



Bachelor of Arts in Social Welfare Program Manual

For students entering Autumn 2026

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Please keep this manual for your records

University of Washington Tacoma
School of Social Work & Criminal Justice
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Table of Contents

Welcome letter from the Dean	4
About the UWT BASW Program.....	5
Mission of the School of Social Work.....	6
Mission of the UW BASW Program	6
Mission of the UWT School of Social Work and Criminal Justice	7
Program Goals of the UWT BASW Program.....	7
Council on Social Work Education Core Competencies and Behaviors for BASW Students.....	8
Student Advising	10
Social Welfare Academic Advising	10
Faculty advising	10
Office of Field Education/Practicum Advising.....	11
Academic Information.....	11
Immunizations – BASW Requirements	12
Transfer credits.....	13
Grading system.....	14
Grade Point Average (GPA)	18
Computation of GPA:	18
Repeating Courses:	18
Change of Grade:	19
Standards of Conduct.....	19
UW Student Conduct Code	19
Academic Performance and Behavior Conduct Expectations.....	20
Academic Honesty: Cheating and Plagiarism.....	20
What is academic misconduct?	Error! Bookmark not defined.
Plagiarism.....	20
Essential Skills and Values	22
Essential Skills	22

Professional Conduct	24
Procedures for Academic Performance and Professional Behavior Concerns	25
Plan of Assistance Process	26
Performance Review Process	27
Drop for failure in Field	27
Procedures	28
Grievance Procedures	28
Grade appeal	28
Initial Steps:.....	29
Formal Grade Appeal:	29
Discrimination/unfair treatment grievance:	29
Academic grievance	30
Resources	31

Welcome letter from the Dean



Welcome to the Bachelor of Arts in Social Welfare (BASW) program at the University of Washington Tacoma. I am proud of our innovative and unique multidisciplinary school that is committed to pillars of academic excellence through research, instruction, and community engagement. Paramount is student success. You will find a community of diverse scholars and leaders who are deeply committed to your personal, intellectual, and professional growth.

The School of Social Work and Criminal Justice affirms social, racial, political, and economic justice and promotes equity and inclusion values. Through our three degree programs, we prepare students to empower individuals and communities to dismantle oppressive system policies and practices and address critical social problems to create a more just and equitable society.

The Bachelor of Arts in Social Welfare (BASW) degree recognizes the importance of synergy between knowledge acquisition and action to develop student competencies in preparation for social welfare practice. Our BASW curriculum provides generative and tailored learning for students to develop deep expertise in their interests and passions. Students assume advocacy and leadership opportunities in an array of cross-disciplinary public and private sectors.

Our society remains at a critical juncture that requires a steadfast commitment to social change and justice. We strongly believe our mission, integration of criminal justice and social work critical thought and values, and collective potential will foster a meaningful and sustained impact on our communities. We look forward to you joining us and advancing our mission, priorities, and values.

About the UWT BASW Program



The UWT BASW Program is accredited by the Council on Social Work Education (CSWE) with the UW School of Social Work as a program option of the UW School of Social Work in Seattle. The Social Welfare major is dedicated to preparing competent, ethical, and culturally sensitive social workers with specialized knowledge and skills who are committed to evidence-based practice and to planned social change. A deep commitment to equity and cultural diversity is brought to the development of the Social Welfare program. The program's mission gives special attention to the poor and underserved populations, and fosters an appreciation for differences based on gender, ethnicity, race, religious creed, sexual orientation, class and physical and developmental disabilities. The BASW program is designed for students in the South Puget Sound region who are committed to providing more effective social services to populations experiencing social and economic difficulties.

Students complete the required BASW core curriculum in sequence over a two-year period with a hybrid schedule that works for busy students and professionals. The BASW curriculum consists of:

- 58-credits across three major areas: [foundation courses](#), [social work practice courses](#) and practicum ([field education](#)) combined with practicum seminars.
- In addition to these three areas, students are required to complete 10 credits of upper-division [Social Welfare electives](#).
- Practicum ([field education](#)) is a yearlong internship experience where students have the opportunity to apply classroom learning to practice with individuals, families, groups, organizations, communities, and policy makers.
 - Practicum occurs during a student's senior year in a "real world" setting at a local service organization under the supervision of an experienced social worker.
 - Through practicum, students build skills and experience to be successful in the field as professional social workers.
- General electives may also be required depending upon the number of college level credits applied toward the degree.

The UWT BASW Program shares mission and goals of the UW School of Social Work and BASW Program, and UWT School of Social Work and Criminal Justice. In addition, the UWT BASW Program has specific program goals.

Mission of the School of Social Work

As members of the University of Washington School of Social Work, we commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all. We strive to maximize human welfare through:

- Education of effective social work leaders, practitioners and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths;
- Research that engenders understanding of complex social problems; illuminates human capacities for problem-solving, and promotes effective and timely social intervention; and
- Public service that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.
- We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving human problems in the twenty-first century.

Mission of the UW BASW Program

As members of the University of Washington School of Social Work Bachelor of Arts in Social Welfare program, we commit ourselves to promoting social, economic, and racial justice for oppressed populations and enhancing the quality of life for all. We strive to maximize human welfare and health through the education of our students to become:

- Effective change-makers and collaborators towards social, economic, and racial justice
- Skilled in working with diverse individuals, families, and communities with compassion and using a strengths-based lens
- Empowered, skilled, and culturally-responsive social work practitioners
- Able to apply multilevel analysis to understand how institutions, policies, and larger social structures can affect individuals and communities.
- Actively engaged in personal and institutional social justice and antiracism work, critical self-reflection, and practice according to our profession's ethical code and values.
- Able to critically analyze research and evaluation.
- Able to cultivate their own well-being and resilience through self-care and mindfulness

- Self-aware of their own positionality and able to engage with cultural humility and awareness of intersectionality
- Prepared to contribute to the health, well-being, and empowerment of disadvantaged communities and populations
- Able to respond flexibly and adapt to working in changing contexts.

We strive to provide equitable pathways to careers in social work for students from under-represented populations, including students of color, first generation college students, students who are immigrants, students with disabilities, undocumented students, LGBTQ+ students, and others with marginalized identities.

Mission of the UWT School of Social Work and Criminal Justice

Our mission is to advance social justice through transformative education and practice, innovative research, and meaningful community engagement as we prepare dynamic and diverse leaders to build a more just and equitable society.

Program Goals of the UWT BASW Program

In addition to the goals shared with the School of Social Work and Criminal Justice as a whole, the UWT BASW Program identifies five over-arching goals:

- To prepare entry-level baccalaureate social workers for generalist practice in a multicultural context that is rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work.
- To prepare generalist social workers who can be informed and effective leaders able to understand and take action to challenge injustice and promote social and economic justice.
- To foster a comparative and critical examination of social welfare and social work history, policies, research, and practice interventions in the education of social work practitioners dedicated to public service that promotes a more humane society.
- To prepare for graduate education.
- To provide access to social work education to residents of the south Puget Sound Region.

Council on Social Work Education Core Competencies and Behaviors

The [Council on Social Work Education \(CSWE\)](#), through its [Educational Policies and Standards \(EPAS\)](#), sets the overall goals for social work education at both the undergraduate and graduate level. These goals are manifested through nine Core Competencies and the multiple Behaviors that accompany them. Competencies are measured in the classroom and both competencies and Behaviors are measured in the student's practicum. In practicum, mastery of Behaviors and the Competencies they reflect is achieved through the development of Learning Activities in the individual practicum site. The nine Core Competencies and the Behaviors are:

Competency 1: Demonstrate Ethical and Professional Behavior

- Behavior A: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Behavior B: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Behavior C: Use technology ethically and appropriately to facilitate practice outcomes.
- Behavior D: Use supervision and consultation to guide professional judgment and behavior.

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

- Behavior A: Advocate for human rights at the individual, group, organizational, and community systems levels; and
- Behavior 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

- Behavior A: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- Behavior 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

- Behavior A: Apply research findings to inform and improve practice, policy, and programs; and.

- Behavior 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

- Behavior 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.
- Behavior B: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Behavior A: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and
- Behavior 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

- Behavior A: Apply theories of human behavior and person-in-environment, as well as other interprofessional conceptual frameworks, when assessing clients and constituencies; and
- Behavior 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

- Behavior A: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Behavior 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

- Behavior A: Select and use culturally responsive methods for evaluation of outcomes; and
- Behavior B: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Student Advising

To meet the advising needs of our students, three sources of advising are available: Social Welfare Academic Advising, Faculty Advisors, and the Practicum Coordinator. A complete directory of all SSWCJ faculty and staff can be found:

<http://directory.tacoma.uw.edu/departments/social-work-criminal-justice-school>

Social Welfare Academic Advising

The Social Welfare Academic Advisor can assist you with information on registration, course scheduling, graduation requirements and issues related to low scholarship. In addition, the BASW Academic Advisor can provide guidance on navigating the program, engaging with the school community, and connection to school/campus resources. The School of Social Work and Criminal Justice Office suite is located in WCG 203. Office hours are presently 9:00 a.m. to 5:00 p.m. on Monday – Friday or by appointment after 5:00 pm as needed. *Please note that office hours are subject to change.*



Students are encouraged to meet with the Social Work Academic Advisor at least once a quarter for course planning and when applying to graduate. To make an appointment, please contact Ryan Kernan at 253.692.5883 or e-mail rkernan@uw.edu. You can also visit www.tacoma.uw.edu/swcj/academic-advising to use the online scheduling system.

Faculty advising

Each student entering the BASW Program is connected with a faculty advisor who serves as a point of connection and support throughout their academic journey. The faculty advisor supports the student by offering guidance related to entry into the school and its culture, socialization into the profession, and various opportunities to address issues of common concern to BASW students: developing career goals, completing learning plans, balancing family and career, grappling with ethical and value dilemmas, and dealing with challenges in interactions with student peers, professional colleagues, and supervisors.

Students are strongly encouraged to reach out and connect with any faculty member in an advising capacity at least once per year to facilitate this connection.

In addition to a faculty advisor, students can turn to any faculty member regarding specific issues. You may wish to meet with faculty doing research or practice in an area of interest to you. Such “informal advising” is common and highly encouraged.

As faculty have a range of teaching, research, and community service responsibilities, we encourage you to schedule an appointment to meet them. You can find a full list of UWT Social Work faculty <http://directory.tacoma.uw.edu/department/social-work> on our website.

Office of Field Education/Practicum Advising

The Field Coordinator is responsible for the management of field education, advisement, and approval of students for practicum placements. The Field Coordinator also is responsible for liaison and problem-solving with agencies if there are difficulties in the placements, and assignment of grades for the practicum courses.

If you have practicum questions, please contact the Director of Field Education, Megan Toothaker at megant03@uw.edu

Academic Information



Immunization Requirements

The BASW program at UWT is part of the Health Sciences Program through University of Washington. BASW students are required to meet the immunization requirements set by UW [Health Sciences Immunization Program \(HSIP\)](#). By accepting enrollment into the UW Tacoma BASW Program, students agree to meet certain immunization and TB screening requirements in accordance with CDC guidelines for healthcare personnel and as outlined by the Health Sciences Immunization Program (HSIP). More information about HSIP requirements, procedures, and fees may be found on the [SSWCJ web site](#) and the [HSIP](#) website.

Due to the nature of health professions training programs, exemptions are rarely granted and only in alignment with CDC recommendations, [HSIP policy](#) and University policy and practice. The School of Social Work and UWT School of Social Work & Criminal Justice do not accept or grant requests for waivers to the immunization requirements. For information about exemption requests for required vaccines, please refer to the [Vaccine Exemption](#) section on the [HSIP webpage](#).

Students in the UWT BASW program may access assistance with immunizations through their personal healthcare provider or reach out to [UW Tacoma Student Health Services](#) for additional resources.

Additional important information:

- HSIP contracts with a vendor, Med+Proctor, to track immunization and TB testing compliance. Social Welfare students are sent instructions for creating their Med+Proctor account, including deadlines for meeting HSIP requirements. The tuition students pay quarterly includes an HSIP fee, which covers the cost of overall HSIP program administration. It is the responsibility of each student to ensure each quarter they are compliant with the Health Sciences Immunization requirement. Students must communicate directly with HSIP through myshots@uw.edu with questions and or concerns related to Immunization requirements.
- Students who become noncompliant during field education will be suspended from their Field Education site and will not be allowed to return until they are in compliance. Only verification from HSIP by e-mail or phone call to the Field Coordinator or Director of Field will be accepted as verification that a student is in compliance. See the BASW Field Manual for information about the implications of immunization noncompliance on continuing in Field Education courses.
- Some field sites, notably medically-related settings, may have additional immunization or health education requirements. These are negotiated through the Affiliation Agreement process and are monitored for compliance by the Field Faculty. Students must be in compliance with these requirements in order to begin placement at such a Field Education site.

Transfer credits

A Transfer Evaluation Summary is completed for students seeking to transfer to the University of Washington Tacoma. The Office of Student Affairs evaluates all two-year or four-year credits for applicability to the University Admission Requirements and program prerequisites. Courses are evaluated for transfer credit by the Social Work Academic Advisor and BASW Program Chair. Final approvals are made by the BASW Program Chair.

Substitution refers to using one course in lieu of another, and approvals for substituting courses are rare. A student wishing to request a course substitution must make a request and provide a copy of the course syllabus they wish to have considered. A description of the course is not enough when seeking course substitution approval. Please note that students seeking to transfer courses to meet Social Welfare core curriculum requirements must have completed the course(s) at a Council on Social Work Education accredited Social Work Program. For more information, please contact the Social Work Advisor.

Current Social Welfare majors are eligible to submit course substitution petitions for review. Students must supply documentation as outlined on the [Program Petition for Course Substitution](#) along with the signed form. Please allow a minimum of 7 -10 days for review. Decision notifications will be sent to the student's UW email address. *Only college level*

transferrable courses are eligible for course substitutions (vocational technical course work is not eligible).

Grading system

The University of Washington Tacoma uses a numerical grading system. Instructors may report grades from 4.0 to 0.7 in 0.1 increments and the grade 0.0. The number 0.0 is assigned for failing work or unofficial withdrawal. Grades in the range 0.6 to 0.1 may not be assigned. Grades reported in this range are converted by the Registrar's Office to 0.0.

UWT School of Social Work & Criminal Justice faculty use the point ranges designated on the grading scale for all TSOCWF and T CRIM classes.

The **only** courses students may take on a Satisfactory/Non-Satisfactory basis are general elective courses. Students may select the S/NS grading option through the seventh week of each quarter by completing the transaction on web registration via MyUW. Fees may apply.

Some courses, such as TSOCWF 415 *Practicum*, are graded on a Credit/No Credit (CR/NC) basis

Numerical grades may be considered equivalent to letter grades as follows:

Letter Grade	Number Grade	Note
A	4.0 – 3.9	
A-	3.8 – 3.5	
B+	3.4 – 3.2	
B	3.1 – 2.9	
B-	2.8 – 2.5	
C+	2.4 – 2.2	
C	2.1 – 1.9	
C-	1.8 – 1.5	
D+	1.4 – 1.2	
D	1.1 – 0.9	
D-	0.8 – 0.7	Lowest passing grade
E	0.0	Academic failure, no credit earned

Additional information about grading policy is available on the UWT Registrar's website <https://www.tacoma.uw.edu/registrar/grading-policy>

The following letter grades also may be used:

N: No grade. Used only for hyphenated courses (courses not completed in one quarter).

I: Incomplete.

Instructors may grant an incomplete grade if the student has done satisfactory work to within three weeks of the last day of the quarter and the student **has extenuating circumstances** that may prevent the student from completing the course work (for example, due to an illness or other circumstance beyond the student's control).

- In order to request an Incomplete for a course, students need to complete the UWT Incomplete Grade Request Form on the [UWT Office of the Registrar](#) no earlier than week 8 of the quarter.
- When complete, the form will be sent to their instructor. The instructor will reach out to the student to acknowledge receiving the request and set up a time to discuss the request.
 - Per policy, your instructor is not required to grant your request for an Incomplete grade.
 - At no time will instructors be obligated to work with students to resolve an incomplete during official breaks, hiatuses, or leaves.
 - If the instructor agrees to the incomplete request, the student must have a plan to submit their work by the first day of the following quarter. The incomplete plan will be forwarded to the BASW Program chair, Social Work Academic Advisor, and Director of Field Education. The student will be copied on this email.
- If the incomplete work has not been submitted by the first day of the following quarter, the student will not be able to start or continue with their Field placement.
 - The student must receive a 2.0 for BASW students in required Social Welfare courses to begin or continue practicum.
 - Required Social Welfare courses are TSOCWF 300, 301, 310, 311, 312, 320, 390, 402, 404, 405, 406, 414, and 415.

Remember that,

- The purpose of an incomplete is to provide an extension where an extension is not possible because the quarter is ending; it is meant to provide extra time for the last two weeks of work, not the whole quarter.
- If you do not resolve an Incomplete grade, you will not be eligible for practicum.
- If you are given an Incomplete grade, you do not register for that course again in a future quarter. That will not “make up” the work for the Incomplete grade.

Additional implications of an Incomplete grade

- **Financial Aid Recipients**

- “I” Incomplete grades are not completed credits for financial aid purposes. Students receiving federal financial aid who have been assigned an “I” for Incomplete grades will not have these courses counted as completed credits. This can be detrimental for meeting their [Satisfactory Academic Progress](#) and potentially the disbursement of future aid. Please consult the [Office of Financial Aid](#) for additional guidance.
- **Veterans Education Benefits Recipients**
 - Students receiving VA education benefits, consult with the Veteran Military Resource Center, before requesting an Incomplete to verify its impact on your VA benefits.
 - Graduate students, the VA education benefits do not cover “I” Incomplete grades and students will have to pay back the funds provided for that course.
- **International Students on a F-1 or J-1 Visa**
 - Federal regulations require F-1 and J-1 international students to maintain full-time enrollment and make academic progress. An “I” on the transcript could have a negative impact on a student’s F-1 or J-1 future benefits/status. Please consult with [International Student & Scholar Services](#) for additional guidance.

To request an Incomplete grade, you must:

- Complete the [Incomplete Grade Request form](#). You should do this no later than the last day of the quarter, but not earlier than the beginning of week 8. Your instructor needs to have enough time to review your request and discuss it with you before grades are due. Grades are due on the Tuesday after the last day of the quarter (refer to the [Academic Calendar](#)).
- Make a separate request for each course you want to request an Incomplete grade.
- Complete the reason for requesting an Incomplete grade.

To submit the form, you will need to know:

- your course abbreviation and number (e.g., TSOCWF 300, TSOCW 504)
- your instructor’s name
- your instructor’s email address
- When you submit the form, it will be sent directly to the instructor whose email you provided. You will receive a confirmation email.
- After you submit the form, you must follow up with the instructor to discuss your request for an Incomplete grade and what steps you would take to complete the work for the course by the time the Incomplete grade expires.

Satisfactory/Not Satisfactory Grading Option

Certain students are eligible to choose that a limited number of their courses be graded satisfactory/not satisfactory rather than with regular numerical grades. Any student who wishes to register for a course on a satisfactory/not-satisfactory basis should check first with his or her advisor to determine restrictions and eligibility, because colleges and departments vary in their rules concerning this grading option. In no case is a student allowed to register for more than 6 credits (or for one course, if that course is offered for more than 6 credits) on a satisfactory/not-satisfactory basis in a given quarter. No more than 25 satisfactory/not-satisfactory credits may be applied to a four-year undergraduate degree. Such courses may not be used to satisfy University, college, or departmental course requirements including requirements for a minor (i.e., **may be applied only to the general/free elective component of a degree**).

S: Satisfactory and ***NS: Not-satisfactory grades***: The **only** courses students may take on a Satisfactory/Non-Satisfactory basis are general elective courses. Students may select the S/NS grading option through the seventh week of each quarter by [completing the transaction on web registration via MyUW](#). Fees may apply.

S: Satisfactory. grade for courses taken on a satisfactory/not satisfactory basis. An S grade is automatically converted from a numerical grade of 2.0 or above for undergraduates. The grade S may not be assigned directly by the instructor but is a grade conversion by the Office of the Registrar.

NS: Not-satisfactory grade for courses taken on a satisfactory/not satisfactory basis. A grade less than 2.0 for undergraduates is converted to NS. NS is not included in GPA calculations. No credit is awarded for courses in which an NS grade is received.

Credit/No Credit-Only as a Grading Option

With appropriate departmental review and approval, a course may be offered on a credit/no credit-only basis. The standard for granting credit in credit/no credit courses is the demonstration of competence in meeting the course objectives.

CR: Credit. awarded in a course offered on a credit/no credit basis. The minimum performance level required for a CR grade is determined, and the grade is awarded directly, by the instructor. CR is not computed in GPA calculations.

NC: Credit. not awarded in a course offered on a credit/no credit basis only. The grade is awarded directly by the instructor and is not included in GPA calculations.

W: Official withdrawal or drop from a course after the fourteenth calendar day of the quarter through the seventh week. An official withdrawal is not computed in GPA calculations. Students who do not officially drop a course(s) will receive a grade of 0.0. Students looking to withdraw from courses after the fourteenth day must complete the Current Quarter Drop process at www.tacoma.uw.edu/registrar/current-quarter-drop.

RD: Registrar Drop. Effective Spring 2020 - Grade assigned when a student drops courses after the second week of the quarter or with approval of a Former Quarter Drop Petition after the last day of instruction. It is not computed in grade-point average calculation, and no credit is earned. For more information about the Former Quarter Drop process please visit www.tacoma.uw.edu/registrar/former-quarter-drop.

HW: Effective through Winter 2020 - Grade assigned when an undergraduate is allowed a hardship withdrawal from a course after the seventh week of the quarter. It is not computed in GPA calculations.

Grade Point Average (GPA)

The University's cumulative GPA is based solely on courses taken in residence at the University; this includes some, but not all, courses taken through UW Extension. The UW transcript also reflects grades for UW Extension course work that is not residence credit, and the grades for credit by examination. These latter grades do not affect the University cumulative GPA.

Computation of GPA:

The GPA for graduation is computed by dividing the total cumulative grade points by the total graded credits attempted for courses taken in residence at the University. Grade points are calculated by multiplying the number of credits by the numeric value of the grade for each course. The sum of the grade points is then divided by the total graded credits attempted. Courses elected on an S/NS basis are counted as follows: Satisfactory grades are printed on the permanent record as an S and do not count in the quarterly or cumulative GPA, but they do count as credits earned toward graduation. Not-satisfactory grades, NS, do not count in the quarterly and cumulative GPA and do not count as credits earned toward graduation.

The total graded credits attempted, not the credits earned toward graduation, are used in computing the GPA.

Repeating Courses:

With the approval of the academic department offering the course, an undergraduate may repeat a course once. Both the original grade and the second grade are computed in the GPA

but credit is allowed only once. Veterans receiving benefits must receive approval from the veteran's coordinator in the Office of Veteran and Military Services before repeating a course.

Change of Grade:

Except in case of error, no instructor may change a grade that he or she has turned in to the Registrar. A student who finds administrative omissions or errors in a grade report must make application to the Registrar for a review not later than the last day of instruction of the student's next quarter in residence, but in no case after a lapse of two years. Grades used to meet graduation requirements cannot be changed after the degree has been granted. Time spent in military service is not counted as part of the two-year limitation. Students are not automatically notified of grade changes posted after the first of the quarter.

Standards of Conduct

UW Student Conduct Code

The following is an abbreviated version. The complete code is available from the Office of the Vice President for Student Affairs, Schmitz 447, or the Washington Administrative Code, Chapter 478-120 (in the UW Tacoma Library).

Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes, but is not limited to:

- academic and professional honesty and integrity,
- refraining from actions which would interfere with University functions or endanger the health, safety, or welfare of others, and
- complying with the rules and regulations of the University and its units.

Specific instances of misconduct on campus include, but are not limited to:

- intentionally and substantially disrupting teaching
- physical abuse or threat of harm
- sexual offenses, such as rape, sexual assault or harassment
- malicious damage to or misuse of property
- refusal to comply with lawful order to leave the campus
- possession or use of firearms, explosives, dangerous chemicals, or other dangerous weapons (excluding legal defense sprays)
- unlawful possession, use, distribution, or manufacture of alcohol or controlled substances
- inciting others to engage in unlawful activity.

Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University.

Academic Performance and Behavior Conduct Expectations

Students may be dropped from the UW Tacoma BASW Program for any of the following:

1. Failure to meet or maintain academic standards as established by the University of Washington, the School of Social Work (Seattle), and the UW Tacoma BASW Program in Tacoma. (This is automatic and may take place without a review or further procedure.).
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics (available at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>) or unprofessional conduct as specified by RCW 18.130.180 Unprofessional Conduct, Regulation of Health Professions-Uniform Disciplinary Act, Revised Code of Washington available at http://app.leg.wa.gov/RCW/default.aspx?cite=18.130.180.*
4. Failure to meet the Essential Skills, Values and Standards of Professional Conduct for Admission to and Continuance in the School of Social Work.

* The NASW Code of Ethics is published online

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. The most recent RCW 18.130.180 is published in the *Revised Code of Washington*, available in the Law Library or in the Government Publications section of Suzzallo, Allen and accessible via the UW Tacoma Library.

Academic Honesty: Cheating and Plagiarism

Academic misconduct occurs if you present as your own work something that you did not do, or if you intentionally present incorrect data. It is also considered academic misconduct if you help someone else present work that is not his or her own. The UWT BASW Program follows UW Tacoma's academic policies. To understand what constitutes academic misconduct, refer to <https://www.tacoma.uw.edu/student-conduct/academic-misconduct>.

Plagiarism

One of the most common forms of cheating is *plagiarism*, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and identify the source of the quotation.
2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from *A Writer's Reference* by Diana Hacker (New York, 1989, p. 171).

Original: *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*

Unacceptable borrowing

Sign language unsettled linguists and startled animal behaviorists.

Unacceptable borrowing of sentence structure: *If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.*

Acceptable paraphrase: *When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.*

- *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*
- *Using a paper writing "service" or having a friend write the paper for you.* Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.

Note: *The guidelines that define plagiarism also apply to information secured on internet websites. Internet references must specify precisely where the information was obtained and where it can be found.*

You may think that citing another author's work will lower your grade. In some unusual cases this may be true, if your instructor has indicated that you must write your paper without reading additional material. But in fact, as you progress in your studies, you will be expected to show that you are familiar with important work in your field and can use this work to further your own thinking. Your professors write this kind of paper all the time. The key to avoiding plagiarism is that you show clearly where your own thinking ends and someone else's begins.

Integrity is essential to effective performance in the profession of Social Work. Social work professionals are entrusted to carry out responsibilities that significantly impact human lives. Upholding academic honesty is consistent with a professional focus on acting with integrity and demonstrates the student's willingness to do so.

SSWCJ Essential Skills and Values

Essential skills, values and standards of professional conduct in the School of Social Work and Criminal Justice are part of the School's academic standards. They are the requirements necessary to participate fully in all aspects of social work education and the practice of social work. The social work student must demonstrate the essential skills needed, with or without accommodations, to participate in class and in practicum placement. Necessary skills may vary depending on specific classroom and practicum settings. Students who wish to request reasonable accommodations in order to be able to fully participate and/or demonstrate essential skills, should contact the Office of Disability Resources for Students (DRS), their faculty, and/or practicum sites. DRS provides services to enrolled students who have a documented permanent or temporary physical, psychological or sensory disability that qualifies them for academic accommodations under the law.

The expectation is that students will possess and develop these skills, values and standards as they progress through all aspects of the program, including in the classroom, in their practicum placements, and in the professional practice of social work. Attention to them will be paid by faculty responsible for making admissions decisions and for evaluating students' classroom and practicum performance. Violations of these Skills, Values, and Standards of Professional Conduct can also become grounds for dismissal from the program and from the profession. Thus, it is important that they are well understood.

Essential Skills

- A. ***Curiosity and Critical Thinking:*** The social work student must demonstrate the ability to critically evaluate and apply knowledge and research findings to professional performance. The student seeks multiple ways of knowing and actively engages in ongoing learning and knowledge acquisition.

- B. ***Interpersonal and Communication Skills:*** The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include compassion, integrity and the demonstration of respect for, and consideration of others. The social work student must communicate effectively and appropriately with other students, faculty, staff, clients and other professionals. They must express ideas clearly and demonstrate a willingness and ability to listen to others.
- C. ***Self-awareness and Reflection:*** Social work students must have an awareness of their emotions and how they affect their interactions with other students, faculty, staff, and colleagues. Students must demonstrate an ability to deal with current life stressors through the use of appropriate coping mechanisms. Students demonstrate a willingness to respond to stress effectively by using appropriate tools and strategies and developing supportive relationships with colleagues, peers, and others.
- D. ***Values of Social Justice and Diversity:*** For admission to and continuance in the School of Social Work at the University of Washington Tacoma, students must demonstrate a commitment to the core values of social justice and diversity. These values are critical to social work education and practice. The social work student must value social justice, which includes promoting equality and human rights and recognizing the dignity of every human being. The social work student must appreciate the value of human diversity. They must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack thereof), gender, disability, sexual orientation and/or value system. Social work students must not impose their own personal, religious, sexual, and/or cultural values on their clients. The social work student must know how their values, attitudes, beliefs, emotions and past experiences affect their thinking, behavior and relationships. The student must be willing to examine and change their behavior when it interferes with their working with clients and other professionals. The student must be able to work effectively with others in subordinate positions as well as with those in authority.
- E. ***Professional Conduct:*** The social work student must abide by all ethical standards of the profession developed by the National Association of Social Workers (NASW) Code of Ethics. In general, the social work student must behave professionally by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities and completing assignments on time. The social work student must learn to be resilient in the face of the undesirable effects of stress by exercising appropriate care strategies including the development of cooperative and facilitative relationships with colleagues and peers.

Approved by SW Division, October 2023. Vetted by AG office, January 2024. Approved by School of Social Work and Criminal Justice Faculty February 9, 2024.

Professional Conduct

The social work student must abide by the ethical standards of the profession developed by the National Association of Social Workers (NASW) Code of Ethics. In general, the social work student must behave professionally by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities and completing assignments on time. The social work student must learn to be resilient in the face of the undesirable effects of stress and avoid burnout by exercising appropriate self-care including the development of cooperative and facilitative relationships with colleagues and peers. **Adapted from the NASW Code of Ethics:**

Privacy and Confidentiality

- (a) Social work students and professionals should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research.
- (a) Social work students and professionals may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (b) Social work students and professionals should protect the confidentiality of all information obtained in the course of professional service unless sharing confidential information is necessary to preventing serious, foreseeable, and imminent harm to a client or other identifiable person.

Sexual Relationships and Physical Contact

- (a) Under no circumstances should social work students and professionals engage in sexual activities or sexual contact with current or former clients, whether such contact is consensual or forced.
- (b) Social work students and professionals should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client.
- (c) Social work students and professionals—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (d) Social work students and professionals should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as hugging or massaging clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

Respect

- (a) Social work students and professionals should treat colleagues and clients with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social work students and professionals should avoid unwarranted negative criticism of colleagues and clients in communications with others. Unwarranted negative criticism may include demeaning comments that refer to level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

Approved by SSW Faculty Council, June 2011. Updated November 2018 to reflect gender-inclusive language.

SSWCJ Procedures for Academic Performance and Professional Behavior Concerns

All students must demonstrate capacity to meet academic requirements and professional behavior while progressing toward their degree, which includes courses, classroom environment, practicum/field experiences, and in the community and social media spaces. In the social work programs, faculty have the responsibility for determining whether students have developed the required level of mastery to enter the profession.

Students are responsible for knowing and complying with all regulations, policies, and procedures required by the University of Washington Tacoma, the University of Washington

Graduate School, the SSWCJ, Academic Professional Standards, and social work professional codes of ethics. Information can be found on the university website, in student program handbooks, and internship, practicum, or field handbooks. In no case will a regulation be waived, or an exception granted because of lack of awareness of the policy or due to the assertion that staff, faculty, or their faculty advisor did not inform the student.

There are two potential processes for addressing academic performance and/or professional behavior concerns, informally or formally. Descriptions of the processes are outlined as follows:

Informal – Faculty and/or faculty advisor notify the student in-person and/or writing that they would like to meet to discuss the concern (s).

Formal – Faculty, faculty advisors, and staff are encouraged to handle minor concerns informally prior to initiating a formal process. Faculty, faculty advisors, and staff with serious concerns are to inform the student and the faculty advisor (if the referent is faculty or staff) in writing of their concern/s and consult with the Program Chair, the Director of Field Education, Practicum Director, and/or other relevant faculty or staff.

Serious concerns include but are not limited to behavior or performance that violates ethical, legal, and/or professional standards; interferes with others' opportunities to learn; reflects a lack of judgment; would likely preclude a successful field/practicum placement; and/or is not progressing toward adhering to the expectations of the program or profession. The referring faculty, faculty advisor, or staff is to consult with the student's instructors to identify any other concerns and provide information to the Program Chair. The Program Chair may consult with other administrative faculty or staff to determine the best course of action. The consultation will result in one of the following:

1. No action
2. A recommendation to address the concern informally
3. An initiation of a Plan of Assistance process
4. An initiation of a Performance Review with the potential for being dropped from the program

Plan of Assistance Process

A plan of assistance requires that the faculty, faculty advisor, or staff raising the concern(s), the student, and other relevant faculty meet to discuss the concern(s) and develop a plan to address the concerns. If registered with the Disability Resources for Students (DRS) the

student may bring their DRS representative. The plan is a formal document submitted by the faculty raising the concern(s) (or another faculty member if applicable).

When the Plan of Assistance relates to performance in the practicum/field placement and the plan extends into the following term, the field faculty will assign a grade of an Incomplete. The completed Plan of Assistance will be forwarded to the Program Chair for a signature and placed in the student's file.

Performance Review Process

A Performance Review will be requested when concerns are serious enough that they raise questions about the student's suitability for the program, profession, or field. The faculty, faculty advisor, staff, or Program Chair raising the concerns will make a referral to the SSWCJ Professional Standards Committee (PSC) Chair to initiate a Performance Review.

The Professional Standards Committee (PSC) for the School of Social Work & Criminal Justice, University of Washington Tacoma is a body of faculty and staff whose role is to address concerns that cannot be resolved by those directly involved in the situation. This is an internal School of Social Work & Criminal Justice review committee for social welfare, social work, and criminal justice students. Other university procedures can and will be used when appropriate. The PSC is designed to serve as an additional resource for students in the BASW program. Those individuals who are directly involved should make a concerted effort to resolve the concern prior to a referral to the PSC.

Appeal of Performance Review Process

If the student feels the School of Social Work and Criminal Justice policies were not followed, they may appeal the process. The student may request a review of the Performance Review process by the Dean within 5 academic calendar days of being informed of the committee's decision. The request must be in writing grounds for the appeal and specify the parts of the process that are being appealed. It is important to provide very clear documentation to support the grounds for appeal as it relates to process only.

More information about the Procedures for Academic Performance and Behavioral Concerns is available on the [BASW website](#).

Drop for failure in Field

If a field placement (TSOCWF 415) is discontinued at any point prior to the end of the placement due to unsatisfactory performance, the student will receive a grade of "no credit" for

that quarter and no field hours for that quarter will be credited to the student's overall required total. With the approval of the Field Faculty, and in consultation with the student's faculty advisor, students are allowed to repeat a Field Education placement for which they have received a grade of "no credit" at a different placement site. The conditions of the second placement (e.g., total number of hours to be repeated; when the new placement can begin) are at the discretion of the Field Faculty, in consultation with the student's faculty advisor. If the second placement is also discontinued due to unsatisfactory performance, the student will be dropped from the BASW program.

The student may appeal being dropped from the BASW program to the BASW Program Chair who will determine whether the student's drop is warranted. The student may access other existing University of Washington procedures, if any apply, to appeal the drop if they so choose.

Because the undergraduate field course (TSOCWF 415) is done in tandem with Practicum Seminar courses (TSOCWF 405 and TSOCWF 406), termination from field placement may result in the student having to withdraw from the Practicum Seminar and delay completion of the practicum until the following academic year.

Procedures

Grievance Procedures

There are three different avenues to redress a grievance, depending on whether the grievance is related to grades, an academic (including practicum) grievance outside of grade appeals, or related to discrimination or unfair treatment. **The UW Tacoma BASW Program as well as the University encourages the resolution of grievances at the lowest level.** If resolution of a grievance does not occur at a particular level, the appropriate referrals can be identified and discussed. It is against University of Washington Tacoma policy to penalize or retaliate against any party for participation in grievance resolution.

Contact information for the parties mentioned in this section is listed at the end.

Grade appeal

In accordance with University of Washington Student Governance and Policies Chapter 110, a student who believes that the instructor erred in the assignment of a grade, or who believes a grade recording error or omission has occurred, shall follow the following procedure to resolve the matter:

Initial Steps:

1. Students should promptly reach out to an instructor when they believe a grading error or omission has occurred. Discussion and consultation with the instructor is an important initial step and can often help lead to the resolution of an issue.
2. Prior to filing a formal grade appeal, students may consult with the Program Chair of their respective major or the Director of Field Education to discuss the situation. The program chair can be a resource for trying to resolve the matter informally—and can serve as a resource for the student and faculty member involved in the matter.

Should these initial steps not remedy the situation, the formal grade appeal process detailed below can be pursued by a student.

Formal Grade Appeal:

1. The student shall first discuss the matter with the instructor before the end of the following academic quarter (not including Summer Quarter).
2. A student who is not satisfied with the instructor's response may submit, no later than ten class days after the student's discussion with the instructor*, a written appeal to the Associate Dean/Dean of the school, with a copy of the appeal to the instructor. Within ten calendar days of receipt of the appeal, the Associate Dean/Dean shall consult with the instructor to determine whether the evaluation of the student's performance was fair and reasonable or whether the instructor's conduct in assigning the grade was arbitrary or capricious. Should the Associate Dean/Dean believe the instructor's conduct to be arbitrary or capricious and should the instructor decline to revise the grade, the Associate Dean/Dean, with the approval of the voting members of the faculty, shall appoint an appropriate member or members of the faculty of that school to evaluate the student's or students' performance and assign a grade. The Executive Vice Chancellor of Academic Affairs shall be informed of this action.
3. Once a student submits a written appeal, this document and all subsequent actions on this appeal shall be recorded in written form for deposit in the school file.

*This time may be extended by the dean/associate dean in exceptional circumstances, such as the situation in which the student did not learn of the appeals process deadlines in time. Additional information on grade appeals can be found in UW Student Governance and Policies under [Change of Grade - Written Appeal of Grade Error](#).

Discrimination/unfair treatment grievance:

If a student has experienced harassment or discrimination by a university employee, including experiences in the classroom, please follow the Administrative Policy Statement 46.3 [Resolution of Complaints Against University Employees](#).

Within the University: Students are also encouraged to submit a bias incident report or seek resolution of discrimination or unfair treatment complaints through the University

Ombudsman, and then either through the Office of the Vice Chancellor for Student and Enrollment Services, or the University Complaint Investigation & Resolution Office (UCIRO)—depending on whether the complaint is about a student or a university employee. Complaints about students are directed to the Vice Chancellor for Student and Enrollment Services; complaints about University employees (which includes faculty) are directed to UCIRO. (The UCIRO may refer you to a more appropriate University office.) At these offices, resolution may be sought through informal conciliation or a formal complaint procedure.

The University Ombudsman uses education, consultation, conciliation, or mediation to reach a mutually satisfactory resolution of a dispute, or if a resolution does not occur, can identify and discuss appropriate referral options.

Academic grievance

All academic grievances that are not explicitly covered under existing policies mentioned above, or that are the result of failure of the processes outlined above, should follow the academic grievance process outlined below. This process is *initiated by the student* and follows the policy in Executive Order #58 [Student Academic Grievance Procedures](#)

[Students are encour](#)aged to seek informal conciliation to remediate grievances before initiating the formal grievance process. If a discussion with the faculty or staff member facilitated by the program chair/associate dean/dean is not successful, the student may file a formal complaint within 10 days after conclusion of the failed informal reconciliation.

Undergraduate students will submit a formal written complaint to the Associate Dean/Dean who will convene the academic grievance committee. The academic grievance committee will offer an advisory recommendation to the dean. Undergraduate students can appeal the Associate Dean/Dean's decision to the Executive Chancellor of Academic Affairs within 15 days of receipt of the decision. The Executive Vice Chancellor of Academic Affairs provides the final review.

Resources

BASW Program Chair & Social Work Division Chair

JaeRan Kim

WCG 223E

253.692.5623 kimjr@uw.edu

Dean of the School of Social Work and Criminal Justice (UW Tacoma)

School of Social Work and Criminal Justice office

WCG 203

253.692.5620 sswcjdean@uw.edu

Dean of the School of Social Work (Seattle)

Michael Spencer

Room 210C/4516 University Way

206.685.2480, Room 210C mspenc@uw.edu

Director of Field Education

Megan Toothaker

WCG-203J

253.692.5823 megant03@uw.edu

University Ombudsman

Chuck Sloan

206 Condon Hall

206.543.6028

ombuds@uw.edu

UW Tacoma Ombudsman

Chuck Sloane

CAR 219

253.692.4476

ombuds@uw.edu

Vice Chancellor for Student Affairs

Mentha Hynes-Wilson

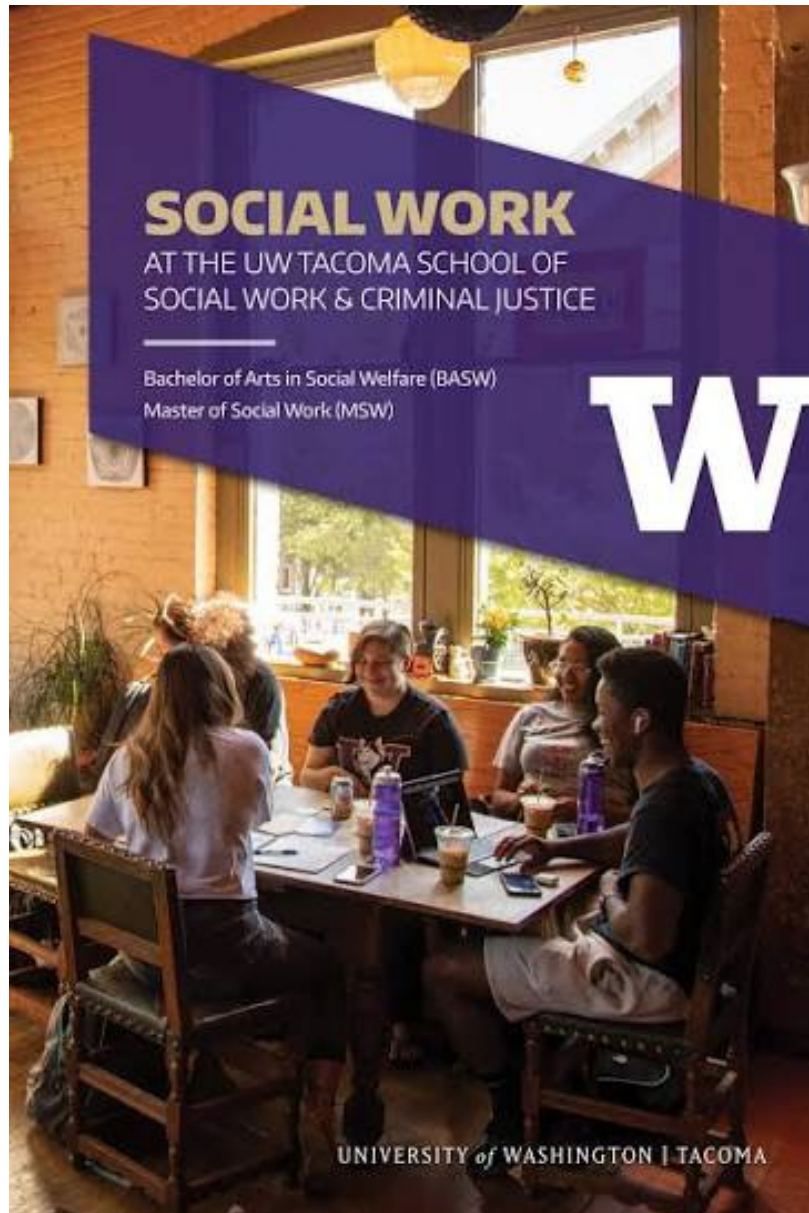
MAT-352

253.692.4801 hynes@uw.edu

University Complaint Investigation and Resolution Office (UCIRO)

1415 NE 45th, Room 405

206.616.2028 uciro@uw.edu



Guide to University of Washington Tacoma

Web site links are available at www.tacoma.uw.edu

Office of Student Affairs:

Room: MAT 253

Phone: 253.692.4913

- Registration information
- transcript request forms
- new and replacement student ID cards
- UW Tacoma undergraduate applications
- grade information
- low and high scholarship information
- residency classification information
- statement of attendance and/or certification of GPA for auto insurance, loan deferments, enrollment
- degree verification statements
- international services--information for international students and visiting scholars, including immigration regulations
- MyUW web registration information and assistance
- registration for time conflicts and S/NS
- late registration and late adds
- re-registration if canceled
- hardship withdrawal petitions
- registration and tuition fees petitions
- withdrawal for the quarter
- address changes
- name changes
- reinstatement for prior quarters (if canceled for non-payment of tuition for example)
- student health insurance coverage applications
- Veteran's Benefits (located in TLB 307A)

Financial Aid:

- Financial Aid
- Student Loans
- Emergency Student Loans
- Work study opportunities
- Tuition Payment Plan installments
- Financial Aid Consortium Agreements
- Scholarship Information

Important Departments at UWT

Admissions	MAT 251	253.692.4742
Campus Safety and Security (911 for emergency assistance)	DOU-180	253.692.4416
Campus Safety Escorts		253.692.4416
Career Development and Education	MAT 106	253.692.4421
Computer Lab	WG 108	253.692.HELP (4357)
Copy/Mail Center	MAT 053	253.692.5787
Counseling Services	MAT 354	253.692.4522
Office of the Chancellor	GWP 312	253.692.5646
Disability Resources	MAT 354	253.692.4522
Financial Aid	MAT 213	253.692.4374
Library SNO & TLB		253.692.4440
Office of Equity & Inclusion	WCG 102	253.692.4776
Social Work & Criminal Justice	WCG 203	253.692.5820
Student Advocacy & Support	MAT 209	253.692.5934
Student Engagement	MAT 103	253.692.4481
Student & Enrollment Services	MAT 352	253.692.4501
UW Tacoma Shop	1754 Pacific Ave.	206-424-278
Teaching and Learning Center	SNO 260	253.692.4417
The Pantry	DOU 104	253.692.4776
UW Tacoma Registrar	MAT 253	253.692.4913
Veterans & Military Services	TLB 307A	253.692.5813

When using campus phones, dial the last 5 digits of numbers listed above, i.e. 2-5820 for School of Social Work & Criminal Justice.

A complete campus directory is accessible via www.tacoma.uw.edu.

COVID-19 Information and Resources

UW Tacoma follows established public health and safety guidelines intended to reduce the impact and spread of COVID-19 in the broader community while at the same time understanding that individual decisions have collective impact. We strive to ensure maximum feasible access for students, and to recognize student academic work so that any disruption as a result of a UW Tacoma decision does not disadvantage their future academic progress, including admission to their preferred major in the months or years to come.

For up-to-date information regarding Covid protocols at UW Tacoma, visit <https://www.tacoma.uw.edu/node/5067>