



Generalist Course Exemption Policy and Procedure

On rare occasions, students enter the MSW program having already taken courses identical to those offered in the Generalist year of the MSW curriculum. To prevent students from repeating content mastered in other courses, the School of Social Work offers students an opportunity to exempt four Generalist courses: SOWO 500: Human Development in Context - Infancy to Adolescence, SOWO 505: Human Development in Context - Adulthood, SOWO 510: Foundations for Evidence-Based Practice and Program Evaluation, and SOWO 530: Foundations of Social Welfare Policy. To be approved for course exemption, students need to have taken identical or very similar courses within the last five years, and grades earned for those courses must be equivalent to a grade of "B" or better. Students requesting exemption from SOWO 510 also need to take and pass a course exemption exam with a score of 70% or better in order to be considered exempt from the course. If approved for exemption from a Generalist course, students **must substitute another 3 credit hour social work course in place of the Generalist course**. Students interested in seeking an exemption should submit a Generalist Course Exemption Form and attach the supplemental documents listed below:

1. Generalist Course Exemption Form
2. Course Syllabus
3. Course objectives and description
4. Reading list
5. Course assignments
6. At least one example of work done for the course such as a paper or exam
7. Transcript with pertinent courses highlighted or circled
8. Narrative relating proposed course(s) to the specific learning objectives of the course for which the student seeks exemption. Narrative should explain how the proposed course(s) meet each individual learning objective.
9. Generalist Course Exemption Student Checklist

Please note: Students may use more than one course as their basis for an exemption. For example, a student may submit coursework from two previously taken Human Behavior courses as evidence for an exemption from SOWO 500: Human Development in Context - Infancy to Adolescence. In that case, the student should submit documents 1-6 listed above for *each* previously taken course with *one* transcript and *one* narrative.

Materials should be submitted to the office of Academic and Student Affairs, SSW Suite 370, prior to the beginning of the semester in which the exemption will take place. **Exemption materials for SOWO 500 and SOWO 530 are due by August 1, and materials to exempt SOWO 505 and SOWO 510 are due by December 15.** Incomplete requests and forms/documents received after these dates will not be reviewed.



Once the Generalist Course Exemption Form is received, the lead teacher of the course and the Senior Associate Dean for MSW Education will review the course materials to determine if they are comparable to the Generalist course. In addition to a review of their course materials, students requesting exemption from SOWO 510 should also make arrangements to take the course exemption exam. Please note that an interview may be requested by the lead teacher or the Senior Associate Dean for MSW Education as a course exemption request is considered.

The request for exemption will be approved if the lead teacher and the Senior Associate Dean consider the course to be comparable, and if students who are requesting exemption from SOWO 510 pass the course exemption exam. If the course work is determined to be substantially different from the Generalist course objectives or to be missing any of the Generalist course objectives, and for students requesting exemption from SOWO 510 if they do not pass the course exemption exam, the request for exemption will be denied and the student must enroll in the Generalist course. Decisions will be made within two weeks after receiving the materials, and students will be notified of the decision via email. The decision of the lead teacher and Senior Associate Dean is final. Students who receive an exemption should register for another social work course at that time.

If students have any questions about the Generalist course exemption process, they should contact Beth Sauer at (919) 962-6443 or bhsauer@email.unc.edu.

Generalist Course Exemption Form

This form should be used to request an exemption from MSW Generalist courses. **Please list course information on this form and submit all of the required documents listed below with it.** Please use one form for each exemption requested. Students may submit their exemption request documents either by mail or electronically (by scanning all documents and sending them as email attachments). All forms and documents must be submitted together. Students should send their exemption request documents to Beth Sauer, Registrar, at the address listed below. **Students requesting exemption from SOWO 510 should also contact Beth Sauer to schedule a time to take the course exemption exam.**

Beth Sauer, Registrar
Academic and Student Affairs, UNC-CH School of Social Work
325 Pittsboro Street CB# 3550
Chapel Hill, NC 27599-3550
919-962-6443 or bhsauer@email.unc.edu

Exemption requested for SOWO course number: _____

Student Name: _____ Email address: _____
Telephone number(s): _____

Course Number	Course Title	Graduate/ Undergrad	College/ University	Year Taken	Grade Received

Please initial by each number indicating that the document has been enclosed.

- _____ 1. Generalist Course Exemption Form
- _____ 2. Course syllabus(es)
- _____ 3. Course objectives and description
- _____ 4. Reading list
- _____ 5. Course assignments
- _____ 6. At least one example of work done for the course such as a paper or exam

- _____ 7. Transcript with pertinent courses and grades highlighted or circled
- _____ 8. Narrative relating proposed course(s) to the specific learning objectives of the course for which the student seeks exemption. Narrative should explain how the proposed course(s) meet each individual learning objective.

Student Signature and Date

Lead Teacher Signature and Date

Senior Associate Dean Signature and Date

Additional Faculty Comments:



GENERALIST COURSE OBJECTIVES

SOWO 500: Human Development in Context - Infancy to Adolescence

1. Analyze and evaluate major theoretical frameworks (e.g., bioecological, psychosocial, risk and resilience, person-in-environment, systems) that explain individual development during childhood and adolescence in the context of family, community, culture and the larger environment
2. Describe the typical development of individuals from conception to adolescence, as well as divergent developmental trajectories that may occur in response to a range of biopsychosocial problems and social injustices
3. Describe typical family development, including structure, functioning and processes, that occur from conception to adolescence, as well as divergent family development that may occur from conception to adolescence in response to biopsychosocial problems and social injustices
4. Explain the impact of gender, sexual orientation, culture/heritage, spirituality, race-ethnicity, and socioeconomic status on child and adolescent development, including both typical and divergent trajectories
5. Explain the impact of family, community, sociocultural, and socioeconomic context on child and adolescent development, including both typical and divergent trajectories
6. Recognize and describe major health and mental health disorders and the comorbidity among these disorders that occurs during childhood and adolescence
7. Articulate key ethical issues for social workers related to child and adolescent health and mental health (e.g., access to treatment based on diagnosis, health disparities)

SOWO 505: Human Development in Context – Adulthood to Older Adulthood

1. Analyze and evaluate major theoretical frameworks (e.g., bioecological, psychosocial, life span, life course, risk and resilience, person-in-environment, systems) for examining adult development in context;
2. Describe the development of individuals from early adulthood to old age, as well as divergent developmental trajectories that may occur in response to a range of socio-cultural-historical influences, personal decisions, biopsychosocial problems and social injustices (e.g., illness, disability, deprivation, discrimination);
3. Explain the impact of gender, sexual orientation, culture/heritage, spirituality, race-ethnicity, and socioeconomic status on typical and divergent trajectories of adult development;
4. Articulate how the family serves as the primary social context for adult development, including the implications of variations in family structure, development, and process in both the family of origin and the family of choice.
5. Recognize and describe major health and mental health disorders and the comorbidity among these disorders that occurs during adulthood;
6. Articulate key ethical issues for social workers related to adult health and mental health (e.g., access to treatment based on diagnosis, health disparities, end of life decisions)



SOWO 510: Foundations for Evidence-Based Practice and Program Evaluation

1. Knowledge of evaluation models and methodologies available to implement evidence-based social work practices;
2. Skills in accessing and assessing public databases and research literature as a foundation for evidence-based practice;
3. Skill in applying the findings of social intervention research to social work practice and policy;
4. Skills to develop and implement intervention evaluations that promote evidence-based social work practice and policy, including skills related to qualitative and quantitative evaluation design, measurement, data analysis, and knowledge dissemination;
5. Ability to apply knowledge of social work ethics and values to the design of practice intervention evaluations;
6. Skill in designing social interventions that are sensitive to and address ethnic, economic, gender, racial, religious, sexual orientation, and other issues of difference, culture, and descent; and
7. Knowledge of the practical, political, and economic issues related to the evaluation of social interventions.

SOWO 530: Foundations of Social Welfare Policy

1. Demonstrate familiarity with existing public welfare structures in the U.S. and the ideals which shaped existing public welfare structures;
2. Identify and describe the social concerns which those structures have or have not been able to address successfully. Special attention will be given to their impact on various family types.
3. Demonstrate an understanding of the role of social work and effects of social policy on historic and contemporary patterns of social welfare service provision;
4. Identify and describe the analytic issues involved in the development of contemporary social welfare policy;
5. Demonstrate an understanding of the values and ethics of social work that guide professional behavior in the conduct of public policy activities;
6. Demonstrate a working knowledge of social policies that address contemporary public welfare issues and the way these policies impact families' health and well-being;
7. Identify conditions that promote or deter equal access to resources for minorities and women and be able to discuss concerns related to race, disability, gender and sexual orientation.