2018-19 MSW Student Handbook

School of Social Welfare
University of California, Berkeley
Getting Started

Welcome to Berkeley!

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!
How to Use This Guide

This handbook is your major resource and reference guide to Berkeley Social Welfare’s MSW program. It includes practical information and advice about getting your MSW degree; the policies governing the MSW Program; and the many valuable resources available to help you succeed as a graduate student at Berkeley.

Your student handbook is meant to be viewed online so you can readily access the active links to the resources and other campus units included in this guide. The most recent copy of the student handbook is always available on our website of Resources for Current MSW Students, where you will also find links to the following essential information resources:

- Graduate Division’s New Graduate Student Handbook
- Graduate Division’s Guide to Graduate Policy
- Student Guide to Field Education

Getting Onboard in CalCentral

CalCentral is Berkeley’s online academic and student services portal. Upon accepting admission offer, new students are provided with instructions for establishing a CalNet ID and a CalCentral account.

Your CalNet ID is your online identity at UC Berkeley. It is 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 account.

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. It is your responsibility to monitor your CalCentral student account regularly, and respond in a timely manner to any alerts or messages requesting that you take action.

Getting 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. To establish your bConnected account and@berkeley.edu email address, visit the bConnected website and follow the instructions to “claim your bConnected Google account.”

All students are required to establish and maintain a bConnected account, which includes your @berkeley.edu e-mail address. You are responsible for keeping your Berkeley email address current, and for regularly monitoring your e-mail for official communications from the University. You are also responsible for all communications sent to and from your @berkeley.edu address, and for data stored in your bConnected account.
Getting Your Cal 1 Card

Your Cal 1 Card is your official UC Berkeley photo identification card. All current students are required to obtain a Cal 1 Card. New graduate students in Social Welfare must visit the Cal 1 Card office in person to receive a Cal 1 Card. The office is located at 180 Cesar Chavez Center in Lower Sproul Plaza; office hours are Monday-Friday from 9:00 a.m. to 4:30 p.m.

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 (free, with no minimum balances or overdraft fee), and for printing in computer labs and libraries on campus.

How to Become a Registered Student

All new and continuing students must be officially registered in order to access campus services. Becoming fully registered is a two-step process: you must 1) enroll in classes; and then 2) pay registration fees. Both actions are completed in CalCentral.

Enrolling in Classes

Social Welfare MSW students follow the standard process of enrollment in CalCentral. Enrollment takes place in two phases – “Phase 1” and “Phase 2” – followed by an adjustment period. Phase 1 & 2 appointment times are determined by the Office of the Registrar and are posted to your CalCentral profile under “My Academics.” Students may add their preferred classes to a “Shopping Cart” before their official Phase 1 or 2 enrollment time.

Prior to the start of each CalCentral enrollment period (and in the summer, for incoming new students), the Graduate Student Affairs Office (GSAO; also known as the Graduate Advisor) provides all students with information about and instructions for enrolling in classes for the next term.

- **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 links to the Academic Calendar, and additional information on course descriptions, prerequisites, etc. for all courses.

- **Advisor Hold:** In some cases the Graduate Advisor 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 Graduate Advisor for more information.

- **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 specialization but are electives for other specializations, will use Permission Codes to allow for those who are required to take the class to gain entry first before considering other...
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.

Paying Tuition and Fees

Once you have enrolled in at least one class, tuition and fees will be assessed to your CalCentral student account by the Office of the Registrar. Berkeley MSW students are assessed “Graduate Professional” fees; for the most current information see the Registrar’s 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 Pan (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 Waiving SHIP Information from University Health Services.

Billing statements are generated monthly by Billing and Payment Services, and posted online to your CalCentral account under My Finances. Students do not receive paper bills; your only notification will be by email. Before making a payment, be sure to log on to CalCentral to view your updated balance and any additional new charges, adjustments, aid disbursements and payments.

Students use CalCentral My Finances for all billing and payment activities. You may make payments online with eCheck at no charge; by credit card for a convenience fee; or with foreign funds through Western Union. For complete details about payment options and instructions, please visit Student Billing Services.

To be considered officially registered, you must pay your registration fees by the published deadline each semester – either in full, or with the first installment under the Fee Payment Plan. If your fees are not paid on time, your enrollment in classes may be subject to cancellation, and fellowship or stipend payments may be placed on hold, and you may not be able to access campus services or obtain a bus pass.

All students are also 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.
Getting Your MSW Degree

Berkeley Social Welfare educates MSW 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.

Our Program Mission and Goals

Mission Statement

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 goals of the MSW program are organized around three central themes focused on leadership development:

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.
How the MSW Program Is Organized

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).

Within the School of Social Welfare, the MSW Program is overseen by the MSW Curriculum Committee, which includes faculty co-chairs of each specialization area, and student representation. The MSW Curriculum Committee has responsibility for setting, monitoring and evaluating academic policies for the MSW program.

Individual faculty academic advisers 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. Adviser assignments are made at the beginning of the fall semester.

Field faculty oversee and provide advising and assistance with all aspects of field education, including field education requirements; policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness.

The Graduate Student Affairs Officer (GSAO), also known as the Graduate Advisor, is a professional staff member who is responsible for liaising with the Graduate Division on behalf of the School, and for providing day-to-day 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.

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 as appropriate to the Graduate Student Affairs Officer.

Curriculum Requirements and Enrollment Rules

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.

Berkeley MSW students select a specific area of study at the time of application to the MSW program, and are admitted into one of three specialization areas:

- Advancing Health and Wellbeing across the Adult Lifespan (“A-WELL”)
- Strengthening Children, Youth and Families (“SCYF”)
- Strengthening Organizations and Communities (“SOC”)
The Berkeley MSW degree requires a minimum total of **54 units**, including **25 units of field education**:

- **Generalist Practice: 9 units**
  Four foundational courses taken by all MSW students.

- **Diversity-Competent Practice: 2 units**
  At least one approved course in diversity-sensitive and competent social work practice, valued at two units or higher.

- **Specialized Practice: 6-8 units**
  Three to four advanced social work practice and social policy courses in your chosen area of specialization.

- **Social Research Methods: 4 units**
  One year (two sequenced courses) in Social Research Methods, culminating in a Master's Capstone project.

- **Field Education: 25 units**
  Two years of agency-based Field Practicum and concurrent Field Integration Seminar courses.

- **Electives: 6-8 units**
  Two to five courses in professionally relevant elective course work or courses needed for additional Special Program Options.

For complete details about how students satisfy each requirement, please see the [Requirements for the Master of Social Welfare (MSW) Degree](#) policy document included in this guide.

For descriptions of courses and specific degree requirements, as well as the current class schedule, please visit the [Berkeley Academic Guide to Social Welfare](#).

### 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.

2. All students are expected to be registered continuously throughout their graduate careers.

3. Students may enroll in up to 20.5 units per semester. During Phase 1, students may enroll in up to 10 units. During Phase 2, students may enroll in up to 20.5 units.

4. 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.

5. All course enrollments MUST be completed by the end of the 3rd week of instruction each semester.

### 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, **all Social Welfare courses, including**
Independent Study and Independent Research, must be added by no later than the Friday of 3\textsuperscript{rd} week.

After the 5\textsuperscript{th} 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 2\textsuperscript{nd} week of classes.

### Add/Drop Deadline Calendar

<table>
<thead>
<tr>
<th>Deadline Date</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Friday of Second Week</strong></td>
<td>Deadline for all students to drop classes without a fee. $10 fee charged for each class dropped after this date.</td>
</tr>
<tr>
<td><strong>Friday of Third Week</strong></td>
<td>Deadline for all students to add classes without a fee. $5 fee charged for each class added after this date.</td>
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<tr>
<td><strong>Friday of Third Week</strong></td>
<td>Deadline to become “officially registered” (enrolled, tuition &amp; fees paid, no blocks). $150 Late Registration fee after this date.</td>
</tr>
<tr>
<td><strong>Friday before RRR Week</strong></td>
<td>Deadline to petition to add non-social welfare courses. (Requires instructor’s signature.)</td>
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<tr>
<td><strong>Friday of Third Week</strong></td>
<td>Deadline to petition to drop courses.</td>
</tr>
<tr>
<td><strong>Friday of Third Week</strong></td>
<td>Deadline to petition to change grading option or unit value.</td>
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<tr>
<td><strong>Wednesday of Fourth Week</strong></td>
<td>Deadline to drop courses without petition.</td>
</tr>
<tr>
<td><strong>Wednesday of Fourth Week</strong></td>
<td>Deadline to add non-social welfare courses without petition.</td>
</tr>
<tr>
<td><strong>Wednesday of Fourth Week</strong></td>
<td>Deadline to change grading option without petition.</td>
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### 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 (296)/Independent Research (299) Proposal Form](#) from 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 GSAO’s mailbox in 120 Haviland Hall.
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.

**Accommodations**

**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.

**Student Parents**

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.

**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.

The University of California, Berkeley, uses a plus and minus letter grade system on a four-point
scale. Units for grades below C- cannot be counted toward the unit requirement for the MSW
degree. The grade, however, is counted in the GPA. For more policies concerning grades and
special provisions for graduate students, please visit the Berkeley Academic Guide’s Academic
Policies.

**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 seminars (SOC WEL 290A&B; SOC WEL 292A&B), field practicum
units (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” 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. 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.

**Graduation and Degree Conferral**

The School of Social Welfare’s Commencement Ceremony is held at the conclusion of the spring semester each year. All Social Welfare students who will have their MSW degree conferred in the current academic year (includes spring and summer terms), or who had their degree conferred in the previous fall term, are eligible to participate in our Spring Commencement Ceremony. Details are posted on our Commencement web site in early January.

Degrees may be officially awarded for MSW students in May, August or December. The official degree conferral date is last day of the fall, spring or summer semester each academic year.

Degree conferral and posting, as well as processing of diplomas and transcripts, is handled by the Office of the Registrar. 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.
You may request Student Self-Service Enrollment Verification or Official Verification of Attendance and Degrees directly from the Office of the Registrar; for information and instructions please visit Verification of Enrollment/Degrees.

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.

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 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.

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 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.

Social Work Licensure

The professional license for social workers in California is the Licensed Clinical Social Worker license (LCSW). All students who complete an MSW at UC Berkeley are eligible, upon graduation, to register with the California Board of Behavioral Sciences (BBS) and begin pursuing licensure. Licensure is a process that starts post-MSW and generally takes two to four years. Licensing goes through the BBS in California and is separate from the university.

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.”

As of July 2018 the Berkeley MSW Program curriculum has been verified as satisfying the additional training requirements for California MSW Programs; no additional courses are required.

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.
Getting Support for Success

UC Berkeley and the School of Social Welfare offer an extensive variety of resources, programs, events, and services to support your experience and success as a Berkeley graduate student; and to help guide you the MSW program, and into the world of professional social work. Also be sure to check out the Graduate Division’s Resources & Services for Graduate Students.

**Academic and Professional Development Support**

**bCourses**
Berkeley’s official campus Learning Management System. If your instructor is using bCourses, you can access your course site(s) by logging into your CalCentral or bCourses account.

**Career Center**
Career counselors, programs and services specifically dedicated to helping graduate students with career planning and job searching.

**Graduate Student Professional Development Guide**
Graduate Division's guide to developing core competencies that are at the heart of graduate education and can be applied to multiple career paths.

**Graduate Writing Center**
Offers guides and workshops to assist graduate students with developing academic writing skills.

**The Social Research Library**
The Social Research Library, located on the second floor in 227 Haviland Hall, serves the research needs of the School of Social Welfare and affiliated units; researchers from related disciplines, and local social work community. Your Cal 1 Card serves as your library card to check out material. For Library hours and services please visit the Social Research Library.

**Software Central**
Offers software to UC Berkeley faculty, staff and registered students; many products available provided free of charge.

**UC Berkeley Library Data Lab**
Provides consultations on research involving numeric data; advising on technical data issues; and workstations with analytical software such as ArcGIS, Stata, SAS, SPSS, Stata, R, and Python.

**Community Support**

**Berkeley International Office (BIO)**
BIO provides advising and assistance on important information and requirements specific to international students, including nonimmigrant visa matters, financial assistance, and personal and cultural issues.

**Cal Veteran Services Center**
Programs and services to help support the academic and personal success of student veterans.

**Gender Equity Resource Center**
Resources, services, education and leadership programs related to gender and sexuality.
Graduate Assembly
Official representative body of the graduate and professional students at the University of California, Berkeley.

Social Welfare Graduate Assembly (SWGA)
Official student organization representing the School of Social Welfare graduate student body.

Social Welfare Student Organizations
Connect with a variety of student groups active in practicing social justice, advocacy, leadership and scholarship.

Undocumented Students Program
Guidance and support for UC Berkeley undocumented students, including assistance with DACA renewal and other legal matters.

Financial Support
Berkeley Social Welfare Financial Support Information and Resources

- **Financing Your Graduate Education**
  Guide to strategies, options, and resources for financing your graduate degree.

- **Student Funding**
  Catalog of graduate student financial support opportunities and programs currently in effect.

- **Financial FAQ**
  Frequently asked questions about fees, fellowships and financial aid

Campus and Departmental Financial Assistance

- **Departmental Graduate Fellowships**
  Merit and need-based fellowships for MSW students.

- **Field-based Training Stipends**
  Stipend-based training programs 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.

- **Emergency Loans**
  Short-term, interest-free emergency loans from the Financial Aid and Scholarships Office, meant to help students meet unanticipated expenses directly related to the cost of education.

- **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.

- **Graduate Division Fellowships and Awards**
  Graduate fellowship programs administered by UC Berkeley Graduate Division.

- **Extramural Fellowships**
  External fellowship awards available to graduate students from a variety of both campus and outside funding sources, including government agencies; professional and alumni organizations; other university departments; private foundations; and corporations.
• **MSW Professional Development Awards**
  Support for graduate students presenting at conferences, or participating in a professional development activity.

**Financial Aid: Federal Student Loans and Work-Study**

• **Financial Aid and Scholarships Office (FASO)**
  Administers Federal Direct Student Loan and Work-Study Programs; provide financial aid counseling and advice to graduate students.

• **Free Application for Federal Student Aid (FAFSA)**
  Application for federal student aid, including federal grants, student loans, and work-study.

• **Student Loan Resources**
  Information on loan repayment programs and additional resources for borrowers.

• **Work-Study**
  Federally subsidized hourly wage job program available to graduate students with a work-study award as part of their financial aid package from the Financial Aid and Scholarships Office.

**Health, Safety and Well-being Support**

**Berkeley Art Museum and Pacific Film Archive (BAMPFA)**
BAMPFA is the visual arts center of the University of California, Berkeley. UC Berkeley students receive free admission to the galleries and discounted tickets to film screenings.

**Cal Performances**
Cal Performances sponsors and presents programs that provide students essential access to the performing arts. UC Berkeley students receive discounts.

**Cal Recreational Sports**
Rec Sports offers a complete package of fitness and recreational activities, from individual and group classes to massage therapy and personal training. The cost of Cal Rec Sports student membership is included in all current UC Berkeley students’ registration fees.

**Counseling and Psychological Services (CPS)**
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.

**Disabled Students Program (DSP)**
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.

**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.
Ombuds Office
Provides informal and impartial conflict resolution services by operating as a designated neutral and independent agent of justice in University-related matters, including academic as well as administrative concerns.

Parking and Transportation
BearTransit campus shuttle service; public transportation information and passes; parking options and permits.

Resource Guide for Campus Safety
Information from University of California Police Department at Berkeley (UCPD) on actions you can take to increase your safety and reduce your risk of crime.

Sexual Violence/Sexual Harassment (SV/SH) Prevention
Information on SV/SH prevention education training required for all students; training and tools you need for Sexual Violence Prevention and Response.

Student Health Insurance Plan (SHIP)
Comprehensive major medical insurance plan, providing medical, counseling, prescription, vision and dental services. SHIP premiums are included in assessed student fees.

University Health Services: The Tang Center
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 Parent Support
Back-Up Child Care for UC Berkeley Student Parents
Available as funding permits to registered student parents, on a “first come, first served” basis.

Breastfeeding Support Program (BFSP)
Access to lactation rooms on campus is available through free registration with the BFSP.

Child Care at 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).

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; available as funding permits.

Student Family Housing
Available to married students and students with a domestic partner, with or without children, and to single student parents.

Student Parent Center
Centralized multi-purpose campus resource providing assistance and support to Berkeley students who are also parents.
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 Units

A minimum of 54 units is required for the MSW degree. One unit of graduate credit typically requires a minimum of three hours per week of effort on the part of the student, including time spent in class, in the field, and in reading and other preparation.

- At least half of the required 54 units must be from graduate level coursework numbered 200-299.
- A total of 25 units must be earned in field education, inclusive of agency-based field placement practicum experience and required integrative field seminars. Students are generally in field placement sites two days a week in the first year, and three days a week in the second year.

Cumulative GPA

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

All MSW students must successfully complete a curriculum in generalist practice, which includes all of the following foundation and field education courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations of Social Work</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC WEL 200</td>
<td>Theories for Multilevel Practice</td>
<td>2</td>
<td>Fall 1</td>
</tr>
<tr>
<td>SOC WEL 220</td>
<td>Introduction to Social Welfare Policy</td>
<td>2</td>
<td>Fall 1</td>
</tr>
<tr>
<td>SOC WEL 240</td>
<td>Historical, Philosophical, and Intellectual Foundations of Social Work</td>
<td>2</td>
<td>Fall 1</td>
</tr>
<tr>
<td>SOC WEL 241</td>
<td>Foundations of Multilevel Practice</td>
<td>3</td>
<td>Fall 1</td>
</tr>
<tr>
<td><strong>Foundation Field Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC WEL 290A</td>
<td>Foundation Field Integration Seminar</td>
<td>2</td>
<td>Fall 1</td>
</tr>
<tr>
<td>SOC WEL 410A</td>
<td>Foundation Field Practicum</td>
<td>4</td>
<td>Fall 1</td>
</tr>
<tr>
<td>SOC WEL 290B</td>
<td>Foundation Field Integration Seminar II</td>
<td>1</td>
<td>Spring 1</td>
</tr>
<tr>
<td>SOC WEL 410B</td>
<td>Foundation Field Practicum</td>
<td>4</td>
<td>Spring 1</td>
</tr>
</tbody>
</table>
All Generalist Practice requirements must be successfully completed in order to progress to the Specialty Practice curriculum.

Specialized Practice

All MSW students must complete a curriculum in specialized practice, which includes required advanced practice and policy courses selected according to chosen specialized practice area(s) and any additional special program options.

Specialization in Strengthening Children, Youth and Families

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WEL 243</td>
<td>Direct Practice in Child and Family Settings</td>
<td>2</td>
<td>Spring 1</td>
</tr>
<tr>
<td>SOC WEL 210B or SOC WEL 212</td>
<td>Infant Development or Child Development from Infancy to Adolescence</td>
<td>2</td>
<td>Spring 1</td>
</tr>
<tr>
<td>SOC WEL 230</td>
<td>Social Policy: Children and Families</td>
<td>2</td>
<td>Spring 1</td>
</tr>
</tbody>
</table>

Advanced Field Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WEL 292A</td>
<td>Advanced Field Integration Seminar</td>
<td>1</td>
<td>Fall 2</td>
</tr>
<tr>
<td>SOC WEL 412A</td>
<td>Advanced Field Practicum</td>
<td>6</td>
<td>Fall 2</td>
</tr>
<tr>
<td>SOC WEL 292B</td>
<td>Advanced Field Integration Seminar II</td>
<td>1</td>
<td>Spring 2</td>
</tr>
<tr>
<td>SOC WEL 412B</td>
<td>Advanced Field Practicum</td>
<td>6</td>
<td>Spring 2</td>
</tr>
</tbody>
</table>

Specialization in Advancing Health and Well-being across the Adult Lifespan

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WEL 205 or SOC WEL 210C</td>
<td>Psychosocial Problems and Psychopathology or Aging Processes</td>
<td>2</td>
<td>Fall 1</td>
</tr>
<tr>
<td>SOC WEL 244 or SOC WEL 245</td>
<td>Direct Practice in Mental Health Settings or Direct Practice in Health Setting</td>
<td>2</td>
<td>Spring 1</td>
</tr>
<tr>
<td>SOC WEL 238C</td>
<td>Health Policy--A Social Welfare Perspective</td>
<td>2</td>
<td>Spring 1</td>
</tr>
</tbody>
</table>

Advanced Field Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WEL 292A</td>
<td>Advanced Field Integration Seminar</td>
<td>1</td>
<td>Fall 2</td>
</tr>
<tr>
<td>SOC WEL 412A</td>
<td>Advanced Field Practicum</td>
<td>6</td>
<td>Fall 2</td>
</tr>
<tr>
<td>SOC WEL 292B</td>
<td>Advanced Field Integration Seminar II</td>
<td>1</td>
<td>Spring 2</td>
</tr>
<tr>
<td>SOC WEL 412B</td>
<td>Advanced Field Practicum</td>
<td>6</td>
<td>Spring 2</td>
</tr>
</tbody>
</table>
## Specialization in Strengthening Organizations and Communities

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specialization Coursework</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC WEL 210I</td>
<td>Group, Organizational, and Community Dynamics</td>
<td>2</td>
<td>Fall 1</td>
</tr>
<tr>
<td>SOC WEL 251</td>
<td>Program Development</td>
<td>2</td>
<td>Spring 1</td>
</tr>
<tr>
<td>SOC WEL 252</td>
<td>Program Implementation</td>
<td>2</td>
<td>Fall 2</td>
</tr>
<tr>
<td>SOC WEL 230</td>
<td>Social Policy: Children and Families</td>
<td>2</td>
<td>Spring 1</td>
</tr>
<tr>
<td>or SOC WEL 238C</td>
<td>Health Policy--A Social Welfare Perspective</td>
<td>2</td>
<td>Spring 1</td>
</tr>
<tr>
<td><strong>Advanced Field Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC WEL 292A</td>
<td>Advanced Field Integration Seminar</td>
<td>1</td>
<td>Fall 2</td>
</tr>
<tr>
<td>SOC WEL 412A</td>
<td>Advanced Field Practicum</td>
<td>6</td>
<td>Fall 2</td>
</tr>
<tr>
<td>SOC WEL 292B</td>
<td>Advanced Field Integration Seminar II</td>
<td>1</td>
<td>Spring 2</td>
</tr>
<tr>
<td>SOC WEL 412B</td>
<td>Advanced Field Practicum</td>
<td>6</td>
<td>Spring 2</td>
</tr>
</tbody>
</table>

## Diversity-Competent Social Work Practice

All MSW students must complete a course in diversity-competent practice, valued at 2 units or higher. The following courses may be used to satisfy this requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American Studies</strong></td>
<td>Race, Class, and Gender in the United States</td>
<td>3</td>
</tr>
<tr>
<td>AFRICAM 111</td>
<td>Race, Class, and Gender in the United States</td>
<td>3</td>
</tr>
<tr>
<td>AFRICAM 137</td>
<td>Multicultural Communities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Asian American Studies</strong></td>
<td>Asian American and Asian Diaspora Studies</td>
<td>4</td>
</tr>
<tr>
<td>ASAMST 131</td>
<td>Asian American and Asian Diaspora Studies</td>
<td>4</td>
</tr>
<tr>
<td><strong>Demography</strong></td>
<td>Human Migration</td>
<td>2</td>
</tr>
<tr>
<td>DEMOG 240</td>
<td>Psychosocial Development: Identity, Culture, and Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Proseminar: Sociocultural Critique of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 200D</td>
<td>Ethnic and Cultural Diversity in Health Status</td>
<td>4</td>
</tr>
<tr>
<td>ESPM C254</td>
<td>Human Migration</td>
<td>2</td>
</tr>
<tr>
<td>ESPM 262</td>
<td>Race, Identity, and the Environment</td>
<td>3</td>
</tr>
<tr>
<td><strong>Environmental Science, Policy and Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSW 130AC</td>
<td>Gender, Race, Nation and Health</td>
<td>4</td>
</tr>
<tr>
<td><strong>Gender and Women's Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATAMST 149</td>
<td>Gender in Native American Society</td>
<td>4</td>
</tr>
<tr>
<td><strong>Native American Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PB HLTH 202B</td>
<td>Ethnic and Cultural Diversity in Health Status and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 204F</td>
<td>Culture, Practice and Eliminating Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 204G</td>
<td>Research Advances in Health Disparities: Multidisciplinary Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>PB HLTH 212A</td>
<td>International Maternal and Child Health</td>
<td>2</td>
</tr>
<tr>
<td>PB HLTH 212C</td>
<td>Migration and Health: A U.S.-Mexico Binational Perspective</td>
<td>2 or 3</td>
</tr>
</tbody>
</table>
### Course Description

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB HLTH 219C</td>
<td>Community Based Participatory Research in Public Health</td>
<td>3 or 4</td>
</tr>
<tr>
<td>PB HLTH 221B</td>
<td>Understanding and Overcoming Health Care Disparities</td>
<td>2</td>
</tr>
<tr>
<td>PB HLTH 222A</td>
<td>Health Care Technology Policy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIOL 131AC</td>
<td>Race and Ethnic Relations: U.S. American Cultures</td>
<td>4</td>
</tr>
<tr>
<td>SOCIOL 133</td>
<td>The Sociology of Gender</td>
<td>4</td>
</tr>
<tr>
<td><strong>Social Welfare</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC WEL 250J</td>
<td>Social Work with Latino Populations</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 250K</td>
<td>Social Work and Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 250L</td>
<td>Human Sexuality</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 250M</td>
<td>Death and Dying</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 255</td>
<td>Community Organizing</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 260</td>
<td>Forensic Social Work</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 265N</td>
<td>Narrative Therapies for Vulnerable Populations</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 272</td>
<td>Health and Human Services in Mexico</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 274</td>
<td>Immigrants and Refugees</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 275</td>
<td>Diversity-sensitive and Competent Social Work</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Social Research Methods and Master’s Capstone Requirement

All MSW students must complete a sequence of courses in methods of social research (research sequence). The Berkeley master’s capstone requirement is satisfied by successful completion of SOC WEL 282B:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WEL 282A</td>
<td>Seminar in Social Welfare Research</td>
<td>2</td>
<td>Fall 2</td>
</tr>
<tr>
<td>SOC WEL 282B</td>
<td>Seminar in Social Welfare Research</td>
<td>2</td>
<td>Spring</td>
</tr>
</tbody>
</table>

#### Electives

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

<table>
<thead>
<tr>
<th>Required Units:</th>
<th>Generalist</th>
<th>Diversity</th>
<th>Specialized</th>
<th>Research</th>
<th>Field</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening Children, Youth, and Families</td>
<td>9 units</td>
<td>2 units*</td>
<td>6 units</td>
<td>4 units</td>
<td>25 units</td>
<td>8 units</td>
</tr>
<tr>
<td>Advancing Health and Well Being Across the Adult Life Span</td>
<td>9 units</td>
<td>2 units*</td>
<td>6 units</td>
<td>4 units</td>
<td>25 units</td>
<td>8 units</td>
</tr>
<tr>
<td>Strengthening Organizations and Communities</td>
<td>9 units</td>
<td>2 units*</td>
<td>8 units</td>
<td>4 units</td>
<td>25 units</td>
<td>6 units</td>
</tr>
</tbody>
</table>

*Approved diversity courses of 3 units or higher will reduce the overall number of elective units required to reach the 54-unit minimum total requirement for the MSW degree.*
Social Welfare Elective Courses
Any Social Welfare graduate course (numbered 200 and higher) not used to satisfy another degree requirement may be used as an elective course for the MSW degree.

Elective Courses Offered in Other Departments
The following courses offered in other departments are also approved as electives for the MSW degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAM 107</td>
<td>Race and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ANTHRO 115</td>
<td>Introduction to Medical Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>ANTHRO 149</td>
<td>Psychological Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>ANTHRO 158</td>
<td>Religion and Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>ASAMST 141</td>
<td>Law in the Asian American Community</td>
<td>4</td>
</tr>
<tr>
<td>ASAMST 145</td>
<td>Politics, Public Policy, and Asian American Communities</td>
<td>4</td>
</tr>
<tr>
<td>MBA 209F</td>
<td>Fundamentals of Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 292A</td>
<td>Strategy and Leadership for Social Impact</td>
<td>2 or 3</td>
</tr>
<tr>
<td>MBA 292S</td>
<td>Social Sector Solutions: Social Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>MBA 295T</td>
<td>Special Topics in Entrepreneurship: Social Lean Launchpad</td>
<td>1-3</td>
</tr>
<tr>
<td>CHICANO 172</td>
<td>Chicanos and the Educational System</td>
<td>4</td>
</tr>
<tr>
<td>CHICANO 174</td>
<td>Chicanos, Law, and Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CHICANO 176</td>
<td>Chicanos and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>CY PLAN 113A</td>
<td>Economic Analysis for Planning</td>
<td>3</td>
</tr>
<tr>
<td>CY PLAN 115</td>
<td>Urbanization in Developing Countries</td>
<td>4</td>
</tr>
<tr>
<td>CY PLAN 220</td>
<td>The Urban and Regional Economy</td>
<td>3</td>
</tr>
<tr>
<td>CY PLAN 230</td>
<td>U.S. Housing, Planning, and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CY PLAN 256</td>
<td>Healthy Cities: Planning, Politics &amp; Population Health</td>
<td>3</td>
</tr>
<tr>
<td>DEMOG 220</td>
<td>Human Fertility</td>
<td>4</td>
</tr>
<tr>
<td>DEVP 233</td>
<td>Law, Politics, and Policy Making</td>
<td>3</td>
</tr>
<tr>
<td>ECON 157</td>
<td>Health Economics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 174</td>
<td>Global Poverty and Impact Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 114A</td>
<td>Early Development and Education</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 200A</td>
<td>Culture and Cognitive Development: Theoretical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 200B</td>
<td>Social Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 207C</td>
<td>Diagnosis of Human Handicaps</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 207D</td>
<td>Assessment and Education of Exceptional Pupils in Regular Classes</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 213D</td>
<td>Education Interventions for the School Psychologist</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 260A</td>
<td>Issues in Educational Administration and Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 261A</td>
<td>Organization Theory in Education and Other Social Services</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Units</td>
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<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>EDUC 276A</td>
<td>Introduction to Program Implementation</td>
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</tr>
<tr>
<td><strong>Ethnic Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETHSTD 240</td>
<td>Transnational Paradigms in Ethnic Studies</td>
<td>4</td>
</tr>
<tr>
<td>ETHSTD 250</td>
<td>Research Seminar: National Bodies, Sexual Subjects</td>
<td>4</td>
</tr>
<tr>
<td><strong>Legal Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEGALST 155</td>
<td>Government and the Family</td>
<td>4</td>
</tr>
<tr>
<td>LEGALST 160</td>
<td>Punishment, Culture, and Society</td>
<td>4</td>
</tr>
<tr>
<td>LEGALST 163</td>
<td>Adolescence, Crime and Juvenile Justice</td>
<td>4</td>
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<tr>
<td>LEGALST 168</td>
<td>Sex, Reproduction, and the Law</td>
<td>4</td>
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<tr>
<td>LEGALST 170</td>
<td>Crime and Criminal Justice</td>
<td>4</td>
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<tr>
<td>LEGALST 182</td>
<td>Law, Politics and Society</td>
<td>4</td>
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<tr>
<td>LEGALST 183</td>
<td>Psychology of Diversity and Discrimination in American Law</td>
<td>4</td>
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<tr>
<td><strong>Native American Studies</strong></td>
<td></td>
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<tr>
<td>NATAMST 101</td>
<td>Native American Tribal Governments</td>
<td>4</td>
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<tr>
<td><strong>Political Science</strong></td>
<td></td>
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<tr>
<td>POL SCI 171</td>
<td>California Politics</td>
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</tr>
<tr>
<td>POL SCI 181</td>
<td>Public Organization and Administration</td>
<td>4</td>
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<tr>
<td>POL SCI 273</td>
<td>Urban Politics</td>
<td>4</td>
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<tr>
<td><strong>Psychology</strong></td>
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<tr>
<td>PSYCH 130</td>
<td>Clinical Psychology</td>
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<tr>
<td>PSYCH 131</td>
<td>Developmental Psychology</td>
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<tr>
<td>PSYCH 141</td>
<td>Development During Infancy</td>
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<tr>
<td>PSYCH 160</td>
<td>Social Psychology</td>
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<tr>
<td>PSYCH 180</td>
<td>Industrial-Organization Psychology</td>
<td>3</td>
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<tr>
<td><strong>Public Health</strong></td>
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</tr>
<tr>
<td>PB HLTH 201F</td>
<td>Community Based Research &amp; Interventions to Promote Health: Theory &amp; Methods</td>
<td>3</td>
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<tr>
<td>PB HLTH 202G</td>
<td>Advanced Alcohol Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PB HLTH 203A</td>
<td>Theories of Health and Social Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PB HLHR 204A</td>
<td>Mass Communications in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 204D</td>
<td>Community Organization and Community Building for Health</td>
<td>3 or 4</td>
</tr>
<tr>
<td>PB HLTH 205</td>
<td>Program Planning, Development and Education</td>
<td>4</td>
</tr>
<tr>
<td>PB HLTH 206B</td>
<td>Food and Nutrition Policies and Programs</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 210</td>
<td>Maternal and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 212D</td>
<td>Expanded Foundations of Global Health</td>
<td>2</td>
</tr>
<tr>
<td>PB HLTH 213A</td>
<td>Family Planning, Population Change, and Health</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 214</td>
<td>Eat, Think, Design.</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 217C</td>
<td>Aging and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 217D</td>
<td>Neuroscience and Public Health of Alzheimer’s Disease</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 218B</td>
<td>Evaluation of Health and Social Programs</td>
<td>4</td>
</tr>
<tr>
<td>PB HLTH 221</td>
<td>Mental Health Policies, Programs, and Services</td>
<td>2</td>
</tr>
<tr>
<td>PB HLTH 222A</td>
<td>Health Care Technology Policy</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 223C</td>
<td>Strategic Management and the Organization of Health Services</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 226A</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 226D</td>
<td>Global Health Economies</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 233</td>
<td>Healthy Cities: Planning, Politics &amp; Population Health</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 255A</td>
<td>Social Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 270</td>
<td>Introduction to Environmental Health Science</td>
<td>3</td>
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### Course Description

<table>
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<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>PB HLTH 281</td>
<td>Public Health and Spirituality</td>
<td>2</td>
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### Public Policy

<table>
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<tbody>
<tr>
<td>PUB POL C164</td>
<td>Impact of Government Policies on Poor Children and Families</td>
<td>4</td>
</tr>
<tr>
<td>PUB POL 220</td>
<td>Law and Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PUB POL 251</td>
<td>Microeconomic Organization and Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB POL 260</td>
<td>Public Leadership and Management</td>
<td>4</td>
</tr>
<tr>
<td>PUB POL 270</td>
<td>Kid-First Policy: Family, School and Community</td>
<td>4</td>
</tr>
<tr>
<td>PUB POL 280</td>
<td>Ethics, Policy, and the Power of Ideas</td>
<td>4</td>
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</table>

### Sociology

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SOCIOL 111</td>
<td>Sociology of the Family</td>
<td>4</td>
</tr>
<tr>
<td>SOCIOL 140</td>
<td>Politics and Social Change</td>
<td>4</td>
</tr>
<tr>
<td>SOCIOL 150</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOCIOL 151</td>
<td>Personality and Social Structure</td>
<td>4</td>
</tr>
<tr>
<td>SOCIOL 280L</td>
<td>Advanced Study in Substantive Sociological Fields: Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOCIOL 280AA</td>
<td>Advanced Study in Substantive Sociological Fields: Sociology of Gender</td>
<td>3</td>
</tr>
</tbody>
</table>

### Undergraduate Interdisciplinary Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGIS 112</td>
<td>Women and Disability</td>
<td>3</td>
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</tbody>
</table>

### Berkeley Graduate Certificate in Aging

Students pursuing the UC Berkeley Graduate Certificate in Aging must complete the following courses as part of the Electives requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Anchor Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC WEL 210C</td>
<td>Aging Processes</td>
<td>2</td>
</tr>
</tbody>
</table>

### Required Practice Course - Complete ONE of the Following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WEL 244</td>
<td>Direct Practice in Mental Health Settings</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 245</td>
<td>Direct Practice in Health Settings</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 246</td>
<td>Direct Practice in Aging Settings</td>
<td>2</td>
</tr>
</tbody>
</table>

### Additional Elective Course - Complete ONE of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WEL 250K</td>
<td>Social Work and Disability</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 250M</td>
<td>Death and Dying</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 298</td>
<td>Group Study for Graduate Students (Requires advance approval)</td>
<td>1-12</td>
</tr>
<tr>
<td>PB HLTH C202B</td>
<td>Ethnic and Cultural Diversity in Health Status</td>
<td>4</td>
</tr>
<tr>
<td>PB HLTH 204F</td>
<td>Culture, Public Health Practice, and Eliminating Health Disparities: From Ideas to Action in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH 204G</td>
<td>Research Advances in Health Disparities: Multidisciplinary Perspectives</td>
<td>1-3</td>
</tr>
<tr>
<td>PB HLTH 216A</td>
<td>Biological Embedding of Social Factors</td>
<td>2</td>
</tr>
<tr>
<td>PB HLTH 217C</td>
<td>Aging and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PB HLTH C217D</td>
<td>Biological and Public Health Aspects of Alzheimer's Disease</td>
<td>3</td>
</tr>
</tbody>
</table>
### School Social Work Credentials (PPSC)

Students pursuing the Pupil Personnel Services Credentials in Social Work ("PPSC") must complete the following courses as part of the Electives requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WEL 232 or SOC WEL W232</td>
<td>Social Work and Education Policy (web-based)</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 250T</td>
<td>Social Work Practice in School Settings</td>
<td>2</td>
</tr>
</tbody>
</table>

### Social Work with Latinos Certificate

Students pursuing the Social Work with Latinos Certificate must complete the following courses as part of the Electives requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Anchor Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC WEL 250J</td>
<td>Social Work with Latino Populations</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional Elective Course - Complete TWO of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WEL 250Y</td>
<td>International Social Development</td>
<td>2</td>
</tr>
<tr>
<td>SOC WEL 272</td>
<td>Health and Human Services in Mexico</td>
<td>3</td>
</tr>
<tr>
<td>SOC WEL 274</td>
<td>Immigrants and Refugees in the U.S</td>
<td>2</td>
</tr>
<tr>
<td>CHICANO 159</td>
<td>Mexican Immigration</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 188</td>
<td>Latinas/os and Education: Critical Issues and Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>ETH STD 159AC</td>
<td>The Southern Border</td>
<td>4</td>
</tr>
<tr>
<td>HISTORY 140B</td>
<td>Mexico: Modern Mexico</td>
<td>4</td>
</tr>
<tr>
<td>HISTORY 280E</td>
<td>Advanced Studies: Sources/General Literature of the Several Fields: Latin America</td>
<td>4</td>
</tr>
<tr>
<td>POL SCI 202A</td>
<td>Theories of Development and Political Change</td>
<td>4</td>
</tr>
<tr>
<td>PB HLTH 212C</td>
<td>Migration and Health: A U.S.-Mexico Binational Perspective</td>
<td>2-3</td>
</tr>
<tr>
<td>SOCIOL 280Q</td>
<td>Advanced Study in Substantive Sociological Fields: Economy and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCIOL 280S</td>
<td>Advanced Study in Substantive Sociological Fields: Social Movements</td>
<td>3</td>
</tr>
<tr>
<td>SOCIOL 280X</td>
<td>Advanced Study in Substantive Sociological Fields: Immigration and Incorporation</td>
<td>3</td>
</tr>
</tbody>
</table>
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 dishonestly 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.
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.
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 be 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.
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 School 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.
Haviland Hall

Haviland Hall, located on the central north end of campus, is the home of the School of Social Welfare. Most Social Welfare classes, along with administrative, research, and faculty offices, and the Social Research Library, are located in Haviland.

Building Hours and Accessibility

The building is generally open during the week from about 7:30 a.m. until after the last evening class dismisses. The Commons Room on the first floor serves as a student lounge area and is available to all, 8:00 a.m. to 5:00 p.m. Mon.-Fri. Building hours and access may be restricted on weekends and between sessions. No one should be in the building after 9:00 p.m. without permission. Haviland Hall is wheelchair-accessible from the northwest entrance (closest to Hearst Avenue) on the basement level.

Emergency Assembly Area

The assembly area for Haviland Hall is on the far north side of the building on the path leading to the bridge over Strawberry Creek (beyond the Nathan Grove). Do not gather at the back parking area as emergency vehicles will be parking there. At any time the building is evacuated, please proceed immediately to the nearest exit, and follow the road or path around Haviland Hall to the assembly area. Floor Monitors will help guide you.

Building Emergency Procedures for Haviland Hall

Classroom Use Policies

In order to provide a safe and effective learning and working environment for all, as occupants of the lovely Haviland Hall we must abide by and enforce established campus and departmental policies on use of classroom space:

- **CHILDREN IN CLASS:** To preserve an effective learning environment and ensure the health and safety of all, **children are not permitted in the classroom for any regularly scheduled class.** Student-parents with child care concerns may refer to the Student Parent Center (http://studentparents.berkeley.edu/studentparents.shtml).

- **CLASSROOM CAPACITY:** Having more people in a classroom than the capacity of the room allows is not permitted because of potential safety issues. **Please DO NOT take chairs from other rooms.**

- **CLASSROOM FURNITURE:** If you rearrange classroom furniture, please put it back the way it was BEFORE you leave. Please do NOT move chairs from room to room.

- **DOGS:** The campus follows the intent of City of Berkeley Municipal Code Section 10.04.090: “**Dogs shall not be brought into any campus building even though the dog is on a leash or within sight and control of the owner. Helper dogs (such as Seeing Eye dogs), police dogs, and animals involved in authorized research projects are excepted.**

- **FOOD AND DRINK:** Food and drink in the classroom is a privilege subject to keeping the classrooms in good condition. If you bring food or beverages into a classroom, please make sure that all leftovers and related trash are completely cleared from the room after use. **Please use the cup holders for drinks and if there is ever a spill, clean it immediately and notify the Front Desk.** Food and drink in the classroom will be monitored and prohibited if classrooms become too messy due to food and drink.
• OPEN FLAMES (candles, etc.) are NEVER permitted at ANY time in Haviland Hall!

Student Events and Fundraising in Haviland

From time to time student organizations request room space in Haviland Hall for meetings or fundraising events. In order to provide a safe and effective learning and working environment for all, we must abide by and enforce University policies of Environmental Health and Safety, and Physical Plant/Campus Services when using our space.

Please be aware of and follow these building use guidelines:

1. Use of the hallways for fundraisers and bake sales is not allowed due to safety concerns and campus fire safety regulations. Student groups may use the Social Welfare Commons Room for fundraiser activities, including bake sales, **as long as they adhere to these guidelines.** Please be aware that the doorway to Commons must remain unobstructed at all times, and the Commons capacity of 49 persons may not be exceeded at any time.

2. Outside agencies and organizations are not permitted to hold fundraisers or events in Haviland Hall.

3. The distribution or sale of food to the general public on the UC Berkeley Campus at special events is limited to non-profit organizations sponsoring such events no more than 3 times in a 90 day period (California Health and Safety Code 114310-30). The School reserves the right to limit the number of fundraising special events in the event of excessive requests or overly disruptive events.

4. The event sponsor must read the [Special Event Safe Food Handling Practices](#) and obtain approval through the campus Office of Environment, Health & Safety (EH&S). Distribution or sale of food to the public is a privilege and the sponsor must comply with EH&S requirements. The signature on the application acknowledges the sponsoring organization's acceptance of that responsibility.

5. A permit application must be submitted and approved before providing food at an event. There is no charge for the food permit application. Permit forms are available [online from EH&S](#). In order to hold a bake sale or other event involving food, the permit must be approved by EH&S and a copy provided to the Dean’s Office (front desk of 120 Haviland Hall) no later than TWO weeks before the event.

6. Because temperature-related foods require special handling and storage, and Haviland Hall does not have sufficient infrastructure to comply with safe food handling requirements, the School does not allow these items to be served (no cooking in the building). You also may not deviate from your food permit approval in any way.

7. For item collection (e.g. Share-a-Bear), collection bins must not block doors, elevators, bathrooms or stairwells.

Room Reservations and Usage Rules

Rooms 2, 4, 5, 10, 15, 227AA (Library Seminar Room) and 309 are available for reservation. All other rooms in Haviland are General Assignment Classrooms controlled by the Registrar’s Office. To reserve a room for a meeting or an event, see the Receptionist & Scheduler at the Front Desk in 120 Haviland Hall.

- **Room Reservation Request Forms** must be submitted **at least one week in advance** of a planned activity or event. For student-organized events, **a faculty sponsor must sign the reservation request form.**
• Reservations are subject to availability. Official School events have priority; rooms may not always be available for additional use if there is a conflicting event scheduled.

• Each room has a capacity specified by the campus -- please reserve a room that can hold all attendees expected for your event, within the allowable room capacity. Having more people at an event than the capacity of the room allows is not permitted because of potential safety issues.

• Please DO NOT take chairs from other rooms. If the room is re-arranged for the event, please put it back the way it was BEFORE you leave.

• If food and drink are being served at the event and there is a spill, clean it immediately and notify the Front Desk. Please make sure that all food and drink-related trash is completely cleared from the room after use.
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).