



**UNIVERSITY OF
GEORGIA**
School of Social Work

MSW STUDENT HANDBOOK

Advanced Standing, Full-Time, Online, and Extended-Time Options

2024 - 2025

Revised Spring 2024

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The University of Georgia School of Social Work

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WELCOME TO THE SCHOOL AND PROGRAM

Dear Students,

Welcome to the MSW program! We are so pleased and excited that you are joining the School of Social Work family. The school provides a rigorous academic experience combined with multiple opportunities for community engagement, all with the goal of preparing you to promote wellbeing and social justice.

While you are here, we hope you take advantage of all the school and the university have to offer. We have world-class faculty members engaged in instruction and in a wide range of important research projects, who are always eager to talk about their work with you. The school also has a number of outside-the-classroom events and experiences in which you can participate. These are as varied as guest speakers, teach-ins, film viewings and discussions, and international opportunities. Explore and experience as much as you can during your time here—it is a truly rich environment.

The School of Social Work is committed to your educational experience. We want to provide you with the knowledge, skills, and competencies you will need to intervene effectively at the individual, family, community, organizational, and policy levels. If you have ideas and/or suggestions about the program, please know that our door is always open to you.

All of us at the school are looking forward to getting to know you as you matriculate through the MSW program. More importantly, we can't wait to see what you do with your MSW as you make positive changes in the world!

Warmly,

Philip Hong, PhD
Dean and Professor

Jennifer Elkins, PhD
MSW Program Director & Associate Professor

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I. OVERVIEW

The UGA School of Social Work (SSW) has been preparing students for challenging and rewarding careers in social work for more than four decades. We opened our doors in 1964 with eight professors, 24 students, and one graduate degree program. Today, our School has over 30 faculty members and a student body numbering over 600. It is accredited by the Council on Social Work Education to award the Master of Social Work (MSW) degree.

The school has policies and procedures unique to its functioning within the University of Georgia (UGA). This handbook contains information, policies, and procedures for the MSW program. **The Practicum Handbook** provides additional information about the requirements for our experiential Practicum education. **All Master of Social Work students should be familiar with both handbooks.**

The School of Social Work offers the following four degrees: Bachelor of Social Work (BSW), Master of Social Work (MSW), Master of Arts in Nonprofit Management and Leadership (MA MNL), and Doctor of Philosophy (Ph.D.). Dual master's degrees are offered in public health (MSW/MPH) and law (MSW/JD).

A number of graduate certificates are also available to MSW students, including the the Certificate in Nonprofit Management and Leadership, the Certificate in Gerontology, and the Certificate in Substance Use Counseling.

Code of Ethics

The National Association of Social Workers has codified a set of standards regarding professional responsibility to clients, to social work colleagues, to employing organizations, to the social work profession, and to society. The Code of Ethics is available online: <http://www.naswdc.org/pubs/code/default.asp>.

II. MSW PROGRAM MISSION, VALUES, & GOALS [AS 1.0]

Program Mission

[Accreditation Standard 1.0.1; 1.0.2]

The Master of Social Work program prepares graduate students for advanced social work practice. We strive to develop future leaders in the profession of social work who are able to meet the ever-changing challenges facing the people of Georgia, the nation, and the world.

This mission is consistent with that of the University of Georgia, the state's oldest, most comprehensive, and most diversified institution of higher education. Its motto, "to teach, to serve, and to inquire into the nature of things," reflects the University's integral and unique role in the conservation and enhancement of the state's and nation's intellectual, cultural, and environmental heritage. In addition, the MSW program mission is consistent with the school's mission to provide local, state, national, and international leadership to promote social and economic justice, to alleviate oppressive social conditions and problems, and to enhance human well-being.

Similarly, the mission of the MSW program is interlinked with that of the BSW program, whose mission is to prepare students for entry-level social work practice; the PhD program, whose mission is to prepare social work professionals for careers in academic research settings and for practice in program evaluation and other forms of scientific research in the public and private sectors; and the MA NML program, which prepares students for careers in the nonprofit sector.

Program Vision

We envision a world where social workers are at the forefront of advocating on behalf of individuals, communities, and service agencies in empowering the oppressed, promoting social justice, using the best science to resolve grand challenges, and celebrating the many aspects of diversity.

Program Values

We are committed to addressing **power** and **oppression** in society in order to promote **social justice** by using **evidence informed practice** and **advocacy** tools and the celebration of **diversity (PrOSEAD)**. In short, our values include a commitment to:

Addressing	Power and Oppression ,
Promoting	Social Justice ,
Using	Evidence-Informed Practice and Advocacy , while
Celebrating	Diversity

Power

Certain sections of populations are more privileged than others in accessing resources due to historical or contemporary factors related to class, race, gender, etc. Our

curriculum will prepare students to: (i) identify and acknowledge privilege issues both in society as well as at the practitioner/client level; (ii) use this understanding to inform their practice in order to competently serve clients who experience disenfranchisement and marginalization.

Oppression

Social work practice across the micro-macro spectrum should work to negate the effects of oppression or acts of oppression locally, nationally and globally. Our curriculum will prepare students to more effectively empower oppressed groups and prevent further oppression among various populations within the contexts of social, cultural, economic, political, and environmental frameworks.

Social Justice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Our curriculum will prepare students to engage in policy practice at the local, state, federal, or international levels in order to impact social justice, well-being, service delivery, and access to social services of our clients, communities and organizations.

Evidence Informed Practice

Social workers understand that the clients' clinical state is affected not only by individual-level factors but also by social, economic, and political factors. We are also cognizant that research shows varied levels of evidence for practice approaches with various clients or populations. Our curriculum will prepare students to engage in evidence-informed practice. This includes finding and employing the best available evidence to select practice interventions for every client or group of clients, while also incorporating client preferences and actions, clinical state, and circumstances.

Advocacy

Every person, regardless of position in society, has fundamental human rights to freedom, safety, privacy, an adequate standard of living, health care, and education. Our curriculum will prepare students to apply their understanding of social, economic, and environmental justice and their knowledge of effective advocacy and systems change skills to advocate for human rights at the individual and system levels.

Diversity

Social workers need to understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. Our curriculum will produce students who are able to engage, embrace, and cherish diversity and difference across all levels of practice.

Program Goals
[Accreditation Standard 1.0.3]

Graduates of the UGA School of Social Work will demonstrate knowledge, skills, and leadership in the following five program outcomes that are derived from our mission. Associated with each of these outcomes are the competencies specified by our accrediting body, the Council on Social Work Education (CSWE).

1. Engage in advanced social work practice with individuals, families, groups, organizations, and communities to enable inclusion in the context of cultural diversity and persons in the immediate and global environments; [EPAS Competencies 2, 6, & 7]
2. Uphold the principles, values, and ethics of the social work profession through reflection, awareness, and with consideration of the broader contexts of the world in which we live; [EPAS Competencies 1, 2, & 3]
3. Utilize knowledge and theories of biological, psychological, social, spiritual, and cultural dimensions of human development to inform practice; [EPAS Competencies 1, 2, 4, & 8]
4. Engage as critical consumers and producers of research and evaluation applied to practice at the clinical, community, policy, and administrative levels; [EPAS Competencies 4, 8, & 9]
5. Influence social policies consistent with the goals of the profession to address poverty and advocate for vulnerable, oppressed populations, and challenge power imbalances that affect resource distribution; [EPAS Competencies 3 & 6]

Student Groups

The Student Faculty Committee

The School of Social Work Student Faculty Committee (SFC) represents students' interests and needs in the MSW program. Students elect their own SFC representatives each fall, and the SFC elects its own leaders. The SFC meets about twice a month, and the meetings are open to all MSW students, faculty, and staff at the School of Social Work. Any individual wanting to speak to the group is welcome to do so.

The MSW director and two SSW faculty are members of the SFC and serve as mentors and key contacts to the SFC. Faculty members generally serve on the committee for at least one calendar year, beginning at the start of the fall semester and ending in the spring semester of that same school year. A faculty member may serve on the committee for consecutive terms; this will be encouraged when it results in staggered terms among faculty members for the sake of creating overlap and continuity.

Term limits do not apply to *ex officio* faculty members. One member of the SFC is part of the MSW faculty committee, where he/she represents MSW student issues to the MSW Faculty Committee.

The goal of the SFC is to foster understanding and open communication between Athens MSW students, faculty and administration, as well as to advance the reputation and facilitate the expansion of the MSW program.

The SFC has had a voice in key issues at the SSW since its establishment in 1969. Most recently, these include the 2016 dean search, the 2017 revision and reorganization of the MSW curriculum, and advocating for better facilities. The SFC is critical to the school's mission and vision.

Please note: The MSW Gwinnett and the MSW Online Programs SFC are comprised of two students per cohort year and will meet once a month if needed, but at least twice a semester. The SFC representatives from each program option are expected to meet at least once per semester.

III. MSW COMPETENCIES AND BEHAVIORS

Our **PrOSEAD** values as well as our school's vision and mission statements shape the curriculum. A set of five program outcomes are aimed at preparing students to become activist practitioners engaged in micro, macro and/or integrated practice. The CSWE competencies offer a foundation on which we have built our curriculum. Implicit in our mission statement is our view of social work education as committed to viewing students as future leaders and as informed and collaborative members of broader learning communities charged with addressing power and oppression; promoting social justice; using the relevant evidence to inform practice at all levels, while celebrating the vast diversity in our local, national and global communities.

The courses that address the major curriculum content areas are organized to promote horizontal and vertical integration through a logical flow within and between the generalist and advanced practice content. By reviewing course learning objectives and syllabi, it is possible to see the logic of course content sequencing. Students are encouraged to bring their relevant professional and life experiences into the classroom to enrich the learning environment.

Specifically, the courses meet the nine CSWE core competencies and generalist behaviors as well as our specialized behaviors. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency, followed by a set of behaviors that integrate these components. The behaviors represent observable components of the competencies, similar to the manner in which manifest items represent underlying latent constructs.

Students are also expected to be familiar with the academic requirements and information presented on the SSW [website](#), this handbook, the Practicum Manual, and to follow School of Social Work and Graduate School's guidelines and requirements. Failure to do this could delay graduation.

Council on Social Work Education (CSWE) Generalist-Level Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

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

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

1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;
2. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

1. apply research findings to inform and improve practice, policy, and programs; and
2. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

1. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

1. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

1. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

1. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
2. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

1. select and use culturally responsive methods for evaluation of outcomes; and
2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Specialization Level Competencies/Behaviors (Micro Track)

Competency 1: Demonstrate Ethical and Professional Behavior

1. Demonstrate professional boundaries and demeanor in advanced social work micro practice and relationships with diverse clients and professionals.
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles, and frameworks to issues specific to micro social work practice.
3. Use self-reflection, self-regulation, and clinical supervision and professional consultation to manage personal values and maintain professionalism.

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

1. Utilize knowledge of social systems and human relationships to advocate on behalf of, and in partnership with, marginalized clients to advance human rights, including availability and accessibility of services and resources to meet biopsychosocial needs.
2. Apply human rights and economic, racial, cultural, and environmental justice frameworks to support and promote human rights and social justice with diverse clients.
3. Acknowledge the importance of social justice by supporting and advocating for social change consistent with social work values and ethics.

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

1. Engage in anti-racism and anti-oppressive practices and challenge practices that shield and privilege historically dominant groups.
2. Engage clients as experts of their own experiences, by demonstrating cultural humility and applying critical reflection, self-awareness, and self-regulation.
3. Continually consider how values, social differences, and power affect work with clients by addressing bias and avoiding the perpetuation of stereotyping, discrimination, shaming, and stigmatization.

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

1. Synthesize individual, family and group practice experiences to inform research on interventions with clients.
2. Evaluate research to implement appropriate interventions considering and applying evidence-informed, ethical, culturally informed, anti-racist, gender-affirming, and anti-oppressive strategies.

Competency 5: Engage in Policy Practice

1. Apply policy practice skills including education and advocacy to work with clients.
2. Critically analyze how agency, local, state, federal, and/or global policies affect the well-being of clients through rights-based, anti-oppressive, and anti-racist analyses.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

1. Engage with clients by effectively applying knowledge of human behavior, person-in-environment, and interprofessional conceptual frameworks.
2. Use self-reflexivity to actively address how bias, power, and privilege affect effective engagement with diverse clients.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

1. Engage in a dynamic and collaborative process of defining the presenting challenges and strengths with clients.
2. Identify and address how bias, power, and privilege, as well as their personal values and experiences, affect their ability to assess client needs and strengths.
3. Collaborate with clients during the assessment process in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

1. and intervention strategies to enhance the psychosocial functioning and well-being of diverse individuals, families, and groups.
2. Effectively utilize interdisciplinary knowledge, interprofessional collaboration, and advocacy skills in a culturally responsive way to enhance the psychosocial functioning and well-being of diverse individuals, families, and groups.
3. Facilitate effective transitions and endings that advance mutually agreed-upon goals with diverse individuals, families, and groups.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

1. Engage in ongoing critical assessment of the extent to which evaluation methods are attuned to the impact of power, oppression, diversity, advocacy, and social justice.
2. Apply valid, rigorous, anti-racist, anti-oppressive, and culturally responsive evaluation methods to assess the extent to which existing services are meeting client needs and promoting well-being.

Specialization Level Competencies/Behaviors (Macro Track)

Competency 1: Demonstrate Ethical and Professional Behavior

1. Demonstrate professional boundaries and demeanor in advanced social work macro practice settings and in relationships with diverse constituencies across sectors.
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles, and frameworks to issues in groups, organizations, and communities.
3. Use reflection, self-regulation, and professional supervision and consultation to maintain professionalism.

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

1. Advocate on behalf of, and in partnership with, marginalized constituencies to advance human and environmental rights.
2. Apply human rights and economic, racial, cultural, and environmental justice frameworks to support and promote human rights and social justice with diverse constituencies.
3. Acknowledge the importance of social justice by supporting and advocating for social change consistent with social work values and ethics.

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

1. Engage in anti-racism and anti-oppressive practices, and challenge practices that shield and privilege historically dominant groups.
2. Engage constituencies as experts of their own experiences by demonstrating cultural humility and applying critical reflection, self-awareness, and self-regulation.

3. Continually consider how values, social differences, and power affect work with constituencies by addressing bias and avoiding the perpetuation of stereotyping, discrimination, shaming, and stigmatization.

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

1. Synthesize group, organizational, community and policy practice experiences to inform research on interventions with constituencies.
2. Evaluate research to implement appropriate interventions considering and applying evidence-informed, ethical, culturally informed, anti-racist, gender-affirming, and anti-oppressive strategies.

Competency 5: Engage in Policy Practice

1. Apply policy practice skills including analysis, education, dissemination, and advocacy to work with various constituencies.
2. Critically apply rights-based, anti-oppressive, and anti-racist analysis to the impact of agencies, and how local, state, federal, and/or global policies affect the wellbeing of diverse constituencies.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

1. Engage with constituencies by effectively applying knowledge of human behavior, person-in-environment, and interprofessional conceptual frameworks.
2. Use self-reflexivity to actively address how bias, power, and privilege affect effective engagement with diverse constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

1. Engage in a dynamic and collaborative process of defining and assessing presenting challenges and strengths with constituencies.
2. Identify and address how bias, power, and privilege, as well as their personal values and experiences, affect their ability to appropriately assess constituency needs and strengths.
3. Collaborate with constituencies during the assessment process in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

1. Critically develop, and implement collaborative, culturally responsive, interprofessional prevention and intervention strategies to enhance skill and capacity development among diverse constituencies.
2. Effectively utilize interdisciplinary knowledge, interprofessional collaboration, and advocacy skills in a culturally responsive way to leverage skill and capacity development of diverse constituencies.
3. Facilitate effective transitions and endings that advance mutually agreed-upon goals with diverse constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

3. Engage in ongoing critical assessment of the extent to which evaluation methods are attuned to the impact of power, oppression, diversity, advocacy, and social justice.

4. Apply valid, rigorous, anti-racist, anti-oppressive, and culturally responsive evaluation methods to assess the extent to which existing services are meeting constituency needs and promoting well-being.

Specialization Level Competencies/Behaviors (Integrated/Combined Track)

Competency 1: Demonstrate Ethical and Professional Behavior

1. Demonstrate professional boundaries, roles, and demeanor in advanced social work practice and relationships with diverse clients and constituencies.
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles, and frameworks to issues specific to micro and macro social work practice.
3. Use reflection, self-regulation, and professional supervision to manage personal values and maintain professionalism.

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

1. Advocate on behalf of, and in partnership with, marginalized clients and constituencies to advance human rights, including the availability and accessibility of services and resources to meet biopsychosocial needs.
2. Apply human rights and economic, racial, cultural, and environmental justice frameworks to support and promote human rights and social justice with diverse clients and constituencies.
3. Acknowledge the importance of social justice by supporting and advocating for social change consistent with social work values and ethics.

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

1. Engage in anti-racism and anti-oppressive practices, and challenge practices that shield and privilege historically dominant groups.
2. Engage clients and constituencies as experts of their own experiences by demonstrating cultural humility by applying critical reflection, self-awareness, and self-regulation.
3. Continually consider how values, social difference, and power affect work with clients and constituencies by addressing bias and avoiding the perpetuation of stereotyping, discrimination, shaming, and stigmatization.

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

1. Synthesize individual, family, group, organizational, community, and policy practice experiences to inform research on interventions with clients and constituencies.
2. Evaluate research to implement appropriate interventions considering and applying evidence-informed, ethical, culturally informed, anti-racist, gender-affirming, and anti-oppressive strategies.

Competency 5: Engage in Policy Practice

1. Apply policy practice skills including education and advocacy to work with various clients and constituencies.
2. Critically analyze how agency, local, state, federal, and/or global policies affect the well-being of clients and constituencies through rights-based, anti-oppressive, and anti-racist analyses.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

1. Engage with clients and constituencies by effectively applying knowledge of human behavior, person-in-environment, and interprofessional conceptual frameworks.
2. Use self-reflexivity to actively address how bias, power, and privilege affect effective engagement with diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

1. Engage in a dynamic and collaborative process of defining and assessing presenting challenges and strengths with clients and constituencies.
2. Identify and address how bias, power, and privilege, as well as their personal values and experiences, affect their ability to appropriately assess client, organization, community, and constituency needs and strengths.
3. Collaborate with clients and constituencies during the assessment process in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

1. Critically develop, and implement collaborative, culturally responsive, interprofessional prevention and intervention strategies to enhance psychosocial functioning, well-being, and skill and capacity development of diverse clients and constituencies.
2. Effectively utilize interdisciplinary knowledge, interprofessional collaboration, and advocacy skills in a culturally responsive way to enhance psychosocial functioning and well-being and leverage the skill and capacity of diverse clients and constituencies.
3. Facilitate effective transitions and endings that advance mutually agreed-upon goals with diverse clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

1. Engage in ongoing critical assessment of the extent to which evaluation methods are attuned to the impact of power, oppression, diversity, advocacy, and social justice.
2. Apply valid, rigorous, anti-racist, anti-oppressive, and culturally responsive evaluation methods to assess the extent to which existing services are meeting client and constituency needs and promoting well-being.

IV. MSW CURRICULUM AND PROGRAMS OF STUDY

The MSW program offers three specializations or areas of specialization:

- 1) Micro Practice Specialization**
- 2) Macro Practice Specialization, and**
- 3) Integrated/Combined Practice Specialization.**

Students have the option of completing one of these three specializations. The Micro Specializations prepares students with knowledge and skills for advanced practice primarily focused on individuals, families, and groups in diverse settings. The Macro Specialization provides students with knowledge and skills in an array of advanced practice roles in the areas of program and policy development, administration, supervision, political advocacy, and community practice. The Integrated/Combined Specializations pools the core curriculum of both the Micro and Macro Practice Specializations. All specializations prepare graduates for future professional leadership positions, and they are augmented by a selection of electives [EP 2.1.1].

The three specializations are preceded by the Generalist curriculum, which prepares students for generalist practice. The MSW program requirements include coursework and Generalist and Specialization practicum experiences. The requirements may be completed in the two-year full-time offering, the three- or four-year extended-time offering, or the one-year Advanced or the Gwinnett two-year Advanced Standing option. As noted, there are additional opportunities for dual degrees and certificates.

Students may undertake their graduate education in the School of Social Work (SSW) in traditional one or two-year, advanced standing, online, or extended-time formats. The MSW Athens program accepts students for full-time study in the traditional two-year and advanced standing one-year formats. The MSW Gwinnett program accepts extended-time regular and advanced-standing students. Students accepted to this program will complete their coursework at the Gwinnett campus. The Online Program accepts extended-time regular students (three-year). Advanced standing students are qualified graduates of a Bachelor of Social Work program accredited by the Council on Social Work Education (CSWE). Traditional students are required to complete sixty (60) credit hours of graduate study. Forty-four (44) of these credit hours come from classroom coursework; the remaining sixteen (16) credit hours come from practicum educational courses.

Practicum placements consist of four semesters of supervised practice in approved settings such as youth programs, hospitals, mental health clinics, or schools, to name a few. The Practicum experience is a combined 912 hours of professionally supervised Practicum experience and a professional Practicum-integrating seminar introducing students to professional social work practice.

The Generalist year includes 312 combined hours of professionally supervised Practicum practice experience in conjunction with a practicum-integrating seminar [72 in the fall (SOWK 7115) and 240 in the spring (SOWK 7125)]. In the specialization year, there is a total of 600 hours (SOWK 7225) of supervised Practicum practice; there is no practicum-integrating seminar in the specialization year, and students infuse their practicum experience into the classroom. For advanced standing students, 600 combined hours of professionally supervised practicum practice are required at a minimum. The School of Social Work does not approve academic credit for prior work or life experience. For those interested in using their workplace as an internship site, please contact the Practicum Education Office for more information.

In order to achieve the behaviors mentioned above, students complete Generalist (this does not apply to Advanced Standing students) and specialization courses. Generalist courses are designed to meet Generalist behaviors, while specialization courses are designed to meet specialization behaviors. The courses are arranged in specific programs of study. Students choose a program of study at the beginning of their program and are expected to adhere to its timeline. Failure to follow a chosen program of study may lead to delays in matriculation. In order to be able to graduate, MSW students complete a total of sixty (60) credit hours, while advanced standing students complete a total of forty (40) credit hours.

Full-Time and Extended-Time Options

The MSW program acknowledges that our students, as adult learners, are able to determine and manage their own academic progress in the prescribed programs of study. Students are admitted to either the full-time (two years in Athens), Advanced Standing (3 semesters in Athens or 6 semesters at Gwinnett), or the extended-time options for three years (8 semesters at Gwinnett or Online) or four years (10 or 11 semesters at Gwinnett). Course offerings for the full-time program are scheduled in Athens, primarily between the hours of 9:00 a.m. and 4:30 p.m. Monday - Wednesday. Course offerings for the extended-time program are scheduled at the Gwinnett campus, primarily between the hours of 5:30 p.m. and 8:30 p.m. Monday - Thursday. The Online Program offers courses asynchronously. Only full-time students may pre-register for courses scheduled for full-time students, and only extended-time students may pre-register for courses scheduled for extended-time students per assigned campus.

Program Transfer Policy

To be equitable to all applicants and students in our program, students are not allowed to transfer between programs or campuses. Applicants should choose the appropriate programs and matriculate or complete their degree in the program they have applied to and been accepted.

In the event that a Dual Degree program student or those in graduate certificate programs should be required to transfer or take courses off of their assigned campus (exception: Online campus courses are not shared), the student must get approval from the coordinators of those programs as well as the academic advisors before submitting a formal request to the MSW program director. Due to occasional course scheduling conflicts, dual degree students and

certificate students may be required to take a course across campuses to follow their program of study and to ensure timely fulfillment of their degree program requirements. All program objective changes must follow Graduate School requirements of a Change of Program of Study if needed for any change in program of study. Certificate Program requirements should be met in the student's current campus unless the certificate is not a joint partnership with the School of Social Work.

Full-Time Two-Year Program of Study

Generalist Year

Year 1 – Fall Semester	Year 1 – Spring Semester
SOWK 7112 [3 credits] Human Behavior in the Social Environment	SOWK 7116 [3 credits] Social Work with Groups
SOWK 7114 [3 credits] Foundation Social Work Practice with Individuals and Families	SOWK 7121 [3 credits] Social Welfare Policies, Programs, and Issues
SOWK 7115 [3 credits] Introduction to the Social Work Profession and Practicum Education	SOWK 7125 [3 credits] Foundation Social Work Practicum Education
SOWK 7117 [3 credits] Foundation Social Work Practice with Communities and Organizations	SOWK 7126 [3 credits] Social Work Research Methods
SOWK 7118 [3 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity (ProSEAD)	Elective [3 credits]
Total Semester Credits: 15	Total Semester Credits: 15

Micro Specialization Year

Year 2 – Fall Semester	Year 2 – Spring Semester
SOWK 7212 [3 credits] Assessment and Psychopathology	SOWK 7225 [5 credits] Advanced Social Work Practicum Education
SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice
SOWK 7225 [5 credits] Advanced Social Work Practicum Education	Elective [3 credits]
Elective [3 credits]	Elective [3 credits]
	SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 14	Total Semester Credits: 16

Macro Specialization Year

Year 2 – Fall Semester	Year 2 – Spring Semester
SOWK 7225 [5 credits] Advanced Social Work Practicum Education	SOWK 7225 [5 credits] Advanced Social Work Practicum Education
Elective [3 credits]	SOWK 7226 [3 credits] Evaluation of Professional Practice
SOWK 7211 [3 credits] Advanced Policy Practice and Analysis OR Elective ¹	SOWK 7133 [3 credits] Community Organizing and Social Action OR Elective ¹ [3 credits]

SOWK 7236 [3 credits] Community Engagement and Assessment OR Elective ¹ [3 credits]	SOWK 7237 [3 credits] Theory of Management and Nonprofit Organizations. OR Elective ¹ [3 credits]
	SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 14	Total Semester Credits: 16

Combined Specialization Year

Year 2 – Fall Semester	Year 2 – Spring Semester
SOWK 7212 [3 credits] Assessment and Psychopathology	SOWK 7225 [5 credits] Advanced Social Work Practicum Education
SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice
SOWK 7225 [5 credits] Advanced Social Work Practicum Education	SOWK 7133 [3 credits] Community Organizing and Social Action OR SOWK 7237 [3 credits] Theory of Management and Nonprofit Organizations
SOWK 7211 [3 credits] Advanced Policy Practice and Analysis or Elective OR SOWK 7236 [3 credits] Community Engagement and Assessment	Elective [3 credits]
	SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 14	Total Semester Credits: 16

¹Students must choose a minimum 2 of 4 core courses in their specialization year. These core courses are: Advanced Policy Practice and Analysis (**Fall**); Community Engagement and Assessment (**Fall**); Community Organizing and Social Action (**Spring**); Theory and Management of Nonprofit Organizations (**Spring**). These 4 core courses cover 3 Macro focus areas: (1) Community Organizing and Social Action, (2) Advanced Policy Practice, and (3) Theory and Management of Nonprofit Organizations. Students can also take core courses as their electives. Combined Specialization students must take 2 micro requirements and 2 macro requirements; therefore, they only get one elective in the 2nd year in the spring.

Year One

Extended-Time & Online 3-Year Program of Study **Practicum Placement for Four Semesters**

Fall	Spring	Summer
SOWK 7112 [3 credits] Human Behavior in the Social Environment	SOWK 7117 [3 credits] Foundation Social Work Practice with Communities and Organizations	Elective [3 credits]
SOWK 7114 [3 credits] Foundation Social Work Practice with Individuals and Families	SOWK 7121 [3 credits] Social Welfare Policies, Programs, and Issues	Elective [3 credits]
SOWK 7118 [3 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity (ProSEAD)	SOWK 7126 [3 credits] Social Work Research Methods	
Total Semester Credits: 9	Total Semester Credits: 9	Total Semester Credits: 6

Year Two

Fall	Spring	Summer
SOWK 7116 [3 credits] Social Work with Groups	SOWK 7125 [3 credits] Foundation Social Work Practicum Education	Elective [3 credits]
SOWK 7115 [3 credits] Introduction to Social Work Profession and Practicum Education	SOWK 7212 [3 credits] Assessment and Psychopathology	Elective [3 credits]
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 6

Year Three

Fall	Spring
SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7225 [5 credits] Advanced Social Work Practicum Education
SOWK 7225 [5 credits] Advanced Social Work Practicum Education	SOWK 7226 [3 credits] Evaluation of Professional Practice
	SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 8	Total Semester Credits: 10

Extended-Time 4-Year Program of Study
Practicum for Five Semesters

Year One

Fall	Spring	Summer
SOWK 7114 [3 credits] Foundation Social Work Practice with Individuals and Families	SOWK 7117 [3 credits] Foundation Social Work Practice with Communities and Organizations	Elective [3 credits]
SOWK 7118 [3 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity (ProSEAD)	SOWK 7121 [3 credits] Social Welfare Policies, Programs, and Issues	Elective [3 credits]
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 6

Year Two

Fall	Spring	Summer
SOWK 7112 [3 credits] Human Behavior in the Social Environment	SOWK 7126 [3 credits] Social Work Research Methods	Elective [3 credits]
SOWK 7116 [3 credits] Social Work with Groups	SOWK 7212 [3 credits] Assessment and Psychopathology	Elective [3 credits]
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 6

Year Three

Fall	Spring	Summer
SOWK 7115 [3 credits] Introduction to the Social Work Profession and Practicum Education	SOWK 7125 [3 credits] Foundation Social Work Practicum Education	SOWK 7225 [2 credits] Advanced Social Work Practicum Education
SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice	
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 2

Year Four

Fall	Spring
SOWK 7225 [4 credits] Advanced Social Work Practicum Education	SOWK 7225 [4 credits] Advanced Social Work Practicum Education
	SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 4	Total Semester Credits: 6

Extended-Time Four-Year Program of Study
Practicum Block Placement

Year One

Fall	Spring	Summer
SOWK 7114 [3 credits] Foundation Social Work Practice with Individuals and Families	SOWK 7117 [3 credits] Foundation Social Work Practice with Communities and Organizations	Elective [3 credits]
SOWK 7118 [3 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity (ProSEAD)	SOWK 7121 [3 credits] Social Welfare Policies, Programs, and Issues	Elective [3 credits]
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 6

Year Two

Fall	Spring	Summer
SOWK 7112 [3 credits] Human Behavior in the Social Environment	SOWK 7126 [3 credits] Social Work Research Methods	Elective [3 credits]
SOWK 7116 [3 credits] Social Work with Groups	SOWK 7212 [3 credits] Assessment and Psychopathology	
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 3

Year Three

Fall	Spring	Summer
SOWK 7115 [3 credits] Introduction to Social Work Profession and Practicum Education	SOWK 7125 [3 credits] Foundation Social Work Practicum Education	
SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice	Elective [3 credits]
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 3

Year Four

Fall
SOWK 7225 [10 credits] Advanced Social Work Practicum Education
SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 12

Advanced Standing – Micro Specialization

Summer	Fall	Spring
SOWK 7218 [4 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity for Advanced Standing Students (ProSEAD-AS)	SOWK 7212 [3 credits] Assessment and Psychopathology	SOWK 7225 [5 credits] Advanced Social Work Practicum Education
Elective [3 credits]	SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice
Elective [3 credits]	SOWK 7225 [5 credits] Advanced Social Work Practicum Education	Elective [3 credits]
	Elective [3 credits]	Elective [3 credits]
		SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 10	Total Semester Credits: 14	Total Semester Credits: 16

Advanced Standing – Macro Specialization

Summer	Fall	Spring
SOWK 7218 [4 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity for Advanced Standing Students (ProSEAD-AS)	SOWK 7225 [5 credits] Advanced Social Work Practicum Education	SOWK 7225 [5 credits] Advanced Social Work Practicum Education
Elective [3 credits]	SOWK 7211 [3 credits] Advanced Policy Practice and Analysis or Elective OR Elective ¹ [3 credits]	SOWK 7226 [3 credits] Evaluation of Professional Practice
Elective [3 credits]	SOWK 7236 [3 credits] Community Engagement and Assessment ¹ OR Elective ¹ [3 credits]	SOWK 7133 [3 credits] Community Organizing and Social Action OR Elective [3 credits]
	Elective [3 credits]	SOWK 7237 [3 credits] Theory of Management and Nonprofit Organizations OR Elective [3 credits]
		SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 10	Total Semester Credits: 14	Total Semester Credits: 16

Advanced Standing – Combined Specialization

Summer	Fall	Spring
SOWK 7218 [4 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity for Advanced Standing Students	SOWK 7212 [3 credits] Assessment and Psychopathology	SOWK 7225 [5 credits] Advanced Social Practicum Work Education
Elective [3 credits]	SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice
Elective [3 credits]	SOWK 7225 [5 credits] Advanced Social Practicum Work Education	SOWK 7133 [3 credits] Community Organizing and Social Action OR SOWK 7237 [3 credits] Theory of Management and Nonprofit Organizations
	SOWK 7211 [3 credits] Advanced Policy Practice and Analysis OR SOWK 7236 [3 credits] Community Engagement and Assessment	Elective [3 credits]
		SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 10	Total Semester Credits: 14	Total Semester Credits: 16

¹Students must choose a minimum of 2 of 4 core courses in their specialization year. These core courses are Advanced Policy Practice and Analysis (Fall), Community Engagement and Assessment (Fall), Community Organizing and Social Action (Spring), and Theory and Management of Nonprofit Organizations (**Spring**). These 4 core courses cover 3 Macro focus areas: (1) Community Organizing and Social Action, (2) Advanced Policy Practice, and (3) Theory and Management of Nonprofit Organizations. Students can also take core courses as their electives.

Combined Specialization students must take 2 micro requirements and 2 macro requirements; therefore, they only get one elective in the second year in the spring.

Advanced Standing – Extended-Time Program

Year 1

SUMMER	FALL	SPRING
SOWK 7218 [4 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity for Advanced Standing Students (PrOSEAD-AS)	SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7212 [3 credits] Assessment and Psychopathology
Elective [3 credits]	Elective [3 credits]	SOWK 7226 [3 credits] Evaluation of Professional Practice
TOTAL SEMESTER CREDITS: 7	TOTAL SEMESTER CREDITS: 6	TOTAL SEMESTER CREDITS: 6

Year 2

SUMMER	FALL	SPRING
Elective [3 credits]	SOWK 7225 [5 credits] Advanced Social Work Practicum Education	SOWK 7225 [5 credits] Advanced Social Work Practicum Education
Elective [3 credits]		
Elective [3 credits]		SOWK 7500 [2 credits] Social Work Practice Capstone
TOTAL SEMESTER CREDITS: 9	TOTAL SEMESTER CREDITS: 5	TOTAL SEMESTER CREDITS: 7

Electives Outside the School of Social Work

The SSW encourages interdisciplinary education as demonstrated in our dual degree programs and certificates. You may also take electives outside of the school in lieu of the electives being offered within our program. The electives must be at the 6000, 7000, and 8000-level course offerings. Seek the advice of your academic advisor when selecting electives. Sometimes, electives taken outside the SSW also require the permission of those departments in order for an SSW student to enroll. The outside elective form in Appendix D must be approved by the MSW Academic Advisor for the student's assigned campus and the MSW Program Director before an SSW student can enroll in the outside elective. **Full-time and Extended-time students can take one Social Work elective off their assigned campus (Athens or Gwinnett) if approved based on the student's area of interest, certificate program requirements, dual degree program requirements, and externally funded training programs. In addition, MSW students are only permitted to take one non-SSW elective, i.e., an elective outside of the SSW, unless required by certificate or dual degree programs.**

Independent Study

A student may petition the faculty of the School of Social Work for the approval and oversight of an independent study. An independent study can be for 1-3 credits and must be approved by the sponsoring faculty member and the director of the MSW program. A strong justification is required for students and faculty requesting an independent study. The student petition must include the essential components of a standard course syllabus (i.e., description of study, course objectives, program outcomes, competencies, and behaviors format, as well as assignments and texts, as appropriate). An independent study cannot replace material covered in offered courses and needs to be aligned with our Values, Vision, and Mission Statements. MSW students are not allowed to substitute independent study courses for core courses.

In order to enroll in an independent study course:

1. The student must submit a formal request to their academic advisor and to their proposed course instructor. The proposed independent study must be related to the student's program of study. A syllabus should be developed by the student that clearly delineates learning objectives, activities, assignments, and intended outcomes.
2. The proposal must be approved by the proposed course instructor and MSW Program director prior to registration.
3. An approved copy also must be submitted to the MSW Program Office, which will arrange for the student to enroll in the independent research course.

The independent study course is known as SOWK 7908: Independent Social Work Research and may only be taken once in a student's time in the MSW program.

Course Registration and Academic Advisement

Course registration is completed online by logging into UGA ATHENA homepage:

https://sis-ssb-prod.uga.edu/PROD/twbkwbis.P_GenMenu?name=homepage

The MSW Academic Advisor, Mrs. Catherine Nalley Banks, handles all academic advisement issues for Athens students, while Gwinnett and Online students are advised by Mrs. Lori-Ann J. Spears, who serves as the academic advisor.

Academic advisors ensure students follow through with their programs of study by enrolling in the right courses at the right time. However, it is the sole responsibility of the students to enroll in the sequence of courses on time. Thus, it is important that every student understands their program of study. Failure to do so can delay graduation.

Professional Advisement

Students are assigned a faculty member as their professional advisor in their Generalist year. The role of the faculty advisor is to serve as a mentor for the student, providing professional advice to the student and assisting the student in making the best use of their time at the SSW in order for students to begin a path to realize their future professional goals. This includes supporting students in developing and shaping social worker identity and embracing of social work values and ethics. After the Generalist year, MSW students can choose any faculty member and develop a mentor/mentee professional advising relationship – this arrangement encourages initiative from students and helps them to choose a faculty member who is more closely aligned with their future professional goals. Faculty Practicum liaisons help students with any issues related to the successful completion of the Practicum internship experience. This includes facilitating learning in the Practicum, integration of classroom and Practicum/practice, and so on. More details about this role can be found in the Practicum Manual.

Specialty Areas and Certificate Programs

Child Welfare Stipend Program

The School of Social Work offers an emphasis in child welfare as a practicum of practice for students interested in clinical social work practice or supervision and administration in the child welfare area. Students select elective courses to support a child welfare emphasis. Graduates with this emphasis are employed in public and private agencies providing a broad range of services to families and children, including protection for abused and neglected children, family preservation, family counseling, family crisis intervention, foster care, adoption, group home, and institutional group care, child and adolescent mental health, rape crisis intervention, problem pregnancy, and others. The UGA School of Social Work, in partnership with the Division of Family and Children Services (DFCS), has federal Title IV-E funding for full-time and extended-time students. The DFCS Professional Development Section assists students with employment upon graduation. Contact Dr. Allison Dunnigan at (706) 542-5409 or allison.dunnigan@uga.edu for further information.

Selected Certificate Programs at UGA

The School of Social Work participates in four inter-departmental certificate programs: Gerontology, Nonprofit Management, and Disabilities Services and Substance Use Counseling. Students may meet some of the requirements for these certificates through their MSW program of study but should plan one or more semesters of additional study beyond the MSW for their completion. Certificates are considered a supplement to the MSW program of study and do not take precedence in the curriculum planning process. The SSW does not control the scheduling of non-social work certificate courses.

Gerontology

The Institute of Gerontology offers a master's degree specialization in gerontology and a Certificate in Gerontology. The certificate is available to any graduate student enrolled in a degree program at the University of Georgia, to non-degree-seeking graduate students, and to undergraduate students enrolled in the Honors Program.

Certificate students complete 18 credit hours of graduate-level courses. Twelve of these credits must be taken from four categories: Biology/Physiology, Psychology, Sociology, and research or practicum. For more information, visit

<http://iog.publichealth.uga.edu/certificate/> or contact Dr. Kerstin Emerson at (706) 542-2539 or gerontology@uga.edu.

Nonprofit Management and Leadership

The Certificate in Nonprofit Management is for graduate students in majors other than the Master of Arts in Nonprofit Management and Leadership (MA MNL) who complete four of the core courses in the nonprofit curriculum. This certificate program will help meet the need for understanding the nonprofit organizations that provide employment for many graduates. The program consists of a minimum of **4 courses of 3 semester hours** each, drawn from the core courses of the Master's degree curriculum of the Institute. For more information, contact Dr. Tony Mallon at (706) 542-5467 or

ajmallon@uga.edu. For more information, go to http://ssw.uga.edu/nonprofit/nonprofit_certificate.html

Substance Use Counseling

The purpose of the Certificate in Substance Use Counseling is to train students to be competent in the delivery of quality care for those affected by substance use. In this program, students will be trained to 1) develop advanced evidence-based treatment competencies and 2) develop a comprehensive knowledge of the bio-psycho-social dynamics associated with substance use. Participation in the Certificate Program provides students with all the required education associated with Certified Advanced Alcohol and Drug Counselor (CAADC) licensure through the Alcohol and Drug Abuse Certification Board of Georgia. The certificate program consists of a minimum of four courses of three semester hours each, drawn from courses within the MSW degree curriculum. For more information, contact Dr. Orion Mowbray, omowbray@uga.edu, Substance Use Counseling Coordinator, School of Social Work. For forms and more information, go to, <https://ssw.uga.edu/academics/certificate-programs/certificate-in-substance-use-counseling/>

Disability Studies

The Disability Studies Certificate provides students with the knowledge, skills, and attitudes needed to become professionals and leaders capable of implementing change in attitudes, policy, and practice across the nation. These professionals will promote the true inclusion of individuals with disabilities as fully-participating members of our communities and nation, with all the rights accorded to every citizen. Currently enrolled UGA students who have a minimum overall GPA of 3.0 are eligible to apply. For more information go to <http://www.fcs.uga.edu/ihdd/disability-studies-certificate>.

Dual Degrees

MSW/MPH Dual Degree Program

The Graduate School of the University of Georgia offers a dual degree program in social work and public health. The primary objective of the MSW-MPH dual degree program is to supplement the professional education of Social Work students with additional specialization and training in Public Health and vice versa. Social Work and Public Health are, by design, service professions that support human well-being. Completing this program leads to the degrees of MSW and MPH with a specialization in Health Promotion and Behavior. For more information, contact Dr. Rebecca Wells at (706) 542-5171 or rebeccawells1@uga.edu regarding the MSW program, Dr. Jessica Mullenburg for the Health Promotion & Behavior MPH specialization, and Dr. Kerstin Emerson (gerontology@uga.edu) for the Gerontology MPH specialization.

MSW/JD Dual Degree Program

The Graduate School of the University of Georgia offers a dual degree program between the School of Social Work and the School of Law. This combines the MSW degree and the JD degree, and is designed to promote the integration of legal as well as social work knowledge and skills at fully professional levels. Similar to other dual degree programs approved by the Graduate School, this program would account for the professional requirements of a master's level social worker and the professional requirements of a law school graduate. Graduates of this program will be able to account for the legal interventions required by individuals or organizations as clients while at the same time accounting for the social work services needed by the same individuals or organizations.

For more information, contact Devon Sanger at dsanger@uga.edu.

Global Engagement

The SSW is enriched by international students and is proud of its study abroad programs in Ghana and Northern Ireland. Faculty have also pursued projects in countries such as Haiti, China, Mexico, Grenada, and South Korea. Students have independently participated in programs in Cambodia, Latin America and elsewhere. Additionally, Students for Global Social Work (formerly the International Social Work Student Association (ISWSA) enthusiastically promotes the international dimensions of social work at “home” through a variety of activities. Global education faculty encourage the development of international partnerships and practicum sites. The SSW also maintains a close working relationship with the UGA Office of International Education. The SSW offers electives that address global social work practice and policy issues as well as immigration and other international issues. The SSW also offers an opportunity for supervised practicum placement in Ghana. Contact the practicum office if you are interested in this opportunity.

The *Ghana Service-Learning Program* is a six-credit education abroad that allows students to participate in community-based activities, seminar-style classes with Ghanaian lecturers, as well as service and learning projects in child and family services institutions. For more information, see <https://www.fcs.uga.edu/ssac/study-away-tours-ghana>

The six-credit *Social Issues in Northern Ireland* class travels to Northern Ireland to get firsthand exposure to the transgenerational impact of the violence from the four-decade-long conflict in Northern Ireland known as “The Troubles.” Economic injustice, oppression, and discrimination are among the hallmarks of the divide between the Protestants and Catholics of Northern Ireland. For more information, see <https://ssw.uga.edu/global-engagement/global-education/studyaway-in-north-ireland/>

For more information about global education opportunities, contact Dr. Jane McPherson, Director of Global Engagement, at (706) 542-3938 or jmcpherson@uga.edu.

Note for Advanced Standing Students Athens: Advanced Standing students need to plan in *advance* to be able to take the education abroad courses. Advanced Standing students can take the SOWK 7218 [4 credits] ProSEAD-AS course plus one of the education abroad programs to fulfill the required hours at the beginning of their program. The MSW program will provide more specialized advising to Advanced Standing students who are interested in participating in either the Ghana or Northern Ireland programs. Students should contact their academic advisor immediately after being admitted to discuss this option.

GRADUATION INFORMATION

Requirements for Graduation

MSW students must complete a total of at least sixty (60) credit hours to graduate. Advanced standing students must complete at least forty (40) credit hours. All students must maintain a 3.0 grade point average to graduate. ***For those who transferred to the program, please see the information under Transfer Credits.***

MSW students planning to graduate are required to submit two forms to the Graduate School by the deadline date. These dates may be found on the Graduate School website at <http://grad.uga.edu/index.php/current-students/important-dates-deadlines/>. Please note that the deadlines are strictly enforced! Submitting your program of study form or failing to apply for graduation after the deadline will result in a \$50 late fee. Additional information may be found on the Graduate School website under [Current Students](#).

Forms Necessary for Graduation

- 1. Program of Study (Non-Doctoral Professional Degrees)**
<http://grad.uga.edu/index.php/current-students/forms/>
The Program of Study form should be completed at the beginning of your last semester. This form contains your complete program of study. ***The form is on-line.**
- 2. Application for Graduation - submit online at the beginning of your last semester.** MSW students apply for graduation in [Athena](#). Please note - if you are in a certificate program, you must apply to graduate from that program as well.

Alumni Association

Our alumni are a diverse and strong network of individuals in the social work field who remain linked to the School of Social Work after graduation through the School's Alumni Listserv, Facebook page, and our UGA Alumni Association. Upon graduation, you will join these talented professionals and be contacted by our Alumni Association for alumni updates, surveys, events, etc. Please keep in touch and let us know what you are doing!

V. ACADEMIC POLICIES AND PROCEDURES

MSW Program Academic Policies

(Revised March 21, 2014)

- MSW students must satisfactorily complete all core courses. The program does not allow exemptions for core courses.
- MSW students are not allowed to substitute independent study courses for core courses.
- MSW students must maintain a 3.0 grade point average, which is in line with current UGA Graduate School policy.
- In accordance with UGA Graduate School policy, a student whose GPA falls below 3.0 will be placed on academic probation. The Graduate School requires students to submit Form G131: Graduate Academic Probation Advisement for their approval. This form requires a clear statement of how the student plans to proceed in their program of study to restore their academic standing to a 3.0 or better. Once approved by the Graduate School, they will remove the Academic Hold on the student.
- **MSW students must also earn a grade of at least B or higher in the following courses:** Foundation Social Work Practice with Individuals and Families (SOWK 7114), Introduction to Social Work Profession, and Practicum Education (SOWK 7115). Foundation of Social Work Practicum Education (SOWK 7125), and Advanced Social Work Practicum Education (SOWK 7225-2 semesters or 1 Block Semester for Extended-Time 4-year students completing 40 hours per week for 15 weeks)
- A grade of C- or lower will not be counted towards graduation requirements in the MSW program per Graduate School Academic requirements:
https://policy.uga.edu/policies/#/programs/BkcJDP_OT
- For elective courses, the Graduate School stipulates that any grade of C- or lower will not be accepted on a Program of Study to graduate. If a student receives a grade of C- or lower, the student must retake the failed course.

Academic Participation Policy

Graduate education is demanding and exacting. Students are expected to exhibit professional behavior, which includes attitude, preparedness, communication, timely submission of assignments, participation in class discussions, and required class attendance. While we understand illnesses and emergencies occur, instructors expect students to inform them as soon as possible -- preferably **before or very soon after** missing a class or a deadline. Students must notify their instructors of any class absences. The expectation is that students will respond to this outreach.

Grade Appeals

Students have the right to appeal academic decisions. See Appendix B for more information.

Acceptance of Credit by Transfer

If graduate credit earned at an accredited institution constitutes a logical part of the student's program, transfer of credit may be allowed when recommended by the student's major professor and graduate coordinator and when approved by the

dean of the Graduate School. **Such transfer of credit cannot exceed six semester hours and must fall within the time limit of the degree.**

Transfer credit cannot be used to fulfill the requirement that 12 semester hours on the program of study be open only to graduate students. No grade below B may be transferred. The courses to be transferred may not have been used in a degree program at another institution. Transfer grades are not used in calculating cumulative averages. All requests for transfer credit, with accompanying official transcripts, must be in the Graduate School by the midpoint of the semester in which the student plans to graduate. Please see this link for more detail:

<https://grad.uga.edu/admissions/requirements/acceptance-of-credit-by-transfer/#:~:text=Such%20transfer%20of%20credit%20cannot,below%20B%20may%20be%20>

Please note that students transferring courses still have to complete the 60 credit hours needed to earn the MSW degree.

Students requesting transfer credits will provide the requested verification of credit hours by providing the following to the Advisor/Coordinator/Director reviewing the courses and transcript:

- Unofficial Transcript with courses listed and grades from their previous Social Work program
- Syllabus from each course for which the student is seeking transfer credits (two courses maximum). This should be the official syllabus for the course provided by the instructor of the course and not screenshots created by the requestor.

The SSW reserves the right to require transfer students to enroll in SOWK 7118 [3 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity (ProSEAD) as part of their programs of study.

Program Communication

There are no student mailboxes at the UGA Athens Campus, Gwinnett Campus or Online Campus. Once accepted to a program, student will be added to the MSW student email listserv. Important information about deadlines, funding/training opportunities, job/volunteer opportunities, info-sessions, and university/school events will be communicated only via UGA email and MSW student email listservs on all campuses. Students are responsible for monitoring their UGA email accounts for this important information. Students are also expected to use UGA email to communicate with UGASSW administration, faculty/instructors, and staff. If you have questions or concerns about email issues, contact the School of Social Work Information and Technology Services (ITS) at: sswhelp@uga.edu. Please contact your assigned academic advisor first if you have any program-related questions, concerns, or issues. Your academic advisor will refer you to the appropriate person if it is beyond their scope to address.

Expectations for Professional Behavior

All MSW students are expected to conduct themselves according to the following policies, procedures, guidelines, and expectations. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions, especially in the event of receiving written notice of conduct concerns and/or violations. It is expected that students will:

1. Read and agree to comply with the policies and procedures outlined in the **MSW Student Handbook**:
 - a) Content: Policies and procedures, including the UGA Student Honor Code, which governs the conduct of all UGA students: <https://honesty.uga.edu/Academic-Honesty-Policy/>
Academic Honesty is part of the overall Code of conduct, but it also includes other non-academic expectations that students are accountable for. https://conduct.uga.edu/content_page/code-of-conduct. The **Code of Conduct** has been developed by Student Conduct to provide students with expectations for behavior that upholds the principles outlined in the *Pillars of the Arch*. In addition to describing regulations for behavior, the Code of Conduct provides useful information to students and student organizations regarding alleged violations of conduct regulations. All procedures for responding to possible violations of conduct regulations, including specifics of the conduct process, a listing of possible sanctions, the interim suspension policy, and the appeals procedures, are included in the Code of Conduct. These procedures have been established to ensure due process and fundamental fairness to all involved in the University's judicial processes.
 - b) Context: Applies to all on-campus and UGA-sponsored off-campus activities, including clinical observations, clinical practice, international education, and community service.
2. Become familiar with our profession's Code of Ethics (including, but not limited to, [NASW](#) and [IFSW](#)) and uphold these standards as well as standards for professional behavior in all relevant settings.
3. Embody the School's vision, mission, and values. (Please refer to pages 6 and 7 of this handbook for more details).
4. Adopt and progressively develop skills and abilities during their course of study and endeavor to maintain these standards in all online, on-campus, and UGA-sponsored off-campus activities, including clinical and practicum work experiences, international education, and relevant community service. These specific professional behaviors include the demonstration of:
 - a) Communication Skills – communicate effectively and respectfully (i.e., verbal, non-verbal, electronically, reading, writing, and listening) for varied audiences and purposes. Communication should be timely and responsive to the requests of faculty, instructors, peers, and to the School and University as a whole. Students are expected to read all communications posted by the School of Social Work and are responsible for staying abreast of current and ongoing information pertinent to their roles as graduate and professional students.
 - b) Interpersonal Skills – interact effectively and respectfully with clients, families, groups, communities, and agencies.
 - c) Cultural Sensitivity – show interest in different cultural perspectives/circumstances, practice respect, and acknowledge plus

- celebrate diversity.
- d) Use of Time and Resources – manage time and resources effectively to obtain the maximum possible benefit.
 - e) Responsibility – be accountable for the outcomes of personal and professional actions and follow through on commitments that encompass the profession within the scope of work, Practicum internships, class group work, community, and social responsibilities.
 - f) Critical Thinking – question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences and assumptions; and distinguish relevant from irrelevant information. Utilize, analyze, and critically interpret scientific evidence to develop a logical argument and to understand how bias affects the decision-making process.
 - g) Use of Constructive Feedback – solicit and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
 - h) Commitment to Learning – self-directed learning and continually seeking and applying new knowledge, behaviors, values, and skills.
 - i) Self-care – identify sources of stress and implement effective coping behaviors in relation to self, clients and their families, members of the intervention team, and in-life balance.
- 5. Students are expected to familiarize themselves with the Practicum Manual and the policies and procedures of host institutions for their clinical or practicum work placements and to act in accordance with those guidelines. Students should refer to the relevant policies of the specific institution and/or consult with clinical preceptors or supervisors.
 - 6. Dress appropriately for the professional context and institutional setting, whether in a campus, community, or clinical setting. Usually, this means “business casual” attire unless the clinical facility or practicum work setting, or a specific event requires alternate attire. Nametags may be required or recommended in many settings. When in doubt, students should consult with their Practicum instructor or faculty liaison about specific dress code expectations or requirements at a particular facility or for a specific event.
 - 7. **Delivery of safe, competent care and related services, all of which underscore all aspects of professional practice. Specific standards of physical, social, and emotional safety are often defined within courses and clinical teaching sites. Accordingly, students are continually expected to demonstrate behaviors that uphold those standards. Failure to do so may result in a referral for academic and professional advising and/or a referral to the Academic and Professional Performance Review Committee.**

Academic and Professional Performance Review Policy

The purpose of the MSW Program Academic and Professional Review (APR) process is to review and provide a disposition in matters related to MSW student academic and Practicum performance, including professional ethics and behavior. See Appendix A for more information.

Social Media

Social media platforms provide a forum for students to connect, network, and support each other. It is not surprising that social workers are drawn to using this mode of communication! Here are some ground rules for appropriate and professional use of social media established by our school:

- 1) Please refer to the NASW Code of Ethics to guide your communication on Facebook or other social media with your peers and future colleagues.
- 2) Information posted online is part of the public domain and is a reflection of how you conduct yourself in the professional social work arena. We expect our students to conduct themselves professionally at all times.
- 3) Posting of other students' work without permission may have legal implications and can be experienced by others as disrespectful and unprofessional.
- 4) Anything you write in an e-mail, text, tweet, or on social media sites is stored electronically, out of your control, and can be copied or distributed without your prior knowledge or subpoenaed for legal cause.
- 5) Discussion, specifically calling out peers, instructors, and administrators, can be taken out of context, cause confusion, and provide fodder for gossip and misinformation. This, too, is a reflection of how you conduct yourself in the professional social work arena and is not consistent with our school policies or the [NASW Code of Ethics](#).
- 6) Interpretation, questions, or the need for clarification of course materials and syllabi should be directed to instructors for clarification.

We call upon our students to consider how well to represent themselves and the SSW in all aspects of their academic and professional lives.

NASW Membership

The [National Association of Social Workers](#) (NASW) has played a major role in establishing standards for the social work profession by working to enhance and ensure competency in the performance of individual members and to protect the right to practice. In addition to certification and licensing, NASW has established a program for liability insurance available to members. As NASW members, students will receive the Association newspaper and the professional journal Social Work and are eligible for health and professional liability insurance through the Association. Applications for NASW membership are available online at: <https://www.socialworkers.org/nasw/join>

Professional Liability Insurance

STUDENTS MUST BE INSURED WITH PROFESSIONAL LIABILITY INSURANCE DURING THEIR PRACTICUM. While the Office of Practicum Education does not endorse or promote any specific insurance provider, a list has been compiled from Certificates of Insurance previously submitted by UGA SSW students. You may contact the Office of Practicum Education for this resource. This information is provided solely as a resource to assist future and returning students in expediting the selection and purchase of professional liability insurance. Please direct all questions regarding coverage to the relevant insurance provider. These are the current resources for Liability Insurance for Students:

1. American Professional Agency, Inc.
95 Broadway
Amityville, NY 11701
1-800-421-6694
<http://www.americanprofessional.com/>
2. Healthcare Providers Service Organization 159 E. County Line Road
Hatboro, PA 19040
1-800-982-9491
<http://www.hpsso.com/>
3. NASW Assurance Services, Inc.
50 Citizen Way, Suite 304
Frederick, MD 21701
1-800-278-0038
<https://www.naswassurance.org/enroll-today/>

*** Please note that this information is not exhaustive. The Practicum Education Office does not endorse or promote any specific insurance provider. The above list has been compiled from Certificates of Insurance previously submitted by UGA SSW students. This information is provided solely as a resource to assist students in expediting the selection and purchase of professional liability insurance. Please direct all questions regarding coverage to the relevant insurance providers

The UGA Graduate School

The MSW program is guided by the UGA Graduate School policies and procedures on minimum enrollment, leave of absence, monitoring and compliance, and program exemption. See: <https://grad.uga.edu/graduate-policies/>

1. Graduate students must register for a minimum of 3 hours of credit during any semester in which they use University facilities and/or staff time. A student who holds an assistantship must register for a minimum of 12 hours of graduate credit fall and spring semesters and 9 hours of graduate credit during the summer semester.
2. All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (Fall, Spring, Summer), including the 3 hours of *Graduate* credit that is required for registration during the semester in which degree requirements are complete until the degree is attained or status as a degree-seeking graduate student is terminated.
3. After the last day of each semester, any degree-seeking graduate student who has not maintained continuous enrollment by registering for the required credits or obtaining an approved leave of absence will lose their status as an enrolled graduate student.
4. To be eligible for graduation, a student must maintain an average of 3.0 (B) both on the graduate transcript and on all courses in the program of study. No grade below C (2.0) will be accepted as part of a program of study for a graduate degree.

Course Withdrawal Policies

Students may withdraw from a course for any reason. The withdrawal period lasts from the day after drop and add until the withdrawal deadline. The exact dates for withdrawal can be seen Withdrawal page, <https://reg.uga.edu/general-information/policies/withdrawals/>

Once a withdrawal is processed for a course, the grade of W will be automatically assigned. Federal regulations require timely reporting of enrollment status changes, so it is important that a grade is promptly assigned. Students who withdraw from courses before the withdrawal deadline (two weeks after the midpoint, as specified by the official calendar) will receive a grade of W. Withdrawals from courses will not be permitted after the withdrawal deadline except in cases of hardship as determined by the Office of Student Support Services. Students will not be able to withdraw from their coursework if they have an active financial or registration hold on their record.

Student Withdrawal for Military Health/Emergency Reasons: Student Care and Outreach provides assistance to students experiencing hardship circumstances. Students seeking to withdraw from courses due to hardship circumstances should contact Student Care and Outreach: <https://sco.uga.edu/>

To withdraw from a course:

1. Log on to Athena
2. Select "Student Records" under the "Student" tab
3. Select "Registration" then "Add or Drop Courses"
4. Under the "Action" column, select the withdraw option from the drop down on the appropriate course
5. Submit changes

See UGA course withdrawal policy at: <http://www.reg.uga.edu/policies/withdrawals>

Incompletes, Academic Probation, and Dismissal

If a student is unable to complete the requirements for a course, this situation must be discussed with the instructor and a contract agreed upon for resolving the incomplete work must be signed. The "incomplete" or "I" grade is reserved for circumstances beyond the student's control. Students should not assume that an incomplete will be granted. All incompletes must be completed and re-graded within three semesters otherwise, the "incomplete" will convert to a grade of "F". **All "I's" must be completed by the beginning of the semester in which the student is scheduled to enter practicum.** *Failure to complete full responsibilities for coursework may delay a student's entry into Practicum Placement.*

****Please see Appendix G for the Incomplete Contract requirements***

The Graduate School places students with a cumulative graduate course average below 3.0 for two consecutive terms on academic probation. They then must make a 3.0 or higher semester graduate average each succeeding semester that their overall cumulative graduate average is below 3.0.

Students may be dismissed by their department at the end of any semester if they have not made sufficient academic progress to warrant continuance of study. Termination of students will follow policies and procedures adopted by the SSW and reported to the Graduate School. See <http://grad.uga.edu/index.php/current-students/policies-procedures/academics/probation-and-dismissal/> for more details on probation and dismissal.

Course Overloads

Social Work students taking more than 18 hours must have the approval of their academic advisor and the MSW program director prior to registering. Program policy requires the student to have a 3.5 overall GPA in order to take an overload, the student should not be a first-year student, and the student should not have any "Incomplete" courses. Exemptions can be made on a case-by-case basis. A full-time course load is nine hours per semester during the academic year and six hours during the summer semester. The maximum semester course load for any student is 18 hours per semester. For those students whose degree program officially requires more than 18 hours of

credit per semester, the students will be limited to the program maximum. UGA course overload policies are found at: <http://grad.uga.edu/index.php/current-students/policies-procedures/academics/enrollment-policy/course-load/>.

Health Insurance

Through the University, students may purchase the relatively low-cost [Voluntary Student Health Insurance Plan](#). Students should purchase this plan if not insured privately. In cases of accident, injury, or illness, neither the University nor the practicum agency assumes any responsibility.

Even in the rare case of client/patient-caused injury to the social work trainee, the student must assume complete financial responsibility for medical/health care. Be certain that you are covered and that you discuss health and safety matters with your prospective agency Practicum instructor, as well as with your Faculty Liaison for the Practicum agency. For more information visit <https://hr.uga.edu/students/student-health-insurance/voluntary-plan/>.

UGA Non-Discrimination and Anti-Harassment Policy

The University of Georgia (“the University”) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, University System of Georgia policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community (as defined below) on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal or expulsion from the University.

The complete policy may be found on the UGA Equal Opportunity Office website: <https://eoo.uga.edu/pdfs/NDAH.pdf>.

Academic Honesty Policy

Every student must agree to abide by UGA's academic honesty policy and procedures. The policy and the University of Georgia Student Honor Code work together to define a climate of academic honesty and integrity at the University. All members of the University community have a responsibility to uphold and maintain an honest academic environment and to report when dishonesty occurs. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the integrity of the academic process while ensuring due process. The University's academic honesty system is an academic process founded on educational opportunities. The Office of Student Academic Services is responsible for managing the University's academic honesty process and supporting the UGA Student Academic Honesty Council in ensuring that information related to the academic honesty policy is available to all members of the University community. As for AI-generated materials, Per the University of Georgia Honest policies and Graduate School policies, we are guided by respect and support for academic research. Therefore, each student should provide appropriate references in their written

assignments and research. The use of AI-generated materials requires careful review and expectation that assignments may be submitted to software such as Turnitin that will provide validations and references to other uses of references and validation of AI. If a paper has extensive AI-generated materials, this may require extensive review and mandate a referral for violation of the UGA Honest Code and the School of Social Work AI policy in **Appendix A**. Each instructor may state in the syllabi, what is the course policies as it relates to the use of AI-generated materials in a course and assignment. For more information, go to: <https://honesty.uga.edu/Academic-Honesty-Policy/>

APPENDIX A

Grade Appeals and Academic/Professional Performance Policy

Approved by full faculty on November 18, 2011; Revised March 21, 2014

The SSW Grade Appeals and Academic/Professional Performance Committee (APPC) oversees grade appeals and reviews concerns by faculty and/or a specific academic program about a student's academic status or professional conduct. *Concerns, including grade appeals, must be filed in writing with the committee chairperson and within one calendar year from the end of the term in which the grade was recorded.* The following is a non-exhaustive list of possible academic and professional performance concerns:

- Student receives a grade of B- or lower in practicum or a highly negative mid-term or final semester Practicum evaluation;
- Student receives an overall cumulative grade point average below 3.0;
- Student is dismissed from practicum placement;
- Student exhibits a pattern of behavior that is judged to hinder the student's development as a professional. Behaviors prescribed in the Code of Ethics of the National Association of Social Workers will be used by faculty as a guide.
- Student receives B- or lower in any of the following courses: Foundation Social Work Practice with Individuals and Families (SOWK 7114), Introduction to Social Work Profession and Practicum Education (SOWK 7115), Foundation Social Work Practicum Education (SOWK 7125), or Advanced Social Work Practicum Education (SOWK 7225).

Committee Membership: The committee is comprised of five faculty members (including a chairperson) serve a three-year, staggered terms to ensure committee continuity. Committee members will be elected by the faculty. The chair of this committee must be tenured and at the rank of Associate Professor or higher. When a member of this committee must recuse themselves due to a conflict of interest, the Dean may appoint an interim committee member until the case is resolved, concluding the interim committee member's involvement.

School of Social Work AI Statement:

The UGA School of Social Work encourages students to use relevant technologies, including generative artificial intelligence (AI), to enhance their learning and improve their work in educational and practice settings. However, the use of generative AI or any other tool to (1) automate written or verbal content attributed as the student's own work or (2) disguise plagiarized work is considered unauthorized assistance. Suspected unauthorized assistance or other violations of UGA's "A Culture of Honesty" will be reported to the Office of Academic Honesty.

Individual instructors and supervisors may specify whether other uses are permitted in their courses or work settings. Regardless, students must take full responsibility for any AI-generated information they incorporate for any purposes. All information incorporated into students' work must be verified, ideas must still be attributed, and

facts stated must be true. Any use of generative AI for prohibited purposes or any dissemination of false information due to unverified generative AI use may result in grade reductions, disciplinary action, or other penalties.

The use of generative AI for any purpose is prohibited in the following circumstances:

- Pursuant to the UGA Graduate School Policy on Use of Generative AI in Theses and Dissertations, the use of generative AI in theses and dissertations is considered unauthorized assistance per the Academic Code of Honesty and is prohibited unless specifically authorized by members of the advisory committee for use within the approved scope. If approved by the advisory committee, the extent of generative AI usage should be disclosed in a statement within the thesis or dissertation.
- The use of generative AI in the comprehensive examination or the dissertation prospectus is considered unauthorized assistance per the Academic Code of Honesty and is prohibited unless specifically authorized by members of the advisory committee for use within the approved scope. If approved by the advisory committee, the extent of generative AI usage should be disclosed in a statement within the comprehensive examination or the dissertation prospectus.

Grade Appeals

Students must first speak to their instructor of record and make a case for why they are appealing their grade. After that conversation, the student can decide if they want to still pursue a formal grade appeal with the SSW. Student appeals of course grades should then be directed to the Chair. Appeals must be filed with the Chair within one calendar year from the end of the term in which the grade was recorded. Grade appeals must be made in writing by the student and must include the following information:

1. The decision that is being appealed;
2. Rationale for the appeal;
3. Expected outcome of the appeal; and
4. Documentation of efforts to resolve the issue at a lower level (i.e., with the course instructor).

Students must include supporting documentation (i.e., syllabi, graded assignments, copies of e-mail communication, etc.) with the letter of appeal. All materials must be received before the review can commence. The Chair will gather information from the Instructor of Record and others and consult with the committee to determine if a full committee review is needed.

Primary criteria for a successful grade appeal are the demonstration that the grade was the result of a factual error, capricious or arbitrary grading, or that it was influenced by improper or unprofessional bias on the part of the instructor.

The Chair will poll the Committee about the legitimacy of the grade appeal and communicate this decision to the student in writing within 14 days of receiving the request for an appeal. If the appeal is decided to be appropriate for a full committee review, the Chair will convene the committee to review the appeal, to hear both the student's and faculty member's perspectives separately, and to render a decision on the matter. The Committee's decision will be communicated in writing to the student and professor by the Chair within 10 working days.

If a Committee member is the subject of an appeal, then that member must recuse themselves from the hearing of the appeal; the MSW Director shall then appoint another faculty member to sit in the hearing. The Committee can decide to either support the existing grade or recommend a modification.

Grade appeal decisions can be appealed by the student to successive levels as follows:

- 1) The SSW Program Director of the program in which the student is enrolled;
- 2) The SSW Dean's Office;
- 3) Graduate School (for Graduate Students); and
- 4) Educational Affairs Committee of the University Council (for all students)

Academic and Professional Performance Concerns

Concerns raised by faculty and/or a specific academic program about a student's academic status or professional conduct will be reviewed by the committee. Referrals of concerns initiated by faculty members or a program are to be made to the APPC Chair. The Chair will collect information from appropriate faculty members, the student's faculty advisor, and referring faculty members.

Once the information has been collected, the Chair will poll the committee to determine whether to initiate a full committee review. If a full committee review is not recommended, the Chair may recommend that the student, referring faculty member, and Program Director develop and document a plan to resolve the concern. Progress on goals should be monitored and documented.

If a full committee review is recommended, the student, faculty advisor, and referring faculty member will be notified in writing by the Chair that a full review will occur.

Additionally, the Chair will notify the student of the specific concern being raised. A full committee review will require the committee to do the following:

- 1) Collect and review written and other materials related to the student's academic or professional performance;
- 2) Have the option of requesting to speak with the student and faculty member filing the concern separately (Likewise, the student and faculty member have the option of meeting with the committee, but separately.
- 3) Render a decision, which may include, but is not limited to:
 - a. No action,
 - b. Modification of program of study,
 - c. Remediation plan,
 - d. Placement on probationary status,
 - e. Practicum placement change with or without remediation,
 - f. Leave of absence, or

g. Dismissal from the program

Finally, an unfavorable decision can be appealed at a series of successive levels as follows:

- 1) The SSW Program Director of the program in which the student is enrolled;
- 2) The SSW Dean's Office;
- 3) Graduate School (for Graduate Students); and
- 4) Educational Affairs Committee of the University Council (for all students)

To appeal decisions within the SSW, students should adhere to the following procedures:

- 1) Appeals must be made within 14 days of receiving a ruling.
- 2) Appeals must be made in the form of a written letter that clearly and concisely explains the appeal and includes all supporting information and accompanying documentation.
- 3) Appeal letters must include the student's full name, postal address, UGA email address, and phone number.
- 4) Appeals may not be prepared on behalf of the student by another party.
- 5) If an appeal is based on a medical or personal hardship, supporting documentation of that particular hardship must be provided.

Once all appeal documents are submitted by the student, the party to whom the appeal is being made will do their best to render a decision within 30 days. However, if, for some reason, additional time is needed, the student will be informed by letter. For appeals at the University level outside the School of Social Work, please locate necessary information at

<https://honesty.uga.edu/Student-Appeals/Process/>

Excluded from the above procedures is any allegation involving discrimination or harassment in violation of the University of Georgia's Non-Discrimination and Anti-Harassment Policy and Sexual Orientation Policy. Those matters shall be referred to the University's Equal Opportunity Office as required by University policy.

APPENDIX B

Selected Campus Resources

Office of Student Financial Aid, 220 Holmes/Hunter Academic Building, Phone: (706) 542-6147. <https://osfa.uga.edu/>

Students sometimes experience **financial difficulties** that threaten to delay or stop their academic progress. Apart from the various scholarships and assistantships at the SSW and the UGA, Embark UGA is an important resource that might provide some financial relief. Embark plays a key role in UGA's efforts to foster an academic community that supports and values students from diverse backgrounds. Embark doesn't serve UGA students directly but rather connects students to existing supports through contacts with campus leaders. Embark has partnered with campus departments to develop or grow initiatives, such as the hygiene pantry currently being developed by the College of Family and Consumer Sciences, the textbook initiative developed by the Center for Teaching and Learning, and the mentoring effort developed by the University Health Center. For details, see <https://sco.uga.edu/embarkuga/>

The SSW also has a **Student Emergency Fund** that is managed by Student Care and Outreach. The purpose of the Fund is to provide one (1) one-time financial assistance to students enrolled in a degree program at the UGA School of Social Work who are facing temporary hardship related to an emergency situation, such as an unexpected housing expense, car repair, medical bills, death of a family member, natural disaster, or other unforeseen circumstance which could interfere with their education. **Request**

Process:

A referral can be made by any faculty, staff, or the student themselves to the UGA Student Care and Outreach Services at: <https://sco.uga.edu/>

Career Center, Clark Howell Hall, 825 South Lumpkin, Phone: (706) 542-3375. The University of Georgia Career Center is the sole provider (except for MBA and Law students) of centralized career services to undergraduate and graduate students and alumni at The University of Georgia. Graduate students have a specific Career Consultant liaison based on their academic area of study. Please visit their website for additional information for graduate students at: http://career.uga.edu/graduate_school/current_grad_student_resources

Office of Institutional Diversity, 210 Holmes-Hunter Academic Building, Phone: (706)583- 8195. The mission of the Office of Institutional Diversity is to provide institutional leadership to the focused effort to enhance and maintain a diverse and inclusive environment for learning, teaching, research and service at The University of Georgia. OID goals include: Providing leadership, guidance and support to the implementation of the **UGA Diversity Plan**. Enhancing diversity awareness and education through training and learning opportunities for faculty, students and staff throughout the university. Promoting awareness of UGA's diversity efforts by supporting diversity related events across the UGA campuses. Establishing and defining strategic partnerships between the Office of Institutional Diversity and other units. Identifying and obtaining additional resources that will enhance and support

institutional diversity endeavors. <https://diversity.uga.edu/>

Multicultural Services and Programs, 404 Memorial Hall, Phone: (706) 542-5773. The Office of Multicultural Services and Programs works to create an inclusive campus environment by supporting the development and affirming the overall experiences of all students, particularly multicultural students. MSP fosters a safe community of care for multicultural students, provides social justice education for the campus community, and sponsors a variety of programs and services designed to promote multiculturalism, inclusion, and social justice. <https://msp.uga.edu/>

PRIDE: Lesbian, Gay, Bisexual, and Transgender (LGBT) Resource Center, 221 Memorial Hall, Phone: (706) 542-4077. The mission of the LGBT Resource Center is to create an inclusive and sustainable space of self-discovery for the LGBT community within the University of Georgia. The Center supports and affirms every student inclusive of sexual orientation, gender, gender identity, and expression. The LGBT Resource Center serves as a space by which all members of the University of Georgia community can engage and explore issues associated with sexual and gender identities. This mission is achieved by a commitment to an intersectional social justice framework, leadership development, and equity <https://pride.uga.edu/>

Disability Resource Center, Clark Howell Hall, Phone: (706) 542-8719. Disability Resource Center assists the University of Georgia in fulfilling its commitment to educate and serve students with disabilities. The DRC coordinates and provides a variety of academic and support services to students. The mission is to create an accessible academic, social, and physical environment for students with disabilities at the University of Georgia. <https://drc.uga.edu/>

University Health Center, 55 Carlton Street, Phone: (706) 542-1162. The University Health Center exists to advance the well-being of students and other members of the University community and supports student success and resilience by providing primary and specialty health care, education and prevention-focused services, and research that contributes to health knowledge and skills. The University Health Center strives for excellence in services that are student-centered, respectful, accessible, and offer satisfaction and value. The University Health Center is fully accredited by The Joint Commission, the nation's most prestigious accrediting board, and provides comprehensive mental and physical health care for students at the University of Georgia. Clinics includes: primary care, urgent care, women's clinic, vision clinic, counseling and psychological services (CAPS), radiology, sports medicine, dental, dermatology, and laboratory. Other services include pregnancy counseling, physical therapy, massage therapy, and the travel clinic. All student services for Gwinnett extended-time students may be accessed through Student Affairs, UGA at Gwinnett University Center. Phone: (678) 407- 5199. <https://www.uhs.uga.edu/>

Student Care and Outreach, Phone: 706-542-7774. The Mission of Student Care and Outreach is to provide individualized assistance to students experiencing hardship circumstances, support to faculty and staff working with students in distress, and guidance to parents seeking help and information on behalf of their students.

<https://sco.uga.edu/>

Graduate Student Association, Phone: (706) 542-1924. The Graduate Student Association is an organization of graduate and professional students that exists to advocate for students' interests.

<https://els.uga.edu/uga-student-government/gradstudents/>

Graduate and Professional Scholars, GAPS is a student organization that provides academic and social support for minority graduate and professional students while working to increase their numbers. GAPS seeks to provide an environment that will encourage the development of the total scholar: one who feels comfortable intellectually, culturally, politically, professionally, spiritually, and socially. <http://gaps.uga.edu/>

Graduate and International Writing Lab, The Aderhold Writing Center provides one-on-one tutoring sessions for UGA graduate and international students. Located in 124-B, it is open from 9 a.m. to 12 p.m. on Monday, Tuesday, and Friday and from 2 p.m. to 5 p.m. on Wednesday and Thursday. The Writing Center provides tutoring **by appointment only**—email writingcenter@uga.edu to schedule your appointment.

Division of Academic Enhancement, Milledge Hall, Phone: (706) 542-7575. The Division of Academic Enhancement (DAE) provides students with a wide range of services to support their academic efforts. They offer introductory courses in English, mathematics, reading, and study strategies and a comprehensive Academic Center in Milledge Hall. DAE provides numerous other programs that support and enhance the students' experience. <http://dae.uga.edu/>

Office for International Education, 1324 Lumpkin Street, Phone: (706) 542-2900 The Office of International Education (OIE) is dedicated to promoting international understanding through study abroad, research, and the exchange of international students, scholars, and faculty. <http://international.uga.edu/>

International Student Life, 210 Memorial Hall, Phone: 706-542-5867 The Department of International Student Life (ISL) enhances the student-learning environment through programs and services that internationalize the campus experience. This work is accomplished through focused and intentional efforts in three core areas: Transition & Support, Programming & Outreach, and Leadership & Engagement. <https://isl.uga.edu/>

Student Self-Care Resources

The School of Social Work encourages all students to practice self-care not only in academia but in life. Self-care is an important part of maintaining mental and physical health while balancing the demands of a rigorous academic program. More information on self-care and helpful links and tips, can be found at following the link: http://ssw.uga.edu/students/self_care_resources.html

APPENDIX C

Faculty Contact Information

<u>Faculty Name*</u>	<u>Office**</u>	<u>Telephone</u>	<u>Email</u>
Dr. Mary Ager	344	(706) 542-5464	ager@uga.edu
Dr. Leon Banks	341	(706) 542-5428	bankso3@uga.edu
Dr. Harold Briggs	249B		briggs@uga.edu
Ms. Vivian Burrell	234 GUC	(678) 985-6792	vivian.burrell@uga.edu
Dr. Llewellyn Cornelius	146	(706) 542-0244	lcornel@uga.edu
Dr. Allison Dunnigan	353	(706) 542-5409	Allison.dunnigan@uga.edu
Dr. Jennifer Elkins	123	(706) 542-5473	jelkins@uga.edu
Dr. Rachel Fusco	153A	n/a	rachel.fusco@uga.edu
Dr. Daniel Gibbs	351	n/a	dangibbs@uga.edu
Dr. Jeremy Gibbs	354	(706) 542-5456	Jeremy.gibbs@uga.edu
Dr. June Gary Hopps	341	(706) 542-7002	hoppsbjg@aim.com
Dr. Kristina Jaskyte Bahr	352	n/a	kjaskyte@uga.edu
Ms. Evonne Jones	113	(706)542-5423	von@uga.edu
Dr. Zoe Johnson	109	(706) 542-5419	zoe@uga.edu
Mr. David Kelley	395B	(706)542-7770	dmkelley1@uga.edu
Dr. Naynette Kennett	148		naynette.kennett@uga.edu
Dr. Tony B. Lowe	212 GUC	(678) 985-6791	tblowe@uga.edu
Dr. Anthony Mallon	125	(706) 542-5467	ajmallon@uga.edu
Dr. Rebecca Matthew	350	n/a	ramatthew@uga.edu
Dr. Jane McPherson	345	n/a	jmcpherson@uga.edu
Ms. Shannen Malutinok	105	n/a	smaluti@uga.edu
Dr. Kate Morrissey Stahl	355	(706) 542-3364	kstahl@uga.edu
Dr. Orion Mowbray	155A	(706) 542-5441	omowbray@uga.edu
Dr. David Okech	119	(706) 542-5431	dokech@uga.edu
Ms. Devon Sanger	113	n/a	dsanger@uga.edu
Dr. Anna Scheyett	356	(706) 542-5424	amscheye@uga.edu
Dr. Gaurav Sinha	348	(706) 542-2707	grsinha@uga.edu
Dr. Donnetta Washington	113	(706) 542-5471	dswahington@uga.edu
Dr. Christopher Weatherly	343	n/a	Christopher.Weatherly@uga.edu
Dr. Rebecca Wells	249B	(706) 542-5171	rebecca.wells1@uga.edu
Dr. Leiwei Zhang	347	n/a	Liwei.Zhang@uga.edu
Dr. Yingying Zeng	346	n/a	yzeng@uga.edu
Ms. Constance Wooden-Smith	214 GUC	(678) 985-6796	constance.woodensmith@uga.edu

*The full SSW faculty and staff directory may be found online at: <https://ssw.uga.edu/people/faculty/>

**GUC: Gwinnett University Center in Lawrenceville. All other offices are in the SSWB in Athens

Appendix D

Outside Elective Approval Form

ELECTIVE APPROVAL REQUEST FOR NON-SOCIAL WORK COURSES

On occasion, advanced courses outside of Social Work might fit students' educational goals. In order to have a course counted as a generalist/specialist elective, the following form must be completed and approved by the student's academic advisor. **NOTE:** Only one non-social work course may be counted as a specialist elective AND the course must be a 7000 level or above, and only one non-social work course may be counted as a generalist elective and the course must be a 6000 level or above.

STUDENT NAME: _____

STUDENT ID#: _____

COURSE # (*must correspond to the correct level or above*)

COURSE TITLE: _____

DEPT. OFFERING COURSE: _____

SEMESTER/YEAR THAT COURSE WILL BE TAKEN: _____
(Check what year/level that the course is applicable)

GENERALIST: _____ SPECIALIZATION: _____

Provide a brief description of the content covered in this course, AND describe how this content will enhance your education in your MSW concentration.

STUDENT SIGNATURE: _____ DATE: _____

ADVISOR SIGNATURE: _____ DATE: _____

FORWARD FORM TO THE MSW PROGRAM OFFICE, IN ATHENS; TO BE PLACED IN STUDENT'S FILE.

Note: A form-fillable version is available from the School of Social Work website.

Appendix E Independent Study Form

School of Social Work
University of Georgia

Print Form

Graduate Level Independent Study Request Form

Term:

Student Name:

8xx number:

Degree and Concentration:

Topic of Study: _____

Instructor:

Description of Course Work:

Expected End Products:

Student Signature: _____ Date: _____

My signature confirms that the above student will be working with me on the course described herein, which can be identified on the student's program of study and transcript as SOWK 6908/7908.

Instructor Approval: _____ Date: _____

MSW Director Approval: _____ Date: _____

Course: SOWK 7908 CRN: _____ Hours: _____

Appendix G

Incomplete Contract Form

Guidelines and Contract for Assigning an Incomplete for Master of Social Work Students

School of Social Work
UNIVERSITY OF GEORGIA
Advocates for positive social change



Eligibility Criteria:

1. **Required satisfactory course completion/participation.** Incomplete. This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. An Incomplete should not ordinarily be given unless the student has completed a substantial part of the course, with a minimum grade up to that point of a B- for a graduate level course.
2. **Reasonable justification for request.** Reasons for assigning the Incomplete must be acceptable by the instructor. A student does not have the right to demand an Incomplete. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
3. **Incomplete grade is not a substitute for a poor grade.** The Incomplete grade is not meant to create the opportunity for special or additional work for a student to raise a poor grade, or for the opportunity to take the course over by sitting in on the course in a later term without registering or paying for it.
4. **Written agreement.** A written or electronic agreement will be endorsed by both the instructor and student. The document will specify a) the remaining work to be completed, b) the highest grade, which may be awarded upon submission of remaining items, and c) the date, which the missing work is due. The latter may not exceed one year from the end of the term for enrollment for the given course.
5. **Resolving the Incomplete.** Instructors may not encourage students to "sit in" an entire future course in order to resolve the incomplete grade. If the student needs to retake the entire course, they should be given the grade presently earned, and must formally register for the future class they will be attending. If the missed portion of the course is no longer available, instructors may offer an alternative assignment. Grading weight of the alternative assignment should not exceed the original assignment. Students are fully responsible for monitoring all due dates.

Other Rules:

1. **GPA Calculation:** Incomplete grades are not included when calculating GPA.
2. **Deadline for Completion:** The instructor of the course should indicate to the student the deadline for completing the work in the course. No more than three semesters (counting summer school as one semester) may be allowed to complete the work in the course, but the instructor may specify an earlier deadline.
3. **Pre-requisites:** To advance in their program of study, students must earn a B or higher in SOWK 7114, 7115, 7125, and 7225 (page 37 MSW Handbook). To advance into SOWK 7125 or 7225, a student must have completed 7114 and 7115 with a B or higher.
4. **Impact on Field Placement:** All "I's" must be completed by the beginning of the semester in which the student is scheduled to enter practicum. Failure to complete full responsibilities for course work may delay a student's entry into Field Placement (SOWK 7115, SOWK 7125, SOWK 7225) (page 44 MSW Handbook).
5. **Failure to make up an Incomplete by the end of one year or assigned deadline:** If an "I" grade is not satisfactorily removed after three semesters, the "I" grade will be changed to a grade of F (or U grade for a course graded S/U) by the Registrar.
6. **Entry of Incomplete Grades and changes to final grade:** The faculty of record may submit a grade change no later than 30 days after the final grade is awarded. Part-Time Instructors will notify the Lead-Instructor for the course when awarding an "Incomplete" grade and submit original copy to the student's advisor and a copy to the Lead-Instructor.

Appendix G (continued)
Incomplete Contract Form

Student and Instructor Contract

Student Name: _____ UGA ID #: _____

Semester: _____ Course: _____ CRN: _____

Assignments/Exams to be Completed	Deadline to Complete Assignment/Exam	Highest Grade that will be Awarded

The student meets the eligibility criteria, and I agree to the above contract.

_____	_____	_____
Print Instructor's Name	Instructor's Signature	Date

I agree to complete the assignments/exams above by the dates indicated.

_____	_____	_____
Print Student's Name	Student's Signature	Date

Signature of Academic Advisor: _____ Date: _____

Approved 4/2021