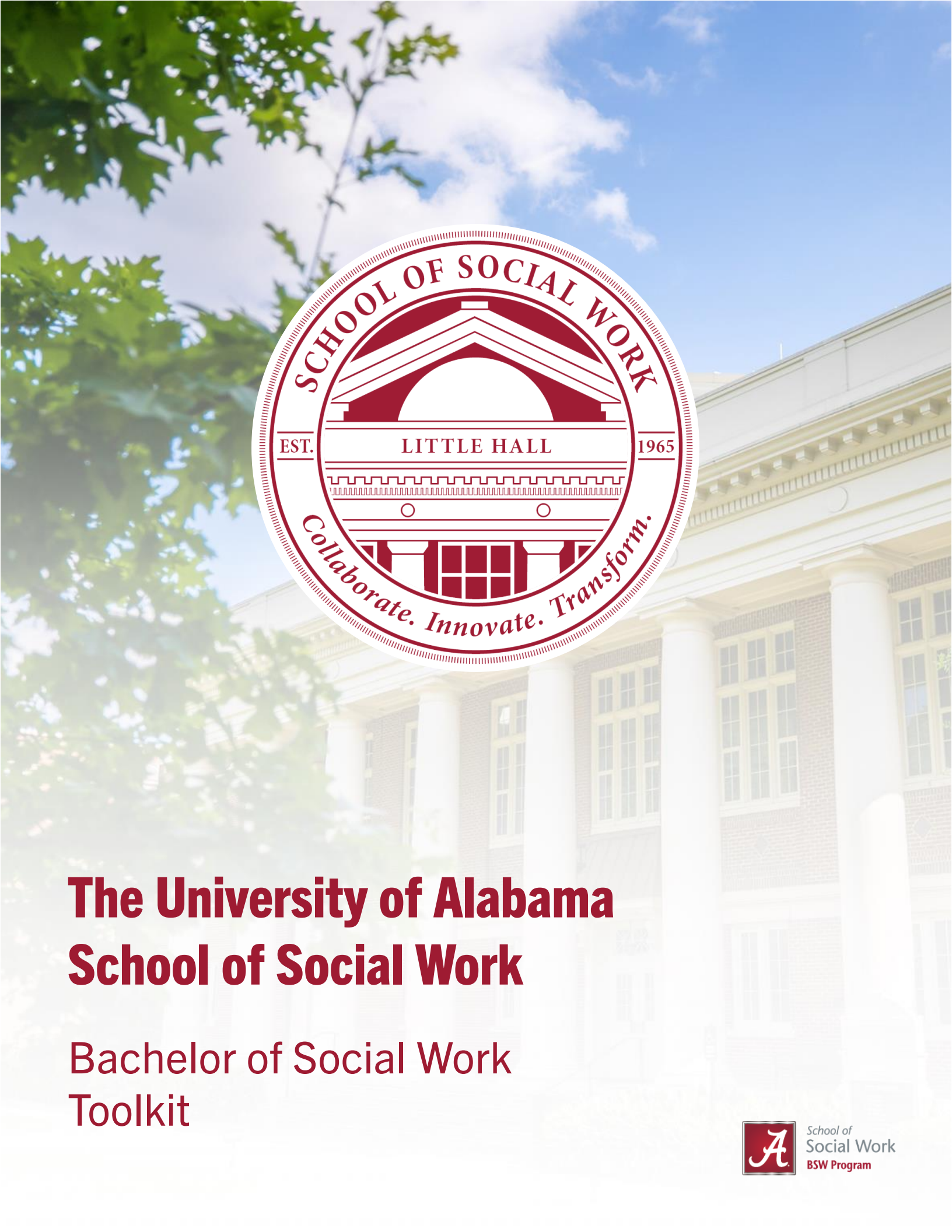


The University of Alabama School of Social Work

Bachelor of Social Work Toolkit

School of Social Work
BSW Program

Revised March 2026

This toolkit was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this University of Alabama BSW Student Toolkit, those who use the toolkit should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all policies and information pertaining to students. More current or complete information may be obtained from your advisor, the Program Director, the Associate Dean, or other appropriate individuals in the School of Social Work or The University of Alabama.

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School of Social Work Mission Statement
The University of Alabama's School of Social Work prepares scholar-practitioners and researchers committed to ending adverse social conditions and promoting societal well-being through teaching, research, and service.

BSW Program Mission Statement

The Bachelor of Social Work (BSW) program prepares students at the baccalaureate level to become generalist social work professionals who are committed to the core values and professional ethics of the social work profession. Through rigorous education and community engagement, students develop proficiency in the knowledge, skills, and processes essential to professional practice that are anchored in the nine core social work competencies.

Aligned with the profession's purpose to promote human and community well-being, the program is guided by the person-in-environment framework, a social justice education framework, a global perspective, respect for human diversity, and knowledge grounded in scientific inquiry. This purpose is actualized through the program's pursuit of social, racial, economic, and environmental justice, the creation of conditions that support human rights, the elimination of poverty, and the improvement of quality of life for all people, locally and globally.

The program's curriculum is embedded in the social work's core values of service, social justice, dignity and worth of the person, the importance of human relationships, integrity and competence. These values shape both the explicit and implicit learning environment and affirm the program's commitment to respect, collaboration, and accountability. Students learn how to advocate for vulnerable and marginalized populations and to promote well-being of individuals, families, groups, and communities.

BSW Program Goals

Graduates of the BSW program will be able to:

- Demonstrate skills in generalist social work practice informed by the best available evidence.
- Engage in culturally sensitive and culturally effective social work practice with diverse groups.
- Apply social work values and ethics.
- Advocate for vulnerable, minoritized, and marginalized populations.
- Create sustainable local and global change that improves societal wellbeing.

Information Self-Reliance

The School of Social Work is dedicated to preparing social work students to retrieve, identify, and assess information relevant to professional social work practice during their course of study at the school. Our goal is that students be competent to identify, locate, and effectively use information in print and electronic formats. These skills are essential to the competent practice of professional social work. The faculty believes that these competencies not only contribute to the quality of professional practice and scholarship but can also enhance an individual's lifelong information needs and quality of life (School Policy, adopted by the faculty on April 24, 1996).

School of Social Work Staff & Administrator Directory

Area	Title	Name	Phone	Office	Email
Dean's Office	Representative of core areas of the School's operations and academic programs; Direct reports to and meets weekly and biweekly with Dean to discuss policies, programs, and practices				
	Dean	Schnavia Hatcher	8-3924	1034 Little Hall	schnavia.hatcher@ua.edu
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	Director of Strategic Initiatives	Ruth Pionke	8-3935	1022 Little Hall	ruth.pionke@ua.edu
	Director of Financial Affairs	Angela Young-Hobbs	8-3436	1008 Little Hall	alyoung4@ua.edu
	Associate Dean for Academic Affairs and Professional Advancement	Dione King	8-2958	1002A Little Hall	dmking7@ua.edu
	Associate Dean for Student Affairs and Enrollment Management	TBD	TBD	1002B Little Hall	TBD
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	Director of Experiential Programs and Community Partnerships	Courtney Thomas	8-3934	2016 Little Hall	courtney.thomas@ua.edu
Administrative Operations	Dean's Office Administration; School Operations and Processes Coordination; Space Management; Faculty Success System Management; Special Projects				
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Purpose of the Toolkit

This toolkit has been designed to supplement The University of Alabama 2025-2026 Undergraduate Catalog with details about the BSW Program in the School of Social Work. It provides an overview of the policies governing the BSW Program and of the procedures for successful progress toward the completion of a bachelor's degree in social work at The University of Alabama. The faculty and staff of the UA School of Social Work provide education, leadership, mentoring, and guidance to assist students in obtaining the maximum possible benefit from their education. For additional advice and/or clarification of policies and procedures, students should consult their assigned academic advisor, student services office personnel, or the BSW Program Director. Please keep in mind that the responsibility for completion of requirements for an undergraduate degree in social work from The University of Alabama rests with the student.

The School of Social Work in the University Context

The University of Alabama, the state's oldest public university, is the senior comprehensive doctoral-level institution in Alabama. Established by constitutional provision with subsequent statutory mandates and authorizations, the University's purpose is to advance the intellectual and social condition of all the people of the state through quality programs of research, instruction, and service.

The University offers a wide array of continuing educational opportunities to adult and non-traditional students. UA recognizes the importance of educating students to live and work in a global community of increasingly interdependent countries. Additionally, UA's research and instructional programs form a base for extensive service activities. This extends the University's influence and continuing linkages with business, industry, and government beyond the bounds of the state as it assists developmental efforts at regional, national, and international levels.

The Baccalaureate Program in Social Work

The primary goal of the BSW Program is to prepare students for generalist social work practice. Graduates are prepared to assist people of all ages, from all walks of life, with all kinds of problems in a variety of settings. As generalist practitioners, graduates are prepared with skills to assist individuals, families, groups, organizations, and communities in achieving goals and solving problems. The BSW is the first practice degree. Graduates of the program are expected to work in beginning-level positions under the supervision of an experienced MSW practitioner. The BSW Program also prepares students for graduate study in social work and related areas of practice.

Students can declare a major in social work when they are freshmen, sophomores, or juniors. To take 400- level practice courses, the student must be accepted into the Professional Program. The Bachelor of Social Work degree is awarded to students who complete a minimum of 120 semester hours of course work as outlined in the BSW course requirements; achieve a "C-" or better in all courses required by the School of Social Work, including two social work electives; and have a grade point average of at least 2.25 overall GPA and 2.50 GPA in social work courses. Practicum education is required during the senior year.

The UA School of Social Work offers a complete 18-credit-hour honors program. Students enrolled in this program will gain extensive knowledge and skills to assist individuals, families, groups, organizations, and communities in achieving goals and solving problems. In congruence with the social work profession, the social work curriculum emphasizes the value of diversity and the importance of the promotion of social and economic justice.

The School of Social Work also offers a minor in Social Welfare. Requirements for an undergraduate minor in Social Welfare include SW 100, SW 200, SW 351, and nine additional hours of social work courses. At least one of the additional courses must be at the 300 level or above.

Students must also maintain a 2.0 overall GPA and a 2.0 resident GPA on all SW courses to earn the social welfare minor.

Graduate Programs in Social Work

The MSW program is designed to educate students for advanced practice and leadership roles. Typically, students complete a one-year sequence of professional foundation courses followed by a year in which they take courses in a specific content area. Students with a BSW from a CSWE- accredited program, however, are eligible to apply to the advanced-standing program, in which the foundation classes are completed in one full-time semester. Our MSW program is available on- campus in Tuscaloosa, as well as in a primarily online format with virtual skills labs on Saturdays. Graduate study at the doctoral level is designed for students who wish to focus on independent scholarship, originality, and competence in research and practice.

Doctoral students prepare for scholarly roles by advancing their knowledge and increasing their skills in theory building, research methods, and critical evaluation of social work policies and practice. See the UA Graduate School Catalog, the toolkit for the programs of interest, or the School of Social Work website (www.socialwork.ua.edu) for further information.

History of the University of Alabama School of Social Work

The University of Alabama, located in Tuscaloosa, Alabama, is a public coeducational institution that began admitting students in 1831. The School of Social Work was established in 1965 by the Alabama Legislature to address Alabama's critical shortage of and pressing need for professionally educated social workers. The school's first dean was appointed the following year. The School of Social Work currently offers the degrees of Bachelor of Social Work (BSW), Master of Social Work (MSW), Doctor of Social Work (DSW), and Doctor of Philosophy (PhD) and is the only school in the state of Alabama to offer all four degrees.

The bachelor's and master's programs of The University of Alabama School of Social Work are accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE). Accreditation standards established by CSWE guide the way curriculum and other aspects of BSW and MSW programs are evaluated. These standards are described in the CSWE Educational Policy and Accreditation Standards (see Appendix A). Students are encouraged to be familiar with the accreditation process and the standards that guide social work educational programs.

BSW Program

The undergraduate program in social work admitted its first students in 1970. In 1975, the Council on Social Work Education began accrediting BSW programs, and The University of Alabama's was accredited that year. The program's accreditation was reaffirmed in 1995 and 2011 for eight years each time, the maximum period for accreditation. Since 1971, the program has conferred over 1600 BSW degrees.

MSW Program

The Council on Social Work Education first accredited the MSW program in 1969, and master's degrees were first awarded at UA that same year. The program's accreditation was reaffirmed in 1995 and 2011 for the maximum period of eight years each time. Since 1979, the program has conferred nearly 3,300 MSW degrees. For additional information about the MSW program, please see the website: http://socialwork.ua.edu/academics/msw-program/.

DSW Program

The current DSW program was approved in November 2018, with the first cohort of DSW students beginning in Fall 2019. Given increased demand for advanced clinical and administrative social work education and training, the DSW was created as the state of Alabama's first practice-based doctorate degree in social work. For additional information about the DSW program, please see the website: https://socialwork.ua.edu/dsw/.

PhD Program

The PhD program began as a Doctor of Social Work (DSW) program in 1975 to prepare teachers and researchers for the social work profession. Over the years, recognizing the need for increased emphasis on research within the profession, the faculty substantially revised the program. It became a Doctor of Philosophy (PhD) program in 1992. It has conferred over 100 doctoral degrees since 1975. For additional information about the PhD program, please see the website: http://socialwork.ua.edu/academics/phd-program/

Goals of the BSW Program and the Council on Social Work (CSWE) Core Competencies

Graduates of the BSW program will be able to:

- Demonstrate skills in generalist social work practice informed by the best available evidence.
- Engage in culturally sensitive and culturally effective social work practice with diverse groups.
- Apply social work values and ethics.
- Advocate for vulnerable, minoritized, and marginalized populations.
- Create sustainable local and global change that improves societal wellbeing.

2022 CSWE Core Competencies

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

2022 CSWE Core Competencies

The following are the core competencies that guide the BSW curriculum, instruction, and assessment. Details of the CSWE competencies can be found in Appendix A.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

c. use technology ethically and appropriately to facilitate practice outcomes; and

d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect changes in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

School of Social Work Requirements

Students accepted into The University of Alabama as freshmen may enter the School of Social Work as majors. The school accepts transfer credits according to University policy (see the Undergraduate Catalog) but also requires students to meet the course requirements for the BSW degree.

Residency

Questions regarding resident and nonresident status should be directed to the Office of the University Registrar. The office is in room 206 of the Student Services Center, Box 870134, Tuscaloosa, AL 35487-0134; (205) 348-2020.

The BSW Program Curriculum

Social Work majors spend much of their first two years completing general requirements and introductory social work courses. To be eligible for the professional courses in the program, the student must be accepted into the Professional Program. The Professional Program includes courses in social welfare policy; human behavior in the social environment; practice with individuals, families, groups, organizations, and communities; social work research; and practicum education and seminars.

Students must also complete two social work electives. These can be completed before beginning the Professional Program or while in the Professional Program.

Curriculum

Five basic components of the BSW Program prepare the student for practice as a generalist social worker:

1. Required liberal arts courses
2. Elective courses
3. Required social work courses
4. Elective social work courses
5. Supervised social work practicum education

BSW Degree Requirements

The Bachelor of Social Work Degree is awarded to students who satisfactorily meet several requirements. Some are University requirements, and some are specific to the School of Social Work. Students must:

1. Complete a minimum of 120 semester hours of coursework as outlined in the BSW course requirements.
2. A minimum of 50 percent (60 hours) of the coursework required to earn a BSW degree at The University of Alabama must be earned at a bachelor's degree granting institution (four-year college or university), and a minimum of 25 percent (30 hours) of the coursework required for the BSW degree must be earned at The University of Alabama. (http://catalog.ua.edu/undergraduate/about/academic-regulations/curriculum/graduation/)
3. Achieve a "C-" or better in all courses required by the School of Social Work, including two social work electives.
4. Have grade point averages of at least 2.25 overall and 2.5 in social work courses (students who have transferred must have a "C-" average at this institution) to graduate from the program.
5. Be admitted into the Professional Program.
6. Successfully complete their practicum education experience.
7. Notify the School of their intention to graduate a) in the semester preceding the expected term of graduation or, b) no later than the beginning of the last semester of enrollment prior to graduation. Deadlines can be found in the Academic Calendar
8. Pass all courses taken and prescribed for the degree during the last semester.

Optional Writing Assessment

Students under any catalog before the 2023-2024 Undergraduate Catalog are eligible to take an optional writing assessment to test out of SW 310. Students must earn a minimum grade of B- on the optional writing assessment in SW 101 (Orientation to Social Work) to test out of SW 310, Professional Writing Seminar. Students who have not earned a "B-" or better on the writing assessment will be required to enroll in SW 310, Professional Writing Seminar, prior to applying for the Professional Program.

Students enrolled under the 2023-2024 Undergraduate Catalog or later are not eligible to take the Optional Writing Assessment and must take SW 310. There are no options for testing out of SW 310 for these students.

Admission to the Professional Program

After the completion of 54 hours toward the social work degree with the required overall and social work GPAs, students who have been admitted to the Professional Program begin taking the 400-level professional social work courses. The priority deadline for application to enter the Professional Program in social work (i.e., junior, and senior level social work courses) is February 15th of each year for admission in the following fall semester and September 15 of each year for spring semester admission. The application link will be emailed to eligible students prior to the priority deadline in the semester before beginning the Professional Program.

Once submitted, applications will be reviewed and scored by School of Social Work faculty members. Students who are admitted must maintain an overall GPA of at least 2.25 and a social work GPA of 2.5 through the semester they apply, or the offer of admission will be withdrawn.

Students must also maintain a 2.25 overall GPA and a 2.5 social work GPA throughout matriculation in the Professional Program. Decisions about admission to the Professional Program for students who submitted their applications after the priority application deadline are made as soon as possible but may not be made before some University classes are full. Therefore, it behooves students to submit their applications before the application deadline.

Prerequisites for Admission to the Professional Program

To apply for admission to the Professional Program, students are expected to have completed at least 45 hours toward the degree with an overall grade point average of at least 2.25 and an earned Social Work grade point average of 2.5. To be admitted unconditionally, students must have completed at least 54 hours toward their degree and have completed 10 semester hours of the following courses (or their equivalents in other institutions): SOC 101, PY 101, BSC 108 or 109, and be enrolled in the other prerequisite courses at the time of application. Honors equivalents of courses are acceptable. Students must have qualified for UA Core Curriculum/General Studies-level math courses by placement score or by having earned a "C-" or higher in MATH 100. Students who have passed MATH 005 can enroll into MATH 110.

Students must have also completed the "pre-professional" social work courses SW 101, SW 100 or 105, SW 200 or 205, SW 310, and SW 351 or SW 355 or their equivalents at other institutions with a C- of higher to be unconditionally admitted. Students must have earned a social work grade point average of at least 2.5.

Professional Program Application Process

Students eligible to apply for the Professional Program should complete the checklist and application that will be emailed to them. Those who have not met each prerequisite should discuss their eligibility with their advisor. Some students may be eligible for conditional admission. Students should complete the checklist and application via Qualtrics, including all the questions. The responses constitute an important part of the application process and will be reviewed and scored by School of Social Work faculty members. These faculty members can recommend that a student be admitted or denied admission into the Professional Program. They can also recommend that the Program Director meet with an applicant to gather additional information. Thus, it is important that students put forth their best effort when writing these essays. The priority deadline is February 15th for fall admission and September 15th for spring admission.

Removal of Conditional Admission Standing

A student admitted to the Professional Program with conditional standing must remove the conditional standing according to the requirements stated in the admission letter to gain full admission to the Professional Program. It is the student's responsibility to meet the conditions set forth and to notify his/her advisor when those conditions have been met. The advisor will then notify the Program Director, who will notify the Registrar. Students who do not have their conditional standing formally removed will not be allowed to continue to enroll in Professional Program classes.

Practicum Education (SW 490 or SW 491 and SW 492)

As a part of the professional social work curriculum, social work majors are required to complete SW 490, a nine-credit hour practicum course and SW 443, a practicum education seminar during the fall or spring semester of the senior year. SW 420 or SW 425, a research class, must be taken prior to or concurrently with SW 490 and SW 443 or SW 445. Course prerequisites for SW 490 include SW 100 or 105, 101, 200 or 205, 310, 351 or 355, 401 or 405, 410, 411, 440, 441, 442, and 444. All 400-level courses must have been completed with a grade of "C-" or better before a student can enroll in SW 490 or SW 491 and SW 492 and SW 443. In addition, students must have passed the required statistics class. Admission to practicum education requires an overall GPA of 2.25 and a GPA of 2.5 in social work courses. Students on probation and those with a grade of "I" in any social work course will not be admitted to practicum nor will conditionally admitted students who have not met their conditions.

Many agencies provide practicum experiences for our students. Placements are recommended by the practicum coordinator based on the students' areas of interest and learning needs. Students will be placed within a 60-mile radius of their local address. Students must then interview with the recommended agency. The practicum requires 450 clock hours during the semester with the student in the agency four days each week. Practicum hours are completed during normal agency business hours (8:00 a.m.-5:00 p.m.) for a minimum of 16 hours per week when their practicum instructor is on duty and available to the student. Students are responsible for their own transportation to their agency. The Practicum Toolkit, found on the School of Social Work website, provides detailed information about the practicum experience.

BSW students who wish to complete their practicum experience at a part-time rate may opt to enroll in SW 491 (6 credit hours) and SW 492 (3 credit hours). This model allows students to complete their required 450 practicum hours at a slower pace over the course of two semesters. If you are interested in the part-time practicum model, please consult your academic advisor so that your degree plan can be adjusted to reflect this change.

Practicum Education Instructors and Liaisons

Students are supervised by a practicum instructor—an individual with a master's degree in social work, usually someone employed at the agency. The School of Social Work assigns a practicum education liaison for each student. The practicum education liaison meets with the student and the practicum education instructor at least twice during the practicum and is available to both the instructor and the student for discussions of the practicum education experience and assistance with resolving any problems that may arise.

Policies and Procedures for Assigning Students to Practicum Education Sites

The practicum (SW 490 or SW 491/SW 492) is an educational experience. Consequently, the placement of students is based upon the educational needs of the student. The school will consider personal factors related to the location of placements, but the primary concern is the placement of the student in a setting judged to have the best potential for promoting the student's professional development. Online, distance learning students are also eligible for placement in Washington, DC or internationally. Please see the Practicum Education Toolkit for additional information about practicum education sites on the School of Social Work website at sw.ua.edu.

Misdemeanors and Felonies

Social Work students who have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. All BSW students preparing to enter practicum are expected to submit ABI/FBI background checks prior to beginning their practicum education. BSW students should get their forms from the Experiential Programs Office during the spring semester. Additional information about the background check is available in the Practicum Education Toolkit.
2. Many agencies will not accept students for placement if the student has not been cleared prior to the beginning of practicum. The Experiential Programs Office will not place students without background clearance.
3. Some state licensure laws for social workers (including Alabama's) inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination.

The school strongly recommends that any student or prospective student in this situation make an appointment with his or her advisor or the Associate Dean to discuss how best to address this issue.

Practicum

The practicum is the signature pedagogy of social work education. Expectations for practicum are rather demanding in terms of placement duties and hours of commitment. This is the culminating experience for BSW students. This generally occurs in their final semester of school. Students complete a 9-credit practicum class in which they complete all 450 hours. The variable option is also available, where students complete the 450 hours over two corresponding semesters. Students employed in full-time work should anticipate meeting this challenge. Employment-based practicums are available if the student's specific agency of employment meets the standards set by the Council on Social Work Education and the School of Social Work for practicum education sites. Employment placements have enabled many students to complete their education while remaining employed. Students and their work supervisors must complete a thorough application if requesting this.

Placement. Practicum Education Placement Service Area

The primary service area of The University of Alabama School of Social Work is the state of Alabama. The School commits itself to providing education for students located throughout the state, as well as nationally and internationally, and to developing and utilizing qualified practicum agencies as practicum educational sites. Both main campus and distance learning students can explore the Washington DC Practicum program and global placements. However, to be eligible for national placements (outside of the Washington DC program), the student must be a distance learner living in the state where they are seeking placement. It is expected that main campus students will be placed in the Tuscaloosa/Birmingham area. The Practicum Education Program initiates all placements. Students within the state of Alabama should not contact agencies to inquire about placement opportunities. Students who reside out of state will be responsible for helping secure potential practicum placement locations. The Practicum Program will contact out-of-state students at the appropriate time to begin the process and will provide more information about the Placement Exploration Tool (PET) form at that time. The Practicum Education Program cannot guarantee a practicum placement in the town in which you are living. We will make every effort to place you close to home; however, the Practicum Education Program's priority is making an educationally sound placement. Students need to be prepared to drive at least 60 miles away from their primary geographic location to accommodate placement It is important to note that changing geographic preferences once the practicum application has been submitted is only considered as an exception. Exceptions will be considered by the Director on a case-by-case basis.

Please do acknowledge that changing your location preference may delay your entry to your practicum placement and may impact your graduation timeline.

Background Checks

ALL students MUST have a background check on file in the Practicum Education Program before entering the Practicum Education. The background information and instructions are provided to the BSW students during their enrollment in SW 444 Leadership and Professional Development. ALL background checks, regardless of whether students are in-state or out of state, should be completed via Castle Branch, a DISA Healthcare company.

Student responsibilities. Practicum courses are restricted to students who have met the appropriate prerequisites for the practicum they are applying for and to those who have completed the application process. To plan for the practicum, the student is responsible for completing the following:

- Practicum application, to be accompanied by a current résumé
- Background Check
- Practicum Education Orientation
- Appropriate Practicum Forms

The student is responsible for follow-through on utilization of practicum information sources provided by the School; for example, discussions with Practicum Coordinators, and information available through the Practicum Education Program. The student is responsible for conveying sufficient information to the Practicum Education Program about personal needs, goals, interests, constraints, and/or special circumstances regarding the placement site. Once a student receives an email assigning them to a specific agency, the student is responsible for contacting the agency within 72 hours for a confirmation interview. This will allow the student to participate in a confirmation interview with the practicum instructor to ensure quality of fit between the student and the agency. In the event that the confirmation interview raises serious questions in the student's mind about the viability of the placement, they are responsible for immediately raising those issues with their designated Practicum Coordinator. Throughout the practicum, the student is held accountable to all School and agency policies. Most importantly, the student is responsible for her/his own learning.

Documentation. Interns are responsible for retaining cumulative documentation of all internship activities. The program requires completion of a supervised internship in the student's designated program area of 500 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional social worker.

Each student's practicum includes all of the following:

- **Required Standards for Interns:**
    - After successful completion of each practicum, students complete 450 hours of supervised internship in roles and settings deemed appropriate by the Practicum Education Team. Students are to co-decide on which competency-supported activities indicated on the Learning Contract they will complete over the course of the practicum with their task supervisors, practicum instructors, and faculty liaisons. Students must document all hours and all learning in the Intern Placement Tool (IPT). Hours and learning associated with the 9 CSWE competencies must be documented daily. Throughout the duration of the internship, each student receives individual and/or group supervision on a regular schedule that averages one hour a week by the Practicum Supervisor.

- **Internship Evaluation**: Students enrolled in all practicum education courses will be given both a midterm grade and a final grade. Students are graded according to mastery of the 9 CSWE Social Work Competencies on the Learning Contract in the online tool Intern Placement Tool (IPT). Grades will be recommended by the Practicum Instructor and will be issued by the Faculty Liaison. For the midterm evaluation, Practicum Instructors, students, and Faculty Liaisons will make contact to evaluate the students' practicum performance. If the student is performing in a satisfactory way, the Practicum Instructor will complete the midterm grade on the learning contract and will provide feedback to the Faculty Liaison. If the student is performing in a marginal or unsatisfactory way at midterms, a practicum staffing and corrective action plan should be initiated. All learning competencies will be graded on a point scale, but the learning contract is graded on a Pass/Fail scale. Whenever there is a rating of 1 or 2 at midterm, the student, the student, Practicum Instructor and Faculty Liaison should modify the learning contract to promote student improvement; whenever there is a "NO" (No Opportunity) at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the practicum education placement. There must be no "NOs" at the final. A student who receives a 1 or 2 at the final for any competency-supported activity does not pass this practicum education class.
- **Practicum Staffing Process:** At the earliest indication of difficulties in practicum, a discussion should occur, and if not resolved, the practicum staffing should be called. The Faculty Liaison, Practicum Instructor, Director of OEPCP, and Practicum Coordinator each have the authority to temporarily suspend the practicum until a Practicum staffing is convened and an outcome determined. The Director of OEPCP Program or Practicum Coordinator will officially notify the student of the suspension as soon as possible and provide the date of the practicum staffing.
- **Reasons for Review:** Some difficulties in the practicum may necessitate practicum staffing. The practicum staffing is designed to resolve problems and reach appropriate outcomes in the best interest of all involved parties. Below are some reasons that may prompt consideration of practicum staffing. The student is not adequately prepared for the practicum. A practicum staffing may be called for if there is reason to believe that the student is not adequately prepared for the practicum experience. Student fails to meet the expected standards for ethical professional practice. Students are expected to demonstrate professional and ethical conduct and to adhere to the practicum agency's policies and procedures, as long as said policies and procedures are not in conflict with the NASW Code of Ethics. Student health condition or impairment. In the event the student experiences a health condition or other impairment that affects his or her ability to participate in the practicum placement. The agency is unable to provide an appropriate educational opportunity. An OEPCP team member may question whether the agency is able to provide the expected learning experiences and/or appropriate supervision, or to meet any of the expectations identified in the Affiliation Agreement Agency requests termination of placement. The agency maintains the right to terminate the practicum placement pursuant to the terms of the affiliation agreement.
- **Possible Outcomes:** A typical practicum staffing will include one or more meetings between the practicum coordinator, practicum instructor, faculty liaison, and student. The practicum staffing is designed to solve problems and determine appropriate outcomes.
    - **No change:** In some cases, a practicum staffing results in no change to the practicum placement, and the student will be expected to return to his or her position as of the date of reinstatement.

- **Voluntary Student Suspension of Placement**: A student may decide that it is in his or her best interest to suspend the placement. This outcome will require a timeline from the student, including the date of reinstatement, that must be approved by the Practicum Education Program.
- **Corrective Action Plan**: A Corrective Action Plan (CAP) is created by the Director of OEPCP and/or Practicum Coordinator when a practicum staffing concludes that the student is not satisfactorily meeting competencies in practicum. The CAP will be used to (a) highlight the specific competencies not being performed; (b) identify specific tasks that will need to be completed in order to adequately improve the competency(s); (c) provide a target date for reevaluation; (d) outline the responsibilities of the student, practicum instructor, and faculty liaison; and (e) provide other information that may be deemed necessary to a student in successfully completing the practicum placement. A student's inability to satisfactorily complete the CAP requirements, as determined in the discretion of the assigned professional social work supervisor, and/or Practicum Coordinator, Director of OEPCP, will result in an "F" for practicum.
- **Termination of current practicum placement and change of practicum placement:** In some cases, a practicum staffing may reveal that the student's continued participation in the internship would not be in the best interest of the parties, or a practicum agency may decide to terminate a student's participation in the internship. If an initial internship is terminated prior to completion, the Practicum Coordinator will, in most cases, work to assign the student to a second practicum placement. Assignment to a second internship is contingent on disclosure of the reasons for the termination of the initial placement and the sharing of the last Practicum evaluation form to the new potential practicum instructor/agency. Assignment to a second placement is contingent on the availability of placements. Students should be aware that there could be a potential delay in finding a suitable placement. If a student's initial internship is terminated based on unsatisfactory performance related to educational competencies, professional behavior, misconduct, or other behavior that does not coincide with the standards, values, and expectations of the practicum agency, the Practicum Coordinator will not work to assign the student to a second placement setting until the student has successfully completed a corrective action plan. This plan will be created by the Practicum Coordinator in consultation with the Director of OEPCP. This WILL delay the reentry into the practicum experience and will impact the graduation timeline. If the student is assigned to a new internship following a practicum staffing, the student will normally be required to complete the full number of hours required for the course during his or her time in the new internship. In exceptional circumstances, the Practicum Coordinator may negotiate with the student to determine "hours credited" from the first internship. In either case, the student will not need to reregister for the course.

  If the student is terminated from a second internship, the student will receive an "F" for practicum, and the practicum office will refer the student for an Academic and Professional Assessment Review (APAR). If the student disagrees with the practicum staffing outcomes reached pursuant to the outcomes above, the student may make use of the student-Initiated Review Process or the University-wide Academic Grievance Policy.

Site Supervisors Requirements for Practicum

All students will be supervised for one hour weekly by a Practicum Instructor. Practicum Instructors are individuals who hold an MSW degree with two years of post-experience. It is ideal for the practicum instructor to work within the agency where the student is placed. However, some areas in Alabama and surrounding states have an undersupply of qualified social workers. In such cases, an experienced staff member will be asked to serve as a Task Supervisor to monitor the student's performance of agency policies and daily responsibilities. In this circumstance, a Practicum Instructor from outside the agency will work with the student and Task Supervisor to oversee the practicum experience. They will also provide the one hour weekly supervision.

Student Insurance

The University of Alabama provides professional liability insurance for students. However, if a student would like to purchase professional liability insurance above and beyond the University's coverage, NASW provides a reasonably priced policy for student members; application forms for NASW membership and Professional Liability Insurance through NASW

Primarily Online Distance Learning BSW Program

The BSW Program offers students the option to complete their degree via Distance Learning through University of Alabama Online. Students are required to have access to a computer with a high-speed internet connection.

Prior to the start of the program, all students are required to attend a one-day on-campus orientation. In addition, distance learning students are required to complete the UA "Bama Ready" orientation before registering for classes for the first time. Students who do not complete this orientation will not be cleared for registration. Students are also required to meet with an advisor in the School of Social Work for an initial advising session before registering for classes.

The distance learning program consists of 120 hours of coursework and includes the same general education requirements, major courses, electives, and practicum education as required for main campus students. Most coursework can be completed online, although some Professional Program courses (SW 440, SW 441, and SW 442) require that students attend virtual skills labs, which meet on select Saturdays.

SW 490 is also completed in person. Practicum education is completed in the spring or fall semester of the senior year. Students are required to successfully complete 450 hours under the supervision of an experienced social worker in a social service agency. Practicum hours are completed during normal agency business hours (typically 8:00 a.m.-5:00 p.m.) for a minimum of 32 hours per week when their practicum instructor is on duty and available to the student.

Prior to entering practicum, students must earn a grade of C- or higher in SW 444, attend a three-hour orientation to practicum education and obtain a background check. Corequisites include enrolling in Practicum seminar SW 443. For all other Practicum Education questions, please see the Practicum Toolkit here: Office of Experiential Programs & Community Partnerships | Social Work.

Changing Campus Status

A student can only change status from campus to distance learning one time, and students must change before taking SW 444. Once a student has taken SW 444, permission to change status will be granted only in extreme circumstances. So, if a student changes from a main campus learner to a distance

learner, they will not be able to switch back to being a campus learner (and vice versa). Also, distance learners do not have student activity privileges. Student activity privileges include access to Student Recreation Center, Student Health Center, student football tickets, etc. Students will have access to academic resources, such as the libraries, Capstone Center for Student Success, tutoring, Writing Center, and student success coaching. In addition, while they will not have access to student football tickets, they are welcome to attend any other sporting event as a student. Students wishing to change status from main campus to distance learning (or vice versa) should contact their academic advisor and the BSW Program Director for more information.

Honors Program

Honors Program Description

Students taking Social Work Honors classes will gain extensive knowledge and skills to assist individuals, families, groups, organizations, and communities in achieving goals and solving problems. In congruence with the social work profession, the honors social work curriculum emphasizes the value of diversity and the importance of the promotion of social and economic justice. Students who have declared social work as a major and who are enrolled in the UA Honors College, as well as students who are eligible for enrollment in the Honors College, are eligible to take Honors classes in the School of Social Work. Students who are eligible for, but not currently enrolled in, the Honors College, who wish to take Social Work Honors classes must receive permission from the BSW Program Director. Currently, distance learning students are not eligible to enroll in the Honors College or take Honors classes at UA.

The benefits of taking Honors courses in the School of Social Work are many. Classes are typically smaller, which allows students to take deeper dives into the content they are studying and focus on areas of individual interest in a way that traditional classes may not allow. Faculty teaching these classes may be able to incorporate experiential learning activities or other activities that would not be feasible with a larger class. The smaller classes also allow students to develop stronger bonds among one another. Finally, students can develop stronger connections with faculty, which is beneficial for professional and academic development.

Social Work classes that have Honors equivalents are:

- SW 100: Intro to the Fields of Social Work (SW 105 is Honors equivalent.)
- SW 200: History of Social Welfare in the US (SW 205 is Honors equivalent.)
- SW 351: Oppression and Social Injustice (SW 355 is Honors equivalent.)
- SW 401: Social Welfare Policy (SW 405 is Honors equivalent.)
- SW 420: Research for Social Work Practice (SW 425 is Honors equivalent.)
- SW 443: Seminar in Generalist Practice (SW 445 is Honors equivalent)

For more information about the UA Honors College, including eligibility requirements and applications, visit https://honors.ua.edu/.

Declaration of a Minor

Students in the BSW Program are not required to have a minor. A student may declare a minor course of study in another college or school of the University, subject to the requirements of the department offering the minor. Requirements for minors are outlined in the University's 2025- 2026 Undergraduate Catalog. Students who wish to complete a minor should first speak with their Social Work advisor and an advisor in the minor department. Then, the student should log in to MyBama and click the "student" tab. Under the "student services" tab, the student should then click the "change of major/minor" tab and type in their CWID. The student will then be provided with the instructions for completing the form. Upon graduation, with completion of all requirements for the minor, the minor will appear on the student's transcript.

Application for Degree Form

Candidates for graduation should file the Application for Degree Form with the University Registrar's Office at https://registrar.ua.edu/ no later than the beginning of their last semester. You can view the deadline date to submit a degree application on the UA Academic Calendar at https://registrar.ua.edu/academiccalendar/. Make sure you select the term in which you are scheduled to graduate. Students who do not submit their application by the deadline must email the School of Social Work, Student Services Manager for approval. Students who fail to complete all requirements by the time stated on their application must file another degree application form for the following semester.

The graduation fee is payable at the Office of Student Receivables at least ten days prior to graduation. A partial refund will be made if the student fails to meet graduation requirements at the expected time.

Academic and Professional Advising/

Faculty Mentoring Program for BSW Students

The School of Social Work provides academic and professional advising to each student in the program and offers guidance in helping students progress toward the social work degree. The student, however, is responsible for the satisfactory completion of the degree program. Students are assigned their advisors by the BSW Program Director in their first semester as social work majors.

The Council on Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS) requires the BSW programs to provide academic and professional advising to their students.

Specifically, Accreditation Standard 4.1: Student Development— Admissions; Advisement, Retention, and Termination; and Student Participation outlines the expectations of student advising.

Advising, Retention, and Termination

4.1.6 The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.

a. The program provides its policy for academic advising.
b. The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff.
c. The program describes how these policies are articulated.
d. The program addresses all program options.

Academic and Professional Advising and Student Responsibilities

Frequent contact is encouraged between students and advisors to enable students to receive maximum benefit from the advising process. Students are required to meet with an advisor to be cleared register for the next semester. The advisor will make the initial contact with the student/advisee to schedule an appointment. Faculty advisors maintain office hours and can be reached by telephone and by email.

The advisor will:

1. Engage the student in a process of evaluating his/her ability and motivation for a career in social work.
2. Engage the student in a process of evaluating his/her performance in the total educational program.
3. Assist the student in academic program planning, including course selection.
4. Assist the student in preparing for practicum education.
5. Refer students with academic or personal problems to appropriate resources within the University and the community.

The student will:

1. Plan his/her schedule each term to ensure reasonable progress towards the degree.

2. Satisfactorily complete all courses for which he/she registers.
3. Review The University of Alabama Undergraduate Catalog and the BSW Program Toolkit for policies governing enrollment in and completion of this degree program.
4. Maintain contact with his/her advisor during each term for academic planning.
5. Participate in registration advising.
6. Ensure that a current mailing address and phone number are on file in the social work registrar's office and in the Banner System.
7. Respond promptly to all communications from the School of Social Work or the University.

Student Responsibilities

The academic setting provides a learning environment for students to obtain and practice social work skills that will prepare them for further studies and/or direct practice. This is also a place to acquire and improve habits that are important for professional practice. Students should realize that the ability to perform well academically does not automatically earn them the professional respect of their instructors, advisors, and classmates. To help in this regard, students would do well to:

1. Be on time and prepared for class.
2. Be attentive and show interest during class.
3. Read the syllabus on the first day of class and highlight assignment deadlines and other important dates.
4. Read the syllabus at least one more time to become more familiar with the instructor's expectations.
5. Make appointments with advisors and with instructors when necessary.
    a. Be courteous, but persistent in arranging appointments.
    b. Notify the advisor or instructor immediately and offer apologies if an appointment is missed or must be cancelled.
    c. Do not wait until the last minute to contact your instructor. If you have questions, an emergency situation, or need support, instructors can provide more help if you contact them early.

Remember, this is a time for students to demonstrate (a) they are acquiring social work practice skills and a liberal art education, and (b) they are responsible individuals the faculty would be proud to recommend for further studies or professional employment.

Professional Advising/Faculty Mentoring Program for BSW Students

Professional advising can play a critical role in increasing student connection and improving retention by fostering a supportive, engaging, and personalized educational experience. It is an opportunity to build connections between students and faculty and to help students integrate themselves into the academic community. Professional advising also helps students align their academic efforts with their career

aspirations. It can provide them with the necessary support to be successful in graduate school and in the social work profession.

The primary goals of professional advising include:

1. Career Development: Faculty and staff help guide students in exploring career paths within social work, developing career goals, and identifying educational and professional opportunities that align with their career goals.
2. Professional Identity Formation: Faculty and staff help students cultivate a strong sense of professional identity by encouraging students to develop a clear understanding of their role as social workers. Faculty also assist students by connecting them with mentors, professional organizations, and networking opportunities.

Faculty and staff who are assigned to provide professional advising should adhere to the following guidelines:

- Schedule at least one 30–45-minute virtual group sessions each semester with advisees to accommodate main campus and online students. Each session should have a detailed plan, be recorded, and shared with all advisees.
- Track attendance for each group session.
- Provide periodic check-ins via email throughout the academic year.
- Provide individual professional advising appointments as requested.
- Document all professional advising activities.

Suggested Topics for Group Sessions

- Exploring the development of a professional self
- Exploring career interest and goals and determining next steps
- Searching and applying for social work jobs (job search strategies including key sites for social work jobs, effective resume and cover letter writing, preparing for job interviews, negotiating job offers, etc.)
- Discussing the importance of licensure for social work practice along with the licensure process
- Addressing ethical dilemmas in practice and applying the NASW Code of Ethics
- Discussing the significance of continuing education and lifelong learning
- Discussing the value of mentorship and professional networking
- Creating and strengthening a research agenda
- Creating a work-life balance as social work student and future social work practitioner

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Degree Works

The DegreeWorks System is designed to provide students, advisors, and faculty with a clear and organized presentation of students' academic records. The DegreeWorks System can be used to check degree progress, plan for future courses, and review course history. Students, faculty, and advisors can access the Degree Works System through their myBama accounts.

Academic Policies

This section describes several School of Social Work and University-wide policies. Other University policies that apply to undergraduate students can be found in the 2025-2026 Undergraduate Catalog https://www.ua.edu/academics/catalogs/, the Student Affairs Handbook, and The University of Alabama Policies section of the Schedule of Classes and Information Guide.

The UA School of Social Work supports all University policies. Among the policies of relevance for students are those regarding Academic Grievance Procedures, Academic Misconduct, Harassment, and Protection of Human Participants in Research. These and other University policies are printed in the 2025-2026 Undergraduate Catalog and the Student Affairs Handbook of the Office of Student Life and are available on the University website. The Associate Dean for Educational Programs and Student Services of the School of Social Work oversee the policies related to harassment and academic misconduct.

Academic Bankruptcy

In the course of a four-year undergraduate career, it occasionally happens that during one particular semester any number of personal, emotional, or financial disasters can strike a student to the extent that the student's usual, good academic performance is simply impossible in that semester.

If the student has not had the foresight to withdraw from the University during that semester, or if the student's problem occurs after the "withdrawal passing" deadline, it is sometimes possible to withdraw from the semester retroactively by a procedure called Academic Bankruptcy.

When an Academic Bankruptcy petition is filed (See Appendix E) for guidelines and procedures), two general concepts are always considered:

- In those semesters prior to and after the semester in question, the student's record shows a pattern of consistently good academic performance. The student who has consistently poor performance, or a pattern of good grades one semester and bad ones the next, is not usually a candidate for Academic Bankruptcy.
- Reasons for academic bankruptcy involve problems that are unique to that student. Most students have trouble adjusting to the new environment in their first term at the University. Many students have a semester in which they obtain a lower GPA than in others. Academic Bankruptcy is not designed for these circumstances. Academic Bankruptcy addresses problems over which a student has little control and severely affects the student's performance. The problems must be documented and verifiable.

Academic Bankruptcy is not granted lightly. When a student releases a transcript of his or her work at the University to a potential employer, to another undergraduate program, or to a graduate school for admission to another degree program, the person who sees the transcript has every reason to presume it is a true and accurate history of the student's academic career here. Academic Bankruptcy is an alteration of that history and is, therefore, rarely granted.

Academic Misconduct

Academic misconduct by students includes all acts of dishonesty in any academic-related matter and any knowing or intentional help, attempt to help, or conspiracy to help another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academic-related matter, exercise, or activity:

1. Cheating: using, attempting to use or assisting in the use of unauthorized materials, information, study aids, or computer-related information.
2. Plagiarism: representing words, data, pictures, figures, works, ideas, computer programs or outputs, or any other work generated by someone else, as one's own.
    a. Self-Plagiarism: resubmitting your own previously submitted work without proper citation and permission from the current instructor to whom the original work is subsequently submitted.
3. Fabrication: presenting as genuine any invented or falsified citation, data or material.
4. Misrepresentation: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

Please refer to the 2025-2026 Undergraduate Catalog for policies on Academic Misconduct Policy | University of Alabama (ua.edu)

Academic Progress and Academic Standing

Scholastic Progress Standard (SPS)

To meet social work graduation requirements, students need to earn a GPA of 2.25 or above. The Scholastic Progress Standard, however, specifies the minimum GPA required for a student to remain in good standing in the University. It varies with the number of credit hours the student has earned at The University of Alabama.

Required Minimum Grade Point Average on Work Attempted at UA[2]

Credits Hours Earned[3]	Required UA GPA
0-30	1.50
31-60	1.70
61-90	1.90
91 or more	2.00

Academic Warning and Suspension

Academic Warning: The purpose of academic warning is to alert students to improve their academic performance and encourage their use of available appropriate academic support. A student at The University of Alabama will be placed on Academic Warning at the end of any term in which his/her University of Alabama grade point average is below a 2.0 based on a 4.0 grading system. A student may be removed from Academic Warning only by achieving a cumulative 2.0 average on work attempted at The University of Alabama.

One-Term Academic Suspension

Students previously placed on Academic Warning (UA GPA of less than 2.00) who do not earn the required minimum University of Alabama cumulative GPA based on Scholastic Progress Standard will be placed on one-term academic suspension. No student may be placed on academic suspension who has not spent the prior term of enrollment on Academic Warning. Students placed on one-term academic suspension will be on academic leave during the next major term (fall or spring).

The one-term academic suspension will be marked on the student's permanent academic transcript. After students sit out for one major semester (fall or spring) they will automatically be eligible for enrollment for the next term. Students returning from a one-term academic suspension must meet with their current divisional academic advisor(s) within the time period specified by the student's college or school.

Indefinite Academic Suspension

Students will be placed on indefinite academic suspension if they fall below the required minimum University of Alabama cumulative GPA designated by the Scholastic Progress Standard after being reinstated from the one-term academic suspension. No student may be placed on indefinite academic suspension who has not previously been on one-term academic suspension. A student on indefinite academic suspension will be on academic leave for an indefinite period of time but a minimum of one academic year. (See summer enrollment option below.) Following the minimum academic leave, permission to return to UA may be reviewed by the college or school designee where the student was previously enrolled.

Summer Enrollment Option

Students placed on one-term or indefinite academic suspension are eligible to enroll in summer courses at The University of Alabama during the summer term immediately following their suspension. (For example, a student on indefinite academic suspension after the fall term is not eligible to enroll in the spring term but is eligible for the summer term). If students earn sufficient grades to lift their required minimum UA cumulative GPA to or above the appropriate level set by the Scholastic Progress Standard during the summer term after being placed on academic suspension, students will earn reinstatement for the fall term.

University of Alabama GPAs are computed on the following grades: "A," "B," "C," "D," "F," or "I" and any pluses or minuses that appear on the record. In computing a GPA, an "I" counts as an "F" until replaced by the grade earned. A grade of "NC," "P," or "W" does not enter the computation.

Please refer to the 2025-2026 Undergraduate Catalog for Scholastic Progress Standard, Academic Status, Warning and Suspension | University of Alabama (ua.edu) procedures to be followed for appeals of suspension and for reinstatement and readmission following suspension.

Professional Program Academic Standards

Students in the Professional Program must maintain an overall GPA of at least 2.25 and a social work GPA of at least 2.50 each semester. Students whose GPA drops below the minimum will not be able to continue in the Professional Program until their GPA improves to the standard.

University Academic Information

Course Substitution

Occasionally, students wish to substitute another course for a required course. All such requests should be presented first to the student's advisor who will weigh the merits of the proposed course substitution and determine whether the content of the proposed course is appropriate as a substitute. If the advisor agrees, the advisor will recommend that the Program Director approve the substitution. The advisor will notify the student of the decision that is made, and a record of the substitution will be placed in the student's file. Academic credit for life experience and previous work experience will not be given as a whole or in part in lieu of the practicum education course or any other course in the BSW Program.

Dropping and Adding Courses

After the registration period for each term, students may make schedule adjustments at times indicated on the academic calendar found at https://registrar.ua.edu/academiccalendar/. The calendar also provides dates for withdrawal without receiving a grade notation and for withdrawal with a "W" (withdrawal passing) or an "F." Students should discuss their schedules with their advisors before they drop or add a course. Students should explore the implications of dropping or adding a class as it relates to financial responsibilities, scholarship, and financial aid. After the time period noted in the academic calendar, schedule changes require the permission of the Program Director and the Associate Dean. In any case, it is the student's responsibility to ensure that classes are appropriate for his/her program of study.

Final Examinations

Information about final exam schedules can be found on the University Registrar's website at https://registrar.ua.edu/academics-policies/final-exam-schedules-policies/ and on the Academic Calendar. Students should consult the schedule before making any travel plans; instructors are not required to provide an alternative examination date because of conflicts with students' travel plans. Students may petition to reschedule exams only if (a) three or more exams are scheduled on the same day, or (b) two or more exams are scheduled at the same time.

The University Honors Program

Students may be admitted to the University Honors Program in several ways. National Merit Finalists, National Hispanic Finalists, National Achievement Finalists, University of Alabama Presidential Scholars, Alumni Honors Scholars, and students with ACT composite scores of at least 30 or SAT scores of at least 1360 are admitted automatically upon application. In-state students with a 29 ACT/1310 SAT who graduated in the top 5 percent of their class are also automatically admitted. Students who are not automatically admitted may apply after they complete at least 12 hours at UA with a minimum GPA of 3.5. Unfortunately, at this time, there is not an Honors Program for distance learning students. For more information about the University Honors Program and other programs in the Honors College, please see the websites: www.honors.ua.edu or www.uhp.ua.edu.

Honors Designations

The University recognizes high academic achievement with three classes of Latin honors at graduation. The School of Social Work requirements are:

- Summa Cum Laude: GPA of 3.9 or above for all college level work
- Magna Cum Laude: GPA of 3.7 or above, but less than 3.9 for all college level work
- Cum Laude: GPA of 3.5 or above, but less than 3.7 for all college level work

For Latin honors designations, grade point averages are not rounded. Averages are calculated for performance in all courses in which the student is enrolled prior to receiving the degree.

Independent Study

The option of an Independent Study is available to allow students to enhance their capacity in independent investigation and learning. In the BSW Program, only one Independent Study can be included in the calculation of credit hours required for the degree. There must be a compelling, academic reason for an Independent Study. Students who request approval for an Independent Study must do so with a well-defined plan that is consistent with the requirements of the BSW Program. The plan must provide evidence that the student will perform at a level of effort consistent with regularly offered courses. Independent Studies should not be used as substitutes for courses provided in the curriculum. Information regarding proposals for Independent Study is provided in Appendix H.

Pass/Fail Options

A student may request permission to receive a grade of pass (“P”) or fail (“F”) for a course instead of conventional letter grades. A “P” does not affect the student’s GPA; an "F" negatively affects the GPA. To enroll in a course on a pass/fail basis, students must meet the following requirements:

1. Students must be of at least sophomore-standing with a grade point average of at least 2.0.
2. Only general elective courses may be taken pass/fail (SW 490, Practicum Education, is an exception. It is a pass/fail course for all students).
3. A maximum of four courses or 12 hours, whichever comes first, may be taken pass/fail.
4. Not more than one course per regular semester or summer session may be designated pass/fail.
5. Students may not rescind their option to take a course pass/fail after the drop/add deadline.
6. Transfer students must have completed 15 or more credit hours at the University with a GPA of at least 2.0.

Registration

Information regarding registration is provided by the University's Records Office prior to the beginning of each semester. Students already enrolled in the University are expected to participate in the registration advising process each term. The advising period for spring classes is typically in October; advising for fall and summer is typically during the two weeks preceding Spring Break. Every semester, BSW students must meet with an advisor before they will be able to register for classes.

Schedules for registration and schedule adjustments are posted at https://registrar.ua.edu/student-services/registration/.Current students normally register in October/November for spring semester classes and in March/April for interim, summer, and fall classes. Each semester, students should make an appointment with their advisors to discuss their class schedules for the next semester. Before making that appointment, students should prepare by reviewing this toolkit and by using Degree Works in MyBama on the University website. Advisors will not clear students to register who have not attended an advising appointment.

Second Bachelor's Degree

Individuals who already have a baccalaureate degree may enroll in the BSW Program to achieve a second baccalaureate degree. Although those students need not satisfy the University's core curriculum requirements twice, they must satisfy the graduation requirements of the BSW Program. For example, regardless of how many natural science courses a student has completed, he/she/they must complete a course in biology equivalent to our BSC 108 or BSC109. At the appropriate time, students seeking a BSW degree must apply for admission to the Professional Program. Students seeking a second degree are expected to complete coursework at The University of Alabama with the required overall and social work GPAs and a minimum of 42 hours of specified social work courses over and above the requirements of the first baccalaureate degree.

Social Welfare Minor

Non-majors may declare a minor in Social Welfare, subject to the requirements of their college or school. Requirements for an undergraduate minor in Social Welfare are SW 100 (or 105), SW 200 (or 205), SW 351 (or 355), and nine additional hours of social work courses. One of these additional courses must be at the 300-or 400 level. Courses must be completed with a C- or higher.

Social Welfare minors may not take the following social work courses (SW 101, SW 310 SW 440, SW 441, SW 442, SW 443, SW 444, or SW 490).

Academic and Professional Assessment Review (APAR)

The University of Alabama School of Social Work Bachelor of Social Work (BSW) program meets the academic, ethical, and professional standards required for successful completion of the program and effective social work practice. The review process is designed to assess students' alignment with the core competencies, values, and ethical standards of social work dictated by the Council on Social Work Education (CSWE) core competencies and the National Association of Social Workers (NASW) Code of Ethics.

Therefore, according to the policy outlined in Appendix J, this policy applies to all students enrolled in the BSW program who are undergoing academic progression reviews, practicum placement assessments, or demonstrating concerns regarding fitness for social work practice.

Definition of Preparedness for Professional Practice

Preparedness for social work practice refers to the combination of the following competencies:

- Academic Performance: The ability to meet academic requirements and demonstrate proficiency in social work knowledge, skills, and theory. Including but not limited to: Class Attendance, Class Participation & Engagement, Quality of Coursework, Grades, etc.
- Professional Conduct: The demonstration of ethical behavior, professionalism, and adherence to the National Association of Social Workers (NASW) Code of Ethics and the Council on Social Work Education (CSWE) Core Competencies and Accreditation standards. Including but not limited to: Punctuality, Preparedness, Communication, Self- Regulation, Openness to feedback, Professional appearance, behavior, cooperation, conflict resolution, etc.
- Emotional and Behavioral Suitability: The capacity to manage personal issues in a way that does not interfere with professional responsibilities, including emotional regulation, interpersonal skills, and self-awareness.
- Cultural Competency/Humility: The ability to engage with diverse populations in a manner that is respectful, nonjudgmental, and culturally responsive.

Additional details regarding this policy can be found in Appendix J.

Study Week

The week immediately before the final examination period each semester is reserved as a time during which students may concentrate on completing coursework and preparing for final examinations. Only laboratory examinations omitted from the Final Examination Schedule are permitted during study week. The University prohibits all other examinations and extended assignments during this study week.

Transfer Credit

The University of Alabama and the School of Social Work accept credits from accredited Associate of Arts programs. An evaluation of each transcript is made by the Office of Academic Records and social work courses are reviewed by the Program Director to determine comparability with both the general education and the social work requirements for all students transferring to the school. A maximum of 60 semester hours of community college credit may be applied toward graduation requirements. If at the time of initial enrollment at this University, students transfer less than the maximum amount of such credit, additional community college credit may be transferred later. After 60 semester hours of credit from all sources have been accumulated, no more than 12 semester hours from a two-year college may be transferred. The additional transfer courses also must be equivalent to 100-level or 200-level courses at The University of Alabama.

Similarly, transfer credit is accepted from accredited four-year institutions. Credit for 400-level social work courses can be granted only for such courses taken in a CSWE accredited social work program. Social Work courses below the 400-level taken in programs without CSWE accreditation are evaluated for transfer credit on a course-by-course basis. The number of social work courses required at the junior and senior levels may make it difficult for students who enter the School of Social Work after the first semester of their junior year to complete their degree over a four-year period. Most transfer students attend at least one summer session.

Students who wish to take courses at another college or university during a summer or a regular semester should, after talking with their advisor, check The University of Alabama Transfer Equivalency Table to determine whether the courses will transfer into the School of Social Work and obtain a transient letter. English Composition courses in which a grade below C- is received will not transfer to The University of Alabama. Similarly, for classes requiring a C- or higher by the School of Social Work, students must earn a C- or higher in those classes taken at other institutions. For additional information, please review the Transfer Credit | University of Alabama (ua.edu).

Class Attendance, Assignments, and Assessment

The 2025-2026 Undergraduate Catalog states: “Students are expected to attend and participate in all classes for which they are registered. It is also the student's responsibility to drop any and all classes for which they have never attended and/or stopped attending by the established deadlines, which includes online classes. Failure to do so will result in failing grades assigned due to non-attendance posted to the student's academic transcript. Student registration is not administratively adjusted based on the assignment of failing grades due to non-attendance, nor will tuition adjustments be made for such reasons.

Class attendance/participation is regarded as an academic matter, and the use of attendance records in grading (or for other purposes) is left to the discretion of the instructor responsible for the course. This should be explained in the course attendance policy included in the course syllabus distributed by the instructor. The instructor is responsible for handling any excuses for absences from his or her class. A student-athlete should visit the Center for Athletic Student Services for more information.

Student class attendance and other matters are also governed by the following policies in the University’s Faculty Handbook.

Students are expected to attend class as scheduled. Attendance policies must be provided to each student at the beginning of each semester. These policies must allow for the possibility that students may experience difficulties beyond their control that can result in failure to attend class or failure to complete an assignment on time. Students who may miss class due to observance of religious holidays should refer to the OAA Guidelines for Religious Holidays Observances; those who could miss class because of pregnancy-related issues should refer to the guidelines for Pregnant and Parenting Students; and those who might be absent due to issues related to a disability should refer to the Office of Disability Services.

Faculty members are required to make appropriate assignments and to make periodic assessments of the progress of their students. Systemic evaluation of student’s work is an important part of teaching-learning process. Evaluations may take many forms and may vary in number and scope, depending on the objective and purpose of the course. Faculty members must include in their syllabi information as to the nature and timing of major evaluations, including the final evaluation. Faculty members must give students timely information about the results of evaluations and must give students an opportunity to review their progress and to discuss their evaluation.

Absences from Class/Practicum Education to attend Meetings, Conferences, etc.

Students are expected to participate in assigned instructional activities (classroom and practicum education) in accordance with University policy. The School of Social Work cannot make systematic exceptions to this general University policy. Therefore, permission to attend a non-assigned activity (e.g., committee meetings, professional conferences) must be obtained from the classroom instructor(s) and/or practicum instructor whose class and/or practicum work would be missed to attend other activities. Instructors are not required to provide permission to attend non-assigned activities.

University-wide Academic Grievance Procedures

A student academic grievance is broadly defined as a student complaint regarding an academic action taken by instructional or administrative personnel at The University of Alabama. An academic grievance may be filed by a student against university personnel including instructional personnel, administrators, or staff members. Examples of academic grievances include, but are not limited to, allegations of unfairness in grading, alleged violation of a written or oral agreement with a student (e.g., course requirements for graduation) and alleged inconsistent applications of existing policies. Please see Appendix I for a description of the grievance procedures.

Voluntary Student Review Process

Students who experience academic difficulties that may impede their continuation in the program may request a review of their academic situation. This review will be held with the student, the advisor, and the Director of the BSW Program. Students may also invite another faculty member or student to be present if they wish to do so. The purpose of the review is to explore the alternatives available to the student. If the student requests an exception to a policy of either the School or the University and the review group agrees, the Program Director will make a recommendation to the Dean. It is expected that a review will be initiated only after the student has attempted to work through the difficulty with his or her advisor. (See also Difficulties in Practicum Education, please see the Practicum Education Toolkit online at sw.ua.edu.

Withdrawal from the University

Students who wish to withdraw from the University may do so through the last day of classes in the fall, spring, or summer semesters after being cleared by the Office of the University Registrar. For more information on the policy and process, which is initiated through MyBama, refer to the 2025-2026 Undergraduate Catalog at https://catalog.ua.edu/undergraduate/about/academic-regulations/policies/withdrawal/.

Students experiencing a documented physical, emotional, or psychological condition that significantly impairs their ability to function successfully as a student may be eligible for a medical withdrawal. Students seeking a medical withdrawal may do so provided they have not taken a final exam or otherwise completed coursework for the final grade. For more information on the policy and process for medical

withdrawal, refer to the 2025-2026 Undergraduate Catalog at https://catalog.ua.edu/undergraduate/about/academic-regulations/policies/medical-withdrawal/.

Students should investigate the effects of withdrawal on academic record and on tuition, fee payments, scholarships, and financial aid before initiating the withdrawal process. For information regarding the financial implications of withdrawing from the University, visit https://studentaccounts.ua.edu/withdrawal-from-the-university/.

Resources for Students

ACTion Identification Cards

The University requires that students have an identification card with the student's name and picture. Called the ACT Card, it is both a debit and an identification card in digital form. Students can download a digital ACT Card that provides identification for library services, university sporting events, access to certain buildings and parking decks, meal ticket and vending machine charge privileges, ATT calling, printing in the computer lab, and many other services. It is invaluable for using university resources and for using Bama Cash and Dining Dollars in the Tuscaloosa community. For more information or to report lost or stolen cards, contact the ACTion Office (348-2288) or visit https://actcard.ua.edu/.

Alabama REACH Program

The Alabama REACH Program serves as a resource to help students access support services with the goal of successfully graduating from college. Services focus on providing emotional, academic, financial, and social support. The program provides support to:

- Current and Former Foster Youth
- Legal Orphans
- Emancipated/ Independent Youth
- Current and former Kinship/ Guardianship Youth
- Homeless Youth and those at-risk for homelessness

To learn more about Alabama REACH and the resources they provide, visit https://reach.ua.edu/ or call 205-348-5819.

UA Online Services for Distance Learning Students

UA Online provides a variety of academic and financial resources for distance learning students. To learn more about academic resources, including Online Student Success Coaching services, visit https://online.ua.edu/current-students/academic-resources/. To find out more about financial resources available to distance learning students, visit https://online.ua.edu/tuition-financial-aid-scholarships/.

Blue Lights Emergency Phones

Emergency phones are located around the campus. Each of the 38 bright blue outdoor emergency phones is clearly marked and each is a direct line to the UA Police Department Communications Operator. No dialing is necessary. In an emergency, all you need to do is take the phone off the hook or push the red button. The communications operator knows your location and usually has sent a UA police officer to help you even before answering your line.

Books

Textbooks and supplies may be purchased from the University Supply Store (The SupeStore). There are two locations of The SupeStore and textbook orders are divided between the two locations. Therefore, students may need to check both locations when purchasing textbooks. For store locations, visit https://www.universitysupplystore.com/ or call 205-348-6168.

Camilla Center

The Camellia Center provides confidential counseling and advocacy for individuals impacted by interpersonal violence and related education and prevention programs. The Camellia Center is located in the South Lawn Office Building at 1101 Jackson Ave, Tuscaloosa, AL 35487. For detailed directions, please call us 205-348-5040.

The Camilla Center is open Monday-Friday from 8 a.m.-5 p.m. whenever the University is open. To reach the victim advocate after hours, on weekends, or on university holidays, please call UAPD at 205-348-5454 and ask for the Camellia Center advocate. You can do this anonymously.

Capstone Alliance

The leadership of Capstone Alliance is entirely composed of people like you: interested, motivated members of the UA community. For more information about Capstone Alliance, visit https://capstonealliance.ua.edu/leadership/.

Capstone Center for Student Success

The Capstone Center for Student Success, located in Russell Hall, provides a variety of services aimed at supporting students academically. Services include academic coaching, tutoring, skill development, and access to a variety of support programs. To learn more about the services provided by the Capstone Center for Student Success, visit https://success.ua.edu/ or call 205-348-7011.

Career Counseling

Career counseling is available to the student through the student's faculty advisor and the School's Student Services Office. Career counseling and other career-related services are also available to the student free of charge at the Career Center in 3423, Student Center. To learn more about the Career Center's services, visit https://career.sa.ua.edu/.

Collegiate Recovery and Intervention Services

Collegiate Recovery and Intervention Services (CRIS) provides a comprehensive continuum of care for students with substance use concerns. Services range from prevention, awareness, and exploration of consequences for high-risk behaviors to a supportive, safe, and engaging environment that supports students seeking or contemplating recovery. To learn more about the services provided by CRIS, please visit https://cris.sa.ua.edu/. To schedule counseling or intervention services, call 205-348-2727. For emergency services after 5pm, call 911.

Crimson Ride

Crimson Ride is The University of Alabama's Transit System. Crimson Ride provides safe, reliable, and convenient on-campus transportation, as well as enhanced mobility and access around campus and some limited off-campus transportation. For more information on Crimson Ride bus route information and answers to frequently asked questions, visit http://crimsonride.ua.edu/ or call 205-348-7433.

Disability Services

The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to provide a physically and educationally accessible university environment that ensures an individual is viewed based on ability, not disability. ODS works individually with students to determine appropriate and reasonable academic accommodations and to ensure that students' academic performance is evaluated apart from the limiting effects of disability. For more information, contact ODS at (205) 348-4285 or 348-3081(TTY), or write the Office of Disability Services at Box 870185, Tuscaloosa, AL 35487-0185. ODS is located at 1000 Houser Hall. Please see their website for additional information and for forms: www.ods.ua.edu.

The school's liaison for services for students with disabilities is the Associate Dean for Educational Programs and Student Services. Students and faculty members with questions or concerns about the special arrangements or accommodations should consult with the Office of the Associate Dean for Educational Programs and Student Services in the School of Social Work.

Student Email Account

All students will have a crimson email account. This account serves as a primary method by which University and School of Social Work administration and professors communicate with students. Those of you who prefer to use another email account should forward your crimson email to your preferred account; information about how to do this is available through MyBama. Contact IT Service Desk (348-5555), located in 125 Gordon Palmer, and they can assist you with email problems. You can also email the Help Desk at https://oit.ua.edu/service/it-service-desk.

Food Assistance

The University of Alabama provides two food assistance programs for students. The Office of Student Care and Wellbeing operates a food pantry that students may request to access once a week. They also operate the "Got Meals" meal donation program that allows students to apply for an allotment of on-campus meals. To apply for either of these programs, visit https://bamacares.sa.ua.edu/student-assistance/food-assistance/ or call 205-348-2461.

Financial Aid Assistance

University of Alabama financial assistance is available to students in social work primarily through university sources. To apply for financial assistance through the University, contact the Office of Student

Financial Aid, 106 Student Services Center (205-348-6756). Assistance can take the form of scholarships, grants, loans, or work study assignments.

Emergency Assistance

The Office of Student Care and Wellbeing administers several emergency assistance programs that provide short-term financial assistance to students during times of need. Students can contact the Office of Student Care and Wellbeing (https://bamacares.sa.ua.edu/ or 205-348-2461) for information about applying for temporary emergency assistance with expenses, including food, transportation, and housing costs.

Technology Needs Assistance

The Division of Student Life, Office of Information Technology and University Libraries are partnering to provide students with necessary technology tools. Web cameras and laptops are available to borrow for students in need. (WIFI Hotspots are no longer available to check out). Students can request needed equipment by completing the Technology Need Application located here: https://bamacares.sa.ua.edu/get-support/hardship-assistance/other/technology-needs-application/

School of Social Work Financial Aid

The School of Social Work currently has the following sources of financial aid for BSW students: 1) School of Social Work Scholarships, 2) Title IV-E Child Welfare stipend (subject to availability), 3) Stipend Funds. Information about each and where and how to apply are given below.

School of Social Work Scholarships

Students who wish to apply for scholarships available through the school should first complete the University's application for undergraduate scholarships. Applicants to the University receive this scholarship application as part of the application for admission. This application should be sent to the University's Admissions Office by entering freshmen by December 1, prior to the award period in the spring semester, and by January 15 for transfer students.

Currently enrolled, continuing full-time UA undergraduate students should complete a scholarship application by going to the current Guide to Undergraduate Scholarships (www.scholarships.ua.edu). The school's individual requirements (such as transcripts, etc.) are listed. Use the links on the first page of the guide to locate the section you need. December 1 is the priority postmark date for scholarship applications for the following spring semester.

The school's undergraduate scholarships and requirements are listed below. Be sure to check the school's website regularly. You should also have already completed the University's scholarship application as part of the process for applying for School scholarships.

Howard B. Gundy Scholarship

Established in 1985 in honor of Howard B. Gundy, founding dean of the school. This fund provides a scholarship to an outstanding entering freshman. It is renewable if academic standards for the scholarship are maintained.

Frank R. Egan Scholarship
Established in 1987 in memory of Frank R. Egan, first chairperson of the program. This fund provides a scholarship to promote the education of students in the School of Social Work. Currently, priority consideration is given to full-time undergraduates.

Laura Langley Scholarship
Established in 2013 in honor of Laura Langley, a BSW alumna who died very early in her career. This fund provides a scholarship to an undergraduate or graduate student with financial need who demonstrates the greatest potential to succeed in making the world a better place through social work.

The School of Social Work Board of Friends Endowed Scholarship
Established in 2002, this fund provides a scholarship to promote the education of students in the School of Social Work. Currently, priority consideration is given to full-time undergraduates.

School of Social Work Title IV-E Child Welfare Stipends
Through a partnership with the State Department of Human Resources Child Welfare Division, the School of Social Work has a few federally funded child welfare stipends to award BSW students. Students, typically BSW seniors who are selected through an application and interview process, are awarded a monthly stipend while in classes and practicum education. The stipend carries an obligation for the student to complete a specific child welfare practicum placement with the Alabama Department of Human Resources (DHR) and to be available for employment with DHR's Child Welfare Division for a period of time after graduation. BSW students who are in the Professional Program and who are interested in applying for such a stipend should contact the Practicum Education Coordinator.

Social Work Stipends
The School of Social Work can provide stipends to social work students to assist with academic-related expenses that are not covered by other sources of financial aid. In order to be eligible, students must be in good academic standing and have a record of good professional preparedness. More information and applications for stipends can be obtained from the BSW Program Office.

International Student Services

The Office of International Student and Scholar Services in 105 B. B. Comer Hall (205-348-5402), provides a broad range of services and programs specifically designed to meet the unique needs of international students and scholars and their families. Services, such as orientation to the University and community, counseling, academic support services, and information about financial assistance are provided by this office.

Library System

The University of Alabama provides library facilities and services to its faculty, students, staff, and other scholars and information users through a system of discipline-related libraries. Amelia Gayle Gorgas Library, serving the humanities, social sciences, and arts is centrally located on the University Quadrangle. Three other units are located adjacent to their discipline-related teaching areas: Angelo Bruno Business Library, McLure Education Library, and Eric and Sarah Rodgers Library for Science and Engineering. The W. S. Hoole Special Collections Library is located on the second floor of the Scientific

Collections Building. Under separate administration are the Health Sciences Library located in the Educational Tower at DCH Regional Medical Center, and the Bounds Law Library located in the Law Center. The University of Alabama Library System has been granted membership in the select Association of Research Libraries, and it also belongs to the National Center for Research Libraries.

Library materials are available in the main library and other campus libraries. Materials that are not owned by our library may be available through interlibrary loans. Many journal articles and eBooks are available in full text versions downloadable from the internet at the UA library website: https://www.lib.ua.edu/#/home.

Parking Permits

To park on campus, all students, faculty, and staff must display appropriate parking permits on their vehicles. Permits will allow vehicles to be parked in the areas identified by the color on the permit. Student parking permits can be obtained from the Parking Services Office at Campus Drive Parking Deck, located at 451 Campus Drive East; (205-348-5471), or through the MyBama portal. Students will need to have their ACTcard and their license tag number. For those who register online, parking hang tags will be mailed to the student's permanent address. For additional information, visit the UA Parking Services website at http://bamaparking.ua.edu/.

Personal Counseling

Personal counseling by qualified professionals is available to students at the Counseling Center located at 1000 South Lawn Office Building (1101 Jackson Avenue), or call (205) 348-3863; the Psychology Clinic, McMillan Building off Hackberry Lane, Building #140l, telephone, (205-348-5000); and the Women and Gender Resource Center located at South Lawn Office Building, telephone (205) 348-5040.

Distance learning students living in the state of Alabama are eligible for online counseling services through the Counseling Center. In addition to individual counseling services, the Counseling Center's website (https://counseling.sa.ua.edu/) provides a variety of mental health screening, self-help tools, and off-campus provider referral resources.

Physical Facilities

The School of Social Work is housed in Little Hall. The building is accessible for persons with physical disabilities. Other faculty offices are located on the first floor of Farrah Hall just across the street from Little Hall. The Social Work Reading Room is housed in room 2021, Little Hall. Title-IV E office and the simulation lab are housed in Capital Hall.

Student Support Services (SSS) TRIO Program

The SSS program provides academic and personal support services to a limited number of eligible students each year. Applications are accepted from all undergraduates, but priority is given to first-time, incoming freshmen. The mission of the SSS program is to increase the retention and graduation rates of first-generation college students, students with limited family income, and students with disabilities. For

more information about the SSS TRIO program, eligibility requirements, and the application process, visit https://success.ua.edu/support-programs/student-support-services-trio.

Technical Support Services

Main campus students can access some software and receive technical support through the Office of Information Technology. Their website is https://oit.ua.edu/. To request technical assistance, you can contact the IT Service Desk at 205-348-5555 or itsd@ua.edu.

Distance learning students receive technical support from the College of Continuing Studies Instructional Technology as Academic Services (ITAS) Support Team. This team is available 24/7, except during official UA holidays. For more information about their services, visit https://itas.ua.edu/about-us/technical-support/. To request assistance, call 866-205-1011 or submit an online request at https://uaonline.zendesk.com/hc/en-us.

The Writing Center

The Writing Center, 322 Lloyd Hall, (205-348-5049) offers free individual tutorial sessions in writing. These services are available each weekday and some evenings to accommodate students' schedules. The Writing Center closes during exam week. For additional information, please see the Writing Center website: http://www.writingcenter.ua.edu/.

Title IX

Title IX investigates reports of sexual assault, sexual harassment, and sexual violence and protects against illegal gender discrimination and illegal discrimination related to related to pregnancy or parental status. For more information about the UA Title IX office, visit their website at https://titleix.ua.edu/. If you need to report an incident of sexual misconduct, visit https://uact.ua.edu/report/. If you are pregnant and will need accommodations for class, please review the University's FAQs at https://uact.ua.edu/information/pregnancy. The Title IX Office is located at 2418 Capital Hall, (205) 348-3947.

Tuscaloosa Trolley

The Tuscaloosa Trolley is a city bus that provides transportation around Tuscaloosa and the UA campus. It is run by Tuscaloosa Metro Transit. The SGA sponsors the Tuscaloosa Trolley to take students anywhere on the route free of charge. Students just need an ACT card to ride for free.

UA Safety App

The UA Safety App provides students, employees, and visitors with immediate access to information in case of an emergency. Features include a built-in GPS to every campus building, shelter locations, AEDs, and safety guidelines for potential hazards. Users also receive exclusive UA Alerts and current UAPD

advisories for up-to-date information. Additional features include National Weather Service Information for Tuscaloosa County and an emergency contact list for instant dialing with one push.

The app is available for download on iOS and Android devices. Questions about the app can be directed to the Office of Emergency Management at em@fa.ua.edu.

University Health Services

Health services are available to all registered students at the Student Health Center (SHC) which is located at 750 Peter Bryce Blvd Tuscaloosa, AL 35401; (205-348-6262). SHC is and Pharmacy is open Monday-Thursday 8:00-5:00 and Friday 9:00-5:00. SHC will take its last appointment at 4 p.m. daily. Services are not available during the semester break in late December, early January, or at other times when school is not officially in session.

SHCP offer services for ambulatory care, including acute illness and injuries, school and sport physicals, and STI testing. Also, SHCP offer women's health, nutrition, dermatology, allergy/immunization, and psychiatry services. The Student Health Center and Pharmacy accepts most major health insurance plans and will bill your health insurance carrier for covered charges. Please check with your carrier to determine if SHCP is a participating provider with your health insurance plan and any co-pays required will be billed to your student account. If your insurance carrier requires a referral to be seen at a facility that is not your Primary Care Provider, you must get the referral before being seen at the Student Health Center. For additional information, please refer here Student Health Center – Student Health Center and Pharmacy | The University of Alabama (ua.edu)

University Police

The University of Alabama Police provides a variety of services including patrol, investigations, community policing, and security officers. For police assistance or to report a crime or suspicious incident, call 911 or 205-348-5454.

University Recreation Center

The Student Recreation Center is designed to meet the fitness needs of the UA community and serve as home to certain intramural sports. The center features a hardwood gymnasium, free weights, resistance equipment, cardio area, indoor and outdoor swimming pools, outdoor patio/lounge, twelve racquetball courts, two squash courts, five multi-purpose courts, 1/8-mile jogging track, men's and women's locker rooms, dry and steam saunas, and two aerobics rooms. Distance Learning students and students enrolled in less than five credit hours must purchase a part-time student UREC membership at the part-time student membership rate. Please see the website: http://urec.sa.ua.edu.

Dr. Ethel H. Hall Symposium

Since 1989, the School of Social Work has sponsored a colloquium to celebrate Dr. Ethel H. Hall. This celebration usually features an inspirational speaker. A committee, including student representatives, plans the celebration each year.

Family Weekend

Family Weekend at The University of Alabama is an exciting time full of tradition, pride, and Tide spirit! Highlights from the weekend include a variety of programs and events for families including college open houses, informational sessions, historical tours, and a tailgate before the football game for parents to enjoy.

Get on Board Day

Students can get information about many campus groups and national organizations during Get on Board Day. Sponsored by the University, Get on Board Day is held on the Quad early in the fall and spring semesters. More information can be found at https://thesource.sa.ua.edu/get-involved/get-board-day/.

Honors Day

Honors Day in April is set aside to honor students who have excelled in academics and in-service contributions and leadership while attending the University. The School of Social Work has an Honors Day Ceremony to honor its outstanding students. The BSW Writing Award, BSW Research Award, and two memorial awards are presented at Honors Day. These awards are:

- The Danielle Downs Most Improved Student Award. The Danielle Downs Most Improved Student Award is awarded to the student with the most improved GPA in the BSW Professional Program. This award is to honor the memory of Danielle Downs, a social work student who died April 27, 2011, during the tornado in Tuscaloosa.
- The Laura Langley Social Justice Award. The Laura Langley Social Justice Award is awarded to the student who has demonstrated a commitment to social justice and human rights. This award is to honor the memory of Laura Langley, a BSW alumna, who died in an automobile accident in the summer of 2012.

Weeks of Welcome

Weeks of Welcome is a series of programs and fun events hosted by the University to help first year and transfer students in their transition to academic and student life at the University of Alabama. Weeks of Welcome occur at sites across campus just before and at the beginning of fall semester.

Student Organizations

National Association of Social Workers (NASW)

The faculty of the School of Social Work encourages students to become members of the National Association of Social Workers (NASW). Membership entitles the student to national, state, and local NASW publications and NASW personnel information. A student member benefit is a reduced membership fee. Other direct benefits include reduction of fees for workshops and other special events. Appropriate activities and workshops are held, and honors awarded each year during Social Work Awareness Month (March). Applications for NASW membership can be obtained online at http://www.naswdc.org/.

Phi Alpha Honor Society—Psi Chapter

To become an active member of this national social work honorary, undergraduate students must have declared social work as a major, completed nine semester hours in social work courses, and must rank in the top 35% of their program. Membership is by invitation and initiation occurs on Honors Day in April.

Social Work Ambassadors

As an SSW Ambassador, you will gain valuable experience while giving back to the School of Social Work. SSW Ambassadors represent the school by assisting in a variety of events, largely related to recruitment and retention. In addition to leading tours of Little Hall, ambassadors assist with events such as Bama Bound (freshman and transfer orientation), University Days, Capstone Scholars Day, Homecoming events, Career Days, and colloquia hosted by the school. Eligibility requirements are (a) declared major in social work and completion of at least 6 hours of social work courses; (b) enrollment at The University of Alabama for at least one year; (c) a social work GPA of at least 3.25; and (d) a UA GPA of at least 3.0. To apply, visit SSW Ambassadors | Social Work. A sample application form is provided in Appendix D.

Social Work Association for Cultural Awareness (SWACA)

This organization provides a structure and forum through which social work students and students from other disciplines can exchange ideas, offer services, and develop programs in the interest of minority communities and the community at large.

Student Government Association (SGA)

The Student Government Association is the official representative organization of the student body at The University of Alabama. Forty-six senators from ten different colleges, including the Graduate and Law Schools, make up the SGA Senate. If you are interested in participating in the Student Government Association on a committee level, you can visit the SGA website (http://sga.ua.edu) or its office in 2617, Student Center, or call (205) 348-2742.

Undergraduate Social Work Organization (USWO)

All undergraduate students enrolled in the School of Social Work are eligible to become members of the USWO. This organization provides a format for student discussion of issues, both professional and academic as well as for socializing and fun. This organization allows the students to come together in the mutual interest of the community and of the school. Members of USWO select student representatives to serve with faculty on various school committees. All students are encouraged to become active in this organization.

Appendix A: Educational Policy and Accreditation Standards

2022 EPAS

Educational Policy and Accreditation Standards

for Baccalaureate and Master's Social Work Programs

COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation
Commission on Educational Policy

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The Council on Social Work Education's Commission on Accreditation (COA) and Commission on Educational Policy (COEP) are responsible for developing the 2022 Educational Policy and Accreditation Standards (EPAS). The educational policy was developed by COEP and approved by the CSWE Board of Directors on June 3, 2022. The accreditation standards were developed and approved by COA on June 9, 2022, and amended on September 1, 2022.



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Introduction

Accreditation is a system for recognizing educational institutions and the professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Accreditation (CHEA) to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring that the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, the COA administers a multistep peer-review accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of social work education programs in institutions and encourages continuous improvement. These findings are based on the Educational Policy and Accreditation Standards (EPAS) developed by the COA and the Commission on Educational Policy (COEP). Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

CSWE's COA uses the EPAS to accredit baccalaureate and master's-level social work programs. The EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership. Social work educators serve the profession through their teaching, research, scholarship, and service. Social work educators are responsible for ensuring that students are prepared to practice safely, competently, and ethically with all clients, constituents, and the public. Additionally, social work education prepares competent practitioners to develop socially responsible policy, address the policy implications of their work, and implement strategies to address inequalities and inequities.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the CHEA also requires that accreditors have a process whereby standards are reviewed periodically by the COA. The EPAS review process has taken more than 5 years, and drafts have been issued for public review and comment. The intent of the COA and the COEP is to solicit feedback from as many constituents as possible in as many ways as possible. The COA and the COEP thank the programs, individuals, organizations, and communities of interest that provided feedback on the drafts.

About the 2022 EPAS Document

The 2022 EPAS adopts a competency-based education framework identifying the nine social work competencies accompanied by a set of behaviors for each competency. Following the nine social work competencies, the EPAS describes five elements of an integrated program design:

1. Program mission (EPAS 1.0)
2. Anti-racism, diversity, equity, and inclusion (EPAS 2.0)
3. Explicit curriculum (EPAS 3.0)
4. Implicit curriculum (EPAS 4.0)
5. Assessment (EPAS 5.0)

The five elements of the EPAS each include educational policies and accreditation standards, which are conceptually linked to one another. Educational policies describe each of the five program elements. Accreditation standards are informed by the educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate or master's level.

Each accreditation standard is preceded by a number, followed by the text of the standard. Compliance statements used in accreditation reviews are located underneath each accreditation standard. Viewed together, the accreditation standard and compliance statements provide an indication of whether the standard has been met. The compliance statements are considered by the Commission on Accreditation (COA) in determining whether the social work program meets each accreditation standard.

Accreditation standards with numbers preceded by the letter "B" apply only to baccalaureate-level social work programs. Accreditation standards with numbers preceded by the letter "M" apply only to master's-level social work programs. Accreditation standards with numbers preceded by no letter are applicable to baccalaureate-level and master's-level social work programs.

Competency-Based Education

CSWE has adopted a competency-based education framework for its EPAS. A competency-based approach identifies and assesses what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base.

Competency-based education is an outcome-oriented approach to curriculum design. The goal of the outcome-oriented approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In the EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that consist of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, program developers produce the substantive content, pedagogical approaches, and educational activities that provide learning opportunities for students to demonstrate competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows that programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. Programs use assessment methods to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Because social work practice is complex and multidimensional, the assessment methods used by programs and the data collected may vary by context.

The Nine Social Work Competencies

The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Master's programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master's-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

c. use technology ethically and appropriately to facilitate practice outcomes; and

d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and

values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis,

implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying

strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks,

and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Program Mission

Educational Policy 1.0: Program Mission

The program mission reflects a process informed by a commitment to student attainment of the nine social work competencies. It is grounded in the profession's purpose and in the core values of the social work profession and informed by the program's context.

Purpose

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.

Program Context

Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0: Program Mission

1.0.1 The program has a program-level mission statement that is consistent with the profession's purpose and values. Institutions with accredited baccalaureate and master's programs have a separate mission statement for each program.

a. The program provides the program-level mission statement.

b. The program describes how the program's mission statement is consistent with the profession's purpose and values, as described in Educational Policy 1.0.

c. The program addresses all program options.

1.0.2 The program's mission statement is consistent with the program's context.

a. *The program describes its context, including a description of its program options.*

b. *The program describes how the program mission statement is consistent with the program's context, as described in Educational Policy 1.0.*

c. *The program addresses all program options.*

Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Social work programs integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important ADEI discourse. The program's commitment to ADEI is reflected in its explicit and implicit curriculum. Together the implicit and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the development of cultural humility. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens.

Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

2.0.1 The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

a. *The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0.*

b. *The program addresses all program options.*

2.0.2 The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

a. *The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0.*

b. *The program addresses all program options.*

Educational Policy 3.0: Explicit Curriculum

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research.

Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master's levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master's programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities.

The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program's commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.

Educational Policy 3.1: Generalist Practice

The baccalaureate and master's programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of practice.

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Accreditation Standard 3.1: Generalist Practice

3.1.1 The program's generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.

a. *The program provides a rationale for its generalist practice curriculum design.*

b. *The program describes how its generalist practice curriculum integrates classroom and field.*

c. *The program describes how its generalist practice curriculum is informed by the professional practice community.*

d. *The program addresses all program options.*

3.1.2 The program's generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

a. *The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable).*

b. *The program submits Form AS 3.1.2.*

c. *The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.*

d. *The program addresses all program options.*

Educational Policy M3.2: Specialized Practice

The master's program in social work prepares students for specialized practice. Specialized practice builds on generalist practice as described in Educational Policy 3.1 by integrating the nine social work competencies that manifest in holistic professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of specialized practice defined by the program, the program extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice. Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.

Accreditation Standard M3.2: Specialized Practice

M3.2.1 The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).

a. *The program provides its area(s) of specialized practice, as described in Educational Policy M3.2.*

b. *The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice.*

c. *The program addresses all program options.*

M3.2.2 The program's area(s) of specialized practice builds on elements of generalist practice.

a. *The program explains how each area of specialized practice, as described in Educational Policy M3.2, builds on the elements of generalist practice, as described in Educational Policy 3.1.*

b. *The program addresses all program options.*

M3.2.3 The program's specialized practice curriculum integrates classroom and field and is informed by the professional practice community.

a. *For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design.*

b. *For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field.*

c. *For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community.*

d. *The program addresses all program options.*

M3.2.4 The program's specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

a. *For each area of specialized practice, the program submits Form AS M3.2.4.*

b. *The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice.*

c. *The program addresses all program options.*

Educational Policy 3.3: Signature Pedagogy—Field Education

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

Accreditation Standard 3.3: Field Education

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

a. *The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:*

   i. *individuals,*

   ii. *families,*

   iii. *groups,*

   iv. *organizations, and*

   v. *communities.*

b. *The program addresses all program options.*

M3.3.2 The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.

a. *The program identifies the relevant system level(s) for each area of specialized practice.*

b. *For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level.*

c. *The program addresses all program options.*

3.3.3 The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master's programs.

a. *The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master's programs.*

b. *The program describes how its field hour requirement is articulated to students and field personnel.*

c. *The program addresses all program options.*

3.3.4 The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

a. *The program describes the field education program's process for:*

   i. *identifying, approving, and engaging with field education settings;*

   ii. *orienting and engaging with field instructors; and*

   iii. *evaluating field instructor and field education setting effectiveness.*

b. *The program describes how these processes are articulated to students and field personnel.*

c. *The program addresses all program options.*

3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

a. *The program describes the field education program's process for:*

   i. *orienting students;*

   ii. *placing students;*

   iii. *monitoring and supporting student learning;*

   iv. *implementing student safety protocols; and*

   v. *evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).*

b. *The program describes how these processes are articulated to students and field personnel.*

c. *The program addresses all program options.*

B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE-accredited program[1] and who has at least two years of post-social work degree practice experience in social work.

a. *The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.*

b. *The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.*

c. *The program describes how these processes are articulated to students and field personnel.*

d. *The program addresses all program options.*

M3.3.6 The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work.

a. *The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.*

1 This, and all future references to degrees from social work programs accredited by CSWE, includes degrees from CSWE-accredited programs, those recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or those covered under a memorandum of understanding with international social work accreditors.

b. *The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.*

c. *The program describes how these processes are articulated to students and field personnel.*

d. *The program addresses all program options.*

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

a. *The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:*

   i. *how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);*

   ii. *how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and*

   iii. *how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.*

b. *The program describes how these policies are articulated to students and field personnel.*

c. *The program addresses all program options.*

Implicit Curriculum

Educational Policy 4.0: Implicit Curriculum

The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI). The culture of human interchange, the spirit of inquiry, the support for difference and diversity, and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and the distribution of resources. The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program's graduates.

Educational Policy 4.1: Student Development

Programs recognize the need to support student development both in and out of the classroom. Both aspects of the learning environment manifest holistic characteristics that communicate the values, commitments, priorities, and culture of the program and the institution. Thus, a program's commitment to student development includes program structures and resources that facilitate student participation and input into the development and delivery of the explicit and implicit curriculum. The professional development of the student requires a program's commitment to adequate resources from admission through graduation. These resources include clear admissions, advising, retention, and termination policies that reflect the program's commitment to ADEI. Programs also recognize the need to resource student-centered activities and initiatives designed to further student professional identity and comportment as well as student preparation for professional practice. These resources include but are not limited to academic advising, career services, alumni services, networking and mentoring opportunities, licensure preparation, and community engagement and advocacy opportunities.

Accreditation Standard 4.1: Student Development—Admissions; Advisement, Retention, and Termination; and Student Participation

Admission

4.1.1 The program's admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.

a. *The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.*

b. *The program addresses all program options.*

B4.1.2 The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.

a. *The program provides its:*

i. *criteria for admission;*

ii. *process for the evaluation of applications;*

iii. *admission decision types; and*

iv. *process for the notification of each decision type.*

b. *The program describes how the admission criteria and processes are articulated.*

c. *The program addresses all program options.*

M4.1.2 The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization.

a. *The program provides its:*

i. *criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization;*

ii. *process for the evaluation of applications;*

iii. *admission decision types; and*

iv. *process for the notification of each decision type.*

b. *The program describes how these admission criteria and processes are articulated.*

c. *The program addresses all program options.*

M4.1.3 The program offers advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.

a. *The program provides its policy for awarding advanced standing.*
b. *The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.*
c. *The program describes how these policies are articulated.*
d. *The program addresses all program options.*

4.1.4 The program has policies for the transfer of social work course credit.

a. *The program provides its policies for the transfer of social work course credit.*
b. *The program describes how these policies are articulated.*
c. *The program addresses all program options.*

4.1.5 The program does not grant social work course credit for life experience or previous work experience.

a. *The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.*
b. *The program describes how this policy is articulated.*
c. *The program addresses all program options.*

Advising, Retention, and Termination

4.1.6 The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.

a. *The program provides its policy for academic advising.*
b. *The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff.*
c. *The program describes how these policies are articulated.*
d. *The program addresses all program options.*

4.1.7 The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.

a. *The program provides its policies for evaluating academic performance.*

b. *The program provides its policies for evaluating professional performance.*

c. *The program provides its policies for student termination from the program.*

d. *The program provides its policies related to due process for reasons of academic performance.*

e. *The program provides its policies related to due process for reasons of professional performance.*

f. *The program provides its policies related to due process for reasons of student termination from the program.*

g. *The program describes how these policies are articulated.*

h. *The program addresses all program options.*

Student Participation

4.1.8 The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.

a. *The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum.*

b. *The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.*

c. *The program describes how these policies are articulated.*

d. *The program addresses all program options.*

Educational Policy 4.2: Faculty

Appropriate and qualified faculty representing diverse perspectives are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty model the behavior and values expected of professional social workers in the context of ADEI. Faculty are available to function as appropriate role models for students in their learning and socialization into the discipline and profession. Faculty incorporate recognition of the program's essential functions, which may include recruitment; enrollment; advising; student engagement; retention; curriculum development; teaching; research; scholarship; mentorship; oversight of student research; assessment; service on institutional or program committees; field education support and program management; appropriate class sizes and sufficient course offerings to meet program aims; and monitoring and evaluation of student progress.

Faculty demonstrate sufficient educational qualifications and experience related to the nine social work competencies. Programs demonstrate that faculty are qualified to teach the courses to which they are assigned. Learning experiences are to be designed, delivered, and assessed by faculty (full- or part-time) or other appropriate professionals who are qualified for the positions they hold and the work they do. Faculty are provided with opportunities, resources, and support for professional growth and innovation.

Accreditation Standard 4.2: Faculty

B4.2.1 The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master's degree in social work from a CSWE-accredited program.

a. *The program submits Form AS 4.2.1.*

b. *The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member.*

c. *The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program.*

d. *The program includes faculty for all program options.*

M4.2.1 The master's social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master's program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master's program have both a master's degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

a. *The program submits Form AS 4.2.1.*

b. *The program submits a Faculty Data Form for each full- and part-time master's social work program faculty member.*

c. *The program identifies the total number of full-time faculty whose principal assignment is to the master's program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program and a doctoral degree.*

d. *The program includes faculty for all program options.*

4.2.2 Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work.

a. *The program identifies its social work practice courses.*

b. *The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials.*

c. *The program includes faculty and practice courses for all program options.*

B4.2.3 Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

a. *The program provides its full-time equivalent faculty-to-student ratio.*

b. *The program describes how this ratio is calculated.*

c. *For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).*

d. *The program's calculation is inclusive of all program options.*

M4.2.3 Inclusive of all program options, the master's program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

a. *The program provides its full-time equivalent faculty-to-student ratio.*

b. *The program describes how this ratio is calculated.*

c. *For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).*

d. *The program's calculation is inclusive of all program options.*

Educational Policy 4.3: Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions about the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure that reflects and affirms respect for anti-racism, diversity, equity, and inclusion. Faculty develop curriculum and formulate and implement policies that support the education of culturally competent social workers.

Administrative sufficiency includes distribution of resources across program options and program levels, and numbers of students enrolled in social work programs and registered in field practicum, modalities, and locations in order to carry out the program's mission. In recognition of the importance of field education as the signature pedagogy, programs implement administrative structures for the field program that provide adequate and equitable resources, based on the number of students in field practicum, for systematically designing, supervising, coordinating, and evaluating the quality of the field education curriculum within all program options.

Accreditation Standard 4.3: Administrative and Governance Structure

4.3.1 The program has the necessary autonomy to achieve its mission.

a. *The program provides an organizational chart of its administrative structure.*

b. *The program describes how it has the necessary autonomy to achieve its mission.*

c. *The program addresses all program options.*

4.3.2 The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).

a. *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS.*

b. *The program addresses all program options.*

4.3.3 The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.

a. *The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the:*

   i. *recruitment and hiring of program personnel;*

   ii. *retention of program personnel;*

   iii. *promotion of program personnel; and*

   iv. *tenure of program personnel (if applicable).*

b. *The program addresses all program options.*

4.3.4(a) The program has a program director[2] who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the

2 It is within the program's purview to determine the title that aligns with institutional norms for this position. This applies to all references to "program director."

program they administer. Institutions with accredited baccalaureate and master's social work programs have a separate director appointed for each program.

a. *The program identifies the program director who administers all program options.*

b. *The program provides documentation that the program director has a full-time appointment to social work, with a principal assignment to the program they administer.*

c. *Institutions with accredited baccalaureate and master's programs identify the separate directors appointed to each program.*

B4.3.4(b) The baccalaureate program director has a master's degree in social work from a CSWE-accredited program. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

a. *The program attests that the program director has a master's degree in social work from a CSWE-accredited program.*

b. *The program describes the program director's ability to provide leadership to the social work program.*

M4.3.4(b) The master's program director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

a. *The program attests that the program director has a master's degree in social work from a CSWE-accredited program.*

b. *The program describes the program director's ability to provide leadership to the social work program.*

B4.3.4(c) The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.

a. *The program provides the program director's workload.*

b. *The program describes the procedures for calculating the program director's assigned time to administer the baccalaureate social work program.*

c. *The program provides the program director's percentage of assigned time to administer the baccalaureate social work program.*

d. *The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.*

M4.3.4(c) The master's program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program.

a. *The program provides the program director's workload.*

b. *The program describes the procedures for calculating the program director's assigned time to administer the master's social work program.*

c. *The program provides the program director's percentage of assigned time to administer the master's social work program.*

d. *The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.*

4.3.5(a) The program has a field education director[3] who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master's social work programs may have the same field education director appointed to both programs.

a. *The program identifies the field education director, who administers all program options.*

b. *The program provides documentation that the field education director has a full-time appointment to social work.*

c. *Institutions with both accredited baccalaureate and master's social work programs identify the field education director for each program.*

B4.3.5(b) The baccalaureate field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.

a. *The program attests that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work.*

b. *The program describes the field director's ability to provide leadership to the field education program.*

3 It is within the program's purview to determine the title that aligns with institutional norms for this position. This applies to this and to all future references to "field education director."

M4.3.5(b) The master's field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.

a. *The program attests that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work.*

b. *The program describes the field director's ability to provide leadership to the field education program.*

B4.3.5(c) The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.

a. *The program provides the field education director's workload.*

b. *The program describes the procedures for calculating the field education director's assigned time to administer the field education program.*

c. *The program provides the field education director's percentage of assigned time to administer the field education program.*

d. *The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.*

M4.3.5(c) The master's field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.

a. *The program provides the field education director's workload.*

b. *The program describes the procedures for calculating the field education director's assigned time to administer the field education program.*

c. *The program provides the field education director's percentage of assigned time to administer the field education program.*

d. *The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.*

4.3.6 The program has sufficient personnel and technological support to administer the field education program.

a. *The program provides an organizational chart for the administration for field education.*

b. *The program describes whether its resources are sufficient to administer field education, including:*

   i. *personnel, and*

   ii. *technological support.*

c. *The program addresses all program options.*

Educational Policy 4.4: Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of culturally competent social workers. Social work programs have the necessary resources to carry out the program's mission and to support learning and professionalization of students and program improvement.

Accreditation Standard 4.4: Resources

4.4.1 The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.

a. *The program describes the process for budget development and administration it uses to:*

   i. *achieve its mission, and*

   ii. *continuously improve the program.*

b. *The program submits a program-level Form AS 4.4.1 for the baccalaureate or master's social work program.*

c. *The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program.*

d. *The program addresses all program options.*

4.4.2 The program has sufficient support staff to carry out its educational activities and achieve its mission.

a. *The program describes its support staff or other personnel structure.*

b. *The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission.*

c. *The program addresses all program options.*

4.4.3 The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.

a. *The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources.*

b. *The program describes whether its library resources are sufficient to achieve its mission.*

c. *The program addresses all program options.*

4.4.4 The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.

a. *The program describes its:*

   i. *technological access;*

   ii. *technology support; and*

   iii. *office and classroom space (if applicable).*

b. *The program describes whether these resources are sufficient to achieve its mission.*

c. *The program addresses all program options.*

4.4.5 The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.

a. *The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:*

   i. *supportive technology,*

   ii. *student services, and*

   iii. *physical spaces (if applicable).*

b. *The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.*

c. *The program addresses all program options.*

Assessment

Educational Policy 5.0: Assessment

Assessment is an integral component of competency-based education and continuous programmatic improvement. Assessment involves the systematic gathering of data that serve as evidence of student learning outcomes; anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes through demonstration of the nine social work competencies at both the generalist and specialized levels of practice. Assessment reflects the intentional and continuous improvement that is anchored in competency-based research, student learning outcomes, student learning experience feedback, professional practice community, and higher education practices.

Assessment of student learning outcomes is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the demonstration of multiple competencies simultaneously; therefore, assessment of those competencies is optimally carried out at the same time.

Programs assess students' demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria. Field education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education.

Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of nine social work competencies.

Program outcomes are assessed as evidenced by the program's graduation rates and at least one additional outcome. Data related to program outcomes are used to foster ongoing program evaluation, informing decision making for continuous program improvement.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Program assessment methods and data are transparent and publicly available. Data are recent and presented clearly for stakeholders to make informed decisions about the program.

Accreditation Standard 5.0: Assessment

5.0.1(a) The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master's social work programs. The program assesses each

competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.

a. *The program submits Form AS 5.0.1(a).*

b. *The plan includes:*

   i. *a description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;*

   ii. *how each instrument is implemented;*

   iii. *when each competency is assessed;*

   iv. *by whom each competency is assessed;*

   v. *an explanation of the expected level of student achievement, including:*

      - *the expected level of achievement of each competency and for each instrument;*
      - *how the program calculates student achievement for each instrument; and*
      - *how the program calculates student achievement for each competency, including all instruments used.*

   vi. *copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials.*

c. *The program addresses all program options.*

5.0.1(b) The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.

a. *The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a).*

b. *The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments.*

c. *The program provides its outcomes in relation to its expected level of student achievement for each competency.*

d. *The program provides outcomes for each program option and in aggregate.*

5.0.1(c) The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.

a. *The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program).*

b. *The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data.*

c. *The program addresses all program options.*

5.0.1(d) The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.0.1(d). The findings are updated every two years, at minimum.

a. *The program submits Form AS B5.0.1(d) or Form AS M5.0.1(d) to report its assessment plan and most recent assessment summary outcomes.*

b. *The program provides a hyperlink to the program's webpage where the assessment plan and summary outcomes are publicly displayed.*

c. *The program provides outcomes for each program option and in aggregate.*

5.0.2(a) The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program's implicit curriculum.

a. *The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.*

b. *The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.*

c. *The program explains its data collection procedures.*

d. *The program provides copies of all instruments used to assess ADEI efforts.*

e. *The program addresses all program options.*

5.0.2(b) The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.

a. *The program presents its ADEI assessment outcomes from the most recent year.*

b. *The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a).*

c. *The program describes the processes used to formally review its ADEI assessment outcomes.*

d. *The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data.*

e. *The program addresses all program options.*

5.0.3 The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.

a. *The program submits Form AS 5.0.3.*

b. *The program identifies the program outcome(s) it monitors.*

c. *The program provides the program-determined benchmark for its graduation rates and identified program outcome(s).*

d. *The program provides the benchmark rationale for its graduation rates and identified program outcome(s).*

e. *The program explains how it calculates its graduation rates and identified program outcome(s).*

f. *The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data.*

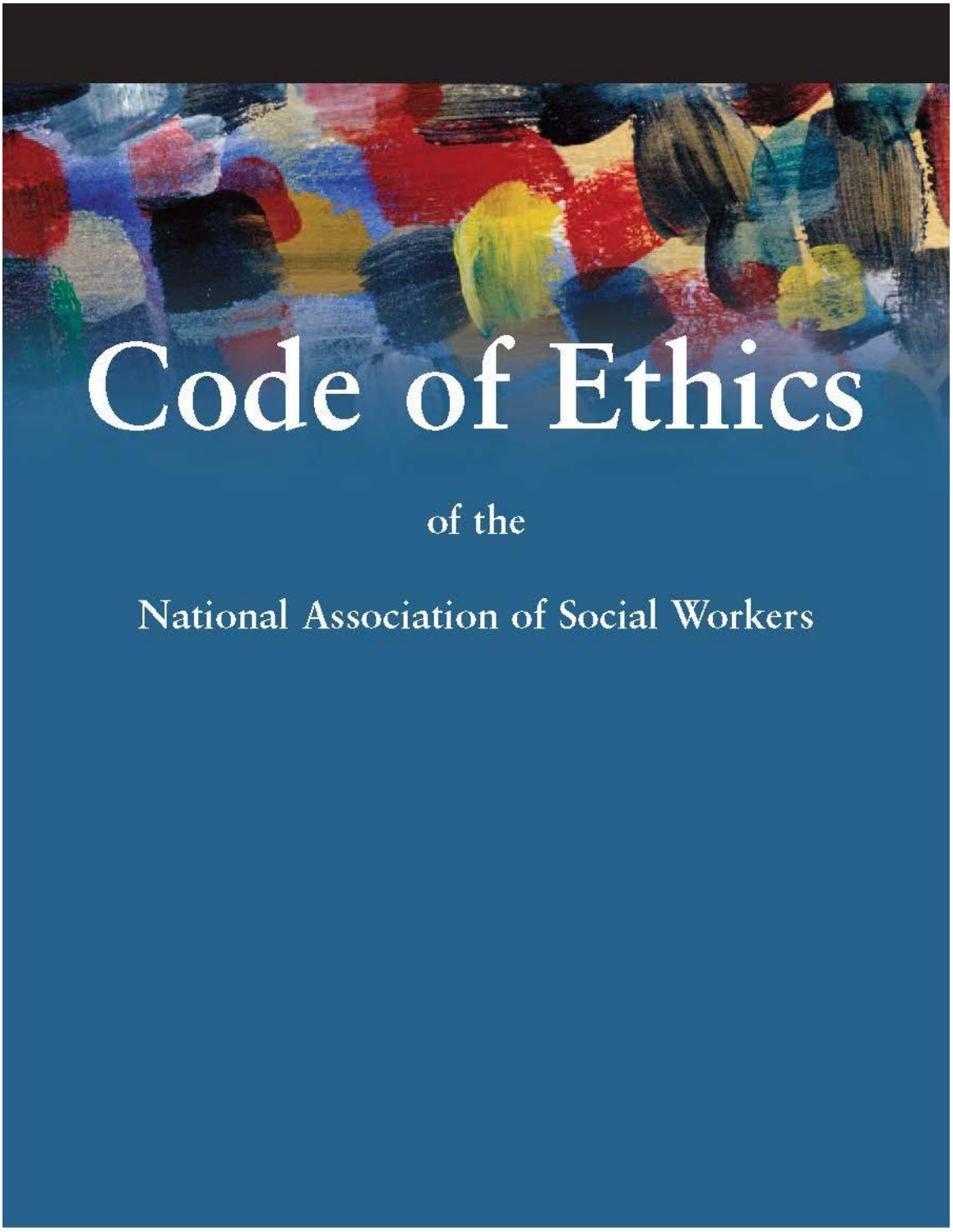
g. *Data are reported for each program option and in aggregate, including all program options.*

h. *The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s).*



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Appendix B: Summary of the NASW Code of Ethics



Code of Ethics

of the

National Association of Social Workers

NASW
National Association of Social Workers

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NASW Code of Ethics

OVERVIEW

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the *NASW Code of Ethics*," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves nearly 150,000 social workers in 56 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- *strengthen and unify the profession,*
- *promote the development of social work practice, and*
- *advance sound social policies.*

Promoting high standards of practice and protecting the consumer of services are major association principles.

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly.

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Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

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Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances.*

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the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code,* there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the

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conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

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Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their

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own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to

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inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether

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professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in

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a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

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1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

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1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and

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relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes

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with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

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3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an

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allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

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(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national

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origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

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4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

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(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

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(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote

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social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

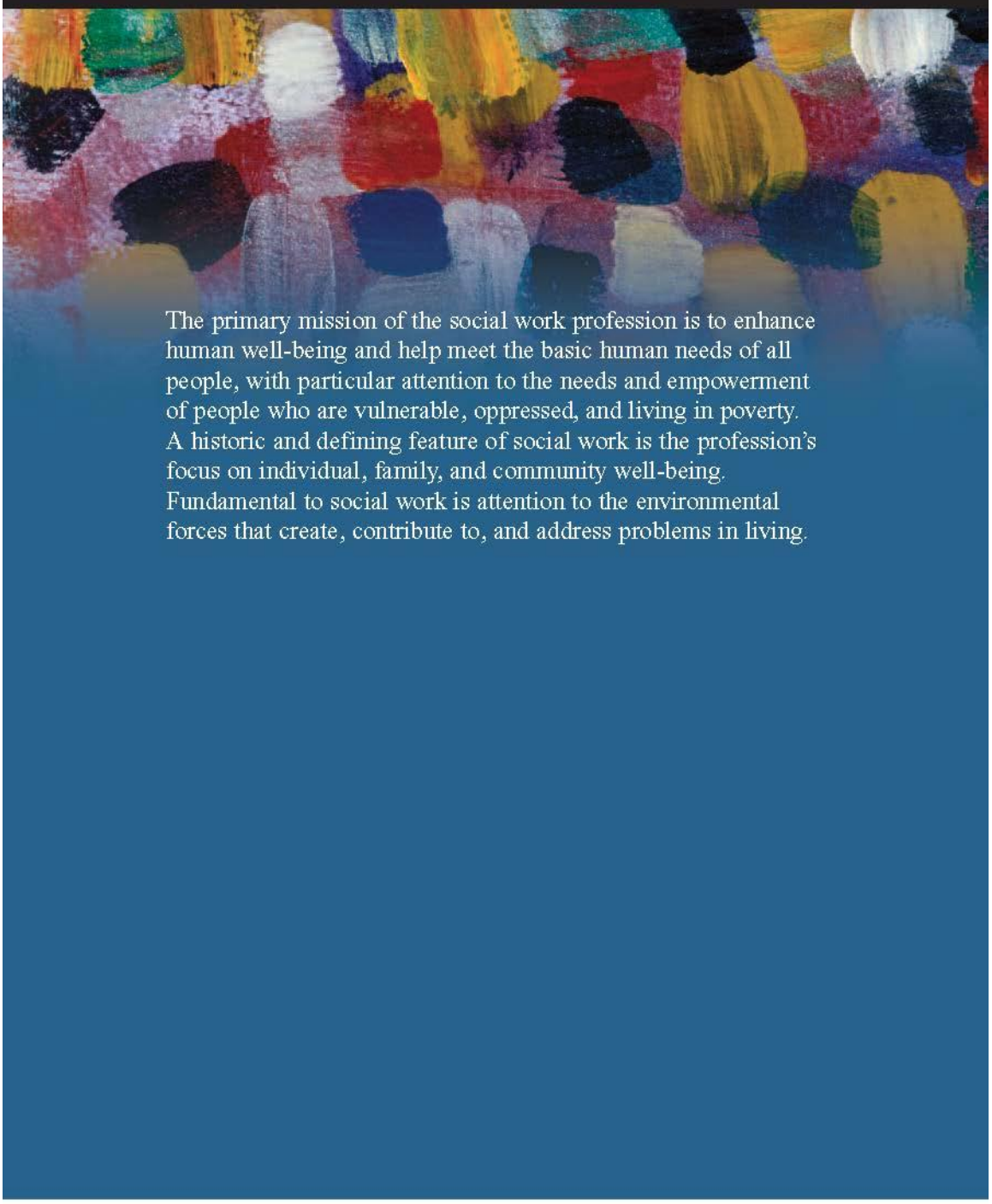
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

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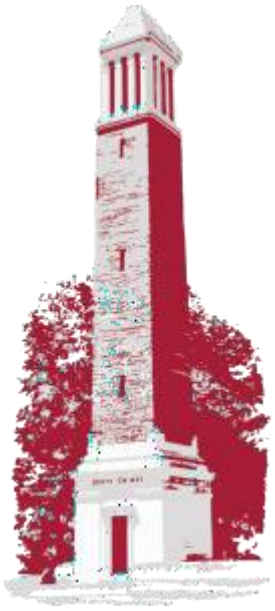
The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual, family, and community well-being. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

NASW
National Association of Social Workers

750 First Street, NE • Suite 700
Washington, DC 20002-4241
www.socialworkers.org

Appendix C: Capstone Creed

The Capstone Creed is a statement of UA student values developed by the Student Leadership Council. The Capstone Creed is the pledge made at convocation by each incoming freshman class at the start of the academic year.



"As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do."

Appendix D: Ambassador Application

AMBASSADOR APPLICATION

Name:_____CWID#: _____

# of SW credit hours completed:_____ Semesters at UA: _____

SW GPA:_____ UA GPA: _____

List of individuals who will provide letters of recommendations:

1. _____
2. _____
3. _____
4. _____

STATEMENT OF INTEREST IN THE AMBASSADOR PROGRAM

_____ _____

Signature Date

Appendix E: Academic Bankruptcy

The following specific guidelines apply to any petition for Academic Bankruptcy:

1. Academic Bankruptcy is never granted for a semester in which the student is currently enrolled or has just completed.
2. Petitions must be filed prior to graduation.
3. Only one (1) petition for Academic Bankruptcy shall be granted during the student's academic program, and relief shall be limited to one semester's work.
4. If the petition is approved, the grades for all courses taken during the semester will be recorded as "W" (withdrawn).

The procedure followed is:

1. The student writes a petition containing the following documents:
    a. A statement of the circumstances which were responsible for the poor academic performance;
    b. Supporting evidence outlining the dates and places the problem began to develop, how problems affected academic performance, the help that was sought and received, and how the problems were resolved; and
    c. Evidence supportive of all claims made in the petition.
2. The student submits the petition to his/her advisor.
3. The advisor renders an initial decision on the petition, and then forwards the petition with his/her signature to the Program Director for recommendation to the Dean. If Academic Bankruptcy is granted, the Office of Student Services will see that all grades for the term are changed to "W" and the student's record carries the notation "retroactive withdrawal granted."

Petitions for Academic Bankruptcy are held in strictest confidence. Petitions should be as specific and detailed as possible.

Appendix F: The University of Alabama Academic Misconduct Disciplinary Policy

This policy was revised and became effective in November 2021. It is available online: https://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/academic-misconduct-policy/

I. General Policy

All students in attendance at The University of Alabama are expected to abide by The Capstone Creed, in which students pledge, among other things, to pursue knowledge, act with fairness, integrity and respect, foster individual and civic responsibility, and strive for excellence in all that they do. All students are also required to adhere to the Academic Honor Pledge, and shall not, at any time, be involved with acts of academic misconduct, such as cheating, plagiarism, fabrication, or misrepresentation. Students are absolutely prohibited from engaging in academic misconduct as defined herein.

Academic Honor Code

a. All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. When enrolled at The University of Alabama, students are expected to abide by the Academic Honor pledge. Additionally, at the discretion of the course instructor, each student will be expected to sign an Honor Pledge.

b. The Academic Honor Pledge reads as follows: "I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, and I understand that violation of this code will subject me to charges under the Academic Misconduct Policy and result in penalties as severe as suspension or up to expulsion from the University.

   The University is committed to providing its students notice of academic misconduct charges and an opportunity to be heard prior to finding a student responsible and imposing a fair and equitable penalty. This Policy identifies types of academic misconduct and possible penalties and sets forth the process that will be followed when addressing accusations of academic misconduct. Except in divisions that have an alternate academic misconduct policy that has been approved by the Provost or except in instances in which a college is dealing with multiple students accused of academic misconduct in a course and the Provost has approved alternate procedures, academic misconduct cases shall be resolved as set forth below.

II. Types of Academic Misconduct

Academic misconduct by students includes all acts of dishonesty in any academic-related matter and any knowing or intentional help, attempt to help, or conspiracy to help another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academic-related matter, exercise, or activity:

1. Cheating: using, attempting to use or assisting in the use of unauthorized materials, information, study aids, or computer-related information.

2. Plagiarism: representing words, data, pictures, figures, works, ideas, computer programs or outputs, or any other work generated by someone else, as one's own.
    a. Self-Plagiarism: resubmitting your own previously submitted work without proper citation and permission from the current instructor to whom the original work is subsequently submitted.
3. Fabrication: presenting as genuine any invented or falsified citation, data or material.
4. Misrepresentation: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

III. Penalties for Academic Misconduct

Range of Penalties: Penalties for academic misconduct can range from a reprimand to a penalty as severe as suspension or expulsion for egregious acts and/or multiple offenses.

- First Offense Penalties: For a student's first offense, typical penalties might include, but are not limited to, the student's grade on an assignment or test being lowered (even to a zero) or the student's grade being lowered in the course in which the misconduct occurred. If a student is accused of multiple acts of misconduct where the accusations have not been resolved at the college level (and are therefore not considered "second offenses" as defined below), penalties may be more severe than is typical in first offenses and may include a suspension. A suspension normally requires a minimum of one major semester (fall or spring).
- Second Offense Penalties: Second offense penalties presume that a first offense has been resolved (i.e., a college has made a finding of responsibility prior to the second academic misconduct act). A penalty of suspension is generally mandated for a finding of responsibility on second offenses. The length of the suspension for a second offense generally ranges from one major semester (fall or spring) to one academic year.
- Discretion in Imposing Penalties: Academic deans have the authority and discretion to impose a full range of penalties for both first and second offenses. Academic misconduct monitors are authorized to impose penalties up to but not including suspension and may impose penalties of suspension only if authority to do so has been delegated to them by their academic dean. In determining a penalty, the dean or misconduct monitor may take into consideration mitigating factors, such as a student's admission of academic misconduct in a timely fashion and/or other behavior consistent with acceptance of responsibility.
- Suspensions: In cases that involve suspension as a penalty, the college in which the misconduct occurred will place a hold on the student's record to prevent further enrollment, and the Office of the University Registrar will facilitate a drop of any existing future enrollment. The college in which the offense occurred should notify the student's home college of the length of the suspension at the time of suspension.
- Expulsions: For egregious acts and/or multiple offenses, a penalty of expulsion may be appropriate. A student permanently expelled is prohibited from reapplying to the University in the future or from earning a degree from any of its colleges or schools. If a disciplinary action results in a recommendation that expulsion is the appropriate sanction, then the matter shall be referred to the Office of Academic Affairs. The Provost and Vice President for Academic Affairs shall review the sanction and shall make the final decision to expel after consultation with the President of the

University. Because a decision to expel a student is made after consultation with the President, a student has no right to request a review of the sanction of expulsion.

- Timing of Penalties Being Imposed: Penalties are not imposed until the time for filing an appeal has expired and no timely appeal was filed or after a decision on a timely appeal has been reached and no further appeals may be filed.

IV. Resolution of Academic Misconduct by the Academic Misconduct Monitor

Each academic dean appoints an academic misconduct monitor (hereinafter "monitor") to resolve an accusation(s) of academic misconduct. The monitor must have had previous classroom experience as an instructor of record at the university level. The monitor is charged with taking reasonable steps to gather evidence regarding the accusation, notifying the student of the academic misconduct accusation, giving the student an opportunity to be heard, resolving the accusation and, where appropriate, imposing a fair and equitable penalty. The monitor may identify a designee to act on their behalf. In all cases, a designee must satisfy the qualifications and act with the authority of a monitor. This section generally describes the process the monitor will follow in resolving an academic misconduct accusation.

If there is a conflict of interest with the monitor handling and/or resolving the particular matter (i.e., the monitor is also the course instructor making the accusation of misconduct), the dean will either select a substitute academic misconduct monitor to follow the process below or may choose to escalate the matter to the dean for the initial meeting. In that instance, if the dean decides the matter pursuant to this Section IV, then there will be no appeal to the dean's office; any appeal will be limited to the basis for an appeal to the Office for Academic Affairs discussed below.

a. **Responsibility of Course Instructor to Report Acts of Academic Misconduct**: A course instructor or any other person(s) who has reasonable cause to believe a student has engaged in an act of academic misconduct shall report the matter in a timely manner to the monitor of the division within which the alleged misconduct occurred. In most cases, the monitor should receive the report within three weeks of the student's alleged act of misconduct. The instructor will take no other action in the matter until a final decision has been reached and time for any appeal exhausted. When suspected incidents of academic misconduct occur in settings other than an academic division, the matter will be reported to and processed through the divisional academic misconduct monitor where oversight of the course occurs.

   The course instructor should submit all evidence to the monitor for review. If any electronic device is confiscated by an instructor as part of the package of evidence presented to the monitor, the device will be returned promptly once pertinent information related to the accusation has been documented.

b. Academic Misconduct Monitor's Response and Resolution

   a. **Initial Responsibilities of Monitor:** After a course instructor reports alleged academic misconduct by a student to the monitor, the monitor may discuss the circumstances involved with the course instructor and/or other appropriate person(s) and will review any pertinent materials in order to determine if a reasonable basis exists for believing that academic misconduct may have occurred. If the monitor concludes that there is a reasonable basis for believing an act of academic misconduct may have occurred, the monitor will determine if the matter is a second offense, will place appropriate holds, and will attempt to notify the student, in writing, of the accusation and of the student's need to promptly schedule a conference with the monitor to discuss next steps.

i. **Determining if an Accusation Represents a Second Offense:** Once the monitor concludes that a reasonable basis exists that an act of academic misconduct may have occurred, the monitor will determine if there are any prior academic misconduct findings for that student. If the student has previously been found responsible for academic misconduct, then the monitor will proceed with determining whether the student is responsible, but the monitor will not determine the penalty. Determination of the penalty for second offenses is reserved for the academic dean.

   For second offense cases that are in progress at the beginning of a semester, a student will be allowed to enroll and continue through completion of the semester, even if the penalty for the accusation is suspension. If an academic misconduct case is underway during a student's final semester, the awarding of the degree will depend upon the resolution of the case, and, if applicable, penalties imposed.

ii. **Preventing Student from Dropping Course and Assigning Incomplete Grade:** Once the monitor concludes that a reasonable basis exists that an act of academic misconduct may have occurred, the monitor will promptly place a hold on the student's academic record, indicating the student cannot drop the course in which the alleged misconduct occurred. When such an accusation is made prior to the last day to withdraw from a class with a W grade, the student will not be allowed to drop the course in which the academic misconduct is alleged to have occurred until the misconduct resolution process is complete. If the student is found not responsible for the misconduct after the deadline to withdraw from the class with a W grade, the student will have five (5) business days from the date of the monitor's written notice to notify the monitor that they wish to drop that course. If the student is found responsible for misconduct by the monitor, the student will not be allowed to drop the course at any time.

   If the accusation of misconduct is made prior to the end of classes for the term, the Office of the University Registrar will be notified to assign an "Incomplete" (I) grade so that the student may not withdraw from the term. If classes have ended for the term and the matter has not been finally resolved, the monitor will advise the instructor to assign the "Incomplete" (I) with the submission of final grades. The "Incomplete" (I) grade will be replaced with the student's earned grade (after application of any penalty imposed) once the proceedings set forth in this Policy are final.

iii. **Written Notification to the Student:** The monitor will provide written notification to the student of the accusation of academic misconduct, identifying the type of academic misconduct that is alleged to have occurred and the course in which the alleged misconduct occurred. The notification will provide a link to this Policy, recommend that the student review this Policy, and require the student to promptly contact the monitor to schedule a conference with the monitor to discuss the allegations.

iv. Anytime written notification to the student is required in this Policy, it generally will occur via the student's UA e-mail. A text may be sent to the student's personal cell phone advising that an email has been sent, or the student may be notified by other ways deemed appropriate by the University.

c. When a Student Fails to Respond in a Timely Fashion to the Monitor's Request to Meet

a. **Monitor's Responsibility to Make a Timely Finding**: If the student does not respond to the request to meet with the monitor within five (5) business days of the communication from the monitor, the monitor will send a second communication to the student. If the student fails to schedule a meeting with the monitor within five (5) business days from the date of the second communication, the monitor will proceed with reviewing the evidence and determining if a preponderance of evidence exists that a violation of this Policy occurred. The monitor will thereafter provide written notice to the student of their finding, with copies to the instructor and other involved parties. The monitor will also indicate in that written notification what, if any, penalty is being imposed.

   If the monitor makes a finding of responsibility and imposes a penalty as a result thereof, the student will have five (5) business days from the date of the monitor's notice to request a meeting with the monitor for further review. If the student fails to request a meeting with the monitor within this five (5) day period, the student will be deemed to have waived their opportunity to meet with the monitor and/or to present evidence to the monitor. At that point, the monitor's finding of responsibility will stand, and the penalty will be imposed.

b. **Student's Limited Appeal to Set Aside Monitor's Finding**: If a monitor makes a finding of responsibility against a student who has failed to meet with the monitor in a timely fashion and requests to do so, the student may seek to set aside the monitor's finding by appealing to the dean within five (5) business days of the penalty being imposed. However, the grounds upon which a student may bring an appeal in these circumstances are limited to mistake, inadvertence, or excusable neglect on the part of the student that caused the student to ignore or otherwise not respond to the monitor's communications. If the dean determines, in their discretion, that a preponderance of evidence exists that the student's failure to respond was due to mistake, inadvertence, or excusable neglect, then the dean may accept the case for appeal, and the matter will be resolved by the dean. (See Section V).

c. **Student's Conference with Monitor:** The conference with the student and monitor can be held in person or electronically/virtually if the student or other involved parties are not available for an in-person meeting or if the monitor deems it appropriate. The monitor may invite the course instructor and/or other appropriate persons to join the conference. At the start of the conference, the student will be informed again of the accusation of academic misconduct, the type of academic misconduct that is alleged to have occurred, and the course in which the alleged misconduct occurred. The student will also be given a copy of this Policy and be asked to acknowledge receipt of the Policy.

   i. **Student's Rights in Conference:** At the conference, the monitor will advise the student of the following:

      1. The student is not required to make any statement regarding the matter under investigation.
      2. The student may make a voluntary statement if they choose.
      3. The student has a right to present any evidence, supporting witnesses, and other information to the monitor.
      4. The student has a right to be advised and accompanied by any one person of the student's choosing. This adviser, who may be an attorney, may privately consult with and advise the student but may not question witnesses, make statements, or otherwise directly participate in the conference. Any fees

charged by the adviser are the sole responsibility of the student. The monitor may remove or dismiss a support person/adviser who becomes disruptive or does not abide by the limitations on their participation. These limitations on an advisor accompanying a student to a conference with the monitor apply equally to advisors who accompany students to appeal meetings that are discussed in Section V with the dean and in Section VI with representatives from the Office for Academic Affairs.

5. Students admitted to the University are required to meet the provisions in the English Language Proficiency Policy and must understand and speak the English language sufficiently to participate in class discussions, write multiple-page essays, read and understand assigned textbooks and course materials and comprehend lectures. If a student requests an interpreter and appropriate University officials determine that a language interpreter is either required or in the best interests of the parties, then the University will select and schedule the language interpreter.
6. With the rights listed in items 3 and 4 above, the student is entitled to request a recess in the conference for one week, or more at the sole discretion of the monitor.

ii. Possible Findings After Student's Conference with the Monitor: The monitor will preside over the conference with the student, and the provisions in paragraphs IV.B.3 a) 1. - 5. above apply during the conference. At the conference, the student will be informed of the following three possible findings:

1. **Dismissal**. The matter can be dismissed by the monitor if evidence is presented that leads the monitor to conclude that a preponderance of evidence does not exist that the student engaged in an act of academic misconduct. In that instance, the matter is concluded unless the course instructor files a timely appeal to the dean regarding the monitor's dismissal. A monitor may also dismiss and send a warning letter.
2. **Admission of Responsibility**. The matter can be concluded by the monitor at the conference level and a penalty imposed if the student makes a voluntary written admission of engaging in an act of academic misconduct. In that instance, the matter is concluded unless either the course instructor or student files a timely appeal to the dean regarding the penalty imposed by the monitor.
3. **Finding of Responsibility**. The matter can be concluded by the monitor at the conference level and a penalty imposed if the monitor concludes that a preponderance of the evidence indicates an act of academic misconduct occurred. In that instance, the matter is concluded unless the student files a timely appeal to the dean regarding the finding of responsibility and/or penalty or the course instructor files an appeal to the dean regarding the penalty imposed by the monitor.
4. **Written Notification of Finding by Monitor**: The student will be given written notice of the monitor's finding and, if applicable, of the penalty(ies) to be imposed. Copies of this notice will also be sent to the instructor. The monitor may seek the advice of the course instructor prior to assigning a grade

penalty. However, the monitor is not obligated to follow the instructor's recommendation, because a penalty is being assigned rather than an evaluation of academic work. If the course instructor does not approve the grade penalty recommendation, the course instructor has the option of filing an appeal to the academic dean (or dean's designee).

V. Appeal to Academic Dean

The dean may identify a designee to act on their behalf. In all cases, a designee must satisfy the qualifications and act with the authority of the dean. In colleges in which a monitor may also serve as a dean's designee, the dean will ensure that the dean's designee handling the matter/appeal on behalf of the dean is never the monitor whose decision is being appealed or reviewed.

A. Five Days to Appeal Monitor's Decision to Dean: A monitor's finding will be forwarded to the academic dean by the monitor if, within five (5) business days from the date of the written notification of the monitor's finding, either the student or the course instructor notifies the monitor and the dean that they wish to appeal the monitor's finding of responsibility and/or penalty, including dismissal.

B. Decision of Dean & Notification of Decision: The dean may act alone or in conjunction with a standing divisional committee to review the appeal, but the dean shall make the appeal decision. The academic dean may confer with the course instructor, the student, the monitor and any other appropriate persons to discuss the matter in question. The dean may arrange an individual or group conference to discuss the matter or can act on the evidence already provided in the appeal documents by the course instructor, monitor and student. At the dean's discretion, conference(s) may be held in person or electronically/virtually.

   Notice of the dean's appeal decision will include a statement of any changes to the monitor's decision and/or penalties imposed. This written notice will be sent to the student with copies to the instructor, other involved parties (with a legitimate need to know and consistent with FERPA), and the monitor. If grade penalties are revised, the dean will notify the appropriate University officials, who will adjust the grade penalty when the decision is deemed final (i.e., when the appeal is concluded or time for appeal has run).

C. Time for Appeal to Office for Academic Affairs: The student or the instructor may appeal the dean's decision to the Office for Academic Affairs if the appeal is filed within five (5) business days of the date of the dean's appeal decision. After five (5) business days, appeals are not accepted. If no appeal is filed, the decision of the dean is final, and the penalty, if any, is imposed.

VI. Appeal to Office of Academic Affairs

The Provost may identify a designee to act on their behalf. In all cases, a designee must satisfy the qualifications and act with the authority of the Provost. Appeals to the Office for Academic Affairs may only be based on substantive grounds such as procedural errors, new evidence, or inconsistencies in penalties assigned. When an appeal is received by the Office for Academic Affairs, the Provost will review the appeal to ensure that these limited substantive grounds have been articulated. If the appeal meets the criteria or is unclear, the Provost may schedule a conference(s) with the student and other concerned parties to discuss the reasons for the appeal. If these meetings result in an agreeable solution to the matter, the appeal process will end.

If no such solution is reached, the Provost will make the decision on whether the appeal should be heard or denied. The appeal will not be granted unless there are substantive grounds, such as those noted above, to support the appeal. If the Provost denies the appeal, the appeal process will end. If the appeal is to be heard, the Provost will convene a panel to resolve the issues that remain.

The panel will consist of a person designated by the Vice President for Student Life, a person designated by the Provost, one student (appointed by the president of the SGA), and one course instructor (appointed by the president of the Faculty Senate). Both the student and the course instructor designees will come from the division holding jurisdiction for resolving the alleged misconduct if it is possible to find such people who have no prior connection with the case. In cases involving graduate students, the faculty and student members of the appeals panel should hold graduate faculty or graduate student status, respectively. The person designated by the Provost will serve as hearing administrator and will coordinate and preside at all meetings conducted to resolve the academic misconduct appeal.

The hearing by a panel is an administrative hearing, and the proceedings will be informal rather than those used in courts of law. The panel may admit any evidence that is of probative value in determining the issues, subject to the panel's judgment as to the relevance, credibility, and weight of the evidence. The panel may ask the parties to produce evidence on specific issues, may examine witnesses, and may call and examine its own witnesses. The party requesting the hearing may be accompanied and advised by any one person of the party's choosing. This adviser, who may be an attorney, may privately consult with and advise the client but may not question witnesses, make statements, or otherwise directly participate in the conference by discussing the alleged misconduct; only the client may participate in the hearing in this manner. Any fees charged by the adviser are the sole responsibility of the party who invited the adviser. The hearing administrator may remove or dismiss an adviser who becomes disruptive or who does not abide by the participation limits.

The panel will decide each of the issues raised in the appeal. The panel's decision will be final and will conclude the University's process. A decision contrary to the student's position must be supported by the votes of at least three of the four panel members. The panel will give written notice of its decision(s) to the student, the course instructor, the dean, and the Provost.

Written notice of the panel's decision to uphold the decision of the dean (or dean's designee) or to make changes to the findings and/or penalties will be provided to the student with copies to the instructor, dean, and other involved parties.

VII. Records

Disciplinary sanctions, except for University expulsion, shall not be made part of the student's permanent academic record (official transcript). Records documenting investigations and/or disciplinary actions taken against University students charged with academic misconduct shall be input into a centralized online software system and maintained for as long as required pursuant to the University's record retention schedule.

Appendix G: Policy on Plagiarism and Falsification of Data

The following is a modification of the Graduate School Policy on Plagiarism and Falsification of Data that was adopted as policy by the BSW Program Committee 1/29/92.

The purpose of this policy statement is to clarify the obligations of students in their use of sources and in their reporting of data, and to establish a procedure for dealing with any violations that might occur.

I. The proper use of sources.

Although the details of form vary among the various style manuals, the tradition of differentiating between a writer's original wording and the wording found in his or her sources is common to them all. Specifically, in making a comment about or in summarizing a work, quotation marks and specific page numbers are not normally required provided the actual words of the source are not used.

Example: Early vocational theorists (Kitson, 1925; Parsons, 1909) relied heavily on what is known as the trait factor theory.

Here, the writer provides an original description of the work of Kitson and Parsons. Quotation marks would be inappropriate because the writer has not copied the description or any part of it from any unique source. The works summarized are acknowledged parenthetically with the names of their authors and the dates of their publication according to the conventions of the APA Style Manual. (Researchers who use other style manuals should consult them for the proper forms to use in these circumstances.)

In determining whether a given phrase requires quotation marks, the distinction between a unique source and other sorts of influence is an important one. It is quite likely, for example, that the phrase "trait factor" or even "trait factor theory" was not the original invention of the researcher who summarized Kitson's and Parson's work. It is also likely, though, that those phrases are common in the literature being discussed and could have been copied from any number of sources, so that adding quotations and specific page numbers to indicate the original occurrence would probably be impossible and certainly pointless.

When the writer chooses to use the actual words of a unique source, the following conventions must be observed.

A. The words must be copied exactly as they are in the source, except when ellipsis dots or brackets are used to indicate additions, alterations, or deletions.

B. The reference must include not only the year of publication but also the page number as well.

C. The quoted passage must be enclosed in quotation marks if it is short or separately indented if it is long.

As a rule, a quotation of more than three lines is indented. Examples:

- In a recent article regarding career counseling research, Oliver (1979) suggested that the "increased interest in career counseling has led to the need for measuring the impact of career counseling" (p. 217). McDermott (1977) made the following recommendation in his doctoral dissertation:

Different methods of career information delivery should be studied to discover which are the most effective; general career information should be studied to determine more precisely the effectiveness of each type of information on career development as measured by career maturity. (p. 5927A)

Notice that quotation marks are not used in block quotations; the indentation signals that the material is quoted.

II. Plagiarism

Plagiarism in its purest form involves the copying of entire passages either verbatim or nearly verbatim, with no direct acknowledgment of the source. Outright plagiarism needs no exemplification: researchers who copy from sources without acknowledging them know, or ought to know, that they will be liable to the severest academic penalties and, in some cases, to civil penalties as well.

Sometimes plagiarism is subtly disguised, as it is in the passage below: Example:

- Bahr, Chadwick, and Stauss (1979) pointed out that social distance and personal distance tend to be congruent and complementary, but personal-distance rules may emerge to define relationships not covered by social-distance norms. They stated that if a society has social-distance norms forbidding intermarriage but permitting acquaintance with members of an ethnic group, the appropriate personal-distance rules would be developed by the individual to regulate his or her interaction. According to Bogardus (1954), social distance includes personal distance.

In this passage two forms of plagiarism occur. The first is that in not using quotation marks, the writer is indicating that the first paragraph is an original paraphrase of Bahr, Chadwick, and Stauss. It isn't. In fact, every word except for the two introductory clauses—Bahr, Chadwick, and Stauss (1979) pointed out that, and "They stated that"—was copied directly from p. 220 of the book cited in the notes (American Ethnicity.)

The second paragraph in the example is also a form of plagiarism in that it purports to be the researcher's summary of Bogardus. It isn't. The summary appears in American Ethnicity just below the paragraph that was improperly quoted in the first paragraph of the example. Whether the writer took the trouble to look at Bogardus in the original is irrelevant; consulting the original firsthand would not entitle a researcher to use someone else's summary of it without proper attribution.

Another form of plagiarism occurs when, instead of quoting a passage directly, a writer attempts to avoid the necessity of using quotation marks by making a few superficial changes in the text.

Example:

- Mayr (1982) noted that the essential difference between Lamarck's and Darwin's mechanisms of evolution is that for Lamarck the environment and its changes had priority. They produced needs and activities in the organism that caused adaptational variation.

Every word after" that" in the first line was copied verbatim from Mayr, The Growth of Biological Thought, p. 354, except that "essential" was "crucial" in the original, Darwin's name came before Lamarck's, and the phrase and "these in turn" in the original of the second sentence was replaced by "that." In short, the sentence is too close to the original to be considered a paraphrase, and yet it is altered so that it cannot be regarded as a quotation. It is de facto plagiarism, and although writers who commit this impropriety may plead ignorance of the conventions, ignorance of this sort cannot be condoned or excused.

III. Avoiding Plagiarism

The best way to avoid plagiarism is to study the conventions carefully with an understanding of their purpose, which is to acknowledge indebtedness to previous scholars for phrases, insights, or information

that may have affected the researcher's approach to the problem at hand. In mature scholarship, quotations serve a purpose that would not be served by paraphrase; they include a technical definition, an authoritative or controversial opinion, an important distinction, a noteworthy phrase, or some other quality that makes them interesting or important for the reader to see in the original form. Paraphrasing is more appropriate than quotation when the research is summarizing an entire document or a lengthy part of it. As a rule of thumb, when researchers are relying so heavily on a particular passage that they must have a copy of it before them as they write, chances are they should quote the passage verbatim and acknowledge it rather than attempt to paraphrase.

Beginning scholars should also be mindful of these other required conventions.

A. When material is quoted, it must be quoted exactly as it appears in the original, mistakes and all; any additions, deletions, or alterations must be clearly signaled by brackets or ellipsis dots as indicated in the style manuals.

B. The acknowledgment of material that is quoted or paraphrased from a single passage in the original must include the page number or numbers on which the original appeared.

C. Data that is not commonly available should never be cited without a clear indication of their source.

D. Terminology or phraseology that is not common in literature should never be copied without proper acknowledgment.

E. Changing a few words in a source to avoid the necessity of quotation marks is at best amateurish scholarship and at worst outright plagiarism.

In general, researchers should study the appropriate style manual before beginning a research project and consult with faculty as frequently as necessary as they draft their reports.

IV. Falsification of Data

The national press and specialized academic publications have in recent years reported cases in which researchers have deliberately falsified their data or used data that they knew or should have known were unreliable. Obviously, this practice is unethical in itself, and it erodes public confidence in scientific and scholarly investigation. Researchers themselves must be the primary custodians of their own integrity in these matters, but faculty members must be reasonably cautious about endorsing the work of their students if they have any doubt about its authenticity. It is, of course, important for faculty members and students to establish an atmosphere of mutual trust so that research can be conducted and reported frankly and freely. When violations of this trust are discovered, however, either by supervising faculty or by other knowledgeable persons, they will be regarded as serious academic misconduct and will be treated according to the procedures already in place in each academic division.

Appendix H: Independent Study Policy and Proposal Form

Students in each of the degree programs may complete no more than one Independent Study during the course of study in the respective degree program. The option of an Independent Study is available to allow students to enhance their capacity in independent investigation and learning under the supervision of an instructor with expertise in the area of study. However, there must be a compelling academic necessity that justifies an Independent Study. Students who request approval for an Independent Study must do so with a well-defined plan that is consistent with the requirements of the specific degree program, and there must be evidence of a level of effort that is consistent with regularly offered courses. It is normally expected that a request for Independent Study will not substantially cover content and/or material that is covered in regular courses in the curriculum. Independent Study will not exceed three hours of credit.

A proposal for Independent Study must be focused on a specific area of inquiry and include the following:

1. Specific goals and objectives;
2. Discussion of the rationale for the project, including how it supports the requirements of the student's degree program;
3. Discussion of the methodology to be followed;
4. Selected bibliography of primary sources to be used; and,
5. Description of how the project will be monitored and evaluated.

Requests for completing an Independent Study project should be done at the time of registration for the semester or term in which the project is to be completed. The adding of Independent Study after the semester has begun is not permitted. Independent Study may be dropped in accordance with The University of Alabama policy.

The student is responsible for initiating a request for Independent Study with the concurrence of his/her advisor. The Request for Independent Study form must be completed by the student and the supervising instructor and submitted to the BSW Program Director for approval. Final approval of the request is made by the associate dean. The request must include a thorough description of the project and include the material noted above.

THE UNIVERSITY OF ALABAMA SCHOOL OF SOCIAL WORK REQUEST

FOR INDEPENDENT STUDY (SW 498)

Semester_____20_____

School in which student is enrolled _____

Name_____CWID# _____

Address_____

_____ _____ _____
City State Zip Code

Email Address _____

Telephone Number(s) _____ _____

Date submitted for approval_____

Signatures:

Student_____ Date_____

Advisor_____ Date_____

Supervising Instructor_____ Date_____

Program Director_____ Date_____

Associate Dean_____ Date_____

Appendix I: University-wide Academic Grievance Procedures

I. Academic Grievances

A. A student academic grievance is broadly defined as a student complaint regarding an academic action taken by instructional or administrative personnel at The University of Alabama. An academic grievance may be filed by a student against university personnel including instructional personnel, administrators, or staff members at the University. Examples of academic grievances include, but are not limited to, allegations of unfairness in grading, alleged violation of a written or oral agreement with a student (e.g., course requirements for graduation) and alleged inconsistent applications of existing policies.

For a protest of a final course grade or other final comprehensive evaluations to be considered, the protest must be based upon one or more of the following grounds and upon allegation that the ground or grounds cited influenced the grade assignment to the student's detriment:

1. Arithmetic or clerical error.
2. Arbitrariness, possibly including discrimination based upon race, sex, religion, or national origin of the student.
3. Personal malice.

Grievances related to course grades normally should be filed during the semester in which the alleged action takes place, but such protest must be made not later than the last day of classes of the next succeeding regular semester. This grievance procedure is not available in cases where a decision has been appealed, and been afforded a committee hearing, and the appeal has been denied.

B. A student must file a grievance in the academic department (academic department is a phrase that also refers to academic program or area if these terms apply) of The University of Alabama in which the alleged action took place. Academic grievances shall be resolved by the department head in the division where the grievance took place. Grievances concerning matters that are not within the jurisdiction of a particular academic division, and grievances against the divisional academic dean must be resolved by the Academic Vice President. Grievances against the department chairperson must be resolved by the divisional academic dean. Appeals from the academic dean's decisions may also be made to the Provost/Vice President for Academic Affairs.

II. Resolution by Department Chairperson

A. A student who believes that an academic action has unjustly affected him/her may file a grievance with the department chairperson. The facts and circumstances which are bases for the academic grievance should be presented to the department chairperson in written form.

B. The department chairperson will schedule a conference with the student who has brought the grievance, reissue the student a copy of the University-wide Academic

Grievance Procedures ascertain the circumstances involved and review any materials or circumstances pertinent to the grievance to determine if there seems to be a reasonable or sound basis for the grievance. If the department chairperson concludes that there is a reasonable or sound basis for the grievance, or if the student insists on filing the grievance anyway, then the

department chairperson will arrange conferences with the student and the other person(s) involved.

Prior to these conferences, the other person(s) involved will be given a copy of the written grievance and will be reissued a copy of the University-wide Academic Grievance Procedures. Both the student and the other person(s) will be informed that the purpose of the conferences scheduled by the department chairperson is to attempt to resolve the issue informally. Both parties will be informed that they have the right to present any evidence, supporting witnesses, or any other information when these conferences are scheduled.

C. At the beginning of these conferences, the department chairperson will inform the student and the other person(s) involved that the purpose of these meetings is to attempt to resolve the grievances informally. The department chairperson will act as an intermediary between the student and the other individual(s) with whom the student has a dispute. If a mutually satisfactory resolution can be reached, the academic grievance is resolved.

D. If a resolution cannot be reached informally between the student and the other person(s) involved, then the matter will be forwarded to the academic dean to the resolved.

III. Resolution by Academic Dean

Any matter not resolved by the department chair will be resolved by the academic dean. The dean may act alone or in the conjunction with a standing divisional committee or an ad hoc committee appointed by the dean, but the dean will make the final decision. The academic dean will arrange conferences with the faculty member, student, and others, as may be appropriate, to discuss the matter in question. The student and the other person(s) involved will be given an opportunity to make a statement, present evidence, witnesses, or materials pertinent to the academic grievance; during these conferences, both parties can be accompanied or advised by anyone either party chooses. The academic dean, after careful deliberation, will render a decision.

Notice of the dean's decision will be sent by certified mail to the student with copies to the faculty or staff member and other involved parties; either party may appeal the dean's decision to the Office for Academic Affairs if the appeal is filed within 15 working days of the date of mailing of the dean's decision.

IV. Appeal

The dean's decision may be appealed to the Office for Academic Affairs within 15 working days of the mailing of the dean's decision. Appeals must be based on substantive grounds, such as procedural errors, new information, or inconsistencies in the application of policies.

When an appeal is received by the Office for Academic Affairs, an official from that office will schedule a conference(s) with the student and other concerned parties to discuss the reasons for the appeal. If meetings with the student and other concerned parties result in an agreeable solution to the matter, the appeal process will end. If no such solution is reached, the official from the Office for Academic Affairs will recommend to the Academic Vice President, giving reasons for the recommendation, whether the appeal should be heard or denied. If the Academic Vice President denies the appeal, the appeal process will end. If the appeal is to be heard, the official from the Office for Academic Affairs will convene a panel to resolve the issues that remain. The panel will consist of a person designated by the Vice President for

Student Affairs, a person designated by the Academic Vice President (not the official convening the panel), one student (appointed by the President of the SGA), and one faculty member will come from the division holding jurisdiction for resolving the academic grievance; it is possible to find such people who have no prior connection with the case. In cases involving graduate students, the faculty and student members of the appeal panel should hold graduate faculty or graduate student-status respectively. The person designated by the Academic Vice President will serve as hearing administrator and will coordinate and preside at all meetings conducted to resolve the academic grievance appeal.

The hearing by a panel is an administrative hearing, and the proceedings will be informal rather than those used in courts of law. The panel may admit any evidence which is of probative value in determining the issues, subject to the panel's judgment as to the relevance, credibility, and weight of the evidence. The panel may ask the parties to produce evidence on specific issues, may examine witnesses, and may call and examine its own witnesses. The student may be represented at the hearing by a person of his or her choice; if the student is represented by an attorney, then the other parties may be represented by a person from the Office of University Counsel. Each party (or the representative of the party) will have the right to confront and cross-examine all opposing witnesses. The panel will decide each of the issues raised in the appeal. The panel's decision will be final and will conclude the process insofar as the University is concerned.

A decision contrary to the student's position must be supported by the votes of three of the four panel members. The panel will give written notice of its decision to the student, the faculty or staff member, the dean, and the academic vice-president.

Appendix J: Academic and Professional Assessment Review (APAR)

Academic and Professional Assessment Review (APAR)

Purpose

The purpose of this policy is to ensure that students in The University of Alabama School of Social Work Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs meet the academic, ethical, and professional standards required for successful completion of the program and effective social work practice. The review process is designed to assess students' alignment with the core competencies, values, and ethical standards of social work dictated by the Council on Social Work Education (CSWE) core competencies and the National Association of Social Workers (NASW) Code of Ethics.

Scope

This policy applies to all students enrolled in the BSW and MSW programs who are undergoing academic progression reviews, practicum placement assessments, or demonstrating concerns regarding fitness for social work practice.

Definition of Preparedness for Professional Practice

Preparedness for social work practice refers to the combination of the following competencies:

- Academic Performance: The ability to meet academic requirements and demonstrate proficiency in social work knowledge, skills, and theory.
    - Including but not limited to: Class Attendance, Class Participation & Engagement, Quality of Coursework, Grades, etc.
- Professional Conduct: The demonstration of ethical behavior, professionalism, and adherence to the National Association of Social Workers (NASW) Code of Ethics and the Council on Social Work Education (CSWE) Core Competencies and Accreditation standards
    - Including but not limited to: Punctuality, Preparedness, Communication, Self- Regulation, Openness to feedback, Professional appearance, behavior, cooperation, conflict resolution, etc.
- Emotional and Behavioral Suitability: The capacity to manage personal issues in a way that does not interfere with professional responsibilities, including emotional regulation, interpersonal skills, and self-awareness.
- Cultural Competency/Humility: The ability to engage with diverse populations in a manner that is respectful, nonjudgmental, and culturally responsive.

Review Process

1. Referral for Review: A student may be referred for a fitness review based on concerns regarding academic performance, professional conduct, or other issues that may impair their ability to succeed in the program or practice effectively as a social worker. Such concerns may arise from:
    a. Faculty evaluations or concerns
    b. Practicum placement assessments or concerns
    c. Peer feedback
    d. Self-reports by the student
    e. Other relevant factors that may affect the student's ability to meet program requirements or ethical standards
2. Initial Evaluation: Once a student is referred, an initial review will be conducted by a designated Faculty Review Committee (FRC). The committee will consist of the specific program director, the Director of experiential programs and community partnerships, the corresponding academic advisor, two additional program committee faculty members, and may include a practicum education coordinator and other relevant professionals.
    a. The student will be notified of the review process and given the opportunity to provide input, including any extenuating circumstances that may have impacted their performance or conduct.
    b. The committee will review relevant documentation, including academic records and faculty correspondence, practicum evaluations and practicum staffing notes, and any other pertinent information.
3. Review Meeting: The student will be invited to meet with the Faculty Review Committee. During this meeting, the student will have the opportunity to discuss the concerns raised, provide any additional context, and outline plans for addressing the issues. The committee will also offer feedback and clarify expectations for continued enrollment in the program.
4. Assessment of Preparedness for Professional Practice: The Faculty Review Committee will assess whether the student demonstrates the necessary academic, professional, and personal competencies to continue in the program. In making this determination, the committee will consider:
    a. Whether the student is capable of safely and effectively performing social work responsibilities in academic and field settings.
    b. Any accommodations or support services that might assist the student in meeting the program's requirements.

Possible Outcomes

After the review meeting, the Faculty Review Committee may recommend one of the following outcomes:

1. Continuation with Support: If the committee determines that the student is capable of meeting the program’s requirements with additional support or interventions, the student may be allowed to continue in the program under specific conditions. These conditions may include:
    a. Completion of a remediation plan or corrective action plan (e.g., additional coursework, counseling, or mentoring).

b. Ongoing monitoring of progress through periodic check-ins or evaluations.
c. Participation in support services (e.g., academic tutoring, professional development, or emotional regulation programs).

2. Conditional Continuation: If the committee finds that the student may benefit from specific conditions or restrictions (e.g., additional supervision, additional projects or assignments, or restricted participation in certain program activities), the student may be allowed to continue under conditional terms.
3. Probation: In cases where the student's preparedness for practice is significantly in question, the committee may place the student on probation. During the probationary period, the student will be required to meet additional academic, behavioral, or professional standards. The student's progress will be closely monitored, and failure to meet probation conditions will result in dismissal from the program.
4. Dismissal from the Program: If the committee determines that the student is unable to meet the academic, ethical, or professional standards required for social work practice, or if the student's behavior or performance presents a risk to clients, peers, or the public, the student may be dismissed from the program. Dismissal may occur for reasons such as:
    a. Persistent failure to meet academic standards.
    b. Repeated violations of professional ethics or conduct.
    c. Inability to demonstrate emotional and behavioral suitability for social work practice.
    d. Inability to engage in culturally competent practice.

Appeal Process

Students who are dissatisfied with the outcome of the review process may appeal the decision. Appeals must be submitted in writing within ten (10) business days of receiving the decision. The appeal must include:

- A clear explanation of the reasons for the appeal.
- Any new information or evidence that was not available at the time of the review.
- A request for a re-evaluation of the decision.

An appeals committee, consisting of the Associate Dean and two program faculty who were not involved in the initial review, will evaluate the appeal and make a final determination. The decision of the appeals committee will be communicated to the student in writing.

Confidentiality

All information related to the review process will be treated with strict confidentiality in accordance with university and professional standards. Only those directly involved in the review will have access to the student's records and information.

Conclusion

This policy underscores the commitment of the BSW and MSW programs to ensure that all students meet the professional standards required for social work practice. Through this process, the programs aim to support student success while maintaining the integrity of the profession and ensuring that graduates are prepared to work competently, ethically, and responsibly in the field of social work.

Appendix K: The University of Alabama Harassment Policy

I. Statement of Policy

A. Harassment Is Not Tolerated

The University of Alabama is committed to providing an environment for employees, students, and campus visitors that is free from illegal harassment based on race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran status. Such illegal harassment violates federal civil rights laws and University nondiscrimination policy and may lead to personal liability for the results of such behavior.

The University of Alabama is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace and students can engage fully in the learning process. Toward this end, all members of the University community (including faculty, staff, and students) must understand that harassment based upon one's protected status as identified above will not be tolerated, and that they are required to abide by the following policy. The University will take appropriate action to prevent, correct, and where warranted, discipline behavior that violates its Harassment Policy.

The University implements its Harassment Policy through preventive education and training, and through procedures for investigating and resolving claims of harassment. Employees and students are encouraged to participate in training programs, which are offered by a variety of departments and divisions, including the Department of Human Resources. Individuals who believe they are being harassed are encouraged to report the problem to appropriate administrative officials. Information about appropriate complaint channels and the procedures for resolution of claims of harassment follows and can also be obtained from the Deans' Offices, the Vice Presidents' Offices, the Department of Human Resources, or the Office of Equal Opportunity Programs.

B. Retaliation Is Not Tolerated

The University encourages students, faculty, and staff to express freely, responsibly, and in an orderly way, opinions and feelings about any problem or complaint of harassment. Retaliation against persons who oppose or complain about harassment is strictly prohibited. Retaliation is any action that has the effect of punishing a person for engaging in a legally protected activity, such as alleging harassment, making a harassment complaint, or assisting in a harassment investigation. Examples of retaliatory adverse employment actions include suspension, demotion, or termination. In addition, this policy prohibits retaliation in the form of harassment, intimidation, threats, or coercion, or in the form of any materially adverse harm that would dissuade a reasonable student or employee from filing a harassment complaint or participating in a harassment investigation.

An employee/student is protected against retaliation for his or her opposition to harassment as long as the employee/student has a reasonable and "good faith" belief that the complained of conduct is illegal, even if it turns out that the complainant was mistaken as to the legality of the conduct. It is a violation of the University's policy to retaliate against the complainant(s), respondent(s), witnesses, or others involved in the review of such complaints. Any employee who retaliates against an employee or a student in violation of the law and/or the University's Harassment Policy is subject to disciplinary action.

This Harassment Policy shall not, however, be used to bring frivolous or malicious complaints against students, faculty, or other employees. If a complaint has been made in bad faith, as demonstrated by clear and convincing evidence, disciplinary action may be taken against the person bringing the complaint.

II. Factors Considered in Determining Existence of Harassment

A. Definition of Harassment

Harassment is abusive or hostile conduct which is directed toward or inflicted upon another person because of his or her race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran's status and which, because of its severity or pervasiveness, unreasonably interferes with an individual's work or academic performance, or creates a hostile or abusive work or learning environment for that individual's work, education, or participation in a University activity. Harassment is typically based on stereotyped prejudices and includes, but is not limited to, slurs, jokes, objectionable epithets, or other verbal, graphic, or physical conduct that demeans, insults, or intimidates an individual because of his or her race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran status. Conduct must be deemed severe and/or pervasive from both a subjecting and an objecting perspective.

B. Sexual Harassment Defined

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of employment or academic advancement; (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's performance as an employee or student, or creating an intimidating, hostile, or offensive working or learning environment.

C. Factors Considered in Assessing Whether Harassment Exists

In determining whether conduct constitutes prohibited harassment, the following understandings shall apply:

a. Harassment must be distinguished from behavior which, even though unpleasant or uncomfortable, is appropriate to the carrying out of instructional or supervisory responsibilities (e.g., criticism of work, corrective discipline, performance evaluation; discussion of controversial topics germane to an academic subject);

b. The totality of the circumstances must be evaluated to determine whether a particular act or course of conduct constitutes harassment, including the frequency, severity, and context of the questioned conduct, and whether the conduct was physically threatening and humiliating or a mere utterance;

c. The conduct alleged to be harassment will be evaluated from the perspective of a reasonable person in a similar situation and not simply the particular sensitivity or reaction of an individual;

d. An isolated incident of hostile behavior, although offensive, usually will not be sufficient to establish a claim of illegal harassment. For example, generally, a single sexual joke,

offensive epithet, or request for a date does not constitute sexual harassment; however, being subjected to such jokes, epithets or requests repeatedly may constitute sexual harassment. However, administrators and supervisors should take corrective action when such isolated incidents occur in order to ensure that repetition of that or similar conduct does not rise to the level of illegal harassment; and

e. Although repeated incidents of hostile conduct generally create a stronger claim of harassment, a serious incident, even if isolated, may be sufficient.

D. Academic Freedom and Harassment

In cases of alleged illegal harassment, the protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a harassing, sexual or hostile nature which occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited harassment if it meets the definition of harassment noted above and 1) is reasonably regarded as non-professorial speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process or legitimate objectives of the course), or 2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

III. Reporting of Harassment or Related Retaliation Allegations

A. Prompt Reporting Required

Persons who believe they have been targets of harassment or related retaliation should report the incident(s) immediately to appropriate administrative officials as set forth below. Delay in reporting to these University officials makes it more difficult to investigate fairly and adequately the incident and may contribute to the repetition of offensive behavior.

B. Confidentiality

The University will do everything consistent with enforcement of this policy and with the law to protect the privacy of the individuals involved and to ensure that the complainant and the accused are treated fairly. Information about individual complaints and their disposition is considered confidential and will be shared only on a “need to know” basis.

C. Reporting Channels

The following sections identify appropriate harassment resource persons and complaint-receiving officials that students and employees should contact regarding illegal harassment and/or retaliation for complaining or participating in a complaint or investigation.

1. Responsibilities of Supervisory Personnel

   All members of the University community have a general responsibility to contribute in a positive way to a university environment that is free of illegal harassment. Supervisory personnel, however, have additional responsibilities. Supervisory personnel are not only responsible for educating and sensitizing employees in their units about harassment issues, but they are also directed to take all

appropriate steps to prevent and stop harassment in their areas of responsibility which may include training. Supervisory personnel who are contacted by an individual seeking to file a complaint about harassment in their unit or area of responsibility shall assist the complainant in contacting the appropriate complaint-receiving officials identified below.

2. Student Complaints

   Students with complaints of harassment against faculty members, graduate assistants or other student employees, and staff members in departments, schools, or colleges should contact the designated Harassment Resource Person in their department, school, college, or in the department, school, or college in which the alleged offender is employed. A faculty member to whom a student has come with a complaint of harassment should recommend that the student contact the designated Harassment Resource Person. The name and location of the designated Harassment Resource Person can be obtained online from the Office of Equal Opportunity Programs website or from the Office of Equal Opportunity Programs.

   Students participating in practicum placements, student teaching, or similar academic experiences in settings off campus should report complaints of harassment arising out of those placements to the University faculty or staff member providing supervision or to the designated Harassment Resource Person in their college or school.

   Students with complaints of harassment against other students should be addressed to the Student Affairs designated Harassment Resource Person(s).

   Students who believe for any reason that they cannot effectively communicate their concern through any of these channels may consult the University Compliance Officer in the Office of Equal Opportunity Programs, or if conflicts exist with the University Compliance Officer, students may consult with the Vice President for Community Affairs.

   Students who believe they are targets of sexual assault or sexual harassment may seek advice and referral from both the Women's Resource Center and the Counseling Center. These offices keep all information confidential and neither receive formal complaints nor conduct investigations. The Counseling Center is also available to students for assistance on a wide range of issues.

3. Employee Complaints

   Employees should report complaints of harassment to the designated Harassment Resource Person for the college, school, or administrative unit in which they are employed or to the Department of Human Resources. Employees who believe for any reason that they cannot effectively communicate their concerns through any of these channels may consult the University Compliance Officer in the Office of Equal Opportunity Programs, or if conflicts exist with the University Compliance Officer, employees may consult with the Office of the Provost.

   Employees who believe they are targets of sexual assault or sexual harassment may seek advice and referral from the Women's Resource Center. The Women's Resource Center keeps all information confidential and neither receives formal complaints nor conducts investigations.

D. Procedures for Handling Complaints of Harassment

Individuals who believe they are targets of unlawful harassment in their working or academic environments are encouraged to respond to the alleged harasser directly, by objecting and by requesting that the unwelcome behavior stop. Individuals may also seek assistance or intervention, short of filing a complaint, from their supervisor or University complaint-receiving officials referenced in paragraphs C (2) and (3) above.

An initial discussion between the complainant and the complaint-receiving official will be kept confidential to the extent allowed by law, with no formal written record. The complaint-receiving official will explain the options available and will counsel the complainant. If the complainant, after an initial meeting with the complaint-receiving official decides to proceed, the complainant will be requested to provide a written statement describing the complaint.

Complaints of harassment will receive prompt attention. Complaints may be resolved through the informal or formal procedures described below, and appropriate action will be taken. Informal means are encouraged as the beginning point, but the choice of where to begin normally rests with the complainant. However, if the complaint-receiving official believes that the matter is sufficiently grave because it seems to be part of a persistent pattern because of the nature of the alleged offense or because the complainant seeks to have a sanction imposed, then the complaint- receiving official will initiate a formal procedure or take other appropriate action.

1. Informal Procedures
    a. The complainant may attempt to resolve the matter directly with the alleged offender and report back to the complaint-receiving official.
    b. The complaint-receiving official may notify the alleged offender of the complaint, paying appropriate attention to the need to maintain confidentiality. The complaint-receiving official may take whatever steps short of disciplinary sanctions that he or she deems appropriate to affect an informal resolution acceptable to both parties.
    c. Where the alleged offender is a student, the complainant and accused may choose to participate in mediation. If a complaint is resolved informally, no record of the complaint will be entered in the alleged offender's personnel file or student records. However, the complaint-receiving official will in the form of a confidential file memorandum, record the fact of the complaint and the resolution achieved. A copy of this memorandum will be forwarded to the University Compliance Officer in the Office of Equal Opportunity Programs where it will be retained in confidential files.
2. Formal Procedures: In formal resolution procedures, the written and signed complaint will be directed to the following officials:
    a. If the complaint is against a faculty member, other instructional personnel, or staff employed in a college or school, it should be directed to the dean of the college/school.
    b. If the complaint is against a staff member in a unit other than a college or school, it should be directed to the Office of Equal Opportunity Programs.
    c. If the complaint is against a student not acting in an instructional or other employment capacity, it should be directed to the Office of the Vice President for Student Affairs.
    d. If the complaint is against a person outside the University (non-employee, non-student), it should be directed to the dean of the college or school if the behavior is occurring in a college or school, to the Office of Equal Opportunity Programs if the behavior is occurring in the work environment outside an academic unit, or to the Office of the Vice President for Student Affairs if the complainant is a student
    e. If conflicts or other problems exist with the dean or the Office of the Vice President for Student Affairs handling the complaint, the complaint may be filed with the University Compliance Officer in the Office of Equal Opportunity Programs. If conflicts exist with the

University Compliance Officer, individuals may consult with the Vice President for Community Affairs.

The officials listed directly above, or their appointed designees will conduct a prompt and appropriate investigation, conducting whatever inquiry they deem necessary, and will arrange conferences with the complainant, the alleged offender, and any other appropriate persons. The investigation subject to the confidentiality provision above will afford the accused an opportunity to respond to the allegations. Those directing investigations will make a record of the case, including a record of their decision and any sanctions imposed. Those records are to be retained for at least four years after the individual leaves the University employment. The officials conducting the inquiry shall forward to the Office of Equal Opportunity Programs (i) a copy of the complaint, (ii) the decision made regarding the complaint, and (iii) any resolution achieved, including any sanctions imposed which will be retained in that office's confidential files. The complainant and the alleged offender will be notified whether the investigation results in the finding of a policy violation; however, that information should be treated by both parties as confidential and private. (Mandating harassment training is not to be considered a "sanction").

A complainant not satisfied with the resolution achieved by the formal procedures may discuss the matter further with the University Compliance Officer in the Office of Equal Opportunity Programs.

E. Disciplinary Sanctions

A conclusion that harassment in violation of university policy or the law has occurred shall subject the offender to appropriate disciplinary action and may result in suspension, discharge, expulsion, or dismissal. University disciplinary procedures and possible sanctions are described in the Code of Student Conduct in the Student Handbook, the Staff Handbook and Policy Manual, and the Faculty Handbook. Sanctions imposed will be determined based on the facts of each case and the extent of harm to the University's interests.