



# Berkeley Social Welfare

## MSW Student Handbook

School of Social Welfare  
University of California, Berkeley

# Berkeley Social Welfare

## 2021-22 MSW Student Handbook

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# Section 1: Introduction

## Welcome to Berkeley!

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

Located within the world's finest public university and one of the most diverse regions in the nation, the Berkeley Social Welfare MSW program prepares multi-level practitioners who are trained to integrate multiple disciplinary sources of knowledge, build upon the strongest available empirical and practice-based evidence, and advance the pursuit for social and economic justice through anti-oppressive and anti-racist practices.

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. The Berkeley Social Welfare MSW program has been continuously accredited by the [Council on Social Work Education \(CSWE\)](#) since 1928. We have prepared over 11,000 social work professionals for multilevel social work practice and 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 social work education of the very highest caliber. Through your class work in Haviland Hall and around the Berkeley campus, 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 Social Welfare MSW Program is both rewarding and enjoyable!

## About this Handbook

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 our graduate degree and certificate programs; 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, along with the [MSW Student Guide to Field Education](#) and the [Graduate Division Guide to Graduate Policy](#), so you can readily access the active links to the resources and other campus units supporting graduate professional education at Berkeley included in this handbook.

**You are viewing the current 2021-22 edition of this handbook.** You can download or print a PDF copy from the [MSW Student Handbook Contents Page](#).

## 1.1 Social Welfare MSW Program Contacts

### Admissions and Advising

For advising office hours and information, please visit [Berkeley Social Welfare Advising and Student Services](#).

- Graduate Student Affairs Officer (GSAO): Nicole Rucinski
- Graduate Admissions Advisor: Sara McCarthy

### Faculty Advisers

- Equity Adviser: Jen Skeem
- Head Graduate Adviser: Susan Stone

### MSW/MPH Concurrent Program Advisers

- Social Welfare Faculty Advisers: Andrea DuBrow, Anu Manchikanti Gómez
- Social Welfare GSAO for Concurrent Degree Students: Adriana Llauro
- Public Health Faculty Advisers: Claire Snell-Rood (HSB); Juliana Deardorff (MCH)
- Public Health Graduate Advisers: Melissa Brown (HSB); Marissa McKool (MCAH)

### MSW/MPP Concurrent Program Advisers

- Social Welfare Faculty Adviser: Jen Skeem
- Social Welfare GSAO for Concurrent Degree Students: Adriana Llauro
- Public Policy Faculty Adviser: Jane Mauldon
- Public Policy Graduate Adviser: Jalilah LaBrie

### Child Welfare Scholars Program

- Child Welfare Scholars (CWS) Program Coordinator: Christina Feliciano
- CWS Student Services Advisor: Dezalyn DeVera

### Field Education

- Interim Director of Field Education: Christine Scudder
- Administrative Director of Field Education: [swfield@berkeley.edu](mailto:swfield@berkeley.edu)

### Latinx Center of Excellence in Behavioral Health

- LCOEBH Associate Director: Lissette Flores
- LCOEBH Program Coordinator: Victoria Juarez

## School Social Work (PPSC) Program

- PPSC Program Coordinator: Christina Feliciano
- PPSC Student Services Advisor: Dezalyn DeVera

## 1.2 Advising for Social Welfare MSW Students

### MSW Student Advising

Academic and professional advising for Berkeley Social Welfare master's students are shared responsibilities of the MSW Program faculty, professional graduate student services staff, and Berkeley Graduate Division partners in student progress. Students can view their assigned advisors on the Advising Card in their [CalCentral](#) dashboard.

#### Faculty Advisers

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 Consultants

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.

#### Graduate Student Affairs Officer (GSAO)

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.

#### Head Graduate Advisor

The Head Graduate Advisor 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 Advisor 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.

#### Academic Progress Advisors

Graduate Division [Academic Progress Advisors in the Graduate Degrees Office](#) assist graduate students with degree milestones, academic probation or dismissal, or other issues that cannot be resolved by the departmental degree program.

## Curriculum Committees

### **MSW Curriculum Committee**

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.

### **MSW/MPH Concurrent Degree Committee**

The MSW/MPH Concurrent Degree Committee provides oversight of and management for the MSW/MPH Concurrent Degree program. This Committee is composed of faculty and staff members from each school and also includes MSW/MPH student representation. Responsibility for chairing the Concurrent Degree Committee normally rotates between the schools every two years. A primary function of the Committee is to provide pre-application advising and consultation to enrolled students and their faculty advisors.

# Section 2: Getting Started

## Getting Onboard in CalCentral

[CalCentral](#) is Berkeley's online academic and student services portal. Upon accepting an offer of admission, 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](#). 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.**

## CalCentral Resources

- [CalCentral Information](#)  
Useful information on advising, billing, enrollment, financial aid, and records within CalCentral
- [Enrollment FAQs](#)  
Frequently Asked Questions about the enrollment process in CalCentral
- [Graduate Academic Progress Report](#)  
How graduate students view an Academic Progress Report (APR)
- [Viewing Grades in CalCentral](#)

## 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](#) email address.** You are responsible for keeping your Berkeley email address current, and for regularly monitoring your email 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. 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.

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 in 212 Sproul Hall; office hours are Monday-Friday from 9:00 a.m. to 4:30 p.m.

## 2.1 Registering for Classes

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 and 2 appointment times are determined by the Office of the Registrar and are posted to your CalCentral profile under “My Academics.” Students are notified automatically by email from the Registrar when appointment times are available in CalCentral. You may add preferred classes to a “Shopping Cart” before your official Phase 1 or 2 enrollment appointment times.

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 offered at Berkeley.

### Enrollment Resources

- [CalCentral Enrollment Center](#) (how to register for classes, including searching and enrolling)
- [CalCentral Enrollment FAQ](#)
- [Enrollment Rules for Social Welfare MSW Students](#)
- [Field Enrollment Requirements and Exceptions](#)
- [Registrar's Enrollment Page](#)
- [Student Enrollment Calendar](#)
- [Summer Sessions Enrollment](#)

## 2.2 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 Social Welfare MSW students are assessed [Graduate Professional Fees](#).
- Berkeley Social Welfare FlexMSW students pay a flat rate of \$1,850 per unit.

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.

The Graduate Division will not release fellowship stipend payments until a student is officially registered. If you are receiving a fellowship award, your fellowship stipend payment will not be sent to your CalCentral account until your registration is complete .

### How to Pay Fees

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](#).

Billing statements are generated monthly by Billing and Payment Services, and posted online to your [CalCentral](#) account in the My Finances dashboard. 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.

### Health Insurance Fee

**Fees include required health insurance coverage.** The University requires all students to carry health insurance as a condition of enrollment, and provides the Student health insurance Plan ([SHIP](#)) to meet this requirement. You have the option to waive the University's plan and not pay the insurance fee if you can show comparable proof of insurance. For more information, please see [University Health Services: Waiving SHIP](#).

### Direct Deposit

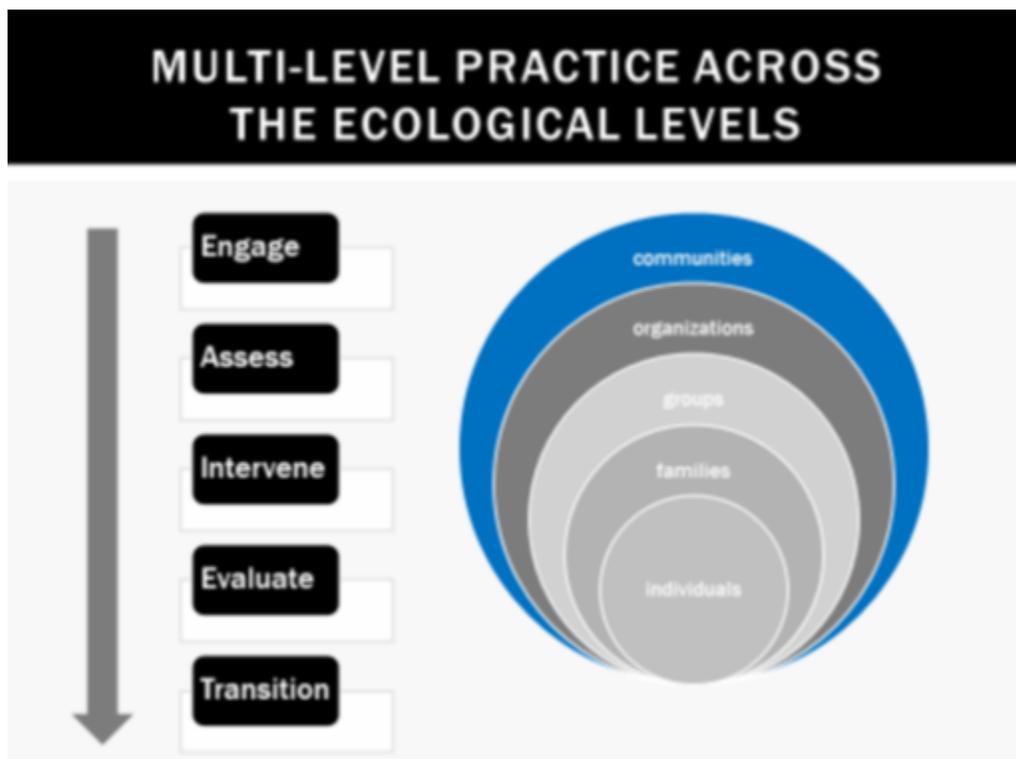
All students are strongly encouraged to sign up for [Direct Deposit](#) to expedite receipt of any disbursements or refunds via direct deposit to a personal bank account. Students using Direct Deposit receive their refunds faster and avoid standing in line. Refunds paid to students by a

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.

# Section 3: MSW Curriculum and Degree Requirements

Berkeley Social Welfare's graduate professional curriculum in social work, leading to the Master of Social Welfare (MSW) degree, is derived from the [mission and goals of the MSW Program](#) established by the faculty.

The Berkeley MSW Program prepares students for generalist practice and specialized practice in the profession of social work. Our mission promotes the development of multi-level practitioners who are focused on (a) *service* to diverse individuals and communities across the social ecology, (b) *social justice and social change* to dismantle oppressive systems that hinder the wellbeing of individuals and communities, and (c) *evidence-informed practice* to produce measurable and replicable improvements in the outcomes of individuals and communities. To achieve our mission we implement [competency-based learning goals](#) within a **multi-level practice organizing framework**, utilizing **best practices for professional education** and the evaluation of student learning and performance.





[MSW degree requirements](#) include academic milestones administered by both the Social Welfare MSW Program, and the [Berkeley Graduate Division](#), which is the administering unit for all campus graduate degree programs, in partnership with the student's home academic department (School of Social Welfare for most Social Welfare master's students). All policies and procedures dealing with graduate student progress are monitored by the Graduate Division Degrees Office. For more information please see the Graduate Division's [Guide to Graduate Policy > Degrees](#).

## 3.1 MSW Program Mission and Goals

### Berkeley MSW Program Mission

Located within the world's finest public university and one of the most diverse regions in the nation, the **mission of Berkeley Social Welfare's MSW program** is to prepare multi-level practitioners who are trained to integrate multiple disciplinary sources of knowledge, build upon the strongest available empirical and practice-based evidence, and advance the pursuit for social and economic justice through anti-oppressive and anti-racist practices. Multi-level practitioners are adept at the theoretical and practical integration of direct and indirect forms of practice, coupled with critical thinking skills that employ a multi-level conception of social welfare values, ethics, and social justice. Multi-level practitioners specialize in one of three population/context domains: strengthening children, youth, and families (SCYF), advancing health and wellbeing across the adult lifespan (AWELL), and strengthening organizations and communities (SOC).

### Berkeley MSW Program Goals

The mission of Berkeley Social Welfare's MSW program promotes the development of multi-level practitioners who are focused on (a) **service** to diverse individuals and communities across the social ecology, (b) **social justice and social change** to dismantle oppressive systems that hinder the wellbeing of individuals and communities, and (c) **evidence-informed practice** to produce measurable and replicable improvements in the outcomes of individuals and communities.

Berkeley Social Welfare has adopted the following programmatic goals to support our MSW Program mission:

#### **Service**

**Goal 1:** Develop multi-level practitioners 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 respond to change with shifting local and global contexts of social work.

**Goal 2:** Develop multi-level practitioners who can competently practice social work within and across multiple ecological levels.

**Goal 3:** Develop multi-level practitioners who can engage effectively and collaborate with diverse communities; apply critical thinking to the sources of social problems and approaches to tackling them; and promote rigorous and relevant social welfare practices, programs and policies.

## **Social Justice and Social Change**

**Goal 4:** Develop multi-level practitioners with a nuanced understanding of the conditions, systems and processes that serve to promote or inhibit social justice in local and global context.

**Goal 5:** Develop multi-level practitioners with skills that promote meaningful change with and within under-resourced communities and vulnerable populations.

## **Evidenced-informed Practice**

**Goal 6:** Develop multi-level practitioners with the capacity to narrow gaps between research and practice and apply the best available evidence into social work practice principles and techniques.

**Goal 7:** Develop multi-level practitioners who can work effectively and collaboratively with a diverse range of stakeholders to gather and analyze evidence that reflects the interests, needs, and goals of service users, organizations, and local communities.

## 3.2 The Social Work Core Competencies

The MSW curriculum is organized around a set of social work core competencies, representing the dimensions of social work practice that all social workers are expected to master during their professional training. Berkeley MSW students are assessed throughout the course of their graduate study on progress to achieving each of the following social work competencies established for the Berkeley MSW Program:

### **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.
- use supervision and consultation to guide professional judgment and behavior.
- infuse social work principles and interactions with clients and other relevant stakeholders.

### **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.
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- use inclusive strategies that carefully consider the context of individuals, families, groups, organizations, and/or communities and challenge common assumptions, solicit ideas, and gain inspiration from clients and other relevant stakeholders.

### **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.
- engage in practices that advance social, economic, and environmental justice.
- facilitate team and coalition-building and other collaborative strategies for promoting system change designed to reduce social and economic inequities.

### **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.
- use and translate research evidence to inform and improve practice, policy, and service delivery.
- use strategies that reduce gaps between science and social work practice including the translation of research findings into social work practice and policy.

### **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.
- assess and respond to the political, resource, and technology environments that shape policy practice to effectively advocate for social and economic 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.
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- demonstrate high quality, evidence-informed engagement skills to address complex systems related to client or community needs in different fields of practice.

### **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 interprofessional 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.
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- demonstrate high quality, evidence-informed assessment skills to address and monitor complex systems related to client or community needs in different fields of practice.

### **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.
- facilitate effective transitions and endings that advance mutually agreed-on goals.
- demonstrate high quality, evidence-informed intervention skills to address complex systems related to client or community needs in different fields of practice.

### **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.
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

- demonstrate evaluation skills to monitor complex systems related to client or community needs in different fields of practice.

### 3.3 MSW Degree Requirements

Requirements for the Berkeley graduate professional master's degree in social welfare (MSW) are established by the faculty of the School of Social Welfare, and administered jointly between the Social Welfare MSW program and the Graduate Division.

To be eligible for conferral of the MSW degree from UC Berkeley, students must satisfy all of the following requirements:

#### Minimum Grade Point Average (GPA) Requirement

Students must maintain a minimum 3.0 cumulative GPA on the basis of all upper-division and graduate courses (100- and 200- series) taken in graduate standing.

#### Academic Residence Requirement

Social Welfare MSW students must complete two years, or equivalent, in graduate study in Social Welfare, including at least one year in residence at the University of California, Berkeley. Students admitted to the School with Advanced Standing status must complete one year, or two semesters, in graduate study in the School of Social Welfare at the University of California, Berkeley.

#### Required Units and Coursework

Social Welfare MSW students must complete a **minimum of 54 units** of [required coursework and field education](#), including:

- 11 units in required generalist practice and social research methods courses.
- 11 units of generalist practice field practicum and field integration seminars.
- 8-10 units (depending on your chosen specialization area) in required specialized practice and social research methods courses.
- 14 units of specialized field practicum and field integration seminars.
- 2 units (minimum) of coursework in diversity-sensitive practice.

At least half of the required 54 units must be from graduate level coursework numbered 200-299.

At Berkeley, 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.

#### Berkeley Master's Capstone Requirement

Social Welfare MSW students satisfy this requirement by successfully completing the advanced social research methods course, SOC WEL 282B. This course must be taken for a letter grade.

### 3.4 Required Coursework and Field Experience

Social Welfare MSW students attain professional competency by completing required courses and field experience in both generalist and specialized social work practice; diversity-sensitive and competent social work; and social research methods. Students also complete additional, professionally-relevant elective courses needed to reach the minimum unit requirement for the degree or satisfy additional requirements for special program options, such as a graduate certificate or credential program.

All students are required to complete the MSW curriculum in a specified order, progressing from the generalist practice curriculum to a specialized curriculum in the student's chosen area of specialized practice. Prerequisite requirements and enrollment controls are in place to ensure students complete their graduate professional degree requirements in its prescribed sequence.

For current course descriptions and class schedules please visit the [Berkeley Academic Guide to Social Welfare](#).

#### Limitations on Credit

1. No social work course or field credit towards the MSW degree is granted for life experience or previous work experience, without exception.
2. Units for grades below C- may not be counted toward degree requirements.
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. Social Welfare MSW students are subject to Graduate Council policies governing
  - a. [Unit Credit for the Master's Degree](#)
  - b. [Master's Time in Candidacy](#)
  - c. [Time Limits on the Use of Courses for Degrees](#).

### 3.4a Generalist Practice Curriculum Requirements

The Social Welfare MSW required curriculum in generalist social work practice includes four foundational courses taken by all students in the first semester; and a year-long generalist field practicum placement with required concurrent enrollment in field integrative seminars each semester.

Course	Units	When Completed	Prerequisites & Enrollment Requirements
SOC WEL 200: Theories for Multilevel Practice	2	First Semester	
SOC WEL 220: Introduction to Social Welfare Policy	2	First Semester	
SOC WEL 240: Historical, Philosophical, and Intellectual Foundations of Social Work	2	First Semester	
SOC WEL 241: Foundations of Multilevel Practice	3	First Semester	Concurrent enrollment in SOC WEL 290A & 410A
SOC WEL 290A: Foundation Field Integration Seminar	2	First Semester	Concurrent enrollment in SOC WEL 241 & SOC WEL 410A
SOC WEL 410A: Foundation Field Practicum	4	First Semester	Concurrent enrollment in SOC WEL 290A & SOC WEL 241
SOC WEL 282A: Seminar in Social Research	2	Second Semester	Satisfaction of introductory statistics requirement for admission eligibility
SOC WEL 290B: Foundation Field Integration Seminar II	1	Second Semester	Credit for SOC WEL 290A & SOC WEL 410A Concurrent Enrollment in SOC WEL 410B
SOC WEL 410B: Foundation Field Practicum	4	Second Semester	Credit for SOC WEL 410A Concurrent enrollment in SOC WEL 290B

### 3.4b Specialized Practice Curriculum Requirements

Social Welfare MSW students complete the required curriculum in specialized practice in one of three chosen areas, known as “specializations:”

- Advancing Health and Wellbeing across the Adult Lifespan (“AWELL)
- Strengthening Children, Youth and Families (SCYF)
- Strengthening Organizations and Communities (SOC).

The required curriculum in specialized social work typically begins in the second semester of the first year of the program for most students, and is completed in the second year. Requirements consist of:

1. Two to three specialized practice and advanced social policy courses, depending on your chosen area of specialization.
2. An advanced seminar in social research methods, where you complete your Berkeley master's capstone requirement.
3. A year-long (fall and spring semesters) specialized field practicum placement with required concurrent enrollment in field integrative seminars each semester.

#### Specialized Practice Curriculum in Advancing Health and Wellbeing across the Adult Lifespan (AWELL)

Course	Units	When Completed	Prerequisites & Enrollment Requirements
SOC WEL 205: Psychopathology and Psychosocial Problems  or SOC WEL 210C: Aging Processes	2  2	First or Second Semester	Credit for or concurrent enrollment in SOC WEL 241
SOC WEL 238C: Health Policy - A Social Welfare Perspective	2	Second Semester	Credit for SOC WEL 220
SOC WEL 244: Direct Practice in Community Behavioral Health and Recovery Services across the Adult Life Span  or SOC WEL 245: Direct Practice in Health Settings across the Adult Life Span	2  2	Second Semester	Credit for SOC WEL 241
SOC WEL 292A: Advanced Field	1	Third	Credit for SOC WEL 410A &

Integration Seminar		Semester	410B; 290A & 290B Concurrent enrollment in SOC WEL 412A
SOC WEL 412A: Advanced Field Practicum	6	Third Semester	Credit for SOC WEL 410A & 410B; 290A & 290B Concurrent enrollment in SOC WEL 292A
SOC WEL 282B: Seminar in Social Research	2	Fourth Semester	Credit for SOC WEL 282A
SOC WEL 292B: Advanced Field Integration Seminar II	1	Fourth Semester	Credit for SOC WEL 292A & SOC WEL 412A Concurrent enrollment in SOC WEL 412B
SOC WEL 412B: Advanced Field Practicum	4	Second Semester	Credit for SOC WEL 412A Concurrent enrollment in SOC WEL 292B

### Specialized Practice Curriculum in Strengthening Children, Youth and Families (SCYF)

Course	Units	When Completed	Prerequisites & Enrollment Requirements
SOC WEL 210B: Infant Development  or SOC WEL 212: Child Development from Infancy to Adolescence in Its Social Context	2  2	First or Second Semester	Credit for or concurrent enrollment in SOC WEL 241
SOC WEL 230: Social Policy - Children and Families  or SOC WEL 232: Social Work and Education Policy	2  2	Second Semester	Credit for SOC WEL 220
SOC WEL 243: Direct Practice in Child and Family Settings	2	Second Semester	Credit for SOC WEL 241
SOC WEL 292A: Advanced Field Integration Seminar	1	Third Semester	Credit for SOC WEL 410A & 410B; 290A & 290B

			Concurrent enrollment in SOC WEL 412A
SOC WEL 412A: Advanced Field Practicum	6	Third Semester	Credit for SOC WEL 410A & 410B; 290A & 290B Concurrent enrollment in SOC WEL 292A
SOC WEL 282B: Seminar in Social Research	2	Fourth Semester	Credit for SOC WEL 282A
SOC WEL 292B: Advanced Field Integration Seminar II	1	Fourth Semester	Credit for SOC WEL 292A & SOC WEL 412A Concurrent enrollment in SOC WEL 412B
SOC WEL 412B: Advanced Field Practicum	4	Second Semester	Credit for SOC WEL 412A Concurrent enrollment in SOC WEL 292B

### Specialized Practice Curriculum in Strengthening Organizations and Communities (SOC)

Course	Units	When Completed	Prerequisites & Enrollment Requirements
SOC WEL 210i: Group, Organizational, and Community Dynamics	2	First or Second Semester	Credit for or concurrent enrollment in SOC WEL 241
SOC WEL 230: Social Policy - Children and Families  or SOC WEL 238C: Health Policy - A Social Welfare Perspective	2 2	Second Semester	Credit for SOC WEL 220
SOC WEL 251: Program Development	2	Third Semester	Credit for SOC WEL 210i & SOC WEL 241
SOC WEL 292A: Advanced Field Integration Seminar	1	Third Semester	Credit for SOC WEL 410A & 410B; 290A & 290B Concurrent enrollment in SOC WEL 412A
SOC WEL 412A: Advanced Field	6	Third	Credit for SOC WEL 410A &

Practicum		Semester	410B; 290A & 290B Concurrent enrollment in SOC WEL 292A
SOC WEL 252: Program Implementation	2	Fourth Semester	Credit for SOC WEL 251
SOC WEL 282B: Seminar in Social Research	2	Fourth Semester	Credit for SOC WEL 282A
SOC WEL 292B: Advanced Field Integration Seminar II	1	Fourth Semester	Credit for SOC WEL 292A & SOC WEL 412A Concurrent enrollment in SOC WEL 412B
SOC WEL 412B: Advanced Field Practicum	4	Second Semester	Credit for SOC WEL 412A Concurrent enrollment in SOC WEL 292B

### Changing Specialization Areas

Because Berkeley Social Welfare admits students to an MSW degree program by specialization area, **changing specializations is generally not allowed.** First-year students wishing to petition for a change of specialization area should first discuss the potential change with their faculty adviser and field consultant.

To petition for a change in specialization, students must submit a written statement to the Graduate Student Affairs Officer (GSAO) requesting the change and explaining why the change would be appropriate. The deadline to submit a request to change specialization areas is the end of the third week of class in the Fall Semester. Requests are evaluated on the rationale provided and the current availability of both class and field placement opportunities. **The ability to grant a change is not guaranteed.**

## 3.4c Additional Social Welfare MSW Curriculum Requirements

### Diversity-Sensitive Social Work

All Social Welfare MSW students must complete an approved course in diversity-sensitive social work, valued at 2 units or higher. Options for satisfying this requirement are:

- SOC WEL 275: Anti-Oppressive Social Work
- An approved alternative course in SOC WEL
- An approved alternative course in another department that is at least 2 units

For a full list of approved courses that satisfy this requirement, please see the [MSW Diversity Courses and Elective Courses Lists](#).

### Electives

Social Welfare MSW students typically complete two to five courses in professionally relevant elective courses needed to reach the total minimum units required for the degree; or required for additional special program options (certificates, etc.). 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.

Elective courses include Social Welfare courses not used to fulfill other degree or specialization area requirements, as well as courses taken in other campus departments chosen from the list of [Approved Outside \(Non-Social Welfare\) Elective Courses](#) or the list of [Approved Diversity Courses](#).

### 3.5 Concurrent Degree Requirements

Social Welfare MSW students may simultaneously pursue a separate professional degree in Law (MSW/JD), Public Health (MSW/MPH), or Public Policy (MSW/MPP) in an officially established concurrent degree program. Concurrent degree programs generally allow students to complete two degrees in less time than it would typically take to earn the two degrees separately. Regardless of when requirements for either degree are completed, the two degrees of the concurrent program are awarded the same semester the second one is completed.

Students must satisfy Academic Progress Report requirements for both degrees. Subject to any conditions or exceptions described below, students pursuing a concurrent master's degree are permitted to count a limited number of courses towards fulfillment of both degrees. "Shared" units in a Social Welfare MSW concurrent master's degree program (i.e., MSW/MPH or MSW/MPP) are most frequently between the research, field education, and elective unit requirements, up to the allowable limit.

Regardless of degree program option **there is no exception to field education requirements for the Social Welfare MSW.** All students must complete all generalist and specialized field practicum and field integration seminar courses required for the Social Welfare MSW degree.

### 3.5a Concurrent Degree in Law (MSW/JD)

Students pursuing graduate study at Berkeley in the MSW/JD Concurrent Degree Program can earn both degrees in four instead of five years.

Because the J.D. is not a master's degree, policies governing concurrent master's degrees do not apply to the MSW/JD Concurrent Degree Program. Students must generally satisfy curriculum requirements for both degrees in their entirety. Students **may** be able to petition the Social Welfare MSW Head Graduate Advisor for expectations to or substitutions for generalist or specialized practice courses required for the MSW degree, but approval is not guaranteed.

Students entering the MSW/JD Concurrent Degree Program should consult with both the Social Welfare MSW Head Graduate Advisor and the [Berkeley Law Dean of Students](#) early in their graduate careers to carefully plan a program of study that satisfies all requirements in four years.

### 3.5b Concurrent Degree in Public Health (MSW/MPH)

The Social Welfare & Public Health MSW/MPH Concurrent Degree Program allows students to complete the two separate professional master’s degrees in three years, plus at least one intervening summer, instead of the four years it would typically take to earn the two degrees separately. Students in the MSW/MPH Concurrent Degree Program must complete a **total of 90 units** in Social Welfare and Public Health to earn both degrees.

When planning a program of study for the concurrent degree, emphasis should be placed on meeting course requirements in each school, utilizing approved substitutions where appropriate and strategically using electives. Faculty and staff advisers are readily available for ongoing individual assistance with developing a combined curriculum that meets the academic requirements of both schools. Since degree requirements for both programs are subject to change, **concurrent degree students should check in regularly with advisers in both Schools for guidance ahead of each enrollment period.** For current course descriptions and class schedules, please visit the [Berkeley Academic Guide](#). For complete information on current MPH degree requirements, please also see the [Berkeley Public Health Student Handbook](#).

#### Specialized Practice Curriculum

In the MSW/MPH Concurrent Degree Program, specialization choices in each degree program guide the curriculum of each individual student on a path unique to the combination of the two curricula. Each specialization has a set of required courses and electives.

Social Welfare MSW students may pursue the MSW/MPH Concurrent Degree in any of the three MSW specialization areas. Examples of typical program curriculum sequences for the MSW/MPH Concurrent Degree are available on the departmental webpage for on each MSW specialization area:

- Advancing Health and Wellbeing across the Adult Lifespan (AWELL)
- Strengthening Children, Youth and Families (SCYF)
- Strengthening Organizations and Communities (SOC)

#### Approved Substitutions in the MSW/MPH Concurrent Degree Program

Students in the MSW/MPH Concurrent Degree program are permitted to count no more than 25% of total required units towards fulfillment of both degrees. Except as specified below, this rule only applies to **units OTHER than required core courses**.

The following course substitutions are automatically allowed and do not require further approval:

Course	Approved Substitution
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SOC WEL 200: Theories for Multilevel Practice	PB HLTH 203A: Theories of Health and Social Behavior - or - PB HLTH 210: MCH Core Course + PB HLTH 200L: Intro to Health and Social Behavior
SOC WEL 238C: Health Policy: A Social Welfare Perspective	PB HLTH 200J: Health Policy & Management Breadth Course
SOC WEL 251: Program Development	PB HLTH 205: Needs Assessment and Program Planning
PB HLTH 205: Needs Assessment and Program Planning	SOC WEL 251: Program Development

**Course Waivers**

In some cases students in the MSW/MPH Concurrent Degree Program may petition to waive certain core course requirements based on previously taken course work. Course waiver petitions must be approved by the Head Graduate Advisor of the degree program in which the student is seeking to waive the required core course(s). If approved, students must replace these units with elective units in the same degree program. Students should consult their home department GSAO for further guidance on petitioning for a course waiver.

**Completing Field Education Requirements in the MSW/MPH Concurrent Degree Program**

In addition to completing the generalist and specialized field education curriculum required for the MSW degree, Social Welfare MSW students in the MSW/MPH Concurrent Degree Program also complete a required Public Health practice internship (PB HLTH 297-Public Health Field Placement, 3 units).

The Public Health practice internship requirement is a full-time (480 hours, or 60 days) placement, usually completed over the summer between the first and second year. MSW/MPH Concurrent Degree students typically complete their Social Welfare generalist field placement in their second year of graduate study, and the specialized placement in their third and final year in the concurrent degree program.

With approval of faculty in both schools, an integrated placement may be developed in collaboration between Social Welfare and the Center for Public Health Practice and Leadership. **The minimum requirement for an integrated placement is a combined 140 days and 15 units.** Although it may be possible to combine public health and social welfare field placements, most students in the concurrent degree program have preferred to take advantage of the separate summer public health practice internship placement.

### 3.5c Concurrent Degree in Public Policy (MSW/MPP)

The Social Welfare & Public Policy MSW/MPP Concurrent Degree Program allows students to complete the two separate professional master's degrees in three years, instead of the four years it would typically take to earn the two degrees separately. Students in the MSW/MPP Concurrent Degree Program must complete a **minimum total of 88 units** in Social Welfare and Public Health to earn both degrees.

The MSW/MPP Concurrent Degree Program stresses analytic, methodological, theoretical, and practical approaches to problems in social service provision and administration, and in public policy more broadly. The course requirements provide for a substantive introduction to the disciplinary approaches that are employed. For current course descriptions and class schedules, please visit the [Berkeley Academic Guide](#).

When planning a program of study for the concurrent degree, emphasis should be placed on meeting course requirements in each school, utilizing approved substitutions where appropriate and strategically using electives. Faculty and staff advisers are readily available for ongoing individual assistance with developing a combined curriculum that meets the academic requirements of both schools. Since degree requirements for both programs are subject to change, **concurrent degree students should check in regularly with advisers in both Schools for guidance ahead of each enrollment period.** For complete information on current MPP degree requirements, please also see the Goldman School of Public Policy [MPP Core Curriculum](#).

#### Specialized Practice Curriculum

MSW students in the MSW/MPP Concurrent Degree Program pursue courses and field education in the MSW specialization area of Strengthening Organizations and Communities (SOC). A sample plan of study showing the typical program curriculum sequence for the MSW/MPP Concurrent Degree is available on the [departmental webpage for the SOC specialization](#).

#### Master's Capstone Requirement

Students in the MSW/MPP Concurrent Degree program must complete a combined Master's Project that follows the format of the MPP's Advanced Policy Analysis (APA) Project. Students enroll in the following required courses to complete the capstone project:

- PUB POL 205: Advanced Policy Analysis - Thesis Seminar (6 units)
- PUB POL 299: Advanced Policy Analysis - Thesis Independent Study (3 units)

A faculty advisor from each School must endorse the project topic and will evaluate the final project according to the academic standards established by the faculty for both programs. Students work closely with faculty advisers from both schools to jointly develop a capstone APA project reflecting each student's professional and intellectual interests.

## **Completing Field Education Requirements in the MSW/MPH Concurrent Degree Program**

In addition to completing the generalist and specialized field education curriculum required for the MSW degree, Social Welfare MSW students in the MSW/MPP Concurrent Degree Program also complete a required MPP Policy Internship. Concurrent degree students typically complete the 10 week, full-time summer MPP internship after completing the first year MPP core curriculum. Students work closely with faculty and field consultant advisers from both schools to jointly plan a social work field placement that also satisfies the public policy internship requirement. Concurrent degree students should discuss MSW fieldwork placement with their assigned Social Welfare Field Consultant early on in the program.

## 3.6 Certificate Requirements

### Berkeley Graduate Certificate in Aging

To be eligible for the Berkeley Graduate Certificate in Aging, students must be enrolled in a UC Berkeley master's or doctoral degree program; and successfully complete all of the following requirements:

1. Required anchor course:
  - SOC WEL 210C: Aging Process (2 units)
2. ONE of the following courses in advanced social work practice:
  - SOC WEL 244: Direct Practice in Community Behavioral Health and Recovery Services across the Adult Life Span (2 units)
  - SOC WEL 245: Direct Practice in Health Settings across the Adult Life Span (2 units)
3. At least one additional, professionally relevant elective course, offered in Social Welfare or other campus units, valued at 2 units or higher. For a list of courses currently approved to satisfy this requirement, please see the [Graduate Certificate in Aging](#) page.
4. A least 120 hours of field experience with or on behalf of elderly clients. Current MSW students can satisfy the field experience requirement as part of the normal field work hours required for the MSW (SOC WEL 410A&B or 412A&B). Students in other graduate programs can obtain credit for their field work experience by enrolling in one unit of SOC WEL 198: Service Learning in Aging. Students must have completed the anchor course SOC WEL 210C before beginning their field experience, or be taking this course concurrently.

### School Social Work Credentials (PPSC)

To be eligible to receive a recommendation from the School of Social Welfare for the Pupil Personnel Services Credential in School Social Work, issued by by the California Commission on Teacher Credentialing ([CTC](#)), students must successfully complete:

1. All requirements for the Master of Social Welfare (MSW) degree.
2. Three courses required for the school social work credential program:
  1. SOC WEL 212: Child Development from Infancy to Adolescence in Its Social Context (2 units)
  2. SOC WEL 232: Social Work and Education Policy (2 units)
  3. SOC WEL 250T: Social Practice in School Settings (2 units)
3. 1000 clock hours of field experience. For more details please visit the [School Social Work Credentials](#) page.

4. Additional eligibility requirements of the California Commission on Teacher Credentialing ([CTC](#)). For a list of these requirements and instructions for how to satisfy them, please visit the [School Social Work Credentials](#) page.

## Social Work with Latinx Certificate

To be eligible for awarding of the Social Work with Latinx Certificate, students must be enrolled in a UC Berkeley master's or doctoral degree program; and successfully complete all of the following requirements:

1. Required anchor course:
  - SOC WEL 250J: Social Work with Latinos (2 units)
2. Two additional elective courses totaling a minimum of 4 units and chosen from an approved list. For a list of courses currently approved to satisfy this requirement, please see the [Social Work with Latinos Certificate](#) program page.
3. A minimum of 120 hours of direct practice in an agency serving predominantly Spanish-speaking Latinx clients. A field placement required for the MSW degree may also fulfill this requirement.
4. Demonstrate Spanish language proficiency at an intermediate level.

## 3.7 Grades and Grading

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

Grades for work of Berkeley graduate students are issued and reported in accordance with Berkeley Academic Senate [Regulation A201](#) and [Graduate Division policies on grades](#). The University of California, Berkeley, uses a plus and minus letter grade system on a four-point scale.

- A course in which the grade A, B, C, or S is received is counted toward degree requirements.
- A course in which the grade D, F, or U is received is **not** counted toward degree requirements. To graduate, students must retake any course required for the degree in which they did not receive a passing grade.

In order for students to be in good standing, they must maintain an overall grade-point average of at least 3.0 on the basis of all upper division and graduate courses (100- and 200-level) taken in graduate standing.

### Satisfactory/Unsatisfactory Grades (S/U)

With the exception of field practicum courses (SOC WEL 410A, 410B, 412A, 412B) and field integration seminars (SOC WEL 290A, 290B, 292A, 292B), which are offered on the S/U grading basis only, **Social Welfare MSW students must take all REQUIRED [generalist](#) and [specialized practice courses for a letter grade](#)**. Exceptions may only be granted by the Social Welfare MSW Head Graduate Advisor. As the course in which MSW students complete the Berkeley master's capstone requirement, there is **no exception granted** for SOC WEL 282B-Seminar in Social Research.

For the Social Welfare MSW degree, two-thirds of **all** course work (unless otherwise excluded) must be letter-graded.

- Field practicum courses do not count toward the one-third limit on total S/U-graded units.
- Field integration seminars **DO count** toward the one-third limit on total S/U-graded units.

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, you should check with the GSAO to make certain that your total percentage is still within required limits.

When a course is taken on the S/U grading basis, a Satisfactory grade implies work of **B minus quality or better**.

### Changes in Grading Option

Students may change their grading option directly on [Cal Central](#) through the Wednesday of the 4th week of instruction each semester (see the official [Academic Calendar](#) for specific dates each term). After this deadline, students must submit a [“Graduate Petition to Change Course Schedule”](#) to the GSAO for approval by the Head Graduate Advisor. Students can make grading option changes through the GSAO up through the Friday before RRR Week.

Changes made after the last day of instruction must be approved by the Graduate Division. The Graduate Division will not approve a retroactive petition to change grading option simply because the student anticipates a low grade or wants to convert a letter grade to S/U if the student did not earn at least a B minus in the course.

### Incomplete Grades

If your work in a course has been of passing quality but cannot be finalized due to **extenuating circumstances beyond your control**, your instructor may give 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 your Graduate Advisor of your plans for completing the work via a [Graduate Student Petition for an Incomplete Grade form](#) approved by your instructor. Notify your GSAO via email when the form has been submitted.

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, but all Incompletes in required courses must be removed in order for you to receive your degree.

Per [Graduate Division Policy](#) the following academic penalties apply to graduate students with Incompletes:

1. MSW students with more than two “Incomplete” grades on their academic record are not considered in good academic standing and may face probation and dismissal.
2. Students who have three or more Incompletes are academically ineligible to hold a student academic appointment (e.g. GSI, GSR).
3. A student can have no more than one Incomplete in a non-required course per year of the degree program (e.g., for a two-year Master’s program, two Incompletes in courses not required are allowed) for award of the Master’s degree to be approved.

## 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. For more information please see the Academic Senate's [Procedures for Grade Appeals](#).

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 Social Welfare MSW Program GSAO, Head Graduate Advisor, Assistant Dean for Admissions and Student Services, 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.

## 3.8 Graduation and Degree Conferral

### Commencement

The School of Social Welfare's Commencement Ceremony is held at the conclusion of the spring semester each year. Details about the ceremony are posted on our [Commencement website](#) in early January.

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.

### Degree Conferral

Degrees may be officially awarded for MSW students in May, August or December. The official degree conferral date is the 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 spring 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.

### Diplomas

Diplomas are automatically mailed free of charge from the Office of 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](#).

### Verification of Enrollment or Degrees

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](#).

# Section 4: Enrollment Rules for Social Welfare Master's Students

All students are expected to be registered continuously throughout their graduate careers. **It is the student's responsibility to ensure they are enrolled correctly each semester** (appropriate course(s) and course section(s), correct number of units, etc.); and that they are completing semester by semester the courses and activities needed for normal progress towards their degree.

## Minimum Unit Requirement

The Berkeley MSW Program is a two-year, full-time program. 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. MSW students must enroll full-time (12 units per semester) in the fall and spring semesters regardless of remaining degree requirements. Full-time status is also required to meet residency requirements, and to be eligible for financial aid.

## Registration Deadline

Students must register no later than the Friday of the third week of instruction (fourth week of the semester), and are responsible for paying fees by August 15 for the fall semester and January 15 for the spring semester. All course enrollments **MUST** be completed by the end of the third week of instruction each semester.

For current dates and deadlines each term, please see the official [Academic Calendar](#).

## 4.1 Academic Accommodations

### Students with Disabilities

Students who may require disability-related accommodations should register with the campus [Disabled Students Program \(DSP\)](#) as soon as possible. Students must obtain [Letters of Accommodation](#) (LOAs) from DSP as soon as they register for any class in which accommodations may be needed. **This process must be repeated every semester that the student requires DSP accommodations.** Students who become newly eligible for DSP accommodations during the semester must request their LOAs as soon as they are active in DSP. For information regarding accommodations in field practicum courses, please visit [Student Accommodations in Field Placement](#).

DSP automatically sends LOAs to every instructor of record of a class with students requiring accommodation. Once notices have been sent to faculty, it is the student's responsibility to meet with their instructors to discuss their accommodations and the course curriculum expectations. Faculty are responsible for ensuring the academic integrity of their classes and **are not required to fundamentally alter the goals or performance standards** of their courses. Students should let their assigned DSP Specialist know right way of any conflicts that may arise. Students can also seek guidance from the Social Welfare MSW Program GSAO.

### Student Parents

Per the Berkeley Graduate Division's Student Parent Policies, 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 sufficient 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 MSW Program GSAO a written request that outlines how their circumstances meet eligibility criteria for approval of parenting leave. Additional material (e.g., birth certificate) may be required.

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.

## Reduced Course Load Accommodations

DSP may recommend a reduced course load accommodation. Additionally, student parents may request a reduced course load for parental obligations. 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. 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 must consult with the GSAO and receive approval from the Head Graduate Advisor to reduce their course load.

**DSP accommodations and parental accommodations may not change the “fundamental nature” of the degree program.** 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.

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 any changes to their program of study in the graduate professional degree program.

## Accommodation Resources and Support

[Campus Academic Accommodations Hub](#)

[Disabled Students Program \(DSP\)](#)

[Disability-related Policies and Guidelines](#)

[Graduate Division Student Parent Policies](#)

[Student Accommodations in Field Placement](#)

## 4.2 Changing Class Schedules

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 the 3rd week of the semester.**

After the 4th week deadline, students must submit a “Graduate Petition to Change Course Schedule” to the GSAO. Students can make changes to their schedule through the GSAO as late as the Friday before RRR Week of any given semester; however, the Registrar’s Office assesses a fee for making any class schedule changes past the 2nd week of classes.

### Add/Drop Deadline Calendar

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

## 4.3 Course Petitions, Exemptions and Waivers

### Diversity and Elective Course Petitions

If you are interested in taking a diversity or elective course that is currently not on the [list of approved courses](#), you may petition to have the course approved, subject to the following conditions:

- The course must be numbered 100 or higher.
- Special studies and Independent Studies courses (i.e., courses numbered 199, 296, 298, 299) are not allowed.

To petition a course to count toward the MSW Degree:

1. Obtain a copy of the current course syllabus. Course descriptions are not sufficient for evaluation.
2. Submit the [Petition Form](#), and notify your Graduate Advisor (GSAO) upon submission.
3. All requests must be approved by the end of the 2nd week of class of the Fall and Spring semester or the 1st week of the summer session in which the course is being offered. No late or retroactive approval is granted, without exception.

### Course Exceptions and Waivers

#### Previous Coursework in Social Welfare

Students entering the MSW program with considerable coursework background in the social work field, either from BSW programs or other undergraduate majors, may request exemption from one or more of the generalist 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.

#### Graduates of UC Berkeley's Bachelors of Arts in Social Welfare

Graduates of UC Berkeley's Bachelors of Arts in Social Welfare who received their degrees within the last 5 years may petition to waive SOC WEL 220 and SOC WEL 240. To exercise a waiver for either or both of these courses, these students should notify the GSAO.

#### Limitations on Course Exemptions and Waivers

Students who are exempted from a course do not receive a grade or unit credit toward the MSW degree. Instead, they are permitted to forego the required course in favor of an additional approved, professionally relevant elective. The following limitations also apply:

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 MSW degree.

## 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 transfer credit 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 Advisor.

## 4.4 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.

Please note that Independent Study units do **not** contribute to the 54 units required for the MSW degree, nor may they substitute for any required course in the generalist or specialist practice curricula.

Independent Study forms are due to the Graduate Advisor Social Welfare MSW GSAO by the Friday of the 3rd week of instruction. **Late additions are not allowed.**

### How to Arrange an Independent Study Course

1. Discuss your proposal, negotiate topics, assignments, the number of units to be earned, grading option, and number of hours per week you expect to be working with your faculty supervisor.
2. Submit the [Independent Study/Independent Research Proposal form](#).
3. Contact the Social Welfare MSW GSAO for enrollment instructions.

## 4.5 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 the GSAO. 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. You are therefore strongly encouraged to consult with your faculty advisers 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.

If you submit your Withdrawal Request Form on or after the first day of instruction, your request will be processed as a Withdrawal. You will be dropped from all classes and will be subject to prorated penalties outlined in [Refunds after Withdrawal](#).

While withdrawn, you are expected to maintain no connections with the University; you may not use University facilities (including subsidized computer time) or place demands on faculty time.

### Medical Withdrawal

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

### Readmission

To apply for readmission into the Fall semester, the current deadline is May 1st. To apply for readmission into a Spring semester, the current deadline is October 1st. To apply for Readmission, applicants must submit the following items to the Graduate Student Affairs Officer (GSAO) by the deadlines above:

1. 1-3 page (double-spaced) Statement of Purpose related to your request for readmission to the program, program goals should you be readmitted, and career goals.
2. Any additional application materials you wish for the review committee to consider. For example:

- Updated resume/CV
- Letter(s) of recommendation (that are different from your original application materials)
- Anything else you feel the committee should take into consideration.

# Section 5: Academic and Professional Standards for Social Welfare MSW Students

Academic and Professional Standards for the Social Welfare MSW Program set forth the responsibilities and essential performance 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. In these contexts student professional performance expectations and standards apply to all aspects of the MSW Program.

Berkeley MSW students are regularly assessed throughout the course of their graduate study on progress toward achieving the social work core competencies established by the faculty for the MSW Program. Berkeley MSW Program policies and procedures for departmental review of student progress align with the Berkeley Graduate Division [Policy on Program Review of Student Progress](#).

All Berkeley Social Welfare graduate 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. 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.

## 5.1 Academic Performance Standards and Evaluation

### Academic Standing Requirements

To be considered in **good academic standing** in the Social Welfare MSW Program, graduate students must:

1. Maintain a cumulative grade-point average (GPA) of at least 3.0.
2. Maintain a passing grade in field placement.
3. Have no more than two Incomplete [I] grades on their academic record.
4. Have not received warning letters from the department or been placed on formal probation by the Graduate Dean for academic or clinical deficiencies.

Students must be in good academic standing to advance to the specialized practice curriculum and second-year specialized field practicum. Failure to progress normatively in either the academic or field education components of the MSW program may lead to disciplinary action or a recommendation for probation or dismissal.

### Academic Integrity Standards

All Berkeley Social Welfare graduate 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 campus [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.

## Evaluation of Student Performance

Berkeley MSW students are regularly assessed throughout the course of their graduate study on progress toward achieving the [social work core competencies](#) established by the faculty for the MSW Program.

Grades for work of Berkeley graduate students are issued and reported in accordance with Berkeley Academic Senate [Regulation A201: Grades](#) and the Social Welfare MSW Program policies on [Grades and Grading](#).

Evaluation of student progress in field education occurs in accordance with the Social Welfare MSW field education program policies on [Evaluation of Student Learning and Performance in Field](#).

If a student's academic performance is determined to be below standard, the Social Welfare Head Graduate Advisor 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.

## 5.2 Ethical Standards and Professional Conduct

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 [National Association of Social Workers \(NASW\) Code of Ethics](#). Violation of ethical standards may result in disciplinary action.

### Professional Conduct

All Social Welfare MSW 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 Student Handbook and the Student Guide to Field Education.
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. **Judgement:**  
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.

## 5.3 Student Performance Review

### 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 elsewhere in the MSW Student Handbook, [Student Guide to Field Education](#), or the [Graduate Division Guide to Graduate Policy](#).
2. Any violation of field placement agency policies, procedures or regulations.
3. Violations of the [NASW Code of Ethics](#) or the [Berkeley Campus Code of Student Conduct](#).
4. Any form of scholastic dishonesty or other violation of academic integrity.
5. Any threat or attempt to harm oneself or others.
6. Commission of a criminal act that is contrary to professional practice.
7. Consistent pattern of unprofessional behavior.

### 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 or the faculty Head Graduate Advisor 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 Student Affairs Officer (GSAO) for the MSW Program, Assistant Dean for Admissions and Student Services, Chair of Field Education, Faculty Advisor, Head Graduate Advisor, 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.

# Performance Review Procedures

## **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.

## **Formal Performance Review**

When a situation warrants a Formal Performance Review,

1. The student will be notified in writing of:
  1. The nature of the problem or deficiency;
  2. The steps to be taken to correct the deficiency;
  3. A reasonable period in which to correct the problem or to show acceptable improvement; and
  4. An approximate date on which the student's record will next be reviewed.
2. The Social Welfare MSW GSAO or the Assistant Dean for Admissions and Student Services will facilitate communication with and between the affected parties and the Head Graduate Advisor to pursue resolution.
3. If a student's performance is assessed as below or in violation of academic or professional performance standards, the Head Graduate Advisor may:
  1. 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
  2. write to the Graduate Division requesting to place the student on formal probation.
4. 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.

## **5.4 Dismissal from the Social Welfare MSW Program**

A student may be subject to dismissal from the Social Welfare MSW graduate program 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 Advisor 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 Advisor 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.

# Section 6: Resources for Social Welfare MSW Students

## MSW Student Resource Guide

[bConnected](#)

[CalCentral Info](#)

[Social Research Library](#)

[Resources and Services for Graduate Students \(Graduate Division\)](#)

[Resources for International Students \(Berkeley International Office\)](#)

For a complete guide to student resources please also visit [Social Welfare Student Resources A to Z](#).

### Berkeley Campus

- [Campus Map](#)
- [Graduate Student Housing](#)
- [Inclusive Restrooms](#)
- [Parking & Transportation](#)

### Care & Support

- [Basic Needs Center](#)
- [Counseling and Mental Health Services](#)
- [Disabled Students' Program \(DSP\)](#)
- [Health Services \(Tang Center\)](#)

### Classes and Courses

- [Academic Calendar](#)
- [Berkeley Academic Guide](#) (course catalog & class schedule)
- [Registrar](#)

### Community

- [Berkeley International Office](#)
- [Cal Veterans Service Center](#)
- [GenEq Resource Center](#)
- [Graduate Assembly](#)
- [Student Parent Center](#)
- [Undocumented Student Program](#)

### Graduate Academics

- [Graduate Division Guide to Graduate Policy](#)

- [Forms & Petitions](#)
- [Student Accommodations](#)

### **Financial**

- [Financial Aid Office](#)
- [Financial Support for Student Parents](#)
- [Graduate Fellowships & Grants](#)

## 6.1 Nondiscrimination

### 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.

Inquiries regarding the University's student-related nondiscrimination policies may be directed to the Director of the Office for the Prevention of Harassment and Discrimination ([OPHD](#)). Email: [ask\\_ophd@berkeley.edu](mailto:ask_ophd@berkeley.edu), or telephone: 510-643-7985. Complaints of discrimination should be directed to OPHD, as above.

### 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](#).

## Sexual Violence/Sexual Harassment Prevention Training

As part of the University of California's commitment to sustaining a community that is safe and affirming, all UC campuses provide sexual violence/sexual harassment prevention education to graduate and professional school students (as well as to undergraduates, staff, and faculty). This sexual violence prevention and response training is mandatory. All Berkeley students attending classes on campus are required to 1) complete an online educational program; AND 2) attend an in-person training. Both forms of training must be completed in order to satisfy this mandatory requirement. Information on how to complete the training requirement is sent to students by the Graduate Division at the beginning of every academic year. For more information and resources on the sexual assault mandatory training requirement please see [Sexual Violence/Sexual Harassment Prevention Training](#).

## Additional Resources

### [PATH to Care Center](#)

Confidential support services and prevention resources

### [Resources and Support for Sexual Harassment and Assault](#)

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](#)

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.

## 6.2 Student Grievance and Appeal Procedures

### Purpose and Scope

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.

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.).

1. 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.
2. Grievances by students concerning grades are addressed according to the Academic Senate policies and procedures for grade appeals under [Berkeley Division Regulation A207](#).

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).

### Resolution Procedures in the School of Social Welfare

#### Informal Resolution Procedures

1. Students are encouraged to first pursue informal resolution of a complaint by meeting with their faculty advisor, the Head Graduate Adviser, or the Associate Dean of Academic Affairs to discuss the complaint and explore possible avenues of resolution.
2. Attempts at informal resolution within the School of Social Welfare must be initiated **within 30 days** from the time at which the student knew or could reasonably be expected to have known of the action being appealed. The informal resolution process should be concluded within 60 days of initiation.

3. If a satisfactory resolution has not been reached through informal resolution, the student may initiate a formal resolution process within the School of Social Welfare.

## Formal Resolution Procedures in the School of Social Welfare

1. A student who wishes to initiate a formal resolution of grievance must submit a written complaint to the Dean of the School of Social Welfare. The Dean must receive the written complaint within 15 days of the time the student is notified of the informal review process outcome, or if no informal review has been timely initiated, no more than 60 days from the time at which the student knew or could reasonably be expected to have known of the action being appealed.
2. The complaint should indicate the action(s) being appealed, the date(s) the action(s) occurred, the grounds upon which the appeal is based, and the relief requested.
3. The written statement should include notice to the Dean of Social Welfare if the student bringing the appeal will be represented by counsel or other representative. The letter should also include a description of the results of any informal resolution process, and any background information that the student deems pertinent to the case.
4. For a complaint to be reviewed under the formal resolution process, it must be based on one or more of the following grounds:
  1. Procedural error or violation of official policy by academic or administrative personnel.
  2. 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.
  3. 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 the 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.

## Formal Grade Appeals

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 Social Welfare MSW Program GSAO or Head Graduate Advisor, the Assistant Dean for Admissions and Student Affairs, 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 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 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 Division 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 Student 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.

## 6.3 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 the 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 Assistant Dean for Admissions and Student Services 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.