



The University of Alabama School of Social Work

Master of Social Work
Toolkit

Revised March 2026

This handbook 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 MSW 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 of the policies and information pertaining to students. More current or complete information may be obtained from the Graduate Student Toolkit, 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 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				
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	Director of Experiential Programs and Community Partnerships	Courtney Thomas	8-3934	2016 Little Hall	courtney.thomas@ua.edu
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	Administrative Assistant II, Associate Deans' Office (King & TBD)	TBD	8-5020	1003 Little Hall	TBD
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	Academic Programs				
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	Office of Student Affairs and Enrollment Management	Student Recruitment and Retention; Enrollment and Admissions; Financial Aid and Scholarships; Advising, Degree Auditing, and Career Services			
Associate Dean for Student Affairs and Enrollment Management		TBD	8-4726	1002B Little Hall	TBD
Administrative Assistant II, Associate Dean's Office (King & TBD)		TBD	8-5020	1003 Little Hall	TBD
Student Services					
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Academic Advisor I, MSW		Aubree Cuip	8-4547	1028B Little Hall	ajcuip@ua.edu

Area	Title	Name	Phone	Office	Email
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	Student Recruitment Coordinator	Cedric Potts	8-5272	2031 Little Hall	cdpotts@ua.edu
Office of Experiential Programs & Community Partnerships	Practicum Education; Washington DC Initiative; Global Engagement; Black Belt Internship Initiative; Experiential Learning; Community Partnerships; Continuing Education and Certificate Programs				
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	BSW Practicum Education Coordinator	Destiny Thomas	8-4998	2011 Little Hall	dbmcfall@ua.edu
	MSW Practicum Education Coordinator	Carrie Turner	8-7278	2012 Little Hall	ceturner6@ua.edu
	MSW Practicum Education Coordinator	Megan Davenport	8-2186	2013 Little Hall	mldavenport@ua.edu
	Experiential Education Specialist	Caitlyn Taylor	8-4599	2017 Little Hall	crtaylor10@ua.edu
	Continuing Education Coordinator	Christa McCrorie	8-4669	3025 Little Hall	crmccrorie@ua.edu
Office of Social Work Research	Faculty Success in Research and Scholarship; Pre-Award through Post-Award Support; Development of SSW Training Grants and Contracts				
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Area	Title	Name	Phone	Office	Email
Youth Services Institute (YSI) (partial list)	Juvenile Justice Services Treatment, Training, and Research Program				
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Faculty

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Areas of Interest and Expertise: Community-engaged action research that simultaneously adds value to the personal, interpersonal, and socio-political development of residents in multi-ethnic communities disproportionately affected by racism and oppression and their correlates.

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Brian Bride, Hill Crest Endowed Academic Chair in Mental Health, BS (Psych) University of Florida, MSW Florida State University, PhD University of Georgia, MPH Harvard University

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Areas of Interest and Expertise: Community-Based Participatory Research, Implementation Science, International Social Work, Mental Health, Violence Against Women and Children

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Courtney Chapman Thomas, Clinical Assistant Professor, BA, BSW, Auburn University; MSW, Baylor University; DSW, The University of Alabama

Areas of Interest and Expertise: Organizational Leadership & Wellness, Community Engaged Learning, Experiential Learning, Foster Care, Nonprofit Leadership & Management, Policy, Community Development, Global Engagement

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Leah P. Cheatham, Associate Professor, BS, MSW, PhD, Florida State University; JD, Yeshiva University

Areas of Interest and Expertise: Child Welfare, Disability Issues, Transitions to Adulthood, Youth Aging Out

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Professor and Editor of The Journal of Social Work in End-of-Life and Palliative Care

Areas of Interest and Expertise: Palliative Social Work, Hospice and End of Life Care, Communication and health care treatment decision making, Caregiving for Older Adults, Gerontology, Health Care, International/Global Health Research

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Areas of Interest and Expertise: Clinical Social Work Practice, Social Work Practicum Education, Neurodiversity, Forensic Social Work

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Areas of Interest and Expertise: Women's Health, Health Disparities, Health Equity

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Samantha Guz, Assistant Professor, BS, Texas A&M University; MSSW BSW, Illinois State University; MSW, University of Texas at Austin; PhD, University of Chicago

Areas of Interest and Expertise: School-prison nexus; School-based health and social service provision; Minoritized families in the education system; Critical feminist studies

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Schnavia Hatcher, Dean, BA, Spelman College, MSW, University of Georgia, PhD, University of Kansas

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Areas of Interest and Expertise: Mental Health, Incarcerated Men, Clinical Supervision

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Areas of Interest and Expertise: HIV/AIDS, medical social work, health disparities, social justice
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Areas of Interest and Expertise: Adolescent Health and Health Risk Behaviors, Sexual and Reproductive Health, Health Equity/Disparities, Social Determinants of Health, Social Work Education
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Christa McCrorie, Instructor and Continuing Education Coordinator, BSW and MSW The University of Alabama

Areas of Interest and Expertise: Queer Populations and Needs, Trauma Processing and Trauma-Informed Care, Child Welfare and Mental Health, Perinatal Experiences

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Areas of Interest and Expertise: Experiential Learning, Teaching Online, Public Health, and Prison Enrichment Programs

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Keisha Pickens, Instructor, BSW, Miles College; MSW, University of Alabama

Areas of Interest and Expertise: Child Welfare Practice, Trauma-Informed Care, Foster Care Advocacy

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Nicole Ruggiano, Associate Dean of Research and Professor, BA, PhD, University of Delaware; MSW, Temple University

Areas of Interest and Expertise: Dementia Caregiving, Health Information Technology, Health Policy, Health Self-Management

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Areas of Interest and Expertise: Clinical Social Work, Faith-Based Interventions, Professional Development of Social Workers, Community Engagement

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Areas of Interest and Expertise: Aging and Healthcare, Cognitive Behavioral Therapy, Diagnosing Mental Disorders, Mental Health

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Cassandra Simon, Associate Professor, BA, University of New Orleans; MSW, Louisiana State University; PhD, University of Texas at Arlington

Areas of Interest and Expertise: Advocacy, Community Engagement, Health Disparities, Human Rights, Race Relations, Social Justice

2008 Little Hall, csimon@sw.ua.edu, (205) 348-4586

Brenda D. Smith, Professor, AM, PhD, University of Chicago; BA, St. Olaf College

Areas of Interest and Expertise: Child Welfare Policy and Services, Organizational and Policy Contexts of Practice, Policy and Service Disparities

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Areas of Interest and Expertise: LGBTQ+ Mental Health, Substance Use, Shame-Based Trauma; Psychoanalytic psychotherapy, CBT and Gestalt approaches

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Areas of Interest and Expertise: Adolescent and Young Adult Health and Wellness, With a focus on Animal-Assisted Services and Technology, Social Work Education

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Areas of Interest and Expertise: Child Welfare, Practicum Education

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Areas of Interest and Expertise: Program Planning and Development, Continuing Education in Social Work, Women's Issues,

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Peiyuan Zhang, Assistant Professor, BSW Chinese Academy of Social Sciences, MSW Washington University in St. Louis, PhD University of Maryland School of Social Work

Areas of Interest and Expertise: End-of-life Care Quality Improvement, Advance Care Planning Implementation, Quality of Care in Nursing Homes

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NASW National Association of Social Workers

Students enrolled at The University of Alabama School of Social Work Master's Program are expected to comply with the following code:

Summary of Ethical Principles

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.
- Value: Social Justice
Ethical Principle: Social workers' challenge social injustice.
- Value: Dignity and Worth of the Person
Ethical Principle: Social workers' respect the inherent dignity and worth of a person.
- Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships.
- Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.
- Value: Competence
Ethical Principle: Social workers' practice within their areas of competence and develop and enhance their professional expertise.

Visit NASW for a complete description of the [Ethical Principles](#).

To purchase a complete copy of the NASW Code of Ethics use the link: [Code of Ethics](#)

The University of Alabama - School of Social Work

About the School

The School of Social Work was established in 1965 by an act of the Alabama Legislature to address the state's critical shortage of and pressing need for professionally trained social workers. Since our founding, we have been proud to lead the charge in training students for tomorrow's workforce. Prior to 1965 there were fewer than 100 trained social workers in the state, accounting for about 19 percent of the persons employed in the state's social welfare positions. Forty-eight percent of the state's 67 counties had no professional social workers.

Today, our program is the only one of its kind in the state that offers BSW, MSW, DSW and PhD degrees in social work.

Our Vision

Leading the country in community-engaged research in health, behavioral health, and social and economic justice solutions for Alabama and the nation.

UA SSW 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.

- **Teaching:** We provide students with high-quality educational experience to prepare them to become tomorrow's global leaders in the social work field. Our innovative degree programs are designed to produce social workers for today's workforce.
- **Research:** Our students and highly distinguished faculty researchers use innovation in the classroom and interdisciplinary, research-based knowledge to address social problems, transform lives and develop solutions that change our world for the better.
- **Service:** We provide resources and leadership by partnering with individuals, families, groups, community agencies and organizations at all levels. Our goal is to improve the delivery of social services, with an emphasis on public social services.

As a diverse community of teachers, researchers, learners, and support persons with shared values and aspirations, the school promotes lifelong learning, research, and service initiatives to individuals, families, groups, organizations, and communities.

Master of Social Work Program

MSW Program Mission Statement

To prepare advanced scholar practitioners to improve the lives of individuals and families, enhance community well-being, and advocate for policies that support systemic change.

MSW Program Goals

Graduates of the MSW Program will be able to:

- Deliver evidence-based social work practice to diverse client systems.
- Advocate for vulnerable populations at the individual, group, and community levels.
- Engage in culturally competent advanced social work practice with diverse groups.
- Analyze, formulate, and influence organizational and government policies.
- Apply social work values and ethics to practice.

MSW Program Curriculum Themes

This program emphasizes five themes underpinning the foundation and the concentration year objectives.

1. **Life Course Perspective:** Social workers understand that the growth and development of individuals, families, groups, organizations and communities are influenced by a range of psychological, social, historical, political, and economic factors. The interaction of these factors with life events and life transactions contribute to the subsequent outcomes. This theme also serves as the conceptual framework for the entire MSW Curriculum.
2. **Valuing Diversity:** Social workers value and work respectfully with the people who are different from themselves.
3. **Critical and Reflective Thinking:** Critical and reflective thinking that challenges assumptions, and that is based on evidence to arrive at creative solutions, is the basis for competent social work practice.
4. **Evidence-Based Practice:** Social workers favor interventions with demonstrative effectiveness. They are prepared to carefully evaluate practice and program outcomes.
5. **Services to the Poor and Underserved:** Alabama's poor and underserved receive social services primarily from public and non-profit social service agencies. Social workers must be prepared to practice in these contexts and to challenge social injustice.

MSW Program Learning Outcomes

Foundation Objectives - 60 Credit hour

Upon successful completion of the first-year coursework, MSW students can demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change to advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work perspective to practice with systems to all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and their families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communications skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Advanced Standing Objectives - 42 Credit Hour

Upon successful completion of coursework, students will demonstrate:

1. The ability to apply effectively selected models and methods of advanced social work practice, consistent with social work values and ethics, with an emphasis in public and non-profit social services.
2. The ability to use reflectively the theoretical approaches and knowledge bases underlying in their practice with particular attention to the life course perspective.
3. The ability to evaluate their own practice.
4. The ability to analyze the impact of social welfare policies on clients and practice situations.
5. The ability to practice in ways that are culturally and gender appropriate with low-income persons and with those who have experienced social and economic injustice.

Social Work Competencies

CSWE- Council on Social Work Education

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

University Resources

ACTION Card

Your Action Card, or "ACT Card" is your official student ID for The University of Alabama. The ACT card is used for Bama Cash, Dining Dollars, meal plans, building access, NCAA athletic events, University recreation centers, the Student Health Center, campus entertainment events and more!

Action Card – [Act Card \(ua.edu\)](http://ua.edu)

Set up Action Card ID

It's essential for on-campus students to have an ACT Card created at "The Hub," or the Main Bus Hub.

Location: Campus Drive Parking Deck 315 Hackberry Lane Tuscaloosa, AL 35401	Contact: 205-348-2288 1-800-474-2288	Email: action.card@ua.edu
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Mobile ACTION Card

Students, faculty, and staff can add their ACT Cards in Apple Wallet on iPhone and Apple Watch and in Google Play on Android phones as a digital ID card.

Set up Mobile Action Card ID: <https://actcard.ua.edu/mobileactioncard/>

Replace a Lost or Stolen Card: <https://actcard.ua.edu/policies-and-fees/>

Alabama (In-State) Residency

Answers to questions regarding resident and non-resident status from The Office of the University Registrar.

[Residency for Tuition Purposes – The Office of the University Registrar – The University of Alabama | The University of Alabama \(ua.edu\)](http://ua.edu)

Application for Master's Degree Diploma

All MSW candidates must submit a degree application in order to graduate. The application is available through the student's myBama account. **This application must be completed at the start of the semester** if the student intends to graduate at the end of that term. Review referenced links for deadlines.

Graduate Application deadlines: <https://registrar.ua.edu/graduation/>

Academic Calendar: <https://registrar.ua.edu/academiccalendar/>

Books

Please refer to your syllabus for accurate textbook information. Textbook purchases can be made through any vendor or the University Supply Store.

Location: University Supply Store (UA Student Center) 751 Campus Drive West Tuscaloosa, AL 35487	Contact: 205-348-6168	Email: textbook@ua.edu
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Career Center

A full-service resource center for UA students and alumni to seek guidance with planning a career, developing job-search strategies, and more. Most services offered can be accessed online.

Location: Main Career Center 3400 UA Student Center Tuscaloosa, AL 35487	Contact: 205-348-5848	Email: career@ua.edu
Manager of Experiential Learning & Career Advisor for the SSW	Kristi Wheeler-Griffin Julie Abernathy	kwheel@ua.edu julie.abernathy@ua.edu

Handshake - is The University of Alabama's online recruiting system that allows students 24/7 access to search for jobs and apply for on-campus interviews.

<https://ua.joinhandshake.com/login>

The Career Center's calendar lists scheduled events throughout the semester, including on-campus interviews, information sessions, and career fairs.

<https://mysource.ua.edu/organization/careercenter/events>

Counseling Center Services

Personal counseling by licensed and qualified mental health professionals. Services are confidential so that students can be assured of privacy. The number of visits students receive varies. The counseling center can provide up to 15 counseling sessions per academic year. Resources include screening and evaluation, individual, couple and group counseling, crisis intervention, limited psychological assessments and referral for medication and other services.

Location: Psychology Clinic McMillian Bldg. 200 Hackberry Lane Tuscaloosa, AL 35401	Contact: 205-348-5000	More Information visit: https://psychologyclinic.ua.edu/services/
Location: Counseling Center	Contact: 205-348-3863	More Information visit: https://counseling.sa.ua.edu/counseling/

Suite 3000 South Lawn Office Bldg. 1101 Jackson Avenue Tuscaloosa, AL 35487	Questions on services: https://counseling.sa.ua.edu/about/faqs/
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Crimson E-Mail Account

This account serves as a primary method by which The University and The School of Social Work administrators and instructors communicate with students. The University of Alabama email is supported by Microsoft O365. All MSW students are responsible for utilizing this official means of communication via email by reading and responding accordingly on the crimson account. Failing to maintain the Crimson e-mail account if information is missing can hinder one's success in the program.

Accessing Crimson Email: <https://oit.ua.edu/services/email/student/>

Location: 125 Gordon Palmer Hall	Contact: 205-348-5555	Email: itservicedesk@ua.edu
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CrimsonRide

The University of Alabama's transit bus system on and off-campus routes. Buses travel to different building locations across campus including stops close to Little Hall. Off-campus routes include apartment routes to specific student housing complexes.

Bus route information: <http://crimsonride.ua.edu/>

Location: Crimson Ride Bus Hub 315 Hackberry Lane Tuscaloosa, AL 35487	Contact: 205-348-7433	Live transit locations: https://ua.passiogo.com/
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Fellowships Administered by the Graduate School and External Organizations

Graduate School fellowships are designated for exceptional applicants. Fellowships and other awards are administered by the Graduate School and other external organizations. Student nominations are made by the MSW Program Director for the School of Social Work department.

[Paying for Graduate School | Graduate School](#)

Housing

Housing information is sent to students in the general information packet provided by The University. There are many housing facilities available for students with The University Department of Housing and Residential Communities.

<u>On-Campus</u>	Contact: 205-348-6676	Email: housing@ua.edu
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	888-498-2262	
<u>Off-Campus</u>	205-348-0200 877-895-1234	Email: offcampushousing@ua.edu

Institutional Review Board

The purpose of The University of Alabama's Institutional Review Board (IRB) is to ensure the safe and ethical treatment of humans as subjects in research, public service, and training programs. Federal and university regulations require the IRB to review all research involving human subjects conducted at or sponsored by The University of Alabama regardless of the funding source. Student research proposals will be submitted through the faculty member supervising the research. Students should consult with their supervising instructor for information about the format for submitting proposals and procedures for obtaining clearance to conduct research involving human participants.

CITI Training is available for current students under the myBama CITI Login Portal.

International Student Services

The Capstone International Center for International Students and Scholar Services provided a broad range of services and programs specifically designed to meet the unique needs of international students, scholars, and their families. Services include processing immigration documentation, orientation sessions, counseling, academic support, and information about financial assistance for enrolled/ admitted MSW students.

Location: 135 B.B. Comer Hall	Contact: 205-348-5256	Email: international@ua.edu
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Visit website: [International – | The University of Alabama \(ua.edu\)](#)

Learning Resources

The Capstone Center for Student Success provides academic coaching, advising, tutoring, reading and study skills workshops are available free of charge for our MSW students including support programs as the [Alabama REACH Program](#) (foster youth).

Location: Russell Hall 2nd & 3rd Floor	Contact: 205-348-7011	Email: ccsinfo@ua.edu
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Visit website: success.ua.edu - [The Capstone Center for Student Success | The University of Alabama](#)

UA Online Student Success serves students from orientation through graduation. Student Services offers academic and skill building sessions.

Visit website: [Academic Resources - Online and Distance Degrees - UA Online](#)

- Coaching Appointments: [University of Alabama College of Continuing Studies - UA Online Student Success Coaching Appointments](#)

- Smarthinking: by Pearson is an online tutoring and writing review service. Tutoring is available 24 hours a day, 7 days a week. Smarthinking can be accessed by logging into Blackboard.

The Writing Center

The University Writing Center provides free one-on-one consultation for UA students in all disciplines. Appointments, online assistance for distance learning students and drop-in service are available. Graduate students can receive assistance with general papers, seminar papers, conference abstracts, proposals, cover letters, CVs, literature reviews, and personal statements.

Location: Lloyd Hall 322 Virtual appointments	Contact: 205-348-5049 Zoom or E-tutoring consultations	Email: writitngcenter@ua.edu
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Visit website: [Writing Center - University of Alabama College of Arts & Sciences | The University of Alabama \(ua.edu\)](#)

Legal Charges for or Conviction of a Misdemeanor or Felony

Students considering earning a degree in Social Work that have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. Agencies and organizations partner who provide field practicum placements for social work students require a criminal background check prior to agreeing to provide field education. The School of Social Work requires background checks for all students prior to entering their field placement. Detailed information on this matter is in the [Field Education Handbook](#).
2. Some state licensure boards for social workers (including the State of Alabama) 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 exam.

The school strongly recommends that any applicant/ student in this situation consult with his/her advisor.

Office of Disability Services (ODS)

This office serves as the central contact point for students with any disability seeking academic accommodations. Any student who needs special arrangements and accommodation must meet the requirements of self-identification. This includes providing documentation and meeting with an ODS Accommodations Specialist. This office will prepare letters addressed to the student's instructors that indicate the accommodation the student is entitled to. It is the student's responsibility to present the accommodation letter from UA Office of Student Disability Service and notify their instructor.

Location: 1000 Houser Hall	Contact: 205-348-4285	Email: writingcenter@ua.edu
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Visit website: [Office of Disability Services - | The University of Alabama \(ua.edu\)](#)

Parking Permits

Vehicles parked on campus must be registered and parked within their permitted zones or utilize one of the visitors' pay areas. Parking Services offers students residential, commuter, perimeter, or handicap permit. The permit will allow you to park in color permitted zones that correspond with the color on the permit tag. Permits are not required after 6:00 p.m. or on Saturday or Sunday.

Any student parking on campus Monday through Friday between 7:00 a.m. and 6:00 p.m. is required to:

- Park in a visitor deck and pay a fee to exit,
- Use the solar powered multi-space pay stations,
- Purchase and display parking permit

Student Parking Permits: [Parking Permit Rates - Parking Services | The University of Alabama \(ua.edu\)](#)

***Note:** Student permits are billed to the student's account. Payments are processed through Student Account Services. In-person payments SAS is in room 105 of the Student Service Center (Bus Hub).

Registration

The University's "Degree Works" software provides a useful way for students to monitor progress towards their degrees. Information is available on The University Registrar's [website](#). Students should do a Degree Audit each semester before it is time to register for the next semester. After using Degree Works, students should make an appointment with their social work advisor to discuss their class schedule..

Degree Works Dashboard: <https://degreeworks.ua.edu/dw/dashboard/>

Access Degree Works Tutorials: <https://registrar.ua.edu/student-services/degree-works/degree-works-tutorials/>

Registration normally occurs at:

- Winter Interim & Spring Term - end of October
- Interim, Summer, and Fall Term - mid-March

Review Registration dates under the Academic Calendar: [Academic Calendar - The Office of the University Registrar - The University of Alabama | The University of Alabama \(ua.edu\)](#)

Safety

The University of Alabama is part of a larger community, so the potential for crime does exist in every American city and even here. **The University Police Department** has prepared a [Safer Living Guide](#) with information on programs and guidelines to help students make their lives on and off campus safe. The police department number is the only 24/7 dispatch number on campus: **use it for any emergency.**

Location: 1110 Jackson Ave Tuscaloosa, AL 35487	Contact: 205-348-5454 24-hours, 7 days a week	Website: https://police.ua.edu/
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A brief description of several university services provided to increase student safety as follows:

- **Emergency Phones:** Bright blue outdoor emergency phones are located across campus. Each clearly marked phone is a direct line to the University Police communications operator. No dialing is necessary. In an emergency, all you need to do is take the phone off the hook or press the "red" button. The communications operator knows your location before answering the line.
- **Walking on the Bright Side (After Dark):** After-Dark Waling Routes are in place across campus.
 - View Map of these route: [After-Dark Walking Routes](#)
- **Elevators:** Most passenger elevators on campus have an emergency line that operates the same way as the outdoor blue emergency phones. When you press the "red" button marked Emergency, the University Police communications operator will answer.
- **Motorist Assistance Program (MAP):** For car trouble that includes a battery jump, flat tire inflation or fueling assistance on campus, contact the [Motorist Assistance Program](#) line (205) 348-0121 to receive help. Provide your name and number, the location, tag number, describe the problem. Have an ID available and a UA MAP employee in a distinctly marked vehicle will assist you.
 - This service is open 24/7 unless The University is closed, then call the UA Police at (205) 348-5454.
- **UA ALERTS:** One of the methods The University of Alabama uses for emergency notification is UA Alerts. This system enhances the University's ability to reach students and UA employees simultaneously triggering multiple contact points. In an emergency, University Relations will activate the system, sending telephone calls (work, cell, and/or home), e-mail, and text (SMS) messages to the campus community. Users are able to update their personal information using myBama portal. Each night the system automatically updates the database, capturing any changes made by students/employees that day.
 - Emergency Notifications: ready.ua.edu - [Website for The University of Alabama Office of Emergency Preparedness | The University of Alabama](#)
 - UA ALERTS: [Alerts | The University of Alabama \(ua.edu\)](#)

University Health Center

The Student Health Center (SHC) is available for enrolled students.

Conditions:

- Have a confirmed class schedule (paid bill), and
- Be enrolled in a least 5 main campus hours, or
- Are enrolled and have purchased Health Center privileges.

Student eligibility will be verified by a swipe of the student's ACTION Card at SHC.

***Note:** Summer students with any number of hours enrolled in main campus courses are eligible for services.

Students' spouses may be eligible for health services by paying a fee. Services are not available during the winter break from late December and early January, and at other times when school is not in session.

Services:

- Outpatient treatment of illnesses, injuries, and minor surgical procedures
- Preventative care, physicals, and gynecological exams are available

- Pharmacy, laboratory, and x-ray department are included

The health service is financed in part from a portion of the university fees paid by students.

Payment:

A small fee is charged for general services. Charges are made for specialized services, casts, appliances, and special supplies, prescribed drugs, and some laboratory and x-ray studies. The student is responsible for fees for any services of non-staff physicians, consultants and the cost of hospitalization or services other than those provided by the University Health Service.

Location: 750 Peter Bryce Blvd Tuscaloosa, AL 35401	Contact: 205-348-2778	Website: Home - Student Health Center and Pharmacy (ua.edu)
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Transfer of Credit

Courses of full-graduate level credit earned at a regionally accredited institution where a student was enrolled at a graduate school may be submitted for review for inclusion in a degree program. Evaluation of credit for transfer will not be made until the student has enrolled in the Graduate School of The University of Alabama. Acceptance of credit requires approval of the MSW Program Director and the Dean of the Graduate School. Credit will not be accepted for transfer from any institution at which the student failed to achieve a "B" average in all graduate work attempted.

Student's Responsibility:

To receive transfer credit a student must initiate the request by completing the [Request for Transfer Graduate Credit](#) form. Students must also ensure the Graduate School receives an official transcript showing the course for which transfer credit is desired.

Form: [Request for Transfer Graduate Credit](#)

Students must submit a written request to the School of Social Work Student Services Manager, Kayla Johnson, with the specified course to be evaluated for transfer and syllabi for the course(s) for which transfer credit is being requested.

***Note:** Transfer credit will only be evaluated after admission to the MSW Program.

With the approval of the School of Social Work and the Dean of the Graduate School required coursework for a graduate degree may be transferred from another institution. All credit toward the master's degree, including transfer credit, must be earned during the six years immediately preceding the date of which the degree is to be awarded. The School of Social Work will accept up to 12 hours of transfer credit towards the Traditional two-year program (60 credit hours) and up to 9 hours for transfer credit towards the Advanced Standing one year program (42 credit hours).

Veterans Services

Offers a variety of support services to veterans, reservists, guardsmen, and dependents of disabled or deceased veterans.

Location: 3000 Houser Hall	Contact: 205-348-0983	Website: Home - Office of Veteran and Military Affairs (ua.edu)
UA Online Students - Military Degrees for Military - The University of Alabama (ua.edu)	Contact: 205-348-6220	Email: uadistancemilitary@ua.edu

School of Social Work Resources

Access to Faculty and Advisors

Advising is an important part of social work students' education. Students will be emailed their advisor's name before classes begin for each incoming cohort. The school's faculty and advisors are available to students primarily in the fall and spring terms. Not all faculty teach during the summer term and if they need assistance and cannot reach their advisor, they are welcome to contact the MSW Program Director, Dr. Dalila John, or the MSW Program's School of Social Work Student Services Manager, Kayla Johnson. Faculty office hours are included in their individual syllabi via Blackboard and instructors' and advisors' office hours are posted at their offices on-campus. Faculty and advisors will also schedule additional times or set up specific appointments when requested. Advisors for Distance Learning students are available electronically, by telephone or video communications. All faculty and advisors have e-mail and voicemail. Students are encouraged to contact their advisors on a regular basis, and they should go to their advisor with questions or comments. If the advisor cannot help, students will be directed to the appropriate person.

SSW Faculty and Staff Directory: [SSW Faculty and Staff Directory](#)
MSW Program Office: (205) 348-3944

Current Address/Telephone of Students

It is important to keep your mailing address and best phone number updated in [myBama](#). **This is a crucial student responsibility.** This allows the school to reach out if there are concerns for your well-being and progress in the program. An out-of-date mailing address is not an excuse for missing a deadline, including but not limited to educational opportunities, competitions, or financial aid/scholarships.

Email Communications for Social Work Program

E-mail is the primary and official means of communication between the School of Social Work and social work students. Students are responsible for regularly checking and maintaining their [Crimson e-mail account](#) through UA Microsoft O365. Failure to check e-mail or inaccessibility is not an acceptable excuse for a student who has not received important official information that was sent to their Crimson e-mail account.

Need email assistance, visit OIT: oit.ua.edu - [OIT at The University of Alabama | The University of Alabama](#)

Information Self-Reliance

The School of Social Work is dedicated to preparing social work students with the ability 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 in print, machine-readable, and electronically transmitted formats. These skills are essential to the competent practice of professional social work, including evidence-based practice.

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 of April 24, 1996).

MSW Student Listserv

As a student in the School of Social Work, you will automatically be enrolled on a listserv established to facilitate communication between MSW students. You may use the list to communicate information you believe would be of interest to your fellow students. This list is NOT intended to be an official means of communication for the School of Social Work but was established to provide a forum for students. Although we are enrolling all students onto the list, membership on the list is voluntary, and you may remove yourself from the list at any time.

Remove email from Listserv: [LISTSERV - MSW-STUDENTS Archives - LISTSERV.UA.EDU](#)

Send message to student list: Please reach out to Dr. Dalila John to share information to the listserv.

Office of Academic Programs and Student Services

This internal office is available for students to talk about their personal and academic life concerns. Students should discuss such matters with their advisor first before contacting SWSS.

Location: 1027 Little Hall	Contact: 205-348-5897	Email: kjboucher@ua.edu
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Physical Facilities (On-Campus)

The School of Social Work is housed in Little Hall in the central area of the university campus next to the Presidents Mansion and adjacent to Wade Hall. Facilities include classrooms, the Social Work Reading Room, administrative offices, and many faculty offices are in Little Hall. The building is accessible to people with physical disabilities. Other faculty offices are located on the first floor of Farrah Hall on the corner of University Boulevard and 6th Avenue. This building is also accessible.

Please check your class schedule to discover where your on-campus social work classes are held because some are not located within Little Hall.

MSW Program Office – 1009 Little Hall
MSW Program Director Office - 1010 Little Hall

All School of Social Work Facilities:

Little Hall	670 Judy Bonner Drive, Tuscaloosa, AL 35401
Farrah Hall	513 University Blvd, Tuscaloosa, AL 35401
Capital Hall	270 Kilgore Lane, Tuscaloosa, AL 35401
Ancillary Services	1115 14th Street, Tuscaloosa, AL 35401
Center for Business and Economic Research	1500 Greensboro #3, Tuscaloosa, AL 35401
Tuscaloosa County Juvenile Detention Center	6001 12th Ave., Suite B, Tuscaloosa, AL 35405

Scholarships, Stipends, Loans and Assistantships

Scholarships

SSW Endowed Scholarships

Several types of scholarships are available, with different eligibility criteria and application processes. For specific School of Social Work scholarships, information and deadlines are announced through email by Listserv. Student Services will announce opportunities as they become available, but students are advised to search for scholarships that might be available to them; unfortunately, we cannot post information about every scholarship, but we will do our best. The MSW Administrative Assistant will work to post new scholarship information to the External from UA Scholarship List.

More information about SSW Endowed Scholarships can be found here: [School of Social Work Financial Aid | Social Work](#)

Eligibility: Students must complete all application materials that are required by the cohort deadline per semester. Students who meet the deadline will be contacted by the Student Services Scholarship Coordinator.

University of Alabama Graduate Student Scholarships and Fellowships

The University of Alabama graduate student scholarships and fellowships are described on the Graduate Schools website. Information about the specific eligibility criteria and the application process is provided there. These scholarships and fellowships are very competitive, and some are merit based. Most of these scholarships and fellowships are for new students only; students must be nominated by their department. The MSW Program Director contacts individuals who appear to be competitive for university scholarships and fellowships.

Graduate School: [Graduate School Scholarships & Fellowships - Graduate School | The University of Alabama](#)

Contact:

- Dr. Andrew Goodlife, Assoc. Dean for Graduate Admissions, Recruitment, and Fellowships, amg@ua.edu
- Dr. Dalila John, DSW, MSW Program Director, djohn2@ua.edu

UA Online Scholarships

Students in the Distance Learning (Primarily Online) Program are eligible to apply for adult student scholarships through the UA Online website. To be considered for all UA Online scholarships, you must submit one scholarship application each year and be currently enrolled or admitted to the University before applying. The application is submitted online through [myBama](#). To access the application, log in and select Admissions & Scholarships and navigate to the Scholarships section. Under the All Graduate/Undergraduate Students subheading, select the UA Online scholarship application link.

Students will be notified via email if they have received scholarships around the following deadlines:

- Newly admitted Advanced Standing MSW Students: February 7th
- Newly admitted Traditional (2-yr) MSW Students: March 7th

- Returning MSW Students: March 7th
- Returning BSW Students: March 7th

UA Online Scholarships: [UA Online Scholarships](#)

Contact: 800-467-0227

Stipends

School of Social Work Stipends

The School of Social Work has a limited amount of funding available for MSW Student stipends. Typically, stipends are awarded for an academic year (allocated each semester). A few stipends are available for students taking a full load of courses in the summer term. Stipend awards are based on academic excellence and/or financial need. They are intended to defray some of the expenses associated with school, such as books, travel, and childcare. The stipends are not large enough to cover the full cost of tuition.

Eligibility: Students must complete the admission application and all application materials required by the cohort deadline. All students who complete the application by the cohort deadline will be sent an email with the stipend and scholarship application link. Completion of the stipend application does not guarantee the award of a stipend.

Title IV - E Stipends

These stipends are specifically designated for students planning to pursue or continue a career in public child welfare with the Alabama Department of Human Resources (DHR). The stipend is for MSW Students and BSW Students. Requires an 18-month work obligation with the Alabama DHR.

Application Process Info: [Title IV-E Stipend Program](#)

Contact: Melody Denton, Title IV-E Stipend Program Coordinator, mjdenton@ua.edu, 205-348-0207

Practicum Education Stipends

These stipends are related to specific practicum education settings. Most are given during the semester that the student is in practicum placement and require that the student be in a practicum placement at an agency. These vary from year to year. For more information about available opportunities, please contact The MSW Practicum Coordinator or the MSW Practicum Education Director (Courtney Chapman-Thomas, courtney.thomas@ua.edu).

Contact: Carrie Turner, MSW Practicum Coordinator and Senior Instructor, ceturner6@ua.edu, 205-348-7278

Loans

Financial Aid

Students may apply for federal financial aid (i.e., student loan) by completing the Free Application for Federal Student Aid (FASFA). To be eligible for a student loan, graduate students must be enrolled in a minimum of 4.5 credit hours each semester. Summer financial aid eligibility is based on the remaining funds, if any monies from the preceding year (Fall, and Spring semesters). Federal Graduate Plus loans are also an option.

FASFA: <https://studentaid.gov/>

UA Federal Graduate PLUS loans: <https://afford.ua.edu/financial-aid/funds/loans/>

Graduate Assistantships

Graduate assistantships are available in various divisions and departments on campus. Students typically work 10 or more hours per week on campus as part of the assistantship. Most of these positions are available for students in the department that provides assistantships, but some are not so restricted.

The School of Social Work does not provide Graduate Assistantships for MSW students.

Other Opportunities: [Careers at University of Alabama \(ua.edu\)](https://careers.ua.edu/) or at <https://studentjobs.ua.edu/en-us/listing/>

Writing Proficiency

Students are expected to demonstrate writing proficiency at a graduate level. Writing proficiency may be evaluated through assignments in foundation and/or concentration-year courses.

Smoking Policy

The University of Alabama is a smoke-free campus, which includes all facilities, grounds, and parking areas. Whether you are a smoker or a non-smoker, UA knows that the campus community will demonstrate thoughtfulness, consideration, and cooperation as we work together to successfully implement this campuswide policy.

Student News within the SSW

Stay up to date on School of Social Work news, events, and programs.

- **Social Media Handles:** @UA_SocialWork, and ua_socialwork
- **Facebook:** [The University of Alabama School of Social Work \(Official Page\) - Home | Facebook](#)
- **Instagram:** [UofA Social Work \(@ua_socialwork\) • Instagram photos and videos](#)
- **TikTok:** [UA_SocialWork \(@ua_socialwork\) TikTok | Watch UA_SocialWork's Newest TikTok Videos](#)
- **YouTube:** [\(22\) University of Alabama School of Social Work - YouTube](#)
- **X (Twitter):** [UA SSW X Page](#)
- **LinkedIn:** [UA SSW LinkedIn Page](#)
- **School website:** [socialwork.ua.edu - School of Social Work | The University of Alabama](https://socialwork.ua.edu)

Access to Faculty and Other Staff Members

A directory of telephone numbers and e-mail address is available on your [myBama](#) account and the [School of Social Work website](#). Information regarding office hours and preferred means of contacting instructors are provided on the syllabus for each course and Blackboard. All instructors are available to their students by telephone and email at reasonable times.

Practicum Education

The Practicum Education Program facilitates the integration of the learning experience into practice and prepares practitioners committed to promoting justice, improving the well-being of individuals and systems, and alleviating adverse social conditions.

All students, except those in the Traditional 60-credit hour program, complete [SW 592/593](#) Foundation Practicum Education. Students are assigned a designated Practicum Coordinator who works across semesters using a holistic approach to place students. Students can expect to receive their placement during the semester before they begin their practicum.

All students complete a second-year or Advanced Standing practicum placement ([SW 597](#) and [SW 598](#), or [SW 582](#)), which includes the option to apply for an international placement or a practicum education placement in Washington DC. Students should begin to explore practicum education opportunities with their practicum coordinator as early as possible. Students are encouraged to read the [Practicum Education Toolkit](#) for specific detailed information.

Residency Requirements for Practicum Education

School of Social Work Residency Requirements for *MSW Practicum Education*:

Residency Requirements: A minimum of **9 credit hours for Advanced Standing** and **19 credit hours for 60- hour MSW students**, including practicum preparation and fieldwork ([SW 538](#), [SW 539](#), [SW 574](#), [SW 575](#), [SW 592](#), [SW 593](#), [SW 597](#), [SW 598](#)), must be completed at The University of Alabama School of Social Work MSW Program

Washington, D.C. Program

Of the more than 600 social work schools in the nation, The University of Alabama School of Social Work is the only school outside the Washington, DC, metro area that provides MSW students the unique opportunity to complete their semester-long practicum in Washington, DC. The program - which comprises the MSW DC, BSW DC, and Washington, D.C. Fly-In - prepares students both personally and professionally by exposing them to cutting-edge, direct- service programs as well as public policy and advocacy implementation. Students are selected through a competitive application and interview process to participate in each program. Many graduates go on to careers in social work focusing on public policy, public health, direct services, and private practice.

MSW DC students take [SW 580: Advanced Policy Analysis](#), in DC. Classes meet at the headquarters of the National Association of Social Workers. Students meet with members of Congress and their staff, interact with speakers from policy and advocacy agencies, and learn firsthand how policy is made.

Students are exposed to social policy in the making, whether in Congress, the Supreme Court, or in their agency placements. If you are interested in the program, please contact the Washington DC Faculty Liaison or the Director of Experiential Programs and Community Partnerships.

Title: Washington, D.C. Faculty Liaison	Contact: Coy Stout	Email: castout@ua.edu
Title:	Contact: Dr. Courtney Chapman Thomas	Email: courtney.thomas@ua.edu

Director of Experiential Programs and Community Partnerships	205-348-3934	
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International Practicum Placements

International practicum placements can serve as one of the most transformative learning opportunities a student can experience.

Helping students access and process these experiences serves as one of the central aims of The University of Alabama International Programs Office, and the School of Social Work closely works with them to help provide students with a rewarding experience that gives them a global perspective of the social work profession. Our international placement opportunities evolve depending on many factors such as agency availability, supervisor availability, and safety. We have established successful placements in Ghana, South Korea, Mexico, Europe, and China. The Coordinator of International Programs works with students to create additional international field placement possibilities.

Title: Coordinator of International Initiatives	Contact: (Interim) Dr. Courtney Chapman Thomas 205-348-3934	Email: courtney.thomas@ua.edu
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MSW Program Degree Plans

Fall 2024 (Traditional Program), Summer 2025 (Advanced Standing), and students admitted prior to these semesters:

Please refer to the [Graduate School Catalogue](#) for the most updated version of the MSW degree plan.

Fall 2025 (Traditional Program), Summer 2026 (Advanced Standing), and students admitted following semesters:

Please refer to the appropriate degree plan listed below.

- [*Advanced Standing Program \(Full-Time, 1 year\)*](#)
- [*Advanced Standing Program \(Part-Time, 2 years\)*](#)
- [*Traditional Program \(Full-Time, 2 years\)*](#)
- [*Traditional Program \(Part-Time to Full-Time, 3 years\)*](#)
- [*Traditional Program \(Part-Time, 4 years\)*](#)

If you have any questions or concerns about your degree plan, please contact the MSW Academic Advisor, Aubree Cuip, at ajcuip@ua.edu.

School of Social Work Policies for MSW Students

Absences & Student Representatives

The University policies on student attendance for assigned instructional activities are followed by the School of Social Work, MSW Program with no systematic exception.

- Instructional activities include designated classroom instruction (in-person and virtual), required skills labs, and field education.

Any permission for attendance at a non-assigned activity held during class time must be obtained from the course instructor(s) and/ or field education instructor(s) based on the assignments and hours missed to attend alternate activities.

- Non-assigned activities include attendance at SSW committee meetings, professional conferences and MSW Student Representatives across campus and social work events hosted by the school.

Instructors will consider the educational value the student is to receive based on the activity.

Academic Advising

The MSW Program places a high value on the advising process. The School of Social Work has a dedicated full-time Academic Advisor on staff. Please contact for an appointment regarding: curriculum advising, advice, performance coaching, and general concerns as a graduate student.

Title: Academic Advisor	Contact: <i>Aubree Cuij, MSW</i>	Email: ajcuij@ua.edu
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Student Responsibilities (advising process)

- The student is responsible for communicating with their advisor each semester to make sure degree progress is being met.
- The student is responsible for following the course curriculum plan created by the advisor. If the student chooses to diverge from the plan without consulting their advisor, students may be required to sit out a semester to get back on track with the curriculum plan.
- The student is expected to satisfactorily complete all courses for which they register.
- The student is responsible for reviewing the Graduate Catalog and the MSW Student Toolkit and policies contained in these documents.
- The student is expected to participate in registration and advising per term.
- Students should consult both their field education liaison and academic advisor when learning difficulties arise during field education.

Note: New policies or revised policies may be posted on The University and School of Social Work websites before new print documents are available.

Academic Advisor Responsibilities

- Assist the student in planning a program of study.

- Provide an opportunity for the student to evaluate their commitment to social work and readiness to enter the profession.
- Engage the student in a process of evaluating their academic performance.
- Refer students with personal problems to appropriate resources within the University and community, e.g., medical, psychological, financial, housing, childcare, employment, and career counseling.
- Participate in ad hoc committees established to evaluate the academic performance (in our school, professional performance is a part of academic performance) of a particular student.

Professional Advising/Faculty Mentoring Program for MSW 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.

At the start of their first semester in the MSW Program, each student is assigned a Professional Advisor/Faculty Mentor who serves as a full-time faculty member within the School of Social Work. Once the match is confirmed, the faculty mentor initiates contact to introduce themselves and schedule the initial advising and mentoring meeting.

Faculty 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 interests 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
-

Assessment of Academic Performance

The following university policies govern assignments, class attendance, and performance assessment:

Faculty Members Responsibilities

Faculty members are required at the beginning of each course to provide their students with an accurate syllabus. Items to be covered in the course syllabus include prerequisites, course description, objectives, outline of topics covered during the semester, attendance policy, the planned number and timing of major examinations and assignments, grading policy, the policy for making up missed course work (including examinations) and required texts and other course material. Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class.

Faculty members are required to make appropriate assignments, and to make periodic assessments of the progress of their students. Systematic evaluation of students' work is an important part of the teaching- learning process. Evaluations may take many forms, and may vary in number and scope, depending on the objectives and purpose of the course. Faculty members must inform their classes in writing at the beginning of the semester of 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 evaluations.

Student Responsibilities

It is the responsibility of the student to ask at the beginning of the semester for clarification of the policies for class attendance if there are any questions regarding requirements. If a student is not present when information regarding class attendance and assignments is given, or the student fails to be familiar with the requirements under circumstances of generally accepted expectations of students in an academic setting, the student is not excused from the terms of the requirements and is subject to any penalties prescribed.

In the MSW program, each instructor determines the specific evaluation instruments to be used in each course that they teach within the following general guidelines for course evaluation.

Assignments and/or examinations will be given to evaluate the student's progress. Assignments may be papers, examinations, or other assignments appropriate to the content of the course.

Final examinations are to be given at the time scheduled by the university. The final exam schedule can be found in the Schedule of Classes available online at [Final Exam Information – The Office of the University Registrar – The University of Alabama | The University of Alabama \(ua.edu\)](#) or in your course syllabus.

The master's degree program of the School of Social Work retains the option to require a written comprehensive examination during the semester in which students expect to graduate.

Dropping and Adding Courses

Students may make schedule adjustments during the registration period indicated on the [academic calendar](#). It is wise for students to consult their advisor before dropping or adding courses.

A graduate student who desires to **withdraw** from a course may do so during the period allowed for dropping a class. It is the student's responsibility to know the deadlines for withdrawing. Information about how withdrawing affects the student's permanent record is available in the [Graduate Catalog](#) and on the [University Registrar's website](#).

In extraordinary circumstances beyond the student's control a student may petition the Associate Dean of Academic Programs and Student Services for The School of Social work to drop a course after the official drop/add period of the semester. If the Associate Dean approves petition, it is forwarded to the Graduate School Dean for approval. Withdrawal from a course at any time may affect several elements, including graduate fellowships, assistantships, tuition awards, financial aid, and withholding taxes. Students are encouraged to carefully consider all these possibilities before requesting to withdraw from a course.

Failure to Register for courses (3-year time limit)

If a student fails to register for three consecutive years, the student must reapply for admission. If readmission is granted, previous credit earned may be out of date and therefore not applicable toward a degree. Students who have been absent for more than three years should contact the Student Service Manager prior to reapplying.

Withdrawal from the University

A graduate student may withdraw from the University (i.e., withdraw from all courses in the semester), for non-medical reasons, as long as this is done prior to the last day of classes. The first thing a student considering withdrawal should do is to consult with his or her academic advisor.

Student Responsibilities

It is the student's responsibility to initiate a withdrawal and provide the information necessary to complete the withdrawal process. The withdrawal process is initiated online (through myBama student account).

To review "Withdrawals and Leave of Absence" visit the [Graduate School](#) website.

After the first week of a semester, the fact and date of a withdrawal from the University will be noted on the student's permanent record. After the tenth week, the student's academic status at the time of withdrawal will be noted on the record with a "W" for courses passing and an "F" for courses failing.

For a medical withdrawal, the student must contact the [University Health Center](#). A medical withdrawal cannot be granted if the graduate student has taken any final examinations or their equivalent (final

papers, final projects, or similar assignments) for the semester for which a withdrawal is being requested. The procedures for a [medical withdrawal](#) are available by contacting University Health Center, 205-348-6262. After the first week of a semester, the fact and date of a withdrawal from the University will be noted on the student's permanent record. After the tenth week, the student's academic status at the time of withdrawal will be noted on the record with a "W" for courses passing and an "F" for courses failing.

Incomplete Grades in MSW Program

1. A grade of Incomplete may be considered for students who have Office of Disability (ODS) accommodations or Title IX accommodations.
2. A grade of Incomplete may also be considered for students who have completed approximately 80% of the coursework or approximately 80% of field hours for the semester and have experienced an extenuating circumstance that prevents them from finishing required coursework within the allotted timeframe of the semester. An extenuating circumstance can be defined as a serious and exceptional factor outside the student's control which adversely affects performance during studies.
 - a. Faculty members will work closely with students to determine if the criteria for receipt of a grade of Incomplete is met.

The removal of an incomplete grade in the master's degree program is governed by Graduate School policy and School of Social Work policy regarding an incomplete grade(s). Graduate School policy is as follows:

All "I" grades must be removed within the first four weeks of the next term of enrollment if the overall GPA drops below a 3.0 as a result of the "I" grade(s). Conditionally admitted students who fail to bring their overall GPA up to a 3.0 or better by removing the "I" within the four weeks will earn Academic Suspension (dismissal) from the Graduate School. Graduate Students with good academic standing who fail to bring their overall GPA back up to 3.0 or better by removing the "I" grade(s) within the four weeks will earn Academic Warning.

In addition to this policy, the master's degree program of the School of Social Work, with concurrence from the Graduate School, requires removal of a grade of incomplete as follows:

A student will not be allowed to begin field education with a grade of "I." Students who are registered for SW 590, SW 591, SW 595, or SW 596 who have received a grade of incomplete must have the "I" removed and be in good standing prior to the initiation of the field education experience, unless an exception to this policy is approved by the MSW Program Director.

Students with multiple incompletes will be contacted by the MSW Academic Advisor or Field Faculty to discuss plans for completion of remaining course assignments by the university's four (4)-week deadline.

***Note:** that this university deadline is AFTER the last day to drop/add courses so the amount of the student's tuition refund may be significantly impacted.

Independent Study Policy in MSW Program

Students in the MSW program may satisfy their MSW requirements with no more than one Independent Study during their course of study in the MSW 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. A compelling academic necessity must justify 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 MSW Program, and the independent study proposal must provide 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 current courses in the curriculum.

A proposal for Independent Study must be focused on a specific area of inquiry and include the following:

- Specific goals and objectives.
- The rationale for the project, including how it supports the requirements of the MSW Program.
- The learning activities that will be undertaken.
- Bibliography of primary sources to be used, and Procedures for monitoring and evaluation.
- Copy of syllabus for the proposed independent study

Requests for completing an Independent Study project should be completed, including all necessary approvals, at the time of registration for the semester or term in which the project is to be completed. Approvals must be obtained in the order signified on the independent study proposal form (approval from one individual does not guarantee the approval of the next individual). The adding of Independent Study after the semester has begun is not permitted. Independent Study courses may be dropped in accordance with the policies for dropping any other course.

Student Responsibilities (documentation)

The student is responsible for initiating a request for Independent Study with the concurrence of his/her advisor. The **Request for Independent Study** form, located in [Appendix E: Forms](#) (also available on the MSW website at [Resources for Students | Social Work](#)) must be completed by the student and the supervising instructor and submitted to the student's advisor and the MSW Program Director for approval. Final approval of the request is made by the Associate Dean.

Pass/ Fail Grading

In the master's degree program of the School of Social Work, a grade of Pass/Fail is authorized for SW 590/591 Field Education I and SW 595/596 Field Education II. A Pass grade is not computed in determining quality point average.

Performance Requirements and Procedures in SSW

MSW students are subject to the academic performance criteria of the Graduate School. In addition, because the master's degree program of the School of Social Work prepares students for practice in the profession of social work, adherence to professional standards of practice is expected of social work students as well as mastery of knowledge underlying professional practice, and methods and skills of practice intervention.

Academic Requirements for Continuation in the Master's Degree Program

Students in the master's degree program of the School of Social Work must meet the [Graduate School requirements for good academic standing](#) of a 3.0 grade point average on a 4.0 scale. In addition to the Graduate School academic requirements, the following standards serve as criteria for a student in the School of Social Work to remain in the MSW program. Failure to meet the following requirements may result in dismissal from the MSW program:

- No more than one "C" in foundation courses regardless of overall grade point average.
- No more than one "C" in concentration courses (including electives) regardless of overall grade point average.
- No grades of "D" or "F" in any class regardless of overall grade point average.
- No grade of "fail" in field education (SW 590/591 or SW 595/596).

It is the responsibility of a student who earns a C in any course to meet with their advisor. Students who receive one C will receive an Academic Warning letter.

- Because the academic requirement for good standing in graduate-level education is "B" or better performance, a student's work in field education evaluated as less than "B" work is graded as "fail."

Final Grade Appeal

If a student believes that a final grade is in error, the student may protest the grade. Grounds for the protest include an arithmetic or clerical error; arbitrariness, including discrimination; or personal malice. Procedures for grade appeal can be found in the MSW Handbook under [University-wide Academic Grievance Procedures](#).

Procedures for Handling Academic Difficulties of Graduate Social Work Students

a. Handling Learning Difficulties in the Classroom

Resolution of student learning difficulties should first be initiated and negotiated between the student in question and the instructor. The student should assume responsibility for initiating and negotiating a resolution of the learning difficulty. Unless shown otherwise, it will be assumed that any learning difficulty will be considered an educational problem rather than a personal one. If the student believes that resolution of the learning difficulty, whether of an academic or related personal nature, appears improbable, then the student should consult their advisor. After a conference with the advisor, a discussion among the student, the instructor, and the advisor should take place for a speedy resolution of the learning difficulty. The intent of these guidelines is that most student learning difficulties can be resolved at the classroom level or in joint consultation with the advisor. After following these steps, if the student believes the resolution of the difficulty is unsatisfactory, the student may use the student-initiated review process (see next section). If the situation results in the student not meeting the requirements for continuation in the program, the MSW Program Director will appoint an ad hoc student progress committee to conduct a review and to make a recommendation regarding the student's status. Refer "Academic Requirement for Continuance in a master's Degree Program" for a description of procedures used by the ad hoc student progress committee and by the MSW Program Director.

b. Student-Initiated Review Process

Students who experience academic difficulty may request a review of their academic situation. This review will be held with the student, the advisor, and the MSW Program Director. 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 alternatives for resolving the difficulty. If an exception to a School of Social Work or University policy is requested, the review will provide information needed by the

MSW Program Director in making a recommendation to the Associate Dean of Educational Programs and Student Services. It is expected that such a review will be initiated only after the student has attempted to work through the difficulty in consultation with their advisor.

c. Handling Learning Difficulties in Field Education

See details in the [Field Education Handbook](#) on the School of Social Work website.

d. Field Staffing Initiated by the Field Education Coordinator

See details in the [Field Education Handbook](#) on the School of Social Work website.

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:

- Faculty evaluations or concerns
- Practicum placement assessments or concerns
- Peer feedback
- Self-reports by the student
- 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.

- 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.
- 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:

- Whether the student is capable of safely and effectively performing social work responsibilities in academic and field settings.
- 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:

- Completion of a remediation plan or corrective action plan (e.g., additional coursework, counseling, or mentoring).
- Ongoing monitoring of progress through periodic check-ins or evaluations.
- 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:

- Persistent failure to meet academic standards.
- Repeated violations of professional ethics or conduct.
- Inability to demonstrate emotional and behavioral suitability for social work practice.
- 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.

Readmissions in the MSW Program

1. Individuals required to withdraw from the MSW Program due to the following reasons may apply for readmission to the MSW program:
 - a. Failure to meet academic standards for continuation in the program
 - b. Failure to meet professional preparedness standards
 - c. Academic misconduct
2. Individuals required to withdraw for any reason may apply for readmission; at least 12 months must lapse between enrollments.
3. Potential applicants are advised that processing an application for readmission may take several months and they should time their applications accordingly.
4. Applicants for readmission must present a written statement to the MSW program Director that includes the following elements:
 - a. A detailed statement of the applicant's understanding of the reasons they were required to withdraw.
 - b. Written evidence that supports how the applicant or the applicant's circumstances have changed since the withdrawal such that they are now prepared to successfully meet academic and professional preparedness standards for completing the MSW degree.
 - c. Accompanying documentation (e.g., physician's statement) supporting the applicant's statement about their current preparedness to meet standards (if appropriate).
5. The MSW program Director may ask the applicant to re-draft the statement.
6. The MSW program Director will appoint a committee consisting of three full-time members of the faculty of the School of Social Work to review the readmission request. The applicant's previous academic advisor will be a fourth, nonvoting, member of the committee. If the advisor is not available, the program Director will appoint an advisor.
7. The committee will review:
 - a. The applicant's readmission statement
 - b. The applicant's academic file in the school
 - c. All files and documentation (if any) concerning the applicant's academic misconduct
 - d. All files and documentation (if any) concerning reviews of the applicant's professional preparedness
8. The committee may request information, either oral or written, from any faculty member who is familiar with the applicant's academic and professional performance. The committee may seek additional information from others, based on the applicant's application for readmission.
9. The applicant will be notified of the time and place the committee will meet and will be provided with the opportunity to make a statement to the committee.
10. The committee will meet in executive session to formulate a recommendation to the MSW Program Director. The committee may recommend conditions for readmission (e.g., timing of readmission, re-taking of courses, number of courses the student may take initially, special monitoring of the student's progress). The committee will recommend readmission only if the preponderance of evidence the committee has considered suggests that the applicant is likely to meet academic and professional preparedness standards for successfully completing the MSW degree program.
11. The committee's recommendation will be presented in writing to the MSW Program Director, who will decide whether the applicant will be readmitted.
12. Decisions of the MSW Program Director may be appealed to the Dean.

Virtual Skills Labs

Purpose of Virtual Skills Labs

The virtual skills labs are an essential component of the online MSW practice courses. These labs provide a structured and interactive environment for students to develop and refine core social work skills through modeling, role-play, and real-time feedback. They are designed to enhance confidence, self-awareness, and interpersonal effectiveness in preparation for complex client interactions.

Attendance and Participation Expectations

Students are required to attend all four virtual skills labs in full, on the scheduled dates listed in their course schedule and syllabus. Full participation includes:

- Being present for the entire lab session
- Keeping cameras turned on throughout the lab
- Actively engaging in lecture and all individual, paired, and group activities
- Logging in from a desktop or laptop in a private, distraction-free environment that supports full engagement and participation

Missed Labs and Make-Up Policy

Students are informed of the skills lab dates at the time of registration and receive additional reminders from their academic advisor and course instructor. Students are expected to attend all four virtual skills labs and should take proactive steps to plan accordingly and ensure their full participation. If extenuating circumstances arise that prevent a student from attending a lab (e.g., serious illness, hospitalization, family emergency, or weather-related power/internet outage), the student must notify the instructor as soon as possible to discuss options.

Students who miss a lab must attend the designated make-up lab offered at the end of the semester.

Important Notes:

- Any absence not approved by the instructor and not made up will result in a full-letter grade deduction.
- Two absences (whether approved or unapproved) will result in failing the course.

SSW Student Services Department

The Associate Dean of Educational Programs and Student Services the School of Social Work has primary responsibility for carrying out the policies related to academic misconduct. A faculty member appointed by the dean oversees actions related to the harassment policy.

Location: The School of Social Work - Student Services 1027 Little Hall	Contact: 205-348-5897	More Information visit: Social Work Student Services
Associate Dean of Educational Programs & Student Services	Dr. Dione King (interim) 205-348-2958	Email: dmking7@ua.edu

University Policies

This section contains several university-wide policies for your reference. The most up-to-date versions of these and other University policies that apply to MSW students are available online.

Student Handbook: <https://studenthandbook.sa.ua.edu/>

University Student Life Department

Location: The Office of the Vice President for Student Life	Contact: 205-348-6670	More Information visit: Contact Us Division of Student Life
Vice President of Student Life	Dr. Steven Hood (interim)	Email: steven.hood@ua.edu

Study Week

The week preceding the final examination period each semester is reserved as a time in which students may concentrate on completing course work and preparing for final examinations. Only laboratory examinations, omitted from the Final Examination Schedule, are permitted during Study Week, except extended assignments in which students have been given advance notice and sufficient time prior to Study Week to substantially complete the work. Routine assignments, including homework, readings, and quizzes are permissible. The University prohibits all other examinations and extended assignments during Study Week.

Graduate Toolkit Procedures

University Wide Academic Grievance Procedures

Please review the [Grievance Procedure \(Faculty Handbook\) | University of Alabama \(ua.edu\)](#) for more information about the Universities policies relating to academic grievances.

Academic Misconduct Disciplinary Policy

Please review the [Academic Misconduct Policy | University of Alabama \(ua.edu\)](#) for more information about the Universities policies relating to academic misconduct.

Harassment and Title IX Policy

- a. Please review the [Harassment Policy | University of Alabama \(ua.edu\)](#) for more information about the Universities policies relating to harassment.
- b. Please review the [Title IX Office | University of Alabama \(ua.edu\)](#) website for more information about the Universities policies relating to Title IX.
- c. Please review the [Camellia Center](#) website for more information about resources available on campus to those who have been affected by interpersonal violence.

Student Activities & Organizations

Student Representatives

Student representatives are elected from the various program components and cohorts. Representatives will attend the designated committee meetings including the MSW Committee. To provide some continuity, first- year representatives will continue their service until second-year representatives are elected during the following fall semester. Student representatives have the same voting rights as faculty members, except when an executive session of a committee meeting is called.

Student representation is desired and required as part of the operations of the MSW Program. Given that circumstance, a list of duties is as follows.

Expected duties:

1. Attend Meetings

Be able to attend meetings and bring forth concerns and respond to information pertinent to students from each program component.

- a. MSW Program Committee
- b. Other meetings as warranted i.e., Graduate Student Association, Diversity Committee, or Field Advisory Committee

2. Serve as Liaison & Advocate

Be able to serve as a knowledgeable liaison between administration, the faculty, and the students in their respective cohorts. Liaison responsibilities involve timely dissemination of information to students, and feedback to appropriate administrative / faculty members. Also, be able to advocate regarding a particular student issue, as well as for the MSW student body as a whole. From time to time, an individual student may seek advice or clarification from student representatives. A representative may assist a student in accessing information regarding policies and procedures of the program or school.

3. Other Duties as Determined

An ad-hoc group may be convened to coordinate social or class-sponsored projects. Class representatives may assist with these duties.

Elected Representatives

In August, early fall semester, the Program Director will accept nominations and make arrangements for voting.

Get on Board Day (GOBD)

Held early each semester (fall and spring), the Coordinating Council for Student Organizations hosts Get on Board Day. Information about campus and national organizations is available. Participating organizations range from academic and departmental honorary groups to recreational organizations. Please visit [Get On Board Day - The Source \(ua.edu\)](#) for more information.

Honor's Day (April)

The University celebrates Honors Day on the first Friday in April. This day is set aside to honor students who have excelled in academics, contributions, and leadership while attending the University. The School of Social Work has an Honors Day ceremony to acknowledge our outstanding students that Friday morning.

National Association of Christians in Social Work (NACSW)

The University of Alabama Social Work Student Chapter of Christians in Social Work is a student-led organization that welcomes social work students at the undergraduate and graduate levels, including faculty, staff and community professionals. The Purpose of [NACSW](#) is to allow a setting for social workers to connect with other Christians in the context of the social work profession.

Mission: to equip its members to integrate Christian faith and professional social work practice.

Meetings: held throughout the semester, for additional contact and involvement visit The School of Social Work website.

National Association of Social Workers (NASW)

The faculty of The School of Social Work encourages all students to become members of the National Association of Social Workers. The benefits of membership include a reduction of fees for workshops and other special events, and a subscription to the journal Social Work. An additional benefit is a reduced membership fee, which continues for three years after graduation for the MSW Program.

Membership: [Student Benefits \(socialworkers.org\)](#)

Graduate Social Work Organization

This student organization provides a forum for students to discuss issues, both professional and academic. It is a great opportunity for students to socialize, get to know one another and have fun.

Mission: To combat social justice issues in the community through advocacy, research, and direct action.

Social Media:

- Instagram - @UA_GSWO
- Facebook - @gswoua
- Twitter - @UA_GSWO

Advisor	Dr. Dalila John, MSW Program Director	djohn2@ua.edu
Co-Advisor	Makenzie Pate, MSW Administrative Assistant	mgpate@ua.edu

Phi Alpha Honorary Society - Psi Chapter

Phi Alpha is an international academic service-based honorary society first established in the United States in 1962. The Psi Chapter at The University of Alabama was the 23rd chapter formed. It was established on April 15, 1976.

Qualifications: student has completed at least nine semester hours in social work graduate course required for degree, or at least 37.5% of the total hours/credits required for the degree, whichever is later achieved, and rank in the top 35% of their class.

Advisor	Dr. Laura Hopson, Associate Professor	lmhopson@sw.ua.edu
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Social Work Association for Cultural Awareness (SWACA)

This group provides a structure and forum through which social work students and students in related fields of social science can exchange ideas, offer services, and develop programs in the interest of minority communities and the community at large. More information can be found at [SWACA – School of Social Work \(ua.edu\)](#).

Advisor	Dr. Cassandra Simon, Faculty	csimon@sw.ua.edu
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Appendix A: Course Listings

Overview of MSW Course Listings

Please refer to the [Social Work Graduate Catalog](#) for descriptions of the current courses offered in the MSW Program.

Appendix B: MSW/MPH Coordinated Degree Program

MSW/MPH Coordinated Degree Program

The coordinated MPH/MSW: Public Health/Social Work degree program is offered through the University of Alabama at Birmingham (UAB) School of Public Health and the [University of Alabama \(UA\) School of Social Work](#). Students in this coordinated program earn an MPH with a concentration in Population Health. In this individualized concentration, students gain a solid foundation in public health through completion of the [MPH Core](#) (based on the Evidence-based Public Health framework), an Applied Practice Experience (Internship), and an Integrative Learning Experience (Capstone). Students also select from among all master's-level Public Health courses (e.g., maternal and child health, program evaluation, health policy) to build a unique curriculum that supports their career goals. Specialized advising is provided to assist students in designing their individualized curriculum.

The coordinated MPH/MSW program results in two advanced degrees providing students with management and leadership skills necessary for a broad range of administrative positions; this coordinated degree program also addresses the pressing need for professionally trained social workers. The addition of the MPH degree prepares students for careers specifically focused on improving the health and wellbeing of individuals, families, communities, and populations, both locally and globally.

To apply, students must have at least a bachelor's degree. Students are admitted separately to the MSW and MPH programs. The GRE is not required of MPH or MSW applicants.

- Prospective students are recommended to apply to both programs at the same time to maximize the benefits of the MSW/MPH Coordinated Degree Program. After enrollment, if students decide to not pursue either one of the degrees, this would delay their graduation date.
- Students must apply to the MSW Program through the UA Graduate School.
- Students must apply to the MPH program through the [UAB Graduate School](#). Select "MPH dual degree program" from the drop-down menu. Select "MPH dual program" and then the MSW/MPH track.

Specialized advising is provided to assist students in designing their individualized curriculum. Upon acceptance into each program, students will be connected with their UA Academic Advisor who will assist them in identifying the requirements for the MSW Program. Additionally, students will be connected with UAB's coordinated degree advisor to create their individualized degree plan based on the students interests and the academic requirements of each program.

For additional information concerning the coordinated MPH/MSW program contact the UA MSW Advisor, Aubree Cuip via ajcuip@ua.edu, or UAB School of Public Health via soph@uab.edu.

Appendix C: MSW/JD Coordinated Degree Program

The Master of Social Work/Juris Doctorate (JD) Degree Program is coordinated between the UA School of Social Work and UA School of Law. Before being classified as a MSW/JD coordinated degree student, applicants must be accepted in the School of Law and then the MSW Program. Students must apply separately into each program. Individuals who wish to earn a coordinated degree should seek advice in both the School of Social Work and the Law School before applying. Students must be on-campus to pursue the JD. Students who are interested in pursuing this option should contact the MSW Academic Advisor.

Appendix D: MSW-PhD Masters en Route to PhD Degree Program

The ability to earn a master's en route to the doctoral degree in our program is reserved for only the most exceptional students. These are students who have shown evidence on admission to the doctoral program of having the required knowledge skills and abilities to successfully complete doctoral studies, or students enrolled in our master's program who have demonstrated outstanding acumen during their coursework. Although the program is seeking to allow students to use coursework hours for two separate graduate degrees, the program will maintain the same academic standards and rigor that have always been expected for students to successfully complete and defend their dissertations.

Please see the degree plans for the Social Work Masters en Route here:

- [Advanced Standing MSW – PhD \(Full-Time, 4 years\)](#)
- [Traditional Program MSW – PhD \(Full-Time, 5 years\)](#)

For more information on this program, or for guidance on eligibility, please reach out to the MSW Program Director- Dr. Dalila John, djohn2@ua.edu and/or the PhD Program Director- Dr. Hyunjin Noh, hnoh1@sw.ua.edu.

Appendix E: Forms

THE UNIVERSITY
OF ALABAMA
SCHOOL OF
SOCIAL WORK

REQUEST FOR INDEPENDENT STUDY (SW 553)

Semester: _____ Year: _____

Student's Name _____ Phone# _____

Student's CWID _____

Student's Email _____

Student's Address _____

City

State

Zip Code

Date Submitted for Approval _____

Required Signatures:

Student _____ Date _____

Advisor _____ Date _____

Supervising Instructor _____ Date _____

Program Director _____ Date _____

Associate Dean _____ Date _____

INSTRUCTIONS FOR DEVELOPING A REQUEST FOR INDEPENDENT
STUDY ARE ON THE REVERSE OF THIS FORM.

Independent Study Policy

MSW students may complete no more than one Independent Study during their MSW 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 MSW 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.

A proposal for Independent Study must be focused on a specific area of inquiry and include the following:

1. Specific goals and objectives.
2. Rationale for the project, including how it supports the requirements of the MSW program learning activities.
3. Discussion of the methodology to be followed.
4. Bibliography of primary sources to be used.
5. Procedures for monitoring and evaluation.

Requests for completing an Independent Study project should be completed, including all approvals, 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 their advisor. The [Request for Independent Study](#) form must be completed by the student and the supervising instructor and submitted to the MSW Program Director for approval. Final approval of the request is made by the Associate Dean.

*Signatures should be obtained in the order listed on the form.

Appendix F: Council on Social Work Education

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

C SWE 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.*

Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

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

Explicit Curriculum

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 positional, 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).
- The program provides its area(s) of specialized practice, as described in Educational Policy M3.2.*
 - 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.*
 - The program addresses all program options.*
- M3.2.2** The program's area(s) of specialized practice builds on elements of generalist practice.
- 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.*
 - 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.
- For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design.*
 - For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field.*
 - For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community.*
 - 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).
- For each area of specialized practice, the program submits Form AS M3.2.4.*
 - 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.*
 - 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 program¹ 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.
- The program provides its policy for awarding advanced standing.*
 - 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.*
 - The program describes how these policies are articulated.*
 - The program addresses all program options.*
- 4.1.4** The program has policies for the transfer of social work course credit.
- The program provides its policies for the transfer of social work course credit.*
 - The program describes how these policies are articulated.*
 - 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.
- The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.*
 - The program describes how this policy is articulated.*
 - 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.
- The program provides its policy for academic advising.*
 - The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff.*
 - The program describes how these policies are articulated.*
 - 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 director² 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 director³ 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.
- 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).*
 - 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.*
 - 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.
- 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.*
 - The program provides a hyperlink to the program's webpage where the assessment plan and summary outcomes are publicly displayed.*
 - 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.
- The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.*
 - The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.*
 - The program explains its data collection procedures.*
 - The program provides copies of all instruments used to assess ADEI efforts.*
 - 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.
- The program presents its ADEI assessment outcomes from the most recent year.*
 - 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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