

KENT SCHOOL OF SOCIAL WORK

UNIVERSITY OF LOUISVILLE

2013 - 2014

Kent BSW Catalogue

Revised March 2014

□ The Power Of Social Work □□

□ The Lights Stay On □ Families Function □ Meals Come On Wheels □ Children Find Parents □ Sex Becomes Safer □ It's OK To Be Yourself □ Stress Is Managed □ Communities Unite □ Poverty Isn't Feminized □ Employment Opportunities Happen □ Harassment Halts □ Neighbors Compromise □ Life Gets Manageable □ Children Don't Have Guns □ Problems Get Solved □ Color Is Respected □ Assertiveness Increases □ Homes Stay Heated □ Education is Valued □ Fears Shrink □ People Find Sanity □ Sympathy Becomes Empathy □ Prisoners Don't Go Back □ Exceptional People Live Normally □ Battered People Find Shelter □ Sexual Preferences Are Honored □ Children Are Immunized □ Substances Aren't Abused □ Youngsters Get A Headstart □ Doors Are Opened □ Tough Issues Get Handled □ Kids Get Clothes □ Houses Become Homes □ Abuse Is Exposed □ Child Support Gets Paid □ Teens Come Off The Streets □ Roles Are Changed □ Families Are Enriched □ Goals Are Accomplished □ Marriages Are Restored □ Children Smile □ Justice Is Served □ Values Are Examined □ Beliefs Are Respected □ Senior Citizens Find Companions □ People Learn To Love □ We All Benefit □ Loneliness Is Lifted □ Basic Needs Get Met □ Teachers Don't Get Attacked □ People Eat Better □ Children Get Adopted □ Chores Get Done □ People Stay Sober □ Children Play Safely □ Anxiety Decreases □ Homeless People Find Shelter □ Gays And Lesbians Aren't Terrorized □ Immigrants Are Welcomed □ Self-Esteem Increases □ Older People Remain Engaged □ Parents Reach Children □ Friends Are Made □ Toddlers Thrive □ Lines Of Communication Open □ People Help Themselves □ Families Reunite □ Barriers Are Hurdled □ Trust Develops □ Emotions Are Healed □ People Die With Dignity □ The Poor Can Afford Taxes □ Children Get Toys □ Relationships Work □ Hopes Are Restored □ Services Protect □ Bonds Are Strengthened □ Diversity Is Savored □ Kids Step Ahead □ Compassion Is Shared □ Prevention Outweighs Treatment □ Empowerment Is Real □ Oppression Ends □ Differences Are Valued □ Family Rips Are Mended □ Violence Stops □ You And Me Become We □ Condoms Get Used □ Hammers Build Houses □ Health Care Is Accessible □ Disabilities Are Surmounted □ Jobs Get Filled □ Crime Drops □ Social Justice Isn't A Myth □

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TABLE OF CONTENTS

FROM THE DEAN'S DESK	8
KENT SCHOOL OF SOCIAL WORK - GENERAL INFORMATION.....	9
BACHELOR OF SOCIAL WORK (BSW)	9
<i>Introduction</i>	<i>9</i>
<i>Mission</i>	<i>9</i>
<i>Accreditation</i>	<i>9</i>
<i>Social Work Profession</i>	<i>9</i>
<i>The Education Program</i>	<i>9</i>
<i>Goals</i>	<i>10</i>
<i>Core Competencies.....</i>	<i>10</i>
BSW CURRICULUM	12
<i>Critical Thinking.....</i>	<i>13</i>
<i>Practicum Education</i>	<i>14</i>
<i>Policy Concerning On-Job Practicum</i>	<i>15</i>
<i>Practicum Credit</i>	<i>15</i>
<i>Transfer Life Credit Policy on Life and Previous Work Experience.....</i>	<i>15</i>
<i>Electives</i>	<i>15</i>
PRE-PROFESSIONAL CURRICULUM	16
PROFESSIONAL CURRICULUM	17
PUBLIC CHILD WELFARE CERTIFICATION PROGRAM	19
<i>Courses.....</i>	<i>20</i>
<i>SW 201: Introduction to Social Work (includes service learning component) (4)</i>	
<i>SW 301: Human Behavior and the Social Environment I (3)</i>	
<i>SW 302: Social Welfare Institutions, Policies and Services (3)</i>	
<i>SW 303: Generalist Practice I (3)</i>	
<i>SW 304: Generalist Practice II (3)</i>	
<i>SW 405: Generalist Practice III (3)</i>	
<i>SW 406: Generalist Practice IV (3)</i>	
<i>SW 319: Human Behavior and the Social Environment II (3)</i>	
<i>SW 322: Issues in Policy and Service Delivery (3)</i>	
<i>SW 426: Research Methodology and Design (3)</i>	
<i>SW470 & SW 471: Practicum I (6) & II (6)</i>	
<i>SW472 & SW 473: Practicum Seminar and Lab I (3) & II (3)</i>	
<i>Elective Courses.....</i>	<i>24</i>
<i>SW 315: Mental Health (3)</i>	
<i>SW 333: Social Work and Human Sexuality (3)</i>	

<i>SW 336: Death & Grief (3)</i>	
<i>SW 362: Substance Abuse (3)</i>	
<i>SW 361: Advanced Issues in Substance Abuse Treatment (3)</i>	
<i>SW 364: Social Work & the Law (3)</i>	
<i>SW 367: Negotiation/Conflict Resolution (3)</i>	
<i>SW 381: Social Gerontology (3)</i>	
<i>SW 382: Social Work Practice with Older Persons(3)</i>	
<i>SW 384: Spirituality & Social Work (3)</i>	
<i>SW 385: Planning & Community Development (3)</i>	
<i>SW 397: Motivation and Change (3)</i>	
<i>SW 397: Ethics of Caring (3)</i>	
<i>SW 397: HIV Disease Management (3)</i>	
<i>SW 397: Equine-Assisted Psychotherapy (3)</i>	
<i>SW 397: Comparative International Social Policy (3)</i>	
<i>SW 397: Writing Skills for Social Workers (3)</i>	
<i>SW 397: Public Health Issues in Social Work (3)</i>	
<i>SW 397: Social Work and Disaster Management (3)</i>	
<i>SW 397: Marginalized Communities: Engagement in Rural Health Initiatives (3)</i>	
<i>SW 352: Child Abuse and Neglect (3)</i>	
<i>SW 353: Interventions in Child Maltreatment (3)</i>	
<i>Independent Study.....</i>	31
THE BSW APPLICATION PROCESS.....	31
<i>Admission to Kent School of Social Work BSW Program - Requirements.....</i>	31
<i>PCWCP Application Materials.....</i>	35
<i>BSW Entry Date.....</i>	35
<i>BSW Admission Application Date.....</i>	36
<i>Tuition and Fees.....</i>	36
<i>Tuition Reduction Schedule</i>	36
<i>Residency Policy</i>	36
<i>Indiana Tuition Reciprocity.....</i>	36
<i>Students' Financial Responsibility</i>	37
<i>University Financial Aid</i>	37
ACADEMIC ADVISING POLICIES AND PROCEDURES	37
<i>Student ID number and ID cards.....</i>	37
<i>Communication with Kent School faculty and staff.....</i>	37
<i>Student e-mail.....</i>	38
<i>Change of Address.....</i>	38
<i>Kent School Student Association</i>	38
<i>Student Advising.....</i>	39
<i>Kent School Portfolio</i>	39
<i>LiveText.....</i>	39
<i>Transfer of Credit.....</i>	39
<i>Semester Calendars</i>	39
<i>Registration Procedure.....</i>	40
<i>Waitlisting Courses.....</i>	40

<i>Registration into a closed class</i>	<i>42</i>
<i>Open Registration Period.....</i>	<i>42</i>
<i>Closed Registration Period</i>	<i>42</i>
<i>BSW Full-Time Status and Course Load</i>	<i>42</i>
<i>Changing Course Schedules: Dropping and Adding Courses.....</i>	<i>42</i>
<i>Class Cancellations.....</i>	<i>43</i>
<i>Classroom Assignment Changes.....</i>	<i>43</i>
<i>BSW Program Withdrawal Policy.....</i>	<i>43</i>
<i>Leave of Absence</i>	<i>43</i>
<i>Return Policy</i>	<i>43</i>
<i>Re-enrollment.....</i>	<i>44</i>
<i>Kent School's Severe Weather Policy.....</i>	<i>44</i>
<i>Final Examinations.....</i>	<i>44</i>
<i>Writing Guidelines (APA)</i>	<i>45</i>
<i>Plagiarism</i>	<i>45</i>
<i>Grading System.....</i>	<i>45</i>
<i>Incomplete grades</i>	<i>46</i>
<i>C, D, and F Grades</i>	<i>46</i>
<i>Course Pass/Fail.....</i>	<i>46</i>
<i>Course Repetition.....</i>	<i>46</i>
<i>Dean's List and Dean's Scholar.....</i>	<i>46</i>
<i>Academic Bankruptcy.....</i>	<i>47</i>
<i>Academic Forgiveness.....</i>	<i>47</i>
<i>Course Evaluations</i>	<i>48</i>
<i>Academic Performance Policies</i>	<i>48</i>
<i>Redundancy Policy.....</i>	<i>48</i>
<i>Student Conduct in the Kent School</i>	<i>50</i>
<i>Code of Student Conduct at U of L</i>	<i>50</i>
<i>Dismissed Students.....</i>	<i>50</i>
<i>Academic Grievances</i>	<i>51</i>
<i>Nonacademic Grievances</i>	<i>51</i>
<i>Graduation Requirements.....</i>	<i>51</i>
<i>Application for BSW Degree</i>	<i>51</i>
<i>Graduation with Honors.....</i>	<i>52</i>
<i>Social Work Licensure Boards</i>	<i>52</i>
<i>Association of Social Work Boards.....</i>	<i>52</i>
<i>Kent School Alumni Association.....</i>	<i>53</i>
MASTER'S DEGREE IN SOCIAL WORK (MSSW).....	53
PH.D IN SOCIAL WORK	54
UNIVERSITY OF LOUISVILLE	54
<i>Introduction</i>	<i>55</i>
<i>Campuses</i>	<i>55</i>
<i>Libraries.....</i>	<i>55</i>
<i>Information Technology Services</i>	<i>55</i>
<i>Student Health Services.....</i>	<i>56</i>
<i>Housing.....</i>	<i>56</i>

<i>Veterans' Education Benefits</i>	56
<i>Privacy of Student Records</i>	57
<i>Student Organizations</i>	57
<i>Student Rights and Responsibilities</i>	57
<i>The Affirmative Action/Equal Employment Opportunity Policy of the University of Louisville</i>	57
<i>UofL Policies related to the classroom</i>	58
<i>University Policy on Excused Absences (approved 9/6/2006 by Faculty Senate)</i>	58
<i>University Policy on Work-Restricted Religious Holidays</i>	59
<i>Policy/guidelines for students with disabilities</i>	59
<i>University Policy on Sexual Harassment</i>	59
<i>University Policy Concerning Consensual Sexual Relations</i>	60
<i>University Career Center</i>	60
<i>Administrators, Faculty, and Staff of the University of Louisville</i>	61

From the Dean's Desk

Popularized versions of contemporary urban life have written off today's cities as blights on the American landscape. Portrayed as bastions of criminality, drug and alcohol abuse, child and elder abuse, sexual and domestic violence, among other social ills, the cities are blamed for much of society's disease.

The Kent School of Social Work offers students the opportunity to engage a learning process that prepares them to become leaders in solving the problems of urban life. Committed to the belief that cities have rich potential to foster healthy community living, the School provides an educational experience to develop knowledge and skills of problem solving, blending theories of economics, politics, social policy, family systems, and psychology to name a few. The profession of social work is grounded in a belief in the dignity and worth of individuals, the importance of social and environmental context, the need to advocate for the oppressed and disempowered, the celebration of diversity, and a commitment to working with the focus on the strength of the client.

Students in the program will find a strong generalist orientation in the foundation that prepares them to work with a range of systems from individual, groups, and families to organizations and communities. In the advanced curriculum, students will deepen their understanding of social problems through skills and knowledge associated with complex critical thinking and best-practice evidence. In recognition of the value of greater interdisciplinary involvement, students will find the faculty involved in research interests with a number of other disciplines, including urban studies, medicine, nursing, dentistry, and others. This provides a rich learning environment in the classroom.

At Kent, efforts have been made to meet a variety of students' needs in preparation for advanced social work practice. The BSW program began in 2007 and offers an exciting opportunity for undergraduate students to learn about generalist evidence-based social work practice; the MSSW program with its urban focus has established a high mark of excellence for the practice of its graduates; the Ph.D. program, offered as a collaborative effort between the University of Louisville and the University of Kentucky, provides preparation for research and leadership in addressing social needs that extend from the Commonwealth to the international community. These educational ventures promise to challenge and excite the learner in the hope of creating and sustaining a better life, a better world.

Terry L. Singer, Ph.D.
Dean

KENT SCHOOL OF SOCIAL WORK - GENERAL INFORMATION

BACHELOR OF SOCIAL WORK (BSW)

Introduction

The roots of Kent School date back to 1918 when special courses for social welfare workers were offered through the auspices of the Louisville Welfare League. These courses were offered on a regular basis until 1923 when the program became affiliated with the University of Louisville. For the next 13 years, organized courses on the undergraduate level were offered by the University. In 1936, a full 2-year graduate program was established as the Graduate Division of Social Administration. The program became known as the Raymond A. Kent School of Social Work in honor of a former president of the University of Louisville. In 1994, the Family Therapy Program was added to the school, through which counseling in marriage and family therapy is offered. In 1997, the University of Louisville and the University of Kentucky combined to offer a collaborative program of doctoral study in social work. Also, in the fall of 2007, the Kent School admitted its first undergraduate class and in May 2009, the Kent School graduated its first undergraduate class.

Mission

The Kent School of Social Work seeks to prepare well-qualified social workers who practice from a strong professional value base to serve the metropolitan mission of the university. Our graduates promote social justice through their practices with diverse client systems. In the context of a research institution, Kent School is committed to knowledge development that informs social work practice, recognizing the importance of interdisciplinary collaboration to solve complex social problems.

Accreditation

The Bachelor of Social Work and Master of Science in Social Work programs are accredited by the Council on Social Work Education (CSWE). The Master of Science in Social Work with specialization in Marriage and Family Therapy as well as the Post-Masters Certification program in Marriage and Family Therapy is accredited by the Commission on Accreditation for Marriage and Family Education. The University of Louisville is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4907; Telephone number 404-679-4501) to award associate, bachelor, master's, doctoral, and first professional degrees (D.M.D., J.D., M.D.).

Social Work Profession

Social work is a profession concerned with the prevention and amelioration of social problems and the enhancement of the quality of human life. Social workers achieve these goals through direct practice with individuals, families, groups, and community organizations; advocacy; social planning; social policy analysis and formulation; research; and administration. Social work practice helps people mobilize their resources to deal with present circumstances and to enlarge their prospects for the future. Since problems of the individual cannot be seen in any meaningful way in isolation from the broad social and community context in which they occur, social work also takes a leadership role in bringing about institutional and social change.

The Education Program

The School provides a broad-based education for college or university graduates wishing to continue their studies and for professionals returning to school to enhance their skills. The Bachelor of Social Work (BSW) degree program is designed to prepare students for entry into the profession as

generalist practitioners. The Master of Science in Social Work (MSSW) degree program is designed to help students achieve their maximum potential through a carefully structured curriculum of foundation and advanced course work. Preparation for leadership in advanced professional practice is a vital part of the School's curriculum.

Bachelor of social work programs, under the accreditation banner of the Council on Social Work Education (CSWE), are directed in matters of curriculum to promote the knowledge, values and skills of the profession. At the baccalaureate level, students are prepared for entry into the profession as generalist practitioners. Guided by program mission and goals, the generalist model is built upon a conceptual framework that includes relevant theories and knowledge to build practice skills. The professional level courses at the junior and senior year level are grounded in the liberal arts and carefully integrate that knowledge into the learning of professional content. The Educational Policy and Accreditation Standards of CSWE establish the base of program learning expectations.

Goals

The following BSW program goals relate directly to the school's Mission Statement and are congruent with the purposes of social work education at the baccalaureate level.

Goal I (Curriculum): To ensure that graduates will be prepared at the undergraduate level to practice social work that is framed by a generalist practice base, and an ability to understand social problems at multiple levels.

Goal II (Relationship with the community): To build collaboration and partnerships for community building and problem solving;

Goal III (Knowledge development): To contribute to the development of new social work knowledge through scholarship and research.

Core Competencies

Core Competencies of Social Work Practice

The Kent School of Social Work adopted the core competencies and practice behaviors listed in 2008 Educational Policy and Accreditation Standards. The BSW curriculum is designed to promote attainment of knowledge and skill development of these core competencies. The core competencies and corresponding practice behaviors are listed below.

C1: Identify as a professional social worker and conduct oneself accordingly.

- C1.1 advocate for client access to the services of social work;
- C1.2 practice personal reflection and self-correction to assure continual professional development;
- C1.3 attend to professional roles and boundaries;
- C1.4 demonstrate professional demeanor in behavior, appearance, and communication;
- C1.5 engage in career-long learning;
- C1.6 use supervision and consultation.

C2: Apply social work ethical principles to guide professional practice.

- C2.1 recognize and manage personal values in a way that allows professional values to guide practice;
- C2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics;
- C2.3 tolerate ambiguity in resolving ethical conflicts;
- C2.4 apply strategies of ethical reasoning to arrive at principled decisions.

C3: Apply critical thinking to inform and communicate professional judgments.

- C3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- C3.2 analyze models of assessment, prevention, intervention, and evaluation;
- C3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues;

C4: Engage diversity and difference in practice.

- C4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- C4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- C4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences;
- C4.4 view themselves as learners and engage those with whom they work as informants.

C5: Advance human rights and social and economic justice.

- C5.1 understand the forms and mechanisms of oppression and discrimination;
- C5.2 advocate for human rights and social and economic justice;
- C5.3 engage in practices that advance social and economic justice.

C6: Engage in research-informed practice and practice-informed research.

- C6.1 use practice experience to inform scientific inquiry;
- C6.2 use research evidence to inform practice.

C7: Apply knowledge of human behavior and the social environment.

- C7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- C7.2 critique and apply knowledge to understand person and environment.

C8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- C8.1 analyze, formulate, and advocate for policies that advance social well-being;
- C8.2 collaborate with colleagues and clients for effective policy action.

C9: Respond to contexts that shape practice.

- C9.1 continuously discover, appraise, and attend to changing locales, populations,

- scientific and technological developments, and emerging societal trends to provide relevant services;
- C9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social service.

C10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

C10a: Engagement

- C10a.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- C10a.2 use empathy and other interpersonal skills;
- C10a.3 develop a mutually agreed-on focus of work and desired outcomes.

C10b: Assessment

- C10b.1 collect, organize, and interpret client data;
- C10b.2 assess client strengths and limitations;
- C10b.3 develop mutually agreed-on intervention goals and objectives;
- C10b.4 select appropriate intervention strategies.

C10c: Intervention

- C10c.1 initiate actions to achieve organizational goals;
- C10c.2 implement prevention interventions that enhance client capacities;
- C10c.3 help clients resolve problems;
- C10c.4 negotiate, mediate, and advocate for clients;
- C10c.5 facilitate transitions and endings.

C10d: Evaluation

- C10d.1 critically analyze, monitor, and evaluate intervention.

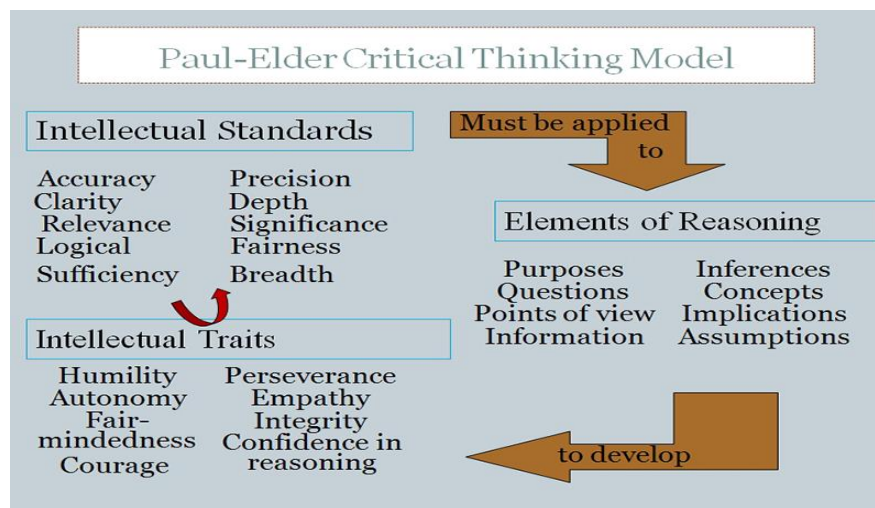
BSW CURRICULUM

The Kent School Curriculum is designed to enhance students' ability to help them and the diverse client systems they work with to make decisions that contribute to the quality and health of these client systems and that will promote social justice. It is designed to graduate social workers who think critically about what they do, why they do it, and what outcomes they hope will result from the social work practice they do.

Critical thinking is defined as "the intellectual disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief or action" (Scriven & Paul, 2004). Critical thinking includes specific skills such as problem-solving and the ability to integrate knowledge from multiple disciplines and theories of human behavior. Throughout the curriculum, there is an emphasis on critical reflection, or appraisal of various points of view no matter

what the source. The curriculum draws heavily on social science knowledge and integrates this with problem-solving phases such as assessment, intervention, and evaluation. In this respect, the curriculum is designed to teach students to access, integrate, and assess practice and policy related research to solve social problems and to work towards social justice. When critical thinking skills are used effectively, it leads to transparency and promotes social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people.

In the undergraduate curriculum, students are introduced to critical thinking. They are guided by faculty to develop critical thinking skills throughout all the foundation level courses. The BSW curriculum promotes generalist practice in which the simultaneous impact of many systemic levels (individuals, families, groups, organizations, and communities) on clients' lives is critically analyzed and recognized. The curriculum builds upon a liberal arts base that fosters an understanding of society as a complex organization of diverse people and ideas. Social problems are understood as occurring within the nexus of culture, conflict, development, ecology, and systems, and as such, efforts to help or intervene must include consideration of these forces. Students will be able to identify and assess social problems critically, specifically attending to 1) how such problems are maintained, 2) how they impact the quality of people's lives, 3) cultural sensitivity and appreciation of marginalized people, and 4) how to actively promote social and economic justice. In the junior year, the focus is on the development of critical thinking skills in all the areas mentioned. The BSW curriculum is designed to prepare students for generalist practice; that is, to develop knowledge and skills for entry level professional social work practice that recognizes the importance of multi-level systemic intervention.



The Paul Elder Critical Thinking Model

According to Paul and Elder (1997), there are two essential dimensions of thinking that students need to master in order to learn how to upgrade their thinking. They need to be able to identify the "parts" of their thinking, and they need to be able to assess their use of these parts of thinking.

The "parts" or elements of thinking (reasoning) are as follows:

- All reasoning has a **purpose**

- All reasoning is an attempt to **figure something out, to settle some question, to solve some problem**
- All reasoning is based on **assumptions**
- All reasoning is done from some **point of view**
- All reasoning is based on **data, information and evidence**
- All reasoning is expressed through, and shaped by, **concepts and ideas**
- All reasoning contains **inferences or interpretations** by which we draw **conclusions** and give meaning to data
- All reasoning leads somewhere or has **implications and consequences**

The intellectual standards to these elements are used to determine the quality of reasoning. Good critical thinking requires having a command of these standards. According to Paul and Elder (1997, 2006), the ultimate goal is for the standards of reasoning to become infused in all thinking so as to become the guide to better and better reasoning.

Habitual application of the intellectual standards to the elements of thoughts produces a well-cultivated critical thinker who is able to:

- Raise vital questions and problems, formulating them clearly and precisely
- Gather and assess relevant information, using abstract ideas to interpret it effectively
- Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- Think open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- Communicate effectively with others in figuring out solutions to complex problems

Practicum Education

One component of the BSW program includes a practicum placement in a social work community setting. It is intended to reinforce the student's identity with the profession, supplement classroom learning, provide a laboratory to develop practice skills, and promote professional competence. Students are carefully placed in these experiences and monitored by the Office of Field Education of the School under the weekly supervision of qualified, bachelor or master level agency supervisors and overseen by Practicum Faculty. These students receive weekly supervision and regular oversight by the School. The School has a long history of successful community partnerships that includes approximately 300 different social service agencies. A formal Community Advisory Board comprised of our agency partners keeps us well connected to and collaborative with the human service community. Accreditation standards are satisfied as our program requires students to complete a minimum of 450 hours in practicum. For each semester of practicum, students earn 6 credit hours. Students will be in practicum a minimum of 16 hours per week for two consecutive semesters.

The School's present policies about on-job field placements are explained below and in the BSW Field Education Handbook. If employed in a human services agency meeting the School's criteria as a placement site, the student may apply to undertake the practicum at her/his place of employment. This may be accomplished when the agency is willing to shift the student's work role and supervision in such a manner as necessary to meet the School's educational objectives for practicum instruction.

Practicum education is offered in a concurrent format so that students enrolled in a practicum

Last revised March 10, 2014 Kent School BSW Catalogue 2013-14

course simultaneously must be enrolled in a practice course and the practicum seminar/lab: i.e., SW 470 with SW 405 (Practice III) and SW 472 (Seminar and Lab I), SW 471 with SW 406 (Practice IV) and SW 473 (Seminar and Lab II).

Policy Concerning On-Job Practicum

A request for an on-job placement must be made at the time of application for the practicum. Students must have been employed within the agency where a placement is being requested a minimum of 6 months by the start of the practicum semester. The on-job practicum must be different in scope and content from the student's regular job. The practicum supervisor must hold a Bachelor's or Master's degree in social work from an accredited program and have a minimum of two years of full-time, post-bachelor's or master's experience. Supervisors with a BSW, MSW, or MSSW degree and the LSW, LCSW or LISW credential are preferred, but not required. Practicum supervisors have primary responsibility for the provision of learning opportunities that facilitate student growth within the profession. Supporting this responsibility is a part of practicum supervisors' commitment to professional training and to the profession of social work. The practicum supervisor must be a different person than the student's work supervisor. The educational objectives remain the same for on-job practicum as for other practicum. Each request will be carefully reviewed by the Assistant Director of Field Education. Please see the Practicum Education web page for additional information about on-job practicum.

Practicum Credit

Course credit for the Practicum (6 credits hours each for SW 470, SW 471) is earned only when the practicum has been completed. Students who withdraw from the practicum do not earn any credit - either in terms of clock hours or course credit hours - for any time spent in the placement, just as students who withdraw from other courses do not earn any credit for the hours they have attended class. Under exceptional circumstances, when students are transferred from one placement setting to another by the BSW Director of Field Education, the number of clock hours - if any - credited for the initial placement will be determined by the BSW Director of Field Education. Credit for such hours is not to be routinely expected by the student. Subsequent circumstances may warrant decisions which with agency agreement may allow this credit wherein students transfer with fewer than the number of clock hours typically required. However, agencies are not obliged to do so.

Transfer Life Credit Policy on Life and Previous Work Experience

As a program accredited by the Council of Social Work Education, the Kent School of Social Work does not waive any social work course or practicum requirements for previous work or life experience as per the CSWE's Educational Policy and Accreditation Standard, 3.2.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.* See <http://www.cswe.org/File.aspx?id=13780>. See also the BSW Field Education Handbook.

Electives

The Kent School of Social Work provides electives as enrichment to specialized learning. Social work jobs call for skills and knowledge that are broader than any narrowly defined specialization. For example, mental health workers are asked to know psychopathology, substance abuse, managed care, AIDS, and a range of other substantive areas. Many school social workers share the need for the same content. In addition, it is noted that social workers frequently change jobs, often to another field of practice. Social work education seeks to teach students to think critically, analyze systematically, and

know where to find information and resources within the context of social work history, development and values. It is this type of education that best prepares students to function in a rapidly changing society.

In this curriculum paradigm, electives are considered enrichment. Some of this enrichment is in the form of very specific course content that aligns with a specific focus area. For example, a person interested in the substance abuse area may elect to take a course in this area to prepare for work in a substance abuse treatment facility or other related employment agencies. Or, the enrichment may take the form of exploration as in the case of the student taking an aging or child welfare course to better understand those fields of practice and to prepare for various job prospects.

BSW Curriculum

Pre-Professional Curriculum (Lower Division)

General Education.....33 – 34 credits

All degrees require the completion of the University-wide General Education Program; see the undergraduate catalogue for the General Education requirements and the courses that fulfill them. Some General Education requirements may be met in the requirements for the major or supporting coursework, in which case additional electives may be required to complete the minimum hours for the degree.

Competency Area

Diversity6 credits

If this competency area is not covered as part of the General Education requirements, 6 additional hours will be needed to fulfill the UofL competency area requirement.

Suggested courses: COMM 275, HUM 152, PAS 200 or SOC 210

Supporting Courses

SW 101 Freshmen Academic Orientation.....	1
SW 203, BIOL 260*, HPES 202* or PSYCH 344* - Human Biology	3
MATH 109*, PSYC 301*, SOC 301* or JA 326* - Research and Statistics	3
PSYC 201*- Psychology	3
SOC 201*, 202* or 203* - Sociology	3
	13 credits

* Or equivalent as approved/ decided by the unit

Minimum elective credit in social, behavioral or natural science, or a foreign language.....9 credits

(If competency area requirement (Diversity) is met within the Gen. Ed requirement, a total of 15 elective hours will be needed to meet the total minimum hours needed for the degree).

Total Pre-Professional Curriculum.....60-61 credits

Students who transfer in from other Kentucky public institutions of higher education may qualify for a “block” rather than course by course transfer policy, as a means of promoting the transfer of lower division general education requirements from one public institution to another and reducing the probability that credits may be lost or courses repeated due to transfer. The statewide block transfer policy applies to transfer students who have completed all or part of lower division general education requirements within the different competency areas.

The professional social work curriculum is structured in a developmentally staged manner in which new knowledge derives sequentially from the course content.

Professional Curriculum	
Junior Year	
Course*	Amount of Credits
Fall Semester	
SW 201 – Introduction to Social Work (includes service learning component)	4
SW 301 - Human Behavior & the Social Environment	3
SW 302 - Social Welfare Institutions, Policies & Services	3
SW 303 - Generalist Practice I	3
Elective	3
	16
Spring Semester	
SW 304 – Generalist Practice II	3
SW 319 – Human Behavior & the Social Environment	3
SW 322 – Issues in Policy and Service Delivery	3
Electives	6
Total	15
Total Junior Year	31
Senior Year	
Fall Semester	
SW 405 – Generalist Practice III	3
SW 426 – Introduction to Social Work Research	3
SW 470 – Practicum I	6
SW 472 - Practicum Seminar and Lab I	3
Total	15
Spring Semester	
SW 406 – Generalist Practice IV	3
SW 471 – Practicum II	6
SW 473 – Practicum Seminar and Lab II	3
Elective	3
Total	15
Total Senior Year	30
Total Professional Requirements	61
Total BSW degree	121-123

BSW 60-61-hour Regular Program

The next table provides a basic description of the courses needed to complete this program (unless otherwise noted, all courses are 3 credit hours each):

Name and Number of Course	Semesters offered
201 Intro to Social Work (4 credit hours)	Fall and Spring
301 Human Behavior and the Social Environment I (HBSE)	Fall
319 Human Behavior and the Social Environment II (HBSE)	Spring
302 Social Welfare Institutions, Policies and Services	Fall
322 Issues in Policy & Service Delivery	Spring
303 Generalist Practice I	Fall
304 Generalist Practice II	Spring
405 Generalist Practice III	Fall
406 Generalist Practice IV	Spring
470 Practicum I (16 clock hours per week) (6 credit hours)	Fall
471 Practicum II (16 clock hours per week) (6 credit hours)	Spring
472 Practicum Seminar and Lab I	Fall
473 Practicum Seminar and Lab II	Spring
426 Intro to Social Work Research	Fall
Electives (4 electives are required - 12 credit hours)	Fall, Spring, and Summer

PUBLIC CHILD WELFARE CERTIFICATION PROGRAM (PCWCP)
(taken from the PCWCP Brochure, 2007, Eastern Kentucky University)

WHAT IS PCWCP?

The Public Child Welfare Certification Program (PCWCP) has been implemented by the Kentucky Cabinet for Health and Family Services and eleven university undergraduate social work programs in order to better serve the children and families in this state. The goal of this program is to fill the ranks of child welfare workers with the most competent and well trained workers who can provide high quality services immediately following employment. The Cabinet has partnered with the Universities to offer Bachelor of Social Work juniors and seniors their academic program in conjunction with participating in the Cabinet's child welfare training curricula prior to graduation. These students are provided full in-state tuition and a stipend and must complete a two-year employment commitment with the Cabinet upon successful completion of this program within participating universities.

The following state and private universities participate in PCWCP:

Brescia University
 Campbellsville University
 Eastern Kentucky University
 Kentucky State University
 Morehead State University
 Murray State University
 Northern Kentucky University
 Spalding University
 University of Kentucky
 Western Kentucky University
 University of Louisville

Eligibility

To be eligible for this program, you must be a full-time BSW social work student. You must have:

- An overall cumulative GPA of 2.5
- A cumulative GPA of 3.0 in social work courses
 Receive no less than a "B" in the required PCWCP courses and field practicum(s)
- At least three semesters and not more than four of undergraduate social work courses remaining.
- Have taken a social work practice course prior to taking the second of two PCWCP courses.

An application selection process is used to choose full-time students each academic year at each of the participating universities.

Benefits

There are numerous benefits to this program:

1. Your in-state tuition will be paid (the Cabinet will pay tuition at private universities equal to the rate of the highest tuition at a participating public university) through this project for up to four semesters.
2. You will be given a \$1300 per semester stipend for your books, living expenses and travel related to this program for four semesters.
3. Once you have completed this program and have graduated with at least a 3.0 GPA or a "B" average in your social work courses, you will be certified as having successfully completed the Public Child Welfare Certification Program and will be assisted in acquiring employment with the Department for Community Based Services consistent with state personnel requirements.

Obligations

As a participant in this program you will be obligated, by contract, to the Cabinet for Health and Family Services. You will be expected to apply for employment 30 days prior to graduation and accept a position with the Department for Community Based Services, in the Social Service Worker series, and remain employed there for two (2) years.

To apply for this program, please contact the PCWCP Coordinator within the BSW program.

BSW CURRICULUM PLAN

Students will be required to follow their curriculum plan as outlined with the BSW Coordinator of Academic Affairs.

PLEASE NOTE:

1. **All curriculum plans begin in the Fall Semester.** Some students may need to take supporting courses or prerequisites beginning in the preceding Spring or Summer term. Please take note of this special starting semester.
2. **Most classes are taken two days a week, except for elective courses, research, and practicum seminar. For most 3 credit hour undergraduate courses, the class will be scheduled for two days each week for 1 hour, 15 minutes each.** Each of these courses is offered TWICE a week over 15 weeks during the semester.

BSW COURSE DESCRIPTIONS

SW 201 – Introduction to Social Work [includes service learning component (4 credits)]

SW 201 introduces students to the profession of social work, its Code of Ethics, values base and commitment to social justice and working with vulnerable and oppressed groups. Students are exposed to the profession's history as well as current social issues and trends. The course provides an introduction to the roles of the generalist social work practitioner within a theoretical framework that includes systems theory, an ecological perspective, a problem-solving model, and the value of diversity. SW 201 stresses self-awareness in determining suitability for a career in social work. It includes a 30-hour service-learning requirement. Service Learning is an educational experience integrating meaningful organized community service and course material for the development of a deeper understanding of the course

content through reflection activities. This course requires 2 hours of service per week. This course is also approved as a Social/Behavioral Sciences General Education course at the University of Louisville.

Human Behavior and the Social Environment Sequence

SW 301 - Human Behavior & the Social Environment I (3 credits)

SW 319 – Human Behavior & the Social Environment II (3 credits)

Historically, social work has used the idea of person-in-environment to develop a holistic understanding of human behavior. The purpose of the HBSE sequence, with its two courses (SW 301 and SW 319), is to help students breathe life into the abstract idea of person-in-environment.

The HBSE sequence provides content about theories and knowledge of the human bio-psycho-social-development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions and communities). This sequence provides an understanding of the interactions among human biological, social, psychological, and cultural systems as they affect, and are affected by, human behavior. The impact of social and economic forces on individuals and social systems is presented. Content is provided about the ways in which systems promote or deter people in maintaining or achieving optimal health and well-being. Content about values and ethical issues related to bio-psycho-social theories are included. Students are taught how to evaluate theory and apply theory to client situations.

SW 301 focuses on society at large (e.g., social movements, social institutions and social structure), larger environments (e.g., physical environment, communities and formal organizations) and small groups. SW 319 focuses on families, dyads, and the individual person (e.g., biological person, psychological person, spiritual person and the lifespan development). These courses must be taken in sequence.

Social Welfare Policy and Services Sequence

SW 302 - Social Welfare Institutions, Policies & Services (3 credits)

SW 322 – Issues in Policy and Service Delivery (3 credits)

SW 302 is the first course in the Social Policy and Services sequence. The overall purpose of the policy sequence is to develop the student's ability to: (1) analyze social problem conceptualizations, (2) evaluate social policy and program design options to address these problems, and (3) assess the interrelationships between problem conceptualization, policy options and their impact on social work practice and clients.

In Social Welfare Institutions, Policies and Services, students explore the historical context and evolution of social welfare policy, and how dominant values and contextual factors shape policy in a broad range of social welfare arenas. Particular emphasis is given to analyzing poverty and income maintenance programs. The course also focuses on social work as a profession and how social work issues, values, and ethical dilemmas are experienced in social policy. Relationships between disenfranchised populations and social welfare policies and practices are stressed, giving particular attention to institutional racism, sexism, classism, heterosexism, and ageism.

SW 322 emphasizes the interrelationship between problem conceptualization, policy options and their impact on social work practice and clients. Students analyze these interrelationships in the following four areas: child welfare, health, mental health, and aging. In addition, students analyze the current delivery system in these four areas from a systems perspective. Most service delivery systems deliver a specific benefit or service, and developing a student's skill in judging the fit between that benefit or service and the social problem or client need is an important emphasis of SW 322. Consequently, students explore how reimbursement, planning, quality assurance, case management and client targeting

policies affect service outcomes. They develop their ability to critically assess current service delivery problems as they impact client need, giving particular attention to vulnerable population groups. Students also review current social service programs as to purpose, eligibility requirements, service provision and evaluation results. These courses must be taken in sequence.

Social Work Generalist Practice Sequence

SW 303 - Generalist Practice I (3 credits)

SW 304 – Generalist Practice II (3 credits)

SW 405 – Generalist Practice III (3 credits)

SW 406 – Generalist Practice IV (3 credits)

Foundation practice is rooted in a generalist practice model in which the simultaneous impact of many systemic levels (individuals, families, groups, organizations, and communities) on clients' lives is critically analyzed and recognized. The generalist practice model is informed by the ecological perspective as well as systems theory, which together emphasize the interaction and intersection between persons and the environment at multiple systemic levels. Furthermore, there is an emphasis on empowerment particularly among oppressed and marginalized populations and above all, a focus on strength and resiliency. Finally, the generalist model of social work practice is rooted in principles of social and economic justice and the understanding that the promotion of social and economic justice – above all among oppressed and marginalized populations - is a basic professional value. Generalist practice itself involves the use of critical thinking in the application of a wide range of skills needed to implement a planned change process that promotes social change as well as the critical use of these skills to address client systems of varying sizes. Finally, social work, rooted in a generalist practice model, engages client systems and promotes social change and social justice across multiple systemic levels simultaneously.

Kent School's Generalist Practice is a four-course sequence, comprised of: Generalist Practice I (SW 303); Generalist Practice II (SW 304); Generalist Practice III (SW 405) and Generalist Practice IV (SW 406). Each course is focused on the development of critical thinking skills within the context of professional social work practice.

The first class in the sequence, Generalist Practice I (SW 303), orients students to the stages of the helping process and the generalist perspective. Within a theoretical framework emphasizing systems theory, the ecological model and strengths based perspective, students explore the relationships between micro, mezzo and macro level systems in order to interpret and intervene to enhance social functioning. Students are introduced to the steps of the problem solving process and how to use research-based knowledge to evaluate their practice.

The second class of the sequence, Generalist Practice II (SW 304) addresses the development of the knowledge and skills necessary for generalist social work practice with individuals, maintaining the context and relationship with the environment. Emphasis is given to learning interpersonal helping skills such as warmth, empathy, genuineness, concern, respect, nonverbal communication, listening and observing, feedback and expressive interviewing skills (exploration and clarification of roles, purpose and expectations, paraphrasing, focusing, reflecting, informing, summarizing, confronting, assuring and reassuring). Assessment, planning intervention strategies, resource utilization and evaluation are examined in work with individuals.

The third class of the sequence, Generalist Practice III (SW 405), in the context of generalist practice, focuses on mezzo systems. Application of social work values, knowledge and methods with families and small groups is emphasized. Assessment, planning intervention strategies, resource utilization and evaluation are examined in work with these systems.

The fourth class of the practice sequence, Generalist Practice IV (SW 406) explores social work with larger systems. Students engage social work skill development and practice in the application of knowledge, skills and methods to the macrosystems of professional practice, including neighborhoods, communities and organizations. Assessment, planning intervention strategies, resource utilization and evaluation are examined in work with these systems. This includes focus on purposive social change in social agencies and communities, participation of social workers in politics, and social worker roles of advocate, resource mobilizer, program planner, and organizer

In each of these practice courses, special attention is given to working with ethnic minorities, women, gays and lesbians, aging populations, and disabled persons. In addition, they are designed to provide students with an understanding of the social work profession's mission, values, ethics, and roles. These courses must be taken in sequence.

Social Work Research

SW 426 – Introduction to Social Work Research (3 credits)

SW 426 This course provides students with the foundation knowledge for scientific inquiry and the use of research to inform evidence-based practice. It covers all aspects of the research process from problem formulation to writing of the research report. Critical thinking skills are emphasized throughout. Students will also be introduced to qualitative and quantitative epistemologies for conducting research and evaluating practice. Ethical issues associated with conducting research and evaluating practice are addressed. The uses of research to inform practice, policy, and to promote social justice are considered.

Practicum Sequence

SW 470 – Practicum I (6 credits)

SW 471 – Practicum II (6 credits)

These courses are designed to provide an educationally supervised practicum within a human services organization. This is a generalist practicum work experience based on the structural/strengths model of social work practice and taken concurrently with the Social Work Generalist Practice III and IV (SW 405 and SW 406) and Practicum Seminar and Lab I and II (SW 472 and SW 473) courses. This practicum integrates class assignments and assists the student in developing a social work perspective and skills in working with a range of client systems: individuals, couples, families, groups, organizations and communities. The practicum experience provides for the integration of theory learned across the foundation courses related to social work practice, human behavior, diversity, organizational and community dynamics, social policy and research.

The practicum supervisor must hold a Bachelor's or Master's degree in social work from an accredited program and a minimum of two years of full-time, post-bachelor's or master's experience. Supervisors with a BSW, MSW, or MSSW degree and the LCSW or LISW credential are preferred, but not required. Practicum supervisors have primary responsibility for the provision of learning opportunities that facilitate student growth within the profession. Supporting this responsibility is a part of practicum supervisors' commitment to professional training and to the profession of social work. The practicum supervisor must be a different person than the student's work supervisor. Students practice under the supervision of a qualified agency-based social worker and the guidance of a school-based faculty liaison. An integral feature of the practicum is the sharing of practicum experiences with other students in practice and seminar classes. These classes provide opportunities to present the student's work in a guided learning environment and to strengthen the integration of theory and practice.

A minimum of 225 total hours (16 hours per week) of practice within an agency setting is required for each practicum semester. The student continues in the same agency from the Fall through the

Spring semesters, for this two-semester practicum placement and a grand total of 450 hours. These courses must be taken in sequence.

SW 472 - Practicum Seminar and Lab I (3 credits)

SW 473 – Practicum Seminar and Lab II (3 credits)

Practicum Seminar and Lab I and II (SW 472 and SW 473) are taken concurrently with Practicum I and II (SW 470 and SW 471) and Generalist Practice III and IV (SW 405 and SW 406). These courses are intended to supplement through class discussion, readings, and role play the experiences of the practicum, creating an arena for integration of practice theory and content. Students develop their social work identity informed by a critical analysis of components of practice from the field experience. It is in these two courses that students weave the connection of theoretical content from throughout the curriculum into their actual practice, ensuring that the perspective that emerges is viewed through the lens of generalist practice. Development of self-understanding and self-assessment skills and a review of ethical decision-making guidelines for practice are central to the discussions of these courses. These courses must be taken in sequence.

Electives

In addition to the required courses, the students choose four electives as subject matter enrichment to the generalist curriculum. Courses in areas such as child welfare, substance abuse, gerontology, and other fields of social work practice are made available to students in the BSW Program. Students in the BSW program take these electives together with the MSSW students in most electives, but receive syllabi appropriate for undergraduate education.

Elective Courses (open to all BSW students, unless otherwise noted)

SW 315: Mental Health (3)

This course is designed to familiarize the student with a body of knowledge and the service delivery system known as mental health. The factors of human experience, which promote mental health or serve as a barrier to healthy functioning will be examined. The student will be encouraged to seek out the client's story and how it interfaces with the dominant story of institutions and agencies which determine public policy. This course will also explore the distinctive role of the social work professional within the complex web of mental health settings. The student will become familiar with major modes of mental health intervention utilized by social workers today. In the context of social work ethics and advocacy beliefs, the student will be challenged to assess his/her own responsibility to the client and the profession.

SW 333: Social Work and Human Sexuality (3)

This course provides knowledge about physical, behavioral, cognitive, emotional and spiritual aspects of human sexuality. At the micro level, the course explores the cultural context of sexuality including an exploration of values, variables affecting sexual functioning, and effective interventions to prevent problems and to treat clients who have sexual concerns. At the macro level the course examines the sociopolitical context of sexuality, laws and policies that focus on sexuality, group efforts to affect such laws and policies, and how all of these factors affect the day today lives of groups, dyads and individuals.

SW 336: Death & Grief (3)

Death is one universal human experience: its impact affects not only the client but the social worker, both personally and professionally. Social workers, regardless of their specialty area or practice setting, will be interacting with persons experiencing death and grief. The main purpose of this course offering is to prepare social workers for effective practice with persons experiencing terminal illness as patients, family or caregivers and persons coping with grief and loss across the life span. This course focuses on affective, as opposed to cognitive, learning. Content and theory will be taught, but student outcomes will be directed towards applying knowledge and skills to a variety of issues in various practice settings. To this end, actual case scenarios, decision cases, and contemporary drama will be used to engage students in problem-based learning activities. It is recommended that students have completed HBSE I and II prior to registering for this course.

SW 362: Substance Abuse (3)

Substance abuse disorders are a highly prevalent issue among most social work practice populations. This is a survey class designed to provide students with basic and fundamental knowledge about substance abuse, and to orient students for social work practice positions including entry-level substance abuse micro or macro practice positions. In addition to the direct effects of substance abuse on the victim, family and community systems are negatively impacted. Hence, the direct and indirect effects of substance abuse are pervasive and commonly impact social work practice outcomes. Substance abuse disorders are complex adversely affecting most domains of human functioning, yet there is much research knowledge available to inform practice. Given the above, a course in substance abuse is an invaluable component of social work education. Given the prevalence of substance abuse among social work populations, a basic understanding of substance abuse is fundamental to social work micro practice. Macro students will also benefit given the abundance of legislative initiatives directed at preventing and reducing the impact of substance abuse on contemporary society.

SW 361: Advanced Issues in Substance Abuse Treatment (3)

This course includes highly specialized and advanced topics in addiction treatment to prepare students to begin practice in Alcohol and Drug Counselor training. Content will round out and complete a basic course of study for alcohol and drug counselors that was not adequately addressed in substance abuse and motivation and change classes. These advanced topics will 1) generally aid students in submitting the application for certification as alcohol and drug counselors, 2) provide students with required case management training for working in a licensed alcohol and other drug treatment facility, and 3) prepare students for working within multidisciplinary teams and gain familiarity with clinical supervision methods utilized in substance abuse treatment programs. 4) Students will become familiar with the use of the Addiction Severity Index (ASI) a very common assessment tool widely used in substance abuse treatment settings. The complexity and demonstrated efficacy of specialized treatment for substance abuse disorders is well documented and preparation to work with this problem will be valuable across a range of populations; including, but not limited to individuals treated in traditional and non-traditional treatment settings. Evidence based knowledge is progressively improving the effectiveness of treatment. This course will utilize a convergence of knowledge to prepare students for their role in advancing the treatment of alcohol and other drug dependency.

SW 364: Social Work & the Law (3)

This course is designed to (1) familiarize social work students with the legal system and the various roles of social workers within the legal arena, (2) increase the social work student's understanding of the impact of the legal system on social work clients and client groups, (3) increase the social work student's understanding of the interface of law with professional social work practice, and (4) develop and enhance the skills needed by the professional social worker in situations where social work and the law interface.

SW 367: Negotiation/Conflict Resolution (3)

Social workers often find themselves party to or facilitators of difficult conversations. Our roles include creating a space for people to communicate with one another, brokering agreements and resources, mediating disagreements, and advocating on behalf of disenfranchised and vulnerable persons. At times, our skills in negotiation are called upon in our own conversations with clients, colleagues, employers or community members. Mediation and problem resolution are activities we all engage in across the life span and in all of our roles. However, many of us have not consciously examined the theories and process of negotiation that serve as the underpinning for our personal approach to managing conflict, nor have we critically reflected upon and received feedback about our skills as negotiators. In this course, we will study the theory and process of negotiation and mediation, understand the fundamentals of how they work, explore a variety of contexts and problems that create a need for conflict resolution, and learn and practice the related skills. In particular, we will look at how communicating in conflict interacts with gender and diversity issues, and we will examine our own and others' assumptions about what is at stake in resolving conflicts. Using a combination of lectures, group discussions, simulations, small-group feedback, conceptual exercises and journal writing, you will explore your strengths and weaknesses as a negotiator, and improve your skills in transforming conflict from destructive to constructive.

SW 381: Social Gerontology (3)

This course is designed to enable the student to understand the complexity of the aging process from the perspective of the individual, the family, and society. The course will explore physical, emotional, psychological, social, spiritual, environmental, economic, and demographic aspects of aging. Special attention will be paid to (1) society's attitudes toward global aging, current models of aging, and to (2) the student's attitude towards her/his own aging. New and creative ways of being old in this society will be explored.

SW 382: Social Work Practice with Older Persons (3)

Specific knowledge, skills, and values associated with social work intervention with older persons are the emphasis of this course. There is an emphasis on the heterogeneity of the population of older Americans and issues associated with diversity. Taught from a strengths perspective using a narrative collaboration, this course will provide the learner with pragmatic skills needed to work with diverse populations of older adults.

SW 384: Spirituality & Social Work (3)

This course provides an in-depth examination of the meaning of spirituality for social work practice. Students will broaden their knowledge of basic spiritual and religious doctrines and principles

Last revised March 10, 2014

and analyze their application to social work by applying this knowledge within various social work settings. Spirituality is discussed in a very broad perspective with its impact on healing of the mind and body. This course guides students in examining their own spiritual perspectives and possible conflicts with differing perspectives of clients. Students further consider spirituality as a possible vehicle to facilitate client's growth and change.

SW 385: Planning & Community Development (3)

Using theories from the behavioral and social sciences, this course will provide students with a basic theoretical, methodological, value, and skill base in social planning within a context of community development, organization and advocacy. Methods of helping population groups develop and gain meaningful participation in community decision-making processes will be explored. Processes of planning and community development will be analyzed with particular emphasis on the role and influence of the political economic process on social priority determination, and policy and resource development. The course will stress the importance of ethical social work approaches, social and economic justice considerations, and values as central features of social planning and development.

SW 397: Special Topics Classes (3)

SW 397: *Motivation and Change* (3)

The course focus is on theory and evidence based practice methods aimed at engaging resistant people in the process of change: Motivational interviewing (MI) is a client-centered, yet directive method for enhancing intrinsic motivation for change. The prescribed methods are focused on exploring and resolving ambivalence and were developed by William R. Miller & Stephen Rollnick in a seminal book that was published in 1991. The MI methods and principles were developed relying on an impressive body of research and it continues to receive enormous research and clinical attention. The second edition of this book (copyright 2002) is recognized as the authoritative source of theory and technique and is suitable for learning and guiding practice; this book will serve as the primary text for this class. Developed as an effective and brief method to engage clients in change processes surrounding addiction problems, more recent research has demonstrated MI as a meta change counseling style that can be adapted to engage clients in change processes for a wide variety of healthy, yet resistant behaviors (e.g. diet, exercise, safer-sex practices, medication compliance, treatment adherence, chemical addiction, gambling, shopping, and other addictive behaviors). MI can be used as 1) a stand alone intervention (e.g. engage the client in a customized weight loss program), 2) a method of increasing client adherence and dose related to some other intervention approach (e.g. engage clients in sticking with some proven weight loss method), or 3) a general counseling / interviewing approach underlying all client interactions. Given the wide variety of application, this class is appropriate for those who are interested in substance abuse practice or in adapting these methods and theory to guide counseling for other behaviors and populations.

SW 397- *Ethics of Caring* (3)

Social Work professionals are faced with making decisions on a daily basis that impact the lives of the people and families they serve. They are faced with ethical dilemmas that require more than basic knowledge of social work practices, but require the ability to process and think critically about each situation within the context it presents itself. This course will take an interactive look at the ethical principles and ethical theories (including but not limited to the NASW Code of Ethics) that contribute (or should contribute) to systematic reasoning needed to achieve good human service

decision making. The course will use a case-based method (both actual and simulated cases) to facilitate the development of decision making skills. Consideration will be given to professional responsibilities related to patient's/client's rights, autonomy, informed consent, confidentiality, boundary issues, cultural competence, person centered principles, and the organizational structure and environment. Ethical decision making models will be introduced for the purpose of strengthening the social work professional's integrity and fidelity in social work practice.

SW 397-HIV Disease Management (3)

This course focuses on the sexual transmission of HIV/AIDS, examining mainstream and controversial sexual health beliefs and practices across gender, race, and sexual orientation. The purpose of this course is to provide knowledge on the epidemiology of HIV/AIDS, high-risk sub-populations, micro to macro level policy and practice implications, and aspects related to disease transmission and management. Students will review basic anatomy, sexual function, response, and sexual dysfunction, while identifying challenges and complexities experienced by special populations with the focus being how these challenges have affected HIV prevalence in the U.S.

SW 397- Equine-Assisted Psychotherapy (3)

An Interdisciplinary overview of the introductory principles of Equine Assisted psychotherapy (EAP), as a therapeutic tool to address behavioral, emotional, and relational issues within individual, family, and/ or group counseling sessions.

Students who complete this course should be able to:

- Identify and define basic terms and concepts which are needed for advanced practice and certification in Equine-Assisted Psychotherapy.
- Outline Theories behind Equine-Assisted Psychotherapy
- Apply the Principles of EAP to practical problems
- Analyze current research findings that support EAP.
- Compare and contrast various approaches to EAP and their levels of effectiveness.
- Design Treatment Plans utilizing EAP
- Identify and interpret horse behavior as it is beneficial to EAP
- Students will also learn about other forms of equine therapies.

*Some of the classes will be conducted off campus at Forward Motion, Inc. Equine facility in Goshen, Ky. (25 minutes from Campus)

SW 397- Comparative International Social Policy (3)

This course seeks to provide students with knowledge and information about social policy and programs in selected countries and to compare it to the United States. Students will recognize the influence of the contextual influences of history and culture on the development of social policy within the context of international comparisons. Differences and similarities of policy and programs will be examined between and among countries with a goal of recognizing strengths, weaknesses and gaps.

SW 397- Writing Skills for Social Workers (3)

You will be writing every day as a social worker, whether you go to work directly after graduation or after you obtain your master's. By taking this course, you will:

- gain **confidence in the fundamentals** of writing, including grammar and punctuation. This will be essential for master's level writing and professional writing in the workplace.
- improve your ability to write clear sentences, paragraphs and papers so that **assignments -- and writing tasks at work -- are easier to complete**. You will also learn APA style for academic papers.
- practice the **writing tasks that will be required of you** as a social worker -- composing case notes, professional letters and emails, memos, fliers, etc.

The course will also help you think more critically about your work and your writing -- and thus become more effective at both.

SW 397: Public Health Issues in Social Work (3)

(METHODOLOGICAL APPROACHES TO SOCIAL WORK ASSESSMENT USING PUBLIC HEALTH TOOLS)

This course is for the student who is interested in gaining knowledge and skills about different methodological approaches to conducting public health needs assessment. The course reviews the use of both methods of primary data collection (e.g., structured surveys, focus groups, and key informant in-depth interviews) supplemented by the use of secondary data (e.g., agency, state or national statistics, archival, and census data). The course emphasizes feasible, practical and inexpensive methods for assessing community needs and assets. The Public Health Needs Assessment will be conceptualized as a research methodology and process for development and prioritizing behavioral and educational health programs. The major emphasis of the class is placed upon "real-world" needs assessment projects conducted by students (working in groups) for local community-based and public health organizations and community residents in Shelby County, KY.

SW 397: Social Work & Disaster Management (3)

The risk of wide-spread suffering and loss from natural and human-caused disasters is rising.

Disasters disrupt every aspect of individual and community life, with especially deep-cutting and serious consequences for vulnerable populations. Every social worker and the communities they serve will eventually be affected by a disaster. This course offers a framework to prepare future social workers for effective disaster management. It integrates current practice with this rapidly rising area of need.

Theory, research, and case study materials are organized to ground students in pre- and post-disaster management. The emphasis is on the social, psychological, economic, and political aspects of hazards mitigation and disaster preparedness. Some of the topics include with this one of a kind course includes an overview of hazards; impact, vulnerability and risk assessments for communities, resilience measurement, sustainable mitigation, community organizing and many more interesting topics related to social work and disasters.

The social aspects of hazards and disasters are recognized as creating both obstacles and opportunities for social workers, engineers, architects, planners, medical doctors and nurses and other professionals who must be concerned with people's safety. This course also provides an overview of social justice and economic issues relating to social workers in the area of disaster preparedness.

This course aims to:

1. Provide an understanding of the social nature of disasters.
2. Provide you with the knowledge to understand the social factors affecting disaster mitigation, preparedness, response, and recovery.
3. Reveal unfounded myths about human behavior in disasters.
4. Increase awareness of hazards and disasters around the world and the unequal social consequences stemming from disaster events.
5. Provide an awareness of opportunities for policy adjustments and applications of research findings.
6. Create or strengthen an appreciation for the practical value of theory with a strong focus on capacity building and evidence based practice within a macro setting.

SW 397: *Marginalized Communities: Engagement in Rural Health Initiatives (3)*

This independent study will be experiential allowing students to work with the Latino population in Shelby County, KY. Proyecto de alimentacion sana sin perder el sabor (Healthier Food Without Losing the Flavor Project) is a grant that will be the foundation for the course and will allow students to assist in engaging Latino families affected by diabetes. These families will participate in a one-year project to reduce the negative results of diabetes by improving dietary behavior. The activities that will be promoted during this course are: the development of recruitment strategies for Latino families into a nutrition project, the development of a collaborative collectivist environment between students and families, and the development of a community garden to grow vegetables and herbs. The course is open to both BSW and MSSW students. It is designed for students who have an interest in understanding issues facing the Latino community. Topics that will be discussed are: an understanding of social justice, privilege, and oppression including the interconnection between human and civil rights, globalization, immigration and poverty, Latino culture, community development and the role of indigenous movements.

Electives designated for PCWCP students are as follows:

SW 352: *Child Abuse and Neglect (3)*

This course is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify

child maltreatment and domestic violence. Students will learn the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is the first of two specific course requirements for the child welfare certification available through the University of Louisville and the Department for Community Based Services. *BSW students not in PCWCP are also welcome to take this course as a social work elective.*

SW 353: Interventions in Child Maltreatment (3)

This is the second of two specific course requirements for the child welfare certification available through the University of Louisville and the Department for Community Based Services. *BSW students not in PCWCP are also welcome to take this course as a social work elective.*

Independent Study

Students may in special circumstances enroll in an independent study course under the supervision of a sponsoring faculty member, to pursue individualized study related to research and or practice that is not included in other courses in the social work curriculum. Taking an independent study course is limited to students who are excelling academically and who demonstrate in a written proposal and in a meeting with the Director of BSW Program that they are willing to learn more in a specific area of social work. A title for this individualized study course will be assigned by the supervising faculty member and will appear on the student's academic record. Credit may be earned through independent study with the permission of Director of BSW Program, and instructor. The appropriate independent study forms must be submitted before the time of registration. Independent study forms are available in the office of the BSW Program Manager.

THE BSW APPLICATION PROCESS

Admission to Kent School of Social Work BSW Program - Requirements

Persons interested in admission to the Kent School should contact the BSW Program. We encourage potential applicants to please consult the Kent website at <http://louisville.edu/kent>. If you wish to discuss the application process in person, you should attend a BSW Prospective Student Session or may contact the BSW Program Manager to make an appointment or to attend a BSW Prospective Student Session.

Kent School seeks mature students with a demonstrated ability to work with people, emotional stability, good interpersonal skills, and the ability to perform well academically. To ensure that entering students meet these standards, the faculty has established the following guidelines:

Incoming freshmen: GPA 2.8 or higher and an ACT score of 21, the student will be admitted directly into the Pre-Social Work BSW program (Lower Division).

Once transfer students are accepted by UofL's Admissions Office and declare a major as Social Work, they are deferred to the BSW program for admission and then admitted to the University. Admission to UofL does not guarantee admission to the professional social work program. If a student is enrolled at UofL and has fewer than 45 earned credit hours and/or a cumulative GPA below 2.5, s/he may be admitted as an Arts & Sciences major with indication of an interest in applying to the BSW program once programmatic admissions criteria have been met. After completion of 45 hours of earned college

credit and maintaining or transferring in with a 2.5 cumulative GPA, students may be considered for admission to the social work program. Admission to the professional social work program is conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or sexual orientation. If the students have no para-professional work history, they are encouraged to pursue extensive volunteer experience prior to application.

Criteria for Admission to the Professional Social Work Program:

Prior to application for admission to the Social Work Program, students must have:

- A. Earned 45 hours of college credit;
 - B. A minimum cumulative GPA of 2.5 on a four point scale.
- **Current U of L students must:** Contact the BSW Program Manager via email or phone to declare interest in Social Work as a major.
 - Supply **two letters of reference** supporting the student's application and providing information about character, maturity, stability, achievements, interactional skills and special qualities. An academic reference should be from a professor or someone in an academic setting who knows your work in the classroom environment. Other non-academic recommendations could come from a supervisor, volunteer coordinator, but not from relatives or friends of the student. It is preferable that at least one letter be from someone in an academic field.
 - **Supply a personal statement** – A 700-1000 word statement must be submitted with the application. Submit a carefully written personal statement (double-spaced typewritten pages-12 pt.) that addresses the following topics:
 - discuss your commitment to the goals and purposes of social work
 - describe the intellectual and personal qualifications that will enable you to practice social work successfully.

Note: If there are gaps or deficiencies in your academic record, please address these in an addendum to your statement.

 - **Add the statement of authenticity to the applicant's personal statement**– Each applicant is required to add the following statement to the beginning of their personal statement accompanied by the applicant's signature and date of the signature:

Academic dishonesty is prohibited at the University of Louisville. In keeping with this policy, I certify the material contained in this application is solely my work and that I have neither cheated nor plagiarized in its creation.

Applicant's Signature

Date signed

- If you have been convicted of **a felony**, please include a description of the circumstances and outcomes of the conviction. Please note that prior convictions for criminal offenses may preclude one's ability to be licensed as a social worker in many states. In addition, many practicum sites require background checks and periodic drug screenings. Any negative findings that affect agency placement may also prevent successful completion of the requirements for the degree. Applicants and students should consider these barriers in their educational planning.
- **Signed Release and Waiver**—This waiver is to allow the University of Louisville to obtain any previous academic, attendance, personal history and disciplinary records. A section of the Release

and Waiver also asks about criminal background:

<http://louisville.edu/kent/programs/bsw/Release%20and%20Waiver.pdf>

- **Current resume that includes the following information:** any places of employment and volunteer experiences that you have had in the last 2 years, dates of employment or volunteer experience, job title or position held, description of job responsibilities.

Submit the above materials to:

BSW Admissions

University of Louisville Kent School of Social Work

Attn: BSW Program

Louisville, KY 40292

Email: BSWKENT@louisville.edu

Transfer students must

- Complete the application process for admissions to the University of Louisville. Applications for transfer student can be found at <http://admissions.louisville.edu/trf/>. This is a page of quick links for transfer students and also contains the link to the application. Make certain that you type/write in Social Work as your major on this form.
- If you have questions about this form, you may contact the UofL Office of Admissions, Phone: 502-852-6531, 1-800-334-8635 ext. 8526531, Fax: 502-852-6526, Address: Office of Admissions, University of Louisville, Louisville, KY 40292, Email: admitme@louisville.edu,
- **\$50 non-refundable application processing fee.** Attach a personal check, money order or cashier's check (U.S. dollars) payable to the University of Louisville to your completed application if you submit the hard copy application. If you apply on-line at the above website, you must also pay your application fee on-line with a credit card or check. Note: Paying your application fee with a check will delay the process for 8 days.
- **An official academic transcript** – is required from each college/university you have attended including those at which you were enrolled for academic credit as a non-degree student and/or credits, which you transferred to another college. All transcripts must bear the official seal and signature of the institution attended. You must request these transcripts directly from the Registrar or appropriate officer of each institution. U of L transcripts are provided automatically for applicants who have attended U of L. Applicants must have earned 45 semester hours of college credit and have a minimum cumulative GPA of 2.5 on a four point scale.
- **The Test of English as a Foreign Language (TOEFL)** is required for applicants whose native language is not English. A test link to the TOEFL is available at <http://louisville.edu/student/services/testing/index.html>.
- **International students** may be required to have their transcripts evaluated by a credential evaluation service in the U.S. Two possible services include World Education Services, Inc., at <http://www.wes.org> and Educational Credential Evaluators at <http://www.ece.org>. Students may be required to participate in a brief telephone interview as part of the admission process. When completing the I-20, students should note that they will be placed in a practicum as part of their education. Admitted students should visit the International Center when they arrive on campus to obtain the proper immigration documentation necessary to begin the practicum.

Transfer students need to send all of the aforementioned documentation to: Office of Admissions, University of Louisville, Louisville, KY 40292

Transfer students must also submit additional documents to complete their application process. The additional documents include:

- **Two letters of reference** supporting the student's application and providing information about character, maturity, stability, achievements, interactional skills and special qualities. An academic reference should be from a professor or someone in an academic setting who knows your work in the classroom environment. Other non-academic recommendations could come from a supervisor or volunteer coordinator, but not from relatives or friends of the student. It is preferable that at least one letter be from someone in an academic field.
- **Personal statement** – A 700-1000 word statement must be submitted with the application. Submit a carefully written personal statement (double-spaced typewritten pages-12 pt.) that addresses the following topics:
 - discuss your commitment to the goals and purposes of social work
 - describe the intellectual and personal qualifications that will enable you to practice social work successfully.

Note: If there are gaps or deficiencies in your academic record, please address these in an addendum to your statement.

- **Statement of authenticity to the applicant's personal statement**– Each applicant is required to add the following statement to the beginning of their personal statement accompanied by the applicant's signature and date of the signature
 Academic dishonesty is prohibited at the University of Louisville. In keeping with this policy, I certify the material contained in this application is solely my work and that I have neither cheated nor plagiarized in its creation.

 Applicant's Signature

 Date signed

- If you have been convicted of a **felony**, please include a description of the circumstances and outcomes of the conviction. Please note that prior convictions for criminal offenses may preclude one's ability to be licensed as a social worker in many states. In addition, many practicum sites require background checks and periodic drug screenings. Any negative findings that affect agency placement may also prevent successful completion of the requirements for the degree. Applicants and students should consider these barriers in their educational planning.
- **Signed Release and Waiver**—This waiver is to allow the University of Louisville to obtain any previous academic, attendance, personal history and disciplinary records. A section of the Release and Waiver also asks about criminal background:
<http://louisville.edu/kent/programs/bsw/Release%20and%20Waiver.pdf>
- **Current resume that includes the following information:** any places of employment and volunteer experiences that you have had in the last 2 years including place of employment or volunteer activity, dates of employment or volunteer experience, job title or position held, description of job responsibilities.

Submit the above documents to:

BSW Admissions
University of Louisville Kent School of Social Work
Louisville, KY 40292
Email: BSWKENT@louisville.edu

PUBLIC CHILD WELFARE CERTIFICATION PROGRAM

(Only for students wanting to participate in this certification program in child welfare, see the sections above on page 17 for a description of the program.)

If you are interested in the Public Child Welfare Certification Program, please see the brochure that can be found on the website <http://louisville.edu/kent>. After reading the brochure and deciding you would like to be considered for this program and accompanying scholarship, please submit the following materials in addition to the previously listed materials on this checklist. All of the following forms can be found at <http://louisville.edu/kent>.

- **Completed PCWCP application packet**
- **3 letters of reference (forms are contained within the PCWCP application packet)**
- **Authorization to conduct a Criminal Records Check and Child Abuse/Neglect Central Registry Check**
- **Essay using the following guidelines:**

Attach a four or five page paper to the PCWCP application which addresses the following:

1. If you had to explain the term child welfare to someone, what would you say?
2. Why are you interested in the field of child welfare?
3. What qualities do you feel that you have that would make you a good child welfare worker?
4. Discuss areas where you need further exposure, growth, and development in order to become an effective child welfare worker.
5. Describe your short-term (5 years from now) and long-term goals.

When Kent School receives all of the PCWCP materials, an interview will be scheduled with the applicant, the BSW PCWCP Coordinator and various Department of Community Based Services representatives to explore the match between the student's interest and strengths and this specialization.

The PCWCP Coordinator will review the application only when all credentials are on file.

BSW Entry Date

New students enroll in the fall semester only, while a limited number may enroll in spring.

BSW Admission Application Date

You may apply to Kent School as early as the February prior to the year of your planned Fall enrollment. The final deadline varies, but because entry into the program is highly competitive, applicants are encouraged to submit their applications early to ensure a space. All admissions materials must be received in the BSW Office of Admissions by the deadline date in order for an applicant to be considered for admission by a particular deadline. Earlier applicants have more options and enjoy clear advantages.

University Tuition/Fees and General Communication Information

Tuition and Fees

Undergraduate		
	Per Hour	Full-Time (12)
Resident	\$406.00	\$4,875.00
Non-Resident	\$986.00	\$11,832.00

Tuition Reduction Schedule

When a student officially withdraws from the University, or from any course or courses for which hourly rates apply, tuition and student activity fee charges and credits are adjusted in the following manner:

Withdrawal	Charge	Reduction
Withdrawal through the first week of the term	0%	100%
Withdrawal during the second week of the term	50%	50%
Withdrawal during the third and fourth week of the term	75%	25%
Withdrawal after the fourth week of the term	100%	0%

This policy applies to all tuition and student activity fees except nonrefundable deposits. Check the Bursar's website for the most up to date fee charges and credits as these are subject to change.

Residency Policy

Residency status for students is determined in the U of L Office of Student Services. The status is determined according to the policy on classification of students for fee assessment purposes at state-supported institutions of higher education. Except as provided in the guidelines, it is presumed that a resident has remained in this state in a non-student status for the 12 months immediately preceding the last date for enrollment in the institution.

The domicile of an unemancipated person, as defined in the guidelines, is that of his/her parent. The domicile of a married person is determined by the provisions of the guidelines independent of the residence of the spouse.

Indiana Tuition Reciprocity

Since Fall 2007, residents of Clark, Crawford, Floyd, Harrison, Scott, & Washington counties are charged the current resident tuition rate.

Students' Financial Responsibility

Tuition and fees are due on, or before, the designated due date for the semester. Payment may be made by cash, check, money order, charge card (MasterCard, Visa, or Discover), e-check, or financial aid credit. Payments may be made by mail, by use of the deposit box located in the front entrance of the Houchens Building, or at the Office of the Bursar. Students whose accounts are not paid by the established semester deadlines may be subject to course cancellation. Students with unpaid account balances will be placed on Financial Hold by the Bursar's Office. Students placed on Financial Hold become ineligible for further registration and transcripts will not be released until the student account is paid in full. A late payment fee of \$50.00 may be assessed when student accounts are not paid by the last day to drop/add. Debtors who do not make satisfactory payment arrangements on their past due accounts may have their accounts placed with a collection agency. It is the policy of the University that unpaid accounts will be assessed the costs and expenses of collection, including attorney fees. It is understood that the University of Louisville may report this unpaid obligation to credit bureau organizations. See <http://louisville.edu/finance/bursar> for more information.

Students who are able to demonstrate a financial inability to fully settle their tuition fees may apply for the University Short-Term Loan Program through the Bursar's Office. If financial assistance is required, commitments from the Financial Aid Office should be obtained prior to registration.

Payment instructions and payment plan forms for each semester are on the Bursar website at <https://louisville.edu/finance/bursar> Student Information > Payment Options.

University Financial Aid

The University of Louisville Financial Aid Office exists to help students meet their educational expenses so that they may begin or continue to attend the University. The Office administers four types of assistance scholarships, grants, educational loans, and part-time employment. Any or all of these may be used in varying proportions to help meet financial needs. All awards are made for an academic year but require satisfactory progress toward a degree for continuation. The Financial Aid Office offers loans and part-time employment to graduate as well as undergraduate students. More detailed information about programs, eligibility requirements, and procedures for making application is available in the Financial Aid Bulletin and on ULink (www.louisville.edu). Copies of the bulletin and application forms may be obtained from the Financial Aid Office, Student Center, Belknap Campus, University of Louisville, Louisville, Kentucky 40292.

Academic Advising Policies and Procedures

Student ID number and ID cards

Upon admission into the university you will be given a student identification number (please refer to your admission letter to find out your student identification number). This number replaces your social security number and should be used with all correspondence so that University offices can locate you quickly. Please remember and use your student identification, as you will be called upon to use this number for a number of things.

Your student ID number is printed on your student identification card. This card is called the Cardinal Card and will serve as your identification card, library card, and meal plan card. Cardinal Cards are issued in the Campus Card Office. The main office, located on the Belknap Campus, is in the lower level of the Houchens Building in Room 08K. The satellite office, located on the Health Science Campus, is located in the Abell Building first floor security station. If you are a newly admitted student,

identification cards will be given to you during the fall admission term. You must bring a photo id, know your student id number and bring the completed Cardinal Card Agreement form <http://louisville.edu/campuscard/>. All found Cardinal Cards should immediately be returned to the Campus Card Office. For more information on Cardinal Cards visit: <http://louisville.edu/campuscard/>.

Communication with Kent School faculty and staff

The fastest way to reach most Kent School personnel and university offices is via e-mail. The Kent School directory of e-mail addresses can be found at: <http://louisville.edu/kent/ABOUT%20KENT/Faculty%20and%20Staff>. It's a good idea to save e-mail notes for your record and keep a correspondence log to track your interactions with faculty and staff. Please use a closing salutation including your name, your student id number, your telephone numbers (cell, work, home) and your e-mail address. This comes in handy in the event someone needs to contact you by alternative means and also helps staff when researching any concerns you may have addressed; your student id is the way that we research your records.

Student e-mail

The University of Louisville will provide CardMail accounts for all students upon admittance to the program. CardMail is the standard email platform for students. Benefits of the CardMail system include access to global email address books for faculty, staff and students, increased email storage space, mobile access for PDAs, smart phones, etc. with appropriate data plans, ability to share and view calendars, one UserID and password for ULink and CardMail.

Activate your account at <http://outlook.com/cardmail.louisville.edu>. Your log in ID for CardMail is your ULink userID @cardmail.louisville.edu (for example: fmlast01@cardmail.louisville.edu). Your password is the same as your ULink password. For more information about Cardmail: <http://louisville.edu/email/cardmail-fags-categories>. To get your CardMail account forwarded to your personal e-mail address: For step-by-step instructions for forwarding your CardMail account, visit <http://louisville.edu/email/forward-cardmail.html>.

Kent School administration, faculty and staff as well as the University's Bursar's office, Registrar's office and Financial Aid office ONLY communicate with students via their university e-mail accounts. Personal e-mail accounts will NOT be used. It is very important that students use their university e-mail accounts and check their e-mail on a regular basis. This is the best way to stay connected with the school and to be informed of any important issues.

Change of Address

It is the student's responsibility to contact the Kent School and the Registrar's Office to update contact information. You should change this information online through ULINK (<http://louisville.edu/ulink>) and you should send an e-mail to the Kent School (bswkent@louisville.edu) to update any change in your contact information, i.e., address, phone number.

Kent School Student Association

KSSA is the voice of undergraduate, graduate and postgraduate students of the Kent School of Social Work. KSSA is designed to represent the concerns and needs of graduate and postgraduate students to the Kent School administration, university administration and student government and to provide programming of special interest to graduate and postgraduate students. Through KSSA, students are appointed to various Kent School standing committees and thereby participate in the development of many of the School's policies and procedures.

Become involved in KSSA by sending an e-mail to the KSSA council at: kssa02@louisville.edu.

Student Advising

The BSW Program Manager will be your assigned professional staff advisor. The role of your advisor is to assist you in determining your academic progress, selecting courses, evaluating your career and major options, and navigating the academic processes at the University of Louisville and within the Kent School of Social Work. You must meet with your advisor to register for classes at minimum until completion of the first 90 hours of educational requirements. Students are encouraged to speak with full time faculty members to discuss professional questions about the Profession of Social Work.

Kent School Portfolio

It is important to keep certain information throughout your tenure at Kent. Some of this information will be useful during your time at Kent, others will be important for licensure after graduation: 1) Student Identification Number; 2) Transcript; 3) Admission Letter from Kent; 4) E-mail address and password; 5) Credit Hours required to complete your program; 6) Course Syllabi and Description; 7) Practicum Information (i.e., evaluations, names of pertinent people); 8) Any correspondence from Kent School.

Live Text

The Kent School of Social Work requires all students to purchase Live Text web-based software <http://louisville.edu/kent/CURRENT%20STUDENTS/livetext-1> Live Text is designed to aid in the development of portfolios, course assignments, and standards or outcomes based projects.

Transfer of Credit

Undergraduate students who transfer in from Kentucky's other public institutions of higher education may qualify for a "block" transfer rather than a course by course transfer, as a means of promoting the transfer of general education requirements from one public institution to another and reducing the probability that credits may be lost or courses repeated due to transfer. The statewide block transfer policy applies to transfer students who have completed all or part of general education requirements within the different competency areas. After students are admitted to the University of Louisville, a transfer summary report is requested by the BSW Coordinator of Academic Affairs on every incoming transfer BSW student in order to ascertain transferable credit from any prior institution. The BSW Director, together with the Admissions Committee, will establish course equivalency for social work courses transferred. No credit will be given for previous work or life experience.

Procedures

1. The student submits the original and official transcript with the grade and credit hours received from the institution. S/he sends the information to the University Of Louisville Office Of Admissions. The Office of Admissions then forwards admissions summaries on students deferred to the department.
2. The student meets with the BSW Program Manager for advising and discusses the transfer of credit of courses and outstanding general education and/or supporting coursework. The BSW Program Manager obtains a summary of transfer credit from the student's online record.
3. The student may request a review of social work courses taken by the BSW Admissions Committee, headed by the BSW Director. (See Redundancy Policy on page 47.) Student must submit syllabi and all necessary documentation in order to be considered for transfer credit for social work courses taken in another accredited social work institution.

4. The BSW Program Manager processes the transfer of credit paperwork and communicates with the University of Louisville Registrar's and Admissions Offices.

This process can take up to a minimum of 2 weeks after all official transcripts are received by University of Louisville Office of Admissions. It is the student's responsibility to make sure the transfer of credits has been posted on their transcript.

Semester Calendars

Term	Semester dates	Late registration dates	Classes begin	Last day to initially register	Last day to add or drop with 100% tuition credit*	Last day to withdraw with 50% tuition credit	Last day to withdraw with 25% tuition credit	Last day to withdraw	Last day of classes
Fall 2013	Aug.26– Dec. 9, 2013	July 19 – Aug. 26	Aug. 26	Aug. 26	Aug. 30	Sept. 16	Sept. 23	Oct. 17	Dec. 9
Spring 2014	Jan. 6 – April 21, 2014	Jan 2-6	Jan. 6	Jan. 6	Jan. 10	Jan. 25	Feb. 3	Feb. 25	April 21

*The last day to add is also the last day to delete a course from your record. After that date, a grade of "W" is assigned for all withdrawals.

<http://louisville.edu/registrar/academic-calendars>

Registration Procedure

The University utilizes an information network called ULink, <http://ulink.louisville.edu>. This is a web portal, a secure site that pulls key information and features found on many web pages and puts it in one central location. Registration is fast and simple. Students are encouraged to use the early registration option each semester to ensure a place in a class that fits your schedule. Before registering, please consult the BSW curriculum plan. Please follow this model exactly throughout your tenure at Kent School.

To find the online schedule of classes, please go to (<http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>). Select the appropriate Term and for Subject, select "Social Work" from the drop down menu. Do not make any other changes to this page, simply press the search button. This will provide a list of all courses offered by the Kent School for that term. Find the classes to match your curriculum plan. The online schedule is the most up-to-date schedule. It lists cancelled classes, lets you know how many students are registered in your class, instructs you on whether you should take an additional class with the class you are registering for and gives a course description. Remember to always check the campus location while viewing the online schedule of courses.

On the Registrar's website <http://louisville.edu/student/services/registrar/reginfofl.html> you will find the listing of scheduled downtimes for registration, please make note of these dates and times. Students register for classes online at the ULink(<http://ulink.louisville.edu>) website. Always print your schedule and keep for your records. Student information can get distorted or deleted, so maintaining a printed copy of your schedule is an easy way to prove you have registered. . Once you have selected the appropriate classes, write down the 4-5 digit number that appears in the first column for each class you wish to take. Then go to Ulink <http://ulink.louisville.edu> and log in. Under the Student Services tab, find the link for Registration-Add Classes. When you get to the screen for adding classes to your schedule, please use the option "Enter Class Number" to enter the 4-5 digit number of the class you wish to take.

Press the button beside the box, and follow the steps to add yourself to the class. You will need to repeat this process for each class you wish to add to your schedule. The other option for adding classes is “Search for Classes.” This method is not reliable for Kent School students and should not be used.

Waitlisting Courses

- When a student enters a class number on the enrollment panel, there is an option to request being placed on the waitlist if the class is closed.
- If the course becomes open, the first student on the waitlist will be added into the class by a process that will be run several times a day and more often during peak periods.
- Students are responsible for checking the status of the waitlisted course by logging on ULink and viewing their schedule to see if the course has been added. **Students will not be informed if the add is attempted and fails.** Students will receive an email to their University account if they are added to the course from the waitlist.
- If the **meeting time of the course** the student is waitlisted in is not available on the student’s schedule, the student will **not** be added to the course.
- If adding the student into the course would **exceed the student’s maximum hours** for the term, the student will **not** be added to the course.
- If a student does not meet the pre-requisites or other restrictions for that course, the student will not be allowed on the waitlist.
- Students cannot use this for the purpose of trying to find a more suitable time of a course as **enrollment in multiple sections is not allowed.** If you are enrolled in a class and are on the waitlist for the same class in a different section, **you will not be added to the waitlisted class.** The waitlist will skip over you and add the next student from the waitlist.
- **Students are cautioned not to use the “Swap” option** if using the waitlist option as doing this would take them out of the course they are currently enrolled in immediately and may not get into the class they waitlisted for.
- The **last day we will allow students to waitlist** for Summer is the first day of the class. For Fall and Spring semesters, the last day to waitlist is through the Wednesday of the first week of classes.
- The **last day that we will move students from the waitlist and enroll them** for Summer is the first day of the class. For Fall and Spring semesters, students will be enrolled from the waitlist through 10:00 pm on the Friday of the first week of classes.
- **Please note that a course that is closed may appear to be open for a short time** if a student drops and there are students on the waitlist. The closed class message given to the student includes a message explaining that - if a course appears to be open with a space, but the student receives back a message that the course is closed, it is due to a student being on the waitlist. The student will be moved off the waitlist by a process we run several times a day and more often during peak registration times.
- If you check the **online schedule of classes, you will see a column titled “Wait.”** This shows the number of students waitlisted and the maximum number of students allowed on the waitlist. If there are students on the waitlist and the course is displayed as open, this means the waitlist process has not been run since someone dropped the course. The first student on the waitlist will be moved into the class the next time the process is run.
- Students are first informed of their place on the waitlist when they are initially added to the waitlist. After that, students can view their current place on the waitlist by viewing their schedule online. Faculty may view the waitlist by their normal navigation to the class roster. There is a drop down box where “waitlist” is an option. Faculty cannot view a student’s place on the waitlist, they simply can view a roster of all students on the waitlist in alphabetical order.

Open Registration Period

To register for a closed class when registration is still open, students should add themselves to the waitlist for the class. It is not necessary to contact the instructor of the course for permission to be over-enrolled, the waitlist is the only method used by the Kent School to add students to closed classes.

If there is a large demand for the full course, the Kent School reserves the right to open another section. In the event that this occurs, we will not allow over enrollments into closed classes. If you have additional concerns, e-mail the BSW Program Director to learn of the latest class arrangements.

It is your responsibility to check your online schedule to make sure you are enrolled into all of your classes. It is a good idea to print your schedule for your records anytime there is a change to your schedule. You will not be permitted to attend a class in which you are not enrolled.

Closed Registration Period

When registration has already closed for the semester, a different procedure should be followed. In the event of **closed registration**, students should e-mail the instructor and copy the Associate Dean of Academic Affairs and the BSW Coordinator of Academic Affairs to obtain permission to enroll into their closed section with the following information: 1) Your Name; 2) Student ID; 3) Semester and year that you want to enroll; 4) 9 digit course # (course numbers available on the online schedule of classes); and 5) Name of the course. At the close of your request, please indicate alternative contact information, i.e., office phone, home phone, cell phone, alternative e-mail address. After the instructor has granted permission, you should follow the following steps: 1) Print and complete a drop/add form (this form is located online at <http://louisville.edu/registrar/forms/DropAdd.pdf>); 2) Obtain the instructor's signature; 3) Submit the form to the BSW Coordinator of Academic Affairs for processing; 4) Please be prepared to make financial settlement at this time.

BSW Full-Time Status and Course Load

The normal program of studies in the fall and spring semesters is 12-16 semester hours, with the maximum of 18 semester hours. Students who have superior scholastic records may request to carry more than 18 semester hours. The maximum load in summer sessions is 3 semester hours for the first term and 6 semester hours in the second and third terms. Students should note that the Kent summer term, if taking social work electives, extends across all three summer terms and should work with their advisor to determine their summer load. Students on academic warning and probation and students admitted on limited load are limited to 13 hours during the fall and spring semesters and to a total of 12 semester hours during the summer session. The normal program of studies in the junior year is approximately 12-16 semester hours. The normal course load in the summer session is approximately 6-9 semester hours. The senior course load for fall is 15-18 and 12-18 for the spring semester.

Changing Course Schedules: Dropping and Adding Courses

The University of Louisville academic calendar indicates the final date for adding or dropping courses for each semester <http://louisville.edu/calendars/academic/undergrad-grad.html>. The student should check carefully regarding this date, as no course may be added thereafter. After the last posted date to withdraw, the student must obtain the approval of the BSW Director to do so. Only in rare circumstances will permission be granted.

Students can use the online registration option to drop or add a class when registration is still open. If a course is dropped within the first week of classes (see Registration Information newspaper for dates), the course name is removed from the transcript. If a course is dropped after the first week, the course will appear on the transcript with a grade of Withdrew (W).

To add a course after the registration period has ended, the student should first confirm with the course instructor that space is available. To add or drop a course, the student should complete a Drop/Add

form <http://louisville.edu/student/services/registrar/DropAdd.pdf> and personally take the form for signatures to the instructors of the courses being dropped/added. The student must then submit the form to the BSW Program Manager for processing. Failure to process this form when a class is dropped will result in the assignment of a grade of “F” for the course. The system is normally available Sundays through Thursdays, from 1:30 am to midnight, Fridays from 1:30 to 10 pm; and Saturdays from 7:00 to midnight. After the last day of the drop-add period and up to the last day to drop without academic penalty, you may process your withdrawal using the web. During this period, a grade of “W” is assigned to all withdrawn courses. After the last day to drop without academic penalty, you must have the approval of the dean’s office.

Class Cancellations

Kent reserves the right to cancel classes at any time. Although Kent School tries to prevent any unnecessary cancellations, they reserve the right to cancel a class with less than 10 students enrolled. Sometimes the classes will still be offered, even in the event of low enrollment, due to special circumstances. It is therefore important not to drop a class with low enrollment and first wait for official notification before acting. If a class is cancelled, you will be notified prior to the start of the semester. The Registrar’s office may also send notification to you that your class has been cancelled. In the event of a cancelled class, please check the online schedule of courses to find and add a new class.

Classroom Assignment Changes

From time to time the university must make changes to classroom locations. You may receive notification via e-mail that your classroom has been changed. In most cases, the University room scheduler has made the change. The instructor and the students enrolled are the only students notified. Please note that some room changes are only for specified dates. Please print the note for future reference. It is your responsibility to note when and where your class meets. If you have questions, contact your instructor.

BSW Program Withdrawal Policy

A currently enrolled student who plans to withdraw from the Kent School must send a written request to withdraw from the school to the BSW Program Director. This letter can be sent via mail or e-mail. It is the student’s responsibility to take care of all university business (i.e., financial aid, work study, library fees, parking, etc.) prior to leaving the university. *Be forewarned:* If you are registered for any classes when you withdraw, you must go through ULink and remove yourself from those classes to avoid tuition charges. You will not be automatically removed from your classes. Policies, procedures, and requirements are subject to change! It is your responsibility to ensure that you are aware of these procedures by visiting the university websites at <http://louisville.edu/kent> ; <http://ulink.louisville.edu>; or <http://louisville.edu>.

Leave of Absence

When students are unable to maintain continuous enrollment, they may be granted a leave of absence. Students requesting a leave of absence are required to write a letter via mail or e-mail to the BSW Director indicating the reason for the absence and the anticipated date of return. Students who are on a leave of absence will be placed in an inactive status within the admissions office. All course work must be completed within a 7-year period from the student’s matriculation. A leave of absence must conform to this requirement.

Return Policy

The student is responsible for satisfying any outstanding obligations prior to contacting the BSW

Last revised March 10, 2014

Director and requesting a return to the program. Please submit a letter to the BSW Director with the following information: 1) Name; 2) Student ID and/or Social Security Number; 3) Contact Information (i.e., phone number, cell number, e-mail address); 4) Brief description of the anticipated return date; 5) Reason you feel you are ready to return to the program; 6) If you have a plan of action, include your plan. The Director will review your credentials and respond with a plan of action.

Re-Enrollment

Returning students who have not been enrolled for 2 years or less and have not enrolled into another institution must complete a re-enrollment form after permission is granted by the Director that they can continue their studies. Re-enrollment forms are located at the Registrar's website at: <http://louisville.edu/registrar/forms/registrar-forms>. Submit the completed form to the Registrar's Office in the Houchens Building on Belknap Campus. If a student has a break in enrollment of two or more calendar years, that student must apply for readmission, and if admitted, will be subject to catalog requirements in effect at the time of readmission.

Severe Weather Policy

Official announcements related to cancelled or delayed classes will be posted on the U of L website and announced via the local media. Kent School will post their own announcement on the Kent School website and the Associate Dean of Academic Affairs will send an e-mail to all students. However, it is impossible for us to determine what the weather will be in all the regions our students commute from, therefore a specific severe weather policy was adopted by Kent Faculty. The policy reads as follows:

In instances where we announce a delayed schedule, we will cancel classes up to a certain time and begin with our full class schedule at that point. For instance, if we delay opening until 10 a.m., classes that end before 10 a.m. will be canceled. Students who normally would be in class at or after 10 a.m. should go wherever they would be at that time unless they have received other instructions from their instructor in advance, which should be included in the course syllabus.

If the weather or road conditions pose a serious hazard to your commute to class, use your own judgment as to whether or not you should make the trip. If you decide not to attend class, it is important that you inform your instructor of your decision and explain the situation as it pertains to your region. If the class is held (and you are absent due to your judgment to not travel to class), you are responsible for making up all assignments and collecting class notes/handouts. It is possible that if you have missed a significant in-class activity, the instructor may request you do a make-up activity to account for the exercises/experiences you missed in class. If the entire class is cancelled due to weather or road conditions, the instructor will decide how best to make up the material that was scheduled for that cancelled class. This could include an extra class session sometime during the semester, adding some time to subsequent class(es), use of Blackboard, etc.

Final Examinations

No undergraduate Kent School student may be required to take more than two comprehensive final examinations within a single exam day. Students facing such conflicts should inform one or more of their instructors of the situation as early in the semester as possible. Students have a right to expect their instructors will accommodate them by scheduling a make-up examination in one of the courses. In the event of difficulty in making such arrangements, students should consult the Director of BSW Program. Final examinations which cover a limited portion of the course work may be given during the last regular class period.

Writing Guidelines (APA)

Kent School requires student papers to conform to the APA (most current edition) writing style. Please visit the Kent school website for more information about APA writing style at <http://louisville.edu/kent/programs/masters/MSSWfiles/writingreqs.pdf>. Students are recommended to use or have access to the APA manual for those questions that go beyond the scope of writing pointers. Please note that quite a few of the writing recommendations listed at the Kent School APA website are outside the scope of the APA guide but are required aspects of writing scholarly documents at Kent School. The University's Writing Center located on the third floor in Ekstrom Library is available to assist students with writing papers. Please contact them at <http://coldfusion.louisville.edu/webs/as/writingcenter/>.

Plagiarism

It is expected that a student in the Kent School of Social Work will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

The code of Student Rights and Responsibilities defines plagiarism as follows: Representing the words or ideas of someone else as one's own in any academic exercise, such as: a) Submitting as one's own a paper written by another person or by a commercial "ghost writing" service; b) Exactly reproducing someone else's words without identifying the words with quotation marks or by appropriate indentation, or without properly citing the quotation in a footnote or reference; c) Paraphrasing or summarizing someone else's work without acknowledging the source with a footnote or reference; d) Using facts, data, graphs, charts, or other information without acknowledging the source with a footnote or reference. Borrowed facts or information obtained in one's research or reading must be acknowledged unless they are "common knowledge." Clear examples of "common knowledge" include the names of leaders of prominent nations, basic scientific laws, and the meaning of fundamental concepts and principles in a discipline. The specific audience for which a paper is written may determine what can be viewed as "common knowledge": for example, the facts commonly known by a group of chemists will differ radically from those known by a more general audience. Students should check with their teachers regarding what can be viewed as "common knowledge" within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used.

The University's Writing Center located on the third floor in Ekstrom Library is available to assist students with plagiarism issues. Please contact them at <http://coldfusion.louisville.edu/webs/as/writingcenter/>. Kent School of Social Work uses SafeAssign software to assist students and faculty regarding plagiarism concerns.

Grading System

Grade-point averages are calculated by dividing the quality points earned by the number of credit hours attempted with grade

A=4.0; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3; D=1.0; D-=0.7; F=0

Other Grades:

- "I" means incomplete and carries no quality points until a grade is awarded or until it becomes an "F."
- "W" means the student withdrew and carries no quality points.
- "S" and "U" mean Satisfactory and Unsatisfactory. These grades are used only for certain

Last revised March 10, 2014

Kent School BSW Catalogue 2013-14

courses, and are not available by student option.

- “P” means enrolled on pass-fail basis and did passing work.
- “Au” means audit and does not enter into grade calculations.

Incomplete grades

A grade of “I” (incomplete) may be awarded as a temporary or conditional grade when students are passing a course, but for reasons beyond their control have not been able to complete a relatively small amount of the course requirements by the end of the semester. Typically an incomplete grade is only given for course work that is not completed due to **extenuating circumstances**.

Students must apply via e-mail to their instructor for permission to take the grade of incomplete and copy the BSW Director for approval. Incompletes turn into F at the end of the following semester. Summer counts as a semester, therefore students with incompletes at the end of the Spring semester, must complete the work before the end of the summer semester to avoid an F on their transcript.

C, D and F Grades

Grades of C’s and D’s are not recognized when students apply to continue their studies in the MSSW program. Although these grades can be accepted for completion of the BSW degree if the cumulative GPA remains above 2.5, they are not accepted for admission to the 30 hour MSSW program. Students may be requested to repeat these courses when they apply to the MSSW program.

Grades of F in a social work course will result in an immediate academic review. The BSW Program Manager will inform the BSW Director of the need for this review and the process for an academic review will follow.

Course Pass/Fail

Courses that satisfy general education requirements, supporting courses, and courses required for the BSW degree may not be taken on a pass/fail basis. This policy does not apply to courses taught only on a pass/fail basis, such as practicum courses. If the student fails a pass/fail course, the grade will be treated as an “F” in calculation of the student’s academic standing.

Course Repetition

Students may repeat to replace a maximum of four (4) courses with grades of F, D, or C. For these four courses, only the last grade attained will be used in the grade point average calculation. Courses in which a grade of D or C was originally attained may be repeated only once under the repeat-to-replace option. Students are not required to repeat an F grade unless the course is specifically required for BSW degree requirements. Students should be aware that all grades are displayed on the official transcript even after the repeat. All schools and colleges within the University will honor any previously granted repeats from other schools and colleges within the University. A repeat form must be completed by the student with her/his advisor to activate this option. For courses retaken for which this option is not requested, both grades will be used in the GPA calculation, but students cannot receive double credit in hours required for the degree.

Dean’s List and Dean’s Scholar

To be named to the Dean’s List, a student must complete at least 12 hours of graded, earned credit during the semester (excluding grades of I, X, or P) with a minimum University Grade Point Average of 3.75 in that semester. In the semester in which students take Practicum and earn a grade of P, 9 hours of graded, earned credit will be considered in determining Dean’s List.

To be named a Dean's Scholar, a student must complete at least 12 hours of graded, earned credit during the semester (excluding grades of I, X, or P) with a minimum University Grade Point Average of 4.0 in that semester. In the semester in which students take Practicum and earn a grade of P, 9 hours of graded, earned credit will be considered in determining Dean's Scholar.

Grades from developmental course work (course number below 100) or cooperative education will be excluded from the calculation. This policy does not affect graduation honors.

A student who meets the criteria of Dean's List or Dean's Scholar will be awarded the appropriate honor through ordinary clerical procedures in the Office of the Dean.

Academic Bankruptcy

Academic bankruptcy allows students who are returning to college after remaining out for an extended period to void one or more consecutive semesters of previous University of Louisville coursework. If the student meets the following criteria and if the Kent School BSW Admissions and Standards Committee believes there are extenuating circumstances which warrant such action, the committee may rule the student eligible to declare academic bankruptcy. To be eligible to apply for academic bankruptcy, the student:

- Must not have attended any college or university during a period of 2 calendar years immediately preceding this readmission; AND
- Must state in writing the intention to declare academic bankruptcy, specifically designating the term or consecutive sequence of terms to which the bankruptcy process is to apply; AND
- Must be admitted to the Kent School BSW Program, either routinely or by action of the Admissions and Standards Committee.

The student must earn at least a 2.50 quality point standing in all degree applicable courses while attempting the first 12 hours after readmission. (All courses taken during the term in which the 12-hour minimum is earned will be considered in determining eligibility for bankruptcy.) After these 12 hours have been attempted, the student must petition the Admissions Committee for academic bankruptcy, designating the term or consecutive sequence of terms to which the bankruptcy process is to apply.

The voided grades and credit hours will not be considered for degree requirements or quality-point computations but will remain on the student's transcript. Academic actions such as probation or dismissal, recorded at the end of the voided terms, will also remain. No student may declare academic bankruptcy more than once. Bankruptcy semesters will not apply toward enrollment semesters when determining catalogue year. No person using these bankruptcy procedures shall be eligible to participate in any intercollegiate competition until the specified grades and courses have been declared void.

Academic Forgiveness

The Kent School of Social Work BSW program also offers academic forgiveness. *Academic forgiveness* allows currently enrolled students to void one semester of University of Louisville coursework.

If the student meets the following criteria and if the Kent School BSW Admissions and Standards Committee believe there are extenuating circumstances which warrant such action, the committee may rule the student eligible to declare academic forgiveness. To be eligible to apply for academic forgiveness, the student:

Last revised March 10, 2014

Kent School BSW Catalogue 2013-14

- Must be currently enrolled in the Kent School BSW Program; AND
- Must submit a petition to the Kent School BSW Admissions and Standards Committee requesting academic forgiveness, specifically designating the term to which academic forgiveness is to apply.

The voided grades and credit hours will not be considered for degree requirements or quality-point computations but will remain on the student's transcript. Academic actions such as probation or dismissal, recorded at the end of the voided terms, will also remain. No student may declare academic forgiveness more than once. No student may petition for both academic forgiveness and academic bankruptcy. Forgiven semesters will not apply toward enrollment semesters when determining catalogue years.

Course Evaluations

At the end of each semester, students complete an anonymous online course evaluation for each of the classes in which they have been enrolled. Students are informed via e-mail before the end of the semester, reminding them to take part in the course evaluations. The link to the course evaluation survey will always be on the Kent School website at <http://louisville.edu/kent/>. Kent School takes the evaluations very seriously. Each instructor receives his or her scores together with all the qualitative comments made about the class and the teaching style of the instructor after the close of the semester. These evaluations are used every year to revise the curriculum, change instructors where needed, and overall to improve the quality of the education at Kent. It is important that students spend the time to provide constructive feedback to faculty at the end of each semester.

Academic Performance Policies

Upper Division: A cumulative GPA of 2.5 or above is required to remain in Good Standing. If a student's cumulative GPA falls below 2.5, then the student will be given a warning and will be required to meet with the BSW Coordinator of Academic Affairs for planning and oversight. If in the following semester the student's cumulative GPA remains less than a 2.5, the student will be placed on probation and an academic review will be required. A cumulative GPA of 2.5 or above in the following semester will be required to return to Good Standing. Students will be placed on suspension following probation if cumulative GPA remains below 2.5 for three consecutive semesters. Students must sit out at least one semester excluding summer when suspended. Student may apply to another unit. No student will be reinstated more than once with Kent School and no more than twice with U of L. A third suspension is an academic dismissal from UofL. A written petition is required for readmission, which is not guaranteed.

The Academic and Professional Standards Review Committee for the BSW program will consist of three BSW faculty members including the chair. This committee is intended to serve in a problem-solving capacity and is not devised to be adversarial. The function of such a committee will be to: (1) Review identified academic problems, including those from the field practicum, that cannot be resolved through informal channels with the parties involved; (2) Review concerns with student conduct that is contrary to the guidelines for professional conduct for social workers as specified in the Code of Ethics of the National Association of Social Workers; and (3) Recommend to the Dean's office a course of action that arrives from Committee deliberations with the student.

The BSW Manager will notify students via formal letters at the end of each semester if academic reviews are needed, based on their GPA. Students are then required to contact the BSW Director, so that a formal review committee can be formed. Apart from reviews based on GPA, any faculty person may recommend a review for any students who are perceived to be in academic difficulty or who appear to have engaged in inappropriate conduct in violation of the NASW Code of Ethics, or the Code of Students

Last revised March 10, 2014

Rights and Responsibilities. Written referrals for review are sent to the Director of the BSW program, who forwards the request to the BSW Program Manager. The referral should indicate specific concerns.

Academic Reviews are chaired by one of the full time BSW faculty members or the Director according to a rotational schedule. The referral letter will include an invitation for the student to select two faculty members (full time or part time, but not professional staff members) to serve on the Academic Review Committee. The Chair of the Academic Review will determine the appropriate group composition/tasks (after the student has a chance to have a voice as to the review committee) and organize accordingly. The Chair will convene the committee, if possible, within 2 weeks after receiving the request for review. In establishing the time for the meeting, the Chair should indicate the nature of the specific concerns to the student. Present at the meeting should be the student and the committee. Faculty and other parties who may have pertinent information to share regarding the specific concern may be invited by the Chair to present that information. In cases where the field practicum is involved, the practicum supervisor may be invited to present information. These parties external to the deliberation will be present only to present and discuss their relevant information. After a discussion about the expressed concerns, the committee will continue to meet with the student to formulate possible remedies, if needed. Once the remedies are identified, the Committee will excuse the student and meet in closed session to formulate a recommendation to the Dean. The Chair will write a report of findings with a recommendation to the BSW Director and Dean's office within one week of the review. The Office of the Dean will notify the student and the faculty making the referral of any resulting decisions within one week of the committee recommendation. The School may choose to modify this process if the seriousness of the concern so indicates (e.g., the incarceration of a student for a serious crime) or with the approval of the student (e.g., use of part-time faculty to expedite the review in absence of Full-Time faculty).

If a student earns an F in a non-social work course or is on academic warning, the student is required to attend a series of two meetings with the student advisor, BSW Program Manager, (one before mid-term to talk about strategies; one after mid-term). These meetings will not constitute academic reviews and will be documented using existing procedures for documentation of undergraduate advising sessions.

Lower Division: A cumulative GPA of 2.8 or above is required to remain in Good Standing. If a student's cumulative GPA falls below 2.8, then the student will be given a warning and will be required to meet with the BSW Program Manager for planning and oversight. If in the following semester the student's cumulative GPA remains less than a 2.8, the student will be placed on probation and an academic review will be required. A cumulative GPA of 2.8 or above in the following semester will be required to return to Good Standing. Students will be placed on suspension following probation if cumulative GPA remains below 2.8 for three consecutive semesters. Students must sit out at least one semester excluding summer when suspended. Student may apply to another unit. No student will be reinstated more than once with Kent School and no more than twice with U of L. A third suspension is an academic dismissal from UofL. A written petition is required for readmission, which is not guaranteed.

Redundancy Policy

A student may petition the BSW Program Director for course credit based on the belief that course material has been mastered. This should take place well before the start of the semester to ensure placement in proper course. Once the semester has begun, there are no reviews of petitions for courses concurrent with that semester.

The student will be referred to the instructor of the specific course in question and must present syllabi from any previous course that corresponds to the Kent School course for which the student seeks credit. The student must also present copies of all written assignments and examinations from that

previous coursework (no exceptions). The course for which the student seeks credit could have conceivably been content mastered in several courses and, in such cases, all syllabi and corresponding assignments and exams must be presented. Students who are unable to produce the required information will not be eligible for course reduction consideration.

After review of this material by the instructor of the specific course in question, s/he will require the student to complete sequence specific assignments (e.g. papers, exams or other written work). Then the instructor of the specific course in question will grade the submitted work for content mastery. If the instructor feels the students have achieved a grade of a B or better on the completed work, then they will forward a recommendation about the level of mastery to the BSW Program Director who will notify the student of action taken.

Possible action related to student petition:

- Student has demonstrated an acceptable level of mastery of the course content expected in the Kent School course about which the student has petitioned, and the student is granted placement out of the course and receive course credit.
- Student has demonstrated insufficiency of mastery and is required to enroll in the course about which the student has petitioned.
- Student has demonstrated mastery of some of the course content, but not sufficiently enough to be awarded placement out of the course. In these cases, one of the following actions may be taken, based on the preference of the student. For either action, the student must register for credit in the course in question:
 - Student may elect to enroll fully in the course with other students.
 - Student may work out a system of independent study with the teacher of record to correspond with the content deficiency as established by the instructor of the specific course in question. This may entail partial engagement in the actual class, supplemented with related assignments and exams, or it may be done totally independently based on assignments and exams provided by the instructor.

In all cases here, the faculty, in concert with the instructor of the specific course in question and BSW Program Director will develop a learning contract which will be signed by the student and the faculty of record.

Student Conduct in the Kent School

Students entering the Kent School of Social Work, by their formal acceptance into the School, agree to abide by the Code of Ethics of the National Association of Social Workers and the Code of Student Conduct of the University of Louisville.

The NASW Code of Ethics provides guidelines for the professional conduct of social workers. Since the profession is directed by a commitment to core values, the Code provides for conduct related to principles of service, social justice, dignity and worth of the individual, the importance of human relationships, integrity, and competence. These values and the standards inherent in them provide a context for expected behavior during the period of enrollment in the educational programs of the Kent School of Social Work, and for the development of lifelong professional standards. Issues of concern related to this area are referred to the Academic and Professional Standards Review Committee.

Code of Student Conduct at U of L

The Code of Student Conduct is the University's policy regarding non-academic discipline of students. The Code is set forth in writing in order to give students general notice of non-academic prohibited conduct. The primary purpose for the imposition of non-academic discipline in the University

Last revised March 10, 2014

setting is to protect and preserve a quality educational environment in the campus community. The University is not designed or equipped to rehabilitate students who do not abide by the Code. It may be necessary to remove those students from the campus and to sever the institutional relationship with them, as provided in the Code. The University is concerned with the rights of individuals as well as the general welfare of the University community. The Code of Student Conduct provides the rules, regulations, and procedures for acceptable standards of behavior and for due process. The Code should be read broadly and is not designed to define non-academic misconduct in exhaustive terms. For further information about the Code of Student Conduct, please contact the Office of Campus Life, W302 Student Activities Center, (502) 852-5787. <http://campuslife.louisville.edu/policies/studentconduct.html>

Dismissed Students

If the Academic and Professional Standards Review Committee decides to dismiss a student from Kent School and if this dismissal is approved by the Dean, students will only be allowed to return to Kent School in rare cases. Students who wish to return must write an appeal letter to the BSW Director, stating their reasons why they think they can return to Kent School to complete their studies.

Academic Grievances

A uniform student grievance procedure is contained in The Redbook, (Chapter 6, Article 6.8) the official document for the governance of the University.

See <http://louisville.edu/provost/redbook/chap6.html#ART6.8>.

Nonacademic Grievances

Students enrolled in the University of Louisville are governed by the nonacademic grievance procedures administered by the Office of the Vice-President for Student Affairs. Guidelines are set out in the Redbook, Chapter 6, Article 6.7. <http://louisville.edu/provost/redbook/chap6.html#ART6.8>

Graduation Requirements

Students who are candidates for a BSW degree must have fulfilled the following requirements:

- Satisfactory completion of the required coursework or equivalent courses with a 2.5 cumulative GPA,
- Discharge of all financial obligations to the University,
- Submission of a completed application for degree as specified below.

Application for BSW Degree

During the first month of the final semester of courses, students should complete an online Application for Degree. Applications are available online at the ULINK Website <http://ulink.louisville.edu>. Log on using your user id and password; click on the student services folder; scroll over to the Registration/Student Records section; click on the Degree application and complete the form (remember to print the degree confirmation for your records). A candidate whose degree is cancelled at the end of the semester indicated on this form must reapply at a later date. In order to participate in graduation ceremonies students will need to sign up online and submit a cap and gown order. To use the Commencement website, go to the U of L home page and click on Current Students then on Commencement. Or enter <http://louisville.edu/commencement> Students must indicate the intent to participate and submit a cap and gown order before the deadline stated on the website.

During the commencement ceremonies, students will receive a generic letter stating that they have met the requirements of the BSW degree. This letter is an official letter that can be given to an employer, for possible employment benefits. ***Students not attending commencement will NOT receive such a letter.*** The official degree will take up to six weeks to show on the transcript. ***No personal letters for licensure or employment purposes can be given to students. These letters can also not be given***

before commencement due to specific university restrictions. Please plan any licensure exam or employment date to accommodate this six week delay after commencement to get an official transcript showing the degree. Please visit the commencement webpage on a regular basis for any updated information on when the official diploma will be available.

Graduation with Honors

Students who have met all requirements to earn the degree of Bachelor of Social Work and meet the following cumulative grade point average qualify to graduate with honors from the Kent School of Social Work. The following criteria specify the honors awarded:

Cum Laude: 3.5-3.74

Magna Cum Laude: 3.75-3.89

Summa Cum Laude: 3.9 or above

Social Work Licensure Boards

The following information is provided for those who wish to obtain licensure after graduation. The web sites will give you full information about the laws and regulations for licensure, the exam dates, application forms, exams for BSW/basic and MSW/intermediate or advanced generalist and MSW/clinical, etc.

Kentucky Board of Social Work Examiners

<http://bsw.ky.gov> Contact Administrative Coordinator Nina Anglin at Nina.Anglin@ky.gov or at 502-564-2350

P.O. Box 1360; Frankfort, KY 40602. Board meets: third Monday of each month.

Kentucky Board of Certification for Alcohol and Drug Counselors

<http://adc.ky.gov/> Board Administrator: Karen Lockett at karenl.lockett@ky.gov or at 502-564-3296 ext. 222

Board meets: first Tuesday of the month.

Kentucky Board of Certification of Marriage and Family Therapists

<http://mft.ky.gov/> Board Administrator: Carolyn Benedict at carolyn.benedict@ky.gov or at 502-564-3296 ext. 239

Board meets: third Thursday of each month.

Another link to assist in preparing for the LMFT exam: <http://www.mftlicense.com/>

Indiana Behavioral Health and Human Services Licensing Board. Formerly “Indiana Social Worker, Marriage and Family Therapist and Mental Health Counselor Board”

<http://www.in.gov/pla/social.htm> 402 West Washington Street, Room W072; Indianapolis, IN 46204; 317-234-2064; Email: pla5@pla.in.gov

Ohio Counselor, Social Worker, and Marriage and Family Therapist Board

<http://www.cswmft.ohio.gov/> 77 South High Street, 16th Floor, Columbus, OH 43215-6108 614-466-0912.

Association of Social Work Boards

To locate information about the laws and licensure exam and application for any state within the United States, please go to: <http://www.aswb.org/> Social Work Examination Services; 132 Naples Road Brookline, MA 02446, 800-933-8802, <http://www.swes.net> , email: info@swes.net

Preparing for the CSW and LCSW Examination Course

This course is offered through the Kent School of Social Work, U of L, Continuing Education program. Several sessions are offered each year. All previous students who have completed this course have successfully passed the exam on their next attempt following this course! Refer to the calendar of

classes for dates and locations and registration of this course: <https://louisville.edu/kent/continuing-education>.

Kent School Alumni Association

The Kent School Alumni Association, a very active organization of over 2,800 members worldwide, assists the School by recruiting outstanding students, providing scholarships, raising funds for the School, and promoting the values of the program. Visit their website at: <https://louisville.edu/kent/Alumni>

Please go to the National Student Clearinghouse at

http://www.studentclearinghouse.org/secure_area/DVEV/ddev_bridge.asp to request verification of your Kent School degree.

MASTER OF SCIENCE IN SOCIAL WORK (MSSW)

The Kent School of Social Work seeks to prepare well-qualified social workers who practice from a strong professional value base to serve the metropolitan mission of the university. Our graduates promote social justice through their practices with diverse client systems. In the context of a research institution, Kent School is committed to knowledge development that informs social work practice, recognizing the importance of interdisciplinary collaboration to solve complex social problems.

The Master of Science in Social Work program is accredited by the Council on Social Work Education. The Master of Science in Social Work with specialization in Marriage and Family is accredited by the Commission on Accreditation for Marriage and Family Education.

The Kent School Curriculum is designed to enhance students' ability to help them and the diverse client systems they work with to make decisions that contribute to the quality and health of these client systems and that will promote social justice. It is designed to graduate social workers who think critically about what they do, why they do it, and what outcomes they hope will result from the social work practice they do.

Critical thinking is defined as "the intellectual disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief or action" (Scriven & Paul, 2004).

Critical thinking includes specific skills such as problem-solving and the ability to integrate knowledge from multiple disciplines and theories of human behavior. Throughout the curriculum, there is an emphasis on critical reflection, or appraisal of various points of view no matter what the source. The curriculum draws heavily on social science knowledge and integrates this with problem-solving phases such as assessment, intervention, and evaluation. In this respect, the curriculum is designed to teach students to access, integrate, and assess practice and policy related research to solve social problems and to work towards social justice. When critical thinking skills are used effectively, it leads to transparency and promotes social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people.

Our basic MSSW curriculum allows you to get licensure from the Kentucky Licensure Board as a certified social worker (CSW), after taking the required licensure exam. After approximately 2 years of supervision, students can qualify to take the licensed clinical social workers exam (LCSW). If students prefer they can choose specific specializations or dual degree to enrich their experience.

Students who are admitted and do not have a Council on Social Work Education accredited Bachelor of Social Work degree enter the **60-hour REGULAR PROGRAM**. This program can be completed in different ways of which the shortest period is 2 years and the longest period is 4 years.

Students holding a CSWE accredited Bachelor of Social Work degree with a cumulative grade point average of 3.00 who have demonstrated good academic performance in their social work courses may be enrolled in the **30-hour ADVANCED STANDING** Program. This program equates to completing the 30- hour advanced portion of the 60-hour program. No academic credit is given for life or work experience. Advanced Standing is limited to applicants who have earned BSW degrees within the last 5 years, at the time of enrollment in the Kent School. This program can be completed in different ways of which the shortest period is 1 year and the longest period is 2 years.

Please see <http://louisville.edu/kent/programs/masters> for more information about Kent School of Social Work's MSSW program.

PH.D IN SOCIAL WORK

Kent's Ph.D. in Social Work prepares Social Workers with MSWs for academic positions in CSWE accredited Schools of Social Work nationwide, or for top level policy, planning, and analytic positions in both public and private sectors. While the MSW (or MSSW) is the terminal practice degree, the Ph.D. is the terminal research degree in Social Work, the highest academic degree in Social Work and other professions. Those interested in learning more about Kent's doctoral program should contact Bibhuti Sar, Ph.D., 502-852-3932 or b.k.sar@louisville.edu or browse the doctoral program website at: <https://louisville.edu/kent>.

UNIVERSITY OF LOUISVILLE

Introduction

The University of Louisville is a metropolitan urban educational center that has had close historical and legal ties to the City of Louisville and Jefferson County. It traces its origins to the Jefferson Seminary, founded in 1798.

In 1837 a city ordinance established a municipal institution of higher learning on the old seminary site. It later became known as Louisville College. The University of Louisville emerged in 1846, at which time the College merged with the former independent Louisville Medical Institute, and a School of Law was created.

Over the next century many new academic programs were added to the original schools, and enrollment grew slowly. The University remained a municipally chartered institution until July 1, 1970, when it became a part of the Kentucky state system of higher education. Since that time enrollment has doubled and now totals more than 23,000. U of L now has more than 1,800 faculty, representing some of the best scholars from around the world.

Campuses

The University of Louisville's campuses span the city. The 169-acre Belknap Campus is the center of most undergraduate instruction, as well as most of the University's schools and colleges. About 3 miles away, near the downtown business district, is the Health Sciences Center, a modern medical complex with its own library and teaching hospital for undergraduate and professional students in health-related disciplines. Shelby Campus, in eastern Jefferson County, is the site of the National Crime Prevention Institute and many continuing education programs.

Libraries

The University offers an extensive library system designed to support graduate research in a variety of fields. The University Libraries consist of the Ekstrom Library, the Bridwell Art Library, and 4 libraries serving the student and faculty in the areas of Music, Law, Health Sciences, Engineering, Physical Sciences and Technology, and the University Archives and Records Center. Total library holdings number approximately 1,350,000 physical volumes. The libraries subscribe to over 13,000 journals and to over 100 electronic journal citation databases. In addition, the libraries hold over 1.5 million items in microform. The William F. Ekstrom Library on Belknap Campus is a depository for United States government publications and receives approximately 70% of titles available from the Government Printing Office. This department also has selected reports of the several divisions of the United Nations, as well as selected Kentucky state publications. The Photographic Archives, located in the Ekstrom Library, contains a collection of over 1.2 million still photographs covering a great variety of subjects.

The University Libraries provide access to electronic resources and databases covering a wide spectrum of subjects for faculty, staff, and both undergraduate and graduate students. The Interlibrary Loan units of the Ekstrom and Health Sciences libraries provide access to the collections of the Kentuckian Metroversity member schools, the Louisville Free Public Library, and other libraries throughout the state and nation for materials not owned by the University Libraries. The U of L libraries' collections are accessed through the Minerva online catalog.

Information Technology Services

The Office of Information Technology is responsible for the planning, implementation, deployment, and management of information technology services in support of the instructional, research, administrative, and service programs of the University of Louisville. Most information is easily accessible via their website: <http://louisville.edu/it/>. **IT's helpdesk can be reached at 852-7997.**

UofL provides a variety of resources for students, including computer accounts, e-mail, discounted software and personal computers. The Blackboard system provides instructional resources and an online community for students, and the ULink system is where you can register for classes, manage your accounts, view your transcript, and more. For a quick Get Started guide go to http://louisville.edu/it/accounts/Getting_Started_Students.html.

The following topics cover subjects of interest to students:

Accounts and Passwords	http://louisville.edu/it/services/accounts/	Learn about the types of accounts available to you and how to manage them. Also set your nickname and preferred email address here.
Blackboard	https://blackboard.louisville.edu/webapps/portal/frameset.jsp	Go to the Blackboard learning system and community
Computer Purchases	http://louisville.edu/it/services/computers/student-purchases/	How to purchase a personal computer as a student
Computer Repair	http://louisville.edu/it/support/helpdesk/itech-h-xpress-walk-in-computer-repair	Have your personal PC repair through the iTech Xpress store by submitting an online request form.
Computing Centers	http://louisville.edu/it/services/computing-centers/	About public computers centers across campus

Copy Centers	http://louisville.edu/it/services/printing/	About copy centers and their services
E-Mail Students	for http://louisville.edu/email	E-mail options for students
Emergency Alert	http://louisville.edu/alert	Receive real-time text and email messages during an emergency. If you are a resident, get emergency broadcasts through the phone in your room.
HelpDesk	http://louisville.edu/it/support/helpdesk/	Go to the HelpDesk for questions or to report problems
ITech Xpress (IT Store)	http://louisville.edu/it/services/software/students.html	Online and retail store for discounted academic software, hardware, and other technology accessories.
Spam Filtering	http://louisville.edu/it/information/topics/spam-filtering-overview	Set up spam filtering and also manage your spam.
Residence Services	http://louisville.edu/it/services/students/residence.html	Learn about the network, telephone, and cable TV options available for resident students. Also find information about the University's Clean Access system for resident students.
ULink Login	http://ulink.louisville.edu/	Go to the ULink system to manage accounts, register, view transcripts and more
Wireless Networking	http://louisville.edu/it/services/network/wireless/	Learn about the UofL wireless network and how to use it

Student Health Services and Travel Medicine

Belknap Campus (502) 852-6479

Student Health and Counseling Building, 2207 S. Brook Street

Hours: Monday - Friday 8:00 AM - 5:00 PM (Days and hours of operation are subject to change. Please call number listed or 852-5555 for current information.)

Health Sciences Campus (502) 852-6446

Hours: Monday - Friday 8:00 AM - 5:00 PM (Days and hours of operation are subject to change. Please call number listed or 852-5555 for current information.)

Services: Allergy Injections, Laboratory Services, Physicals and Pap Smears, Limited on site Prescriptions, Low cost birth control pills, STD's testing, and Contraception services

Payment: The health service accepts most major health insurance plans. VISA and MasterCard accepted. Payment is expected at the time of service.

Student Health Insurance: The University of Louisville sponsors a student health plan offered through student resources. For more information contact the Student Insurance Advocate at 852-6519.

Housing

Housing information can be obtained via website: <http://louisville.edu/housing/> or you can contact the Housing Office at (502) 852-6636.

Veteran's Education Benefits

Last revised March 10, 2014

<http://louisville.edu/registrar/vabenefits.html>

Under various public laws, certain veterans and dependents of veterans are eligible to receive financial benefits while enrolled in the University of Louisville. Students eligible to receive VA education benefits from the Montgomery GI Bill active duty, reserve/guard or dependent, must contact the U of L Veteran Affairs Office to complete the application process:

Carissa Gentry, Veteran Affairs/Registrar's Office, (502) 852-0998. Send email to cdstou01@louisville.edu.

For more information regarding veteran's benefits go to the GIBILL website at www.gibill.va.gov.

Once received, applications are mailed to the St Louis VA Regional for processing. It will take at least 12-14 weeks for processing and disbursement of the first payment. It is the student's responsibility to work out financial arrangements with the Bursar's Office before the beginning of the semester.

Privacy of Student Records

The University of Louisville hereby notifies students concerning the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading information. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office of the Department of Education concerning alleged failures by the institution to comply with the Act.

The University has adopted a policy that explains in detail the procedures to be used by the University for compliance with the provisions of the Act and the regulations adopted pursuant thereto. Copies of the policy can be obtained from the University Archives and Records Center, Ekstrom Library. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Director, University Archives and Records Center.

Student Organizations

The University, through the Student Government Association, has established special regulations governing the organization and the social conduct of student groups. The rules are formulated for all organizations in the University and therefore take precedence over the rules of any academic unit. Officers of any student group need to familiarize themselves with the rules and regulations of the Recognized Student Organizations and of the school. These may be secured via the Student Government Association website <http://www.uoflsga.org/>

Student Rights and Responsibilities

It is the student's responsibility to read the University's bulletins and official announcements, particularly the Student Handbook, to keep informed about grades, credits, requirements, and quality points, and to abide by the regulations of both the University and his/her college or school.

The Affirmative Action/Equal Employment Opportunity Policy of the University of Louisville

The University of Louisville is an affirmative action, equal opportunity employer. Therefore, it is the policy of the University to comply with federal, state and local affirmative guidelines for implementing these laws. It is also a university commitment not to discriminate in employment decisions on the basis of sexual orientation. The purpose of this policy is to provide equality of opportunity, as well as to encourage and provide opportunities for those whose employment has been limited by discrimination in the past.

UofL Policies related to the classroom

University Policy on Excused Absences for University-Sanctioned Events

(approved 9-6-06 by Faculty Senate)

Although each college, school, or academic unit of the University of Louisville creates its own regulations concerning class attendance, all units hold students responsible for materials covered, lectures given, papers due, exams scheduled, or other evaluative measures administered. The academy requires student participation in the learning process, measurement of student progress, and the fulfillment of basic course requirements.

However, because the university recognizes that educational experiences extend beyond the classroom and campus, faculty are expected to be flexible with students who are acting as official representatives of the university, or participating in university-sanctioned events or activities that require absence from class. A university sanctioned event or activity shall be one in which a student represents the university to external constituencies in academic or extra-curricular activities. These include but are not limited to student government congresses, intercollegiate athletic and debate contests, music competitions, academic meetings, and conferences. The deans, the student government association, or faculty sponsors of recognized student organizations may petition the provost to designate other events or categories of events as university-sanctioned.

When students' participation in university-sanctioned events or activities requires them to be absent from a class (or classes) during which an examination or other measurement of academic progress is scheduled, faculty are expected to provide students with opportunities to be evaluated at other times or by comparable alternative evaluation methods within a reasonable period of time prior to or after the absence.

Faculty members are expected to provide students in their classes with clear syllabi, including attendance requirements and dates for required measurements or field experiences. Attendance policies should allow excused absences for university-sanctioned events.

Students who seek excused absences to attend university-sanctioned events are expected to follow the instructions below, and are expected to complete assignments on time, actively participate in other class sessions, and to make up work missed as agreed upon with the faculty member. Students are expected to attend regularly at other times.

Official notice of a university-sanctioned event shall consist of an excused absence request letter from the sponsoring unit or program to the faculty whose class(es) will be missed, delivered by the student. The excused absence letter may request blanket approval for a series of events or approval of a single event. If the event or class of events has not already been designated as university-sanctioned, the letter must be signed by the provost or her/his designee¹. The letter must be delivered to and received by the faculty member at the beginning of the semester for a series of events or a minimum of one week prior to the event or activity. The letter shall include the following data:

- Name, date(s), and location(s) of the event(s).
- Date of departure from campus and exact time when the student is expected to report for departure.
- Date of return to campus and exact day and time that the student will be expected to return to class.

The faculty member will respond in writing. Approval indicates that the instructor will provide opportunities for students to be evaluated at other times or by comparable alternative evaluation methods, within a reasonable period of time prior to or after the absence, without academic penalty.

If the letter requests blanket approval at the beginning of the term for a series of absences and the faculty member determines that the absences will seriously compromise the student's performance in the

course, the faculty member may deny the excused absence request within the first week of classes, thereby allowing the student to drop the course and add another. If the letter requests absence from an exam or other evaluative measure later in the term (but at least one week in advance) and the faculty member determines that the requested absence will compromise the student's performance in the course, the faculty member may deny the excused absence.

The student may appeal denial of an excused absence to the provost or the provost's designee. Students who believe themselves to be penalized by an instructor, either by a disproportionate task to make up missed work or a grade reduction, may also appeal. Reprisals for following the policy or for reporting a failure to follow the policy are prohibited.

On occasion, students will not anticipate an absence for a university-sanctioned event until late in the term and will be unable to provide a week's notice. Such events include but are not limited to post-season tournaments or participation in a regional or national competition. In such instances, the student will provide the faculty member with a letter from the sponsor of the event as soon as the event is scheduled, and the faculty member is asked to be as flexible as possible.

University Policy on Work-Restricted Religious Holidays

(approved 1/12/00 by Faculty Senate; approved 4/24/00 by Board of Trustees)

Federal law and University policy prohibit discrimination on the basis of religious belief. Students who observe work-restricted religious holidays must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' requests for adjustments in course work on the grounds of religious observance, provided that the students make such requests in writing during the first 2 weeks of the semester.

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodation under these guidelines. Note: A calendar of typical work-restricted holidays is available at <http://www.law.louisville.edu/node/342>. Information about specific holidays is also available by phone from the University Multi-ethnic and Cross-cultural Programs at 852-8867.

Policy/guidelines for students with disabilities

(UofL's policy conforms to the ADA Act of 1990 and section 504 of the Rehabilitation Act of 1973)

The University of Louisville is committed to providing equal opportunity for persons with disabilities in full compliance with the Americans with Disabilities Act of 1990 (ADA), and section 504 of the Rehabilitation Act of 1973 (504). It is the responsibility of every student, faculty, and staff member of the university community to assure compliance in all university operations and provide a welcoming environment for persons with disabilities. (Please see <http://louisville.edu/hr/affirmativeaction/disabilities/> for the full policy statement.)

The Disability Resource Center (Robbins Hall) is responsible for the coordination of programs and services for qualified applicants for admission and enrolled students with disabilities. For information on note taking, reader, and tutoring services and to find out how to apply for these support services, please visit the Disability Resource Center web page at <http://louisville.edu/disability/prospective-students/transition/> or call 852-6938.

University Policy on Sexual Harassment

(UofL's administratively approved policy conforms to Title VII – outgrowth of 1972 Affirmative Action Plan)

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is

Last revised March 10, 2014 Kent School BSW Catalogue 2013-14

unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or participation in a university-sponsored education program or activity; (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such an individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

Faculty, staff, students, and administrators must adhere to this anti-harassment policy. The Provost, Vice Presidents, Deans, Directors, and heads of departments, divisions, and offices are specifically responsible within their particular organizations for publicizing, implementing, and enforcing this policy.

Retaliation

Discrimination in any University employment or academic decision against persons who seek redress under the procedures outlined below is prohibited.

Disciplinary Action

If an individual is shown to have violated the sexual harassment policy, the individual will be subject, depending upon the seriousness of the violation, to disciplinary action up to and including termination of employment or expulsion from the University.

The Provost, Vice Presidents, Deans, Directors, and heads of departments, divisions, and offices are required to enforce this policy. Failure to do so constitutes a violation subject to separate disciplinary action.

Procedures

If you believe you have been a victim of sexual harassment, there are 2 ways to seek assistance. Procedures are outlined on the HR - Affirmative Action web site at <http://louisville.edu/hr/policies/PER101.html>

University Policy Concerning Consensual Sexual Relations

(approved 3/3/99 by Faculty Senate; approved 9/27/99 by Board of Trustees)

Sexual relations between students and faculty members, or between students and other university employees with whom they have an academic or evaluative relationship, are fraught with the potential for exploitation. The respect and trust accorded a professor or a supervisor by a student, as well as the power exercised by the professor or supervisor in an academic or evaluative role, make voluntary consent by the student suspect. Even when both parties initially have consented, the development of a sexual relationship render both the faculty member or supervisor and the institution vulnerable to possible later allegations of sexual harassment, in light of the significant power differential that exists between students and faculty members or supervisors.

In their relationship with students, members of the faculty or university employees who supervise students are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest, favoritism, or bias. No faculty member or supervisor may participate in the evaluation of a student's performance or any decisions that may reward or penalize the student if a sexual relationship exists or has existed between the student and that faculty member or supervisor.

University Career and Development Center

The University Career and Development Center is a multifaceted organization serving students in a variety of ways. Please visit their website for the latest services and information:

<https://louisville.edu/career/>

Administrators, Faculty, and Staff of the University of Louisville

Dr. James R. Ramsey (President); **Dr. Shirley Willihnganz** (Executive Vice President & Provost); **Mitchell Payne** (Acting Vice President for Business Affairs); **Dr. Tom Jackson** (Vice President for Student Affairs); **Dr. Larry Cook** (Vice President for Health Affairs); **Priscilla Hancock** (Vice President for Information Technology); **A. Keith Inman** (Vice President for University Advancement); **Dr. William M. Pierce, Jr.** (Vice President for Research); **Tom M. Jurich**, (Vice President for Athletics); **Daniel Hall, J.D.** (Vice President for Community Engagement); **Susan Ingram** (Acting Vice President for Finance).