Students who merely do not enroll for a semester will be required to re-apply to the program before future registrations will be allowed.

Students who have already registered for the term for which leave is requested must also either cancel their registration before the first day of the term or withdraw from the university by the tenth day of the semester (fifth day in summer). Students are responsible for filing the appropriate forms. The leave of absence petition does not cancel the existing registration. Students who are on an approved leave of absence will not be covered by the health and personal accident insurance plan until they return to campus and register. Time spent on leave of absence status is included in calculating time limits for advanced degrees, but the circumstances necessitating the leave will be considered if an extension of time should be requested.

Students who interrupt their enrollment without prior written approval lose their status as students. If they want to return they must apply for readmission. Readmission is not guaranteed. If readmitted, the requirements for the degree are those published at the time of readmission.

### **Medical Immunization Requirement**

Illinois state law mandates that all students entering a postsecondary institution who are born on or after January 1, 1957, must present documented proof of immunity against measles, mumps, rubella, tetanus, and diphtheria as a prerequisite to registration. The medical immunization form, required for student completion, is mailed with the student's acceptance letter from the University. Those students who are not properly immunized and have not submitted a written statement of medical or religious exemption must be immunized within the first term of enrollment. Failure to provide the required proof of immunity will prevent the student from enrolling in a subsequent term. For more information, contact the Office of Medical Immunization Records located in the Student Services Building at 1200 W. Harrison.

### **No Academic Credit for Life or Work Experience**

The Jane Addams College of Social Work does not award academic credit for life or previous work experience for the Master of Social Work degree program. No exceptions are made.

### **Petitions**

MSW students may petition the Associate Dean for exceptions to College regulations, but may do so only after consulting with their advisors, whose recommendations must appear on the petition. Petition forms may be obtained from the Jane Addams College Office of Academic Affairs and Student Services (4329 EPASW), and must be accompanied by a full explanation of the circumstances and any appropriate forms required for processing a requested change. Petitions must be filed within 30 days from the time an individual knows, or reasonably should have known, that an occurrence has affected his or her status. The College responds to the petition in writing with specific instructions when applicable. Students are responsible for following those instructions.

### **Registering for Classes, Registration Holds & Grade Reports**

The Jane Addams College of Social Work publishes registration packets providing detailed information for registering for classes. These packets will not be mailed to students. They are usually distributed to classes with continuing students. If you miss class, they can be picked up at the Office of Academic Affairs (EPASW 4329).

Students must receive advisor approval for all courses taken prior to registration.

Any student tracked by the College must register for the course sections given in the tracking assignment. Track assignments take the place of advisor approval if the student registers correctly in the assigned track and only for tracked courses.

Holds may be placed on a student's ability to register that will block registration. The University or the Jane Addams College may place holds for academic, advising, financial, or immunization reasons. The College will place registration holds on students who attempt to depart from the published sequence of required courses (see MSW "Curriculum and Required Courses" section of this handbook) or who fail to obtain advisor approval for course registration or who do not register according to their track instructions. A hold will prevent a student from registering for any class.

If a student has difficulty registering, there is a help number at the student self-service site. If a student has difficulty contacting an advisor, let the staff in 4329 EPASW know. It is usually best to make an appointment to see your advisor. Advisor phone numbers, office locations, office hours, and internet addresses are posted on College bulleting boards.

Concentration required practice and policy courses are restricted to students in the particular concentration and no concentration practice or policy course can be taken until the foundation curriculum has been completed.

### **Religious Holidays**

In accordance to state laws, the faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays must notify the faculty member by the tenth day of the term they will be absent unless their religious holiday is observed on or before the tenth day. In such cases, the student shall notify the faculty member at least five days in advance of the date when he or she will be absent. The student will not be penalized for missing the class. If an examination or project is due during the absence, the student shall be given an assignment equivalent to the one completed by those in attendance.

### **Repetition of Courses**

Students can repeat a course for credit if:

(1) The course is designated in the Schedule of Classes as "May be repeated for credit."

(2) The course is one in which a grade of D, F, or U was earned. (For MSW students, a course with a grade of D, F, or U will not apply toward the degree. If an MSW student receives a grade of D or lower in a required course, that course must be repeated. If such a course is repeated, it can be repeated *once* and counted toward the degree *once*. The original grade continues to be included in the computation of the grade point average if the course is repeated.

(3) The course is one in which a grade of Incomplete was received. If the Incomplete has not been removed by the deadline, the course may be repeated for credit only once.

### **Research on Humans**

Students using human subjects in any research must have approval from the UIC Institutional Review Board or one of the approved committees before collecting data. Students should consult their course instructor for further information.

### **Residency Status Determination**

UIC regulations governing determination of residency for tuition purposes are published in the [UIC Graduate Catalog](#).

# Academic Grievance Policy and Procedures for Jane Addams College Students

## INTRODUCTION

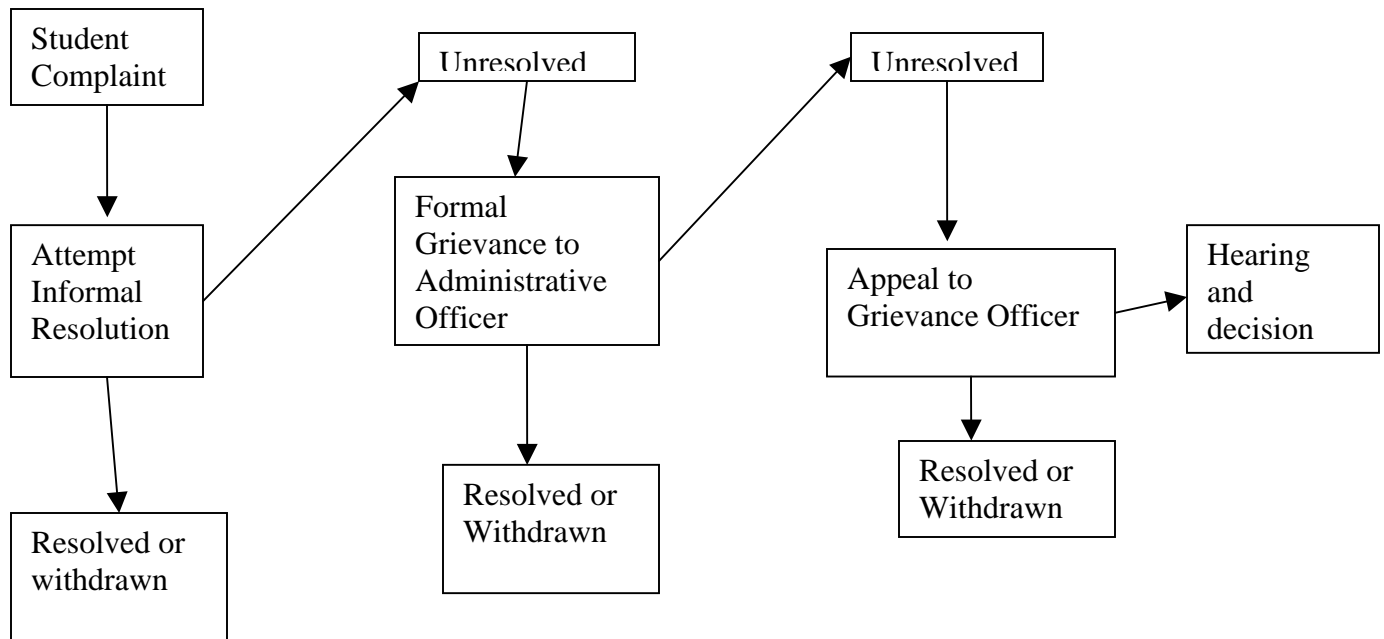
These Student Academic Grievance Procedures define an administrative process through which students may seek resolution of complaints or Grievances regarding academic standing during their enrollment at UIC. *The procedures presented here are those adopted by UIC and are effective March 1, 2007.*

- Section I defines eligibility to use these Procedures.
- Section II describes informal processes which must be pursued before initiating a formal Grievance.
- Sections III through V outline the formal Grievance procedure itself.
- Section VI contains information that is essential to the proper interpretation and use of these Procedures and should be read carefully by any person involved in the handling of a Grievance. Colleges, departments, and other units may extend or enhance the Student Academic Grievance Procedures in keeping with their accreditation or professional standards.

The University Guidelines on Grievance Procedures for Complaints of Discrimination at the University of Illinois (Appendix A) are considered to be part of these Student Academic Grievance Procedures. In the event of conflict between the Guidelines and these Procedures, the Guidelines will govern.

The following flowchart summarizes the Procedures:

Hearing and decision  
Appeal to Grievance Officer  
Resolved or withdrawn  
Resolved or withdrawn  
Formal Grievance to Administrative Officer  
Unresolved  
Student Complaint  
Attempt informal resolution  
Resolved or withdrawn  
Unresolved



## SECTION I. ELIGIBILITY

**A.** These Procedures may only be used by Students:

- UIC.
1. with a Complaint or Grievance regarding academic standing during their enrollment at UIC.
  2. about an academic decision made about them by an agent (e.g., faculty or staff member, administrator, committee) of the University of Illinois-Chicago that directly and adversely affects the Student.

**B.** These Procedures may not be used:

- Senate
1. in deciding or appealing issues relating to student discipline under the purview of the Student Judiciary Committee;
  2. in resolving any complaint, request, or question involving student records subject to campus procedures established under the Family Educational Rights and Privacy Act (FERPA) and contained in the Guidelines and Procedures Governing Student Records ([http://www.uic.edu/depts/oar/rr/records\\_policy.shtml](http://www.uic.edu/depts/oar/rr/records_policy.shtml));
  3. by applicants for admission;
  4. in review of any decision by any university administrator or properly constituted board or committee relating to allocation of resources to support any unit's projects or programs.

## Jane Addams College Student Academic Grievance Procedures, continued

### DEFINITIONS

- A. Administrative Officer: generally, the person to whom the Respondent reports or other person designated by the unit/college/department to serve in that role. (In the case of a student enrolled in the Graduate College filing a Grievance against a department head, this is the Dean of the Graduate College.) **In the Jane Addams College of Social Work, the Administrative Officer is the Associate Dean of the College.**
- B. Complaint: an unwritten Grievance.
- C. Day(s): All references in these Procedures to time periods are to **calendar** days, not working or business days.
- D. Grievance: a written statement by a Grievant containing a description of the grounds for the complaint and a specification of the remedy sought.
- E. Grievant: the author of a Grievance.
- F. Grievance Officer: The person to whom the Administrative Officer normally reports, usually the Dean or the Dean's designate. (For students enrolled in the Graduate College, this is the Dean of the Graduate College.) She/he may also serve as the Hearing Officer. **In the Jane Addams College of Social Work, the Grievance Officer is the Dean of the College.**
- G. Hearing Officer: the individual designated to conduct a Hearing to investigate a Grievance. The Grievance Officer may serve as her/his own Hearing Officer. The Administrative Officer is not permitted to serve as the Hearing Officer.
- H. "In Writing": Throughout these Procedures, "in writing" should be understood to include email, except where a written signature is required.
- I. Respondent: the person who made the decision being grieved.

### SECTION II. INFORMAL PROCEDURES

Whenever a Student has a Complaint, that Student is expected to attempt to resolve the matter informally. This attempt must include discussion of the complaint with the Administrative Officer.<sup>1</sup> If the complaint involves a charge of unlawful discrimination, the Office of Access and Equity must be informed by the Administrative Officer within sixty (60) days from the time of the decision being grieved.

<sup>1</sup> "The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations." See Appendix B and <<http://www.uic.edu/depts/oe/Nondiscrimination.htm>>.

### SECTION III. FORMAL GRIEVANCE -- FIRST STEP

A. **Submission of the Formal Grievance**: If all reasonable informal efforts to resolve a Complaint fail, the Student may formalize the Complaint as a Grievance.

**1. Grievance**: All Grievances must be (a) filed in writing, (b) signed and dated by the Grievant, and (c) accompanied by the Grievance Form (Appendix C) and contain or attach all supporting documentation at the time it is filed. The Grievant should fill in as much of the Form as possible, though must minimally provide:

- a. a clear description of the decision being grieved;
- b. the basis or bases for challenging that decision;
- c. the identity of the party or parties who made the decision;
- d. the specific remedy or remedies requested; and

## Jane Addams College Student Academic Grievance Procedures, continued

e. a description of all informal resolution attempted.

**2. Decisions:** All decisions issued pursuant to a Grievance must be in writing and shall include all of the following:

a. relevant findings of fact;

b. conclusions and the reasons for the conclusions reached, and

c. the remedy which is either granted or denied and/or any alternative remedies suggested.

**3. Appeals/Reviews:** All appeals or requests for review filed during a Grievance process must be in writing, must specify the decision being challenged and the basis or bases for that challenge, and must request a specific remedy.

**4. Filing:** No Grievance or appeal will be considered to be filed until the written Grievance or appeal is actually received by the appropriate University administrator. Limitations imposed upon the Grievant for filing appeals of decisions will be calculated from the date any decision is received by the Grievant, or is due, whichever date is earlier.

**B. Filing Deadline:** A Grievance must be filed by the Grievant with the Administrative Officer (**in the Jane Addams College of Social Work, the Associate Dean**) within sixty (60) days from the time of the decision being grieved. Informal efforts to resolve the complaint must occur within this sixty (60) day period. Grievants are encouraged to begin the process as soon as possible. If unlawful discrimination is alleged, the Administrative Officer must inform the Office of Access and Equity that the Grievance has been filed.

**C. Role of Administrative Officer:** Upon the receipt of a Grievance, the Administrative Officer must investigate the facts. The Administrative Officer may either grant or deny the remedy sought, or may provide other remedies. The Administrative Officer's decision must be issued, in writing, within thirty (30) days following her/his receipt of the Grievance.

**D. Withdrawal or Resolution of Grievance:** The Grievant may withdraw a Grievance at any time in writing. A Grievance may be settled and resolved by agreement between the Grievant and a University administrator serving in a review capacity under these Procedures at any time, provided that the University administrator has the authority to implement the decision(s) contained in the agreement. Once resolved or withdrawn, the Grievance may not be resubmitted or reinstated on the same substantive issue(s).

### SECTION IV. FORMAL GRIEVANCE -- SECOND STEP

**A. General:** If the Administrative Officer does not grant a remedy acceptable to the Grievant, the Grievant may appeal the Administrative Officer's decision to the Grievance Officer (**in the Jane Addams College of Social Work, the Dean**).

**B. Deadline:** This appeal must be submitted, in writing, to the Grievance Officer within fourteen (14) days following the Grievant's receipt of the Administrative Officer's decision.

**C. Role of the Grievance Officer:** The Grievance Officer, upon receipt of an appeal, will review the existing Grievance record, will uphold the decision or offer a different remedy, and may conduct further inquiry.

**D. Deadline:** Within fourteen (14) days of receipt of the appeal, the Grievance Officer

**Jane Addams College Student Academic Grievance Procedures, continued**

must either grant a remedy acceptable to the Grievant or notify the Grievant that he/she may request a Hearing.

**E. Request for Hearing:** The request for a Hearing must be made within seven (7) days of the Grievance Officer's decision. A date for the Hearing must be established within fourteen (14) days of the Student's request for a Hearing. The Hearing must begin within thirty (30) days from the time the request for a Hearing is made by the Grievant.

**F. Role of the Hearing Officer:** In cases where a Hearing Officer is appointed by a Grievance Officer to act in her/his stead, the Hearing Officer's function is to render recommendations and advice to the Grievance Officer based on relevant information provided during the evaluation of the Grievance.

**1. Charge to Hearing Officer:** The charge to the Hearing Officer must be made by the Grievance Officer in writing and must specifically indicate issues which the Hearing Officer should address during the Hearing and in making findings of fact and recommendations.

**2. Nature of Recommendations:** The Grievance Officer shall not be bound by the recommendations or advice of the Hearing Officer.

**G. Hearing Guidelines:** The Hearing will be conducted by the Hearing Officer in an expeditious manner pursuant to the following guidelines:

**1. Powers of the Hearing Officer:** The Hearing Officer is empowered to rule on all procedural matters and on the relevance of witnesses and/or evidence. If unlawful discrimination is alleged, a representative of the Office of Access and Equity must be present at the Hearing.

**2. Evidence:** The Hearing Officer will be provided with all prior relevant documents and may request any additional information which is relevant to the issues of the Grievance. When unlawful discrimination is alleged, the Hearing Officer must consult with the Office of Access and Equity in advance of the Hearing.

**3. Rights of the Grievant:**

**a. Advisor:** A Grievant has the right to be accompanied by an advisor of her/his choice at any meeting or formal proceeding in the Grievance process, although the advisor may not address the Hearing Officer or witnesses. If the Grievant chooses an attorney for this purpose, a representative from the Office of University Counsel must be invited to be present to advise the Hearing Officer and/or Grievance Officer. If the Grievant chooses to be represented by an attorney, the Grievant or the Grievant's attorney must so notify the appropriate University administrator, in writing, at least seven (7) days prior to the date of any meeting or formal proceeding where the Grievant's attorney will be present.

**b. Witnesses:** The Grievant has the right to be heard at the Hearing and to present witnesses. Witnesses may also be presented by the Administrative Officer, by the Grievance Officer, or by the Hearing Officer. The list of requested witnesses must be submitted to the Hearing Officer no later than seven (7) days in advance of the Hearing, along with a description of their relevance.

## Jane Addams College Student Academic Grievance Procedures, continued

**4. Questioning of Parties/Witnesses:** The Grievant and the Administrative Officer may question witnesses only through the Hearing Officer, when and as determined to be appropriate by the Hearing Officer. When unlawful discrimination is alleged, the representative of the Office of Access and Equity may pose questions relevant to the allegation(s).

**5. Record of the Hearing:** An electronic record of the Hearing will be made and preserved as a part of the complete record of the Grievance.

**6. Participants:** The Hearing will be closed to all but those individuals entitled by these Procedures to participate.

**7. Close of the Hearing:** When the Hearing Officer is satisfied that he/she has received information sufficient for him/her to make a decision/recommendations, the Hearing Officer shall officially close the Hearing.

### **H. Decision:**

**1. Where Hearing Officer and Grievance Officer Are Different:** In cases where the Hearing Officer and Grievance Officers are different persons (see box, page 2), the Hearing Officer will report to the Grievance Officer her/his findings and recommendations within ten (10) days after the close of the Hearing. Within ten (10) days after receiving the findings and recommendations of the Hearing Officer, the Grievance Officer will either grant or deny the remedy sought, or provide other remedies, and will so inform the Grievant, along with future steps, if any.

**2. Where Hearing Officer and Grievance Officer Are the Same:** In cases where the Grievance Officer and the Hearing Officer are the same person, the Grievance Officer will either grant or deny the remedy sought, or provide other remedies, within fourteen (14) days after the close of the Hearing, and will so inform the Grievant, along with future steps, if any.

**3. Finality of Decision:** All decisions of the Grievance Officer are final except when it is alleged that there has been unlawful discrimination in the academic determination based on race, color, sex, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military, or status as a disabled veteran or veteran of the Vietnam era.

**4. Deviation from Procedures:** A significant and demonstrable deviation from the procedures described herein may be reported to the Office of the Chancellor.

## **SECTION V. APPEAL TO THE CHANCELLOR**

The decision rendered by the Grievance Officer cannot be appealed except in matters relating to academic determination, academic standing, or an academic program where a claim of unlawful discrimination has been made or where significant procedural errors are alleged, and where that claim has been reviewed in the appropriate college or school. Request for the review must be made within fourteen (14) days of the Grievance Officer's decision. Upon receipt of the appeal, the Chancellor or her/his designate will review the record and issue a decision within thirty (30) days. In doing so, the Chancellor or her/his designate may seek such advice and information as he/she deems necessary. The Chancellor's decision is final and no further appeal is available.

**SECTION VI. RULES OF INTERPRETATION**

**A. Scope of Review:** Any University administrator or faculty member serving in any review capacity at any stage in a formal Grievance process will consider relevant facts relating to the Grievance, will gather additional relevant facts if necessary, and will base her/his decision on the evidence. Further, in reviewing the facts and the circumstances of the Grievance, the University administrator will not be limited to the scope of prior decisions, but may review the entire Grievance and all facts relating to it.

**B. Deviation from Procedures:** In unusual circumstances, the Chancellor, at her/his sole discretion, may approve or direct a deviation from these Procedures. Examples of such a deviation include postponement of a time limit or elimination or addition of a step in the process.

**C. Grievance Record:** The record of a Grievance will be held at each stage of the process by the person responsible for the conduct of the Grievance process at that stage and passed along to the person responsible for the next step, if any. The record of any Hearing will be made and kept by the Hearing Officer. The complete record of a Grievance will consist of the original Grievance; the record of each formal decision made at each step of the process, recorded on the Grievance Form; and all findings of fact, recommendations, and conclusions of any University administrator. The record of academic Grievances filed by Students is preserved by the college or school in which the Grievance was filed. A copy of the final decision must be provided to the Office of the Vice Chancellor for Academic Affairs. The record of a Grievance will be preserved in its entirety for at least five (5) years following the final resolution of the Grievance. After five years, maintenance or destruction of Grievance records will be handled in accordance with the policies of the University Archives Department, but a final copy of the decision will be permanently maintained in the Office of the Vice Chancellor for Academic Affairs. All documents which are made a part of the complete record of the Grievance will be accessible to the Grievant for review on written request.

**D. Failure to Meet Deadlines:** If, after a formal Grievance is filed, the University administrator charged with review of the Grievance fails to meet any deadline, the Grievant does not have to wait for that decision. Instead, the Grievant may proceed directly to appeal to the next higher University administrator in the manner prescribed by these Procedures, subject to the relevant time limitation calculated from the date of the missed deadline. The failure of any University administrator to meet any deadline shall not entitle the Grievant to any relief requested, nor shall such a failure be construed as tantamount to a decision in the Grievant's favor. However, the Grievant may proceed to the next step. Any Grievant or complainant who fails to observe time limitations imposed by these Procedures will be bound by the decisions previously made.

## **Appendix A: Guidelines on Grievance Procedures for Complaints of Discrimination**

These Guidelines are designed to cover grievance procedures for complaints by employees and concerning alleged discrimination by the University in violation of the University's nondiscrimination policy.

Each campus is responsible for developing and implementing its own grievance procedures in such matters within these Guidelines. A separate procedure will be established for University-level staff students, also within these Guidelines. When developed all campus and University grievance procedures are to be presented to the President of the University for approval prior to implementation.

A distinction is recognized between a *complaint* and a *grievance*. An employee or student may be said to have a complaint when some situation or event is viewed as unsatisfactory. Employees, supervisors and students are expected and encouraged to make every effort to resolve complaints informally as they arise. If a complaint cannot be satisfactorily resolved through an informal process, the complainant may reduce the matter to writing and file it promptly as a formal grievance.

To be effective, a grievance procedure must provide for a prompt fair and definitive resolution of the matter. The following Guidelines are applicable to formal grievance procedures relating to complaints that allege discrimination:

1. Final decisional authority on substantive and procedural issues related to a grievance initiated by a campus employee or student shall reside with either the Chancellor or a Vice Chancellor. Final decisional authority on substantive and procedural issues shall reside with either the President or a Vice President with respect to a grievance filed by a University-level employee or student. Procedures shall provide for an alternate procedure when a grievance is filed against one of these administrators.
2. Separate grievance procedures may be established, within these Guidelines, for different groups of employees, students and applicants (students and employees).
3. A time limit for filing a formal grievance shall be established, related to a specified number of days after the occurrence leading to the grievance or after the grievant was reasonably able to determine that the occurrence might affect the grievant's status; but this time limit shall not exceed one year for students and 180 days for employees. This time limit shall not preclude investigation of prior incidents tending to corroborate or refute a timely-filed grievance.
4. Grievance procedures shall require formal grievances to be in writing. Decisions at all levels, shall also be reduced to writing, and the basis for a decision shall be set forth.

**Jane Addams College Student Academic Grievance Procedures, continued**

5. Grievance procedures shall provide for consideration, decision, and appellate review, with a maximum of three separate tiers.
6. The grievant shall have at least one opportunity to present the grievance.
7. At each level of decision or appeal, the individual [or panel] charged with responsibility for the decision shall be provided the existing record of the matter, including a copy of the written grievance, the resolution sought by the grievant and the written disposition at all preceding levels. The individual or panel responsible for a decision may make such further investigation as is deemed appropriate and, for that purpose, may seek assistance or information from other personnel.
8. Grievance procedures shall provide that a grievant may have a personal advisor present at each tier of the grievance procedures to advise the grievant. The advisor shall not actively participate in the proceedings unless given prior approval.
9. Final disposition of a grievance must occur within a maximum of 180 days from the time of filing, but final resolution within a much shorter period is strongly encouraged. However, for good cause, this deadline may be extended by the Chancellor President or a designee.
10. The record keeping aspects of the grievance procedures should be adequate to insure proper monitoring and reporting.
11. Grievance procedures shall provide that claims of discrimination asserted by employees represented by a union may be brought only in accordance with the applicable union contract.

Approved by The Board of Trustees (November 14, 1996)

**Appendix B: University of Illinois Chicago Nondiscrimination Statement**

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

**Jane Addams College Student Academic Grievance Procedures, continued**

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Members of the public should direct their inquiries or complaints to the appropriate equal opportunity office.

Policy Council  
Revised May 31, 2005

<http://www.uic.edu/depts/oe/Nondiscrimination.htm>

**See following pages for student academic grievance forms.**

**Appendix C: Student Academic Grievance Form**

This form must accompany the Grievance Record. Please use back of form or attach additional pages if necessary.

**Name of Grievant (person filing Grievance)** \_\_\_\_\_ **UIN:** \_\_\_\_\_

**Local Address:** \_\_\_\_\_

**Local Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**What is the decision you are grieving?**  
\_\_\_\_\_

**Respondent(s) (the party or parties who made this decision ):**  
\_\_\_\_\_

**Department/College/Unit in which decision took place:** \_\_\_\_\_

**Date of decision (or date you became aware of it)** \_\_\_\_\_

**What specific remedy are you seeking?**  
\_\_\_\_\_

**Date Grievance Filed:** \_\_\_\_\_

**INFORMAL PROCEDURES:**

**Please briefly describe any attempts you have already made to resolve the situation and what resulted:**

**1) Met with Respondent:**

**Date:** \_\_\_\_\_

**Outcome:** \_\_\_\_\_

**2) Met with Department Head/Chair:**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Outcome:** \_\_\_\_\_

**3) Met with other member(s) of department:**

**Name:** \_\_\_\_\_ **Title/Office:** \_\_\_\_\_

Date: \_\_\_\_\_  
Outcome: \_\_\_\_\_

**4) Met with Dean or someone else outside of department:**  
Name: \_\_\_\_\_ Title/Office: \_\_\_\_\_  
Date: \_\_\_\_\_  
Outcome: \_\_\_\_\_

**5) Consulted Office of Access & Equity:**  
Name \_\_\_\_\_  
Date: \_\_\_\_\_  
Outcome: \_\_\_\_\_

**6) Consulted Dispute Resolution Service:**  
Name \_\_\_\_\_  
Date: \_\_\_\_\_  
Outcome: \_\_\_\_\_

**7) Please list any other people or offices consulted (use additional paper if necessary):**

Name \_\_\_\_\_  
Date: \_\_\_\_\_  
Outcome: \_\_\_\_\_

Name \_\_\_\_\_  
Date: \_\_\_\_\_  
Outcome: \_\_\_\_\_

**FORMAL PROCEDURES**

**Student request for extension of deadline:**  
Date request sent to Chancellor: \_\_\_\_\_  
Chancellor's decision/signature/date: \_\_\_\_\_

**Request(s) for other departures from procedures:**  
**Grounds:**  
Date request sent to Chancellor: \_\_\_\_\_  
Chancellor's decision/signature/date: \_\_\_\_\_

**Administrative Officer:** \_\_\_\_\_  
**Date Grievance received by Administrative Officer:** \_\_\_\_\_  
**Was unlawful discrimination alleged?** \_\_\_\_\_  
**Date Office of Access & Equity informed (attach letter)** \_\_\_\_\_

**Decision by Administrative Officer:** \_\_\_\_\_  
\_\_\_\_\_

Signature/date \_\_\_\_\_

Date decision reported to Grievant & Respondent: \_\_\_\_\_

Grievance HAS/HAS NOT been resolved:

Grievant signature/date \_\_\_\_\_

Respondent signature/date \_\_\_\_\_

Grievance has been withdrawn:

Grievant signature/date \_\_\_\_\_

Respondent signature/date \_\_\_\_\_

**APPEAL OF ADMINISTRATIVE OFFICER'S DECISION REQUESTED:**

Date Hearing requested by Grievant \_\_\_\_\_

Grounds for challenging Administrative Officer's decision: \_\_\_\_\_

Grievance Officer:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Date filed: \_\_\_\_\_

Was unlawful discrimination alleged? \_\_\_\_\_

Date Office of Access & Equity contacted about Hearing \_\_\_\_\_

Hearing Officer (if appointed):

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Date of Hearing \_\_\_\_\_

Representative of Office of Access & Equity present at Hearing

(name/signature) \_\_\_\_\_

Decision: \_\_\_\_\_ date \_\_\_\_\_

Hearing Officer (signature/date)

Date report of Hearing received by Grievance Officer \_\_\_\_\_

Date decision reported to Grievant, Respondent, & Administrative Officer: \_\_\_\_\_

Grievance HAS/HAS NOT been resolved:

Grievant signature/date \_\_\_\_\_

Respondent signature/date \_\_\_\_\_

Grievance has been withdrawn:

Grievant signature/date \_\_\_\_\_  
Respondent signature/date \_\_\_\_\_

**APPEAL TO CHANCELLOR REQUESTED (discrimination or procedural grounds only):**

**Grounds for appeal:** \_\_\_\_\_  
**Date of request:** \_\_\_\_\_  
**Date sent to Chancellor for review:** \_\_\_\_\_

**Decision:** \_\_\_\_\_ **date** \_\_\_\_\_  
**Signature/date** \_\_\_\_\_  
**Grievance HAS/HAS NOT been resolved:**  
**Grievant signature/date** \_\_\_\_\_

**Grievance has been withdrawn:**  
**Grievant signature/date** \_\_\_\_\_

**Additional documents attached:**

### **Appendix D: Task Force Members**

Emanuel D. Pollack, Senior Associate Dean for Student Academic Affairs, College of Liberal Arts & Sciences (Chair)

Caryn A. Bills, Deputy Associate Chancellor, Office for Access and Equity

Linda Deanna, Associate Vice Chancellor for Student Affairs/Dean of Students Student Affairs

Donna Del Principe, Assistant University Counsel

Lillye A. Hart, Associate Dean for Administration, Director of Urban Health Program Administration, College of Medicine

M. Natsuko Kihara, Assistant to the Provost, Academic Affairs

Amy Levant, Associate Dean for Administration, Graduate College

Janet I. Madia, Executive Associate Dean, Honors College

Renee Reifsteck McCarthy, Assistant University Counsel

Mrinalini C. Rao, Vice Provost for Faculty Affairs (ex officio)

Robyn E. Sato, Assistant to the Chancellor

## **Student Code of Conduct and Evaluation of Academic and Nonacademic Behavior**

**Introduction.** Students in the Jane Addams College of Social Work are subject to the University of Illinois at Chicago policies on student welfare and student discipline: see the discussion of “Academic Misconduct Policies Applicable to All UIC Students” below and the UIC Student Handbook (available from the UIC Office of Student Affairs and Enrollment Management, Student Services Building).

In addition to general UIC policies, Jane Addams College social work students are also held accountable to the student code of conduct specific to the Jane Addams College of Social Work which is described below in terms of the following topics:

Academic Misconduct and Dishonesty

Sanctions for Academic Misconduct and Dishonesty

Evaluation of Nonacademic Behavior: Policies Specific to Jane Addams College Students

Procedures for Handling Charges of Incompetence or Unethical Behavior, and NASW Code of Ethics (see Appendix D of this Handbook). An important component of the Jane Addams College student code of conduct is the set of ethical principles contained in the National Association of Social Workers (NASW) Code of Ethics. *Every social work student is held accountable for studying the NASW Code of Ethics and abiding by its principles.*

For policies regarding grade point average requirements and academic probation, see the MSW “Grades” and “Academic Probation” sections of this handbook.

### **Academic Misconduct and Dishonesty**

The Jane Addams College of Social Work defines academic dishonest to include, but not to be limited to:

1) Submitting all or part of a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.

2) Knowingly presenting case material details or representations that are untrue.

3) Plagiarism: presenting material from any source as one’s own without proper attribution which is to include the use of quotation marks when another’s exact wording is used and proper citation when another’s ideas are used but exact wording is not used. This obligation to provide attribution and quotation marks applies to the use of the student’s own writing from another paper or assignment which must be similarly identified.

4) Cheating: either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise or providing to, or receiving from, another person any kind of unauthorized assistance on any examination or assignment.

5) Fabricating: knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.

6) Offering bribes, favors, or threats: bribing or attempting to bribe or promising favors to or making threats against any person with the intention of affecting a record of a grade or evaluation of academic performance and any conspiracy with another person who then takes, or attempts to take, action on behalf of, or at the direction of, the student.

7) Taking an examination by proxy: taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy or substitute.

8) Grade tampering: any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.

9) Submitting non-original works: submission or attempt to submit any written work written, in whole or part, by someone other than the student.

#### *Sanctions for Academic Misconduct and Dishonesty.*

1) In the event a Jane Addams College of Social Work student engages in academic misconduct or dishonesty, the instructor should assign a *course grade* no higher than a “D” and a *course grade* of “E” may be assigned. If a grade of “D” is assigned, the assignment involved should be redone and a further written assignment required which may include a discussion of social work ethics or the social worker as role model or other topic of the instructor’s choosing. The instructor will determine the due date for this work.

2) A second offense while a student in the Jane Addams College will automatically result in a grade of “F” for the course and dismissal from the program for a minimum of one year. Readmission to the program is by application only and is not guaranteed.

3) Instead of applying sanction (1) as described above, the instructor may decide to handle the matter by filing a charge against the student using either: (a) the UIC Judicial Liaison Review Process or (b) the UIC Student Disciplinary Procedure. Details of the Judicial Liaison Process and the Student Disciplinary Procedure are published in the brochure “Student Disciplinary Procedure of the Senate Committee on Student Discipline” which is available in the Jane Addams College Office of Academic Affairs and Student Services (EPASW 4329) and is also available in the UIC Office of Student Disciplinary Affairs, Student Services Building.

#### *Evaluation of Nonacademic Behavior: Policy Specific to Jane Addams College of Social Work Students*

The Jane Addams College of Social Work has responsibility for assessing the appropriateness of students for professional social work practice in terms of competence and ethics. This section discusses the implementation of that responsibility in terms of:

- charges of fraud or malpractice lodged against a student
- student convictions of felony or misdemeanor
- providing false information in university documents
- evidence of incompetence for the profession of social work
- evidence of ethical misconduct.

*As discussed below, the Code of Ethics of the National Association of Social Workers (NASW) embodies principles of ethical behavior to which Jane Addams College social work students are expected to conform. The NASW Code of Ethics is published in Appendix D of this handbook and every Jane Addams College social work student is held accountable for studying it and abiding by it.*

(1) Charges of fraud or malpractice. For any student charged with fraud or malpractice under local, state, or federal laws for conduct related to social work employment or practice, the University, upon the recommendation of the Jane Addams College of Social Work, may revoke registration in field instruction classes and activities without prejudice until the court has ruled. In other instances of misrepresentation or fraud, the College is bound by the National Association of Social Workers Code of Ethics.

(2) Conviction of felony or misdemeanor. Any student who has been convicted of a felony or misdemeanor for conduct that may provide a threat to the well-being of clients shall not be readmitted to field instruction classes and activities until evidence of rehabilitation removes such threat to clients. Serving of a sentence alone does not necessarily constitute evidence of rehabilitation for this purpose. Following such conviction, the student shall be informed in writing of the criteria that the College will use in determining evidence of rehabilitation.

(3) False information. For individuals applying to or admitted to the Jane Addams College of Social Work, fraud or misrepresentation include, but are not limited to: false statements in applications for admission; false statements in application for student financial assistance; and falsifying degrees or professional credentials to clients. Such conduct shall constitute grounds for dismissal from the Jane Addams College of Social Work.

(4) Professional incompetence. Professional incompetence is behavior which indicates a student is not adequately or appropriately performing at the level expected in the BSW or MSW program. Such problematic behavior may stem from consistently poor judgment, immaturity, personal problems, or consistent failure to understand or value the meaning of professional social work behavior. The following list provides examples, but is not a complete list, of behaviors that constitute professional incompetence:

- inability to establish and maintain positive, professional relations with clients, field instructors, or classroom instructors,
- inability to perform professional tasks due to personal problems,
- inability to accept constructive feedback from field or classroom instructors
- repeated failure to be at field agencies in a timely manner,
- chronic, unjustified lateness in meeting deadlines for field or classroom work.

(5) Unethical behavior. Nonacademic ethical misconduct includes but is not limited to behavior which violates the principles embodied in the NASW Code of Ethics. As previously stated, the NASW Code of Ethics is published in Appendix C of this handbook and each student in the Jane Addams College is held accountable for studying the Code and abiding by its principles. The following behaviors are examples, but not a complete list, of ethical misconduct:

- engaging in sexual activities with clients,
- participation in dishonesty, fraud, deceit, or misrepresentation,
- exploitation of clients for personal advantage,
- conviction of a felony offense.

*Procedures for Handling Charges of Incompetence or Unethical Behavior*

In the event a student displays behavior that indicates either professional incompetence or ethical misbehavior, the following procedures are used:

(1) The field instructor, classroom instructor, advisor, or other person bringing the complaint is to submit a written statement to the Jane Addams College Associate Dean explaining the nature of the complaint and the evidence for it. The Associate Dean will provide notification to the student that a complaint has been lodged and that a meeting will be convened to discuss it. A copy of the written complaint will be provided to the student.

(2) Within 10 (ten) days of receiving the complaint, the Associate Dean will convene a meeting of the principals involved to discuss the complaint and to gather information. The student may submit a written response to the Associate Dean. The Associate Dean will make a determination as to whether or not the facts of the situation support the complaint and warrant further action. The Associate Dean will have minutes prepared of the above meeting and minutes will be distributed to the principals.

(3) Within 5 (five) working days of the above meeting, the Associate Dean will provide the student and the party submitting the complaint a written response indicating whether there is a basis or not for proceeding with the complaint. If the complaint is supported, the Associate Dean will recommend to the Dean of the College that a Professional Review Committee be convened to consider the complaint.

(4) Within 10 (ten) days of receiving the recommendation from the Associate Dean, the Dean will decide whether or not to appoint a Professional Review committee to consider the matter. If appointed, the sole purpose of the committee will be to gather information and to provide advice to the Dean about the matter. The committee will be composed of the following personnel to be appointed by the Dean: a faculty chairperson, two faculty members from the College Executive Committee and a student member nominated to the Dean by the chair of the Student Steering Committee and selected from the same degree program as the student against whom the complaint has been filed. The committee will meet with the principals to gather evidence and consider the matter. This meeting will occur within 10 (ten) days of the committee's appointment. The Committee chair will see that a written record of the meeting is prepared and distributed to the Dean and the principals involved. The committee will make a recommendation to the Dean regarding the validity of the complaint and what sanctions, if any, are to be applied. The sanctions can include, but are not limited to, a warning to the student, placement on probation status with terms of the probation specified in writing, or dismissal from the college.

(5) Within 10 (ten) days of receiving the recommendation from the Professional Review Committee, the Dean will review the written record and make a decision regarding the validity of the complaint and what sanctions, if any, are to be applied. The Dean's decision will be communicated to the student in writing.

(6) In the event the complaint involves a violation of local, state, or federal law, the case will be referred to the University Senate Committee on Student Discipline.

**Misconduct Policies Applicable to All UIC Students.**

Just cause for UIC disciplinary action includes, but is not limited to, any one or combination of the following:

(1) Academic dishonesty: any violation of the UIC “Guidelines Regarding Academic Integrity” (for discussion of these guidelines see “Academic Misconduct and Dishonesty Defined” section of this handbook).

(2) Violation of professional standards: any conduct that violates any commonly recognized or generally accepted professional standard of the profession in which the student is training, including unacceptable conduct in clinical, practicum, or off-campus training. Social work students are referred to the NASW Code of Ethics published in Appendix D of this handbook and to the sections above regarding “Evaluation of Nonacademic Behavior.”

(3) Withholding or giving false information on an application for admission, readmission, registration, financial aid, employment, or other materials.

(4) Disruption of University activities: conduct that prevents, limits, creates hazards for, or impairs the teaching, research, public service, community, professional, athletic, organizational, administrative, clinical, academic, and/or ordinary business of students, faculty, and staff, including, but not limited to, disruption of building services and access to classes, University facilities, and all other University or University-approved events and including conduct in residence halls, hospitals, clinics, practicum, or off-campus study, or training programs.

(5) Failure to respond to requests from University officials for a conference on matters pertaining to student status in the University, including, but not limited to, failure to respond to mail and telephone messages regarding allegations of misconduct.

(6) Rules violations: violations of University or campus rules, including, but not limited to, smoking or parking regulations or rules regarding use of University property.

(7) Substances, products and drugs: misuse or unauthorized possession of intoxicants, controlled or illegal substances, or materials dangerous to public health and safety.

(8) Demonstrations, picketing, distribution of printed materials: violations of University and campus regulations on demonstrations, picketing, distribution of printed materials, or use of University facilities.

(9) Misuse or unauthorized use of University documents: alteration, mutilation, misuse, or fraudulent use of an official University document or granting permission for the use thereof by an unauthorized person. Official documents include, but are not limited to UIC ID cards, course programs cards, charge slips, receipts, grade reports, transcripts, and computer access/account numbers.

(10) Misuse or unauthorized use of computer resources or information: granting access to resources and/or information to a person or persons not authorized to have such access or any conduct that impairs the proper access to computer resources or facilities by other members of the University community.

(11) Violation of regulations for student organizations: violations of regulations established for student organizations, including financial and student election regulations. Student organizations whose members engage in activities designated herein as just cause for disciplinary action may have their campus privileges suspended or revoked and officers and/or members, as individuals, may be subject to individual disciplinary action on the basis of their responsibility for, or participation in, the proscribed activities.

(12) Violation of the rights of others: any conduct that violates the rights of others or University policies regarding nondiscrimination.

(13) Violation of local, state, or federal law: all actions occurring on University premises that result in a violation of local, state, or federal law; Board of Trustees' action; or any other University rule of conduct.

(14) Violations that affect the University community's interest: actions that violate state laws or regulations set forth herein and/or which substantially affect the interest of the University community even in such actions do not occur on University premises or property or at University-sponsored events.

Refer to the UIC Student Disciplinary Procedures as described in the UIC Student Handbook (available from the UIC Office of Student Affairs in the Student Services Building) and the publication "Student Disciplinary Procedures" available in the UIC Office of Student Disciplinary Affairs in the Student Services Building.

### **Student Responsibility to Stay Informed**

Students are responsible for knowing and adhering to the policies and procedures in this handbook as well as the Schedule of Classes (available at the Student Services Building).

All students should take care to check their student mailboxes and the bulletin boards of the College for materials such as registration packets, information about concentrations, and field placement planning. **In addition, students are required to activate their UIC student computer accounts and to check their email accounts regularly for official college announcements distributed by way of the JaneMail student announcement system.** While some materials may be mailed to student home addresses in most cases, such as registration packets, materials will not be mailed to homes but will be distributed in classes and will also be available in the Office of Academic Affairs & Student Services

Students are responsible for filing change of address forms at two places: (1) with the Jane Addams College Records Officer in EPASW 4329, and (2) at the UIC Office of Admissions and Records (OAR) in the Student Services Building (corner of Harrison and Racine). OAR notification can be given online at

<http://www.uic.edu/depts/oar/rr/index.shtml>

and Jane Addams College notification can be given in room 4329 or by emailing [ronnie@uic.edu](mailto:ronnie@uic.edu)

Important materials will often be distributed in classes. Students missing classes are responsible for determining what occurred on the days missed and for taking the initiative to obtain distributed materials.

### **Student Records**

All documents submitted by the student, including but not limited to, applications, letters of reference, transcripts, and personal statements, become the property of the Jane Addams College of Social Work. Student access to their files is governed by the UIC policy on student records. Students who wish to view their files must make a request, in writing, to the Jane Addams College Records Officer in the Office of Academic Affairs (EPASW 4329). Students may then view their records by appointment

in the Office of Academic Affairs. Material cannot be photocopied from the records. Material cannot be removed from the records. Students who have waived their right of access to specific letters of reference will not be allowed to view such letters.

### **Tuition, Fees, and Other Charges**

All students are assessed tuition and fees. The Service Fee, General Fee, and Health Service Fee are mandatory fees that support various units/services on campus. Tuition is based on a student's enrollment status on the tenth day of the semester (fifth day during the summer term). Consult the current [Schedule of Classes](#) for fees and other charges. Tuition is also posted online at:

<http://tigger.uic.edu/depts/oar/rr/tuition.shtml>

### **Transcripts**

To order transcripts students contact the Office of Admissions and Records which is located in the Student Services Building, 1200 W. Harrison. This can be done in person or online by going to the UIC webpage at uic.edu and pulling down the "quick links" menu and selecting "ordering a transcript."

### **Waivers of Required Courses and Transfer of Credits**

Waivers. To avoid redundancy, MSW students who believe they have already mastered the content of a required course by having already passed a similar course may submit a petition for a course waiver. No field instruction courses may be waived. Waiver requests must include a transcript and syllabus. MSW students submit them to the Associate Dean. Materials will be reviewed to see if learning objectives of the required Jane Addams College required course have been met. The Associate Dean will consult with appropriate faculty as needed. A successful petition means the required course will be waived; however, it does not reduce the minimum number of credit hours needed for the degree; the student will need to take an additional elective course to achieve the minimum number of credit hours needed for the degree.

#### Transfer of Credits.

Consideration is given to the transfer of graduate social work credit for work completed at another social work program accredited by the Council on Social Work Education. Credit is not automatic and the number of hours that may be transferred is determined on an individual basis. Only credits in which the student earned a grade of A or B may be transferred. Course must have been taken no more than 4 years previous to the request. Course credits may be transferred only after a student has successfully completed 12 hours of work at the Jane Addams College of Social Work. The student must submit a petition for transfer of credit (available in EPASAW 4329). In addition to the petition, the student must submit a transcript showing a grade of B or better, a course description or syllabus, and evidence that the earned credit was not applied toward another degree. No course work may be applied toward more than one degree. A maximum of 50% of the credits needed for a UIC MSW degree can be transfer credits.

### **Withdrawal from University**

Students who wish to withdraw from the University must submit a University Withdrawal Form. Contact the University Admissions Office. Dropping all courses does not constitute a withdrawal. The deadline for Withdrawal is the last day of classes before final examination week in each term. Failure to withdraw officially results in a failing grade (F or U) on the record for each registered course.

### **Social Work Licensing**

Social work professionals are licensed in the state of Illinois by the State of Illinois Division of Professional Regulation. The first, and basic, license required is the LSW (Licensed Social Worker), application for which requires possession of an accredited social work degree and passing a state-administered license examination. Subsequently, after a period of supervision, it is possible to apply for the LCSW license (Licensed Clinical Social Worker).

The Illinois chapter of the National Association of Social Workers webpage provides an overview of licensing, testing, and review courses in Illinois; see:

**<http://www.naswil.org/>**

You may also visit the website of the Illinois Division of Professional Regulation (which, in turn, is a sub-unit of the State of Illinois Department of Financial and Professional Regulation) at:

**<http://www.idfpr.com/dpr/default.asp>**

At the above webpage, use the pull-down "Select a Profession" menu and select "Social Worker" for an overview of the LSW regulations, application process and forms. Using the same menu and clicking on "Licensed Clinical Social Worker" will bring you the information for that license.

## **RESOURCES FOR STUDENTS**

**The material below is only a partial listing of student resources. For a fuller description, see the UIC webpage "Learning" section <http://www.uic.edu/index.html/learning.shtml>**

### **Academic Center for Excellence.**

A unit of the Counseling Office located in Room 2900, Student Services Building, 1200 West Harrison. Their telephone is (312) 413-0032. This Center offers courses, workshops, and special programs designed to improve students' abilities in study and learning strategies, academic reading and writing, and vocabulary and test taking as well as language, learning, and intercultural training for international students.

### **Bookstore.**

The UIC Bookstore, located in UIC Student Center East, stocks required texts for classes on the east side of campus, as well as various school supplies and UIC apparel. There is a video rental facility on the lower level. Their telephone is (312) 413-5500.

The EpiCenter Bookshop, also located in UIC Student Center East, is devoted to pleasure reading, with a full selection of popular titles, plus hundreds of domestic and foreign periodicals.

### **Career Planning Services.**

Career Placement Services provides comprehensive services to assist students in preparing to enter the job market. For more information regarding services offered, stop by Room 3050, Student Services Building, 1200 West Harrison. Their telephone number is (312) 996-2300.

### **UIC Student Center East**

The UIC Student Center East, the Student Union, is located at 710 S. Halsted Street. It provides eating facilities, check-cashing services, recreational facilities, a barber shop, meeting rooms, and headquarters for campus organizations. CTA passes are available at the Cashier's Office on the second level. A photocopy center is located in the OffCenter Mall in Student Center East. Stamps can be purchased either in the Off Center Mall or from the machine on the second floor. The University Book Store is located on the lower level.

### **Computer Center**

The UIC Computer Center provides access to mainframe and microcomputer resources to every member of the UIC community. Students may use any of the Computer Center facilities for instructional or personal reasons, including doing homework assignments, writing papers, and producing resumes. To get started, students should go to one of the public microcomputer or terminal facilities to pick up information describing the procedures for activating a mainframe account. A student ID card is required to activate an account. There are public Computer Center microcomputer/terminal facilities located throughout the campus, including: Room 2249

SEL; Room B001 BSB; Room L270 EPASW; and the Main Library building. For more information, call the Computer Center Help Desk at (312) 413-8080.

### **Counseling Center**

Students may seek counseling help at the University Counseling Center at 2010, Student Services Building.

### **Day Care.**

Day care for children is available to children of UIC students at two on-campus sites: 287 Roosevelt Road Building and 116 Associated Health Professions Building. For information or an application call 312-413-5328.

### **Disability-Related Services**

The Office of Disability Services, 1190 Student Services Building, provides a range of auxiliary aids and services to persons with disabilities. Students with sensory, physical, or learning disabilities must contact the coordinator as early as possible to plan for academic and accessibility needs. Students are required to have the ability to manage activities of daily living and medical conditions or to provide their own personal or medical assistants. Students requesting accommodations for disabilities must do the following: (1) go to the UIC Office of Disability Services for a confidential verification of the disability; (2) obtain from the staff of that office a letter describing the recommended accommodation; (3) show the accommodation letter to each instructor of classroom courses for which accommodation is requested, and in the case of field instruction show the letter to the Director of Field Instruction or the Jane Addams faculty liaison; (4) the accommodation letter should be shown at the beginning of the course or prior to it, and in the case of field instruction, the letter should be shown during the period in which field placements are being arranged. For additional information see the first pages of this Handbook.

### **Financial Aid**

The Office of Student Financial Aid is located in Room 1800, Student Services Building, 1200 West Harrison. Their telephone number is (312) 996-3126. Any information regarding Financial Aid should be obtained from this office.

### **Food Services**

The University offers a variety of food services in UIC Student Center East and more limited choices on the first floor of the Behavioral Sciences Building (BSB). The neighborhoods around UIC have multiple commercial food sites.

### **International Student Services**

The UIC International Services office is located in the Student Services Building, room 2160. Phone: 312-996-3121; fax 312-996-9432; online: <http://www.uic.edu/depts./ois>.

### **Health Services**

Student Health Services is located on the 11th Floor, University Hall. Their telephone is (312) 996-3388.

### **Campus Care (student insurance)**

Upon their registration, students are assessed a Campus Care fee (health insurance). If a student wishes to have this charge waived, they must present proof of health insurance. Call the Student HMO Office at (312) 996-4915 for information regarding the Petition for Exemption Form. Their address is 914 S. Wood St., Suite # 227; or visit their website at:

<http://www.uic.edu/hsc/campuscare/chicago/>

### **Housing**

Students who need information regarding either on-campus or off-campus housing should contact the Housing Office at (312) 555-6300.

### **Identification Card**

Student Identification cards are used to check out materials at University libraries and may be used to charge items at University bookstores. The Identification Card Office is located in Room 1790, Student Services Building, 1200 W. Harrison. ID cards may be obtained by showing proof of registration and a valid photo ID. The telephone number for the ID Card Office is (312) 413-5940. Proof of registration may be obtained at the Registration Office, also located in the Student Services Building.

### **Jane Addams College Student Lounge.**

Study room for students enrolled at the Jane Addams College of Social Work is on the fourth floor of the Education, Performing Arts, and Social Work building.

### **Student Legal Services.**

The Student Legal Service is available to provide help without cost to students currently enrolled at UIC in such matters as: traffic tickets, arrests, landlord problems, divorce, child support, domestic violence, automobile accidents, consumer problems, bankruptcy, immigration matters, employment problems, or contracts. The Student Legal Service is located in the Student Services Building, 1200 W. Harrison, Room 2100, Chicago, Illinois 60607-7164. Telephone: (312) 996-9214. Office hours: 9:00 a.m. to 4:30 p.m. Student Legal Services is neither an agent nor an agency of the University of Illinois at Chicago.

### **Libraries**

The Main Library is located at 801 South Morgan, (312) 996-2726; the Library of the Health Sciences is located at 1750 West Polk Street, (312) 996-8966. Operating hours are posted at each facility.

### **Mailboxes and JaneMail**

All students are assigned a student mailbox. Students will share a box with two or three other students. Only one copy of distributed materials should be collected by each student. It is important to remember that you are sharing a box with

other students! Mailboxes are used as a means of communication between Jane Addams faculty, staff, and students. Mailboxes are located at the West end of the fourth floor of the Education, Performing Arts, and Social Work building. Mailbox assignments are posted on the bulletin board opposite the boxes at the beginning of each academic year. Mailbox assignments change each year. See the “Computer Requirement” discussion earlier in this Handbook for a discussion of the JaneMail electronic notification system.

### **Parking**

Information regarding on-campus parking can be obtained by calling the Parking Office at (312) 413-5800. The office is located in Room 1180, Student Services Building, 1200 West Harrison.

### **Shuttle Bus Service to the West Campus**

The West Campus houses the health sciences. Nearly all social work students need to use the Health Sciences Library and some will have required or elective courses on that campus. A free bus connects the two campuses. The nearest stop to the College of Social Work is at the corner of Morgan and Harrison Streets East of the Social Work building. Service is provided every ten minutes until 3:00 pm, and every thirty minutes thereafter.

### **Student Information Network Center (SINC)**

SINC can provide students with information about a wide range of useful services across campus. Their number is (312) 996-5000, and they are located on the first floor of UIC Student Center East and the Student Services Building.

### **Student Government**

The Jane Addams College of Social Work Student Government description and constitution is discussed in Section A of this handbook.

### **UIC Office of Admissions and Records**

The Office of Admissions and Records is located in the Student Services Building, 1200 W. Harrison. Their telephone number is (312) 996-4350. Students must contact OAR in order to change their address with the University and to order transcripts.

### **UIC Ombudsperson**

The office of the UIC Ombudsperson is located in room 2080, Student Services Building. Telephone: 312-996-8145. The role of the ombudsperson is to ensure that students receive fair and equitable treatment. This office is a “last resort contact” for UIC students experiencing difficulties resolving problems on campus. The ombudsperson can help guide and advise students with the UIC grievance process if the situation warrants such attention.

### **Vending Machines**

Soft drink and snack machines are available on the east end of the second floor and basement of the Education, Performing Arts, and Social Work building.

**Writing Center**

The Writing Center provides free tutoring to undergraduate and graduate students. Any writer who would like to improve a piece of writing by sharing it with a trained reader is encouraged to bring it to the Writing Center. See the Writing Center's webpage at

<http://www.uic.edu/depts/engl/writing/>

# Appendices

## Appendix A. Citation Systems for Papers

All papers submitted in the Jane Addams College of Social Work are to be prepared in proper scholarly format. Students should check with each instructor to see what citation system the instructor prefers. Below is a citation system that is appropriate for papers written in courses at the College and meets the requirements of journals of the National Association of Social Work -- however instructors may require another system. Each student is responsible for using the system required by the instructor of a class.

**Remember: you must cite your own papers if you drawn on a paper you did for another class: check with your instructor to see if this acceptable; failure to do so can result in a plagiarism penalty. Also remember the requirement to cite and provide references also applies to information you obtain from internet online sources.**

### Citations in Text

Instead of using footnotes, cite all references in text as follows:

A recent study (Jones, 1965 has shown . . .

If no author, use first two or three words of title and the year:

Webster's Dictionary, 1975).

If the name of the author occurs in the text:

Jones (1958) has said . . .

If the reference has several authors:

A recent study (Jones & Smith, 1984) has shown . . .

A recent study (Jones, Smith, & Doe, 1984) has shown . . .

A recent study (Jones et al., 1984) has shown . . .

Two publications in the same year by the same author -- use a and b:

One child abuse study (Gil, 1978b) has . . .

### What Must Be Cited

- 1) Any direct quote must have a citation.
- 2) Any reference to a research study (survey, experiment, etc.) must have a citation.

- 3) Any use of statistics, tables, graphs, or other numerical/graphic presentation or data must have a citation showing either:
  - a. Where the material came from, if you took the table from another source, or
  - b. Where the raw data came from if you used numbers from another source, but created your own table.
- 4) Any discussion of a group of studies or articles should have a reference string (Example: Gil, 1978; Pace, 1976; Jones, 1980) to indicate that all were consulted, even if there is no direct quote.
- 5) Any time an idea which originated in an article you read is used without adding to it, you must cite the article.

### Quotations

Quotations should be exact. Citations should always include page or pages. Follow forms below exactly:

Grasse (1949) considers his test as an index of "impairment in both the concrete and abstract spheres" (p.13).

For longer quotations -- more than three typewritten lines -- single space and inset. Begin a new paragraph; use no quotation marks.

Follow examples below:

Leon Levy (1968) in Psychological Interpretations concludes:

Psychodiagnosis is a descriptive venture having as its ultimate goal the provision of a basis for the anticipation of the behavior of a patient under various contingencies (p. 157).

Supportive services for child abuse have three purposes:

(1) to reduce the traumatic effects of the crime on the child and parents; (2) to minimize the anxiety-producing sequence of events in the investigatory process and court appearances; and (3) to evaluate the need for professional casework services for child and parents (DeFrancis, 1969, p. 12).

### Preparing References

1) Make a card for each reference to be consulted. If a reference proves to be irrelevant, destroy the card. References discovered even after you have begun to write the paper may be added at any time until the final list of references is typed.

2) Alphabetize the cards by author. Do not separate books and articles. List the references on a separate sheet so that it can be removed by the reader and followed to understand citations in the text.

3) Prepare the list of references from the cards after the paper is finished.

Capitalize only the initial letter of the first word of the title, except for proper names. Titles are not enclosed in quotation marks. Only book titles and journal names should be underlined to indicate italics.

#### Journal Articles

Authors' names are arranged in alphabetical order. In the case of multiple authors, the final name is preceded by a comma and an ampersand (&).

Mayer, J.E. & Timms, N. (1969). Clash in perspective between worker and client. Social Casework, 50, 32-40.

References by the same author are listed in chronological order starting with the earliest. References for the same year by (a) & (b). The name is repeated in each entry:

Jones, C.L. (1988a). Perception of space. Journal of Experimental Psychology, 56, 3-17.

Jones, C.L. (1988b). Space factors. Journal of Applied Psychology, 42, 91-102.

When a corporate rather than a personal author is given, corporate authors are arranged in proper alphabetical position with personal authors. United States Department of Health and Human Services would be alphabetized as a "U".

#### Books

Bernestine, T.M. (1965). The careful writer: A modern guide to English usage. New York: Atheneum.

Edition of Books. Note that edition is abbreviated (ed.)

Jefferds, J.C.V., Jr. (1964). The psychology of industrial unrest. (2<sup>nd</sup> ed.). New York: McGraw-Hill.

Edited Book. Note that "A Editor" is abbreviated (Ed.)

Kelly, J.T. (Ed.). (1965). Theories of psychopathology (pp. 50-93). Springfield IL: Charles C. Thomas.

In citing a chapter in an edited book, provide page numbers of the chapter.

Wood, A. (1965). The reinforcement of anxiety. In J.T. Kelly (Ed.), Theories of psychopathology (pp. 50-93). Springfield IL: Charles C. Thomas

#### Reports

National Institute of Mental Health. (1982). Television and behavior: Ten years of scientific progress and implications for the eighties (DHHS Publication No. ADM 82-1195). Washington DC: U.S. Government Printing Office.

Dissertations

Williams, S.R. (1959). The measurement of nystagmus in normals and schizophrenics. (Doctoral dissertation, University of Vermont) Ann Arbor MI: University Microfilms, 59-297.

Lightburn, L.T. (1951). The relation of critical fusion frequency to age, unpublished doctoral dissertation, University of New Jersey, Trenton.

Papers presented at scientific meetings

Streabor, K. (1966, April). Sociopsychological study of motivation. Paper presented at the meeting of the New England Psychological Association, Boston.

Use the Publications Manual (most current edition) of the American Psychological Association to answer specific questions.

**Appendix B. Council on Social Work Education (CSWE) Accreditation Standards for BSW and MSW Programs, Including Curriculum Requirements. See CSWE home page: <http://www.cswe.org>.**

## Accreditation Standards

### **1. Program Mission, Goals, and Objectives**

1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.2. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives.

### **2. Curriculum**

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

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

2.1.2 Admits only those students who have met the program's specified criteria for field education.

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.<sup>2</sup> Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

[Note: This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.]

### **3: Program Governance, Administrative Structure, and Resources**

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.0.2 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.

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a

doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

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

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems)

#### **4. Student Professional Development**

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

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

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

## **5. Nondiscrimination and Human Diversity**

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program

leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

## **6. Program Renewal**

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

## **7. Program Assessment and Continuous Improvement**

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

**Appendix C. National Association of Social Workers (NASW) Code of Ethics**  
See the NASW home page at <http://www.socialworkers.org>

**Code of Ethics**  
*of the National Association of Social Workers*

***Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly***

**Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

\*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant

literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

### **Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value:** *Service*

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value:** *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** *Importance of Human Relationships*

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

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

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

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

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

## **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

### ***1. Social Workers' Ethical Responsibilities to Clients***

#### **1.01 Commitment to Clients**

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

#### **1.02 Self-Determination**

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

#### **1.03 Informed Consent**

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients'

comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

#### **1.04 Competence**

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

#### **1.05 Cultural Competence and Social Diversity**

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

### **1.06 Conflicts of Interest**

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to

prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients'

records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

#### **1.08 Access to Records**

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

#### **1.09 Sexual Relationships**

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk

of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

#### **1.10 Physical Contact**

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

#### **1.11 Sexual Harassment**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

#### **1.12 Derogatory Language**

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

#### **1.13 Payment for Services**

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers'

relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

#### **1.14 Clients Who Lack Decision-Making Capacity**

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

#### **1.15 Interruption of Services**

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

#### **1.16 Termination of Services**

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## ***2. Social Workers' Ethical Responsibilities to Colleagues***

### **2.01 Respect**

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

### **2.02 Confidentiality**

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

### **2.03 Interdisciplinary Collaboration**

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

### **2.04 Disputes Involving Colleagues**

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

### **2.05 Consultation**

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

### **2.06 Referral for Services**

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### **2.07 Sexual Relationships**

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

### **2.08 Sexual Harassment**

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

### **2.09 Impairment of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties

and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### **2.10 Incompetence of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### **2.11 Unethical Conduct of Colleagues**

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

## ***3. Social Workers' Ethical Responsibilities in Practice Settings***

### **3.01 Supervision and Consultation**

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### **3.02 Education and Training**

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### **3.03 Performance Evaluation**

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

### **3.04 Client Records**

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### **3.05 Billing**

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

### **3.06 Client Transfer**

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### **3.07 Administration**

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### **3.08 Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### **3.09 Commitments to Employers**

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### **3.10 Labor-Management Disputes**

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## ***4. Social Workers' Ethical Responsibilities as Professionals***

### **4.01 Competence**

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

#### **4.02 Discrimination**

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

#### **4.03 Private Conduct**

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

#### **4.04 Dishonesty, Fraud, and Deception**

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

#### **4.05 Impairment**

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

#### **4.06 Misrepresentation**

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

#### **4.07 Solicitations**

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

#### **4.08 Acknowledging Credit**

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

### ***5. Social Workers' Ethical Responsibilities to the Social Work Profession***

#### **5.01 Integrity of the Profession**

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

#### **5.02 Evaluation and Research**

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## ***6. Social Workers' Ethical Responsibilities to the Broader Society***

### **6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

### **6.02 Public Participation**

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

### **6.03 Public Emergencies**

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

### **6.04 Social and Political Action**

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

***END OF NASW CODE OF ETHICS***

## MSW COURSE DESCRIPTIONS

Not all courses are offered each semester or each academic year.

Courses must be taken in order specified in required programs of study listed earlier in this handbook. Concentration practice and policy courses are restricted to students in the particular concentration and cannot be taken until all the foundation curriculum is completed.

Courses are listed according to the following system:

*Human Behavior Series*  
*Research Series (foundation & concentration)*  
*Policy Series (foundation & concentration)*  
*Practice Series (foundation concentration)*  
*Electives Series*  
*Independent Studies Series*  
*Field Instruction Series (foundation & concentration)*

### Human Behavior series

#### *Foundation*

410 Human Behavior and the Social Environment. 3 hours.

Human development through the life cycle including urban family, group, community, and organizational interactions with social, cultural, physiological, and psychological factors. Prerequisite: admission to MSW program or consent of instructor.

411 Social Work in a Multicultural Society. 3 hours

Place of social work in Multicultural society; focus on racial and ethnic minority groups, particularly African Americans, Latinos, Asian Americans, and Native Americans. Prerequisite: admission to MSW program.

### Research series

#### *Foundation*

460 Research I: Social Work Practice. 3 hours

Research methodology basics applied to social work: problem formulation, design, measurement, sampling, data analysis, computerization, ethics, qualitative and quantitative methodologies. Prerequisite: admission to MSW program.

#### *Concentrations*

SocW563 Research II: Program Evaluation

*This course can be taken by students in any concentration except school social work.*

This course examines evaluation research in social work, including outcome evaluation, monitoring service delivery and client progress, assessment of service needs, cost-benefit analysis, and cost-effectiveness analysis. It emphasizes evaluation for client benefits, program improvement and service innovations with and on behalf of clients from urban, at-risk populations.

#### SocW565 Research II: School Social Work

*All school social work students must take this course to graduate and students from other concentrations are not allowed to take this course.*

This course will consider research trends and needs in the field of school social work. Students will study research project design, including needs assessment, program evaluation, survey or experimental/quasi-experimental design. Emphasis is given to critical thinking in assessment of existing research and in development of research projects. Ethical issues in the conduct of research are addressed, with particular attention to potential for bias related to racial or ethnic minority status, gender, or sexual orientation. The use of technology is addressed through education in the use of SPSS (Statistical Package for the Social Sciences) for data entry and analysis.

#### SocW565 Research II: Research with Children and Families

*This course can be taken by students in any concentration except school social work.*

The course prepares students to conduct needs assessments and to evaluate policies, programs and interventions with children and families. Special emphasis will be placed on urban child protection, family preservation and permanency planning services funded by public child welfare agencies. In addition the course will include attention to research that examines the impact of criminal justice, juvenile justice, mental health, health, and special education policies and programs on children and their families. Students will design a research proposal or complete a research project that focuses on assessing needs, evaluating the effectiveness of an existing policy or specific intervention, or on developing and testing an innovative program, intervention, or policy. This project must focus on children and families and must be relevant to the student's concentration.

#### SocW565 Research II: Participatory Action Research

*This course can be taken by students in any concentration except school social work.*

Action research is a family of research methodologies that simultaneously pursues research objectives (knowledge and understanding), meaningful involvement of community members affected by the study focus, social action leading to change, and social policy formation. The action component and the direct involvement of the local community in the creation and implementation of research distinguish action research from other types of systematic inquiry. Involvement of those directly affected by the research issues makes this method of inquiry especially salient among the poor, racial and ethnic minorities, women, and gay, lesbian, bisexual and transsexual populations. Students will learn participatory action perspectives and methods for assessing needs, designing and evaluating programs and services, and generating knowledge for more effective practice, program development, and policy formulation in community and agency settings. Lectures and class discussions will emphasize critical thinking and the use of participatory action research methods in the context of a diverse urban environment. The course will

emphasize utilization of current technology such as the internet in the development of problems and empowering community capacity to conduct research and evaluation.

SocW565 Research II: Single System Evaluation of Practice

*This course can be taken by students in any concentration except school social work.*

A web page describing this course is at

<http://tigger.uic.edu/~lwbenn/jacswcourses/SocW565/>

This course examines the methodology of single-system research and helps students apply it to evaluate their own practice with individual clients, couples, families, groups, or larger systems in a variety of settings, with an emphasis on vulnerable, at-risk, urban populations, including women, racial and ethnic minorities, gay and lesbian persons. Content includes the selection of change goals or targets for a single-system study, ways to operationally define and measure change in clinical practice, ethical issues, protection of human subjects, single-system research designs, choice and verification of clinical interventions, and evaluation of findings.

Policy series

*Foundation*

420 Policy I: Social Welfare Policy and Services. 3 hours

Social work history; structure and development of current policies; policy analysis and policy advocacy skills for social and economic justice.

Prerequisite: admission to MSW program.

*Concentration*

*(Note: as of spring 2005, the college is phasing out the CAP and Health concentrations and introducing the Community Health and Urban Development, CHUD, concentration. See registration information distributed each year for the availability of concentrations in a given academic year.)*

553 Policy II: Community Health & Urban Development (CHUD). 3 hours

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551 Policy II: School Social Work. 3 hours

Social work history; structure and development of current policies; policy analysis and policy advocacy skills for social and economic justice.

Prerequisite: SocW420.

556 Policy II: Community and Administrative Practice. 3 hours

Critical analysis of national, state, and local policies affecting urban community building and development. Prerequisite: SocW420.

552 Policy II: Children and Family Services. 3 hours

Critical analysis of policies affecting welfare of families and children; focus on child welfare, juvenile justice, adult criminal justice, mental health, and special education systems. Prerequisite: SocW420.

553 Policy II: Health Care. 3 hours  
Critical analysis of current health programs and policies including policy change skills; content on urban poor and at-risk populations. Prerequisite: SocW420.

554 Policy II: Mental Health. 3 hours  
Critical analysis of policies and structures in mental health delivery system with focus on urban and chronically mentally ill populations. Prerequisite: SocW420.

### Practice series

#### *Foundation Practice*

430 Practice I: Generalist Practice with Individuals, Families, and Groups. 3 hours.  
Human development through the life cycle including urban family, group, community, and organizational interactions with social, cultural, physiological, and psychological factors. Prerequisite: admission to MSW program.

431 Practice II: Generalist Practice with Task Groups, Organizations, and Communities. 3 hours.  
Place of social work in Multicultural society; focus on racial and ethnic minority groups, particularly African Americans, Latinos, Asian Americans, and Native Americans. Prerequisite: SocW430.

#### *Concentration Practice*

*(Note: as of spring 2005, the college is phasing out the CAP and Health concentrations and introducing the Community Health and Urban Development, CHUD, concentration. See registration information distributed each year for the availability of concentrations in a given academic year.)*

519 XX

520 XX

580 Practice III: Community and Administrative Practice. 3 hours.  
Management of human service organization: resource acquisition and management; planning; community relations; focus on urban community-based agencies. Prerequisite: SocW431.

581 Practice IV: Community and Administrative Practice. 3 hours.  
Generalist practice principles applied to individuals, families, and groups including content on community context, racial and ethnic minorities, poor, oppressed and other urban vulnerable communities. Prerequisite: SocW580.

582 Practice III: Children and Family Services. 3 hours.  
Ecological and strengths-based practice with urban children and families; special focus on child welfare. Prerequisite: SocW431.

583 Practice IV: Children and Family Services. 3 hours.

Advanced critical analysis and application of ecological and strengths-based practice emphasizing interactions of children and families with urban courts, schools, and child welfare systems. Prerequisite: SocW582.

584 Practice III: Health Care. 3 hours.

Theoretical basis and skills for health social work in diverse settings; biopsychological understanding of health and disease; emphasis on direct practice with urban clients and families. Prerequisite: SocW431.

585 Practice IV: Health Care. 3 hours.

Advanced knowledge and skills in health care settings; specific populations including urban poor and at-risk populations; emphasis on urban community and organizational levels. Prerequisite: SocW584.

586 Practice III: Mental Health. 3 hours.

Strengths-based assessment and treatment planning in urban settings; diversity issues; managed care settings; critical use of current mental health diagnostic and classification systems. Prerequisite: SocW431.

587 Practice IV: Mental Health. 3 hours.

Advanced urban mental health practice; diversity issues; focus on children and adolescents and their families; critical application of current mental health diagnostic and classification systems. Prerequisite: SocW586.

588 Practice III: School Social Work. 3 hours.

Ecological and strengths perspective on development of basic competencies for urban school social work; diversity issues. Prerequisite: SocW431.

589 Practice IV: School Social work. 3 hours.

Advanced interventions in urban school systems; use of groups, consultation, classroom interventions, family empowerment, conflict resolution and community interventions; diversity issues. Prerequisite: SocW588.

480 Special Studies in School Social Work Practice. 3 hours.

Ecological and strengths-based interventions in urban school systems. Prerequisite: admission to the Post-MSW Type 73 certificate program.

Electives series

503 Family Practice in Urban Communities. 3 hours.

Empowering at-risk urban families using strengths-based intervention; brief treatment models; attention to diversity, community, poor and other urban at-risk populations. Prerequisite: SocW430.

504 Group Theory and Practice. 3 hours.

Theory and practice of social work with empowerment groups in both clinical and large system settings; diversity and equity issues. Prerequisite: SocW430.

- 511 Practice with Children. 3 hours.  
Direct treatment with urban at-risk children including situations involving homelessness, substance-abuse, violence; treatment modalities emphasizing family, community, culture. Prerequisite: SocW430.
- 513 Brief Individual Treatment in Managed Care. 3 hours.  
Brief treatment interventions (cognitive behavioral, psychodynamic, and solution focused) with adult clients in urban managed care settings; focus on strengths-based interventions and diversity. Prerequisite: SocW430.
- 516 Practice with Couples. 3 hours.  
Practice with urban couples with attention to diversity, poverty and other urban at-risk factors and problems including substance abuse, violence, mental disorders, sexual problems. Prerequisite: SocW430.
- 517 Practice with Family Violence, Neglect, and Abuse. 3 hours.  
Ecological approach to family violence: physical, psychological and sexual abuse of children, women, and elders at practice and policy levels; urban vulnerable populations. Prerequisite: SocW430 or consent of instructor.
- 521 Aging Populations: Social Work Responses. 3 hours.  
Psychological, social, biological aging factors of individuals and families; emphasis on practice skills for community, long-term care and hospital-based services in urban emphasis. Prerequisite: SocW410 or consent of instructor.
- 522 Crisis Intervention. 3 hours.  
Nature of crises including suicide and large-scale disaster; strengths-based interventions in urban settings: medical and mental health facilities, schools, community centers, neighborhoods. Prerequisite: SocW430.
- 523 Drug and Alcohol Abuse and Social Work. 3 hours.  
History and pharmacology of alcohol and other drugs; etiology of abuse and dependence; assessment and treatment models; practice in multi disciplinary settings; emphasis on urban systems. Prerequisite: SocW430.
- 525 Social Work with Women. 3 hours.  
Research, policy, and practice approaches to working with women in diverse urban settings; empowerment and diversity perspectives.  
Prerequisite: SocW410 or consent of instructor.
- 527 Special Topics in Social Services. 3 hours.  
Critical review of selected areas of social work, social services, and social welfare.  
Prerequisite: admission to MSW program and permission of instructor
- 530 Leadership in Human Service Organizations. 3 hours.

Executive leadership of urban social service agencies: study of leadership theories and strategies. Prerequisite: SocW410.

- 532 Social Work in Corrections. 3 hours.  
Policy and practice roles of social workers in correctional settings with emphasis on race, ethnicity, gender, sexual orientation and poverty factors. Prerequisite: SocW410 or consent of instructor.
- 533 Sexual Minority Communities. 3 hours.  
Community and social justice framework applied to gay, lesbian, bisexual, and transgendered populations; historical development of sexual minority communities; overview of social work response. Prerequisite: SocW410 or consent of instructor.
- 539 Mental Health Issues with Children and Adolescents. 3 hours.  
Critical, strengths-based understanding of current classification and diagnostic systems for assessment and treatment planning with children and adolescents. Prerequisite: SocW410 or consent of instructor.
- 540 Mental Health Issues with Adults. 3 hours.  
Critical, strengths-based understanding of current classification and diagnostic systems for assessment and treatment planning with adults. Prerequisite: SocW410 or consent of instructor.
- 544 Community Violence. 3 hours  
Urban community violence: impact on individuals and society; policies and theories critically studied from race, class, and gender perspectives; social work implications Prerequisite: SocW410 or consent of instructor.
- 545 HIV/AIDS: Social Work Challenges. 3 hours  
HIV prevention and intervention in urban settings; system and ecological understanding of impact of HIV on society and role of social work practice and policy. Prerequisite: SocW410 or consent of instructor.
- 558 Social Work and the Law. 3 hours  
Social work input in legal system: family law, family violence, crime and delinquency, civil rights, education, health, mental health, social advocacy, social work practice regulation. Prerequisite: SocW420 or consent of instructor.

#### Independent Studies series

- 534 Independent Study in Practice. 3 hours; may be repeated for a maximum of 6  
Independent study in practice area not covered by existing course offerings. Prerequisites: Consent of the instructor and approval of the college.
- 549 Independent Study in Human Behavior and the Social Environment. 3 hours; may be repeated for a maximum of 6  
Independent study in HBSE areas not covered by existing course offerings. Prerequisites: Consent of the instructor and approval of the college.

559 Independent Study in Social Welfare Policy and Services. 3 hours; may be repeated to maximum of 6  
Independent study in SWPS areas not covered by existing course offerings.  
Prerequisites: Consent of the instructor and approval of the college.

569 Independent Study in Research. 3 hours; may be repeated to maximum of 6  
Independent study in research methodology or areas not covered by existing course offerings. Prerequisites: Consent of the instructor and approval of the college

### Field Instruction series

570 Field Instruction I. S/U grade only. 5 hours.

Students are assigned to social agencies where, under the supervision of an agency field instructor, selected micro and macro system cases are carried for social work services. Prerequisite: Consent of the instructor.

571 Field Instruction II. S/U grade only. 5 hours.

Students are assigned to social agencies where, under the supervision of an agency field instructor, selected micro and macro system cases are carried for social work services. Prerequisite: SocW570 and consent of the instructor.

572 Field Instruction III. S/U grade only. 8 hours.

Students are assigned to social agencies where, under the supervision of an agency field instructor, selected micro and macro system cases are carried for social work services. Prerequisite: SocW571 and consent of the instructor.

573 Field Instruction IV. S/U grade only. 8 hours.

Students are assigned to social agencies where, under the supervision of an agency field instructor, selected micro and macro system cases are carried for social work services. Prerequisite: SocW572 and consent of the instructor.

574 Special Studies in Field Instruction I. S/U grade only. 2 to 4 hours.

Practicum experiences in approved social agencies/organizations where students carry selected cases, applying knowledge to skill applications under the supervision of an agency field instructor. Prerequisite: Consent of the instructor.

575 Special Studies in Field Instruction II. S/U grade only. 2 to 4 hours.

Practicum experiences in approved social agencies/organizations where students carry selected cases, applying knowledge to skill applications under the supervision of an agency field instructor. Prerequisite: Consent of the instructor.