

Berkeley Social Welfare

2017-18 MSW Program Manual

School of Social Welfare
University of California, Berkeley

About this Manual

This *MSW Program Manual* provides practical advice about your MSW program and describes the regulations that govern School operations. It includes essential information about School of Social Welfare operations; the MSW program, curriculum and degree requirements; student expectations; educational and professional standards; and the valuable resources available to help graduate students succeed at Berkeley. The manual also sets forth the obligations that you have, not only to the School, but to the faculty and to your fellow MSW students in terms of academic and professional conduct and ethical standards.

The *MSW Program Manual* is your major resource and reference guide to the MSW program. All students, faculty and staff should be familiar with the policies, procedures, and information resources outlined in this program manual.

This Program Manual is effective for the 2017-18 academic year.

Students who entered in previous years should refer to the Program Manual effective for their entry year. Links to additional program manuals and handbooks are on our website in the [Academic Resources](#) section.

To use the online version of this guide with active links to other campus units and resources, please access it from the **Academic Resources section of our website:** <http://socialwelfare.berkeley.edu/academic-resources>.

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2016-17 MSW Program Manual



2015-16 MSW Program Manual



2014-15 MSW Program Manual

2017-18 MSW Program Manual

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Welcome to Berkeley Social Welfare!

We are delighted that you have selected Berkeley Social Welfare for your graduate studies in social work!

Founded in the wake of the gold rush by leaders of the newly established 31st state, the University of California is widely considered the nation's premier public university system. The preeminent flagship campus at Berkeley today ranks consistently as the nation's and world's leading public university. Its early guiding lights, charged with providing education (both "practical" and "classical") for the state's people, gradually established a distinguished faculty (with 23 Nobel laureates to date), a stellar research library, and more than 350 academic programs.

Berkeley became a catalyst of economic growth and social innovation — the place where vitamin E was discovered, a lost Scarlatti opera found, the flu virus identified, and the nation's first no-fault divorce law drafted. Scholars at Berkeley have conducted groundbreaking research on urban street gangs and on basic human nutritional requirements, identified why wartime supply ships were failing at sea, invented technologies to build faster and cheaper computer chips, and imaged the infant universe. It also spawned the Free Speech Movement in 1964 that was a model for other social movements that have fundamentally changed our society.

The first graduate-level social work curriculum at Berkeley was established in 1918 in the Department of Economics by Berkeley's first woman faculty member, Jessica Blanche Peixotto. The graduate Certificate in Social Service was established in 1927 and was accredited by the American Association of Schools of Social Work the next year. Berkeley Social Welfare, with its MSW degree, was established in 1944 and since then we have prepared over 11,000 social work professionals for leadership positions in public and nonprofit human service sectors. Today our faculty represents an array of disciplines and specialties that will provide you a professional education of the very highest caliber.

Our students are trained and equipped with the knowledge of professional practices, policies, and programs required to address a wide range of contemporary societal problems. They use empirical evidence to inform practice and transform lives. Through field education our 200 master's students contribute over 130,000 hours of vital support to over 150 human service agencies and their low-income clients throughout the San Francisco Bay Area each year.

Through your class work in Haviland Hall and your field placement opportunities in public and nonprofit social service agencies throughout the Bay Area, you will be able to develop both your knowledge and your skills in the various program fields that comprise our profession. We hope that your time at Berkeley and in the School is both rewarding and enjoyable.

Academic Calendar

The School of Social Welfare follows the regular Berkeley Academic Calendar published by the Office of the Registrar.

- [View Official Academic Calendar](#)
- [Campus Policies and Guidelines Concerning the Academic Calendar](#)

Advising and Assistance

Berkeley Social Welfare offers a variety of advising resources to help guide you through graduate study at Berkeley, the MSW program, and into the world of professional social work. Academic and professional advising are shared responsibilities of the faculty and professional student services staff. It is YOUR responsibility to follow up with any referrals, or to engage additional campus resources as needed for support and assistance with non-academic issues.

Graduate Student Affairs Officer (GSAO)

Joshua Dullaghan, Assistant Director of Student Services, is the School's designated **Graduate Student Affairs Officer (GSAO)**. The GSAO is responsible for liaising with the Graduate Division on behalf of the School, and for providing academic and procedural advising on degree requirements, progress and completion; course enrollment; petitions; general financial aid questions and student funding opportunities; and overall School, Graduate Division, and University policies and procedures. Joshua is located in the Student Services Office, 126 Haviland Hall, and may be seen by appointment. Contact Joshua by email at jdullaghan@berkeley.edu.

Graduate Admissions Advisor

Sara McCarthy is the Graduate Admissions Advisor. Sara advises on all aspects of admission to the School's graduate programs, including MSW, PhD and Concurrent Degree programs, and the Post-MSW PPSC (School Social Work) Credentialing Program. Sara is located in the Student Services Office, 128 Haviland Hall, and may be seen by appointment. Contact Sara by email at saramc@berkeley.edu

Graduate Student Services Advisor

Samantha Wong, Graduate Student Services Advisor, provides general advising support to MSW students and the Student Services Team. She provides advising on all aspects of the program, including course scheduling and enrollment, degree requirements, petitions, and special program options. Samantha also supports all Student Services events including New Student Orientation and Commencement. Samantha is located in the Student Services Office, 128 Haviland Hall, and may be seen by appointment. Contact Samantha by email at sleewong@berkeley.edu.

Faculty Academic Advisers

Academic advising is a major responsibility of the faculty, and all full-time faculty and field consultants serve as MSW program advisers. Individual faculty members are assigned to students to provide personal, one-on-one advising on academic and professional issues and to provide information, as necessary, to address special academic needs or problems. It is the

Faculty Academic Adviser's responsibility, in conjunction with the Graduate Student Affairs Officer, to help students select a program of study that meets the minimum requirements for the MSW degree while optimizing their academic and professional goals.

Faculty members generally meet with their advisees at specified times during each fall and spring semester, and at other appropriate times throughout the student's course of study to explore issues affecting progress in the MSW program, the requirements of the School and the Graduate Division, or individual concentration area and curriculum issues.

Head Graduate Adviser

The Head Graduate Adviser is a tenured member of the Academic Senate faculty, appointed by the dean of the Graduate Division each academic year, on behalf of the Graduate Council. The Head Graduate Adviser is an official deputy of the Dean of the Graduate Division in matters affecting graduate students, and is the campus-designated authority to sign documents or make requests to the Graduate Division on graduate student academic matters. Signature authority for routine administrative matters in the School of Social Welfare is delegated to the Academic Coordinator and the Graduate Student Affairs Officer. Please e-mail the Graduate Student Affairs Officer regarding any forms that required the Head Graduate Advisor's signature. For the 2017-18 academic year the Head Graduate Adviser is [Prof. Neil Gilbert](#).

International Student Advising

The Berkeley International Office (BIO) provides advising on nonimmigrant visa matters, financial, personal and cultural issues. New international students at UC Berkeley should visit the [BIO website](#) for important information and requirements specific to international students. BIO also hosts orientation programs and social events specifically for international students new to the U.S. and Berkeley. All international students are invited to attend; see the [BIO website](#) for more information and a schedule of activities. The Berkeley International Office is located on the 2nd floor of International House, 2299 Piedmont Avenue. Phone: (510) 642-2818.

Campus Student Systems

bConnected

bConnected is Berkeley's suite of collaboration tools, including Google Apps for Education: bMail for email and Google Groups email lists; bCal for calendaring; and bDrive for online file storage. **All students are required to establish and maintain a bConnected account**, which comes with unlimited data storage. You are also responsible for all communications sent to and from your [@berkeley.edu](#) address and for data stored in your bConnected account.

Per [campus policy](#), **all University of California, Berkeley students must establish and maintain a @berkeley.edu e-mail address**. Students are responsible for keeping the address current and for regularly monitoring their e-mail for official communications from the University. Email service at Berkeley is included in the suite of bConnected communication tools.

To establish your bConnected account and@berkeley.edu email:

- Go online to the [bConnected website](#) and follow the instructions to "claim your bConnected Google account."

Student Email Lists

The Admissions and Student Services Office maintains the following moderated Google Groups listservs to facilitate communication among and between students, faculty and staff:

- sswmswstudents@lists.berkeley.edu includes all students in a master's degree program.
- sswphdstudents@lists.berkeley.edu includes only doctoral students and faculty.
- Sswgradstudents@lists.berkeley.edu includes all Social Welfare graduate students (masters and doctoral).

Listservs are moderated during normal business hours (Mon.-Fri., 8am-5pm). Messages sent outside of these hours will be held until the following business day for review and posting.

Student listservs are meant only for announcements and information of relevant interest to the Berkeley Social Welfare student community. Please refrain from using the listservs for personal or political communications; these messages will not be posted.

bCourses

bCourses is Berkeley's official campus Learning Management System. bCourses sites are spaces where your instructor can put course materials and grades. They can also be used to interact with your classmates and instructors in a variety of creative and productive ways. If your instructor is using bCourses, you can access your course site(s) by logging into your [CalCentral](#) or [bCourses](#) account. Enrollments in bCourses are updated daily between 6am-8am using information from the student information system, so if you registered for a class after this time, you will get access into the course site the next time that enrollment is updated.

CalCentral

CalCentral (<https://calcentral.berkeley.edu>) is Berkeley's online academic and student services portal. You manage all crucial student information through the easy-to-use, mobile-friendly single point-of entry, including: admissions, financial aid, registration, enrollment, course management, advising, billing and payment, and records. You can also check your campus email, calendar, ongoing academic progress, financial aid, bCourses, and more.

Onboarding is a communication tool in CalCentral that provides important information for newly admitted graduate and professional students to orient them to campus and take the necessary steps to prepare for their arrival. Please review the onboarding messages and checklist items under "Tasks" on My Dashboard that you need to complete in order to enroll. **It is your responsibility to monitor your CalCentral student account regularly and respond to any alerts or messages requesting that you take action.**

To get started with CalCentral:

- Watch the [New Students Guide to Getting Started in CalCentral](#) for step-by-step instructions on how to:
 - View your financial aid and scholarship package offer
 - Submit your Statement of Intent to Register (SIR)
 - Read Onboarding Messages and Checklists
 - Setup your Student CalNet Login and bConnected UC Berkeley email account

To learn how to use CalCentral to enroll in classes:

- Watch the [CalCentral Enrollment Video](#)

CalNet ID

Your CalNet ID is your online identity at UC Berkeley. It will be used for system access log-ins and authentication, and it will be your campus email address when combined with *@berkeley.edu*. (For example, the CalNet ID oski.bear becomes *oski.bear@berkeley.edu* as an email address.) After you claim your CalNet ID, you will be able to create your bConnected Google Account.

To get started with your CalNet ID:

- Go online to [CalNet's Information for New Users](#).

Cal 1 Card

The Cal 1 Card is UC Berkeley's official identification card. Your Cal 1 Card is also used to access campus services and benefits, including library services, University Health Services, rides on AC Transit buses, key-card entry to residence halls, campus facilities and at all Cal Dining locations. Your Cal 1 Card may also be used as a debit account for purchases from more than 40 on- and off-campus merchants, and for printing in computer labs and libraries on campus. Your Cal 1 Card debit account is free with no minimum balances or overdraft fees.

To obtain your Cal 1 Card, upload a photo and valid government-issued identification online, or go in person to the Cal 1 Card office, 180 Cesar Chavez Center in Lower Sproul Plaza. For help with getting started or to learn about all the benefits of the Cal 1 Card, visit the [Cal 1 Card website](#).

Graduate Policy Resources

The UC Berkeley Graduate Division is the administering unit for all graduate degree programs, in partnership with the student's home academic department (School of Social Welfare for most Social Welfare master's students).

- The Graduate Division's [Graduate Student Handbook](#) [pdf] provides additional essential campus information about onboarding, enrolling in classes, residency, student services, and more.
- The [Guide to Graduate Policy](#) covers policies governing the sequence of steps involved in completing a graduate degree at Berkeley and procedures to implement them

Sexual Violence/Sexual Harassment Prevention Mandatory Training Requirement

All UC campuses are obligated to provide sexual violence/sexual harassment prevention education to graduate and professional school students (as well as to undergraduates, staff, and faculty).

This sexual violence prevention and response training is mandatory. All Berkeley students attending classes on campus are required to complete TWO forms of training in order to satisfy this mandatory requirement:

- (1) **An online educational program (called *Think About It: Graduate Students*) before registering for courses.** Incoming students will receive an email message from Campus

Clarity containing a personalized link to this training (please check all your email accounts and spam folders for an email from admin@campusclarity.com). If you cannot find your link, please write to gradlife@berkeley.edu. This training must be completed before enrolling in courses.

- (2) An in-person training, which MSUT to be completed within the first six weeks of the start of your program.** Hour-long in-person presentations are held at the Graduate Division's New Graduate Student Orientation (NGSO), and also at Berkeley Social Welfare's New Student Orientation the week before classes begin. **If you do not complete the in-person training by the end of the 6th week of the fall semester, a hold will be placed on your enrollment for the following spring semester.**

For more information and resources on the sexual assault mandatory training requirement please see <http://grad.berkeley.edu/sasv-prevention/>.

MSW Degree Requirements and Curriculum

[Mission and Goals of the MSW Program](#)
[Requirements for the Master of Social Welfare \(MSW\) Degree](#)
[MSW Program Curriculum Policies](#)
[Social Work Competencies](#)
[Social Work Licensure Coursework](#)

Mission and Goals of the MSW Program

Mission of the MSW Program

Berkeley Social Welfare's MSW Program develops future leaders of the profession who challenge conventional wisdom by being deeply prepared for multi-level social work in specific areas of practice. We provide an education built on the strongest available evidence, oriented to advancing social justice, and responsive to the changing needs of local and global communities.

MSW Program Goals

The Berkeley MSW Program educates students for a range of social work leadership and practice roles. Students are prepared to practice with specialized skills at specific intervention levels, and are thoroughly grounded in social science knowledge, social welfare policies, and social service organizations. The goals of the MSW program are organized around **three central themes focused on leadership development** as articulated below:

Leadership for Service

- Goal 1:** Develop visionary thought and practice leaders who are responsive to communities and individuals, draw upon the best available evidence to continuously improve social work practice and policies, and who are able to change with shifting contexts of social work.
- Goal 2:** Develop leaders who can flexibly and competently practice social work across multiple ecological levels.
- Goal 3:** Develop leaders who can engage effectively in collaboration with diverse communities; articulate social problems; and promote innovation in social welfare practices, programs and policies.

Leadership for Social Justice and Social Change

- Goal 4:** Develop leaders with an understanding of concepts of equality and social justice.
- Goal 5:** Develop leaders with the skills to promote meaningful and productive change with and in underserved communities and vulnerable populations.

Leadership for Evidenced-informed and Competency-based Practice

- Goal 6:** Develop leaders with the capacity to utilize research to support practice, and practice to support research, and translate the best available evidence into practice principles.
- Goal 7:** Develop leaders with skills to work collaboratively with numerous community partners to gather and analyze evidence that reflects the changing needs of our communities.

Requirements for the Master of Social Welfare (MSW) Degree

To be eligible for conferral of the Master of Social Welfare (MSW) degree from the University of California, Berkeley, students must satisfy all of the following requirements:

Minimum Total Unit Requirement

Students must complete a minimum total of **54 units**:

- At least half must be from graduate level coursework numbered 200-299.
- A total of 25 units must be earned in field education (field placement practicum plus integrative seminars).

Cumulative GPA Requirement

Students must maintain a 3.0 on the basis of all upper division and graduate courses (100- and 200-series) taken in graduate standing. Courses numbered below 100 and above 299 are not included in determining a student's GPA for academic standing or earning a degree.

Generalist Practice Curriculum Requirement

All MSW students must complete the following courses during the **first year of study**:

Course	Description	Units	When
SOC WEL 200	Theories for Multilevel Practice	2	Fall
SOC WEL 220	Introduction to Social Welfare Policy	2	Fall
SOC WEL 240	Historical, Philosophical, & Intellectual Foundations of Social Work	2	Fall
SOC WEL 241	Foundations of Multilevel Practice	3	Fall

Specialized Practice Curriculum Requirement

During **spring of the first year of study**, MSW students begin the advanced curriculum in their chosen area of specialized practice.

Students specializing in Direct Practice in **Aging Services** must complete the following courses:

Course	Description	Units	When
SOC WEL 210C	Aging Processes	2	Spring
SOC WEL 226	Social Policy and Gerontology	2	Spring
SOC WEL 246	Direct Practice in Aging Settings	2	Spring

Students specializing in Direct Practice in **Child and Family Services** must complete the following courses:

Course	Description	Units	When
SOC WEL 230	Social Policy: Children and Families	2	Spring
SOC WEL 243	Direct Practice in Child and Family Settings	2	Spring

Students specializing in Direct Practice in **Community Mental Health** must complete the following courses:

Course	Description	Units	When
SOC WEL 205	Psychosocial Problems and Psychopathology	2	Fall
SOC WEL 222	Mental Health and Social Policy	2	Spring
SOC WEL 244	Direct Practice in Mental Health Settings	2	Spring

Students specializing in Direct Practice in **Health** must complete the following courses:

Course	Description	Units	When
SOC WEL 238C	Health Policy - A Social Welfare Perspective	2	Spring
SOC WEL 245	Direct Practice in Health Settings	2	Spring

Students specializing in **Management and Planning** must complete the following courses:

Course	Description	Units	When
SOC WEL 210I	Group, Organizational, and Community Dynamics	2	Spring
SOC WEL 251	Program Development	2	Fall
SOC WEL 252	Program Implementation	2	Spring

MAP Policy Course Requirement

Management and Planning students must **ALSO** complete ONE of the following courses:

Course	Description	Units	When
SOC WEL 222	Mental Health and Social Policy	2	Spring
SOC WEL 226	Social Policy and Gerontology	2	Spring
SOC WEL 230	Social Policy: Children and Families	2	Spring
SOC WEL 238C	Health Policy - A Social Welfare Perspective	2	Spring
SOC WEL 254	Policy Practice	2	Fall

Field Education Requirement

All MSW Students must complete a **total of 25 units of field education**. Field education includes both agency-based field practicum placements in the first and second year, and required integrative field seminars taken concurrently with field placements.

In the **first year** students generally begin field placement the fourth week of September and are in internship Wednesdays and Thursdays through early May, for a total of over 50 days or 400 hours. Students must complete the following field education courses in the first year:

Course	Description	Units	When
SOC WEL 290A	Foundation Field Integration Seminar	2	Fall
SOC WEL 290B	Foundation Field Integration Seminar II	1	Spring
SOC WEL 410A	Foundation Field Practicum	4	Fall
SOC WEL 410B	Foundation Field Practicum	4	Spring

In the **second year** students generally begin second-year field placement the first week of September and are in internship Wednesdays, Thursdays and Fridays for a total of over 90 days or 720 hours. Students must complete the following field education courses in the second year:

Course	Description	Units	When
SOC WEL 292A	Advanced Field Integration Seminar	1	Fall
SOC WEL 292B	Advanced Field Integration Seminar II	1	Spring
SOC WEL 412A	Advanced Field Practicum	6	Fall
SOC WEL 412B	Advanced Field Practicum	6	Spring

Diversity-Competent Social Work Practice Requirement

Students must complete an approved course in diversity-competent practice, valued at 2 units or higher.

The following courses may be used to satisfy this requirement:

Approved Diversity-Competent Social Work Practice Courses		
Course #	Course Title	Units
AFRICAM 111	Race, Class, and Gender in the United States	3
AFRICAM 137	Multicultural Communities	3
ASAMST 131	Asian American and Asian Diaspora Studies	4
DEMOG 240	Human Migration	2
EDUC 200D	Psychosocial Development: Identity, Culture, and Education	3
EDUC 280A	Proseminar: Sociocultural Critique of Education	3
ESPM C254	Ethnic and Cultural Diversity in Health Status	3
ESPM 262	Race, Identity, and the Environment	3
GSW 130AC	Gender, Race, Nation and Health	4
NATAMST 149	Gender in Native American Society	4
PB HLTH 202B	Ethnic and Cultural Diversity in Health Status and Behavior	3
PB HLTH 204F	Culture, Practice and Eliminating Health Disparities	3
PB HLTH 204G	Research Advances in Health Disparities: Multidisciplinary Perspectives	2
PB HLTH 212A	International Maternal and Child Health	2
PB HLTH 212C	Migration and Health: A U.S.-Mexico Binational Perspective	2 - 3
PB HLTH 219C	Community Based Participatory Research in Public Health	3 - 4
PB HLTH 221B	Understanding and Overcoming Health Care Disparities	2
SOCIOL 131AC	Race and Ethnic Relations: U.S. American Cultures	4
SOCIOL 133	The Sociology of Gender	4
SOC WEL 250F	Facilitating Interpersonal Group Dynamics	2
SOC WEL 250J	Social Work with Latino Populations	2
SOC WEL 250K	Social Work and Disabilities	2
SOC WEL 250L	Human Sexuality	2
SOC WEL 250M	Death and Dying	2
SOC WEL 255	Community Organizing	2
SOC WEL 260	Forensic Social Work	2
SOC WEL 274	Immigrants and Refugees	2
SOC WEL 275	Diversity-sensitive and Competent Social Work	2
SOC WEL 298	Narrative Therapies for Vulnerable Populations	2

Social Research Coursework and Master's Capstone Requirement

All MSW students complete a sequence of courses in methods of social research (research sequence), which culminates in a research project completed in [SOC WEL 282B](#). Successful completion of [SOC WEL 282B](#) satisfies the Berkeley master's degree capstone requirement.

In the **second year of study** students must complete **BOTH of the following courses** with a **grade of B or better**:

Course	Description	Units	When
SOC WEL 282A	Seminar in Social Welfare Research	2	Fall
SOC WEL 282B	Seminar in Social Welfare Research	2	Spring

Elective Requirement

Students must complete a sufficient number of units in **professionally relevant elective course work** required to reach the minimum total of 54 units required for the MSW degree. Since the number of required courses varies according to area of specialized practice, the total number of elective units required in each area will also vary, as shown below:

Specialty Area	Required Coursework Units	Required Elective Units
Direct Practice in Aging	SW 210C SW 226 SW 246	6 units 8 units
Direct Practice in Child and Family Services	SW 230 SW 245	4 units 10 units
Direct Practice in Community Mental Health	SW 205 SW 222 SW 244	6 units 8 units
Direct Practice in Health	SW 238C SW 245	4 units 10 units
Management & Planning	SW 210i SW 251 SW 252 SW Policy Course	8 units 6 units

Any Social Welfare course that is NOT used to fulfill other degree or specialty area requirements may be taken as an elective. You may also take courses in other departments approved to satisfy the social welfare elective requirement. These courses are included in the following list. You can take any of these courses without additional approval from the School of Social Welfare. (NOTE: Other departments may have additional enrollment restrictions prerequisites; be sure to check the current semester class schedule, and consult with the offering department as necessary.)

Approved Elective Courses		
Course	Description	Units
AFRICAM 107	Race and Public Policy	3
ANTHRO 115	Introduction to Medical Anthropology	4
ANTHRO 149	Psychological Anthropology	4
ANTHRO 158	Religion and Anthropology	4
ASAMST 141	Law in the Asian American Community	4
ASAMST 145	Politics, Public Policy, and Asian American Communities	4
CHICANO 172	Chicanos and the Educational System	4
CHICANO 174	Chicanos, Law, and Criminal Justice	4
CHICANO 176	Chicanos and Health Care	3
CY PLAN 113A	Economic Analysis for Planning	3
CY PLAN 115	Urbanization in Developing Countries	4
CY PLAN 220	The Urban and Regional Economy	3
CY PLAN 230	U.S. Housing, Planning, and Policy	3
DEMOG 220	Human Fertility	4
DEVP 233	Law, Politics, and Policy Making	3
ECON 157	Health Economics	4
EDUC 114A	Early Development and Education	4
EDUC 200A	Culture and Cognitive Development: Theoretical Perspectives	3

Approved Elective Courses		
Course	Description	Units
EDUC 200B	Social Development	3
EDUC 207C	Diagnosis of Human Handicaps	4
EDUC 207D	Assessment and Education of Exceptional Pupils in Regular Classes	2
EDUC 213D	Education Interventions for the School Psychologist	3
EDUC 260A	Issues in Educational Administration and Policy	3
EDUC 261A	Organization Theory in Education and Other Social Services	3
LEGALST 155	Government and the Family	4
LEGALST 160	Punishment, Culture, and Society	4
LEGALST 163	Adolescence, Crime and Juvenile Justice	4
LEGALST 168	Sex, Reproduction, and the Law	4
LEGALST 170	Crime and Criminal Justice	4
LEGALST 182	Law, Politics and Society	4
LEGALST 183	Psychology of Diversity and Discrimination in American Law	4
MBA 209F	Fundamentals of Business	3
MBA 292A	Strategy and Leadership for Social Impact	2 - 3
MBA 292S	Social Sector Solutions: Social Enterprise	3
NATAMST 101	Native American Tribal Governments	4
POL SCI 171	California Politics	4
POL SCI 181	Public Organization and Administration	4
POL SCI 273	Urban Politics	4
PSYCH 130	Clinical Psychology	3
PSYCH 131	Developmental Psychology	3
PSYCH 141	Development During Infancy	3
PSYCH 160	Social Psychology	3
PSYCH 180	Industrial-Organization Psychology	3
PB HLTH 201F	Community Based Research & Interventions to Promote Health:	3
PB HLTH 202G	Advanced Alcohol Research Seminar	1
PB HLTH 203A	Theories of Health and Social Behavior	3
PB HLTH 204D	Community Organization and Community Building for Health	3 - 4
PB HLTH 205	Program Planning, Development and Education	4
PB HLTH 206B	Food and Nutrition Policies and Programs	3
PB HLTH 210	Maternal and Child Health	3
PB HLTH 212D	Expanded Foundations of Global Health	2
PB HLTH 213A	Family Planning, Population Change, and Health	3
PB HLTH 217C	Aging and Public Health	3
PB HLTH 217D	Neuroscience and Public Health of Alzheimer's Disease	3
PB HLTH 218B	Evaluation of Health and Social Programs	4
PB HLTH 221	Mental Health Policies, Programs, and Services	2
PB HLTH 222A	Health Care Technology Policy	2
PB HLTH 223C	Strategic Management and the Organization of Health Services	3
PB HLTH 226D	Global Health Economies	3
PB HLTH 255A	Social Epidemiology	3
PB HLTH 281	Public Health and Spirituality	2
PUB POL C164	Impact of Government Policies on Poor Children and Families	4
PUB POL 220	Law and Public Policy	4
PUB POL 251	Microeconomic Organization and Policy Analysis	3
PUB POL 260	Public Leadership and Management	4
PUB POL 270	Kid-First Policy: Family, School and Community	4
PUB POL 280	Ethics, Policy, and the Power of Ideas	4

Approved Elective Courses		
Course	Description	Units
SOCIOL 111	Sociology of the Family	4
SOCIOL 140	Politics and Social Change	4
SOCIOL 150	Social Psychology	4
SOCIOL 151	Personality and Social Structure	4
SOCIOL 280L	Advanced Study in Substantive Sociological Fields: Gender	3
SOCIOL 280AA	Advanced Study in Substantive Sociological Fields: Sociology of Gender	3
SOC WEL 205	Psychosocial Problems and Psychopathology	2
SOC WEL 210A	Stress and Coping in Adulthood	2
SOC WEL 210B	Infant Development	2
SOC WEL 210i	Group, Organizational and Community Dynamics	2
SOC WEL 222	Mental Health and Social Policy	2
SOC WEL 226	Social Policy and Gerontology	2
SOC WEL 230	Social Policy: Children & Families	2
SOC WEL 232	Social Work and Education Policy	2
SOC WEL 234C	Legal and Ethical Issues in Aging	2
SOC WEL 236	International Social Welfare	2
SOC WEL 238C	Health Policy: A Social Welfare Perspective	2
SOC WEL 243	Direct Practice in Child and Family Settings	2
SOC WEL 244	Direct Practice in Mental Health Settings	2
SOC WEL 245	Direct Practice in Health	2
SOC WEL 246	Direct Practice in Aging	2
SOC WEL 250A	Social Work with Groups	2
SOC WEL 250B	Family Therapy	2
SOC WEL 250C	Brief Therapy and Crisis Intervention	2
SOC WEL 250N	Public Child Welfare Service	2
SOC WEL 250P	Child and Adolescent Psychopathology	2
SOC WEL 250T	Social Work Practice in School Settings	2
SOC WEL 250U	Substance Abuse Treatment	2
SOC WEL 250X	Domestic Violence: Assessment and Intervention	2
SOC WEL 250Y	International Social Development	2
SOC WEL 250Z	Cognitive Behavioral Therapy	2
SOC WEL 251	Program Development	2
SOC WEL 252	Program Implementation	2
SOC WEL 254	Policy Practice	2
SOC WEL 257	Financial Management	2
SOC WEL 265H	Integrated Behavioral Health	2
SOC WEL 265M	Motivational Interviewing	2
UGIS 112	Women and Disability	3

Petitions to Add Approved Diversity or Elective Courses

If you are interested in taking a diversity or elective course that is currently not on the list of approved courses, you may petition to have the course approved to satisfy elective requirements:

1. Obtain a copy of the current course syllabus (course descriptions are not sufficient for evaluation).
2. State your request in an e-mail to the Academic Program Manager (bteague@berkeley.edu). Include the course syllabus as an attachment. You should state

in your request which social work core competencies you think the course addresses, and how.

3. The course must be at least 2 units and be numbered 100 or higher. Special Studies and Independent Studies are not allowed.
4. All requests must be approved by the end of the 3rd week of class each fall or spring term. **No late or retroactive approval is granted.**

Requirements for Additional Specialized Program Options

Students participating in certain specialized program options must also complete additional coursework as specified below:

School Social Work: PPSC Credentials

Students pursuing the Pupil Personnel Services Credentials (PPSC) in School Social work must complete the following courses as part of their Elective Requirement:

Course	Description	Units	When
SOC WEL 212	Child Development from Infancy to Adolescence	2	Spring
SOC WEL 232	Social Work and Education Policy	2	Spring
SOC WEL 250T	Social Work Practice in School Settings	2	Fall

Social Work with Latinos Certificate

Students seeking the Social Work with Latinos Certificate must complete the following course as part of their Elective Requirement:

Course	Description	Units	When
SOC WEL 250J	Social Work with Latinos	2	Fall

Title IV-E Child Welfare Training Program

Students participating in the Title IV-E Child Welfare Stipend-based Training Program must complete the following course as part of their Elective Requirement:

Course	Description	Units	When
SOC WEL 250N	Public Child Welfare Services	2	Fall

MSW Program Curriculum Policies and Procedures

Berkeley Social Welfare's MSW Program is overseen by the MSW Curriculum Committee, which is comprised of faculty co-chairs of each concentration area. The MSW Curriculum Committee has responsibility for setting, monitoring and evaluating academic policies for the MSW program.

Changing Concentrations

All students begin their program of study in a generalist practice foundation curriculum in the first semester, and progress sequentially to and through an advanced curriculum in one of five concentrations, also known as **areas of specialized practice**:

- Direct Practice in Aging
- Direct Practice in Child and Family Services
- Direct Practice in Community Mental Health
- Direct Practice in Health
- Management and Planning.

MSW students select their concentration at the time of application to the MSW program and are admitted into their chosen area. **Changing into a different concentration area once matriculated is generally not allowed.** The Admissions Office and the Director of Field Education may consider petitions to change areas, but the ability to grant a change is not guaranteed. **No changes will be considered after the end of the third week of class in the Fall Semester.**

Course Exemptions and Waivers

Berkeley does not offer an advanced standing MSW program or award advanced standing status to students with a BSW degree. All students, regardless of the baccalaureate degree(s) they hold are expected to complete the regular two-year, full time program of study.

Students entering the MSW program with considerable course background in the social work field, either from BSW programs or other undergraduate majors, may request exemption from one or more of the foundation curriculum academic requirements. Such exemptions require evidence of mastery of essential content in basic social work curriculum areas.

To request a course exemption, students submit relevant course outlines, work samples, and grades to the MSW Curriculum Committee. Students may also petition the Graduate Division to receive transfer credit for certain coursework, subject to the policy limitations noted below. Students who are exempted from a course do not receive a grade or unit credit toward the MSW. Instead, they are permitted to forego the required course in favor of an additional approved, professionally relevant elective.

Limitations on Course Exemptions and Waivers:

1. No social work credit towards the MSW degree is granted for life experience or previous work experience.
2. There is no exemption from field education requirements regardless of academic background or practice experience.
3. There is no exemption from the 2-unit diversity course requirement.
4. Continuing professional education (CEU) credit may not be applied towards any requirements for the MSWE degree.

Independent Study

Individual Independent Study (SOC WEL 296) is designed to permit qualified graduate students to pursue special study in a subject area of their choosing under the direction of a faculty member. Students decide on the area of study and then obtain the consent of a faculty supervisor. With approval these units may be used toward completion of elective unit requirements for MSW students.

Independent Study forms are due by the Friday of the 3rd week of instruction. **Late additions are not allowed.**

How to Arrange an Independent Study Course:

1. Download the [Independent Study Form](#) from the Academic Resources page of our web site.
2. Complete the form with the supervising faculty member, indicating:
 - a. The number of units and grading option.
 - b. Expected topics covered and assignments due.

- c. Number of hours spend in consultation between faculty and student.
3. Have the supervising faculty member sign the form, and return it to the Student Services Office, 128 Haviland.
4. You will be added directly into the course by the Student Services Team. Check your CalCentral 1-2 days after submitting the petition to ensure that you have been enrolled.

Transfer Credit

Berkeley Social Welfare does not permit directly transferring into the MSW Program from another MSW or other graduate program. For other coursework, per [Graduate Division policy](#), up to four semester units taken in graduate standing at another college or university prior to beginning the MSW program at Berkeley, and not used to satisfy any requirements for another degree, may be applied toward the MSW degree with the approval of the Dean of the Graduate Division. Transfer units must be equivalent to courses in the MSW program at Berkeley, and the student must have received at least a B in the course(s) and have a grade-point average of at least 3.3 at both Berkeley and the other institution.

Students cannot use units from another institution to satisfy the minimum unit requirement in 200 series courses or the minimum academic residence requirement. In addition, they may not present course work previously used to satisfy requirements for another degree program at Berkeley or at another in another institution.

To request transfer of units, please consult with the GSAO. Requests are submitted to the Graduate Dean on behalf of the student by the Head Graduate Adviser.

Social Work Competencies

The Berkeley MSW curriculum is organized around a set of **core competencies**, representing the dimensions of social work practice that all social workers are expected to master during their professional training. Each core competency is defined by a set of associated **practice behaviors** expected to result from achieving the competency. Students are assessed throughout the course of their graduate study on progress to achieving the competencies. **The core social work competencies for the Berkeley MSW Program are:**

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency #2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency #4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency #5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how

their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Social Work Licensure Coursework

The LCSW (Licensed Clinical Social Worker) professional license is issued by the State of California Board of Behavioral Sciences ([BBS](#)). The license in California requires:

- Completion of the MSW degree.
- At least 104 weeks (two years) of appropriately supervised post-graduate clinical experience totaling 3,200 hours. (Hours earned as part of field education during the MSW Program may not count toward this requirement).
- Completion of pre-licensure courses in child abuse assessment and reporting (7 hours); human sexuality (10 hours); substance abuse and dependency (15 hours); spousal abuse (15 hours); and aging and long-term care (10 hours).
- Successful passage of “The LCSW Standard Written Examination” followed by successful passage of the “LCSW Written Clinical Vignette Examination.”

The following Berkeley Social Welfare courses meet pre-licensure coursework requirements for the LCSW:

HUMAN SEXUALITY:

SOC WEL 250L Human Sexuality

ALCOHOLISM AND OTHER CHEMICAL DEPENDENCY:

SOC WEL 238B Drug and Alcohol Policy

SOC WEL 250U (or SOC WEL 148) Substance Abuse Treatment

CHILD ABUSE ASSESSMENT:

SOC WEL250N Public Child Welfare

SPOUSAL OR PARTNER ABUSE:

SOC WEL245 Direct Practice in Health Settings

SOC WEL250X Domestic Violence: Assessment and Prevention

SOC WEL410/412 Field Practicum—Children and Families Concentration

AGING AND LONG-TERM CARE

SOC WEL226 Social Policy and Gerontology

SOC WEL210C Aging Processes

SOC WEL246 Direct Practice in Aging Settings

If you graduate and still need to take some of these courses, you can take them after you graduate from accredited or approved universities; county, state, or governmental entities; or approved Continuing Education (CE) Providers.

For complete details and additional resources to assist you in understanding licensing requirements, including student handbooks, guides to supervision, and answers to most frequently asked questions, please visit the [BBSW web site for LCSW applicants](#).

Student Guide to Field Education

[Field Education Requirement and Curriculum](#)
[Administrative Structure and Roles](#)
[Selection and Approval of Field Placements and Instructors](#)
[Eligibility for Field Placement](#)
[Field Placement Process](#)
[Attendance Policies and Time Requirements](#)
[Alternative Field Arrangements](#)
[Learning Agreements, Learning Objectives and Field Tasks](#)
[Evaluation, Grading and Academic Standing in Field](#)
[Field-related Conflicts, Concerns and Problem-solving](#)
[Safety and Privacy Policies](#)

Field Education Requirement and Curriculum

The Field Education Requirement

Field education is frequently one of the most challenging but memorable parts of graduate social work education. Successful completion of **25 field education units** is required for degree conferral, including:

- 20 field practicum/placement units, the equivalent of at least 140 days (1,120 hours) of agency placement. Students will generally be in field two days a week in the first year, and three days a week in the second year. Other configurations are possible for concurrent degree students, students with approved accommodations, and students who have an approved petition.
- Required Field Integration Seminars in both years: three (3) units total in the first year, and two (2) units total in the second year.

Field practicum is generally concurrent with field seminar/section and academic classes.

Field Education Objectives

The overall objectives of field education in the Berkeley Social Welfare curriculum are:

1. To provide students with opportunities apply knowledge and skills acquired in classes during simultaneously sequenced real life practicum experiences in social agencies;
2. To help students achieve mastery of professional competencies through progressively immersing them into the role of professional social worker and arranging for them to be given observationally-based, structured feedback from agency field instructors;
3. To facilitate the development of strong lifelong practice learning competencies in students, including using consultation, being self-reflective, considering multiple, often conflicting sources of knowledge, applying critical thinking and ethical decision-making skills, and demonstrating effective response to common agency-based dilemmas.

We accomplish these goals by selecting, arranging, and monitoring field placements, leading field integration seminars, and working collaboratively with students, practice professionals, and academic faculty members to promote professional competency and leadership development.

Practice Competencies for Field Education

The School has established a set of 12 practice competencies based upon the Educational Policies and Accreditation Standards of the Council on Social Work Education (CSWE), and interpreted for our context. These competencies guide task assignment, instruction, and evaluation. Because of their importance, these competencies should be periodically reviewed during the first year field practicum and in individual, group, and seminar meetings:

- 1. Engagement with Individual, Families, Groups, Organizations, and/or Communities:** Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients, stakeholders, and/or community partners to participate in clinical services and/or administrative projects.
- 2. Consultation, Coordination, and Collaboration:** Obtains information from a variety of collaterals, stakeholders, and/or other sources and integrates into a coordinated service and/or project plan.
- 3. Assessment of Individuals, Families, Groups, Organizations, and/or Communities:** Collects, analyzes, and applies relevant information to promote the effective delivery of clinical services and/or the effective execution of administrative and planning projects.
- 4. Intervention Planning:** Develops clinical and/or administrative project goals that include input from clients, multiple stakeholders, and/or information sources. Identifies specific, measurable, and achievable goals and integrates the best available evidence and/or knowledge.
- 5. Intervention Implementation and Evaluation:** Executes activities and interventions consistent with the intervention plan in a thoughtful, sequenced, and responsive manner. Modified activities, pacing, methods, and/or goals so as to increase the likelihood of reaching the intended outcome(s).
- 6. Systemic Intervention:** Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, and/or community contexts that shape the delivery of social work services.
- 7. Evaluation of Systemic Efforts and/or Interventions:** Collects, analyzes, and applies data on the effectiveness of program, system, and/or community-wide efforts so as to shape the overall delivery of social work services.
- 8. Planning for Completion or Transition:** Facilitates endings and transitions to clinical and/or administrative projects in a timely, smooth, and thoughtful manner so as to promote continuity of care and/or project success.
- 9. Written and Verbal Communication Skills:** Communicates orally and in writing in an organized, complete, and timely manner. Delivers communication in an effective manner given its purpose and context.
- 10. Professional Ethics:** Recognizes ethical conflicts, applies the applicable social work ethical codes, and arrives at principled decisions.

11. Professional Conduct:

Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the School of Social Welfare, field agency, and professional codes.

12. Professional Growth and Development:

Initiates and takes responsibility for learning. Invites, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development and life-long learning.

Structure of First Year Foundation Field Practicum and Integration Seminar

The structure of foundation (first year) field education is the same for all students regardless of concentration. The first year is designed to introduce students to provide students with a range of learning opportunities across the intervention cycle (engagement, assessment, intervention, and evaluation) and across the levels of social ecology (individuals, families, groups, organizations, and communities) so that students may learn and demonstrate identified generalist competencies.

First-year field practicum days are Wednesdays and Thursdays beginning in the fourth week of September and continuing until the end of the spring semester. Standard days are eight hours in length and do not include time for lunch or other breaks. Additionally, some placements require students to begin before the semester begins or to continue on after the semester ends. In these instances, the relationship between the student and agency is voluntary and not subject to university requirements, policies, or protections although both parties are encouraged to continue to act ethically.

Students and their agency Field Instructors work together to finalize the student's schedule and to develop a learning agreement that specifies the tasks that will be assigned in the placement that are intended to help students develop and demonstrate identified competencies. The learning agreement provides the basis for periodic evaluations of student work. Field Consultants typically visit agencies in the fall to review the learning agreements with students and Field Instructors.

Common modes of practice in these settings involve brief or supportive models of direct practice including clinical interviewing, intake assessment, case management, emergency intervention, and/or counseling with individuals and groups. Access is also available to a range of macro-practice activities such as meeting management, program planning, coordination, and evaluation, advocacy, policy analysis, and/or development functions. Training Coordinators and Field Instructors are encouraged to orient students to their agencies with a broad appreciation of the agency's place within the network of services. Practice tasks are organized, to the extent possible, to provide a wide range of practice experiences and continuity with a sufficient number of assignments for competency acquisition and reliable assessment.

Successful completion of the foundation field practicum is determined by completion of the minimum hours in SOC WEL 410A and 410B, and demonstration of identified competencies.

The Foundation Field Integration Seminar

Prior to beginning field placement, students prepare for entry to the field by beginning all of their foundation courses. In addition, the Foundation Field Integration Seminar (SOC WEL 290A and 290B) is specifically designed to prepare, enable, and support students as field learners. Seminars meet for at least two hours every week in the fall, and every other week in the spring. Facilitated by the field consultant, this seminar introduces students to a range of social work agencies, settings and topics, engages them in self-reflective assessment, and examines how

best to approach “real world” learning so as to advance professional competencies. Students typically participate in the same section of the field seminar for the academic year.

Upon completing the first year seminar, students will:

1. Engage in continuous self-reflection so as to develop an enduring sense of authentic professional identity and to consistently apply the ethics and values of social work;
2. Enhance their ability to form, collaborate with, and benefit from a professional consultation group comprised of diverse members;
3. Prepare to begin field placement duties and tasks with individuals, families, and groups by reviewing California laws and professional standards and advancing engagement and client-centered interpersonal skills;
4. Critically appraise organizational contexts and utilize field instruction, consultation, critical thinking, and self-reflection to identify problem-solving approaches to common dilemmas of agency-based practice;
5. Improve their utilization of the consultation process, giving and receiving thoughtful feedback on both general dilemmas and specific field-based cases or projects; and
6. Improve their ability to select professional opportunities, present themselves effectively in writing and at interview, negotiate offers, and re-set professional learning goals.

Successful completion of the foundation field seminars is determined by attendance, participation, and submission of the key assignment. Concurrent enrollment in SOC WEL 410A/410B-Field Practicum and SOC WEL 290A/290B-Foundation Field Integration Seminar is required.

Successful completion of both the foundation field practicum and the foundation field seminars are required for advancement into advanced (second year) field education and to progress normatively toward MSW degree conferral.

Structure of Second Year Advanced Field Practicum and Integration Seminar

The structure of advanced field education is differentiated by concentration area. The second year placement is designed to introduce students to advanced or specialized practice settings that focus on specific methods (direct practice or management and planning practice), populations (children and families or older adults), and/or fields of practice (community mental health or health) that correspond to concentrations within the School. Consequently, access to a wider range of more complex practice opportunities is typically made available to advanced standing students.

In order to be eligible for advanced field education, students must have successfully completed all first year field education requirements, all required foundation courses, and must be in good academic standing. Prior successful completion of or concurrent enrollment in concentration area course requirements may also be necessitated.

Second year field practicum days are generally Wednesdays, Thursdays, and Fridays beginning in the last week of September and continuing until early May. Standard days are eight hours in length and do not include time for lunch or other breaks. In some instances, students may arrange to attend placement on other days and/or at other times as long as they can take all required courses and recommended electives. Additionally, some placements require students to begin before the semester begins or to continue on after the semester ends. In these instances, the relationship between the student and agency is voluntary and not subject to university requirements, policies, or protections although both parties are encouraged to continue to act ethically.

Students and their agency Field Instructors work together to finalize the student's schedule and to develop a learning agreement that specifies the tasks that will be assigned in the placement that are intended to help students develop and demonstrate the identified advanced competencies. The learning agreement provides the basis for periodic evaluations of student work. Field Consultants visit agencies in the fall to review the learning agreements with students and Field Instructors.

Modes of practice can vary widely in these settings depending upon concentration area. They generally involve, however, more in-depth and advanced tasks which can include advanced clinical interviewing and assessment, clinical case management and/or psychotherapy that is specialized, advanced documentation and/or report-writing, and/or significant responsibility for meeting management, program planning, coordination, and evaluation, advocacy, policy analysis, development, and/or other executive functions. Direct practice students are allowed to spend varying portions of time engaged in management and planning practice, and management and planning students are allowed to spend varying portions of time engaged in clinical practice depending upon approval of their Field Consultant and the agency's ability to accommodate their learning needs.

Students in approved concurrent programs may be allowed additional flexibility as it relates to their other degree requirements and career goals. Students may petition their Field Consultant for an exemption to expand the time that they may spend learning the other method. Decisions will be made based upon the student's experience, evidence of already possessing advanced experience, the availability of tasks in field agencies, and/or the student's overall career goals as previously stated.

Advanced MSW students continue to attend to the 12 foundation competencies previously enumerated. Behavioral anchors for the competency scale, however, are adjusted to reflect specific knowledge and skills that are to be demonstrated for the student's advanced concentration area (Child and Family, Community Mental Health, Gerontology, Health, or Management and Planning) and related to leadership development. These modified competencies continue to guide task assignment, field instruction, and evaluation in the second year of field education. The specific language can be found on the Final Evaluation forms for each advanced concentration area that are publicly available on the School's [website](#).

The Advanced Field Integration Seminar

In the advanced year, students are encouraged to take advanced electives both in the School of Social Welfare and in other university departments that inform their approach to field placement duties, tasks, and identified competencies. They are also frequently provided with more extensive on-site learning opportunities and supports including seminars, group supervision, and/or extra individual supervision, training and/or consultation.

In recognition of these factors, we have reduced the attendance requirement to approximately 2 hours per month. These advanced field integration seminars are typically comprised of the same members as the first year foundation field seminar, and as such, working group norms and cohesion are already established and can be effectively harnessed to continue professional development.

Students in the second year advanced field integration seminar will:

1. Assume effective learning approaches for more advanced settings, specific populations, and/or complex skills;
2. Increasingly be responsible for the structure, content, and process of the professional consultation group;

3. Identify and discuss ethical dilemmas and advanced clinical and administrative topics so as to provide one another with feedback, support, and challenges;
4. Re-assess their foundation professional competencies, assess their advanced professional competencies, and related growth and development;
5. Prepare to assume of the full role of social work professional and/or to transition from the role of student to employee; and
6. Develop future educational plans and goals so as to commit to continual professional development and acquisition of progressively higher levels of mastery over a wide range of skills.

The Advanced Field Integration Seminar can be configured in any number of ways as meets the needs and availability of the Field Consultant and students but usually involves at least one meeting before placement formally begins and one after it formally ends. Meetings sometimes occur on campus, sometimes occur at private residences, and sometimes occur at agency or community sites, depending upon the needs of the cohort.

Successful completion of advanced field practicum, required for MSW degree conferral, is determined by completion of the minimum hours (720), and satisfactory demonstration of meeting advanced competencies as specified on the final evaluation forms.

Administrative Structure and Roles

Overall management of the field program is provided by the Director of Field Education and supported administratively by the Administrative Director of Field Education. Field Faculty members are actively involved in establishing and implementing policies and procedures. Additional input on program issues and changes is also sought periodically from participating agencies and students. The field program curriculum is overseen by the School's faculty through the MSW Curriculum Committee and by the dean, as the School's chief academic officer.

Field Faculty Roles

The Field Faculty is comprised of the Director of Field Education and several Field Consultants who are members of the School of Social Welfare Departmental Teaching Staff. These specialists have primary responsibility for field education, development of, matching to, and monitoring of field placements, facilitating student acquisition of identified practice competencies, supporting Field Instructors, and determining field education grades.

Each Field Consultant is a specialist in one or more of the concentration areas represented in the advanced curriculum. They also teach practice courses and serve on departmental committees, conduct admissions reviews, and help to link the curriculum with current practice trends and concerns. The deep, ongoing involvement of our Field Faculty in public agencies helps to keep the School current on policy, program development, and practice issues.

Field Consultants are the direct liaisons between the agencies and the School. They support all parties involved in each field placement, ensuring that the student's educational needs are met, that the placement experience is mutually beneficial to both agency and student, and that student competencies develop maximally in all identified areas.

The responsibilities of the Field Faculty include:

1. Maintaining knowledge of changes in policy, practice, and institutions in their assigned

- field of practice in order to enhance the relevancy of school curricula;
2. Recruiting, screening, and orienting desirable new placement settings;
 3. Maintaining and improving existing placement settings;
 4. Guiding the placement process of assigned students by conducting assessments, determining student eligibility for field education, considering all available placements, and facilitating or recommending matches whenever possible;
 5. Orienting, training, supporting, and evaluating agency Field Instructors and other involved agency personnel;
 6. Leading integration field seminars;
 7. Assisting with the development of Learning Agreements and reviewing all evaluations;
 8. Maintaining regular contacts with Field Instructors and students to support the field instructional process and to solve any problems that might arise regarding a placement or student's performance;
 9. Participating in the evaluation of students, Field Instructors, and agency settings;
 10. Offering individual educational or professional advising, mentoring, and/or coaching to students and Field Instructors; and
 11. Determining and assigning student grades.

Agency Personnel Roles

Agency Managers

Effective field education requires a significant commitment on the part of agency management. The development of an agency field education program, even if for only one student per year, requires careful planning. Therefore, responsible agency manager(s) should be involved in the initial development of the placement plan and in periodically reviewing, with Field Consultants and agency staff or Field Instructors, the effectiveness of the field placement program within the agency.

Field Instructors

The Field Instructor is the student's teacher in the agency, providing administrative and educational supervision to the student. The relationship between students and their Field Instructors is central to students' learning and preparation for social work practice. Field Instructors serve as teachers, supervisors, mentors, and gatekeepers for the profession. Satisfactory student progress in field instruction depends on agency support, student readiness for placement, school-based preparation, and the skill of the Field Instructor in managing the field instruction process.

Field Instructors must have sufficient training and experience in the required practice modalities to supervise student's work. These practice domains include but are not limited to case management, counseling, group work, advocacy, referral, resource development, family work, needs assessment, evaluation, policy and program development and implementation, personnel and fiscal management, development, and/or other clinical or administrative services. All Field Instructors are required to complete a workshop orienting them to the role of field instructor, and are offered annual opportunities to update and advance their field instruction skills.

Training Coordinators

Many agencies designate a particular staff member as Training Coordinator. Training Coordinators play a key role in the design of agency placement arrangements and often

manage the placement process, including selection of participating program units and Field Instructors. They provide orientation, facilitation, and additional support services for both Field Instructors and students. When an agency Training Coordinator is designated, the Field Consultant establishes a close working relationship with that person to facilitate mutual planning and effective response to any problems that might arise.

The Student Role

Social work students are adult learners, capable of being--and expected to be--active participants in the field instruction process. Students are expected to assess their baseline practice competencies, to clarify their professional learning needs and objectives, and to play an active role in determining the appropriate setting for both of their placements.

Because Social work students are assigned duties in public agencies that serve vulnerable populations and will, upon graduation, be eligible to perform the full range of entry-level social work services, students in placement are expected to behave in a professional manner at all times. Students are guided by the Code of Ethics of the National Association of Social Workers, by agency codes of conduct, by the Berkeley Code of Student Conduct, and by the “Academic and Professional Standards for the MSW Program” articulated in this program manual.

Throughout the placement period, the student should play an active role in defining the agenda for field instruction meetings, including identifying issues that should be discussed. While Field Instructors are encouraged to provide proactive instruction when possible, students are also expected to learn how to identify and resolve dilemmas independently by using critical thinking and applying professional judgment. Finally, students are also expected to demonstrate engaged and receptive approaches to learning which include initiating activities and responding to feedback and direction.

Students must introduce themselves as students or interns to clients and colleagues and should not convey the impression that they are regular staff or already possess their MSW degree.

Selection and Approval of Field Placements and Instructors

Selection and Approval of Field Agencies

The San Francisco Bay Area is richly endowed with public and private social service and community agencies, collectively reflecting a spectrum of health and welfare service organizations and diverse communities. This diversity makes it possible for the School to select field education settings that provide learning experiences consistent with the mission of social work, the mission of Berkeley Social Welfare, related accreditation guidelines, and in addition, to meet the learning goals and needs of our MSW students.

The criteria for approval as a Berkeley Social Welfare field agency are as follows:

1. The agency must be committed to offering ongoing, educationally sound training which fits well with the professional frame of reference and ethics of social work;
2. A substantial part of the agency's clientele and the majority of the students' client systems must represent vulnerable, at risk, and/or diverse individuals, families, groups, organizations, and/or communities;
3. The services offered must be relevant to, effective with, and responsive to these various systems;

4. The funding auspices of the agency should be largely public; if the agency is a private non-profit, it should receive substantial funding from public funds or have referral relationships with government agencies;
5. A Field Instructor meeting the School's requirements must be provided;
6. A minimum of one hour per week of formal on-site field instruction is expected, as well as regular on-site administrative supervision; in addition, the agency must grant field instructors release time to work with students and to attend training activities offered by the School;
7. The agency must be willing and able to provide a range of learning opportunities across the intervention cycle (engagement, assessment, intervention, and evaluation) and across all of the levels of social ecology (individuals, families, groups, organizations, and communities) commensurate with graduate student learning so that students may practice and meet generalist and/or advanced competencies;
8. The agency must provide a safe workspace and other necessary supports (such as clerical assistance, access to a desk, computer, phone, and reimbursement for placement-related expenses) and schedule field placement in accordance with the school's academic and field calendar;
9. The agency must be willing to work with a diverse range of students and to work with the university and school to offer reasonable accommodations to eligible students;
10. The agency must have appropriate safety and risk reduction policies in place, and must orient students to these policies;
11. The agency must be able to provide the student with observationally-based, structured feedback on formative and summative bases related to identified competencies;
12. The agency must be willing to collaborate extensively with assigned Field Faculty, to communicate needs and concerns, and to respond to communication and feedback in a timely, professional manner; and
13. The agency must ensure that required forms are completed and returned in accordance with school guidelines and deadlines including but not limited to competency-based learning agreements and evaluations of students.

The School seeks to develop and maintain ongoing relationships with the highest quality agencies and field instructors in our region. To that end, we initiate communication with agencies of interest, respond to requests, clearly post information and application materials on the school's website, hold webinars to discuss school requirements and expectations, and review external applications twice annually.

Agencies where students are placed are also reviewed annually to determine if they have been able to or appear able to continue to meet the school's criteria. Available data reviewed include the student's formal and informal feedback, review of the key documents submitted (learning agreement, first semester progress review, and final evaluation), and observations during in-person site visits and phone consultations with the agency and/or field instructor.

Students are required to submit to the School an end-of-year placement evaluation where they provide feedback on their agency experience which is used for purposes of quality assurance and improvement. We provide field agencies and instructors with both affirmation of their assets and with recommendations for continued improvement.

Selection and Approval of Field Instructors

The following selection criteria are used to evaluate and approve field instructors:

1. A Master's degree from an accredited school of social work.
2. A minimum of two years of postgraduate work experience in the area in which s/he is instructing. An exception to this may be made for an experienced worker who has acquired a Master's degree after significant prior experience, and may, therefore, be ready to supervise.
3. An ongoing commitment to professional social work education.
4. Knowledge of the agency, its policies and procedures, and its relation to the community. In general, this includes employment by the agency for a period of 12 months and success at his or her assigned tasks.
5. A commitment to participate in annual trainings and related professional development activities and to work with the Field Faculty throughout the field education process.
6. A commitment to abide by the NASW Code of Ethics, especially as it pertains to field education roles.
7. A commitment to spend at least one dedicated hour and often more than that to help the student develop professional competencies.

To establish their eligibility, prospective field instructors submit a written application and attach a copy of their professional resume. In addition, we typically interview new field instructors during an initial visit or phone consultation to confirm they meet the full criteria and that they understand the responsibilities they are undertaking and our key policies and procedures.

In some situations, an approved field agency does not have a member of their staff who meets the above criteria (particularly, holding an MSW from a CSWE-accredited program) but is otherwise believed to be able to offer an excellent learning experience for MSW students. In this instance, we first consider whether a comparable agency-based placement who can assign a qualified field instructor is available for the intended student.

When this is not the case, we then consider whether the agency is able to hire a qualified consultant or enlist a qualified volunteer who meets the above criteria, and when possible, we help them identify and engage qualified persons. In this scenario, we designate an on-site field instructor who orients the student, assigns tasks, reviews task completion, and provides feedback to the student and an off-site field instructor who provides additional consultation, reinforcing the social work perspective on all learning assignments and experiences. Typically, in this arrangement, the off-site field instructor provides no less than individual consultation for one hour or group consultation for two hours at a frequency of every two weeks. Both the on-site and off-site field instructors collaboratively complete field documents and participate in training, site visits, and monitoring conducted by the Field Faculty.

On a limited basis, our Field Faculty may serve as off-site field instructors for select students where no other qualified individual can be enlisted and we believe the placement otherwise substantially meets the student's career goals.

Field Placement in an Employing Agency

Students are permitted to be placed in an agency where they are or have been employed for one of their two placement years and only under certain circumstances usually related to the agency being able to provide substantial new learning related to identified competencies.

If a student would like to complete one of their field placements in a setting where they are employed or have been employed, they must petition their assigned Field Faculty member in writing indicating:

1. why they believe such an arrangement would educationally be comparable to or better than placement in a new environment;
2. the proposed tasks and unit assignment that are different from the student's current or former employment-based responsibilities and/or unit;
3. what specific new competencies they believe would be obtained; and
4. the qualifications and contact information of the identified field instructor who must be a different person from their past or current employment-based supervisor and program manager.

After reviewing the written proposal, we generally sit down to discuss it with the student so as to make certain they understand the educational costs and benefits of this arrangement vis-à-vis other available field placement opportunities.

Before approving the request, we always confer with the intended agency-based field instructor and program manager to ensure that all educational requirements can be met throughout the intended duration. We offer strategies to protect the students learning and to separate out educational goals from their employer-based needs. Specifically, we discuss "time walls" between their educational time and their employment time so that there will be an accurate accounting of each and a separate reporting and evaluation relationship for each. Finally, we enlist their commitment to continue the student's educational internship for the entire length of the intended duration even if employment should cease for whatever reason. With these processes and protections in place, it has been our experience that employment-based field placements can be viable and advantageous in some situations.

We often ask students to interview for other types of field placements concurrently so that they have fully considered the comparable educational benefits they are foregoing.

If we become aware that field learning tasks are not distinct from regular work assignments as agreed and that field instruction and employment-based supervision are being comingled, we reserve the right to terminate the placement and to ask the student to complete another educational placement of full length.

In exceptional circumstances, the Director of Field Education may approve a student to complete both of his or her placements in one agency where he or she has also been employed. This generally involves consideration of the student's career goals, the type of agency, the variation and quality of learning assignments available for both placements, and a comparative analysis of the benefits of other available placements that may enrich and broaden the student's graduate learning.

Agencies of Interest Not Formally Approved As Field Placements

In some instances where an agency or program is not approved as a field placement site but is highly desirable to a student and appears to meet the School's criteria, proactive efforts may be made to recruit, screen, and approve the site. It should be noted, however, that this can take up to three months to occur and is not always possible.

Students may make their interest known verbally during individual field advising meetings or in writing and may supply the Field Consultant with whatever information they have that leads them to believe the agency would be interested in serving and qualified to serve as a field instruction site.

Students may also refer potential field instructors, training coordinators, or agency managers to the School of Social Welfare website where they may download information and submit an

online application to become an approved agency. If agencies do not return our phone or email contact or fail to complete and submit forms by stated deadlines, we are unable to consider them.

Once applications are submitted by the agency, we will arrange for a phone or in-person visit and will make our determination as to whether they are an approved field placement agency based on the previously described criteria. The opening Field Consultant makes a recommendation to the Director of Field Education who makes the final decision about approval. Any newly opened placements may be less predictable in quality than placements that have previously established a strong track record.

Eligibility for Field Placement

Field Faculty members play a key role in the School's admissions processes. Field Faculty review all applicants for their concentration area who meet the minimum criteria for admission to the MSW Program. In addition to reviewing their academic qualifications, we examine applicants' statements and materials to determine the likelihood that they will have the requisite skills, motivation, and experiences to succeed in the required field education portion of our curriculum.

Admission to the MSW program does not, however, automatically guarantee a field education placement. After being admitted to the MSW program, students are more carefully assessed for their eligibility for field education by participating in a comprehensive, interactive process with their assigned Field Consultant. This assessment typically involves completing a pre-placement questionnaire, disclosing all relevant ethical violations or legal convictions, and meeting for an interview with their assigned Field Faculty member. In addition, observations of the student's behavior made during field seminar or by other educational contacts may be utilized to determine eligibility for field placement. Field Consultants express their concerns about observable student capacities in a direct and respectful manner with the goal of resolution so that learning may proceed.

Eligibility for field education is determined by assigned Field Consultants initially, is reevaluated continuously throughout the course of study, and may be suspended at any time concerns arise or persist.

Eligibility Criteria for Field Placement

In order to be eligible for field placement, MSW students must be willing and able to demonstrate the following abilities (with or without accommodation):

1. Attend reliably and punctually. Because clients and colleagues rely on essential tasks being performed in a time-sensitive manner, students must show up and perform at the placement site consistently on scheduled days without a pattern of excessive absences (defined as a maximum of 1 absence within a 30-day period) or tardiness (defined as 1 or more arrivals later than 15 minutes within a 30-day period);
2. Possess sufficient stamina, strength, sensory perception, mobility, and/or dexterity to perform essential tasks;
3. Remain focused on and attentive to tasks so as to ensure quality and timely completion of service and projects;
4. Follow instructions with minimal repetition;

5. Analyze, organize, and communicate large amounts of data sufficient to complete related records and reports;
6. Simultaneously organize, prioritize, track, and complete a wide variety of tasks for multiple clients and/or projects in a timely manner;
7. Display good judgment with respect to safety, ethics, and higher order priorities;
8. Appropriately engage in discussion with others who are expressing intense emotions and experiences related to clients, community members served, and/or agency projects;
9. Listen to and implement feedback given by clinical instructors and colleagues without becoming overwhelmed, reactive, argumentative, or defensive;
10. Self-monitor and accordingly adjust his or her own behaviors so as to be in accordance with professional roles, standards, and contexts;
11. Communicate and respond to communication in a timely, diplomatic, and effective manner;
12. Respect the rights of clients and stakeholders to hold differing values and to refrain from imposing personal values on others;
13. Possess sufficient skills in spoken and written English to understand and communicate relevant information; and
14. Display good judgment in communication, interpersonal behaviors, and personal and professional boundaries.

Failure or unwillingness to demonstrate any of the above behavioral prerequisites may lead to ineligibility for or suspension from field education. If the Field Faculty member holds a significant concern about the student's willingness or ability to meet the above-described eligibility criteria, she or he will discuss them directly with the student to see if it may be resolved informally before initiating the formal resolution process later described. Field Consultants refer to the criteria and apply their professional judgment in deciding whether or not a student may be forwarded to agencies for consideration and in making the determination of eligibility for field education.

Agency Assessment of Student Acceptability and Suitability

The ability to obtain an approved field placement through an interactive interview process with our approved agency partners is also required for placement into field education.

In the instance that a student has been forwarded for three successive field placement interviews and has been found to be unacceptable at all interviews, the assigned Field Faculty member will collect and analyze related agency feedback, will review the eligibility criteria for field education, will review identified competencies applicable to the student, and will directly discuss behavioral feedback and concerns with the student. In some cases, students may be coached to success on how to present themselves more effectively.

When other factors are determined to be primary reasons for the student to be found unacceptable by multiple agencies, every effort will be made to communicate those factors to the student and to collaborate about how to improve them. In other cases, students may not be accepted for placement due to the recent nature or severity of their criminal history. Failure to succeed at obtaining an agency-based placement may be viewed as evidence of unsuitability for the degree and profession at this time. Students unable to ascertain a field placement for themselves after three interviews may be assigned an unsatisfactory grade in

field education. They may also be placed on academic probation and are at risk for eventual dismissal if the concerns cannot be resolved within a semester.

Other Concurrent Requirements for Placement into Field Education

Students placed into field education are expected to be concurrently enrolled in the required foundation and/or concentration-based courses in the expected sequence unless they have a preapproved, modified academic plan. Students must be eligible for field placement to be eligible to participate in concurrent field seminars.

Should a student's grade point average fall below a 3.0, should a student fail a required foundation or concentration-based course, or should a student receive two or more Incomplete (I) grades in any one semester, field placement may either be not initiated or suspended until all academic concerns are resolved. If a student is suspended from placement, we cannot guarantee that he or she will be able to return to that same placement. Suspended students may or may not be eligible for partial credit depending upon the circumstances.

Resolution Processes

The determination that a student may not adequately possess or demonstrate eligibility criteria for placement into field education is a serious matter which requires professional judgment and careful, rigorous consideration. When concerns arise about a student's eligibility, all attempts at informal resolution are made. This usually involves direct discussion with the student about the relevant prerequisites that may be impaired, lacking, or inconsistently demonstrated. In most cases, particularly when the student is amenable and responsive to feedback, concerns can be resolved at an informal level.

When informal resolution is not possible, the Field Faculty member will convene a conference during which the student, the concerned Field Faculty member, the Director of Field Education, and/or relevant academic advisors from the staff, faculty, and/or campus will discuss the criteria for eligibility for field education and review the concerns together. During these reviews and discussions, students, Field Faculty, staff, and administration consult all relevant codes of conduct, and frequently confer and collaborate with the Disabled Students Program (DSP), Graduate Division, and other campus departments and supports.

Several possible determinations may be made on the basis of that meeting:

1. The concerns have been resolved before or during the formal meeting. In this case, the student shall be eligible for either agency interview and/or admission to field education and will be monitored accordingly.
2. Although concerns remain, they are not serious enough to prevent placement. In this case, the field consultant may discuss the concerns with the student and the intended agency field instructor, identify field competencies that may be impacted, and require these concerns to be addressed in the learning agreement. In addition, the field consultant will then closely monitor the placement and arrange an early visit to review progress.
3. Concerns are sufficient that the student is deemed ineligible for placement into field education for up to an entire semester. In the instance that a student has been deemed ineligible for field education, she or he is typically provided with a recommended pathway to address the concerns which may include participation in an informal tutorial or formal independent study, outside evaluation and/or intervention from a qualified professional, outside training or educational event, or other relevant assessment or remedy. Students are eligible for re-assessment no later than one semester from the

time they are determined to be ineligible for field education, although eligibility remains subject to the previously stated criteria and is never guaranteed.

Following this meeting, the student will be notified in writing by the Director of Field Education about their eligibility for field education and any related restrictions, mandates, recommendations, rights, privileges, or next steps.

Students who are unable to be placed into field practicum are usually not allowed to participate in the concurrent field seminar.

Students ineligible for field practicum are instructed not to represent themselves as being eligible for school-affiliated internships to community agencies. If they should assume volunteer or paid positions during this period, they must explicitly disclose that these are not School-affiliated and are never retroactively given academic credit for them.

A student who has been determined to be ineligible for field education may also be subject to a letter of warning, or more commonly, academic probation, and eventually, dismissal on the basis of failure to make expected academic progress outlined earlier. If ineligibility persists for more than one semester, the student may be subject to dismissal from the MSW program.

Students who disagree with the school's determination in this area have the right to file an appeal according to the policies and procedures outlined in the MSW Program Manual.

Field Placement Process

First Year Placement Process

Incoming graduate students are typically oriented to field education in the summer before they begin studies by watching an online video, reviewing written materials, completing online pre-placement questionnaire and liability insurance questionnaires, revising their resume, and then meeting individually with their Field Consultant in-person, by Skype, or by telephone. They discuss their past experience, future plans, needs, and learning goals for first year placement. Based on this information, the student, the Field Consultant, Field Faculty colleagues and the Director of Field Education determine eligibility for field education (previously described) and identify an appropriate agency for placement.

Since the first year of the MSW program is designed to provide a broad introduction to social work and social welfare, field agencies are selected by Field Consultants for their ability to familiarize students with key approaches, institutions and multiple levels of practice. After being assigned to a placement interview, the student then meets with the agency Field Instructor and they assess together the suitability of the proposed placement. In the instance that this process does not result in a mutually satisfactory arrangement, another placement interview may be offered. As described in Eligibility for Field Placement, failure to obtain placement after three interviews requires a review of the student's eligibility for field education and suitability for the degree and profession.

Second Year Placement Process

The second year placement process is complex, involving approximately 100 students and over 350 agencies. Therefore, a clear standard placement process is established to assure fairness and to minimize confusion. In December, eligible agencies wanting to offer a second year placement in the next academic year receive a placement timetable and a request for updated

placement information. In January, a mandatory orientation to the second year placement process is provided by the Director of Field Education. At this time, the information about all available placements is made available through a password-protected, web-based data base accessible to all eligible students which provides contact information, the concentration(s) for which the placement is approved, the identified Field Faculty member, descriptions of placement requirements and opportunities, and a link to the agency's website. Past student review of field placements are made available.

After meeting with their Field Consultant and searching the data, students may meet with other Field Faculty to refine their choices. Many second year placements are cross-listed for multiple concentrations. Workshops are offered to assist students including an orientation to all available workforce development stipend programs, their eligibility criteria and terms, and workshops on revising resumes, writing cover letters, and interviewing effectively.

In February, students are permitted to self-apply for 2-5 placements that are preapproved for their concentration area by emailing a cover letter and resume to the agency contact person. In some instances, additional application materials such as essays and letters of reference are required. Depending upon the volume of applications received, some agencies do conduct a "paper screen" where they only interview the students who appear most qualified; other agencies interview all applicants. When offered, the intent of the interview is to permit mutual exploration concerning the fit between the students' interests and learning goals and placement opportunities and demands. Students have about five to six weeks in which to complete their interviews. Students must complete all assigned interviews within the School's interview timetable, without exception.

Students are not allowed to accept offers of placement until a specific day in March to allow for them to go on as many interviews as possible and explore a wide array of options. Upon completing most or all of their interviews, students are then allowed to receive offers of placement directly from agencies where they interviewed and may accept, pause, or decline offers. Once an offer is accepted, the student must complete an online link; a corollary link is then sent to the intended field instructor to confirm acceptances and commitments on both sides. During this time, students may receive consultation from their identified Field Consultant.

The placement time table, process, and/or available options may be different or restricted for students accepted into specialized programs such as the Title IVE stipend program, the mental health stipend program, the Pupil Personnel Services Credential (PPSC) program, and/or other stipend or special programs. Students always have the option of withdrawing from these specialized programs but may be subject to consequences such as stipend repayment.

Attendance Policies and Time Requirements

General Service Time Expectations

Unless otherwise arranged, **first year MSW students** are expected to be at internship for two, eight-hour business days, not including lunch or other break periods, on Wednesday and Thursday. Placement on other days and times is usually not possible due to foundation academic requirements. First year placements usually begin the fourth week of September and end the last week of April or first week of May. Students must complete no less than 50 days or 400 hours.

Unless otherwise arranged, **second year MSW students** are expected to be at internship for three eight-hour business days , not including lunch or other break periods, typically on

Wednesday, Thursday, and Friday. Because second year students are eligible for a variety of electives, they may be able to alter their field schedule as long as this is advantageous to their field placement and as long as they are able to complete academic requirements and recommended or preferred electives. Since academic schedules vary by semester, a modified field schedule may not be possible for both semesters.

Second year placements usually begin the last week of August or first week of September and end the last week of April. Second year students are excused from placement for the equivalent of two eight-hour days to attend mandatory field section meetings with their Field Consultant and do not need to make up this time. Students must communicate this in advance to their Field Instructor and make appropriate coverage arrangements. Second year MSW students must complete no less than 90 days or 720 hours.

The School of Social Welfare deliberately schedules academic and field days separately to avoid conflicts. Students are generally not allowed to miss academic classes because of field placement obligations. Students are allowed to petition for an alternate field schedule as long as does not affect their ability to enroll in or attend regularly required and desired elective courses and is approved by their field agency and field consultant as part of the Learning Agreement. Schedule adjustments are only approved on a semester-by-semester basis as academic schedules do change each semester.

Allowable Absences, Notification Policy, and Coverage Arrangements

Students are allowed four (4) absences due to illness or personal emergency per academic year that do not need to be made-up. We also ask that flexible scheduling be permitted during the last few weeks of each semester (for final examinations and assignments) and during interview periods for the second year placement process (occurring for first year students, mostly in March). As mentioned above, second year students are also excused for the equivalent of two eight-hour days to attend mandatory field section meetings with their Field Consultant and do not need to make up this time.

If a student must be absent from placement due to illness or some other emergency reason, the student must call the agency to make sure that his/her duties are covered before his or her scheduled shift begins. Email communication or communication after the beginning of the shift is not considered sufficient. Compelling reasons do not include social conflicts, the student's failure to plan to complete one's routine academic work appropriately, or other work or personal obligations that are not related to illness or emergency.

Students who observe religious holidays or practices that conflict with their field placement schedule are encouraged to identify those dates and/or times at the beginning of placement and to discuss proactively with their Field Instructor and Field Consultant.

Student commitment to field education generally supersedes other obligations they may hold including graduate student researcher or instructor positions, fellowship programs, and employment. Students with approved disability accommodations, enrolled in concurrent or dual degree programs, with significant parenting or caregiving responsibilities, or unusual personal circumstances may, however, request and be formally approved for schedule modifications.

During designated break periods (usually two weeks from mid-December to early January and a week in late March), students are expected to arrange for continuity of coverage for their cases and administrative projects. They are not, however, generally expected to be present or to respond to clients or collaborators. Students are also not responsible for clients or administrative projects at days and times when they are not scheduled to be in field placement.

Appropriate coverage must be provided or arranged by the Field Instructor or another identified agency staff member.

Attendance Policies in Times of Labor-Management Disputes

In the event that a field agency is experiencing a severe dispute between labor and management such as in the event of a strike, student attendance at field education may not be possible. In general, the student should confer with his or her Field Instructor, the Agency Training Coordinator, and Field Consultant to determine the most appropriate course of action. If labor action is likely to disrupt the student's access to learning activities and appropriate educational supervision and instruction, then students are not allowed to be at placement until such time as access to learning activities and instruction can be reinstated.

Students who miss field placement due to labor disputes must make up their absences during break periods so that they fulfill their full service time commitment. If the labor dispute persists for a protracted period of time and another comparable placement is available, the School reserves the right to re-place the student so that he or she may complete their education in normative time.

Time Commitments, Record Keeping, and Related Communication

Students and Field Instructors are expected to keep accurate time records of the student's service time as well as of field instruction time and to report them honestly to the Field Consultant on evaluation forms and during site visits. Students are expected to attend placement regularly, and field instructors are expected to provide them with no less than one hour dedicated instruction time per week in addition to appropriate administrative time. The School accepts time verifications at the time first semester progress reviews and final evaluations are due.

The Field Instructor should immediately discuss any significant problems with regard to attendance or punctuality with the student directly and notify the student's Field Consultant. Regular attendance and punctuality are considered prerequisites for eligibility for field education, and consequently, a pattern of excessive absence or lateness will affect eligibility for field education and/or ability to complete the field placement.

If the Field Consultant has reason to believe that field instruction is not occurring regularly, meeting the minimum requirements of one hour per week, this will be addressed directly and privately with the Field Instructor. Because of the centrality of the educational supervision time, we insist that Field Instructors keep their agreed-upon time commitments to students even though we know they are exceptionally busy.

Even if students experience unexpected health or life events, we cannot exempt them from the total time requirements needed in field education to be eligible for degree conferral. We will, however, work with them to identify a range of possible strategies to enable degree completion in light of their personal circumstance.

Modified Beginning and End Dates for Placement

Agencies may request that students be available prior to the beginning of or after the ending of the academic year when this is necessary for purposes of effective orientation completion of field related clinical and administrative assignments. This additional requirement should be made clear to the Field Consultant and student in advance of the placement interview. The school and university only provide educational services and related benefits and assurances for the academic semesters and or year that govern the placement; relationships before and after

these periods are entered into voluntarily by student and agency and are not subject to university evaluation, protection, or benefits.

Alternative Field Arrangements

Accommodations for Students with Disabilities

Students with disabilities enrich the social work classroom and profession, often sharing considerable life experience that builds empathy and awareness and improves service delivery to clients with disabilities. We are committed to and experienced at arranging field placements for students with disabilities.

Students who possess most of the identified eligibility criteria but may need reasonable accommodations in order to complete the field portion of their MSW education are encouraged to discuss those accommodation needs proactively with their Field Consultant. Generally, if accommodations are needed, we will ask students to undergo a formal evaluation with the Disabled Students Program (DSP) and to have an updated Letter of Accommodation on file. Because the field practicum experience occurs off-campus and involves responsibility for public agency clients and projects, an accommodation letter specifically customized for field practicum courses (SOC WEL 410A, 410B, 412A, 412B) is required. The School will proactively work with DSP and the student to identify all relevant and feasible accommodations for the unique context of the field practicum experience.

Students are never required to disclose personal health information to school faculty or staff and may limit the conversation to their accommodation needs. Similarly, when school faculty interacts with DSP and/or agency staff, the conversation shall be limited to the accommodation needs so as to protect the student's privacy.

In order to be eligible for field placement, all students must be determined to possess the eligibility criteria necessary to field learning. Essential capacities for particular types of placements may vary, however, depending on the type of placement and the educational needs of the student. The School is dedicated to making reasonable accommodations available to assist qualified students with essential capacities and/or in completing the field education portion of the MSW curriculum whenever possible. We have access to a wide range of agency partners and can often find an agency that could serve as a suitable site for a particular student. Students with disabilities are welcome to include a support person or a DSP representative in conversations with their Field Consultant about accommodation needs.

Available Accommodations

We have successfully worked with DSP and our agency-based field agencies to accommodate students with disabilities in some of the following ways:

1. Reducing the number of hours of their shift from 8 hours down to 4-6;
2. Reducing the number of shifts per week from 3 (for second year students) down to a minimum of 2 (minimum);
3. Allowing the student to begin the placement sooner or to extend it later (if acceptable to the agency) so that total day/hour completion standards may be met;
4. Increasing the number of allowed absences to 2 per month (maximum) and/or tardy arrivals to 2 per month (maximum);
5. Allowing the students to take more frequent, brief breaks if needed;

6. Selecting a field placement near their home to reduce travel burden;
7. Selecting a field placement organization and/or field instructor able to implement the student's accommodation needs;
8. Facilitating the use of adaptive technology or equipment;
9. Allowing students to begin and end their placements earlier or later in the day than normal so that they can complete the number of required hours in a consistent schedule that supports their learning and protects their health;
10. Allowing students to begin or complete placements during winter, spring, and summer breaks;
11. Allowing students to pursue concurrent academic courses on a reduced basis or in a different sequence;
12. Approving students to complete all field education hours in one agency;
13. Requesting student be given a customized work space, when available;
14. Other accommodations not incompatible with the fundamental purposes of the clinical program, that do not compromise academic standards, and that do not pose significant health, safety, and/or privacy risks to the field placement organization and its clients.

Approved accommodations are normally maintained for the duration of the field placement but may be modified as needs and demands change so long as they continue to meet the criteria of reasonable.

In the instance that the university, school, and/or agency cannot provide a student with reasonable accommodations for a particular setting, extensive efforts will be made to identify an available alternative where reasonable accommodations may be applied. When the need for accommodation exceeds the limit of what is considered reasonable and/or no available placement appears to exist after a prudent search, the student will be directly advised of this and counseled as to their future educational options.

Although reasonable accommodations may be applied and learning conditions modified, **total service time and competency-related standards of performance remain the same for all students irrespective of ability status.**

To maximize their education and protect their health, students with disabilities are encouraged to talk through the scheduling of their academic and field practicum curriculum with their Academic Advisor and Field Consultant in advance and throughout their student career, particularly as their needs and capacities change. Since they will eventually negotiate their rights and needs directly with employers, this can be an exceptional learning opportunity for students to develop awareness of both their rights and needs and how to communicate and negotiate those professionally.

Accommodations for Students with Family or Medical Caregiving Responsibilities

Students who hold significant family caregiving responsibilities may also be eligible for alternative field arrangements for up to one academic year. Family caregiving responsibilities are generally defined as being primarily responsible for the care of an infant whether by birth, adoption, or foster care and/or of an immediate family member (spouse, parent, or child) with a serious health condition and/or similar or comparable situation. Students are encouraged to

identify their caregiving needs, to discuss them proactively with their Field Consultant, and to plan their academic and field education accordingly.

Alternative field arrangements may include an adapted schedule, close travel proximity to placement, and different start and end dates for placement completion. **Total service time and competency-related standards of performance, however, remain the same for all students irrespective of family caregiving responsibilities.**

Learning Agreements, Learning Objectives and Field Tasks

Learning Agreements

While we prepare all students with basic knowledge about the field of social work, about social work values and perspectives, and with basic skills to approach learning and related tasks, we also recognize that in the real world of agency-based practice, chance often creates uncharted opportunities to learn and renders planned tasks unfeasible. Professional social workers need to be able to adapt quickly to changing contexts and demands while upholding the core values, knowledge, and approaches of the profession.

Instead of imposing a rigid framework, the field program offers several tools designed to facilitate an organized, yet flexible, field experience for students and to respect the organic nature of the real world classroom. These tools include the Learning Agreement process, a set of minimum competencies defining expected performance outcomes, and a set of field learning task guidelines.

The Learning Agreement is a written understanding between the student, the Field Instructor and the Field Consultant about the nature and content of the student's field experience. This written understanding provides a focus for mutual planning in the development of the placement and serves as a reference point for ongoing evaluation of the student's acquisition of expected competencies. The agreement is also a basis for the resolution of any disagreement that might later arise among the various parties involved.

Typically, several general types of assignments are developed each year. These assignments are selected by the Field Instructor in discussion with the student and should take into account the student's interests and readiness, the skills the student needs to acquire as well as the available activities in the agency. Discussions about these assignments should begin as soon as the student starts placement since the normal time line for completion of the Learning Agreement is one month. Please check the Field Education Calendar on the School's web site for exact dates.

Each of the general assignments should be broken down into learning activities which specify how the general assignment is to be carried out. Each of these activities should then be related to one or more of the identified competencies. This is done by indicating in parentheses which competency or competencies will be addressed by particular activities. All of the competencies should be addressed each year, although specific learning activities will differ for first and second year students. Learning activities for first-year students should reflect learning/performance at a beginning and foundation level, whereas second-year activities should approach performance levels appropriate for an entry-level practitioner in a specific area or method of practice. In addition, learning activities for the second year address the advanced competencies related to leadership for each program concentration.

The agency may also require the student to perform additional tasks which are viewed as necessary for competent, ethical service, even if these tasks are not directly related to the

competencies outlined. These additional tasks should be discussed with the student and Field Consultant, and explicitly noted on the last page of the Learning Agreement to clarify expectations and prevent potential misunderstandings. The last page of the Learning Agreement also outlines what the agency agrees to provide during the placement.

The intention is for the students to be assigned work that explicitly prepares them for MSW level work. Therefore, we ask field agencies to refrain from assigning students overly clerical duties, duties at which they already excel, or duties that are more commensurate with a paraprofessional. Similarly, we also request field agencies to refrain from assigning those duties that are well beyond their expected skill or competency level. Thoughtfully assigning duties located somewhere in this educational middle space is essential. Note: we understand that most MSWs do a portion of clerical work but we respectfully request that students not be given clerical tasks beyond those related to projects or clients they are actively working on so as to protect their educational time and advance their competencies.

Each student and Field Instructor are also asked to identify at least two assignments per semester upon which feedback will be given based upon direct observation, audiovisual observation, or transcription/process recording review of the student's work. For direct practice students, this may involve the Field Instructor observing the student conducting an intake, a counseling or case management session, or group; for a macro practice student, this may involve the Field Instructor observing the student running a task force or giving a public presentation or making a donation request.

In addition to the process outlined above, each of the three parties involved in the placement - student, Field Instructor, and Field Consultant - have additional responsibilities. The Field Instructor has lead responsibility for overseeing the development of the Learning Agreement. This means providing guidance throughout the process including initiating discussion about the agreement, selecting appropriate assignments with the student's input, and making sure that the document is completed in a timely manner. The student is responsible for producing the document including preparation of drafts for discussion and turning in a final draft of the document to the School on time. The Field Consultant is responsible for meeting with the student and Field Instructor to review the agreement and approve it when it is finalized.

Learning agreement forms can be downloaded from the School's [website](#). Please note that there are several learning agreement forms depending on whether the student is a first or second year student; and for second year students, by concentration area.

Field-Based Research

Berkeley MSW students are required to complete a two-semester sequence of coursework in research, culminating in a full-scale group research project in their second year that is based in an agency. In many cases, at least one of the students assigned to an agency's group research project may also be a field learner in this setting. In general, the research is counted as part of their assignments for their research courses and is generally not considered field education time. Up to 4 hours per week, however, may be counted as field education learning if the following conditions are met:

1. The project must be directly relevant to the student's field education learning goals, and be planned and fully approved by the agency Field Instructor and the Field Consultant;
2. The project must be supervised by the Field Instructor or another member of agency staff such as a secondary Field Instructor;
3. The research project must be listed in the student's learning agreement as a separate activity area;

4. Participation in this research must not preempt other field learning assignments or competency development needs.

Whether research is considered part of field practicum or a separate assignment, the School expects that the agency will apply its own research policies and protocols as they are related to research done by interns. Research instructors often request that Field Instructors sign student research proposals to ensure that the agency is aware of the research plan. Students with questions about field-based research should consult with their Field Consultant, their Field Instructor, and their research instructor. These complex negotiations are a common part of the research process.

Evaluation, Grading and Academic Standing in Field

Although evaluation of progress in field education should be ongoing, formal evaluation occurs twice each year at semester's end in a (1) First Semester Progress Review, and (2) Final Evaluation. In addition, site visits and consultations during which Field Faculty members discuss progress with the student and/or the field instructor also serve an evaluation function. Sometimes formal or informal consultations also occur privately with only one party present. When private meetings are held, Field Consultants use discretion about what information to share with the other affected party or parties. All evaluation forms are available electronically on the [Field Education website](#).

The evaluations are designed to facilitate a discussion between the student, the Field Instructor, and the Field Consultant on the student's progress toward identified competencies. The Learning Agreement and target competencies both guide the evaluation of student performance. Many Field Instructors find it valuable to ask students to review these documents and prepare a self-evaluation to discuss. Interactive discussion between the Field Instructor and student should always precede the Field Instructor completing the written evaluation. Normally, we recommend the Field Instructor consider the student's self-evaluation, refer back to the learning agreement and identified competencies, consider his/her direct observations of the student, consider other relevant sources of evaluative input, and then finalize his/her written comments for the student. It is also recommended that this evaluation be discussed at a face-to-face meeting. The student may opt to write responsive comments, and the final document should be submitted to the Field Consultant in a timely manner.

First Semester Progress Review

Near the end of the first semester, the Field Instructor collaborates with the student to submit a First Semester Progress Review that is due the second week in December. The Progress Review form (see example on following page) emphasizes the student's progress toward becoming oriented to the agency setting and practice assignments, initially engaging with assigned clients and/or administrative projects, initiating assessments and intervention plans of and/or with clients and/or administrative projects, and demonstrating acceptable written and verbal communication, ethical and professional conduct, and commitment to professional growth and development. It also asks the Field Instructor and student to give preliminary competency ratings in these areas on a 5-point, behaviorally anchored scale. An example follows.

The Field Instructor will be asked to describe the student's observable strengths and improvements and to identify what behaviors would need to appear for the student to reach the next level of advancement for each area assessed. The First Year Progress Review will also ask the Field Instructor and student to reflect together on their instructional relationship and how to improve it.

Finally, the First Semester Progress Review will also outline the activities and competencies that will be addressed, observed, and evaluated in the next semester so that a complete final evaluation may be submitted. The Field Instructor will then enter an overall grade recommendation of “Satisfactory” or “Unsatisfactory.”

After receiving the final version of The First Semester Progress Review, students have the option of submitting a response in writing to be considered by their Field Instructor and Field Consultant. Although the field practicum is not graded until the end of it, the first semester progress review provides important appraisal to the student as to whether they are progressing normatively or not.

Sample Field Education Progress Review Form

Professional Conduct: Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the School of Social Welfare, field agency, and professional codes.			
Improvement Desired	Competence	Mastery	
<input type="checkbox"/> Poor attendance, punctuality, and preparation for tasks	<input type="checkbox"/> Meets standards of attendance, punctuality, and preparation for tasks for agency context	<input type="checkbox"/> Seen by others as a role model for attendance, punctuality, and task preparation	<input type="checkbox"/> Unable to assess
<input type="checkbox"/> Demonstrates poor self-management skills and judgment related to communication, interpersonal behavior, or boundaries	<input type="checkbox"/> Manages emotions, communication, behavior, and boundaries well in most situations	<input type="checkbox"/> Displays consistently excellent judgment and manages communication, emotions, behavior, and boundaries well even in difficult situations	<input type="checkbox"/> Unable to assess
<input type="checkbox"/> Unable to maintain constructive collegial relations	<input type="checkbox"/> Able to maintain constructive interpersonal relations in most instances	<input type="checkbox"/> Handles conflicts in a skillful, diplomatic, professional manner	<input type="checkbox"/> Unable to assess
<input type="checkbox"/> Demonstrates professional behavior, appearance, or communication that is inappropriate to context	<input type="checkbox"/> Meets standards of professional behavior, appearance, and communication for agency context	<input type="checkbox"/> Seen by others as a role model of professional behavior, appearance, and communication	<input type="checkbox"/> Unable to assess

Final Field Evaluation

Toward the end of the second semester, the Field Instructor collaborates with the student to submit a Final Evaluation that is due on or around the second week in April. The Final Evaluation is designed to assess the student’s progress on all 12 specified practice competencies (foundation competencies for first year students; advanced, elaborated concentration area competencies for second year students). The Final Field Evaluation requires both the student and Field Instructor to assess all applicable competency-related areas using a 5-point, anchored scale as shown in “first semester progress review” above.

The Field Instructor will be asked to describe the student’s observable strengths and improvements and to identify what behaviors would need to appear for the student to reach the next level of advancement for each area assessed. Finally, the Field Instructor will enter in an overall grade recommendation of “Satisfactory” or “Unsatisfactory.” After receiving the final

version of Final Evaluation, students have the option of submitting a response in writing to be considered by their Field Instructor and Field Consultant.

Grade Recommendations Offered by Field Instructors

Field Instructors are asked to recommend grades for their students on the First Semester Progress Review and on Final Evaluations. The options for their grade recommendations are as follows:

- **Satisfactory:** This recommendation indicates that the student's learning and performance are proceeding at an appropriate rate and the student is demonstrating proficiency of all required competencies with a satisfactory level of skill. Some competencies, however, may not be assessable because the associated tasks have not yet been performed or observed.
- **Unsatisfactory:** This recommendation indicates that the student's learning and/or performance is not proceeding at an appropriate rate and is highly deficient in one or more areas of competence. If this is the case, the Field Instructor must write a narrative which describes the problem(s) as well as what the student would need to do to bring his/her performance up to proficiency standards. If a student is seriously deficient in one or more of the competencies or is consistently performing below proficiency, the Field Instructor should ordinarily recommend a grade of Unsatisfactory.

Grade Determinations Made by Field Consultants

Although field instructors recommend a grade to the assigned Field Consultant, the Field Consultant is the university's instructor of record and has final responsibility and authority to determine the student's grade. The field instructor's grade recommendation, completed evaluation form, and all accompanying comments are reviewed by the assigned Field Consultant. In addition, when the Field Consultant does not concur with the field instructor's grade recommendation, a consultation process is initiated usually involving the Director of Field Educator, the Field Instructor, other agency personnel such as the Training Coordinator or Program Manager, the student, and/or other School or university faculty or staff.

Grades assigned for SW 410A Foundation Field Practicum and SW 412A Advanced Field Practicum are always entered as "In Process." When the student receives a final grade for SW 410B of "Satisfactory" or "Unsatisfactory," that grade shall replace the previously submitted "In Process" grade. In other words, SW 410A/SW 410B and SW 412A/SW 412B are considered cumulative, year-long courses, the final grade of which will serve as the grade for both semesters.

Unsatisfactory Grades in Field

If the student and Field Instructor are effectively engaged, a student will be aware of deficiencies in his/her performance well before the final evaluation is due. As soon as the Field Instructor identifies unacceptable or marginal performance, the Field Consultant should be contacted. Often, a conference with the Field Instructor and the student will be arranged to discuss the reason for the unsatisfactory performance and potential corrective actions. Several outcomes are possible:

1. The student may continue in the placement if this is acceptable to the student, the Field Instructor, and the Field Consultant. Identified deficits in the student's performance will be documented in a corrective action plan that outlines behavioral expectation and is added as an addendum to the student's Learning Agreement;

2. The student's placement may be terminated and the student may be placed in a new setting. The new placement may not begin until the following semester depending upon the timing of the termination and the circumstances;
3. The student may be allowed to request an incomplete, withdraw from the course, or withdraw from the MSW program if illness or conditions outside of the student's control are a significant factor in the student's performance;
4. If the student's evaluation reflects unsuitability for the degree and or profession and/or an inability to deliver social work services in a safe, competent and ethical manner, the Director of Field Education may request that the student be placed on academic probation and if unable to resolve the concerns by the following term, may be subject to dismissal;
5. If the student's evaluation indicates there is a level of unprofessional conduct where others may be inadvertently or intentionally harmed, the Director of Field Education may request immediate dismissal;
6. When an unsatisfactory grade is assigned by the Field Consultant for the second semester, even if performance in the first semester was satisfactory, the student will receive no credit for the field practicum undertaken, and another full placement must be successfully completed in full for the student to be eligible for MSW degree conferral.

Incomplete Grades in Field

A grade of Incomplete may only be entered if the following conditions are met:

1. The student is in "good standing," i.e., has been satisfactorily performing assigned field tasks.
2. The student experiences events beyond her/his control which prevent completion of required field practicum by the date grades are due, i.e., illness, accident, family emergencies, and unavoidable late start to placement.
3. The student has completed the majority of the total required field days for the semester and/or appears able to complete the remaining days in the immediately foreseeable future.

The student has the responsibility to petition for the Incomplete from her/his Field Consultant using the approved form.

Break times and other non-field education days during the regular school calendar may be used to satisfy requirements to remove the Incomplete. Extension of field practicum beyond the end of the spring semester will necessitate that the student enroll in summer session and be responsible for paying additional summer fees.

The following procedures should be followed when the student requests an Incomplete:

1. The Field Consultant will obtain confirmation from the Field Instructor that the student is in good standing. If the Field Instructor cannot provide a detailed evaluation because the student was not in the field long enough to assess her/his work, the Field Consultant will complete the written summary and make the relevant determination; and
2. The Field Consultant summarizes the circumstances and requirements for resolution of the Incomplete in the Petition for Incomplete Form that is signed by the student and the Field Consultant and provided to the Graduate Programs Advisor.

Students with an incomplete grade in foundation field practicum may not begin their advanced practicum until they have successfully completed their foundation practicum. Students are

further advised that to be considered in good academic standing, they may have no more than two Incomplete grades on be their academic record.

Students who do not petition for and/or are not eligible for an Incomplete and who do not meet the conditions of a satisfactory grade recommendation will be at risk for receiving an unsatisfactory grade for both semesters of the year-long field practicum courses.

Letters of Warning, Academic Probation, and Dismissal

Should a student fail to formally enroll in, withdraw from, or receive an Unsatisfactory grade for either SW 290A or SW 290B (Foundation Field Integration Seminar), SW 410A or SW 410B (Foundation Field Practicum), SW 292A or SW 292B (Advanced Field Integration Seminar), and/or SW 412A or 412B (Advanced Field Practicum), he or she may also be subject to academic probation on the basis of failure to make expected academic progress. Successful completion of all sequenced, concurrent components of field education are required for degree conferral.

Following an Unsatisfactory grade, students need to be reassessed for admissibility to field education. In general, we also require a period of time lasting from two to four weeks for the student to reflect on what they learned from the experience before we will consider initiating additional placement interviews. If the student's inadmissibility persists for more than one semester on probation, she or he may be subject to dismissal from the MSW program.

The Relationship between Field and Academic Standing

Failure to remain in good academic standing may compromise the right to continue in a field practicum even if the student is progressing normally there. Should a student's grade point average fall below a 3.0, should a student fail a required foundation or concentration-based course, or should a student receive two or more Incomplete (I) grades in any one semester, field placement may either be not initiated or suspended until all academic concerns are resolved. If a student is suspended from placement, we cannot guarantee that he or she will be able to return to that same placement.

Students must be in good academic standing to advance to second year advanced field practicum. Similarly, students must be in good field standing to advance to second year academic courses. Failure to progress normatively in either the field education or academic portion of the MSW program may lead to disciplinary action and/or probation and dismissal.

Appeals

During the sensitive nature of reviewing student performance, students, Field Faculty, staff, and administration frequently confer and collaborate with graduate division policies and officials, other campus departments and supports, and the relevant codes of conduct. Students who disagree with the school's determination have the right to file an appeal as specified in the [Graduate Appeal Procedure](#).

Field-related Conflicts, Concerns and Problem-solving

On occasion, issues arise in field placements that create learning problems for the student and/or teaching problems for the Field Instructor. These may be due to incompatibility of teaching and learning styles, personality conflict, communication breakdown, incompatible expectations, or difficult transference/counter transference issues among other factors. Experience has shown that the sooner issues are identified and addressed, the more likely it is

that the placement will continue successfully. Conversely, if problems are ignored or discussion of them is delayed, the problems are further exacerbated and the probability of successful resolution is decreased.

In many cases, students and Field Instructors are able to discuss and resolve these issues as part of the educational supervisory process. However, if problems interfere with the progress of the student/Field Instructor relationship and/or the student's performance, it is essential that the Field Consultant be contacted immediately. The Field Consultant has the overall responsibility for facilitating the successful completion of the placement for both the Field Instructor and the student, and can provide assistance with clarifying and addressing the issues. This may include site visits and/or individual conferences with the student and/or Field Instructor.

Resolution of difficult issues may require that a corrective plan of action be developed. The Field Consultant should be involved in developing this plan, and it should be signed by student and Field Instructor, attached to the learning agreement, and specifically commented on in the next written evaluation.

Immediate attention to problems is essential in order to prevent the early termination of the field placement whenever possible. Early placement termination can have many negative consequences for students including disruption of the learning process, their ability to complete course assignments that are often based on field experiences, and their ability to progress along normative timelines for degree conferral. This may result in students receiving an Incomplete grade, and also require them to make up the days during the summer, which could pose a hardship both in commitment of time and additional tuition costs.

Many students who have had difficulties in their field placement later report that they learned important professional lessons that strengthened their ethics, character, and integrity. Field Instructors also report this. In social work employment environments, conflicts are expected, and the ability to resolve and/or cope with them maturely is required.

Early Termination of Field Placement

Although every effort is made to ensure a successful field education experience, early termination of a field placement is sometimes necessary due to compelling circumstances. These may include a serious and irresolvable conflict between the student and the agency Field Instructor, serious breaches of ethical conduct on the part of the student, unsatisfactory performance by the student, the loss of a qualified Field Instructor, closure or reorganization of the agency, and/or the student's withdrawal from field education for personal or medical reasons. Short of these circumstances, termination of the placement should be considered as the option of last resort and only after every attempt has been made to complete the placement.

A request to terminate the placement early may be made at any time by the student, the Field Instructor, or the Field Consultant. The decision to terminate a placement should involve the student, the Field Instructor, the Field Consultant, and the Director of Field Education. Generally, this decision is made after a joint conference among the student, Field Instructor, and Field Consultant involving consultation with the Director of Field Education. Although the School generally requests that agencies not terminate a student before the above-described consultation process occurs, Field Instructors and agencies do hold the right to terminate a placement.

In some situations, students who are reluctant to continue in their field placement may be instructed to give the opportunity more time. Students who refuse to make consistent, good

faith efforts to resolve professional concerns or conflicts may be subject to academic consequences. Students are expected to maintain their composure and professionalism even if they have strong feelings about their situation.

If a decision is made to terminate a placement before its intended ending, the following steps are typically completed:

1. The Field Consultant requests and reviews a written evaluation from the Field Instructor of the student's performance up to that point, shares that evaluation with the student, and allows at least one week's time for the student to respond in writing, if desired.
2. If the student's performance is deemed deficient or problematic by the Field Instructor, the Field Consultant will initiate a consultation process usually involving the Director of Field Education, the Field Instructor, other Agency Personnel such as the Training Coordinator or Program Manager, the student, and/or other School of University faculty or staff. After gathering a variety of perspectives and available sources of information, final responsibility for determining the grade rests with the assigned Field Consultant.
3. The Field Consultant communicates in writing to the student his or her grade, the related rationale, and how much credit, if any, they shall receive for days served and what requirements remain to complete their field education experience.

If the Field Instructor's recommendation of an unsatisfactory grade is deemed valid by the Field Consultant, the student will receive an "Unsatisfactory" for that grading period, and no additional placement may be provided in that semester. An unsatisfactory grade in either field placement is likely to be grounds for the student being placed on academic probation and facing dismissal if the concerns are not resolved by the following semester. This would especially be the case if a student had performed in a manner inconsistent with the NASW Code of Ethics or the Berkeley Student Code of Conduct or in a manner that caused or could have caused harm to a client, colleague, to the agency or School.

Students who receive an unsatisfactory grade do not receive partial credit for their experience even if they were successful during parts of the experience. If and when students who receive an unsatisfactory grade are permitted to repeat field requirements, they will usually be assigned to a well-established placement with an experienced Field Instructor by their Field Consultant. In addition, an addendum may be made to the learning agreement that addresses areas that were problematic in the original placement, they may be more closely monitored, and they may be assigned an independent study or other remedy.

Calculation of Make-Up Days Following Early Placement Termination

Although a substantial number of days may have been successfully completed before a placement is terminated, a minimum of forty (40) days of field placement is required for even partial credit to be given, irrespective of the circumstance. This 40-day period ensures sufficient time for the student to become oriented and to acquire and demonstrate a sufficient range of competencies. The student's Field Consultant will assess the number of days of credit for which a student may apply toward their next placement. In evaluating the number of days of credit to be authorized, the following factors will be taken into consideration:

1. Student must have performed satisfactorily in the placement on any day for which credit is given.
2. Credit is generally not given for orientation activities that are agency specific. Credit may be given, however, for orientation activities that are likely to be generalizable to the next field placement.
3. Circumstances that led to the termination of placement are considered.

The Field Consultant will communicate in writing to the student the number of days for which they have received credit when a placement is prematurely terminated. In some cases, no days may be credited and an entirely new placement may be required with the normal service increment.

Conflicts with Peers

On occasions, students may also experience severe conflicts with peers who are also placed at the same placement and/or are enrolled in the same field integration seminar. When this is the case, the affected students should make every effort to address the conflicts directly, to demonstrate listening, to express perspectives in a non-blaming manner, and to see if differences can be understood, accepted, and/or resolved. In most cases, students will not be allowed to transfer to another field seminar section or change placements due to interpersonal conflicts. If good faith informal attempts at resolution have not been successful, the affected students may involve their assigned Field Consultant. The Field Consultant will help to assess the situation, provide mediation, if appropriate, and provide guidance and recommendations to the affected students. Students are expected to form and maintain working and professional relationships with one another as colleagues.

Conflicts with Field Consultant

On occasions, students may also experience severe conflicts with their assigned Field Consultant. When this is the case, the affected students and/or Field Consultant should make every effort to address the conflicts directly, to demonstrate listening, to express perspectives in a non-blaming manner, and to see if differences can be understood, accepted, and/or resolved. Generally, students are expected to be able to form and maintain a working and professional relationship with their assigned Field Consultant. If good faith informal attempts at resolution have not been successful, the affected students and/or Field Consultant may involve the Director of Field Education.

Emotionally Distressed Students in Field Placement

On occasion, a student may manifest signs of distress while in field practicum due to personal, health, and/or mental health problems either they or their family is experiencing. Any indication that a student may have difficulty in safely and effectively practicing social work in a field setting will be directly addressed and further assessed. These issues may be detected by agency personnel, by Field Faculty, by other students or colleagues, or by the student him- or herself. Our objective in addressing such situations is to preserve student choices and confidentiality to the greatest extent possible, to offer the student referral to help, to make accommodations in the field where appropriate and possible, and also to assure that agency clients and services are not adversely affected by student distress.

If the student indicates that the noted behavioral issues arise from an underlying disability, the Field Consultant will refer the student to the Disabled Students' Program ([DSP](#)) for evaluation. DSP may, in turn, request specific accommodations for the student's disability. The consultant may also refer the student for assistance to Counseling and Psychological Services ([CPS](#)) at the Tang Center ([University Health Services](#)). The field consultant will make clear that use of DSP and CPS services are voluntary. Under certain circumstances where there is concern about the student's safety or health, the Field Consultant may involve other campus resources such as the Students of Concern Committee.

Depending upon the student's circumstance and the degree to which she or he appears able to meet the eligibility requirements for field placement described in an earlier section, arrangements may be made such as taking a temporary leave from field placement, requesting

a reduction of hours or restriction of duties temporarily, continuing on with more applied supports, and/or other arrangements that balance protecting the student's health, his/her education, and his/her duties to the clients and agency.

Students experiencing prolonged distress for any reason may remain ineligible for field placement and may be encouraged to consider withdrawing from the program and reapplying at a later time. The student's personal and family health must be his or her priority and practicing social work when this is not the case can lead to adverse client or agency outcomes.

Safety and Privacy Policies

Criminal Backgrounds, Health Screenings, and Related Disclosures

The School of Social Welfare provides all MSW students with professional liability insurance which protects them legally if an act and/or omission occurs at field placement that inadvertently leads to harm. The School requires that students comply with professional liability insurance requirements. **Therefore, students must disclose any criminal convictions or other background circumstances that might compromise their ability to be insured, accepted for placement, or eventually employed and/or licensed as a social worker.**

Disclosure does not automatically disqualify the student from field placement. If, however, an appropriate field placement cannot be arranged for a student because of the recent nature and/or severity criminal history, the student may not be able to continue in the program. Failure to disclose relevant circumstances at the time of admission or subsequently can lead to students being dismissed.

In the instance that the student does have a criminal history, however remote, we do require that disclosure occur to the field placement site. Typically, we ask the student disclose at the time of their placement interview, and we confirm that the disclosure has happened before finalizing the placement. In addition to disclosure, many agencies are also legally mandated to perform their own criminal background checks and fingerprinting on prospective employees or interns. Students are responsible for obtaining any required checks and for all associated costs. Some field placement sites require additional health screening.

Tuberculosis screening and proof of immunization for measles, mumps, rubella, varicella, tetanus, diphtheria, pertussis, hepatitis, and/or influenza are also common requirements. Some placements also require a general physical examination and/or respiratory capacity screening, and some placements require a urine toxicology screen. As some placement sites expect students to pass health screens at their own expense, we suggest that students take advantage of any current health coverage prior to admission, or utilize University Health Services.

Agencies should notify Field Consultants of any changes to requirements and Field Consultants should advise interested students of known clearance requirements that may be extensive. If a student does not wish to submit to legal or health screening for whatever reason, he or she may request other placement options, and if they exist, they will be provided.

Communication between Field Instructors, Training Coordinators, and Field Consultants

Field consultants occasionally do provide consultations to field instructors, training coordinators and other agency personnel related to concerns about student behavior and learning without the knowledge or participation of students. Discretion is used, however, to

share the minimum amount of personal information necessary to achieve the purpose of the educational consultation. If a student has a concern about what information may have been shared or would like clarification of the Field Consultant's professional assessment, he or she may approach the Field Consultant directly to inquire.

Confidentiality of Client Information and Agency Data

NASW Code of Ethics requirements regarding confidentiality of client information extend to the use of confidential information from field placement in classes, seminars, and in student assignments. Students may not divulge client, collateral, or collegial information. Therefore, students are required to disguise all names, demographic information and any case details that might identify a client or co-worker. In addition, the following procedures must be adhered to:

1. Client files and records should never be removed from the agency.
2. Students should only review records of clients they are actively engaged with or are assigned to review for learning purposes.
3. Students should not use agency data, even if de-identified, for classroom assignments or public consumption without the explicit permission of the agency.

Use of Social Media and Technology

While at field practicum, students must refrain from checking their personal phones and devices for emails, phone calls, and text messages that are personal in nature and from conducting personal internet browsing from agency computers. Use of social media including text messaging, tweets, Instagram, and Facebook-type postings should never reference information or events related to field placement.

Work-related electronic documents that may be confidential in nature should not be downloaded or saved onto personal or home laptops, computers, or devices. Other precautions should be taken to protect the boundaries between personal and professional and to protect the safety and privacy of the client and agency.

Agency Safety Policies

In addition to providing a field preparation workshop to all first year MSW students on safety, we also ask field agencies to communicate policies and procedures related to safety during the orientation period. These generally include information about:

- Building and office security;
- Emergency procedures, including when and how to summon security or police assistance and in the event of natural disaster, evacuation routes and procedures;
- Staff responsibilities and procedures governing the management of violent clients or other individuals;
- Safety on home community visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided; and
- Procedures for ensuring that the Field Instructor and/or other staff know (or can easily ascertain) the student location during field practicum hours.

Home Visits

Thorough preparation should be made for student home community visits with consideration given to the following elements:

1. Selection of clients and home environments that are not presumed to be dangerous to the student;
2. Provision of a safe means of transportation, whether by agency vehicle, the student's car, or public transportation where such can be judged normally safe;
3. Discussion of the neighborhood including any potentially dangerous areas;
4. Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home;
5. Clarification of the purpose and development of a specific plan for the visit;
6. Discussion of what to do should the client or anyone else present a threat to the student;
7. Opportunity for the student to observe home visits before conducting them and/or to be partnered with another member of the agency; and
8. Provision of appropriate support and backup. Depending on the situation and the student's experience with home visits, this may range from accompaniment by another worker or security person, to immediate availability of telephone consultation. At minimum, the student's Field Instructor should know when and where a visit is to take place, and arrange for telephone consultation.

Prohibited Student Activities

Students in field education placements may not be assigned the following activities:

1. Physical restraint of clients;
2. Transportation of a client in the student's private car;
3. Transportation of a client with a recent history of violent behavior;
4. Treatment of a client with a history of violence toward staff;
5. Work in the agency at times when and/or in areas where other staff, are not present;
6. Distribution or handling of medications;
7. Clinical responsibility for a client at high risk for suicide without reviewing if the student possesses the requisite time, skills, knowledge, and supports to manage the client
8. Clinical responsibility for other high risk clients without review; and
9. Other activities that go beyond the scope of social work practice or the capacity of an MSW intern or may place the intern or client at risk for harm.

Students are asked to disclose to their Field Consultant immediately if they have any concerns about their safety so that these can be reviewed and addressed prospectively.

Debriefing Critical Incidents

It is not unusual for students in field placement to directly witness, hear about, or be party to a critical incident including a patient death, an incident of violence, involuntary hospitalization, the arrest of a client, or other incidents that could be considered traumatic or highly

distressing. Reactions to these incidents can vary widely. We encourage all Field Instructors to proactively inquire about student reactions to adverse events in the placement agency. We further encourage students to debrief incidents with their assigned Field Consultant. If a student would like to debrief an incident in field seminar, the Field Consultant should be consulted in advance to determine how to help the group receive the information and offer support.

Required Reporting to the School of Social Welfare

Students and agencies are required to immediately report any concerns or incidents related to student safety to the appropriate Field Consultant. If the Field Consultant is not available, the report should be made to the Director of Field Education.

Departmental Policies and Procedures

[Academic and Professional Standards for the MSW Program](#)

[Accommodations for Students with Disabilities](#)

[Degree Conferral and Diplomas](#)

[Enrollment and Registration Rules](#)

[Fee Billing and Payment](#)

[Financial Support for Masters Students](#)

[Grades and Grading](#)

[Student Parent Policies](#)

[Withdrawal and Readmission](#)

Academic and Professional Standards for the MSW Program

The following educational and professional standards set forth the responsibilities and expectations of all Berkeley MSW students. These policies and procedures are guided by regulations pertaining to accredited MSW programs, graduate study at Berkeley, and the professional practice of social work.

Standards for Academic Performance

1. To be considered in good academic standing students must:
 - a. Maintain a cumulative grade-point average of at least 3.0.
 - b. Maintain a passing grade in field placement.
 - c. Have no more than two Incomplete [I] grades on their academic record.
 - d. Have not received warning letters from the department or been placed on formal probation for academic or clinical deficiencies.
2. Grades for work of Berkeley graduate students are issued and reported in accordance with Berkeley Division Regulation A201.
 - a. Units for grades below C- may not be counted toward degree requirements.
 - b. Graduate students in good academic standing may receive credit for courses graded Satisfactory [S] to a limit of one-third of the total units undertaken and passed on the Berkeley Campus. Field seminar (SOC WEL 290A/B & 292A/B), field practicum (SOC WEL 401, 410, and 412), and courses that do not offer a letter-graded grading option do not count toward the one-third unit limit.
 - c. A Satisfactory grade implies work of B minus quality or better.
3. Units from a course graded Unsatisfactory [U] may not be counted toward fulfillment of students' degree programs. Failure to achieve a Satisfactory [S] grade in field placement will lead to dismissal from the MSW Program.
4. No social work course or field credit towards the MSW degree is granted for life experience or previous work experience.
5. If a student's academic performance is determined to be below standard, the School may 1) send the student a warning letter, with a copy to the Graduate Division, apprising the

student of his or her insufficient academic progress; or 2) write to the Graduate Division requesting to place the student on formal probation, with the consequence that the student is ineligible to receive a fellowship or hold an academic appointment.

Evaluation of Professional Competence and Ability

Students are evaluated on their ability to demonstrate mastery of the knowledge and skills necessary to meet the standards of professional performance and success in the field of social work. These standards are expressed as the core competencies of social work practice that all social workers are expected to master during their professional training.

Academic Integrity

All students are required to maintain the highest standards of academic integrity and adhere to the campus standards of academic conduct as specified in the [Berkeley Campus Code of Student Conduct](#).

1. Students are expected to fully participate in the learning process; to carry out, to the best of their ability, their academic responsibilities; and to complete their coursework and field education obligations fully and honestly.
2. All forms of academic misconduct, including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty, are grounds for disciplinary action, which may include suspension or dismissal from the program. All faculty dispositions of academic misconduct violations will be reported to the [Center for Student Conduct](#) for record-keeping purposes, regardless of whether a case is referred to the Center for further action.
3. Instructors may assign a failing grade for any work produced by cheating, without determining whether the student has a passing knowledge of the relevant factual material. An instructor also has the right to assign a final grade of "F" for the course if a student plagiarized any assignment for a portion of the course, even if the student has successfully and, presumably, honestly passed the remainder of the course.
4. Any student who knowingly aids in plagiarism or other cheating, e.g., allowing another student to copy a paper or examination question, is as guilty as the cheating student.

Ethical Standards and Obligations

In all its activities the School of Social Welfare is committed to upholding the ethical standards required of social workers in their relationships with clients, colleagues, co-workers, and members of the public. Students are expected to engage in ethical conduct and decision-making in accordance with the values, ethics and standards established for the profession of social work, as formalized in the [NASW Code of Ethics](#). Violation of ethical standards may result in disciplinary action.

Professional Conduct

Students must be able to:

1. Act ethically in conformity with the law, agency and University standards, and social work values.
2. Demonstrate professional demeanor in behavior, appearance, and communication.
3. Demonstrate suitability for the profession and commitment to the profession's core values of service, social justice, honesty, and competence.

4. Maintain constructive interpersonal relations with Berkeley faculty and staff, field agency representatives, fellow students, and other professional colleagues.
5. Understand and adhere to all of the academic and field education policies and procedures detailed in the MSW Program Manual.
6. Deal with conflict and disagreement in a respectful and forthright manner.
7. Follow the University of California, Berkeley [Principles of Community](#) and show respect and courtesy to other members of the campus community.

Essential Performance Expectations

1. **Communication:**

Students are expected to communicate effectively and respectfully with others orally and in writing in all communication modes.

2. **Self-Awareness and Reflection:**

Students are expected to increasingly self-monitor to assess their own suitability for professional practice, and engage in self-correction to change behavior that interferes with academic or professional performance.

3. **Judgment:**

Students are expected to apply sound professional and personal judgment and effectively attend to professional roles and boundaries.

4. **Cross-Cultural Skills:**

Students are expected to progressively acquire cross-cultural proficiency sufficient to successfully work in a wide variety of diverse groups and communities. Cross-cultural proficiency includes eliminating displays of personal bias and imposition of personal values on others, as well as approaching differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences.

5. **Emotional Management and Coping:**

Students are expected to discreetly handle any personal emotional distress in a manner that enables them to remain consistently engaged, attentive to duties, and professional in conduct and attitude.

6. **Physical Abilities:**

Students are expected to have sufficient physical and mental capacities, with or without accommodation, to meet the demands of a professional degree program, including concurrently attending classes and completing field education placements.

Departmental Review of Student Progress

The School of Social Welfare regularly monitors overall progress toward degrees for all graduate students:

1. The Graduate Advisor (GSAO) is responsible for monitoring degree progress of graduate students. Each semester the GSAO solicits feedback from faculty advisors and departmental teaching staff regarding students of concern. Faculty advisors and departmental teaching staff may also alert the Graduate Advisor of student issues at any point during the semester.
2. For students whose academic progress is or may be in jeopardy, the GSAO and/or the Academic Coordinator will facilitate communication with and between the student and

the assigned faculty advisor to agree upon a remediation plan. Written documentation of the plan should be retained in the student's academic record.

3. Students whose grade-point average falls below 3.0 will receive a letter from the Graduate Division informing them that they have been placed on academic probation and are subject to dismissal if their GPA remains below the minimum 3.0 requirement by the end of the following semester.
4. In consultation with the Graduate Advisor, Director of Student Services, Director of Field Education, Faculty Advisor, Head Graduate Advisor, and/or student's teaching staff for the term, the School may move forward with a Formal Performance Review as warranted or necessary to address violations of or failure to meet academic or professional standards.

Violations of Academic or Professional Standards

Circumstances that may result in a review of a student's academic or professional performance can include (but are not limited to) any of the following:

1. Failure to meet or maintain any of the academic or professional performance standards stated herein; or contained in the MSW Program Manual, or the Graduate Division [Guide to Graduate Policy](#).
2. Any violation of field placement agency policies, procedures or regulations.
3. Violations of the [NASW Code of Ethics](#) or the Berkeley Campus [Code of Student Conduct](#).
4. Any form of scholastic dishonesty or other violation of academic integrity.
5. Any threat or attempt to harm oneself or others.
6. Commission of a criminal act that is contrary to professional practice.
7. Consistent pattern of unprofessional behavior.

Performance Review Procedures

1. Informal Review:

Attempts at informal review with the student and faculty member should occur first, when a concern is raised about meeting academic or professional performance standards. The goal of an informal review is to address concerns directly with the student, and work toward a mutual understanding of and resolution to the concern(s). Written documentation of any agreed-upon remediation plan should be retained in the student's academic record. Students and faculty members may consult with professional advising and student services staff, as well as other campus resources, for advice and technical assistance with campus policies and procedures.

2. Formal Performance Review:

When a situation warrants a Formal Performance Review,

- a. The student will be notified in writing of:
 - i. The nature of the problem or deficiency;
 - ii. The steps to be taken to correct the deficiency;
 - iii. A reasonable period in which to correct the problem or to show acceptable improvement; and
 - iv. An approximate date on which the student's record will next be reviewed.

- b. The Graduate Programs Advisor and/or Coordinator of Academic Programs will facilitate communication with and between the affected parties and the Head Graduate Adviser to pursue resolution.
- c. If a student's performance is assessed as below or in violation of academic or professional performance standards, the Head Graduate Adviser may:
 - i. send the student a warning letter, with a copy to the Graduate Division, apprising the student of his or her insufficient academic or professional progress; or
 - ii. write to the Graduate Division requesting to place the student on formal probation.
- d. Placement of a student on formal probation is required before the student can be dismissed from the program. If the student fails to remove the probationary status in the following semester, the student is subject to further review and/or dismissal from the program.

Dismissal from the Social Welfare Graduate Program

A student may be subject to dismissal for:

1. Failure to correct academic deficiencies, as determined by the department and the Graduate Division, after a reasonable, established period of probation.
2. Failure to meet the necessary clinical standards in a professional program.
3. Violations of the Code of Student Code as determined by the Vice Chancellor, Division of Student Affairs at the recommendation of the Office of Student Conduct and with the concurrence of the Graduate Dean.

If the Head Graduate Adviser believes that it is unlikely that a student on probation can improve his or her record or that the student is unable to meet requirements for the degree, the Head Graduate Adviser will recommend dismissal to the Dean of the Graduate Division.

The Graduate Division reviews the records of all students on probation to determine if they should be dismissed. Only the Dean of the Graduate Division has the authority to place a student on probation, to remove probationary status, and, if necessary, to dismiss a student from graduate standing.

Accommodations for Students with Disabilities

For a student to be entitled to a disability-related academic adjustment or accommodation, the student must obtain a Letter of Accommodation from the [Disabled Students Program](#) (DSP). Students who know in advance that they may wish to utilize DSP accommodations for a given semester should be evaluated by the DSP office within the first few weeks of the semester. Upon receipt of the DSP accommodation letter, the student should provide copies to each instructor as well as the Graduate Student Affairs Officer (GSAO). **This process must be repeated every semester that the student wishes to receive DSP accommodations.**

DSP may recommend a **reduced course load accommodation**. Because of the "fundamental nature" of course sequencing for the MSW degree, reduced course loads may impact the normative time to degree and can result in an additional summer, year, or two years of course work to complete the program. **DSP accommodations may not change the "fundamental nature" of the degree program.** When the student's request for accommodation is expected to

impact normative time for completing the graduate program, DSP ordinarily interacts with appropriate graduate program representatives. The student is also expected to consult with the GSAO.

Degree Conferral and Diplomas

Degree Conferral and Posting

Degree conferral and posting, as well as processing of diplomas and transcripts, is handled by the [Office of the Registrar](#). The official degree conferral date is last day of the fall or spring semester. Degrees are officially awarded for MSW students two times a year, in May and December. Students who finish in summer will have a December conferral date.

UC Berkeley degrees typically post to transcripts approximately 10 weeks after the conferral date of the degree. However, given the strong need by MSWs to have their degrees posted early for employment and licensure, the School of Social Welfare has negotiated with Graduate Division and the Office of the Registrar to have degrees posted approximately 4 weeks after the last day in the semester. **This is the earliest that degrees can be posted to transcripts.** Recent graduates will need to wait until degrees are officially posted to transcripts before they can apply for ASW status; for more information please refer to the [Board of Behavioral Sciences](#). The School will notify graduates via e-mail when degrees have been officially posted to transcripts.

Diploma Mailing

Diplomas are automatically mailed free of charge from the Registrar four months after graduation to the address you have on file in [CalCentral](#). Once you no longer have access to campus student systems you may submit a Diploma Mailing Request Form. For more information please see [Office of the Registrar – Transcripts and Diplomas](#).

Enrollment and Registration Rules

Enrollment Rules for MSW Students

1. The Berkeley MSW Program is a **two-year, full-time program**. All MSW students must enroll in a minimum of 12 units each semester to be considered “full-time” at UC Berkeley for residency requirements and financial aid eligibility. In order to complete the MSW degree within two-years, students must enroll in 15-17 units in their first semester and a minimum of 12-13 units each subsequent semester. Students may enroll in up to 20.5 units per semester. All students are also expected to be registered continuously throughout their graduate careers.
2. Students are responsible for ensuring they are enrolled correctly (appropriate course(s) and course section(s), correct number of units, etc.) and that they are completing semester by semester the courses needed for normal progress towards the degree.
3. Students must be officially registered in order to access campus services.
4. To be considered officially registered a student must meet ALL THREE OF THE FOLLOWING criteria:

- a. Be enrolled for at least one course (note that this does not, however, satisfy the minimum enrollment requirement of 12 units per semester); AND
 - b. Have paid tuition and registration fees, either in full or at least the first installment if on the Tuition and Fee Payment Plan; AND
 - c. Have no active registration blocks.
5. All course enrollments MUST be completed by the end of the 3rd week of instruction each semester.

How Students Register

Registering at Berkeley consists of two steps: enrolling in classes and paying your bill. Both actions are completed in [CalCentral](#), the single access portal for campus student systems.

Enrollment takes place in two phases followed by an adjustment period. Phase 1 & 2 appointment times are determined by the Office of the Registrar and are posted to a student's CalCentral profile under "My Academics." During Phase 1, students may enroll in up to 10 units. During Phase 2, students may enroll in up to 20.5 units. Students may add their preferred classes to a "Shopping Cart" before their official Phase 1 or 2 enrollment time. **Note: To avoid the risk of being dropped from your courses, you must pay at least 20 percent of your bill by the Friday before the start of classes each semester.**

Schedule of Classes

The schedule of classes is accessible from your CalCentral dashboard, as well as the Berkeley Academic Guide. The [Berkeley Academic Guide](#) also includes additional information on course descriptions, prerequisites, etc. for all courses.

Advisor Hold

In some cases the GSAO may place an "Advisor Hold" on a student's account, preventing them from enrollment for a future term. Typically, this hold is used to ensure that graduating MSWs are advised of necessary coursework to complete the degree or to prevent enrollment in a future term when a student is graduating after the current term. If you see "Advisor Hold – School of Social Welfare", contact the GSAO for more information about your Advisor Hold.

Wait Lists and Permission Codes

For some Social Welfare graduate courses, wait lists are used. Waitlist length is determined by the likelihood of space becoming available in the course and usually does not exceed 50% of the total class size (e.g., a class with an enrollment limit of 49 would have a waitlist of no more than 24 students.)

Often students will see online that there are still seats available for a class, but they cannot access enrollment in the course. This is because those seats have been set aside for Permission Codes. Permission Codes are generated by the GSAO and used at the discretion of the instructor and department. For example, some courses, which are required for one concentration but are electives for other concentrations, will use Permission codes to allow for those who are required to take the class to gain entry first before considering other students. Instructors may also use Permission Codes to allow non-Social Welfare students to access courses.

During CalCentral enrollment periods, once courses close for open enrollment, students often contact faculty regarding obtaining entrance into a particular course. Faculty are encouraged to tell students that they will not make a firm decision until classes begin, when the actual course enrollment is clear. For some courses, especially impacted courses in high demand, faculty may need to tell students who wish to enroll in the class that no decision can be made until the 2nd week of classes. Often, on the first day of classes, some students who have enrolled do not attend. Faculty will contact these students and either request that they drop the course, or ask if they intend to take the course. In deciding who to admit to a course – especially if it is an impacted course and there will not be room for everyone who wishes to take the course – the instructor will need to set priorities.

If an instructor decides to admit a new student to a course, the instructor will provide the student with one of the Permission Codes distributed by the GSAO just before the start of classes each term. The GSAO can provide additional Permission Codes if needed, as long as the classroom capacity is not exceeded.

Changing Class Schedules (Adding/Dropping Courses)

Students may make changes to class schedules directly on CalCentral through the end of the 5th week of instruction each semester. However, **Social Welfare courses, including Independent Study and Independent Research, must be added by no later than the Friday of 3rd week.**

After the 5th week deadline, students must submit a [“Graduate Petition to Change Course Schedule”](#) to the GSAO. Students can make changes to their schedule through the GSAO as late as the Friday before RRR Week of any given semester; however, the Registrar’s Office assesses a fee for making any class schedule changes past the 2nd week of classes.

Add/Drop Deadline Calendar

Friday of Second Week (University Deadline)	Deadline for all students to drop classes without a fee. \$10 fee charged for each class dropped after this date.
Friday of Third Week (University Deadlines)	Deadline for all students to add classes without a fee. \$5 fee charged for each class added after this date.
	Deadline to become “officially registered” (enrolled, tuition & fees paid, no blocks). \$150 Late Registration fee after this date.
Friday of Third Week (Departmental Deadline)	Deadline to add Social Welfare courses.
	Deadline to submit instructor-signed Independent Study (SOC WEL 296) and Independent Research (SOC WEL 299) Petitions.
Friday of Fifth Week (University Deadlines)	Deadline to drop courses without petition.
	Deadline to add non-social welfare courses without petition.
	Deadline to change grading option without petition.
Friday before RRR Week (University Deadline)	Deadline to petition to add non-social welfare courses. (Requires instructor’s signature.)
	Deadline to petition to drop courses.
	Deadline to petition to change grading option or unit value.

Fee Billing and Payment

Berkeley MSW students are assessed “Graduate Professional” fees. Fees are subject to change without notice, so be sure to check with the Office of the Registrar for the most current information.

- [View Current Fee Schedule](#)

Fees include required health insurance coverage.

The University requires all students to carry health insurance as a condition of enrollment, and provides the Student health insurance Plan (SHIP) to meet this requirement. You have the option to waive the University's plan and not pay the insurance fee if you can show comparable proof of insurance. For more information, please visit the Tang Center's [Waiving SHIP Information](#).

Tuition and fees will not be assessed to your account, nor can financial awards, stipends, or fee remissions be paid, until **AFTER your enrollment in course units** for the semester. If you are not officially registered by the end of the 3rd week of the semester, **a \$150 late fee will be assessed.**

Fee Payment Options

Students use the [CalCentral](#) academic portal for all billing and payment activities.

Under the *My Finances* tab, you can view new charges, see up-to-date account balances and transaction history, and pay your bills. If you wish to grant a trusted individual access to seeing and paying your bills, you can use the link on *My Finances* to grant delegate authorization.

Students do not receive paper bills. Billing statements are produced monthly and are presented online via *CalCentral-My Finances*. Your only notification will be by email. For the most up-to-date information about your student account including new charges, adjustments, aid disbursements and payments, log on to [CalCentral](#).

E-Check

Students can pay charges via e-Check. Log into *CalCentral*, select the *My Finances* tab and review the “Billing Summary” box for the current semester you wish to pay. Click the “Make Payment” button to complete your payment transaction.

Paper Check

Payments by check or money order must be issued in U.S. dollars drawn on a U.S. bank. Make checks payable to “**UC Regents.**” Include your Student ID number (SID) on the memo line of the check. Send your check payments via mail or by depositing it in the billing drop box.

Mailing Address for Check Payments:

University of California, Berkeley
Payment Services
140 University Hall, MC #1111
Berkeley, CA 94720-1111

Drop Box for Check Payments:

The Drop Box is located at the entrance of University Hall, on the 2199 Addison Street side.

Credit Card

Students can pay charges using a credit card. A 2.75% convenience fee applies to credit card payments. Log into *CalCentral*, select *My Finances* and review the “Billing Summary” box for the current semester you wish to pay. Click the “Make Payment” button to complete your payment transaction.

Foreign Funds

Students can pay charges via International Funds Transfer (IFT). Log into CalCentral, select *My Finances* and review the “Billing Summary” box for the current semester you wish to pay. Click the “Make Payment” button to initiate your wire payment transaction. Quoted rates are valid for 72 hours.

Third-Party Payments

Third-party payments, such as checks for scholarships from outside agencies, should be sent directly to the Financial Aid and Scholarships Office. **Do NOT remit any payments to the School of Social Welfare.** Mail all outside agency checks to:

UC Berkeley Financial Aid & Scholarships Office
18 Sproul Hall #1960
Berkeley, CA 94720-1960
<http://financialaid.berkeley.edu/outside-scholarships>

Fee Payment Plan (FPP)

Once fees have been assessed, eligible students can enroll in the Tuition and Fees Payment Plan (FPP). A participation fee applies. The Fee Payment Plan (FPP), formerly known as the Deferred Payment Plan, allows for qualified registration fees to be paid in five monthly installments. **NOTE: FPP enrollment is established on a per semester basis, not per academic year.**

If installment payments are not credited to your student account by the payment due date, you will be subject to a late fee, and a block may be placed on registration for future terms. For payment deadlines please visit [Student Billing Services – Fee Payment Plan](#).

To activate the FPP:

- Activate the FPP via the Financial Resources card in your [CalCentral](#) *My Finances* tab.

Cancel for Non-Payment Policy

The Cancel for Non-Payment (CNP) policy requires that a portion of tuition and fees for each semester are DUE ON THE FRIDAY PRECEDING THE FIRST DAY OF INSTRUCTION. The policy provides students who intend to take a class and pay their tuition and fees maximum access to all available class seats. **Students who have not paid at least 20 percent of their tuition and fees by the deadline will have their enrollment in all classes, including those waitlisted, canceled.** For more information please see the campus [Cancel for Non-Payment Policy](#).

Graduate students' enrollment will be canceled five weeks after the first day of instruction. However, **graduate students must understand that their eligibility for GSI/GSR appointments, as well as certain fellowships, is dependent on enrollment in units and payment of 20 percent of tuition and fees** by the fifth week drop date. After students are canceled, waitlists will be automatically processed to fill in open class spots. The canceled students will be allowed to re-enroll in classes; however, **there is no guarantee that they will be able to enroll in classes from which they have been dropped.**

To avoid cancellation for non-payment:

1. Resolve all holds in order to be officially registered.
2. Review your student billing account regularly in the My Finances section of CalCentral and ensure tuition and fees are paid in a timely manner. It is **YOUR**

responsibility to check and confirm that payment for the required tuition and fees has been received by the deadline.

3. If you are relying on financial aid to pay your tuition and fees, you can monitor your aid disbursements in the My Finances section of CalCentral. If sufficient aid is ready to disburse and will cover at least 20 percent of your tuition and fees by the payment deadline, you will not be subject to Cancel for Non-Payment and will receive a corresponding alert in CalCentral. Review the Messages and Tasks in the My Finances section of CalCentral for required documents or additional information needed to complete your financial aid file and to ensure a timely disbursement of aid.
4. If your enrollment is canceled, you will be dropped from all of your classes, and tuition and fees will be de-assessed from your billing account. You may re-enroll in classes that have open seats; however, there is no guarantee that you will be able to enroll in classes from which you have been dropped. Tuition and fees will be reassessed and payment will be due the following day. Take immediate action to pay your bill.

Electronic Funds Transfer (EFT)

All students are strongly encouraged to sign up for [Electronic Funds Transfer \(EFT\)](#) to expedite receipt of their disbursements or refunds via direct deposit to a personal bank account. Students using EFT receive their refunds faster and avoid standing in line. EFT is secure and saves resources. Refunds paid to students by a paper check can be picked up in person at the Cal Student Central office located at 120 Sproul Hall. Checks that are not picked up in a timely manner will be mailed to the local address on file in CalCentral. Make sure your local address is current to avoid delays in payment and problems with returned mail due to an outdated address.

To activate EFT:

- [Sign up online for EFT](#)

California Residency for Tuition Purposes

Students are classified as residents or nonresidents upon completing the Statement of Legal Residence shortly after acceptance of admission to the University. Many graduate students (U.S. citizens, permanent residents, and some eligible nonimmigrants) who enter UC Berkeley as nonresidents may be classified as residents for tuition purposes after maintaining required residency for one year. These students then receive the benefit of paying at the lower resident rate. International students with F-1 or J-1 visas/nonimmigrant status are NOT eligible to establish residency.

The residency classification process is not automatic. Continuing nonresident students seeking California resident status must submit an online residency classification petition. Supporting documentation can be uploaded to CalCentral prior to established deadlines. Even though few nonresident students submit a petition to change their residency status until the end of their first academic year at Berkeley, **you must start the process of fulfilling the residency requirements as soon as you arrive.** This includes documenting when you arrived, that your year of physical presence in this state is coupled with your intent to make California your home, and that you are financially independent.

The campus residency policy, which fully explains residency classification, how to establish or maintain residency, and what deadlines pertain, is available on the Office of the Registrar's [California Residency for Tuition Purposes](#) web site.

Financial Support for Masters Students

Educational financing needs are diverse and vary according to individual circumstance, especially for professional degree students. You should be planning any needed financial assistance arrangements as far in advance of enrollment as possible. Explore and use as many funding resources as possible that may be available to help support your graduate studies, rather than relying on one or two traditional forms of support. **Current information about options and resources for financing your graduate education**, as well as frequently asked questions about fees, fellowships and financial aid, is posted on our website in the [Student Funding section](#).

Financial Aid: Federal Student Loans and Work-Study

Federal Student Loan Programs provide the primary source of need-based financial aid for graduate professional degree students, and most graduate students easily qualify for federal aid. Berkeley participates in the Federal Direct Student Loan and Work-Study Programs, which are administered by the [Financial Aid and Scholarships Office](#).

To apply for financial assistance (student loans):

Graduate students apply for need-based loans and Work-Study through the Financial Aid Office. Eligibility is based entirely on demonstrated financial need. To apply, complete and submit the Free Application for Federal Student Aid ([FAFSA](#)) by the priority deadline each year. The priority deadline to file a FAFSA is usually March 1 for the upcoming academic year – but even if you miss the priority deadline, you should still complete the FAFSA. **The University must have a FAFSA on file for you for the current academic year in order to award you any type of fellowship.** To be considered for university or departmental funding, you should file the FAFSA even if you are not sure you will need or want any financial aid (student loans) from the Financial Aid Office – you can decide later. Berkeley's **FAFSA school code** is **001312**. For more information on loan repayment programs and additional resources for borrowers, please visit our [Student Loan Programs web page](#).

Work-Study

Work-study is a federally subsidized hourly wage job program. Graduate students with a work-study award as part of their financial aid package from the Berkeley Financial Aid and Scholarships Office can apply for work-study jobs. Students who do not have work-study but do have financial need (currently receiving student loans) may also convert unpaid need-based loans to work-study. Some MSW field placement agencies may also participate in Work-Study and offer a small stipend. For an overview of Work-Study and a current list of jobs, please visit the [Work-Study Program](#).

Note: because of the demands of the full-time professional degree program, including required internship commitments, **MSW students are generally cautioned against working more than 10 hours per week**. Berkeley graduate students may not hold any university employment for more than half time without permission from the Dean of the Graduate Division.

Stipend-Based Training Programs for Masters Students

Stipend-based training programs, offered as current funding permits, provide support for eligible MSW students in certain fields of study. Some stipend programs are offered in exchange

for a contractually obligated, post-graduation employment commitment for a specified time period. Stipend programs often also have specific, additional academic or field placement requirements as part of a mandated curriculum. For information stipend-based training program currently in effect, including stipend amounts, eligibility requirements, and more details on applying for each one, please visit our [Student Funding web page](#).

Departmentally Restricted Fellowships

Departmentally Restricted Fellowships are open to all Berkeley Social Welfare graduate students, subject to the terms of the donor(s). Most are awarded on the basis of both academic distinction and demonstrated financial need. Departmentally Restricted Fellowships are meant to subsidize the cost of graduate school and do not typically cover the entire cost of attendance. Awards generally range between \$2,000 and \$10,000, although annual award amounts are dependent upon available funds and may vary from year to year.

Eligibility for Departmentally Restricted awards is determined by donor(s) terms, subject to applicable fellowship program guidelines; and many are designated specifically for MSW students. Meeting eligibility requirements does not guarantee receipt of an award, however. Some need-based fellowship funds can be used only for students who have demonstrated financial need through a completed [FAFSA](#). Consideration for some awards may also be given to students whose background and life experiences contribute significantly to an educationally beneficial mix of students and enhance campus educational diversity. Preference for some awards may also be given to students who have not received as much funding as other students in the department. For details on currently available awards please visit our [Departmental Fellowships for Graduate Students](#) web page.

Entering (newly admitted) students are considered for all available Departmental Awards during the admissions review process; an additional application is not required for new incoming students. **Continuing students submit a Departmental Fellowship Application for Continuing Students in early spring of each year** for awards for the following academic year.

Grants-in-Aid

Graduate Assembly Travel Award: The GA provides grants of up to \$300 in travel reimbursement for registered graduate students presenting at a conference outside of the San Francisco Bay Area (both nationally and internationally). For details and an application form see <https://ga.berkeley.edu/funding/types-of-funding/>.

Graduate Division Parent Grant: Registered graduate student parents (single, married, or registered domestic partners) who live with dependent children and demonstrate financial need may apply for up to \$8,000 per academic year, (\$4,000 per academic term) funding permitting. Applications are submitted directly to the [Graduate Fellowships Office](#).

Social Welfare MSW Professional Development Awards: These departmental awards may provide up to \$500 in travel or expense reimbursement for registered MSW students only (including MSW/MPH and MSW/MPP students) to participate in a professional conference or training activity. The conference or training activity must be a **live, in-person educational program**. Online activities, independent study units, or coursework taken through University Extension are NOT eligible for Professional Development Awards. Students may request one Professional Development Support Award per each academic year. Applications are accepted throughout the year and awards are made as funding permits. Download the application from our [Achievement Awards and Prizes](#) web page.

Extramural Fellowships

Many Berkeley Social Welfare graduate students have been quite successful at securing extramural funding through additional university, public, and privately sponsored fellowships. **We actively encourage all graduate students to apply for extramural funding!** Extramural awards are made from a variety of both campus and outside funding sources, including government agencies; professional and alumni organizations; other university departments; private foundations; and corporations. The process of identifying, researching and applying for external fellowships and awards can be lengthy and time-consuming, so begin your search as early as possible, preferably at least one year before expected enrollment. For a list of major extramural funding resources, and awards that have been previously given to Berkeley Social Welfare students, please visit our [Extramural Awards](#) web page.

Academic Student Employment

Academic Student Employment (“ASE”) includes employment on campus as a Graduate Student Instructor (GSI), Graduate Student Researcher (GSR), Reader, or Tutor. While academic appointments can be an important source of financial support for Berkeley graduate students, availability varies by department. For example, **preference for academic appointments in Social Welfare is given primarily to doctoral students.** Also, because of the demands of the full-time professional degree program, including required internship commitments, **MSW students are generally cautioned against working more than 10 hours per week.** Many ASE appointments may require more effort, or have additional scheduling constraints that may make them unfeasible for MSW students. For complete information regarding academic appointment eligibility and employment opportunities, please see the Graduate Division’s [GSI, GSR, Reader and Tutor Guide](#).

Emergency Loans

The Financial Aid and Scholarships Office offers short-term emergency loans to graduate students. These interest-free loans are designed to help students meet unanticipated expenses directly related to the cost of education. For dates of availability, loan types and amounts, and details and application information on how to apply, please visit [Short Term Emergency Loans](#).

Financial Support for International Students

International students should plan carefully for their financial support while attending UC Berkeley. Although international students are not eligible for most institutional aid limited to U.S. citizens and California residents, they may be eligible for some University fellowships and departmental fellowships. Continuing international students in Social Welfare are eligible to apply for departmentally restricted awards. The departmental fellowship application is made available to continuing students in early spring of each year for awards for the following academic year.

Berkeley International Office (BIO) administers some limited need-based aid programs for international students. These awards include Graduate Tuition & Fee Awards and Graduate Student Parent Awards. Need-based BIO awards are intended for those students in the most financial need, and are not intended to provide long-term support. The application period typically occurs at the beginning of each fall and spring semester. For details about these awards and other financial resources for international students, please visit the [Berkeley International Office](#).

International students in F-1 or J-1 status cannot establish California residency and must pay nonresident supplemental tuition. International students, except those on immigrant visa or

refugee status, are not eligible for federal or state-supported financial assistance programs for U.S. citizens and permanent residents, nor are they eligible for support from the Financial Aid and Scholarships Office.

General Terms and Conditions of Fellowships and Stipend Awards

1. Students receiving university support in the form of a fellowship or training stipend are subject to all university fellowship rules, regulations and eligibility requirements. Students receiving external fellowships must also refer to the fellowship terms set by the corresponding agency, including terms regarding supplementation with employment or another fellowship.
2. Fellowship or training stipend recipients are required to register full time (generally 12 units per semester) and to devote their time to study and/or research in the field in which the award is made, make satisfactory academic progress, and maintain a 3.0 GPA. Your award letter will include details about any additional, specific enrollment requirements.
3. Fellowship stipend payments are normally issued by semester or monthly, depending on the type and terms of award. The first payment is released no earlier than the first day of the semester. If your registration is not complete, your fellowship or training stipend payment will not be sent to your student account. To be considered registered, you must be enrolled in at least one class, have paid at least 20% of tuition and fees due, and have no active registration blocks.
4. Since all or part of a fellowship award may be paid from university endowments, if you receive an award you may be asked to submit a fellowship recipient profile to be shared with donors. We ask that you please participate in this reporting process as private support is an important component of our fellowship program.

Education Tax Credit Information

If you are a US resident for tax purposes, you may be eligible to claim a tax credit on your federal tax return if you paid qualified educational expenses to the University of California. The Taxpayer Relief Act of 1997 provides educational tax incentives for eligible taxpayers. These benefits, called the American Opportunity (Hope) Credit and the Lifetime Learning Credit, allow taxpayers to reduce their federal income tax based upon qualified tuition and fees paid, assuming the taxpayer meets all eligibility requirements. The determination as to whether you qualify for tax credits should be made in consultation with your personal tax advisor or the Internal Revenue Service. The University of California cannot give you tax advice or make a determination as to whether you qualify for tax credits. The 1098-T form is used by eligible educational institutions to report information about their U.S. resident students to the IRS as required by the Taxpayer Relief Act of 1997. Find out more and access the 1098-T form through [Student Billing Services](#).

Grades and Grading

Grades are posted by the Office of the Registrar shortly after the close of the semester. You may access your final grades via [Cal Central](#) once they have been posted. Individual grades are not given out by the School of Social Welfare.

Grading Scale

The University of California, Berkeley, uses a plus and minus letter grade system on a four-point scale. Grade point equivalencies earned per unit are shown below:

A+ 4.0	B+ 3.3	C+ 2.3	D+ 1.3	F 0.0
A 4.0	B 3.0	C 2.0	D 1.0	
A- 3.7	B- 2.7	C- 1.7	D- 0.7	

Units for grades below C- cannot be counted toward the unit requirement for the MSW degree. The grade, however, is counted in the GPA.

Limits on Satisfactory/Unsatisfactory (S/U) Coursework

For MSW degree candidates, two-thirds of all course work must be letter-graded. No more than one-third of your total course work applied to the master's degree can be taken on a Satisfactory/Unsatisfactory (S/U) basis. **A Satisfactory grade implies work of "B-" quality or better.** Grade points are not awarded for a grade of Satisfactory but unit credit is given. If you elect to take more than one-third of your courses in any given semester on an S/U basis rather than for a letter grade, check with the GSAO to make certain that your total percentage is still within required limits. Field seminar (SOC WEL 290A&B; SOC WEL 292A&B), field practicum (SOC WEL 401, 410, & 412), and courses that do not offer a letter-graded grading option do NOT count toward the one-third unit limit.

Changing Grading Option

Students may change their grading option directly on [Cal Central](#) through the end of the 3rd week of instruction each semester. After this deadline, submit a "Graduate Petition to Change Course Schedule" (available on our web site in the [Academic Resources](#) section) to the GSAO. Students can make grading option changes through the GSAO up through the last official day of instruction of any given semester.

Incomplete Grades

If your work in a course has been of passing quality but cannot be finalized due to extenuating circumstances beyond your control (e.g., illness, accidents or family emergencies), your instructor may assign you a grade of Incomplete. **An Incomplete will not be assigned simply because a student needs additional time to complete course requirements.** In the School of Social Welfare, your instructor must state the reason for the Incomplete in the comment column of the grade report, and inform the Head Graduate Adviser of your plans for completing the work via a *Graduate Student Petition for an Incomplete Grade* form signed by both you and your instructor. The completed form should be submitted to the GSO.

Once you have completed the work and your instructor has graded it, **your instructor reports the grade directly via CalCentral.** There is no deadline for graduate students for the removal of incomplete grades; however, all Incompletes in courses required for the MSW must be cleared before your degree will be conferred. Also, to be considered in good academic standing in the MSW Program, students may have no more than two Incompletes on their academic record. Students are cautioned against accumulating excessive Incompletes, and that in such circumstances they may be recommended to the Graduate Division for placement on academic probation.

Grade Grievances

Per University policy, all grades except “Incomplete” and “In Progress” are considered final when assigned by an instructor at the end of a term. Grade changes are not permitted except in the case of clerical or procedural error. Grade changes may not be made on the basis of a reassessment of the quality of the student's work.

The only formal challenge of a grade permitted by University policy is when an instructor assigns a grade utilizing non-academic criteria (such as considerations of race, politics, religion, sex, or other factors not directly reflective of performance related to course requirements) or when sexual harassment or improper academic procedures unfairly affect a student's grade.

Grievances about a grade should first be addressed with the instructor who assigned the grade in question. The student should first meet with the instructor to discuss the grievance and clarify reasons for the grade assignment. Students may also seek mediation assistance and advice from the GSAO, the Academic Program Manager, or the Campus Ombudsperson (<http://sa.berkeley.edu/ombuds>). Keep in mind that these advisers do not have the authority to require an instructor to change a grade.

If informal mediation of a grade grievance does not result in satisfactory action, a student may submit a formal appeal to the Dean of the School of Social Welfare, subject to the conditions outlined in the School's [Student Grievance and Appeal Procedures](#). Formal appeals must be directed to the Dean of the School of Social Welfare, 120 Haviland Hall. A written statement indicating the action being appealed, the grounds upon which the appeal is based, the relief requested, and any background information that the student deems pertinent to his or her case, must accompany the appeal. The appeal must be filed with the Dean within two semesters of the alleged offense.

Student Parent Policies

Per the Berkeley Graduate Division's [Student Parent Policies](#), in order to be eligible to request parental accommodations, a graduate student “must have substantial parenting responsibilities. Substantial parenting responsibilities are defined as pregnancy, childbirth, care of a newborn or newly adopted young child, the serious illness of a child, and other exceptional circumstances relating to a child. The child may be the student's child or that of a spouse or domestic partner.”

Students in the MSW program may be eligible to request parental accommodations only if they are able to present convincing evidence that the continuing demands of family responsibilities prohibit attendance on a full-time basis. To request a modified schedule based on parental accommodation, the student must submit to the Social Welfare Graduate Advisor a written request that outlines how their circumstances meets the above mentioned eligibility. Additional material (e.g., birth certificate) may be required.

Reduced course loads may be granted between 6-11 units; requests for course loads below 6 units are not allowed. Because of the sequencing of MSW course work reduced course loads may extend the program substantially. Students should consult with the Social Welfare Graduate Advisor about degree progress ramifications for reducing their course load.

Students accepting a reduced course load must pay full tuition and fees. Additionally, a reduced course load may affect the student's fellowship and financial aid eligibility. Because reduced course loads may have serious implications for visa statuses, international students must also consult with the Berkeley International Office before making changes their degree programs.

A student may also be eligible to request a Parenting Leave for up to one academic year (two semesters). This leave must be taken no later than twelve months after the child's birth or adoption/placement. To take a Parenting Leave of Absence, a student must have registered for the semester during which the leave will be taken, or the semester immediately preceding the beginning of the period of leave requested. If a student commences a leave during a semester in which they are enrolled, that semester is counted as one of the semesters of leave.

Withdrawal and Readmission

Naturally we hope that no student will find it necessary to discontinue their program before completing degree requirements. If circumstances are such that you believe you must withdraw, please first discuss your situation with your faculty adviser and student services staff.

Withdrawal

Withdrawal is a significant action that results in dropping enrollment in all classes, and **readmission is not guaranteed**. A department is not obligated to readmit any student who has withdrawn for any reason, including medical withdrawal. You are therefore strongly encouraged to consult with your faculty adviser, concentration co-chairs, field work consultant, and student services staff to explore other options for completing the program before considering withdrawal.

Withdrawal requests are initiated and processed by the student's department. Should withdrawal become necessary, after consulting with your faculty advisers, see the GSAO to initiate a formal request to withdraw. While withdrawn, you are exempt from all fees and are expected in turn to maintain no connections with the University; you may not use University facilities (including subsidized computer time) or place demands on faculty time.

Medical Withdrawal

Requests for withdrawal due to medical reasons are initiated at University Health Services (UHS-Tang Center). UHS provides appropriate medical documentation to accompany requests for medical withdrawal, makes a recommendation to the School to accept or not accept a medical withdrawal, and determines if medical clearance will be required for readmission. UHS does not make decisions about academic status. **The final decision for granting a medical withdrawal (and the decision of whether or not to readmit) lies with the School.** Complete details about and forms for initiating medical withdrawal are available from the [Tang Center](#).

Readmission

Readmission to the School and the University is **not** automatic. If you have withdrawn and wish to resume your studies, you must file an Application for Readmission form, including an application fee, along with a Statement of Legal Residency form. All forms can be downloaded from the [Office of the Registrar's web site](#). **Readmission applications should be submitted by May 1st for the fall semester and by October 1st for the spring.** You will be notified by the Graduate Division when they have acted on your application.

Student Rights and Responsibilities

[Berkeley Campus Code of Student Conduct](#)
[Berkeley Principles of Community](#)
[Nondiscrimination Policies and Resources](#)
[Student Grievance and Appeal Procedures](#)
[Student Records](#)
[Time, Place and Manner Rules](#)

Berkeley Campus Code of Student Conduct

All Berkeley Social Welfare students, **including graduate students**, are subject to the [Berkeley Campus Code of Student Conduct](#). The Berkeley Code of Student Conduct outlines expectations for student behavior as well as the process for determining if students violated the Code, and the consequences (or sanctions) that can be imposed. The Code of Student Conduct is enforced on all University-owned or operated properties, at all University-sponsored events, and off-campus within the limitations defined in the Code. The Center for Student Conduct works in conjunction with academic departments, residential units, health services, and campus and local police to ensure that the campus environment is as safe and productive as possible.

The [Center for Student Conduct](#) investigates all allegations and resolves cases of individual and student organizational misconduct. Please contact the Center for Student Conduct with any questions about the Code or related processes: email studentconduct@berkeley.edu; or call (510) 643-9069.

Berkeley Principles of Community

These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

UC Berkeley's "Principles of Community" statement was developed collaboratively by students, faculty, staff, and alumni, and issued by the Chancellor. Its intent is to serve as an affirmation of the intrinsic and unique value of each member of the UC Berkeley community and as a guide for our personal and collective behavior, both on campus and as we serve society.

Nondiscrimination Policies and Resources

Nondiscrimination Policy Statement

The University of California, in accordance with applicable Federal and State Law, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities

Hostile Environment

Harassing conduct (e.g., physical, verbal, graphic, or written) that is sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by the University creates a racially hostile environment.

Whether there is a racially hostile environment must be determined from the totality of the circumstances, and includes the context, nature, scope, frequency, duration, and location of racial incidents, as well as the identity, number, and relationships of the persons involved. The harassment must in most cases consist of more than casual or isolated racial incidents; generally, the severity of the incidents needed to establish a racially hostile environment varies inversely with their pervasiveness or persistence. In some cases, a racially hostile environment requiring appropriate responsive action may result from a single incident that is sufficiently severe, such as injury or threat of injury to persons or property.

Racial acts need not be targeted at the complainant in order to create a racially hostile environment (the acts may be directed at anyone). Moreover, the harassment need not be based on the ground of the victim's or complainant's race, as long as it is racially motivated (e.g., it might be based on the race of a friend or associate of the victim). Additionally, the harassment need not result in tangible injury or detriment to the victims of the harassment.

Once the University has notice of a racially hostile environment, the University has a legal duty to take reasonable steps to eliminate it. Moreover, the University can and should investigate and appropriately respond to individual racial incidents if and as they arise - regardless of whether any particular incident is severe enough by itself to establish a racially hostile environment under Title VI. By doing so in a timely and thorough manner, the University may prevent the development of a racially hostile environment. The appropriate response to a racially hostile environment must be tailored to redress fully the specific problems experienced at the University as a result of the harassment. In addition, the responsive action must be reasonably calculated to prevent recurrence and ensure that participants are not restricted in their participation or benefits as a result of a racially hostile environment. Examples of possible elements of appropriate responsive action include imposition of disciplinary measures, implementation of racial awareness training, and provision of counseling for the victims of racial harassment.

Racial Harassment Reporting

The Berkeley campus has in place procedures for responding to reports of racial harassment. The primary purpose of the procedures is to provide all members of the University community with a process for reporting racial incidents and harassment in accordance with Title VI of the Civil Rights Act of 1964, which prohibits recipients of federal funds from discriminating against persons on the basis of race, color or national origin, and to provide for prompt and effective response to reports of racial harassment in accordance with the law. These procedures also cover reports of retaliation related to reports of racial harassment.

All members of the University community are encouraged to contact the Title VI Compliance Coordinator (Racial Harassment Officer) if they observe or encounter conduct that may constitute racial harassment. Reports of racial harassment may be brought to the Title VI Compliance Coordinator (Racial Harassment Officer), to a human resources coordinator, or to any manager, supervisor, or other designated employee responsible for responding to reports of racial harassment. If the person to whom harassment normally would be reported is the individual accused of harassment, reports may be made to another manager, supervisor, human resources coordinator, or designated employee. Managers, supervisors, and designated employees shall be required to notify the Title VI Compliance Coordinator (Racial Harassment Officer) when a report is received.

Reports of racial harassment shall be brought as soon as possible after the alleged conduct occurs. Prompt reporting will enable the University to investigate the facts, determine the issues, and provide an appropriate remedy or disciplinary action. For complete policies and reporting procedures please see [Berkeley Campus Procedures for Responding to Reports of Racial Harassment](#).

Office for the Prevention of Harassment and Discrimination

The Office for the Prevention of Harassment and Discrimination ([OPHD](#)) is responsible for ensuring the University provides an environment for faculty, staff and students that is free from discrimination and harassment on the basis of categories including race, color national origin, gender, age and sexual orientation/identity. This campus Office has the specific responsibility for providing prompt and effective responses to all complaints of sex discrimination or harassment for faculty, staff and students. The Office also responds to concerns from faculty and students regarding other forms of discrimination as covered by University Nondiscrimination policies-- such as, age, religion, national origin, etc.

Sexual Harassment and Violence Policy

The University of California is committed to creating and maintaining a community free of sexual violence and sexual harassment. Sexual violence and sexual harassment violate both law and University policy. Any member of the University community may report conduct that may constitute sexual violence, sexual harassment, retaliation, and other prohibited behavior ("Prohibited Conduct"). The University will respond promptly and equitably to such reports, and will take appropriate action to stop, prevent, and remedy the Prohibited Conduct, and when necessary, to discipline the Respondent.

In addition to sexual harassment, discrimination based on sex, gender, gender identity, gender expression, sex- or gender-stereotyping, and sexual orientation violates law and other University policies. Such discrimination may also contribute to the creation of a hostile work or academic environment based on sex and thus constitute or contribute to sexual harassment. Harassment that may not be sexual, but still contributes to a hostile work or academic environment, may also violate the University's other non-discrimination policies. For complete

policies and reporting procedures please see [the University of California Sexual Violence and Sexual Harassment Policy \(01/01/2016\)](#).

Resources and Support for Sexual Harassment and Assault

<http://sa.berkeley.edu/conduct/sexual-harassment>

Division of Student Affairs/Center for Student Conduct web resources and links to sexual harassment and sexual misconduct policies.

Sexual Harassment and Violence Support and Education

<http://survivorsupport.berkeley.edu/>

This website provides information regarding sexual assault prevention, education, and reporting. It also contains information about support options, campus policies, and disciplinary procedures relating to sexual misconduct.

Student Grievance and Appeal Procedures

Purpose and Scope

1. The purpose of this procedure is to afford graduate students in the School of Social Welfare an opportunity to resolve complaints about dismissal from graduate standing, placement on probationary status, denial of readmission, or other administrative or academic decisions that terminate or otherwise impede progress toward academic or professional degree goals. This procedure may also be used to resolve disputes over joint authorship of research in accordance with joint authorship policies of campus departments or units.
2. The scope of this procedure is limited to the matters listed above, and excludes complaints regarding denial of admission, student records, grades in courses of instruction, student employment, student discipline, and auxiliary student services (such as housing, child care, etc.).
 - a. This procedure may not be used for complaints regarding actions based solely on faculty evaluation of the academic quality of a student's performance, or decanal evaluation of a student's appropriate academic progress, unless the complaint alleges that the actions may have been influenced by non-academic criteria.
 - b. Grievances by students concerning grades are addressed according to the Academic Senate policies and procedures for grade appeals under Berkeley Division Regulation A207.
3. This procedure is provided for continuing and returning graduate students in the School of Social Welfare on the Berkeley campus. It may not be used by applicants for admission, or students registered in social welfare graduate courses through University Extension, the Graduate Theological Union, or other cross-registration agreements. A student may bring a complaint individually or may file a complaint jointly with other students when each claims injury as a result of the same alleged action(s).

Informal Resolution Procedures

1. Students are encouraged to first pursue informal resolution of a complaint by meeting with their faculty advisor or the Coordinator of Academic Programs to discuss the complaint and explore possible avenues of resolution.

2. Attempts at informal resolution within the School of Social Welfare must be initiated within 30 days from the time at which the student knew or could reasonably be expected to have known of the action being appealed. The informal resolution process should be concluded within 60 days of initiation.
3. If a satisfactory resolution has not been reached through informal resolution, the student may initiate a formal resolution process within the School of Social Welfare.

Formal Resolution Procedures in the School of Social Welfare

1. A student who wishes to initiate a formal resolution of grievance must submit a written complaint to the Dean of the School of Social Welfare. The Dean must receive the written complaint within 15 days of the time the student is notified of the informal review process outcome, or if no informal review has been timely initiated, no more than 60 days from the time at which the student knew or could reasonably be expected to have known of the action being appealed.
2. The complaint should indicate the action(s) being appealed, the date(s) the action(s) occurred, the grounds upon which the appeal is based, and the relief requested.
3. The written statement should include notice to the Dean of Social Welfare if the student bringing the appeal will be represented by counsel or other representative. The letter should also include a description of the results of any informal resolution process, and any background information that the student deems pertinent to the case.
4. **For a complaint to be reviewed under the formal resolution process, it must be based on one or more of the following grounds:**
 - a. Procedural error or violation of official policy by academic or administrative personnel.
 - b. Judgments improperly based upon non-academic criteria including, but not limited to, discrimination or harassment on the basis of race, color, national origin, religion, sex, disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran.
 - c. Special mitigating circumstances beyond the student's control not properly taken into account in a decision affecting the student's academic progress.
5. Upon receipt of the written complaint, the Dean of the School of Social Welfare may meet with the complainant and attempt to resolve the problem, or may appoint an Ad Hoc Committee to investigate the complaint. The committee shall make a recommendation to the Dean for resolution of the complaint. The investigation may include an interview with the complainant, a review of any relevant written materials, and an effort to obtain information from available witnesses (i.e., interviews or written statements or documents). The committee's investigation should be concluded and student notified of the outcome within 90 days of initiation of the formal appeal. The Dean of the School of Social Welfare will notify the student in writing of the outcome.
6. **Time Limits:** All time frames referred to in this procedure refer to calendar days. Summer and inter-semester recesses are not included within these time frames. The Dean of the School of Social Welfare may extend time limits for good cause upon notice to all parties involved.

Grievances Concerning Grades

Per University policy, all grades except “Incomplete” and “In Progress” are considered final when assigned by an instructor at the end of a term. Grade changes are not permitted except in the case of clerical or procedural error. Grade changes may not be made on the basis of a reassessment of the quality of the student's work.

The only formal challenge of a grade permitted by University policy is when an instructor assigns a grade utilizing non-academic criteria (such as considerations of race, politics, religion, sex, or other factors not directly reflective of performance related to course requirements) or when sexual harassment or improper academic procedures unfairly affect a student's grade.

Grievances about a grade should first be addressed with the instructor who assigned the grade in question. The student should first meet with the instructor to discuss the grievance and clarify reasons for the grade assignment. Students may also seek mediation assistance and advice from the GSAO, the Academic Program Manager, or the Campus Ombudsperson (<http://sa.berkeley.edu/ombuds>). Keep in mind that these advisers do not have the authority to require an instructor to change a grade.

If informal mediation of a grade grievance does not result in satisfactory action, a student may submit a formal appeal to the Dean of the School of Social Welfare, subject to the conditions outlined in this policy. Formal appeals must be directed to the Dean of the School of Social Welfare, 120 Haviland Hall. A written statement indicating the action being appealed, the grounds upon which the appeal is based, the relief requested, and any background information that the student deems pertinent to his or her case, must accompany the appeal. The appeal must be filed with the Dean within two semesters of the alleged offense.

When an appeal is filed, the Dean will appoint an ad hoc Grievance Committee composed of the Chair of the Faculty and two additional faculty members, one of whom shall be from a unit other than Social Welfare, and two students in good standing, appointed by the Graduate Assembly. The Grievance Committee will consider the written appeal of the student; obtain a written response from the instructor; and will provide all parties the opportunity to present additional information orally or in writing. The Grievance Committee will report its recommendations to the Dean as well as to the Berkeley Academic Senate Committee on Courses of Instruction, including minority views, if any.

If the Committee on Courses finds in the student's favor, it may change a failing grade to a P or S, drop the course retroactively, retain the course but eliminate the grade from the GPA, or adopt the letter grade, if any, recommended by four of the five members of the Grievance Committee. For further information please see the Academic Senate Committee on Courses [Procedures for Grade Appeals Based on the Alleged Use of Non-Academic Criteria](#).

Complaints Involving Discrimination

If a complainant alleges discrimination or harassment on the basis of sex, race, national origin, color, age, religion, sexual orientation, or disability, the department will notify and make referrals as necessary to the appropriate campus compliance officers prior to commencing informal or formal resolution.

Graduate Appeal Procedure

If a student is not satisfied with the resolution of a grievance under the School's procedure, the complaint may be brought to the Graduate Division under the [Graduate Appeal Procedure](#). A formal appeal under this procedure must be received in the Office of the Dean of the Graduate

Division within fifteen days of when the student knew or could reasonably be expected to know of the final decision made by the Dean of the School of Social Welfare in regards to the student's complaint.

Student Records

Once an admitted applicant submits a Statement of Intent to Register (SIR) to the University, she or he is considered a student whose records are subject to privacy protections governed by the Federal Family Educational Rights and Privacy Act (FERPA) and the Berkeley campus' policies implementing these regulations. Prior to submitting the SIR, a student's records are subject to different privacy protections under the Information Privacy Act.

Federal Family Educational Rights and Privacy Act Rights

FERPA rules and university policy Berkeley students the following rights:

1. To inspect and review their student records.
2. To have withheld from public disclosure, absent their prior consent, personally identifiable information from their student records.
3. To inspect records maintained by campus offices concerning disclosure of confidential information from their student records.
4. To seek corrections of their records through a request to amend the records, or a request for a hearing to challenge the content of their records, or to include a written statement therein.
5. To file complaints with the Office of the Chancellor or with the U.S. Department of Education regarding violations of the rights accorded by federal law or University policy.

The [Berkeley Campus Policy Governing Disclosures of Information from Student Records](#) defines "public records" which may be released without prior student consent, describes the record access rights of applicants who have not been admitted or enrolled at the Berkeley campus, and describes the conditions under which students may waive the right of access to their records.

In the School of Social Welfare the following types of information are considered matters of public record: student name; dates of attendance; major field of study; types and dates of degrees awarded from Berkeley; and name of the most recently attended institution, prior to Berkeley.

Public information about students may be shared with potential and assigned field placement agencies. This information is released, provided it is available, when it is requested in writing. The information is not released if the student requests in writing that it not be disclosed as a matter of public record.

All other records, such as general correspondence, admission applications, and academic transcripts, are considered confidential records. The Academic Coordinator and Graduate Student Affairs Officer are the records custodians for the School of Social Welfare. The following additional persons have access to these records: the Office of the President of the University, the Ombudsperson, and academic and non-academic staff of the School of Social Welfare. Other campus personnel are granted access when it is necessary for the normal performance of their assigned duties. Field placement agencies may obtain information necessary to the assignment and supervision of students in field work placements.

Procedures for Access to Confidential Records

Students may exercise their right to inspect their own confidential records by making a request in writing to the Academic Coordinator. Access to the records will be provided no later than 45 calendar days after receipt of student's request.

Disclosure to a third party can be made only with the written consent of the student, naming the third party, the records to be released, and the reasons for the disclosure. Under certain exceptions information about confidential records may be released by the School without the written consent of the student; for example by judicial order, to accrediting organizations, for research purposes, or under certain conditions connected with financial aid. In emergency health and safety situations, and at the discretion of the UC Police Department and the Office of the Registrar, disclosure of a limited amount of information may be made to appropriate parties in connection with an emergency when the information is necessary to protect the health and safety of the student or other persons.

Challenge of Records and Hearing

School of Social Welfare Student Services staff will interpret and explain the information in a student's record upon request. If a student believes that his or her records include data which are inaccurate, misleading, inappropriate, or otherwise in violation of the student's rights of privacy, an appointment should be made with the School's Academic Coordinator to request that the records be amended.

If the student is not satisfied with the result of the appointment, he or she may appeal to the Dean of the School. If the student is still not satisfied, there will be a hearing, presided over by a campus official or other party who does not have direct interest in the outcome of the hearing. The hearing will be within a reasonable length of time and will provide an opportunity for the correction or deletion of any inaccurate, misleading, or inappropriate data and for the inclusion in the student's records of a written explanation.

Time, Place and Manner Rules

[Time, Place and Manner rules](#) govern and protect rights of protest on the Berkeley campus. These guidelines are in place to ensure the exercise of free expression does not interfere with campus operations, teaching, student safety, or others' rights of free expression. Free expression is encouraged but must not, interfere with the University operation, teaching and other's rights to expression and may not damage/impede University property.

Campus Regulations

- UC Property is a public trust, so private property laws apply.
- Non-affiliates must comply with the [non-affiliate rules and regulations](#) set by the University of California Office of the President (UCOP).

Use of University facilities must be in compliance with law and university policies.

[UC Berkeley Campus Regulations](#)

- People may not:
 - Block entrances or impede foot/vehicle traffic;
 - engage in physical abuse;

- disrupt teaching or administration;
- possess firearms, firebombs or other weapons;
- engage in theft/vandalism;
- climb on or rappel from University buildings or trees;
- camp or lodge on University property.
- People must comply with the instructions & directions of University officials including University Police and other police agencies called to assist.
- The University House is a residence and activities on and around the property are restricted.

UCPD Guidelines

- Do not grab, rattle, lean on, move or otherwise disturb physical barricades or barricade tape.
- Physical resistance and assaultive behavior will not be tolerated and will be prosecuted.
- University affiliates have a duty to comply with the directions and instructions of University Police.
- Demonstrations, protests, and acts of civil disobedience may be recorded.
- Obstructing a peace officer in the performance of their duties is a crime.

Rules of Conduct in Campus Buildings

The buildings on the Berkeley campus are for appropriate use and enjoyment by students, faculty, staff, and visitors. Per UCPD, The following policies have been established to promote the safety and security of all occupants and visitors:

- Follow all posted building rules restricting use or access.
- Duplicating or distributing keys or card keys without authorization is a violation of the Campus Access Control Policy and is punishable under the California Penal Code.
- Assisting unauthorized access to buildings or propping open exterior doors in violation of building security policies is a violation of the Campus Access Control Policy.
- Lodging overnight except in residential facilities or for academic purposes is prohibited.
- Adhere to all campus fire safety rules (available from the Campus Fire Marshal or Building Coordinator) including prompt, orderly evacuation in case of alarm.
- Intentionally initiating a false fire alarm is a violation of California Penal Code Section 148.4a punishable by a \$1,000 fine or one year jail sentence.
- Disrupting classroom, administrative, or other University sponsored or approved activities can result in citations by UCPD, enforcement by the Student Conduct Office, and/or expulsion from the campus.
- Consistent with its emphasis on health and environmental protection, the University of California, Berkeley is tobacco-free effective January 1, 2014, meaning **the use of tobacco, smokeless tobacco, or unregulated nicotine products (i.e. “e-cigarettes” is strictly prohibited in indoor and outdoor spaces owned or leased by UC Berkeley.** In

addition, the sale and advertising of tobacco products on UC Berkeley-owned or-leased property is not permitted.

- Riding mopeds, bicycles, skateboards, rollerblades, or skates is prohibited in buildings or on walkways where hazards could be created by their use. In accordance with fire marshal policy, vehicles may not be stored in any public spaces, hallways, corridors, or stairwells, or attached to railings. Bicycles may be stored in non-public space sanctioned or authorized in buildings by departments or Building Coordinators/Managers.
- Animals (except laboratory animals or those assisting disabled persons, or as otherwise specifically authorized by departments or Building Coordinators/Managers) are not to be brought into buildings.
- Use of campus or departmental bulletin boards must be authorized by the department or by the Building Coordinator/Manager.
- Tampering, misuse, abuse, or destruction of emergency equipment or other University property is a violation of Penal Code Sections 148.4 and 594(b).

Student Support and Wellness Resources

[Academic Computing and Research Resources](#)
[Campus Life and Student Involvement](#)
[Campus Student Support Services](#)
[Culture and Recreation](#)
[Graduate Professional Development](#)
[Health and Wellness](#)
[Housing](#)
[Parking and Transportation](#)
[Safety](#)
[Student Parent Resources](#)

Berkeley Social Welfare and the Berkeley campus offer a variety of programs, services, events, and resources to support your experience and success as a graduate student.

Academic Computing and Research Resources

The Social Research Library

The Social Research Library, located on the second floor in 227 Haviland Hall, consists of approximately 35,000 volumes and 200 active serial titles. The Social Research Library serves the research needs of the School of Social Welfare, and provides a research base for the four research units affiliated with the School, researchers from related disciplines, as well as local social workers, alumni, and the general public.

The Library also provides a foundation for the School's thriving doctoral program, and it serves as an academic home base for the students in the masters' program. Services include:

- Printing
- Scanning
- Course reserves
- Laptop computer loan program
- Research help.

Your Cal 1 Card serves as your library card to check out material. For more information on Library hours and services please see the [Social Research Library website](#).

Software Central

Software Central offers software to UC Berkeley faculty, staff and students. Many products available through this site are provided free of charge; for example, Berkeley has signed a campus license agreement to provide the most commonly used Microsoft software to all faculty, staff, and students. You can also download Adobe Creative Cloud, statistical software packages and more. You must be an officially registered student to access the products available on [Software Central](#).

UC Berkeley Library Data Lab

The [Library Data Lab](#) offers consultations on research involving numeric data, including finding and recommending data sources and advising on technical data issues such as file format

conversion, web scraping, and basic statistical software use. The [Library Data Lab](#) also provides workstations with analytical software such as ArcGIS, Stata, SAS, SPSS, Stata, R, and Python.

Campus Life and Student Involvement

Graduate Assembly

The Graduate Assembly is the official representative body of the graduate and professional students at the University of California, Berkeley. The mission of the Graduate Assembly is to improve the lives of University of California, Berkeley graduate students and to foster a vibrant, inclusive graduate student community.

The fundamental principles of the Graduate Assembly are the promotion of a vibrant student social life, inclusiveness, progressive activism, community service, educational improvement, and professional development. In service to these principles the Graduate Assembly advocates for students, funds student groups on campus, and directly manages a variety of projects. The GA also regularly hires graduate students for part-time leadership and administrative positions. For more information on committees, projects (from Wellness, to Queer and Transgender Advocacy, to the Women of Color Initiative), and resources available for graduate students, please visit the [Graduate Assembly](#).

Social Welfare Graduate Assembly (SWGA)

The Social Welfare Graduate Assembly (SWGA) is the student organization representing the School of Social Welfare graduate student body. As the organized student voice, SWGA believes that foresight, inclusiveness, and coordinated student participation is essential to a sustainable, accountable, and successful MSW program. At the University level, SWGA represents the School of Social Welfare at the Graduate Assembly and works with the Social Welfare Alumni Association.

Within the School of Social Welfare, SWGA participates in the governance of the school by providing student input and student representation on academic and curriculum committees, policy issues and changes, as well as issues pertaining to diversity and cultural competence. The School of Social Welfare supports student participation in the development, implementation, and ongoing monitoring of the graduate program. Student representatives on committees provide the School with critical input from various perspectives. SWGA has a fundamental goal to support and assist students with their pursuit of a graduate education. In addition, SWGA coordinates social and educational events for the graduate student body, and serves as the parent organization of all other student organizations within the School, including the Social Justice Symposium (SJS) Planning Committee and special interest Caucuses.

SWGA represents both first and second year MSW students and every MSW student in the School is a member of SWGA. As the voice of the students, SWGA encourages students to provide input and feedback to individual SWGA Board Members and at monthly SWGA General Body meetings. The Graduate Student Office and SWGA's headquarters are located at 220 Haviland Hall. Contact current SWGA leadership by email at swga@berkeley.edu.

Student Groups

There are a variety of student groups through the School of Social Welfare. To connect with current groups, we encourage students to connect with SWGA or visit [Social Welfare Student Organizations](#). There are also many campus student groups across UC Berkeley. To find out

about many of them, visit the [LEAD center](#), UC Berkeley's hub for leadership development, student involvement and co-curricular advising.

Campus Student Support Services

Centers for Educational Equity and Excellence (CE3)

The [Centers for Educational Equity and Excellence](#) ensure non-traditional students excel at the top public University in the world. By respecting every student as a unique individual, CE3 programs empower UC Berkeley students to achieve and lead. CE3's programs supporting graduate students include the [Student Parent Center](#), [Cal Veteran Services Center](#), and the [Undocumented Student Program](#). CE3 also runs various research projects and initiatives, including the [Food Security Initiative](#).

Disabled Students Program (DSP)

The Disabled Students Program ([DSP](#)) offers a wide range of services for graduate students with disabilities, including federal and state legally mandated services and accommodations for eligible students with verified disabilities. Services for students are individually designed, and based on the specific needs of each student as identified by DSP Disability Specialists. All students are encouraged to access services through the DSP as needed.

DSP students who need academic accommodations must have Letters of Accommodation on file. The purpose of an academic accommodation is to offer the graduate student an equal opportunity to meet the department's academic standards and requirements. Students who know in advance that they may wish to utilize DSP accommodations for a given semester should be evaluated by the DSP office within the first few weeks of the semester. It is important for students to initiate the Letter of Accommodation process early to give adequate time for arranging accommodations. If help is needed to complete the online application, request assistance by contacting dsp@berkeley.edu.

Gender Equity Resource Center

The [Gender Equity Resource Center \(GenEq\)](#) is a UC Berkeley campus community center committed to fostering an inclusive Cal experience for all. GenEq is the campus location where students, faculty, staff and alumni connect for resources, services, education and leadership programs related to gender and sexuality. The programs and services of the Gender Equity Resource Center are focused into four key areas: Women; Lesbian, Gay, Bisexual, & Transgender (LGBT); Sexual & Dating Violence; and Hate Crimes & Bias Driven Incidents.

Ombuds Office

The [Ombuds Office](#) provides informal and impartial conflict resolution services. The Ombudsperson operates as a designated neutral and independent agent of justice in University-related matters, including academic as well as administrative concerns. All matters referred to this office are held in strict confidence. The only exception, at the sole discretion of the Ombudsperson, are cases where there appears to be imminent threat of serious harm. Contact the Ombuds Office at (510) 642-5754.

Undocumented Students Program

The Undocumented Student Program provides guidance and support to Cal students through a

holistic, multicultural, and solution-focused approach that delivers individualized service for each student. UC Berkeley undocumented students can receive assistance with DACA renewal and other legal matters. For more information or to request services, please visit the [Undocumented Student Program](#).

Culture and Recreation

BAMPFA

BAMPFA, the [UC Berkeley Art Museum and Pacific Film Archive](#), is the visual arts center of the University of California, Berkeley. UC Berkeley students receive free admission to the galleries and monthly FULL events, and discounted tickets to film screening.

Cal Performances

[Cal Performances](#) sponsors and presents programs that provide students essential access to the performing arts. Cal Performances provides exclusive activities for UC Berkeley students, with annual dance and orchestra residencies featuring personal interactions with visiting artists including workshops, master classes, and class visits. UC Berkeley students receive 50% off single ticket prices for all Cal Performances event (Cal Net authentication required; UCB ID required at the door). Students can also purchase a \$40 Flex Pass, which can be redeemed as single tickets to four different shows of your choice at Cal Performances. For more information please visit [Cal Performances-Students](#).

Cal Recreational Sports

[Cal Recreational Sports](#) is dedicated to enhancing the knowledge, wellness, fitness, personal skills and quality of life for students, faculty, staff, and the community. By providing facilities, programs, activities and the opportunity for cooperative and competitive play, Recreational Sports teaches life-long fitness skills, leadership, management, interpersonal skills, and helps to balance the stress of studying and working in a rigorous academic environment. The cost of Cal Rec Sports student membership is now included in all current UC Berkeley students' registration fees. Rec Sports offers a complete package of fitness and recreational activities, from individual and group classes to massage therapy and personal training; all designed to help you meet your fitness and recreational goals. Cal Rec Sports student membership includes access to the following facilities: [Golden Bear Rec Center](#); [Hearst Gym](#); [Recreational Sports Facility \(RSF\)](#); [Stadium Fitness Center](#); and the [Strawberry Canyon Rec Area and Pool](#).

Graduate Professional Development

The Graduate Division's Graduate Professional Development ([GPD](#)) supports Berkeley's students throughout their graduate studies as they explore career options and develop the skills sought by employers in a wide range of sectors. The GPD Center is located in 309 Sproul Hall. GPD collaborates with graduate program faculty, student groups, and staff networks to offer activities that help graduate students recognize potential career paths, set professional development goals, and build skills vital to a variety of careers, both within and beyond the academy. GPD connects graduate students with programs offered by the [GSI Teaching & Resource Center](#) and [Graduate Writing Center](#), as well as campus partners such as the [Graduate Assembly](#), the [Career Center](#), and others.

Health and Wellness

University Health Services: The Tang Center

2222 Bancroft Way (510) 642-8000

University Health Services ([UHS, aka The Tang Center](#)) provides comprehensive medical, mental health and health promotion services to all Cal students. Spouses and domestic partners of Berkeley students may also use UHS on a fee-for-service basis. Students can use all services at the Tang Center whether or not they have the Student Health Insurance Plan.

Student Health Insurance Plan (SHIP)

All registered students at the University of California are required to meet the university's health insurance mandate as a condition of enrollment. All registered UC Berkeley graduate students are automatically enrolled in the [Berkeley Student Health Insurance Plan \(SHIP\)](#) as a way to meet this mandate. Berkeley SHIP is a comprehensive major medical insurance plan, providing medical, counseling, prescription, vision and dental services. SHIP premiums are included in assessed student fees. Students can choose to waive SHIP if they can show acceptable evidence of comparable coverage. For more information about how to use SHIP or for details about how to waive SHIP, please visit the [SHIP Program](#).

Counseling and Psychological Services at the Tang Center

Counseling and Psychological Services ([CPS](#)) provides a variety of services for students to help with personal, academic, career, and crisis concerns. Professional counselors are available at the Tang Center, as well as at several satellite offices, which offer access specifically for graduate students. Graduate student-specific groups and workshops focus on managing stress, anxiety, and depression, with support groups for graduate women and men.

All graduate students are eligible for CPS services, regardless of their insurance coverage. A maximum of up to eight sessions is offered per academic year. The first five sessions are offered at no charge. If you need longer term counseling or specialized services, CPS can facilitate connecting you to mental health providers in the community, and where sliding additional scale and low fee options are available.

Housing

Housing options for Berkeley graduate students fall into three general categories: university-owned and operated housing; group housing alternatives, and off-campus housing. Some options and additional resources to consider for graduate student housing at Berkeley are listed below.

[Cal Housing](#) offers University-owned and operated listings exclusively for graduate students, with or without families. Options include:

- [The Ida Louise Jackson Graduate House](#): located one block from campus on College Avenue and reserved for single graduate students. Consists of shared apartments that are furnished and have single-occupancy bedrooms, shared bathroom, kitchen facility, and living/dining room area. Rents are per-person and are determined by apartment size. Utilities (including water, garbage, electricity, data line and basic cable) are included.

- [The Manville Apartments](#): unfurnished single studios, located three blocks from campus at Shattuck Avenue and Channing Way. Utilities include basic cable and Internet data line; students pay for electric service.

The [Cal Rentals](#) listing service provides a wide selection of housing and roommate listings; message boards; access to off-campus housing listings for students; counseling; and additional information on finding housing.

[Berkeley Student Cooperatives](#) are student-run, non-profit cooperatives that provide low-cost housing opportunities off-campus in surrounding communities.

[Graduate Assembly Housing Guide: Best Practices for Finding Housing](#)

This comprehensive guide provides advice to graduate students on how to navigate the local rental market on a student budget. The guide will also help you understand the nature of the local housing market, determine what you can afford, retain stable housing, and get involved in housing advocacy.

Parking and Transportation

Berkeley is a busy urban campus and parking near campus is severely limited. The University encourages use of public transit whenever possible. Berkeley is well-served by public transit, and many students walk or bike to campus. The Downtown Berkeley BART (Bay Area Rapid Transit) train station is just 1½ blocks west of the Berkeley campus on Shattuck Avenue. San Francisco Bay Area Transit Information (<http://511.org>) provides schedules for, and information about, major Bay Area public transportation systems, including AC Transit, BART, San Francisco MUNI, and Caltrain.

AC Transit Class Pass

All currently registered UC Berkeley students are automatically entitled to a Class Pass sticker. The Class Pass sticker provides unlimited ridership privileges on all AC Transit bus lines (including the Transbay lines to and from San Francisco) and campus shuttles. Class Pass fees are included in the mandatory Berkeley Campus Fee paid by all registered students. Once officially registered, students can pick up a Class Pass sticker any time during the semester at the Cal 1 Card Office located in Lower Sproul Plaza.

BearTransit Shuttle

Your Class Pass is also valid on the BearTransit campus shuttle service, which operates 11 lines to and around popular campus destinations nearly 24 hours a day, including service to BART. Shuttle schedules are available on board and on the [Parking and Transportation website](#).

Parking Permits

Students who live at least two miles from campus can purchase parking permits. To manage local demand, parking permits are strictly enforced on campus and in the surrounding neighborhoods. If you drive to campus every day, you can save money by purchasing a prepaid student permit for a full semester. If you drive to campus only occasionally, you can purchase a Daily Student Fee Lot Permit that will allow you to park in student lots. Night and weekend permits also are available. To purchase a permit, check current parking fees, or obtain a parking map, visit the [Parking and Transportation website](#).

Safety

The UC Berkeley campus is situated in an urban environment, and though campus areas are relatively safe, the campus is not immune to crime. As a member of the UC Berkeley community, you can help contribute to the safety of your Bear Territory by learning what you can personally do to keep things safe for yourself and others, how to report instances of crime or dangerous occurrences, and the best ways to secure your property when on campus.

The University of California Police Department at Berkeley (UCPD) holds law enforcement authority on campus property, and employs community policing strategies to prevent crime on and around campus properties.

- ★ **To contact the UC Police Department:**
Dial 911 from any office or campus pay phone or dial (510) 642-3333 from your cell to request emergency assistance while on campus.
- ★ For non-emergencies you can reach UCPD at **(510) 642-6760**, by email to police@berkeley.edu, or on the web at <http://police.berkeley.edu>

Here are some important actions you can take to increase your safety and reduce your risk of crime:

- ★ **Review [UCPD's Resource Guide for Campus Safety](#).**
- ★ **Utilize Night Safety Services:** UC Berkeley offers comprehensive free night safety services made up of BearWalk escort, night shuttle buses, and a door-to-door service. The time of day determines what services are available. BearWalks are available from dusk to 4:00am, night shuttles run on routes from 7:30 to 4am and the door-to-door service is available from 4am until 5:30am. For details please see <http://nightsafety.berkeley.edu/>.
- ★ **Prevent theft:** Theft is the most common crime on campus and it is usually a crime of opportunity. [Review Tips for theft Prevention](#).
- ★ **Report crime:** UCPD strongly encourages the reporting of criminal or suspicious activity in a timely manner to assist in intervening in potential criminal activity and apprehending suspects. To learn more please see [How to Report Crime](#).

Nixle Notification

Nixle provides real-time, relevant public safety and service information directly to communities, residents and businesses. UCPD utilizes Nixle to provide timely notification of such situations as Crime Alerts, Clery Notifications, areas where Law Enforcement actions are taking place or other pertinent activities that may directly affect you. By default, members of the UC Berkeley community are subscribed to receive Alerts, Advisories and Community messages:

- ★ **Alerts** involve situations when UCPD would like our campus community and the public to be aware of situations that require more immediate attention. For example, UCPD may issue an alert regarding a fire on or near campus.
- ★ **Advisories** typically notify recipients about events that could affect their movements around the campus or city of Berkeley. For example, UCPD may issue an advisory regarding criminal activity in the area.
- ★ **Community messages** focus on areas such as crime prevention or events taking place within our local area. For example, we may issue a community message about a demonstration taking place that could potentially disrupt campus routine.

WarnMe Emergency Alert Service

WarnMe is the campus-wide emergency warning system. It is activated to contact you when there is an immediate threat to safety or health affecting the campus community. WarnMe can alert you by phone, text message, or email — you choose the best ways to reach you. By default WarnMe will send a message to your official email address in the CalNet directory (typically your berkeley.edu address). To receive WarnMe emergency warnings via any other method, such as by text or phone, you must provide those addresses or numbers on the [WarnMe Contact Information page](#).

WarnMe is part of the campus's emergency communications system. In all emergencies, natural disasters and other crises, information will be posted on the campus home page, [berkeley.edu](#), and on the backup off-site emergency website at [emergency.berkeley.edu](#). It will also be recorded on the off-site, toll-free emergency number (1-800-705-9998), campus radio station (KALX 90.7 FM at [kalx.berkeley.edu](#)), and posted to @UCBerkeley Twitter at [twitter.com/#!/UCBerkeley](#) and at UC Berkeley Facebook at [facebook.com/UCBerkeley](#) accounts.

Student Parent Resources

Breastfeeding Support Program (BFSP)

The [Breastfeeding Support Program \(BFSP\)](#) is sponsored by the Wellness Program for Faculty & Staff (formerly known as Health*Matters). The BFSP serves faculty, staff, students, and their spouses/domestic partners. Access to [lactation rooms on campus](#) is through free registration with the BFSP. Haviland Hall is close to two campus lactation rooms, one in Moffitt Library and one in Giannini Hall. After you have registered and identified the preferred building with a lactation room, you will be provided the access code and specific directions.

Child Care

[Back-Up Child Care for UC Berkeley Student Parents](#)

Registered student parents, on a “first come, first served” basis as long as funding lasts, are eligible for up to 60 hours per year of highly-subsidized back-up child care from a leading nationwide provider of care services.

[Child Care: University Early Childhood Education Program](#)

The University Early Childhood Education Program serves registered Berkeley student parents with children from three months to seven years old. Priority is given to families with children currently enrolled in the program and then to low-income families with child care needs (generally, parents must be in school full time or working). Student families eligible for subsidy pay fees on a sliding scale, based on family income and family size. Some full-fee spaces are also available. Parents are asked to participate at the childcare centers one to two hours per week. Spaces are limited. Applications are accepted year-round, but admissions process begins mid-May for the fall semester and mid-November for spring semester.

Student Family Housing

[Student Family Housing](#) is available to married students and students with a domestic partner, with or without children, and to single student parents.