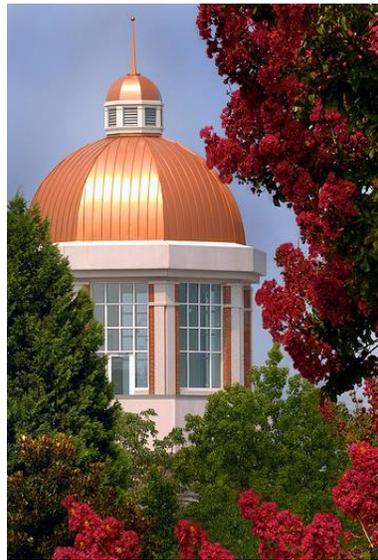




UNC CHARLOTTE

College of Health and Human Services

School of Social Work



**Master of Social Work
Academic Program Manual
2017-18**

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MSW Website: <http://socialwork.uncc.edu/master-social-work>

University of North Carolina at Charlotte Graduate Catalog

<http://graduateschool.uncc.edu/current-students/catalog>

College of Health and Human Services Student Handbook

<http://health.uncc.edu/sites/health.uncc.edu/files/media/2015-16%20Student%20Handbook.pdf>

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Common Acronyms

MSW = Master of Social Work
BSW = Bachelor of Social Work
SSW = School of Social Work
CWEC = North Carolina Child Welfare Education Collaborative
CHHS = College of Health and Human Services
f2f = Face-to-face class or meeting
FT = Full Time
PT = Part Time
AS = Advanced Standing

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School of Social Work Vision and Mission

Vision Statement

To foster optimal health and well-being, equal human rights, and a just society.

Mission Statement

To prepare future social work professionals for leadership in areas of culturally-informed, community-engaged practice, policy, and research, with a particular emphasis on persistent and emerging social problems in rapidly diversifying urban areas locally, nationally, and globally.

The MSW Program

The MSW program carries out the School's vision and mission by grounding students in social work's ecological framework. The program educates future social workers to think and work *multisystemically* – to keep a simultaneous focus on people, their social environments, and their reciprocal relationships, while actively influencing organizations, communities, and social policy to bring about a more just society. Students in the program also have an opportunity to develop areas of specialization through elective courses in the School of Social Work and other departments at UNC Charlotte.

Program Accreditation

UNC Charlotte's MSW program was reaccredited by the Council on Social Work Education in 2016. The program is reaccredited through 2024.

History of the MSW Program

The University of North Carolina at Charlotte is North Carolina's urban research university. It leverages its location in the state's largest city to offer competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives.

UNC Charlotte's MSW program began in 2000. In its first decade, the MSW program has begun to achieve national prominence. In 2014, UNC Charlotte's Department of Social Work conducted an analysis of its program in comparison to UNC Charlotte peer institutions and other BSW and MSW programs in North Carolina. The analysis found that faculty research productivity outranked departments in peer institutions. Based on its findings, the Department of Social Work formally proposed a name change to "School of Social Work" in February 2014. In the latest opinion polling by *U.S. News and World Report*, UNC Charlotte's MSW program ranks #56, which places it in the top 25% of all MSW programs. It is the highest ranked MSW program in the US without an affiliated social work doctoral program.

The UNC Charlotte Board of Governors unanimously approved the Department's designation as a School of Social Work on September 25, 2014. The designation as a School of Social Work opens the next chapter in our history, one in which our teaching, research, and service position faculty and students for engaged leadership in the University, the Charlotte region, the state, and the country.

Educational Objectives and Curriculum

Educational objectives for the MSW program are directly aligned with the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS). There are two levels of curriculum: Foundation and Advanced.

Foundation Curriculum

The Foundation Curriculum is designed to promote knowledge, values, skills, and critical thinking skills required for the practice of social work. The Foundation Curriculum addresses the nine social work competencies from 2015 EPAS. These include:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

For more information, on the 2015 accreditation standards, see the EPAS at https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

The Foundation Curriculum consists of nine (9) courses that are offered in the beginning of the course sequence. In the Foundation Curriculum, students spend 16 hours in a field practicum each semester. Foundation courses are listed below.

Foundation Courses

- SOWK 6121 Social Work Practice Theories and Skills (3)
- SOWK 6131 Social Work Research (3)
- SOWK 6141 Foundations of Social Work (3)
- SOWK 6151 Social Work, Social Justice, and Diversity (3)
- SOWK 6232 Practice and Program Evaluation (3)
- SOWK 6242 Advocacy and Policy Change (3)
- SOWK 6252 Mental Health Assessment (3)
- SOWK 6441 Foundation Social Work Practicum I (3)
- SOWK 6442 Foundation Social Work Practicum II (3)

Advanced Curriculum

Like the Foundation Curriculum, the Advanced Curriculum is designed to promote knowledge, values, skills, and critical thinking skills required for the practice of social work. The Advanced Curriculum also addressed 2015 EPAS competencies. The Advanced Curriculum consists of seven (7) courses, which include an advanced level practicum requiring 16 hours weekly for two

semesters. *Students are expected to apply skills learned in the Foundation curriculum to the Advanced curriculum.*

Students chose three (3) electives in consultation with their academic advisors. Electives provide an opportunity to develop a specialty practice area. Advanced required courses are listed below.

SOWK 7122 Advanced Social Work Practice with Individuals (3)
 SOWK 7126 Advanced Social Work Practice with Groups (3)
 SOWK 7127 Advanced Social Work Practice with Families (3)
 SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
 SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
 SOWK 7443 Advanced Social Work Practicum I (4)
 SOWK 7444 Advanced Social Work Practicum II (4)
 SOWK 7651 Synthesis and Reflection (3)

Elective Courses

MSW students work with their advisors to choose electives that reflect their individual professional interests and goals. Students in the Full Time and Part Time plans of study complete three electives (nine credits). One elective can be taken while completing the Foundation curriculum, with the other two taken during the Advanced curriculum. Students in the Advanced Standing plan of study complete two electives (six credits) during the Advanced curriculum.

Students can enroll in elective courses at UNC Charlotte or in graduate courses in other accredited institutions (including online). **All electives require the approval of the student's advisor and the MSW Program Director prior to enrollment in the course.** Students complete the Elective Choice form (Appendix A) to indicate their choice. If the student enrolls in a course without prior approval, the student risks receiving no credit for the course. In addition:

- The course must be offered for *Graduate* credit as defined by the institution where it is completed.
- If a course is taken outside UNC Charlotte, the student is responsible for getting credit transferred to UNC Charlotte toward the MSW. The MSW Program Director can assist with the request.
- A maximum of six (6) credits can be transferred into UNC Charlotte toward a graduate degree. See the sections in this manual on Transfer of Credit and Post-Baccalaureate Credit for more information.

Graduate School Academic Policies

Complete policies and procedures such as degree requirements, transfer credits, and grading can be found in the current UNC Charlotte Graduate Catalog. A copy of this catalog may be obtained from the Graduate School or online at: <http://graduateschool.uncc.edu/current-students/catalog>. It is the student's responsibility to be familiar with the content of the Graduate Catalog. The following is a brief description of some important policies.

Minimum Hours and Quality

All Full-Time and Part Time students are expected to satisfactorily complete requirements for the degree. The MSW requires a minimum of 62 semester hours (Advanced Standing Program

complete a minimum of 41 semester hours) of approved courses, with an overall GPA of at least 3.0. Grades in all courses attempted will remain on the transcript and will be included in the calculation of the student's GPA as it is reported on the transcript, with the exception of a W grade.

Grading Policies and Grade Point Averages

Complete information regarding grading policies, grades, credits, and obtaining transcripts is provided in the "Academic Regulations and Degree Requirements" section of the Graduate School Catalog, available at <http://graduateschool.uncc.edu/current-students/catalog>

Grades for graduate students are as follows:

Letter	Meaning	Grade Points
A	Commendable	4
B	Satisfactory	3
C	Marginal	2
U	Unsatisfactory	0
I	Incomplete	
IP	In Progress	
W	Withdrawal	
P	Pass	
NC	No Credit	
AU	Audit	
NR	No Recognition Given	

The grade point average for a graduate student is based only on those courses in his/her approved program of study taken at UNC Charlotte. It is determined by multiplying the number of grade points for each grade (A=4, B=3, C=2, U=0) by the number of semester hours credit received in that course, adding all accumulated grade points together, and then dividing by the total number of semester hours the student has attempted (except those for which the student received a grade of I, IP, W, P, N, AU, or NR). When a course not listed as "May be repeated for credit" is repeated, no additional credit hours accrue and the hours earned and grade points of the previous grade are replaced by those of the current grade. Graduate students must have a cumulative 3.0 GPA to graduate.

I (Incomplete) Grades

The grade of I is assigned at the discretion of the course instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The missing work must be completed and the final grade reported within a maximum of one calendar year from the date on which the I grade was recorded. The instructor assigning the I grade may specify a shorter time frame to complete the work. If the I is not removed, a grade of U is automatically assigned. Time extensions for the completion of an I grade beyond one year cannot be approved except by special request to the Graduate School and under extraordinary circumstances. The grade of I cannot be removed by enrolling again in the same course. (*Note: An I grade will not be assigned for a student who has never attended a class, has quit attending a class, or is failing.*)

Grades and Academic Standing

An accumulation of three *final course grades* of C or ANY final course grade of U (Unsatisfactory) will result in automatic termination from the UNC Charlotte Graduate School and the MSW program. This is Graduate School policy. A graduate student whose enrollment has been terminated because of grades is ineligible to attend any semester or the summer session in any UNC Charlotte course unless properly reinstated.

Time Limits to Degree

Candidates must complete all requirements for a master's degree, including accepted transferred credit, within six years of the end of the first semester in which they registered in the Graduate School. If transfer courses are accepted, the six-year calendar begins on the date the transferred course completed. Courses that exceed this time limit must be revalidated or retaken, whichever the graduate program decides is necessary, if they are to be included in the degree program. Courses taken at other institutions are not eligible for revalidation.

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance. Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the UNC Charlotte Office of Disability Services and provide documentation as needed. The Office of Disability Services will work with the faculty member(s) on how to accommodate the student. If the student has questions about disability-related policy, the Office of Disability website can be found at <http://legal.uncc.edu/policies/ps-51.html>. Their office is located at Fretwell 230. The phone number is 704-687-4355 (voice/TDD).

School of Social Work Academic Policies

The following is a description of academic policies specific to the School of Social Work MSW program. These policies apply in addition to graduate school policies.

Field Practicum Grades

Failure to maintain a grade of A or B in field placement in any semester will result in a formal review by the School of Social Work. If students earn a final course grade of C in SOWK 6441 Foundation Social Work Practicum I, SOWK 6442 Foundation Social Work Practicum II, or SOWK 7443 Advanced Social Work Placement I, the student must repeat the course. The student will not be allowed to proceed to the next practicum course in the sequence until the student receives a final course grade of A or B.

Course Substitution Policy

MSW students may request that certain required courses be substituted with another graduate-level course if they meet specific guidelines. The following courses in the Foundation curriculum are eligible for a course substitution: *Social Work Practice: Theories and Skills (SOWK 6121)*; *Social Work Research (SOWK 6131)*; *Foundations of Social Work (SOWK 6141)*; and *Social Work, Social Justice, & Diversity (SOWK 6151)*. Courses can be substituted only if the following guidelines are met:

- The student earned course credit from a CSWE-accredited social work program within seven years of the semester in which the waiver is requested.
- A course syllabus is provided for each course for which a substitution is requested. The syllabus must indicate that the course reflects the same content as one of the courses eligible for substitution (SOWK 6121, 6131, 6141, and 6151) at the graduate level.
- The student received a grade of “A” in the course being proposed for substitution.

If each of these criteria are met, the approval procedure for a course substitution is as follows:

1. A copy of the course syllabus for each course is provided to the MSW Program Director, along with a proposal for a graduate course substitute from a current course schedule.
2. The MSW Program Director reviews the course syllabus and the student’s transcript (to verify the course was completed and that the student received an “A”).
3. For each course, the student or the MSW Program Director submits a request for a course substitution using the Graduate Academic Petition system at <https://gpetition.uncc.edu/login>
4. The Graduate Academic Petition is forwarded to the Graduate School and University Registrar for approval. The substitution is only approved when the Graduate School and University Registrar approve.

Transfer of Credits

“Transfer of credit” refers to *graduate* course credits *earned at UNC Charlotte or another institution* either before or after admission to the MSW program. The MSW program, following UNC Charlotte Graduate School policy, will accept a maximum of six (6) semester hours of transfer credit toward a master’s degree. Students cannot transfer credit for courses that counted toward another *completed* graduate or certificate degree. The UNC Charlotte Graduate School also requires that transferred courses be no more than six years old at the time of the student’s *graduation* (not acceptance into the program). Transfer credit will only be granted for courses taken at an accredited university. Students who are enrolled in the MSW program who choose to take an off-campus course for transfer credit are strongly encouraged to discuss the off-campus course with their academic advisor *before* they enroll.

The approval process for a course transfer is as follows:

1. A transcript showing the student has complete the course is forwarded to the MSW Program Director from the institution where the course was completed.
2. A copy of the course syllabus for each course is provided to the MSW Program Director.
3. The MSW Program Director reviews the course syllabus and the student’s transcript to verify the course was completed successfully and was taken for Graduate credit at an accredited institution.

4. For each course, the student or the MSW Program Director submits a request for a transfer of credit using the Graduate Academic Petition system at <https://gpetition.uncc.edu/login>
5. The Graduate Academic Petition is forwarded to the Graduate School and University Registrar for approval. The transfer of credit is only approved when the Graduate School and University Registrar approve.

Post-Baccalaureate Policies

Admission to MSW Courses for Non-Degree Students

Non-degree students with an interest in social work graduate education are welcome to apply for course admission to certain courses if they meet certain conditions. The conditions are:

- The individual must be accepted by UNC Charlotte's Graduate School as a post-baccalaureate student. The Graduate School accepts post-baccalaureate applications from individuals with an undergraduate degree whose overall undergraduate GPA is 2.75 or higher. Students can apply to become a post-baccalaureate student by going to <http://gradadmissions.uncc.edu> and clicking the *Apply* button.
- The post-baccalaureate student can only register for courses after all MSW degree students who need the course for graduation have registered. *This requires the permission of the MSW Program Director.*
- The post-baccalaureate student can only register for courses that do not have a course prerequisite.

The post-baccalaureate student is welcome to apply to the MSW program; however, completing graduate social work courses as a post-baccalaureate student does not guarantee admission to the MSW program, even if the student does well in courses as a post-baccalaureate student.

Post-Baccalaureate Credit

For students who enter the MSW program, six hours of graduate credit earned as a post-baccalaureate student can be transferred as credit toward the MSW as the discretion of the MSW Program Director. Post-baccalaureate courses taken at UNC Charlotte are only eligible for transfer toward the degree if they will be less than six years old at the time of the student's *graduation date* (not acceptance into the program). Transfer credit will only be granted for courses taken at an accredited university. Students are strongly encouraged to discuss post-baccalaureate course transfer with their the MSW Program Director.

MSW Curriculum & Plans of Study

The MSW curriculum promotes its mission and goals through the Foundation curriculum and the Advanced curriculum. The *Foundation curriculum* prepares students to apply generalist social work knowledge, skills, and values. The *Advanced curriculum* prepares students for more specialized application of the profession's knowledge, skills, and values. All graduate students at UNC Charlotte must have a culminating learning experience before graduation to earn their degrees. This could include a thesis, a comprehensive examination, or a capstone course that covers a range of knowledge and skill developed in the program. For the MSW, all student must successfully complete the course SOWK 7651 Reflection and Synthesis, which serves as the capstone course for the MSW.

The MSW may be pursued through the Full Time (two years), Part Time (three years), or Advanced Standing (one year) plans of study.

Full Time Plan of Study (Two Years)

The Full Time MSW plan of study is designed for students to complete the MSW through two years of intensive study. The Foundation curriculum is completed during the first year of study and the Advanced curriculum is completed during the second year. Classes meet at the main university campus. Students complete a total of 62 graduate credits hours, which includes 48 credit hours in the classroom and 14 credits in an approved field placement. The Full Time plan of study is outlined below.

Year One – Foundation Curriculum

Fall (15 credits)

SOWK 6121 Social Work Practice: Theories and Skills (3)
 SOWK 6131 Social Work Research (3)
 SOWK 6141 Foundations of Social Work (3)
 SOWK 6151 Social Work, Social Justice, and Diversity (3)
 SOWK 6441 Foundation Social Work Practicum I (3)

Spring (15 credits)

SOWK 6232 Practice and Program Evaluation (3)
 SOWK 6242 Advocacy and Policy Change (3)
 SOWK 6252 Mental Health Assessment (3)
 SOWK 6442 Foundation Social Work Practicum II (3)
 Elective (3)*

Year Two – Advanced Curriculum

Fall (16 credits)

SOWK 7122 Advanced Social Work Practice with Individuals (3)
 SOWK 7126 Advanced Social Work Practice with Groups (3)
 SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
 SOWK 7443 Advanced Social Work Practicum I (4)
 Elective (3)*

Spring (16 credits)

SOWK 7127 Advanced Social Work Practice with Families (3)
 SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
 SOWK 7444 Social Work Practicum II (4)
 SOWK 7651 Reflection and Synthesis (3)
 Elective (3)*

Total Program Credits = 62

Part Time Plan of Study (Three Years)

The Part Time MSW plan of study is designed for students who wish to complete an MSW but cannot attend graduate school full time. The Part Time MSW can be completed in three years. Student takes the same courses as students in the Full Time plan of study. They complete 62 graduate credits hours, which includes 48 credit hours in the classroom and 14 credits in an approved field placement.

The Part Time plan of study is offered as a hybrid model. Classes alternate between meetings on Saturday at the UNC Charlotte Center City Building and online classes. Online classes are offered asynchronously, meaning students do not have to log in at the same time. They can complete assignments when it is convenient for them as long as they are completed by their due date.

The Foundation curriculum is completed during the first year. Students begin with two courses in the Summer Session, which begins in May. During the Fall and Spring semesters, students continue to take two courses through hybrid (Saturday and online) classes, and also complete the Foundation field placement during other days of the week. The field placement requires a total of 16 hours per week on site at a social work services agency under the supervision of someone with an MSW. During the next Extended Summer Session, students take one course to complete the Foundation curriculum.

The Advanced curriculum is completed over two years, which includes two Fall semesters, two Spring semesters, and one Extended Summer Session. During the Advanced curriculum, students continue to take courses through hybrid (Saturday and online) classes. They complete an Advanced field placement during other days of the week. The field placement requires a total of 16 hours per week on site at a social work services agency under the supervision of someone with an MSW, in addition to professional development activities assigned by the field seminar liaison. In the final Extended Summer Session, students take an elective course that reflects their professional interests. In the final Fall and Spring, students complete their required Advanced curriculum courses. The Part Time plan of study is outlined below.

Year One – Foundation Curriculum

Summer (6 credits)

SOWK 6121 Social Work Practice: Theory and Skills (3)
SOWK 6141 Foundations of Social Work (3)

Fall (9 Credits)

SOWK 6131 Social Work Research (3)
SOWK 6151 Social Work, Social Justice, & Diversity (3)
SOWK 6441 Foundation Social Work Practicum I (3)

Spring (9 Credits)

SOWK 6242 Advocacy and Policy Change (3)
SOWK 6232 Practice and Program Evaluation (3)
SOWK 6442 Foundation Social Work Practicum II (3)

Summer (3 Credits)

SOWK 6252 Mental Health Assessment (3)

Year Two – Advanced Curriculum

Fall (10 Credits)

SOWK 7122 Advanced Social Work Practice with Individuals (3)

SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)

SOWK 7443 Advanced Social Work Practicum I (4)

Spring (10 Credits)

SOWK 7127 Advanced Social Work Practice with Families (3)

SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)

SOWK 7443 Advanced Social Work Practicum II (4)

Summer (3 Credits)

Elective (3)*

Year Three – Advanced Curriculum (cont.)

Fall (6 Credits)

SOWK 7126 Advanced Interpersonal Practice with Groups (3)

Elective (3)*

Spring (6 Credits)

SOWK 7651 Reflection and Synthesis (3)

Elective (3)*

Total Program Credits = 62

Advanced Standing Plan of Study (One Year)

The Advanced Standing plan of study is designed for students who have earned a BSW from an accredited social work program within the past seven years and wish to pursue the MSW.

Advanced Standing students are not required to complete the Foundation curriculum for the MSW. Under the Advanced Standing plan of study, the MSW can be completed in one calendar year. Students complete 41 graduate credits hours, which includes 33 credit hours in the classroom and 8 credits in an approved field placement.

Classes begin during Extended Summer Session and meet on the main university campus for 10 weeks in the summer months. In Summer, Advanced Standing students complete 9 hours of graduate level work designed to bridge the gap between their BSW curriculum and the Advanced MSW curriculum. In the Fall and Spring semesters, students complete the Advanced curriculum along with students completing the Full Time plan of study. The Advanced Standing plan of study is outlined below.

Summer (9 credits)

SOWK 6232 Practice and Program Evaluation (3)

SOWK 6242 Advocacy and Policy Change (3)

SOWK 6252 Mental Health Assessment (3)

Fall (16 credits)

SOWK 7122 Advanced Social Work Practice with Individuals (3)
 SOWK 7126 Advanced Social Work Practice with Groups (3)
 SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
 SOWK 7443 Advanced Social Work Practicum I (4)
 Elective (3)*

Spring (16 credits)

SOWK 7127 Advanced Social Work Practice with Families (3)
 SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
 SOWK 7444 Advanced Social Work Practicum II (4)
 SOWK 7651 Reflection and Synthesis (3)
 Elective (3)*

Total Program Credits = 41

**Electives* – MSW students work with their advisors to choose electives that reflect their individual professional interests and goals. Electives may be from any academic discipline but must relate to the School of Social Work’s mission to work with vulnerable populations.

****Special Note about Field Course Grades****

Failure to maintain a grade of A or B in field placement in any semester will result in a Formal Review by the School of Social Work. If students earn a final course grade of C in SOWK 6441 Foundation Social Work Practicum I, SOWK 6442 Foundation Social Work Practicum II, or SOWK 7443 Advanced Social Work Placement I, the student must repeat the course and will not be allowed to proceed to the next practicum course in the sequence until the student receives a final course grade of A or B.

Social Work Course Descriptions

SOWK 5102 School Social Work (3). Exploration of school social work practices from a theoretical as well as practical point of view. Also focuses on the roles of school social workers and the type of issues they confront.

SOWK 5103 Child Welfare (3). Prerequisite: Permission of instructor. Examination of the history, purpose, and goals of child welfare services in North Carolina and in the United States. Course information is provided from the context of the child- and family-centered model that guides child welfare services.

SOWK 6121 Social Work Practice: Theories and Skills (3). Introduces the theories of human behavior and models of social work intervention necessary to engage all levels of client systems. Also introduces the skills necessary to identify, analyze, and implement evidence-based interventions to achieve client goals.

SOWK 6131 Social Work Research (3). Introduction of social science research methods and their relevance to social work. Other content relates to the application of critical thinking and how to engage in research-informed practice and practice-informed research.

SOWK 6141 Foundations of Social Work (3). Students are introduced to the profession of social work, with attention to social work history, social welfare history, and current social policies and

programs that influence the contexts of social work practice. Professional values, identity, and critical thinking are discussed in relationship to current and historical understandings of social problems and policy responses.

SOWK 6151 Social Work, Social Justice, and Diversity (3). Examines individual, systemic, and ideological factors related to diversity and social justice. Theories and perspectives that contribute to understanding oppression and privilege are emphasized. Implications for social work practice, research, and policy are examined. Strategies to counter discrimination and oppression are identified. Requires considerable critical analysis and self-reflection on the part of participants.

SOWK 6171 Early Childhood Mental Health (3). This course highlights the relevance of early relationships between children and their parents, families, and other care providers to later health, mental health, and social adjustment. The emphasis will be on how the social environment and neuroanatomy during the earliest years of life interact to shape later functioning. This course will cover basic evidence-based prevention and interventions for young children and their caregivers. Students should have some familiarity with child developmental theory. (*Summer*)

SOWK 6232 Practice and Program Evaluation (3). Prerequisite: SOWK 6131 (Advanced Standing students are exempt from this prerequisite). Demonstrates how to engage in research-informed practice and practice-informed research. Managing client data and critically analyzing, monitoring, and evaluating interventions are covered in-depth.

SOWK 6242 Advocacy and Policy Practice (3). The role of advocacy in the social work profession, tools for bringing about policy change, and use of advocacy to promote social justice, especially for vulnerable populations.

SOWK 6252 Mental Health Assessment (3). Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). This course introduces mental health diagnostic, assessment, and treatment planning skills necessary for social work practice, including exposure to the *Diagnostic and Statistical Manual of Mental Disorders*. (*Spring; Summer for Advanced Standing*)

SOWK 6441 Foundation Social Work Practicum I (3). A foundation field practicum that prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte Field Instructor and attend a monthly seminar.

SOWK 6442 Foundation Social Work Practicum II (3). Prerequisite: SOWK 6441. A foundation field practicum that prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte Field Instructor and attend a monthly seminar.

SOWK 6635 The Social Context of Mental Health (3). Cross-listed as SOCY 6635, PSYC 8636, and PPOL 8636. Prerequisite: Admission to graduate program or permission of instructor. Draws upon contributions from the field of psychiatry, psychology, social work, and anthropology. The focus is on mental health and illness in its social context, with an emphasis on

the relationship between social structure and mental health/disorder. Social factors are examined which shape psychiatric diagnosis, the effects of socio-demographic variables on mental health, and the role of social support and stress for different groups. Also examines the organization, delivery, and evaluation of mental health services, and mental healthcare policy.

SOWK 7020 Social Welfare and Philanthropy (3). Introduction to philanthropy which allows students, through a community-based project, to experience two predominant aspects of philanthropy – grant making and fundraising – with an emphasis on supporting the well-being of vulnerable populations.

SOWK 7025 Social Development in Malawi (3). Students actively participate in several pre-departure class lectures and work sessions. They travel to Malawi for 11 days and engage in service-learning activities aligned with social development in rural Malawi. Experiential projects are designed and implemented by students using funds they raise. Sustainability and anti-oppressive approaches to social development are highlighted.

SOWK 7030 Trauma and Recovery: Theory and Intervention (3). This course will review the history and evolution of trauma theory and social movements and explore the impact of trauma and healing upon survivors. Students will master the foundational principles and basic skills of trauma intervention. Students will also participate in community project that involves learning about services available for trauma survivors locally.

SOWK 7035 Social Work with HIV and AIDS (3). This course responds to the impact of HIV on social work client populations and emphasizes the need for social work practitioners and other helping professionals to be knowledgeable about the disease, prevention strategies, and related epidemiologic disparities. The course addresses skills necessary to assist with needs of people living with HIV/AIDS, their significant others, families, and communities.

SOWK 7040 Health Care and Social Work (3). Students will develop an understanding of the concepts of health care as applied to advanced social work practice in integrated health and behavioral health care settings. This course examines social work roles, evidenced-based interventions, emerging issues, skill development and issues related to interprofessional practice.

SOWK 7045 Management and Supervision (3). This course acquaints students with management and supervisory practice in social work. The emphasis is on how social work managers can improve program effectiveness by influencing organizations, staff, and the surrounding task environment.

SOWK 7050 Social Work Practice with Military Veterans (3). Students will master the foundational principles and basic skills of assessing, and treating Veterans in the community. The course will introduce several evidence-based practices shown to have positive outcomes with this population. Students will actively participate to develop client-centered, strength-based approaches to treatment, with adherence to social work values and ethics. An emphasis will be placed on the importance of competency, advocacy, and professionalism.

SOWK 7055 Advanced Mental Health Assessment. (3) Prerequisite: SOWK 6252. This course expands upon mental health diagnostic, assessment, and treatment planning skills necessary for social work practice, including further exposure to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

SOWK 7060 Social Work Practice with Latino Communities. (3) Introductory course that will help social work students' knowledge, values, and skills with regard to social work practice with Latino communities. This course will integrate an experiential education component—including a combination of class, community, and independent work. Language proficiency in Spanish may assist with course material and experience.

SOWK 7090 Special Topics in Social Work (3). A topics course that is only available for graduate credit. *May be repeated for credit with change of topic.*

SOWK 7122 Advanced Social Work Practice with Individuals (3). Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). Expands social work students' knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups.

SOWK 7126 Advanced Social Work Practice with Groups (3). Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). Theory and practice related to social work with small groups. Various approaches to group development and facilitation, including social change, therapeutic change, goal setting, and assessment in groups, with an emphasis on work with vulnerable populations.

SOWK 7127 Advanced Social Work Practice with Families (3). Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). This course expands social work students' knowledge, values, and skills with regard to advanced micro practice with families, especially members of vulnerable populations.

SOWK 7222 Advanced Social Work Practice with Organizations and Communities I (3). Builds on the foundational theories and skills introduced in Social Work Practice with specific attention to communities and organizations as primary client systems. Introduces theories that inform and guide practice in communities and organizations. Builds advanced skills in engaging and assessing communities and organizations.

SOWK 7223 Advanced Social Work Practice with Organizations and Communities II (3). Prerequisite: SOWK 7222. Builds advanced practice skills in the design, development, implementation, and evaluation of interventions at the community and organizational levels. Also builds skills in leadership and ethical decision-making. Emphasizes the use of critical thinking and self-awareness concerning leadership and ethical challenges in community and organizational contexts.

SOWK 7443 Advanced Social Work Practicum I (4). Prerequisite: SOWK 6442 (Advanced Standing students are exempt from this prerequisite). The Advanced field practicum prepares students for more specialized application of social work knowledge, values, and skills, with special attention to the needs of vulnerable populations. Students work in an approved field site under the supervision of a social work Field Instructor and attend a monthly seminar.

SOWK 7444 Advanced Social Work Practicum II (4). Prerequisite: SOWK 7443. The Advanced field practicum prepares students for more specialized application of social work knowledge, values, and skills, with special attention to the needs of vulnerable populations. Students work in

an approved field site under the supervision of a social work Field Instructor and attend a monthly seminar.

SOWK 7627 Seminar in Advanced Practice: Supervision and Staff Training (3). Prerequisites: SOWK 6121, SOWK 6131, SOWK 6141, SOWK 6151, or admission to Advanced Standing program. Students may choose to satisfy their social work elective requirement with this course. This seminar is for students who anticipate working in traditional social welfare organizations in the public or private sectors. The focus is on knowledge and skills that a social worker needs to succeed in practice in large organizations. Included is content on supervision, staff training and development, and the role of the professional in large organizations,

SOWK 7651 Reflection and Synthesis (3). Prerequisites: SOWK 7222 and SOWK 7443. Provides MSW students with an opportunity to practice personal reflection, synthesize their learning from the MSW program, and demonstrate competency.

Academic Advising

Students are assigned an MSW faculty advisor upon entering the program and retain that advisor for the full course of study. Guidance for the student/advisor relationship is as follows:

1. Advisors are charged with assisting in monitoring their advisees' readiness for professional practice.
2. Faculty are strongly encouraged to reach out to students assigned to them for advising. Students are strongly advised to arrange to meet with their assigned advisor each semester, especially during the first year, to support their progress in the program.
3. Advisors must approve the student's choice of electives. *Electives may be from any academic discipline but must relate to the School of Social Work's mission to work with vulnerable populations.* Students complete an Elective Choice Form (Appendix A) indicating they have discussed the elective choice with their advisors. Advisors note the discussion in their advising notes in Starfish.
4. Students may invite their advisors to Level I or Level III support meetings. Support review meetings may be invited to the meeting with the student (student's option) at Level II of the review process.
5. Advisors are involved in nominating their advisees for special recognition and encouraging their students to participate as graduate students in public and professional arenas.
6. Withdrawals, leaves of absence, medical leaves, and terminations are coordinated by the student's advisor in consultation with the MSW Program Director.

University Supports

In addition to academic advising, the following supports are available to graduate students at UNC Charlotte. Students are welcome to pursue these services at any time. Faculty and staff may refer students to these services for assistance, but a referral is not necessary to access services.

Graduate & Professional Student Government (GPSG)

The Graduate & Professional Student Government (GPSG) advocates for the interests of graduate students, provides a forum for free and open discussion of matters affecting graduate students, and provides some financial and organizational support for attending events within the campus community and in Charlotte.

<http://suar.orgsync.com/org/gpsguncc/home>

Center for Wellness Promotion

The Center for Wellness Promotion presents a variety of group and campus-wide wellness and prevention activities related to alcohol, tobacco, and other drug use, sexual responsibility, and men's and women's health issues.

<http://wellness.uncc.edu/>

UNC Charlotte Counseling Center

The Counseling Center provides short-term individual and group counseling, psychological assessment, consultation for faculty, staff, parents, and students, and educational programs to the campus community.

<http://counselingcenter.uncc.edu/>

Multicultural Resource Center (MRC)

The Multicultural Resource Center (MRC) seeks to create an environment that celebrates and recognizes difference through programs, advocacy, education, and engagement with community.

<https://mrc.uncc.edu/>

Office of Disability Services (ODS)

If the student has a documented disability and require accommodation in any course, contact Disability Services, Fretwell 230, phone: 704-687-4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. See the ODS website for more information. <http://ds.uncc.edu/>

Writing Resource Center

Social work relies on well-developed verbal comprehension skills and expressive communication skills. The MSW curriculum is writing intensive. Most classes have assignments of one major paper and/or several minor papers. Almost all paper assignments require students to use the publication style found in the *Publication Manual of the American Psychological Association*, 6th edition (2010). For students who want to improve their writing skills, UNC Charlotte has a Writing Resources Center staffed by graduate writing consultants who work with writers at all stages of the writing process: prewriting, focusing, organizing, revising, and editing. Programs include one-on-one and group consulting; online writing consultants for distance education students; classroom presentations; and library and internet research. *The Writing Resource Center has dedicated hours for graduate students and also makes individual appointments to*

accommodate student schedules. Students can find the Writing Resources Center in Cameron Bldg., Room 149. The phone number is 704-687-1899 and email is wrchelp@uncc.edu
<http://writing.uncc.edu/writing-resources-center>

Special Programs

North Carolina Child Welfare Education Collaborative

The North Carolina Child Welfare Education Collaborative (CWEC) includes specialized, in-depth training in child welfare knowledge, values, and best practices. The program was established in 1999 to improve public child welfare services in North Carolina and is administered by the Jordan Institute for Families at UNC Chapel Hill. More information about the Collaborative can be found at <http://ssw.unc.edu/cwec/> or contact the CWEC UNC Charlotte campus liaison, Dr. Robert Herman-Smith, at bherman@uncc.edu or 704-687-7180.

School Social Work Certification Credits

Graduates of the MSW program may also qualify for licensure as a school social worker in the state of North Carolina. The School Social Work license is awarded by the North Carolina Department of Public Instruction. To be eligible for school social work licensure, MSW students must complete a two-semester field placement in a school setting, take *SOWK 5102 School Social Work*, and take another course from a list of approved electives. Students interested in school social work licensure should begin planning with their advisors and the MSW Field Education Director as early in the program as possible. The School of Social Work's MSW Program Director, Dr. Robert Herman-Smith, has additional information about school social work licensure. Information is also available at <http://www.ncsswa.org>.

Early Childhood Mental Health Certificate

The Early Childhood Mental Health (ECMH) Certificate is an interdisciplinary post-baccalaureate certificate program that addresses the increasing need for mental health services for children birth to five years of age. The certificate program welcomes professionals with an undergraduate or graduate degree in a human services field, including counseling, education, early childhood special education, pediatrics, allied health services (i.e., occupational therapy, physical therapy, speech-language pathology), psychology, and social work. Individuals who are currently enrolled in a human service-related graduate degree program at UNC Charlotte are also welcome to apply.

The ECMH Certificate is sponsored jointly by UNC Charlotte's School of Social Work and Department of Special Education and Child Development. The certificate program requires a minimum of 15 graduate credit hours, including four core courses and one elective course. For more information about the program and eligibility requirements, contact the ECMH Certificate Director, Dr. Robert Herman-Smith at bherman@uncc.edu or 704-687-7180 or visit the certificate webpage at <http://tinyurl.com/hot7f8p>

Graduate Certificate in Gerontology

The Graduate Certificate Program in Gerontology is offered by the Department of Gerontology, which is housed within the School of Social Work. The Certificate was designed to provide

supplementary graduate education in Gerontology for individuals with an interest in working with older adults who either have a graduate degree in another field or are currently enrolled in a graduate degree program at UNC Charlotte. The certificate program requires the completion of a minimum of 15 semester hours of graduate level coursework in core and elective courses related to the study of aging and older adults. MSW students who pursue the Graduate Certificate Program in Gerontology can use some required social work courses as credit toward the certificate before they graduate. The Graduate Certificate Program in Gerontology is administered by the Gerontology Program. More information about the graduate certificate can be found at <http://gerontology.uncc.edu/graduate-programs>

Note: UNC Charlotte offers a number of graduate certificates. For more information on offerings, visit <http://gradcertificate.uncc.edu/certificate-programs>

Post-Graduate Licensure Eligibility

Graduates of the MSW program are eligible to pursue North Carolina State Licensure or Certification at three levels: Licensed Clinical Social Worker, Certified Master Social Worker, and Certified Social Work Manager. Graduates who are interested in providing clinical services to individuals, groups, and families often apply to be a Licensed Clinical Social Worker. In North Carolina, a license will only be issued to state residents who have passed a licensing examination and have two years of supervised post-MSW experience. Licensure or certification is managed by the North Carolina Certification Board for Social Work. The Board may be contacted via the web at <http://www.ncswboard.org> or phone at (800) 550-7009.

See the section above on School Social Work certification for more information on licensing in school social work.

Student Participation in Academic Governance

Graduate and Professional Student Government

The Graduate Social Work Association (GSWA) is a chartered affiliate of the UNC Charlotte Graduate and Professional Student Government (GPSG). The purpose of the association is to provide student support, promote research, and strengthen the graduate school in general. For further information on the GPSG, refer to the Graduate Student Association website at <http://suar.orgsync.com/org/gpsguncc/home>. Each year the graduate student body elects a president, vice president, and treasurer. The officers provide leadership in planning social functions, fund raising and charity events, promoting scholarly activities, and administering the association's budget. The GPSG also serves as an advocate for student interests and a conduit to the faculty and administration for student concerns and ideas.

Graduate Social Work Association

As an affiliate of the Graduate and Professional Student Government, the Graduate Social Work Association qualifies for funds for continuing education and research activities. The Graduate Social Work Association was chartered in Fall 2001 in accordance with the Graduate and Professional Student Government by-laws. The president of the Graduate Social Work Association serves as the representative from the School of Social Work to the GPSG organization. Student activity fees fund the organization's programs and activities, including

travel to professional conferences, speakers, and research activities. The GPSG sponsors an annual research fair with monetary awards to excelling students. Elections are held within the School of Social Work each spring for the following year's officers. *All students are automatic members of the Graduate Social Work Association; there are no dues.* An appointed faculty member from the School of Social Work serves as the advisor to the Graduate Social Work Association.

Advocates for Change

Advocates for Change is a student-led graduate level student organization. Faculty serve as advisors but the organization is run by students. Advocates for Change began with a group of MSW students at UNC Charlotte in February 2015 as a student response to media reports and peer-reviewed research reports demonstrating inequitable treatment of disadvantaged and minority individuals by health, education, and law enforcement services in the region, state, and nation. According to its mission statement, Advocates for Change is "Master of Social Work and Master's level students from other disciplines who are committed to providing services to the UNC Charlotte campus and Charlotte community...The Advocates for Change goal is to enhance the quality of life for oppressed and vulnerable populations through advocacy, human services delivery, and research." The organization was formally recognized by the University's Graduate and Professional Student Government in November 2015.

http://suar.orgsync.com/show_profile/122668-advocates-for-change

Phi Alpha Honor Society

Phi Alpha is an academic honor society for BSW and MSW students of excellence. Nu Theta, the UNC Charlotte chapter of Phi Alpha, was founded in 2005. Its purpose is to recognize and advance academic excellence and scholarship in social work practice. Membership eligibility is open to MSW students who have completed at least 12 credit hours toward the master's degree; it is based on academic excellence (3.8 or higher GPA), leadership ability, a high standard of personal behavior, and dedication to the social work profession.

Policies and Procedures Governing Academic Performance and Student Conduct

Academic and professional standards are essential to the existence of and growth of an academic community. Maintaining academic and professional standards is ultimately the responsibility of the instructional faculty but is shared by all members of the academic community. The School of Social Work supports the University in its efforts to:

- maintain an environment that supports and enhances the educational purpose of the University;
- protect the health, safety, welfare, and property of all persons in the University community;
- encourage appropriate standards of individual and group responsibility to the University community; and
- foster the personal, social, and ethical development of members of the University community.

Students in the School of Social Work must comply with academic policies set by the University and the student conduct codes set forth by the School of Social Work. Graduate students in the School of Social Work must also comply with academic policies set by the Graduate School.

University Level Policies

Violations of the [Code of Student Responsibility - Policy 406](#) and [The Code of Student Academic Integrity](#) warrant immediate action and are addressed through University procedures. Examples include, but are not limited to, egregious academic dishonesty (as defined by the instructor), sexual misconduct, acts of harm, illicit drug use, and theft. Acts of harm include harassment, intimidation, bullying, and injury. In such cases, the instructor will notify the Program Director immediately. University policies and procedures will be followed. The student's standing in the program may be impacted by the resolution of the case. A temporary *Compliance Plan* may be developed until a resolution is reached at the university level.

School of Social Work Policies

MSW students are bound by codes of student conduct as outlined below:

- The first are University policies regarding student conduct, including Policy #406 - *Code of Student Responsibility* - <http://legal.uncc.edu/policies/up-406-> and Policy #407 - *Code of Student Academic Integrity* - <http://legal.uncc.edu/policies/up-407->.
- The second is the National Association of Social Workers (NASW) Code of Ethics, which can be found at <http://www.socialworkers.org/pubs/code/code.asp>. It is the responsibility of all social work faculty to coach students regarding the NASW Code of Ethics. This coaching occurs through infusion of ethics throughout the program curriculum, formal and informal meetings with the student, course-specific policies, and assignments aligned with the MSW program curriculum map.

In addition, social work students must comply with course policies set by each course instructor. These policies should be presented in writing to the student in the course syllabus at the beginning of the semester. Instructors are given wide latitude to set their own course policies on topics such as late work, attendance, or use of social media in the classroom.

Multi-Step Resolution Process

To promote student success, the School of Social Work has the following multi-step process for resolving academic performance and conduct concerns that are not addressed through University procedures.

Step 1. Consultation with the Student: Instructors should *work directly with the student to resolve academic performance and/or classroom conduct concerns* using a problem-solving approach. A problem-solving approach means the instructor identifies a specific behavior of concern, communicates constructively and respectfully with the student about the specific concern, and, with the student's input, devises a specific plan for resolving the concern. It is the instructor's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. Faculty members are encouraged to inform students about available campus resources that can help them. Faculty members are also encouraged to inform students about the potential consequences of not resolving the concerns (i.e. - failing grade on an assignment or in the course).

Step 2. Consultation with the MSW Program Director or Field Education Director:

- A. *If the concern is in an academic course*

If the concern remains unresolved after Step 1, the instructor may forward documentation about the initial meeting with the student to the MSW Program Director. The MSW Program Director will either suggest an alternative solution to the instructor to try out or schedule a meeting with the student to discuss the concern. In cases where an alternative solution is proposed, the instructor will communicate with the MSW Program Director about the outcome and, if the suggestion did not resolve the concern, the Program Director will schedule a meeting with the student. The instructor is welcome to attend the meeting between the student and the MSW Program Director. It is the MSW Program Director's responsibility to document the concern, the details about the meeting with the student, and the proposed plan for resolving the concern. The MSW Program Director provides a copy of the written documentation to the instructor and the student within five (5) business days of the meeting with the student.

B. If the concern is in a field course.

For concerns related to academic performance or conduct in a field course, including the field seminar or the field placement, the Field Education Director will be consulted, rather than the MSW Program Director. The MSW Program Director will be kept apprised of the case.

Step 3. Formal Review:

A. If the concern is in an academic course

If the student concern is still unresolved after Step 2, the concern may go to a Formal Review. In a Formal Review, the MSW Program Director provides written documentation to the student and the School of Social Work Assistant Director about the concern and proposed resolutions. The MSW Program Director meets with the student and School of Social Work Assistant Director to formulate a formal *Compliance Plan*, which sets specific expectations for student conduct, deadlines for compliance with these expectations, and consequences of noncompliance, which could include a recommendation to terminate the student's enrollment in the program. The MSW Program Director provides a written copy of the formal *Compliance Plan* to all parties within five (5) business days of the meeting with the student. If the student does not adhere to the agreed upon plan, then the consequences outlined in the plan may result.

B. If the concern is in a field course

For concerns related to academic performance or student conduct in field placement, the Field Education Director will engage in Step 3, rather than the MSW Program Director. The MSW Program Director will be kept apprised of the case.

Exceptions to the Multi-Step Resolution Process

As indicated above, Violations of the University-level [Code of Student Responsibility - Policy 406](#) and [The Code of Student Academic Integrity](#) warrant immediate action and are addressed through University procedures. There may be some other student conduct issues that warrant immediate action (skipping Steps 1 and 2). It is within the purview of the MSW Program Director or Field Education Director to proceed to an immediate Formal Review (Step 3) in such cases.

Special Note about Academic Dishonesty

Academic dishonesty includes cheating, fabrication, multiple submission, plagiarism, and complicity in academic dishonesty. Refer to the [The Code of Student Academic Integrity](#) for

definitions of these terms. Course instructors determine whether they believe academic dishonesty has occurred. When the instructor believes academic dishonesty has occurred, University procedures are followed. However, the instructor might believe the student violated the policy on academic integrity unintentionally. In a case where a violation appears to be unintentional, the instructor can attempt to coach the student on how to avoid the problem in the future, rather than immediately reporting the violation. As part of the coaching process, the instructor can offer the student an opportunity to remedy the concern such as resubmitting work for a reduced grade. If the issue is not resolved through the coaching process, a pattern persists, or if the instructor believes the student intentionally committed academic dishonesty, then the instructor will follow the procedures outlined in University Policy #407 - <http://legal.uncc.edu/policies/up-407>.

University Procedure for Handling Academic Integrity Concerns

A faculty member responsible for assigning final grades in a course may acquire evidence either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the documentation available, the faculty member determines whether it warrants proceeding to the next level of inquiry.

If the faculty member determines that the documentation is sufficient, he/she contacts the [Dean of Students Office](#), which will determine from its records whether the student has previously admitted to or been found guilty of an academic integrity violation. If the suspected violation would be a second offense, the faculty member must take the case to the Chairperson of the Academic Integrity Board (AIB). If the suspected violation would constitute a first offense but one for which the faculty member considers the appropriate penalty to be more severe than a "U" grade in the course, the case must be brought to the Chairperson of the AIB. If the faculty member believes, however, that the suspected violation would be remedied by a penalty no greater than "U" grade in the course, the [settlement procedure](#) is used to conclude the matter and provide a record (see [Section IV](#). Penalties).

Once a student has received notice that he/she is charged with an academic integrity offense, and pending the outcome of an academic integrity settlement or hearing, if the student withdraws from the course, a grade for the course will still be issued. In all cases, the instructor shall assign a grade of "I" pending the outcome of an AIB hearing.

Note: The instructor must inform the MSW Program Director that an allegation of academic dishonesty has been made on a student but is not required to get permission from the program director to make the allegation.

University's Settlement Procedure related to Academic Integrity

The faculty member meets with the student and presents the evidence of an academic integrity violation, then requests an explanation from the student. After hearing the explanation, if the faculty member determines that a violation has occurred, he/she fills out and signs the [settlement form](#) distributes it to any involved faculty members and gives the form to the student. The student has three business days to consider and seek advice on whether to admit guilt and accept the penalty by signing that form. If the student agrees to sign, he/she does so in the presence of the faculty member who then implements the penalty. The faculty member forwards the [settlement form](#) to the Dean of Students, who keeps a record of first offenses for eight years. At this point, the matter is ended.

If the student decides not to admit guilt or not to accept the penalty, the faculty member is obligated to take the case to the Chairperson of the AIB and participate in a hearing as soon as possible, normally no later than the end of the semester following the semester in which the charge is made (not including summer sessions). If the faculty member does not take the case to the Chairperson of the AIB and participate in a hearing within the time limits set forth above, the faculty member must show sufficient justification for the delay to the Chair of the AIB and request an exception to the time limits set forth above. If the AIB Chair approves this request, the hearing may be delayed. If the AIB Chair does not approve the request, the faculty member may not proceed with the case or impose a penalty. A penalty may be imposed upon a student if, after notice and without showing sufficient justification for delay, the student is unavailable for the hearing.

Student Termination by the University and School of Social Work

The University maintains the right to terminate a student's enrollment in a course for a variety of reasons including, but not limited to: course schedule changes, course cancellation due to low enrollment, or the student's non-fulfillment of course prerequisites.

The University maintains the right to terminate a student's enrollment in a term (fall, spring, or summer sessions) for a variety of reasons including, but not limited to: academic suspension, suspension for violation of Policy 406 - [The Code of Student Responsibility](#), or suspension in violation of Policy 407 - [The Code of Student Academic Integrity](#).

If the student's enrollment at the University has been terminated, an automatic termination from the MSW Program also results.

A student can also be terminated from the MSW Program when concerns addressed through a formal *Compliance Plan* have not been successfully resolved. In such cases, the Assistant Director of the School of Social Work, in consultation with the MSW Program Director and School of Social Work Director, will make this determination and communicate it to the student in writing within five (5) business days of the decision. The Assistant Director will also notify the Graduate School within five (5) business days of the decision.

The student may invoke University Policy 411 - Student Grievance Procedure, within seven (7) business days of the receipt of the written notice of termination from the School of Social Work. The notice can be found at: <http://legal.uncc.edu/policies/up-411>. Otherwise, the student's termination from the program is final.

MSW Student Reinstatement after Termination

The [Graduate catalog](#) includes the policies and rules that govern graduate studies at UNC Charlotte. It is updated annually.

A student who has been suspended from the Graduate School and/or a program of study may appeal his/her suspension. The student cannot continue in the program until he/she is reinstated. After notification of suspension is received, the student initiates the appeal procedure by submitting a "Suspension Appeal Form" to the MSW Program Director explaining any extenuating circumstances. The student must also include a plan for remedying academic and/or

conduct concerns. The "Suspension Appeal Form" is available on the ["Forms"](#) page of the Graduate School website.

The MSW Program Director will present the student's Suspension Appeal Form to the MSW Admissions Committee for consideration. The Admissions Committee will be asked to support or deny support for reinstatement. The MSW Program Director will then forward the Suspension Appeal Form forward to the Graduate School with the committee's recommendation regarding reinstatement. The Dean of the Graduate School makes the final decision on the suspension appeal and notifies the student of the decision in writing. If the Admissions Committee denies support for reinstatement, the Graduate School is unlikely to approve the request. Even if the Admissions Committee supports reinstatement, the final decision rests with the Graduate School, not the School of Social Work. If the Graduate School approves the request, the MSW Program will be responsible for overseeing the implementation of any remediation plan.

Procedures for Student Concerns about Instructors

Student Concerns about a Course Instructor

Students might experience concerns with a course instructor. The student should follow the multi-step process outlined here for resolving concerns about an instructor.

Step 1. Consultation with the Course Instructor: Approach the instructor and *work directly with the instructor to resolve the concern* using a problem-solving approach. A problem-solving approach means the student has identified a specific behavior of concern, communicates constructively and respectfully with the instructor about the specific concern, and, devises a specific plan for resolving the concern. It is the student's responsibility to document the concern, the meeting time, and the proposed plan for resolving the concern or clearing up misunderstandings. It is strongly recommended that the student communicate the outcome of the meeting via email to the instructor; this serves as an opportunity to thank the instructor for being responsive, clearing up the outcome of the meeting, and documenting that the issue was addressed.

Step 2. Consultation with the MSW Program Director or Field Education Director: If the concern remains unresolved after Step 1, the student can make an appointment to speak to the MSW Program Director. Copies of written communication with the instructor about the student's concern will be helpful. The Program Director will suggest an alternative solution to the concern. The student will carry out the alternative solution. For concerns related to a Field Liaison, the Field Education Director would be consulted with, rather than the MSW Program Director. The MSW Program Director will be kept apprised of the case.

Step 3. Joint Meeting: If the concern is still unresolved after Step 2, then the student, the instructor, and the MSW Program Director will meet jointly to discuss a solution. All parties will arrive at a consensus solution. It is the MSW Program Director's responsibility to provide written documentation of the meeting and the consensus solution. For concerns related to a Field Liaison, the Field Education Director would be consulted with, rather than the MSW Program Director. The MSW Program Director will be kept apprised of the case.

Step 4. Formal Grievance: If Steps 1 through 3 do not resolve the issue, the student might consider a formal grievance. Information related to student grievance policies and procedures

can be found at: <http://legal.uncc.edu/policies/up-411>. Students are free to file a grievance at any time, but following Steps 1 through 3 is a way to ensure the Dean of Student's Office that the student has taken reasonable steps to resolve their concerns.

Exceptions to Steps 1 through 4

Some instructor conduct warrants immediate attention. This includes intentional intimidation of students, harassment, disregarding student confidentiality, blatant discrimination based on student characteristics, or threats of harm to students. These behaviors should be reported immediately to the MSW Program Director. All instances of this conduct result in an immediate Joint Meeting (Step 3). For concerns related to a Field Liaison, the Field Education Director would be consulted with, rather than the MSW Program Director. More information about resolving student concerns about a field instructor can be found in the MSW Field Education Manual. The MSW Program Director will be kept apprised of the case.

Special Note about Sexual Harassment

Please see the university policy on reporting sexual harassment and sexual misconduct at http://unccdso.uncc.edu/org/officeofstudentconduct/Sexual_Misconduct

Students who allege sexual harassment and sexual misconduct by an instructor are not bound by Steps 1 through 4 above. They are free to report and address this conduct through the various reporting methods available at the link provided.

Student Academic Grievance Procedures

Students enrolled in the MSW Program have the right to redress grievances related to academic matters. Students are assured freedom from reprisals for bringing a grievance.

Procedures for Academic Grievances

(Field concerns follow the process in the Field Grievances section.)

Final course grade appeals should be conducted in accordance with the University's Policy and Procedures for Student Appeals of Final Course Grades, available at <http://www.legal.uncc.edu/policies/GradeAppeal.html>. Graduate students with an academic grievance other than a dispute of final course grade should follow the procedures listed below.

- The student first meets with the faculty/staff member(s) about resolving differences.
- If this does not resolve the problem, the student talks a second time to the faculty/staff member(s).
- If this discussion does not resolve the situation, the student may request that the MSW Program Director becomes involved to resolve the problem.
- If discussion with the MSW Program Director does not resolve the problem, the students may request the School of Social Work Director become involved.
- If the grievance still has not been resolved, the student may submit the grievance in writing to the CHHS Associate Dean for Academic Affairs who will obtain input from the involved faculty or staff member(s) and may appoint an ad hoc committee of faculty not involved in the course to investigate the grievance and give written advice to the Associate Dean for Academic Affairs.
- The grievance document submitted by the student to the Associate Dean for Academic Affairs shall include:
 - substance of the grievance

- what steps have been taken
- desired resolution
- The Associate Dean for Academic Affairs will communicate in writing her/his recommendation to the involved faculty, student and academic advisor.
- In cases where progression is not an issue, the timeframe may be more flexible, but in all cases the grievance procedure shall be completed by the end of the next academic semester.

Procedures for Non-Academic Grievances

Student-initiated grievances that are not academic in nature should be conducted in accordance with the University's Student Grievance Procedure, available at <http://legal.uncc.edu/policies/up-411>

Other Important University and School of Social Work Policies

English as a Second Language

If the student speaks English as a second language, the student should inform course instructors as soon as possible.

Nondiscrimination Policy

The University of North Carolina at Charlotte affirms that its educational and employment decisions must be based on the abilities and qualifications of individuals and may not be based on irrelevant factors, including personal characteristics, that have no connection with academic abilities or job performance. Therefore, the University prohibits discrimination and harassment in its educational and employment decisions and provides equal opportunities for all members of the University community and for all those seeking to join the University community.

The following factors may not form the basis for educational or employment-related decisions: race; color; religion, including belief and non-belief; sex, including but not limited to pregnancy, childbirth, or related medical condition, and parenting; sexual orientation; actual or perceived gender identity, including but not limited to gender expression, transition status (including but not limited to physical transition), transgender status, and gender nonconformity; age; national origin; physical or mental disability; political affiliation; veteran status; and genetic information.

In March 2016, the North Carolina General Assembly and Governor Pat McCrory enacted the Public Facilities Privacy and Security Act, also known as House Bill 2. This law replaces local nondiscrimination policies with a statewide policy. The University and the School of Social Work appreciate the serious concerns many have regarding this law. We want to assure every current and future member of our community that UNC Charlotte recognizes and values the inherent dignity and worth of each individual student, employee, and visitor.

Gender-Neutral Bathrooms

One of the requirements of the Public Facilities Privacy and Security Act is that persons must use the bathroom that reflects the gender on their birth certificate rather than their gender identity. UNC Charlotte will continue to label multiple-occupancy restrooms and changing facilities for

single-sex use with appropriate signage. However, in 2014, UNC Charlotte undertook an initiative to provide single-occupancy, gender-neutral restrooms across campus to make selecting a restroom easier for all students, faculty, staff, and visitors, including transgender individuals, families, and individuals with disabilities who may have an attendant. A list of gender-neutral restrooms, along with maps to those restrooms and a list of additional planned restrooms, can be found at the link here. <http://legal.uncc.edu/restrooms>

Sexual Harassment

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<https://legal.uncc.edu/policies/up-502>), including the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html>. The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).

Appendix to MSW Program Manual

Elective Choice Form

MSW students work with their advisors to choose electives that reflect their individual professional interests and goals. Electives can be taken in Social Work or another unit. All elective choices should be discussed with the student's faculty advisor *prior to* enrollment. Three approved electives are required of all Full Time and Part Time MSW students. Two electives are required of Advanced Standing MSW students. Graduate elective courses for credit toward the degree must be offered as graduate-level courses. An Elective Choice Form should be completed for each elective course.

Name of Student:

Course Number and Title (e.g., SOWK 6789 Social Work in the Criminal Justice System):

Semester:

I have my advisor's approval for this elective course. My advisor is:

Notes:

- Students interested in certification as a School Social Worker must take the School Social Work course and another approved course. Please see Dr. Herman-Smith.
- Students in certificate programs will need to work carefully to schedule all required courses prior to graduation.

Student Signature _____ Date _____

Sign and date the form. Scan and email a copy to the MSW Program Director (bherman@uncc.edu) or provide a hard copy to CHHS 487F.