

KENT SCHOOL OF SOCIAL WORK

UNIVERSITY OF LOUISVILLE

2020 - 2021

Kent BSW Catalog

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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FROM THE DEAN'S DESK

Many of us choose social work to make a difference. Whether it's fighting for social justice; giving voice to the marginalized; or seeking solutions to racism, violence, and oppression, we work to protect those most vulnerable in our society. We also strive to respond to the tough social issues facing people at home and abroad. Whatever your reason for choosing the Kent School, you will become part of a community of learners leading the way in confronting daunting societal challenges.

At the Kent School, you will find a strong generalist orientation in the foundation curriculum preparing you for work with client systems ranging from individuals to groups, families, organizations, and communities. In the advanced curriculum, you will use complex critical thinking and best-practice evidence to deepen your understanding of social challenges. Our faculty are engaged in interdisciplinary research seeking answers to complex social issues – enhancing the classroom experience. Also, dual degrees in law, theology, women and gender studies, bioethics, and Pan African studies enable students to reach their professional goals within the context of social work.

We make every effort at the Kent School to meet a range of students' needs as we prepare you for advanced practice in the field of social work. The BSW program offers an exciting opportunity for undergraduate students to learn about generalist evidence-based social work practice on the main campus and online. The MSSW program with its strong reputation for excellence, gives students the option of studying at the main campus with courses offered during the day, evening, and Saturdays, or online. The Ph.D. program prepares students for research and leadership in addressing challenges extending from the Commonwealth to the world community. I am confident each of these educational ventures will challenge and excite you.

I look forward to welcoming you to the Kent School family!

David Jenkins, Ph.D.
Dean

STATEMENT REGARDING COVID 19

As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University. For Fall 2020, this includes:

- 1) Wearing of cloth/paper masks (covering nose and mouth) when in shared indoor spaces like classrooms, or when appropriate physical distancing cannot be maintained. (Per the code of student conduct--[revised July 2020--a student who refuses to follow these guidelines may be asked to leave a classroom; http://louisville.edu/dos/students/codeofconduct](http://louisville.edu/dos/students/codeofconduct))
- 2) Staying home when sick—any UofL community member experiencing fever, consistent dry cough, or other symptoms of contagious disease should remain at home until symptoms subside or advised that it is safe to return by a medical professional. Students are expected to communicate in a professional and timely manner with their faculty and/or program advisors if they experience health related issues that prohibit them from attending and/or participating fully in class and/or practicum.
- 3) Practicing good hygiene and responsibility for one's own surrounding.
 - a. Cover sneezes and coughs
 - b. Wash hands frequently with soap and water when possible, use hand sanitizer when soap and water are not available
 - c. Wipe down frequently touched surfaces
 - d. Maintain 6 feet physical distancing when possible

Faculty have the responsibility to help students meet these recommendations by:

- 1) Allowing for remote participation in class when necessary and practicable. Although it is difficult to anticipate in the current environment, we strongly encourage students to enroll in online classes, when possible, if they anticipate they will not be able to participate fully for the duration of the semester in face-to-face (hybrid) classes.
- 2) Attendance and participation are an essential element of the learning process and professional development in all programs within the Kent School of Social Work. Faculty will work with students that may become ill to address missed content/participation. Please note (# 2 above), students must also communicate in a professional and timely manner with their faculty and/or program advisors.
- 3) Not requiring doctor's notes for absences of less than the equivalent of two weeks of class. If the absences occur on the day of a scheduled assessment, the student may be asked to provide documentation for the absence.
- 4) Notifying physical plant when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible.

Faculty Illness and/or Extenuating Circumstances

It is possible that the instructor could become ill during the course of the semester and/or experience other extenuating circumstances that may affect their teaching responsibilities and interaction with students. If faculty believe they may not be able to respond to student inquiries

and/or provide necessary information in a timely fashion students will receive a notice letting them know that the faculty member will be out of contact and/or slow to respond for 24 to 72 hours and that regular communication will resume after that period. If faculty members are unable to attend class (i.e., face-to-face; synchronous online) students will be notified as soon as possible of the change in schedule.

The University of Louisville and Kent School of Social Work reserve the rights during a global emergency to modify classes according to guidance from the CDC, Kentucky Governors Office, Kentucky State Health Department and Office the President and Provost.

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.

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. The program objectives derive directly from the Educational Policy (3.0) of CSWE in preparing students for practice at the generalist level and also for providing a firm foundation for those who seek graduate educational opportunities in social work. To meet those requirements, the Kent School has established the following program objectives that will frame the assessment of learning that pertains to the BSW Program:

Students who graduate from the BSW Program will demonstrate the ability to:

Objective 1: Apply critical thinking skills within the context of professional social work practice.

Objective 2: Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Objective 3: Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Objective 4: Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Objective 5: Understand and interpret the history of the social work profession and its contemporary structures and issues.

Objective 6: Apply the knowledge and skills of a generalist social work practice with systems of all sizes.

Objective 7: Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

Objective 8: Analyze, formulate, and influence social policies.

Objective 9: Evaluate research studies, assess and apply research findings to foundation practice, and evaluate their own practice interventions.

Objective 10: Use communication skills differentially across client populations, colleagues, and communities.

Objective 11: Use supervision and consultation appropriate to social work practice.

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

Goal II (Curriculum): To prepare students for advanced graduate work in social work.

Objective: The Kent School will prepare students with a quality education that will support their admission to and successful completion of graduate social work degrees.

Goal III (School's relationship with the community): To build collaboration and partnerships for community building and problem solving:

Objective: The Kent School will provide professional expertise in the community in partnership with agencies and institutions to build a stronger community in the metropolitan region of Louisville.

Goal IV (Overall program goal): To contribute to the development of new social work knowledge through scholarship and research.

Objective: The Kent School will develop research and scholarship that adds to the knowledge base of the social work profession.

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.

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 Practicum 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 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 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 practica as for other practica. 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 Kent School Assistant Director of Field Education, the number of clock hours - if any - credited for the initial placement will be determined by the Assistant 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 practicum requirements for previous work or life experience as per the CSWE's Educational Policy and Accreditation Standard, 5.2 "*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 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 LOWER DIVISION CURRICULUM

Cardinal Core (General Education).....31 credits

All degrees require the completion of the University-wide Cardinal Core/General Education Program; see the undergraduate catalog for the General Education requirements and the courses that fulfill them. Some Cardinal Core/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.

Cardinal Core Requirements

Course List

	Code	Title	Hours
Course Categories			Required Hours
Skills			
Written Communication (WC)			6
Oral Communication (OC)			3
Quantitative Reasoning (QR)			3
Disciplinary Perspectives			
Arts & Humanities (AH) ¹			6
Social & Behavioral Sciences (SB) and Historical Perspective (SBH) ²			6
Natural Sciences (S, SL, B) ³			7
Diversity			
U.S. Diversity (D1), 3 hours required			
Global Diversity (D2), 3 hours required			
The Diversity requirements will be met by taking courses in other Cardinal Core categories that also carry the D1 or D2 designation. This requirement, therefore, does not add hours to the total Cardinal Core program.			
Minimum Total Hours			31

¹Students must take at least 2 courses from different disciplines to satisfy the Arts & Humanities (AH) requirement.

²Students must take at least 2 courses from different disciplines—with a minimum of 3 hours in Historical Perspectives (SBH) coursework—to satisfy the Social & Behavioral Sciences (SB) and Historical Perspective (SBH) requirement.

³Students must take a lecture and lab in a single discipline and an additional 3 hours in a second discipline to satisfy the Natural Sciences (S, SL, B) requirement,.

For a list of approved Cardinal Core courses, please visit the [Cardinal Core website](#).

Cardinal Core Content Areas

Written Communication

Written communication is the ability to develop and express ideas, opinions, and information in appropriate written forms. To fulfill this requirement, students will complete a substantial amount of writing, including several texts that go through the writing process.

Requirement: 6 hours (WC). The first 3 hours must be a writing course in or credit approved by the Department of English.

Oral Communication

Oral communication is the ability to convey ideas, emotions, and information through speech.

Requirement: 3 hours (OC)

Quantitative Reasoning

Quantitative reasoning is concerned with solving real-world problems through mathematical methods.

Requirement: 3 hours in quantitative reasoning (QR)

Disability Resource Center Assistance with QR Requirement
A student who believes that his or her inability to complete a course that fulfills the quantitative reasoning Cardinal Core requirement is a result of a disability should contact the Disability Resource Center (DRC), which will outline the process for documenting such a disability, explain what courses can be substituted if a disability is diagnosed, and will make clear to the student that such a substitution will make it impossible to take classes for which Cardinal Core quantitative reasoning courses are prerequisite, thus greatly limiting the majors the student can elect. All such courses of action must be approved by the provost.

Arts and Humanities

Arts and humanities are concerned with understanding of art, music, theatre, literature, philosophy, and religious thought.

Requirement: 6 hours in the arts and/or humanities (AH), with at least two courses from different disciplines.

Social and Behavioral Sciences

Social and behavioral sciences are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms.

Historical perspective (SBH) is concerned with understanding change over time. Courses addressing this requirement cover a broad body of historical knowledge and compare different societies and cultures.

Requirement: 6 hours (SB): At least two courses from different disciplines and 3 hours must be in Historical Perspective (SBH).

Natural Sciences

Natural sciences are concerned with understanding the laws of nature and the physical world.

Requirement: 7 hours: lecture (S) and lab (SL) or combined lecture and lab (B) in a single discipline; an additional 3 hours in a second discipline.

Competency in Diversity

Diversity refers to the difference that differences make. All courses in diversity will examine the ways in which components of identity and social and material stratification positively or negatively affect life experiences, opportunities, and sense of belonging in national or global contexts.

Students must take 6 hours in diversity, with 3 hours in U.S. diversity (D1) and 3 hours in global diversity (D2). The diversity requirements will be met by taking courses in other Cardinal Core categories that also carry the D1 or D2 designation. This requirement, therefore, does not add hours to the total Cardinal Core program.

- **U.S. Diversity**

Courses in U.S. diversity (D1) will broaden students' understanding of how the experiences and opportunities of individuals and groups in the United States are shaped by the various historical, cultural and social structures and processes of stratification. These courses will center on race, socio-economic status, and gender, and/or their interactions with other social demographics.

Requirement: 3 hours

- **Global Diversity**

Courses in global diversity (D2) will broaden students' understanding of how the experiences and opportunities of individuals and/or groups in non-U.S. societies are shaped by the various historical, cultural and social structures and processes of stratification locally or globally.

Requirement: 3 hours

Petitions for Diversity (D) Credit
Students may receive one diversity credit by petitioning the Cardinal Core Curriculum Committee under the following claims.

Diversity (D) Credit for Study Abroad Courses

Students may petition for diversity (D) credit for coursework undertaken as part of a study-abroad program prior to participation. Courses not previously approved for Cardinal Core credit will not be accepted for diversity (D) credit even if they are part of a university-approved study-abroad program. Petitions must be submitted to the committee through the Cardinal Core website.

Detailed instructions are available on the [Cardinal Core website](#).

Diversity (D) Credit for Transfer Courses

A student may petition the Cardinal Core Curriculum Committee to evaluate transfer courses identified by the Admissions Office as not equivalent to any existing approved diversity (D) course. The student requesting the evaluation must provide a catalog course description and a syllabus of the course.

Information on submitting a petition for transfer credit is available on the [Cardinal Core website](#).

Diversity (D) Credit for Military Experience

A student may petition for diversity (D) credit based on military experience. The petition must include an essay identifying which form of diversity (D) credit is requested, describing and explaining how the experience met the learning outcomes of the diversity (D) competency.

Petitions must be submitted to the committee. Detailed instructions (including specifications of the essay, criteria for assessment of the essay, submission deadlines, and limits on the petition period) are available on the [Cardinal Core website](#).

Only one diversity credit (D1 or D2) may be earned by petition.

Supporting Courses

SW 101 – Academic Orientation.....	1
SW 201 – Introduction to Social Work	3
SW 203, BIOL 260*, HPES 202* or PSYCH 344* - Human Biology	3
SW 204, MATH 109*, PSYC 301*, SOC 301* or JA 326* - Research and Statistics	3
PSYC 201*- Psychology	3
SOC 201*, 202* or 203* - Sociology	3.....
credits	16

* 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 General Education requirement, a total of 15 elective hours will be needed to meet the total minimum hours needed for the degree).

Total Lower Division Curriculum.....60 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.

BSW UPPER DIVISION CURRICULUM

Upper Division - Professional Curriculum	
Junior Year	
Course*	Amount of Credits
Fall Semester	
SW 201 - Introduction to Social Work (includes service learning component)	3
	3
SW 301 - Human Behavior & the Social Environment	3
SW 302 - Social Welfare Institutions, Policies & Services	3
SW 303 - Generalist Practice I	3
Upper Division SW Elective (Two SW Electives in credits need towards 120)	
	15
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
SW 307 - Social Justice Practice	3
Upper Division SW Elective(s)	3
Total	15
Total Junior Year	30
Senior Year	
Fall Semester	
SW 405 - Generalist Practice III	3
SW 426 - Introduction to Social Work Research	3
SW 470 - Practicum I	3
SW 472 - Practicum Seminar and Lab I	3
Total	15
Spring Semester	
SW 406 - Generalist Practice IV	3
SW 471 - Practicum II	3
SW 473 - Practicum Seminar and Lab II	3
Two Upper Division SW Electives	6
Total	15
Total Senior Year	30
Total Upper Division Requirements	60
Total BSW degree	120

BSW 60 -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 (3 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
307 Social Justice Practice	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) (3 credit hours)	Fall
471 Practicum II (16 clock hours per week) (3 credit hours)	Spring
472 Practicum Seminar and Lab I	Fall
473 Practicum Seminar and Lab II	Spring
426 Intro to Social Work Research	Fall
Upper Div. SW 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 in -person PCWCP courses.
- Please note: The PCWCP Program is currently only offered to the On-Campus students

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/ the reimbursement does not cover online courses.
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.

ALCOHOL & DRUG COUNSELING TRACK

Application Process: ALCOHOL & DRUG COUNSELING TRACK for BSW STUDENTS

- Submit a two page essay discussing your interests, past experience in the substance abuse field (if applicable), potential contribution and plans after graduation.
- 12 point font, double-spaced
- Please place the following in a header on the essay: full name, UofL student ID number and date of submission
- Deadline to submit: Priority deadline February 1st and final deadline of May 31st for the following Fall. Please contact the program if you have extenuating circumstances

Upon acceptance to the ADC Track the BSW Team will work with you to take the following four Social Work Upper Division Electives:

1. SW362 Substance Abuse (mandatory)
2. SW361 Advanced Issues in Substance Abuse (mandatory)
3. SW397 Motivation and Change (mandatory)
and
4. SW415 Mental Health (mandatory)

Practicum: Students are required to complete their practicum in a substance abuse setting. This placement will be within a setting where a substantial portion of the focus is identification, intervention, or case management of clients who are alcohol and or drug dependent. Wherever possible, students in practicum settings will receive supervision by a CADC with two years' experience.

BSW CURRICULUM PLAN

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

PLEASE NOTE: All curriculum on-campus and online 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.

BSW COURSE DESCRIPTIONS

SW 201 – Introduction to Social Work [includes service learning component (3 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. This course is also approved as a Social/Behavioral Sciences and Diversity 1 Cardinal Core/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 Justice Practice

SW 307 – Social Justice Practice (3 credits)

This undergraduate course is designed to provide students with the knowledge and skills for social work practice with people who are subject to various forms of oppression such as

racism, sexism, heterosexism, classism, ageism, and ableism operating at the individual, community and institutional levels of society. Diversity, strengths, and social justice practice are emphasized. Developing greater professional and personal awareness about the impacts of various forms of oppression and social justice responses are addressed.

Social Work Research

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

SW 426 provides students the foundation knowledge for scientific inquiry. It covers all aspects of the research process from problem formulation to writing of the research report. It introduces students to qualitative, quantitative, and single-subject methods of 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 (3 credits)

SW 471 – Practicum II (3 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. Please note: Two of the four Upper Division Social Work Electives may be 300-400 Social Science courses, please work with your advisor on which courses are approved.

ELECTIVE COURSES (open to all BSW students, unless otherwise noted)SW 305- 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 332: Gay Lesbian, Bi-sexual & Transgender Issues and Social Welfare (3)

The purpose of this course is to introduce contemporary topics related to the social welfare of gay, lesbian, bisexual and transgender (GLBT) individuals. Issues addressed are related to development,

health disparities, family, research, history, and ethics.

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 to day 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 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.*

SW 361: Special Issues in Alcohol and Drug Counseling (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 362: Substance Abuse and Substance Abuse Disorders (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 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 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- 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- International Social Work (3) (seniors only) unless special permissions from instructor

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: Public Health Issues in Social Work (3)

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.

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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. Projecto 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 designed for seniors:

SW 397- *International Social Work (3) (seniors only) unless special permissions from instructor*

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 415: *Mental Health (3)*

This course examines concepts of labeling theory, stigma, strengths perspective, and the clinical use of diagnostic classification of psychopathology from a social work perspective. The implications of various definitions of psychopathology and the uses of diagnostic systems to inform practice, policy, and to promote social justice are considered.

SW 442: *Psychopathology (3)*

The course examines concepts of labeling theory, stigma, strengths perspective, and the clinical use of diagnostic classification of psychopathology from a social work perspective. The implications of various definitions of psychopathology and the uses of diagnostic systems to inform practice, policy, and to promote social justice are considered.

SW 459: Introduction to Family Therapy Practice (3)

The course emphasizes understanding assessment, case planning, and intervention in couple and family therapy. The student will be introduced to the major assessment and intervention ideas/skills associated with the major schools of marital family therapy. Skill development will encompass systemic assessment, consensus building, case planning and the tools necessary to conduct an initial interview.

SW 460: 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 464: 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.

Independent Study:

SW 499: 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 Admissions Counselor 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 2.5 or higher and an ACT score of 20, the student will be admitted directly into the 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 Pre-Social Work major. Once the student has a GPA at or above 2.5 they may complete a major change form to the BSW Lower Division. After completion of 45- 60 hours of earned college credit and maintaining or transferring in with a 2.5 cumulative GPA, students may be considered for admission to the Upper Division social work program. Admission to the Upper Division 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 Upper Division 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 via major change form, 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** – Please answer one of the following questions in approximately 1000-1200 words, double-spaced, Arial font and add your first/last name on the statement (header or footer):
 - Describe a social problem of concern to you and discuss how you might address this problem as a BSW prepared social worker.
 - Social workers practice with diverse groups. What groups may challenge you because of either your personal values, attitudes, and/or experience and how will you handle this situation?
- **Secondary Application Form Release waiver** -statement of authenticity and ethical standards of behavior form should be completed and can be found at: <http://www.louisville.edu/kent> under BSW Admissions. If you have been convicted of a misdemeanor or a felony, please include a description of the circumstances and outcomes of the conviction as separate addendum to your personal statement. (Please note: 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 should consider these barriers in their educational planning. The applicant may contact the Kentucky Board of Social Work at 502.564.2350 to inquire about whether his or her circumstances warrant concern regarding future licensing.) *If you have been dismissed from another college/school please address this issue in an addendum to your personal statement. Please note: If there are gaps or deficiencies in your academic record, please address these in an addendum to your statement or purpose.
- 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
- **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.

The BSW Fall 2021 Upper Division Application submission will be completed online at Louisville.edu/kent/admissions-1/bsw **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.** Apply on-line at the above website, you will pay your application fee on-line with a credit card.
- **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.

PUBLIC CHILD WELFARE CERTIFICATION 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 of early admissions students may enroll in spring.

BSW Admission Application Date

You may apply to Kent School 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 <http://louisville.edu/finance/bursar/tuitionfee/tuition>

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 (). 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: www.louisville.edu/kent. 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 Louisville accounts for all students upon admittance to the program. Louisville is the standard email platform for students. Benefits of the Louisville 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.

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.

Student Advising

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.

After 90 hours it is highly suggested you meet with academic advising to set up a degree check appointment. 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.

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 Advising Affairs on every incoming transfer BSW student in order to ascertain transferable credit from any prior institution. The BSW program will establish course equivalency for social work courses transferred. No credit will be given for previous work or life experience. Upper division transfer requests are considered on a case by case basis. Please note: Due to the nature of the curriculum we do not typically accept senior level transfers into the program. Please contact the program if you are wanting to transfer so your previous curriculum may be evaluated.

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 or the Advising Office requests admissions summaries on students deferred to the department. 2. The student meets with the BSW Advising Services for advising and discusses the transfer of credit of courses and outstanding general education and/or supporting coursework. The BSW program 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 -4 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

<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 15 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. 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 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 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. Please contact your advisor with for assistance.

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.

Class Attendance

The school assumes that the student will accept responsibility for attending all classes. Attendance is an important factor in knowing what material was covered and what assignments were made during a class period. Participation and interaction with other students and faculty members are critical components of an overall quality of learning experience. It is the student's responsibility to notify the instructor prior to missing class to find out what work will be missed. Absence from class in no way relieves the student of responsibility for any of the course work. Please see course syllabus for individual instructor policies.

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. 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, tuition bill, 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>. Also note students with financial aid, withdrawing may have financial aid implications please speak with financial aid before withdrawing.

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 or Manager 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 Manager 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 BSW Director will review your request to return and make a final decision.

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. 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 first floor in Ekstrom Library is available to assist students with writing papers.

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. Kent School of Social Work uses SafeAssign software to assist students and faculty regarding plagiarism concerns.

Multiple Submission:

The submission of substantial portions of the same academic work, including written or oral reports, for credit more than once may be considered plagiarism without prior authorization by the instructor – please discuss the portion of work you would like to use with your instructor prior to submitting the assignment or it may be considered plagiarism.

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 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, however, 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. An "Incomplete" is not assigned to prolong the available time in a semester for students who fall behind for reasons under their control. Typically, an incomplete grade is only given by the course instructor for course work that is not completed due to extenuating circumstances (*e.g., hospitalizations, death in immediate family, prolonged sickness, and so forth*).

When this is the appropriate action, the course instructor will notify the BSW Program Director/Program Manager of the relevant details and the deadline date for all assignments the student is required to submit for completion of the final grade. Students must therefore complete all required course work by the established deadline date provided by the course instructor. The course instructor must submit the final course grade no later than the last day of classes for the next regular fall or spring semester since incomplete grades are automatically changed to "F" grades at the end of that semester. Therefore, students with incompletes at the end of any semester must complete the work before the last day of classes for the next regular (fall or spring) 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.

Senior Honors Thesis

Although successful completion of a Senior Honors Thesis is required of anyone who wishes to graduate summa cum laude ("with highest honors") from the Kent School of Social Work, there are

multiple benefits that one could realize from pursuing an independent undergraduate research project.

Pursuing a Senior Honors Thesis will allow you to conduct an independent undergraduate research project about a subject of particular interest to you. With the help of a supervising faculty mentor in your area of interest, your experience in this process can lead to a number of benefits:

- Eligibility for prestigious graduation honors from the Kent School of Social Work (*summa cum laude, magna cum laude*)
- Opportunity to enjoy the pursuit of your own unique area of intellectual interest that could help expand the existing body of knowledge in that field.
- One-to-one interactions with knowledgeable faculty mentors in your field of interest.
- Excellent preparation for academic expectations of graduate or professional school (research skills, writing skills, oral defense process)
- Opportunity to publish your findings or present at conferences
- Utilize final product for post-graduation plans
 - Strengthen graduate/professional school application or portfolio
 - Provide as an excellent sample writing for future employers
- Can contribute to superior level of University Honors Program participation (University Honors Scholar)
-
- **Who is Eligible:**
- If you are thinking about undertaking a Senior Honors Thesis in the Kent School of Social Work, or if you hope to graduate from the College *summa cum laude* ("with highest honors"), you should pay careful attention to the information provided on this page to learn more about minimum qualifications for proposing a Senior Honors Thesis.
- **Minimum Qualifications to Propose a Senior Honors Thesis**
- To qualify to submit a proposal for a Senior Honors Thesis in the Kent School of Social Work, you must, according to the Registrar, have earned more than 89 hours of credit at the university level with a cumulative G.P.A. of 3.60 or higher. If your cumulative university G.P.A. and your expanded cumulative university G.P.A. will reach 3.90 or higher by the time you graduate, and you will complete at least 60 hours at this institution, you may be eligible to propose and complete a Senior Honors Thesis and graduate *summa cum laude* ("with highest honors") from the Kent School of Social Work.
- **Eligibility to Graduate Summa or Magna Cum Laude from the Kent School of Social Work**

Latin Honors Honors upon Graduation Required GPA for honors

Summa cum laude	Highest honors	3.90-4.0
Magna cum laude	Higher honors	3.75-3.89

Latin Honors	Honors upon Graduation	Required GPA for honors
Cum laude*	High honors	3.5-3.74

Why Pursue a Senior Honors Thesis:

Although successful completion of a Senior Honors Thesis is required of anyone who wishes to graduate summa cum laude ("with highest honors") from the Kent School of Social Work, there are multiple benefits that one could realize from pursuing an independent undergraduate research project.

Pursuing a Senior Honors Thesis will allow you to conduct an independent undergraduate research project about a subject of particular interest to you. With the help of a supervising faculty mentor in your area of interest, your experience in this process can lead to a number of benefits:

- Eligibility for prestigious graduation honors from the Kent School of Social Work (*summa cum laude, magna cum laude, cum laude*)
- Opportunity to enjoy the pursuit of your own unique area of intellectual interest that could help expand the existing body of knowledge in that field.
- One-to-one interactions with knowledgeable faculty mentors in your field of interest.
- Excellent preparation for academic expectations of graduate or professional school (research skills, writing skills, oral defense process)
- Opportunity to publish your findings or present at conferences
- Utilize final product for post-graduation plans
 - Strengthen graduate/professional school application or portfolio
 - Provide as an excellent sample writing for future employers
- Can contribute to superior level of University Honors Program participation (University Honors Scholar)

What is the Process for Completing a Senior Honors Thesis:

If you have already determined that you meet the minimum qualifications to submit a Senior Honors Thesis proposal, the information provided on this page will help you to develop a plan of action to initiate the process and meet the necessary expectations and deadlines.

Before reading the following information about the Senior Honors Thesis process, [please be sure that you qualify to submit a proposal.](#)

The nature of the senior honors thesis may vary from department to department. In all cases honors theses shall reflect a significant investment of intellectual effort, and greater originality, scope and quality than is normally expected in an upper-division course in the major department. The standards of scholarship of the discipline apply, and the written portion of the thesis should

conform to the style and format of the discipline. The following outlines the general procedures for the Kent School of Social Work Senior Honors Thesis process. If you encounter questions or concerns that are not addressed on any of these pages, please sent up an appointment to discuss the Senior Thesis with the BSW Program Manager or see this link www.louisville.edu/kent

Academic Forgiveness

Academic Forgiveness allows currently enrolled students or students who are eligible to re-enroll without seeking readmission to request the adjustment of their records for one or more continuous entire semesters of previous college work. If the appropriate committee within the students' enrollment unit or the unit in which they seek to re-enroll finds there are extenuating circumstances that warrant such action, the committee may rule the students eligible for academic forgiveness. The committee will approve petitions only if future academic success seems plausible, with the expectation that such forgiveness should typically have a positive effect on persistence toward eventual graduation.

Forgiveness will only be applied to the record after the successful completion of at least 12 hours after the last term for which forgiveness is to be requested. The 12 hours should be in degree applicable courses with the necessary semester grade point average designated by their enrollment unit. After these 12 hours have been attempted, students may petition the appropriate committee for academic forgiveness, designating the semester or consecutive sequence of semesters to which the forgiveness process is to apply. If approved, all course grades and credit hours for the forgiven semesters will be voided. Students may not be granted academic forgiveness more than once.

The voided grades and credit hours will not be considered for degree requirements or quality-point computations but will remain on the students' transcript. Academic actions, such as probation or dismissal, recorded at the end of the voided terms, will also remain. While forgiven course grades are removed from the calculation, the course work does remain a part of the students' permanent record and the forgiven work may be considered for financial aid, NCAA purposes, and may be evaluated if applying for honors or graduate study.

Academic forgiveness is an internal policy. The University of Louisville cannot guarantee how the work will be viewed by another university should students choose to transfer. Students considering this option are strongly encouraged to consult with their academic advisor for guidance.

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

BSW Academic Performance Policies

Upper Division:

Grades of F in a social work foundation course will result in an 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. Students may also be referred for an academic review if they are in jeopardy of dismissal from the program for any other reason.

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 Program Manager 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. Students 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 Advisory Committee is intended to assist the Associate Dean for Academic Affairs in conducting academic reviews for BSW and MSSW students. The Academic Advisory Committee shall consist of full time MSSW and/or BSW faculty members recruited by the Associate Dean for Academic Affairs and elected by the full-time faculty. The Academic Advisory Committee is intended to ensure that the context surrounding the incidents that lead to the academic review are well understood before any recommendations are made.

The BSW Program will notify students at the end of each semester if academic reviews are needed, based on their GPA. 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 Rights and Responsibilities.

Lower 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 Program Manager 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. 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.

Academic Integrity Statement – A primary goal of the Kent School of Social Work is to educate students who will serve society with competence *and* integrity—both are key to meeting the needs of vulnerable populations and to promoting social justice. Both the National Association for Social Workers (NASW) Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>) and the American Association of Marriage and Family Therapy (AAMFT) Code of Ethics (https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx) list *integrity* as a core value of our work. Thus, we *practitioners behave in a trustworthy manner*. In accordance with the NASW and AAMFT Code of Ethics and the University of Louisville, we at the Kent School of Social Work expressly forbid *cheating, fabrication, falsification, multiple submission of the same work, plagiarism and complicity in academic dishonesty*. Several explicit examples are provided below. However, these examples are not exhaustive. All students are to be familiar with the various forms of academic dishonesty as explained in the University of Louisville Code of Student Rights and Responsibilities (<http://louisville.edu/dos/students/studentrightsandresponsibilities>). Plagiarism describes the use of someone else’s work without giving specific credit for those words to the original author. It is acceptable to use someone else’s words in our compositions. When we do so, however, rules of credit/citation must be observed (unless otherwise directed by the instructor, written assignments must conform to APA format, per the most recent edition of the APA manual).

Plagiarism may include, but is not limited to:

- Copying someone else’s work and claiming it as your own without proper credit/citation regardless of the source (e.g., someone else’s computer files, or from the internet);
- Paraphrasing someone else’s work and claiming it as your own;
- Collaborating with someone else and claiming the work as your own; or,
- The use of a substantial portion of a graded paper from one course, as a submitted assignment to obtain credit in another course, without instructor permission.

Cheating and complicity in academic dishonesty may include, but are not limited to:

- Capturing of course materials by any means and using any device (e.g., camera, screenshot) with the intent to distribute.
 - This relates to all course materials including assignment requirements, quizzes, tests, and the like, with or without incorrect/correct answers, and no matter the point allocation (e.g., 2-point open-book quiz vs. 20-point exam).
 - Intent to distribute may relate to students who are enrolled or planning to enroll at the University of Louisville, or who are enrolled or planning to enroll at any another institution of higher education.
- Completing work collaboratively that is meant to be individual work (e.g., taking an online exam in the presence of other students and “helping” each other *in any way*).
- Acquiring direct knowledge of academic dishonesty of other students (e.g., being copied on an email with other students engaged in dishonest academic activities) and failing to report

it. While we recognize the discomfort and challenges associated with notifying appropriate authorities, reporting academic dishonesty aligns with the NASW Code of Ethics Ethical Responsibilities as Professionals regarding dishonesty, fraud, and deception. It also aligns with the AAMFT Code of Ethics regarding the avoidance of deceptive, fraudulent, misleading, or exploitative practices.

- Paying for any material (e.g., a paper, exam) and submitting it as your own.

All of these offenses are serious breaches of academic conduct. A plea of ignorance is not an acceptable defense against violation of our academic integrity statement. Evidence of violation of academic integrity may lead to a failing grade for the assignment or course, referral for academic review, expulsion from the Kent School of Social Work, and/or other consequences as determined by appropriate authorities. The decision regarding penalties for violating academic integrity is at the discretion of the instructor(s) and/or an academic review committee.

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 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.

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 Social Work and meet the following cumulative grade point averages qualify to graduate with honors from the Kent School of Social Work. It must be attained by the end of the semester before graduation in order to appear in the graduation booklet; however, the final semester will be included for honors to be cited on the transcript. The following criteria specifies 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

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 world-wide, 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/dvev_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-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	for http://louisville.edu/email	E-mail options for students

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/student/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

<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.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 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.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide
<http://louisville.edu/titleix/>
 (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

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/>