

MSW Student Handbook
2023-2024

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Student Responsibility

In accepting admission, the student assumes responsibility for knowing and complying with the regulations and procedures set forth in this *MSW Student Handbook* and subsequent ones, as appropriate.

This *Handbook* is neither a contract nor an offer of a contract. The information it contains was accurate at the time of publication. Fees, deadlines, academic requirements, courses, degree programs, and other matters described in this publication may change without notice. Any changes made to the content of this *Handbook* will be sent to students through email notification.

University Accreditation

The University of Connecticut (UConn) is accredited by the New England Association of Schools and Colleges (NEASC).

School of Social Work Accreditation

The University of Connecticut School of Social Work (SSW) has been accredited by the Council on Social Work Education (CSWE) since 1949. The Council on Social Work Education Educational Policy and Accreditation Standards that govern the School of Social Work can be accessed [here](#).

In October 2021, the University of Connecticut School of Social Work Master of Social Work degree program was reaffirmed by the Council on Social Work Education for the full eight-year cycle throughout 2029.

Non-Discrimination Policy

The University of Connecticut complies with all applicable federal and State laws regarding non-discrimination, equal opportunity, and affirmative action including the provision of reasonable accommodations for persons with disabilities. UConn does not discriminate on the basis of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability, veteran status, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, or political beliefs in its programs and activities. Employees, students, visitors, and applicants with disabilities may request reasonable accommodations to address limitations resulting from a disability.

For questions or more information, please contact the Associate Vice President, Office of Institutional Equity, 241 Glenbrook Road, Unit 4175, Storrs, CT 06269-4175; Phone: (860) 486-2943; Email: equity@uconn.edu; Website: <http://www.equity.uconn.edu>. (*University of Connecticut, Office of Institutional Equity – Non-Discrimination Policy Statements for Publications, Effective June 13, 2017*)

MISSION STATEMENT OF UCONN SCHOOL OF SOCIAL WORK

The mission of the University of Connecticut School of Social Work (the School) is to provide professional master's degrees in social work education which promotes social and economic justice, and the improvement of human well-being. This mission derives from the School's and University's commitment to excellence in teaching, research and scholarship, service and outreach, an expanding international role, and commitment to public service. The School is committed to helping well-prepared new students become professional social workers by developing professional values and ethics, judgment, and skills that equip them for life-long critical analysis of their practice, of social welfare services, and of the context of society's social, economic, and political structures. The School is also committed to teaching advanced, research-informed practice methods focusing on strengths of individuals and families, groups, communities, and organizations, and the practice of social policy. Graduates are prepared to lead in contexts that shape practice by valuing human diversity; working for human rights and against oppression and discrimination; preventing and alleviating the effects of violence and poverty, particularly in urban centers; and advocating for improved social policies and services locally and globally.

ANTI-RACISM RESOURCES @ UCONN SCHOOL OF SOCIAL WORK

The UConn School of Social Work stands together in staunch opposition to all forms of systemic racism and violence, and is committed to the principles of diversity and inclusion for all. We are committed to the ongoing analysis of structural inequities and to the promotion of teaching, scholarship, and community/professional action that reflects this commitment to change. We support the principles of the Black Lives Matters movement and will work to ensure a sense of belonging among our students, faculty, and staff of color.

Please visit the site (linked below) often as it will be frequently updated with resources – and importantly, with updates about what the UConn SSW is doing to advance our commitment – through our course syllabi and teaching, our research, scholarship, and programming.

None of this can be done alone. Please join me and one other in a spirit of listening, learning, and influencing for change.

In solidarity,

Laura Curran, MSW, PhD
Dean

UNIVERSITY OF CONNECTICUT LAND ACKNOWLEDGMENT

What is a Land Acknowledgement?

A Land Acknowledgement is a formal statement that recognizes and respects Native peoples as traditional stewards of lands. The statement highlights the enduring relationship between Native peoples and their traditional territories.

Why do we Recognize the Land?

All land in the State of Connecticut was once Native territory, which is why it is our duty to acknowledge that the University of Connecticut, a land grant institution, exists on Native land. It is important to understand the long-standing history that has brought you to reside on the land and to seek to understand your place within that history. Land acknowledgments do not exist in the past tense or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is [Indigenous protocol](#).

The Office for Diversity and Inclusion worked with the three co-founders of the [Akomawt Educational Initiative](#) to create a land acknowledgment that rightfully recognizes the history of the Native peoples' territories. It is important to our office to work with members of the greater Connecticut community to continue our efforts of educating our campus on the value of diversity and inclusion. This initiative continues to fulfill the mission of the Office for Diversity and Inclusion in continuing to build a more welcoming and inclusive community.

How is the Land Acknowledgement Used?

At the University of Connecticut, the Land Acknowledgement Statement can be read aloud or distributed by anyone who wishes to use it — at public or private events — on University property.

Land Acknowledgement Statement

We would like to begin by acknowledging that the land on which we gather is the territory of the Mohegan, Mashantucket Pequot, Eastern Pequot, Schaghticoke, Golden Hill Paugussett, Nipmuc, and Lenape Peoples, who have stewarded this land throughout the generations. We thank them for their strength and resilience in protecting this land and aspire to uphold our responsibilities according to their example.

Pronunciations

- Mohegan (Mo-he-gan)
- Mashantucket Pequot (Mash-un-tuck-it Pea-kwaht)
- Eastern Pequot (Pea-kwaht)
- Schaghticoke (ska-teh-COKE)
- Golden Hill Paugussett (paw-GUS-it)
- Nipmuc (Nip-muck)
- Lenape (Leh-NAH-pay)

Additional Resources

- Find out what tribal land you live on [here](#).
- Visit the UConn Office for Diversity and Inclusion [here](#).

MESSAGE FROM THE DEAN

I am delighted to welcome you all to the 2023-2024 academic year at the UConn School of Social Work (SSW) located in the bustling Front Street district of downtown Hartford. We are a vibrant and welcoming community where talented students join engaged faculty, scholars, mentors and dedicated staff to prepare for exciting and satisfying careers in social work. Our location, just behind City Hall, adjacent to the Hartford Public Library, and a short walk to Bushnell Park and the state capitol building, provides enhanced opportunities for civic engagement and service.

According to US News and World Reports, our social work program is ranked #1 in Connecticut and in the top 12% in the nation. We are also an affordable public option and provide opportunities for both part-time and full-time enrollment in our MSW Program. This year, we are launching our new Part Time Cohort Program, designed for students who need more evening and weekend classes. UConn is the oldest social work program in the state and the only one to offer BSW, MSW and PhD degrees. Our world class faculty are doing cutting edge research and offer enhanced opportunities for learning, from the people who “wrote the books.”

Each of you has charted your own personal and professional course to your choice of a career in social work. Those diverse experiences help to create a learning environment that will encourage you to learn from each other and both challenge and deepen your own perspectives and knowledge about human rights, social justice and individual and community well-being. In classes, you will learn from faculty experts in many areas of social work; in your field placements, you will have individual mentoring by practicing social workers who have a commitment to the training of the next generation of social workers.

In addition to the academic work, the SSW offers a stunning array of opportunities to enhance your learning. Faculty and students often partner through various projects and academic units to present lectures, forums and workshops that enhance our understanding and commitment to contemporary social problems and challenges. Student government often takes a lead role in identifying student needs and recommending and contributing to school programming. We encourage you to reach out to your student colleagues and identify where you might share your own energy and talents.

The SSW maintains a strong and evolving commitment to diversity, inclusion, and anti-racism and there will be many opportunities within and outside the classroom to address these issues. Our Strategic Plan prioritizes diversity and anti-racism in our community and as social workers. Throughout the year, we will have all-school lectures and presentations that help us to identify and challenge our beliefs, struggles and skills, with issues of diversity and structural impediments to justice and equality.

You had many options for where you would pursue your advanced degree in social work. You were chosen for admission to UConn from a competitive pool because of your excellent academic record and your commitment to social work values. You demonstrated this through prior work, volunteer experiences and life experiences. We hope that you will thrive here professionally and personally as so many before you have.

Throughout your time here you will learn and practice your developing social work knowledge, skills and values. Whether you are practicing with individuals, groups, families or communities, or influencing policy or conducting research, you will be guided by the Code of Ethics of the National Association of Social workers (NASW). Please study this code carefully. It is a critical resource for your professional development.

I wish each of you and our entire school community of dedicated faculty and staff a wonderful year in which we come together to advance our intellectual development and common goals of advancing change and increasing opportunity and well-being for our most underserved populations. In so doing, you will all make lasting relationships with each other,

which will sustain you throughout your careers. Welcome to your academic and professional home at the UConn School of Social Work!

Laura Curran, MSW, PhD
Dean

SCHOOL OF SOCIAL WORK OFFICES

Office of Dean & Associate Dean for Academic Affairs

Phone Number: (959) 200-3649

- Laura Curran, MSW, PhD, Dean
- Scott Harding, PhD, Associate Dean for Academic Affairs, Co-Chair of PhD Program, Associate Professor
- Tessa Cugno, Assistant to the Deans
- Chelsea Lebron, BA, Educational Program Assistant
- Milagros Marrero-Johnson, MSW, Director of Strategic Programming
- Ziba Kashef, Publicity/Marketing Administrator

Office of MSW Program Director

Phone Number: (959) 200-3635

- Joy Learman, PhD, Interim MSW Program Director

Office of PhD Program Co-Director

Phone Number: (959) 200-3628

- Scott Harding, PhD, Associate Dean for Academic Affairs, Co-Chair of PhD Program, Associate Professor
- Cristina Wilson, PhD, Co-Chair of PhD Program, Professor
- Kelley Citroni, MS, PhD Program Support

Office of BSW Program Director

Phone Number: (959) 200-3659

- Paula Nieman, BSW Program Director, PhD, MSW, LCSW Assistant Professor

Office of Research & Scholarship

Phone Number: (959) 200-3616

- Jennifer Manuel, PhD, Associate Dean for Research
- Vasi Gournaris, Grants & Contracts Specialist
- Kelley Citroni, MS, Administrative Program Support

Office of Student & Academic Services

Phone Number: (959) 200-3687

- Carlton Jones, MS, Director of Student & Academic Services
- Kathy Birnie, LMSW, Program Assistant
- Natalie O'Connor, BA, Program Coordinator

Office of Field Education

Phone Number: (959) 200-3636

- Nicole Campbell, DSW, Director of Field Education
- Liane Lussier-Smith, LCSW, Field Education Coordinator
- Isalena Gilzene, MSW, Field Education Coordinator
- Maria Koistinen, MSW, Field Education Coordinator
- Nancy Urcinas, Administrative Services Specialist

Office of Finance

Phone Number: (959) 200-3624

- Steve Marchillo, BA, Director of Finance & Administration
- Iris Strong, BA, Financial Assistant

Office of Continuing Education & Professional Development

Phone Number: (959) 200-3617

- Beth Sharkey, MSW, Associate Director of Outreach
- Carmen Feliciano-Ragland, Financial Assistant

RESOURCES

Hartford Campus

[Bookstore \(Barnes & Noble | UConn Hartford Bookstore\)](#)

(860) 263-2260

[Bursar](#)

(959) 200-3832, (860) 486-4830

[Career Development, Center for \(CCD\)](#)

(959) 200-3819

[Disabilities, Center for Students with \(CSD\)](#)

(959) 200-3872

[Event Services](#)

(959) 200-3838

[Facilities Operations \(Report an Issue\)](#)

(860) 486-3113

[Financial Aid](#)

(860) 486-2819

[Information Technology Services, Hartford \(HITS\)](#)

(959) 200-3666

[International Student & Scholar Services \(ISSS\)](#)

(860) 486-3855

[Library \(UConn Library at Hartford Public Library\)](#)

(959) 200-3466

[Parking Services](#)

(860) 486-4930

[Police | Campus Safety](#)

(860) 486-4800

[Registrar](#)

(860) 486-3331

[Student Health and Wellness](#)

(860) 486-9143

[Veteran's Affairs and Military Programs](#)

(860) 486-2442

[Writing Center \(W-Center\)](#)

(959) 200-3893

OTHER RESOURCES

Academic Calendar

The 2023-2024 Academic and Field Education Calendars – MSW Program can be found [here](#).

Career Services & Resources

The School of Social Work is dedicated to providing career resources and services held during the fall and spring semesters for students. Students are encouraged to visit the [UConn Hartford Center for Career Development's website](#) to make an appointment and view resources. Additionally, the UConn School of Social Work will post career opportunities in the Daily Digest.

Faculty/Staff Mailboxes

All faculty and staff mailboxes are located on the first floor in the mailroom located right outside of HSSW 104. Students should have any faculty mail addressed by name and in an envelope before inserting through the door slot.

[Google Apps@UConn Email](#)

The official UConn student email system is Google Apps@UConn. Email communications to students will be sent via Google Apps@UConn email. It is essential that students check their account frequently to ensure they are aware of important information. Instructions on how to set up an account can be found [here](#).

[Housing](#)

Students can identify housing in the area by visiting [UConn Off-Campus Housing](#). Users should select “Housing” and then “Hartford Campus” to ensure they will be searching for housing located in the School of Social Work area.

[Husky One Card](#)

The Husky One Card has many different functions. It is used as identification on campus for various functions and events, as a University library card; for copying and printing; and for discounts. You can take your photo for the Husky One Card anytime throughout the semesters. All students are urged to obtain a photo ID card. Additional information can be found [here](#).

[Mental Health Support for Students](#)

The Mental Health Resource Center (MHRC) helps students identify appropriate mental health resources in the community, and is open for appointments Monday through Friday between 9:00 a.m. – 4:00 p.m. Students can speak to a licensed clinician confidentially and free of charge. Email Naa Opoku at naa.opoku-gyamfi@uconn.edu for an appointment. Additional information can be found [here](#).

[Public Transportation – UPass](#)

Once registered in the UPass program, all full-time UConn Hartford students are eligible to ride any CT public transit route for free, including the CT Fastrak system. CT public transit offers local services in Hartford, Waterbury, Stamford, and many more locations including our direct express route between Hartford and Storrs. Students can find the UPass application [here](#).

[Study Spaces](#)

Campus spaces are available on a first-come, first-served basis. The rooms provided in the link below may be available for students to use as a quiet study space or remote learning space, or for small study groups. The capacity for each room will be posted outside the door. Students will need to show a UConn ID to enter campus and must adhere to the posted room capacities. All study spaces in the Hartford Times Building can be found [here](#). The campus also has limited gathering spaces in the Hartford Times Building, and is open Monday through Thursday, 7:30 a.m. to 9:00 p.m., and Friday, 7:30 a.m. to 4:00 p.m. Any questions may be sent to hartford.director@uconn.edu. Additionally, the UConn School of Social Work Building, Lower Level, also has a community room that is multi-purposed, and includes a wellness room and a gender-neutral restroom.

Due to flooding in the Hartford Public Library, the UConn Hartford Campus Library is operating out of the Hartford Times Building, Room 144. Starting August 28, 2023, hours are Monday through Thursday, 10:00 a.m. – 4:00 p.m.; Friday, 10:00 a.m. – 2:00 p.m.; closed Saturday and Sunday.

[UConnALERT](#)

UConnALERT is the official emergency alerting system for the University of Connecticut and is the definitive source of information regarding emergency information, campus operating status, and major alterations to University schedules. All students are auto enrolled in UConnALERT using email addresses and phone numbers pulled from the Student Administration System. Thus, all students are expected to keep their contact information up to date in this system.

Office for Diversity and Inclusion (ODI)

The mission of the [Office for Diversity and Inclusion](#) (ODI) is to advocate for access and equity across all University units, to welcome and celebrate the experiences of individuals regardless of background through innovative educational programs, and to transform campus climate to build a more welcoming and inclusive community. Contact ODI at (860) 486-2422 and Diversity@uconn.edu.

UNIVERSITY POLICIES

Religious Accommodation Policy

The University of Connecticut is committed to providing welcoming and inclusive learning and workplace environments. As part of this commitment, the University will make good faith efforts to provide reasonable religious accommodations to faculty, staff, and students whose sincerely held religious practices or beliefs conflict with a University policy, procedure, or other academic or employment requirement, unless such an accommodation would create an undue hardship.

Consistent with State law, any student who is unable to attend classes on a particular day or days or at a particular time of day because of the tenets of a sincerely held religious practice or belief may be excused from any academic activities on such particular day or days or at such particular time of day. Additionally, it shall be the responsibility of course instructors to make available to each student who is absent from academic activities because of a sincerely held religious practice or belief an equivalent opportunity to make up any examination, study or work requirements which has been missed because of such absence.

Additional information on this policy can be found [here](#).

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Title IX Reporting Policy](#). The University takes all reports with the utmost seriousness. While the information students provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available [here](#).

COMPLAINT PROCEDURES

Discrimination Complaint Procedures

Office of Institutional Equity (OIE) encourages all members of the University community to partner in ensuring an environment free of discrimination at all University-related activities and in the working and learning environment. The University forbids all forms of disability discrimination, including the failure to provide reasonable accommodations and discrimination or harassment based on physical or mental disabilities. To that end, incidents of discrimination or discriminatory harassment (including disability discrimination and failure to provide a reasonable accommodation) by University employees should be reported to OIE at (860) 486-2943 or by email at equity@uconn.edu. For concerns related to UConn Health, contact UConn Health OIE at (860) 679-3563 or by email at equity@uconn.edu. To facilitate the internal resolution of complaints, OIE encourages persons needing to file a complaint to complete a [Discrimination and/or Discriminatory Harassment Complaint Form](#) as soon as possible. For information regarding the discrimination complaint process, please review OIE's complaint procedures and flow chart regarding its process. Additionally, information about reporting complaints of discrimination and/or discriminatory harassment can be obtained by calling a member of OIE at (860) 486-2943 or by contacting the University's ADA Coordinator:

- Letissa Reid
Associate Vice President, Affirmative Action Officer, ADA Coordinator
Office of Institutional Equity (OIE)
241 Glenbrook Rd., Unit 4175

Storrs, CT 06269
(860) 486-2943
letissa.reid@uconn.edu
<https://equity.uconn.edu/about/letissa-reid/>

General Concerns and Complaints Procedure

Students who have concerns about School policies and procedures should contact the Director of the Office of Student and Academic Services (OSAS) at the School of Social Work.

Confidentiality of Student Information

The Family Educational Rights and Privacy Act of 1974, as amended, protects the privacy of educational records. Please refer to the [UConn Family Educational Rights and Privacy Act](#) (FERPA) to learn more.

In accordance with FERPA and with University policy, School officials with a legitimate educational interest in a student may share information with each other to further educational goals of the student or program. Information shared will be limited to the minimum needed to support the student's educational interests. School officials include, but are not limited to faculty, adjunct faculty, staff, advisors, and Field Instructors.

Bias Reporting

A bias-related incident is an incident that negatively targets, intimidates, or threatens an individual or group due to race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, gender identity or expression, age, physical, mental, and intellectual disabilities, as well as past/present history of mental disorders.

This includes, but is not limited to, graffiti or images that harass or intimidate individuals or groups due to the above characteristics.

The University of Connecticut values the freedom all members of our community have to express their opinions. It is only through such an environment that the educational values of our institution can be attained, and our community can thoughtfully engage in the continual discourse that is necessary for the process of discovery and the creation of new knowledge.

Bias related incidents, as defined in this protocol, are not tolerated at the University of Connecticut and individuals who are victims of bias related incidents may be protected through the Student Code and Connecticut laws related to discrimination, harassment or intimidation based on bigotry or bias. Not every act that might be offensive to an individual or a group will be considered as harassment and/or a violation of [The Student Code](#). In cases where The Student Code may not apply, the University will still consider appropriate educational remedies. Such remedies are not designed to be punitive, but rather seek to explore the adverse impact of bias-related actions upon the values of the UConn community. More information can be found [here](#).

The goal of the Bias Incident/Graffiti/Image Protocol reporting structure is to assure that there are designated places to report incidents.

Anyone can report bias incidents/graffiti/images. When a student reports an act of bias to a designated office, the incident will be shared with one or more of the following offices:

- Dean's Office
- [UConn Police Department](#) or the State Police
- [Community Standards](#)
- Graduate Student & Postdoctoral Affairs ([The Graduate School](#))
- [Office of Institutional Equity](#)

- [Office for Diversity and Inclusion](#)
- [Assistant Vice President for Student Affairs](#) (AVPSA) via other relevant staff members
- Incidents may also be reported to [Residential Life](#), Cultural Centers, or student organization advisors. Staff in these areas should report incidents to their supervisors.
- Hartford Campus students should report to the Director of [Student & Academic Services](#) Carlton Jones by email at carlton.jones@uconn.edu or by phone at (959) 200-3687.

ACADEMIC REGULATIONS

Registration

Applicants admitted on the basis of an expected baccalaureate or graduate degree must have completed all requirements for that degree prior to the start of classes. University of Connecticut seniors entering a graduate program must have completed the baccalaureate prior to the start of classes. Otherwise, they must continue to register as undergraduates, even though admitted to The Graduate School and registering for graduate courses.

Advance registration and fee payments are accepted on the assumption that students will remain eligible to continue, having met the scholastic standards of The Graduate School and by having complied with its regulations.

Failure to maintain registration during the spring and fall semesters results in the student's inactivation. Reinstatement is possible (although not guaranteed) within a year of last registration and payment of a reinstatement fee. However, registration is not required during the summer or for the semester during the first 10 days of class during which the student completes all requirements for a degree (if it is the only degree the student is pursuing).

Continuous Registration

All matriculated students must register for and complete at least two courses, within each semester. All degree students must begin their programs with two courses and, thereafter, must maintain matriculation each semester (excluding summer sessions) either by taking course work for credit and paying the usual fees, or by registering for continuous registration and paying the matriculation fee, infrastructure fee, and technology fee. A student may register for continuous registration for two consecutive semesters, with prior approval by the Office of Student & Academic Services, should they need to maintain their status while pursuing a UConn Joint/Dual Degree or for academic reasons.

Course Loads

The number of credits a student registers for is a matter the student should discuss with their advisor. A normal credit load for a student completing the program in two years is usually 15-17 credits per semester. The maximum number of credits per semester is 20. Students who wish to exceed 20 credits must seek approval from their Faculty Advisor by having the [Exception to Curriculum Policy Form](#) completed and signed. Regardless of the number of credits, all matriculated students must register for at least two courses each semester in order to maintain matriculated status. If a student cannot maintain two courses, they must contact the OSAS.

Auditing Courses

Students who do not wish to register for credit may be permitted to register as auditors under the following conditions: (1) they pay the appropriate tuition and fees for courses; (2) they obtain the consent of the instructor; (3) they audit only courses for which there are adequate classroom or laboratory facilities; and, (4) in the case of students in degree programs, they obtain consent from their Faculty Advisors. Courses audited are entered on the student's permanent record, but such courses cannot be used toward fulfilling requirements for a graduate degree at the University.

The privileges of an auditor in a course are limited specifically to attending and listening. Auditors must attend class regularly. The auditor assumes no obligation to do any of the work required of the course and is not expected to take any of the instructor's time. In addition, the auditor does not need to submit any work, and is neither eligible to take any tests or

examinations nor able to receive grades on all or any part of the course. Students should not “sit-in” on classes for which they do not register as auditors.

Matriculated students must submit a properly completed and signed [Course Audit Form](#) to OSAS for processing in conjunction with the [Office of the Registrar](#) at sswstudentservices@uconn.edu. Audit enrollment requests will not be approved after the ninth week of the semester.

Repeating Courses

Any student who is regularly registered for courses and who satisfies the requirements shall receive credit except that no student shall receive credit for the same course twice, unless repeating the course is specifically authorized in the Graduate Catalog, as in a variable content course. Courses with the same number that cover the same course content cannot be counted more than once for credit. The parenthetical phrases (“Formerly offered as...”) and (“Also offered as...”) included in a course description as a cross reference indicate that a student may not take both the course and the cross-referenced course. A student is regularly registered for a course only if that student has conformed to all University or college regulations or requirements when applying to register.

A student may repeat a course previously taken two times and must have Faculty Advisor permission to repeat a course that is listed as a prerequisite or corequisite for any course that the student has passed in order to earn a higher grade. When a student repeats a course, credit shall be allowed only once. Furthermore, in the computation of the grade point average, the registered credit and grade points for the highest grade shall be included in the GPA calculation and the registered credit and grade for the lower grade shall remain on the transcript but shall be removed from the GPA calculation.

The student should note that repeating a course that was previously passed can have negative consequences. For example, repeating a previously passed course may influence financial aid. Students considering repeating previously passed courses should consult their advisors and Student Financial Aid Services staff. When a student repeats a course after receiving a degree, the student’s transcript will indicate a grade, but no registered credit, for the repeated course. The grade and registered credit recorded for the course prior to receipt of the degree shall continue to be included in the GPA and credit calculations.

Graduate Schedule Revision Regulations

Adding Courses

Students may add courses during the first 10 days of classes without special permissions. However, after the beginning of a semester or summer session, a student may not add a course if the instructor feels that the elapsed time might preclude its successful completion. In exceptional cases only, a student may add a semester course after the tenth day of classes with the consent of the student’s advisor, the course instructor, and the head of the department or program offering the course. After the fourth week, the permission of the Dean of The Graduate School or the Dean’s designee is also required for adding classes. For degree and certificate seeking students, courses added after the tenth day of a semester or after the fifth day of a summer session term must be submitted to the Office of the Registrar on a [Schedule Revision Request Form](#). Note that section changes require the same authorization as other add/drop transactions.

Semester Period	Permissions Required to Add a Class
First and second weeks of classes	None
Third and fourth weeks of classes	Advisor, instructor, and dept. head offering the course
After the fourth week	All of the above and the Dean or Dean’s designee

Dropping Courses

Semester Period	Single Drop
First and second weeks of classes	None (The course will not appear on the student’s transcript.)
Third through ninth weeks of classes	Advisor with “W” grade

After the ninth week	Dean; exceptions made only for extenuating circumstances
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Discontinuance of attendance or notice to an instructor or to an advisor does not constitute cancellation of course registration and may result in a failing grade on the student’s permanent record. Before terminating class attendance, the student should ensure that the course has been successfully and officially dropped. Until this has been done, the student is obligated to complete all work. No grade is recorded for courses officially dropped, but a mark of “W” is recorded to signify withdrawal from a course after the tenth day of the semester or after the first week of a summer session course. Cancellation of course registration does not automatically drop a course from a Plan of Study, nor does approved deletion of a course from a Plan of Study cause cancellation of course registration. The procedures are separate and unrelated.

During the first nine weeks of a semester or prior to the midpoint of a summer session course, a course may be dropped by the following procedure. Students registered must file and submit a properly completed and signed [Schedule Revision Request Form](#) to OSAS for processing in conjunction with the Office of the Registrar.

After the first nine weeks of a semester or the midpoint of a summer session course, students ordinarily are not allowed to drop a course. If, however, a student must drop a course because of illness or other compelling reason beyond the student’s control, the student must request special permission as early as possible and well before the last day of classes. Permission to drop a course or to change from participant to auditor is granted only for good cause. All students must obtain permission from The Graduate School. Permission is granted only on the Faculty Advisor’s written recommendation, which must be convincing and sufficiently specific regarding reasons beyond the control of the student. The recommendation should be accompanied by properly completed and signed [Schedule Revision Request Form](#) for the course(s) to be dropped. Under no circumstances is a student at any location or in any program permitted to drop a course after the course has officially ended.

Dropping All Courses

The general policies and procedures regarding dropping a course described above apply to dropping all courses, whether the student wishes to remain active in the program or to withdraw permanently from it. Students should contact OSAS regarding the process as permission from The Graduate School is required for students to either to remain active in the program or to leave in good standing. There are no bill adjustments unless all courses are dropped for the term and in such circumstances, the [University Refund Schedule](#) will apply.

Course Grades

Instructors are required to file grades with the University Registrar for all credit-bearing courses taken by a student. Although instructors are free to set the standard of performance expected in their courses, the following uniform scale is published to encourage general agreement on the meaning of grades. Students are required to maintain in their course program at least a “B” (3.0) average; grade point averages are computed using the following chart.

Grades and Grade Point Formulas

Instructors grade graduate courses based on the following letter and point system:

Explanation	Final Grades	Grade Points
Distinction	A	4.0
	A-	3.7
Good Quality	B+	3.3
	B	3.0
	B-	2.7
Below Expected Standard	C+	2.3
	C	2.0

	C-	1.7
Unsatisfactory Quality	D+	1.3
	D	1.0
	D-	0.7
Failure	F	0.0
Satisfactory (Good Quality)	S	N/A
Unsatisfactory/(Failure)	U	N/A
Withdrawal	W	N/A
Continuing Registration	R	N/A

Class attendance may be taken into consideration when computing course grades.

Grades Below Expected Standard

- All “C” Grades: Course used in a supporting area may be of benefit to students who should not be discouraged from including work in their programs. Such work shall be identified on the Plan of Study. Plus and minus values may be assigned to all but failing grades, are entered on the permanent record, and are computed into the student’s grade point average.
- All “D” Grades: Course may not remain on the Plan of Study and the student’s eligibility to continue in the degree program is reviewed by the advisor, concentration chair, and MSW Program Director who may refer the student for an Educational Review.
- Letters “F” and “U”: Necessitates a recommendation by the advisor in consultation with the concentration chair and MSW Program Director to The Graduate School as to whether or not the student shall be permitted to continue graduate study. The advisor, concentration chair, and MSW Program Director may refer the student for an Educational Review.
- Final grades of “S” (Satisfactory) or “U” (Unsatisfactory) are associated only with certain courses designated as such by the Executive Committee of the Graduate Faculty Council. An “S” is not computed into the student’s grade point average whereas a “U” is viewed as an “F.”
- Students who receive a letter grade of “D” or “F” in a foundation or concentration course must repeat the course.
- Students who receive a letter grade of “D or F” in an elective course can either repeat the same elective or take another elective.
- Graduate students are not permitted to take any course, undergraduate or graduate, on a pass/fail basis.

Temporary Grades

Temporary grades signify that credit has not been earned in that course and may subject the student to academic probation or dismissal. Temporary grades shall not prevent the calculation of either the semester or the cumulative grade point average.

Temporary Grades Related to Incomplete Work

An instructor may assign a temporary grade for a course when student work is not completed within the semester.

Temporary Grade	Conditions for Assigning a Temporary Grade
N: No basis for grade	A student has completed few or no assessments and no make-up schedule has been agreed upon with the instructor; the instructor has no basis for a grade.
I: Incomplete grade	A student has not completed all of the assessments, but work completed is of passing quality and a make-up schedule has been agreed upon with the instructor and student
X: Final assessment absence	A student did not submit a final assessment and might by means of a satisfactory performance on the assessment complete the course with a passing grade. If in the opinion of the instructor such a student would fail the course regardless of the result of the assessment, the student shall be given a grade of “F.”

Incomplete grades are issued at the discretion of the course instructor/faculty. If given, the course instructor should complete an “incomplete contract” and should contact the Director of OSAS for questions. This contract stipulates the course work to be completed and the date the instructor expects to receive the outstanding work. Students will receive notification of the completed contract by email from OSAS.

- All required work must be submitted by the end of the following semester, or within a shorter time specifically designated by the instructor.
- The instructor may change the incomplete to an “F” if work is not completed by the specified time, or the incomplete becomes permanent.
- A permanent grade of “I” in a required concentration/foundation course must be repeated.
- Students with a total of three or more incomplete grades will be referred to the ERC to determine the student’s academic status. See the Educational Review Committee section for more information.

Term of course	Incomplete must be submitted by
Fall	End of the Spring semester unless indicated otherwise by instructor
Winter	End of the Spring semester unless indicated otherwise by instructor
Spring	End of the Fall semester unless indicated otherwise by instructor
Summer	End of the Fall semester unless indicated otherwise by instructor
Please note: Incompletes in BASC 5390, BASC 5391, or any concentration course must be completed before the beginning of the following semester. If the incomplete is not rectified by the end of this period or if a student has three active incompletes and/or “Ns”, the student may be referred to the Educational Review Committee (ERC).	
Fall semester incompletes in foundation courses must be completed by the first week of January of 2024, and Spring 2024 foundation or concentration courses must be completed by August 15, 2024. If work is not satisfied, students may be referred for an Educational Review, and may receive a permanent incomplete.	

Changes of Course Grades

Grades are part of the student’s permanent record; they should never be changed for reasons unrelated to course requirements or quality of work. Once the grade in the course has been submitted, an instructor may neither accept additional work nor give additional examinations.

Instructors should recalculate and, if warranted, change grades for the following reasons: a computational error, a clerical error, or the discovery of overlooked components in a student’s body of work. In cases when the instructor concludes that a course grade ought to be changed, the instructor determines a corrected grade and initiates the grade change process. The head of the department or program offering the course and the dean of the school or college in which the course was taught will be notified of a grade change to ensure consistency.

Grade Disputes

According to the University Senate By-laws, final course grades are part of the student’s permanent record. Therefore, final course grades should never be changed for reasons unrelated to course requirements or quality of work. An instructor may neither accept additional work nor give additional examinations once the final grade for the course has been submitted. Nevertheless, there can be situations in which final course grades may and ought to be changed. These comprise computational errors, clerical errors, and the discovery of overlooked components in a student’s body of work.

A student who believes that such an error in grading has occurred must request in writing a review by the instructor of record within 30 days of the final course grade having been posted. If the instructor of record cannot be contacted, the student should forward the written request along with a brief description of how they attempted to contact the instructor to the MSW Program Director, who will aim to make contact with the identified faculty member. If the instructor agrees that

a change is justified, the instructor will initiate the grade change with MSW Program Director and the University's Registrar Office.

If the instructor believes that the original grade is correct, the student has 30 days after notification of the instructor's decision to appeal the decision and must request in writing a review from the School of Social Work Associate Dean for Academic Affairs. The Associate Dean will seek input from the instructor and the student.

- If this process results in the instructor and Associate Dean concluding that a grade change is justified, then the instructor will notify the student and the MSW Program Director in writing and initiate the grade change.
- If the instructor and the Associate Dean agree that a grade change is not justified, the Associate Dean shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has 10 days to request in writing, through the Dean of the School of Social Work, a review by an ad hoc Faculty Grade Change Review Panel.
- If upon review, the Associate Dean for Academic Affairs concludes that a grade change is justified, but the instructor does not agree, the Associate Dean for Academic Affairs shall request in writing, through the Dean of the School of Social Work, a review by the ad hoc Faculty Grade Change Review Panel. This request must occur within 15 business days.

The ad hoc Faculty Grade Change Review Panel (two faculty members appointed by the Associate Dean of Academic Affairs) who have knowledge of the class, to the extent possible, shall convene a hearing within 10 business days of notification and inform the student and instructor in writing of the date and time of the meeting. Both the appealing student and the course instructor shall be present at the hearing. The student will be afforded an opportunity to state the grounds on which they are appealing the grade. The instructor will be afforded the opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence and/or request testimony of others. The Faculty Review Panel may request input from the Associate Dean of Academic Affairs. The Review Panel will send a written report of the decision to the instructor, the student, the Associate Dean of Academic Affairs and the Dean of the School of Social Work within 10 working days of the decision. The decision of the Faculty Grade Change Review Panel shall be considered final. If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the registrar a [Change of Grade Request](#) signed by all the members of the Review Panel.

If those involved in the appeal process become unavailable for some period of time, then the corresponding time clock will stop and resume when those involved are available.

Standards and Expectations

Academic Standing

Maintenance of good academic standing in The Graduate School requires a cumulative grade point average of 3.0 or higher at all times while enrolled in a graduate program, including the School of Social Work. Whenever a student's cumulative average falls below 3.0, the student's record is to be reviewed by the Faculty Advisor, MSW Program Director, and Director of Student and Academic Services, to determine whether the student shall be permitted to continue graduate study. The student may be brought before the Educational Review Committee for a final decision.

Academic, Non-Academic, & Professional Standards

According to the UConn Graduate School, scholarly activity at the graduate level takes many forms, including, but not limited to, classroom activity, laboratory or field experience, writing for publication, presentation, and forms of artistic expression. Integrity in all of these activities is of paramount importance, and The Graduate School of the University of Connecticut requires that the highest ethical standards in teaching, learning, research, and service be maintained.

Scholarly integrity encompasses "both research integrity and the ethical understanding and skill required of researchers/scholars in domestic, international, and multicultural contexts." It also addresses "ethical aspects of scholarship that influence the next generation of researchers as teachers, mentors, supervisors, and successful stewards of grant funds" (Council of Graduate Schools, Research and Scholarly Integrity in Graduate Education: A Comprehensive Approach, 2012).

The School is committed to providing an environment that supports students in their development into competent professionals as well as maintaining standards that assure the University, the social work profession, and the community that the MSW degree is awarded to only those who meet these standards.

Students should acquaint themselves with the program's requirements as set forth in this *Handbook* as well as other documents as appropriate. A graduate student's progress is monitored regularly by the student's Faculty Advisor as well as OSAS. A student's Faculty Advisor has the right to contact the course instructor for information on a student. There are four grounds in which the School's MSW students may be subject to dismissal from graduate study. They are: 1) academic and field placement difficulty; 2) student misconduct; 3) scholarly misconduct; and 4) professional social work misconduct. Depending on the seriousness of the academic difficulty and/or misconduct, the student may be referred to the School's Educational Review Committee.

All students are admitted under the assumption that they have the potential academic ability and personal suitability for completing all aspects of the program. All students in the MSW Program are expected to adhere to University of Connecticut community standards which include academic integrity and student conduct. The [University of Connecticut's Responsibilities of Community Life: Student Code](#) outlines the student behavior necessary to adhere to in order to be a part of the UConn community.

Academic Difficulty

Any student who may find themselves in academic difficulty in one or more of the following areas below may be referred to the Educational Review Committee:

1. Academic or field problems during the last semester that raise the question of the student's ability to graduate
2. Termination from Field Placement due to performance-related reasons
3. A grade of "U" is received in a student's Field Placement
4. A current grade point average of 3.0 or less
5. A grade of "D" or "F" is received in a foundation or concentration course
6. Students with three or more incompletes

Student Misconduct

Students in the School of Social Work MSW Program are governed by the [University of Connecticut Student Conduct Code](#) that defines actions that constitute student behavior. The University of Connecticut seeks to balance the needs and the rights of the individual with the welfare of the community as a whole. Students are expected to conduct themselves in a manner that is consistent with the values embraced by the University community and reflected in its various policies, contracts, rules, and regulations, including those contained herein. Depending on the seriousness of the conduct, the student may be referred to the School's Educational Review Committee or to the University judicial system.

Scholarly Misconduct

Students in the School of Social Work MSW Program are governed by the policies of The Graduate School as described [here](#).

Scholarly misconduct is broadly defined as a failure to uphold standards of scholarly integrity in teaching, learning, research, or service. For the purpose of this Policy, scholarly misconduct shall be deemed to include, but not be limited to, the following types of misconduct. This list is not intended to be exhaustive, but does identify major categories of scholarly misconduct, and provides illustrations where appropriate.

- **Cheating** involves dishonesty during a course, on an examination required for a particular degree, or at other times during graduate study, e.g., copying the work of another student.

- **Plagiarism** involves using another person’s language, thoughts, data, ideas, expressions, or other original material without acknowledging the source (adapted from Council of Writing Program Administrators, *Defining and Avoiding Plagiarism: The WPA Statement on Best Practices*, 2003).
- **Distorted Reporting** involves “any omission or misrepresentation of the information necessary and sufficient to evaluate the validity and significance of research, at the level appropriate to the context in which the research is communicated (D. Fanelli, *Nature* 494:149; 2013).”
- **Fabrication or Falsification of Grades** involves any form of falsification of coursework or tampering with grades, e.g., a student making unauthorized changes to their own grades or an instructor consciously misreporting grades of students.
- **Misrepresentation** involves taking an examination for another student, submitting work done by another individual as one’s own, submitting the same work for evaluation in two or more courses without prior approval, unauthorized use of previously completed work or research for a thesis, dissertation, or publication, or making false, inaccurate, or misleading claims or statements when applying for admission to The Graduate School or in any scholarly or research activity, including publication.
- **Academic or Research Disruption** involves unauthorized possession, use, or destruction of examinations; library materials; laboratory or research supplies or equipment; research data; notebooks or computer files; or it might involve tampering with, sabotage of, or piracy of computer hardware, computer software, or network components.
- **Fabrication or Falsification in Research** involves falsification of, tampering with, or fabricating results or data.
- **Research Violations** include violation of protocols governing the use of human or animal subjects, breaches of confidentiality, obstruction of the research progress of another individual, or disregard for applicable University, local, State, or federal regulations.
- **Professional Misconduct** involves violation of standards governing the professional conduct of students in particular fields (i.e., pharmacy, nursing, education, counseling, therapy).
- **Deliberate Obstruction** involves hindering investigation of any alleged act of scholarly misconduct.
- **Aiding or Abetting** involves actions that assist or encourage another individual to plan or commit any act of scholarly misconduct.

Addressing Allegations of Scholarly Misconduct

If a graduate student accused of scholarly misconduct is part of a combined degree program, the appropriate Associate Dean of The Graduate School (whether for Storrs and the regional campuses, e.g., School of Social Work or the Health Center) and the academic leader of the other degree program will determine whether the complaint will be addressed in accordance with these procedures or in accordance with those of the other degree program, using the procedures of the program to which the alleged misconduct is more germane.

Professional Social Work Misconduct

Students are expected to meet the professional and ethical standards and principles of the social work profession. Students should consult the National Association of Social Workers (NASW) Code of Ethics located [here](#).

Violations of these standards may be reason for disciplinary action, referral to the Educational Review Committee, and possible dismissal from the School. Examples of this type of misconduct include:

- conduct that is potentially dangerous to current or future clients;
- sexual behavior with clients;
- physical threats and actions directed at clients, students, faculty, or staff; and,
- acceptance of gifts or money from clients who are not standard payment for services received.

Social Work students are expected to behave in accordance with professional social work values. Thus, students should:

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- apply reflection, self-awareness, and self-regulation to manage the influence of personal biases and values and maintain professionalism in working with diverse clients and constituencies;

- be tolerant of human differences;
- accept and respect human dignity and human rights; and,
- act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

A very important professional responsibility is the respect for the client's right to privacy and the obligation of the social work student in the relationship with clients. Students should be aware that the use of information that could identify a client or use of a client record in any form as part of an assignment for a course is a violation of professional standards and a form of professional misconduct. Questions on what types of information *are* permitted should be directed to the faculty member teaching the course.

The aforementioned types of academic and field misconduct are consistent with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS), specifically [Competency 1: Demonstrate Ethical and Professional Behavior](#).

POLICIES AND PROCEDURES

Class Attendance

While the University of Connecticut Graduate School has no official policy on allowed absences from class, individual instructors are permitted to consider class attendance in relation to class participation in determining the final grade for a course. The instructor describes the computation of the grades and the relation between grades and attendance at the beginning of the semester and may be noted in the course syllabus. Where grades depend on classroom participation, absences may affect the student's grade. However, if a student was absent and the instructor reduced the grade, the reduction would be due to lack of class participation, not the student's absence. Instructors have final authority in permitting students to submit assignments late or make up examinations.

Students Filming or Recording Classes without Permission

Student filming or recording classes cannot occur without the permission of the instructor. According to the University, please refer to the following: As an instructor, "my lectures are protected by state common law and federal copyright law. They are my own individual expression, and I have either recorded them (in a fixed and tangible medium of expression) or am recording them while I deliver them in order to obtain protection. Although you are authorized to take notes in class, thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use, or in the case of a student with a disability (if the Center for Students with Disabilities has determined that it is a reasonable accommodation). As a student, you are not authorized to record my lectures, to provide your notes to anyone else, or make commercial use of them without express prior permission from me."

Use of Personal Mobile Electronic Devices

While the University of Connecticut Graduate School has no official policy on the use of personal mobile devices in the classroom, individual instructors are permitted to establish their own guidelines for usage. The instructor should describe these guidelines at the beginning of the semester and include boilerplate policy language in the syllabus and/or the course HuskyCT site. Guidelines should consider the manner in which these devices support or interfere with the student's learning and the classroom environment, and how these are used as educational tools. Students are encouraged to consider norms of professional demeanor related to the use of personal electronic tools. Consistent disregard of these guidelines may result in a consultation between the student, instructor and MSW Program Director, and/or Associate Dean for Academic Affairs.

Time Limits

The MSW degree may be completed within two years of full-time study totaling 60 credits. Part-time education is possible, as long as all course work is completed within a maximum period of four years from the beginning of the first semester matriculated. Failure to complete the work within this period shall necessitate re-evaluation of the student's entire academic program and may result in termination.

For the MSW and Non-Degree programs, credits counted toward MSW degree requirements must be completed within six years of the intended graduation date. BSW credits considered for exemption must have been earned within six years of matriculation. Credits considered for transfer must be completed within a certain period of time; please refer to the Transfer Credit section of the *Handbook*.

Transfer Credits

Once accepted, students are matriculated into the program, a request for a [Transfer Credit Review](#) should be sent to sswstudentservices@uconn.edu. It is preferred that students make the request prior to orientation and advising sessions. Transfer credit requests are reviewed by the Director of OSAS and are subject to final approval by the Associate Dean for Academic Affairs.

Transfer Credit Guidelines

A minimum grade of B- is required for transfer credit. There are three classifications of transfer credits:

- Students who transfer from a Council on Social Work Education (CSWE) accredited graduate social work program and have completed one full year including Field Education, within the last six years, may be granted up to 15 credits, with the possibility of being equivalent to one year of the MSW program. Due to different curricular patterns in MSW programs, it will be necessary to revise the second-year course of study to ensure all requirements for the degree have been met.
- Students who transfer from a Council on Social Work Education (CSWE) accredited graduate social work program and have completed less than a full year, within the last four years, may be granted credit for MSW courses to be applied toward the MSW degree. The specific number of credits, no more than 15 credits, is determined by the Director of Student and Academic Services.
- Students transferring from a graduate program and have completed some graduate work closely related to social work within the past four years may be granted a maximum of nine credits. These courses are generally applied toward elective credits. Credit requests are evaluated following matriculation into the MSW program.

Credit Transfer from Undergraduate Programs to MSW Program

The Graduate Faculty Council has approved a new rule which will help facilitate completion of both the undergraduate degree and graduate degree within less time. Under this rule, undergraduates who take certain graduate courses while an undergraduate may be able to count up to 12 credits of such coursework toward both their undergraduate degree and a graduate degree. However, the School of Social Work does not allow MSW courses taken in the BSW Program or any other undergraduate program to count as Graduate Credits.

Leave of Absence from Graduate Studies

A graduate student is defined as any individual who holds admission to The Graduate School to pursue a post-baccalaureate certificate, a graduate certificate, or graduate degree. Under compelling personal or medical reasons, a graduate student may request a leave of absence from their graduate program.

A leave of absence, or a voluntary separation, is an academic leave which means a student is temporarily separated from UConn and will not have an active student status; a student's time on academic leave does not count toward their degree time. Under compelling personal and medical reasons, a graduate student may request a leave of absence from their

graduate program for up to two semesters/academic year. Students may request an additional extension, which will require written approval from the department head or MSW Program Director to The Graduate School. If a department head or Faculty Advisor does not support a student's request for academic leave, they are not obligated to approve it. The Graduate School will reach out to the student to discuss other options for their enrollment.

MSW students are to complete the following before requesting a leave of absence:

1. Inform Faculty Advisor of intent (if applicable).
2. Consult with Director of Student & Academic Services.
 - a. Student will receive information on leave of absence and reinstatement process and will develop a revised academic plan for their return towards completing degree requirements.
 - b. Without consulting with the Office of Student & Academic Services, approval for an academic leave may be delayed.
 - c. Director of Student & Academic Services will inform the MSW Program Director, Associate Dean for Academic Affairs, and Field Education Department of the intent for voluntary separation.
3. Complete the Voluntary Separation form [here](#).
 - a. Note: withdrawing from the semester to take an academic leave may have an impact on students' financial aid obligations.

Once the form is submitted by the student, it requires approval from the student's Faculty Advisor or, Director of Student and Academic Services, the department or program head. The completed application is to be submitted to The Graduate School for review and approval at least thirty days before the leave of absence is to commence, or the earliest date possible in extenuating circumstances. A helpful infographic for students taking a leave of absence may be obtained from the Office of Student Academic Services.

Information provided in the application for a personal leave of absence must address the specific reason(s) prompting the request. Examples could include but are not limited to family leave and financial hardship. Applications for a medical leave of absence require documentation from an appropriate healthcare provider, which must be submitted along with the [Voluntary Separation Notification Form](#). In certain cases, the Dean of The Graduate School may request that a student provide documentation from an appropriate healthcare provider that certifies that the student has medical clearance to resume study at the conclusion of an approved leave of absence. In addition, consultation with University offices may be appropriate. For example, consultation related to assessment of the safety of the student's work environment may be requested by contacting the [Division of Environmental Health and Safety](#) and accommodations and services for students with disabilities may be discussed with the [Center for Students with Disabilities](#).

When students are on approved leaves of absence for the full duration of a fall or spring semester, they are not required to register for any credit or non-credit course. Requests submitted during an academic session will be reviewed on a case-by-case basis to determine the most appropriate mechanism for recording the period of leave (e.g., requests made prior to the open enrollment closing date may be dated to cover the entire semester). An approved leave of absence indicates that the student status will be recorded as "inactive" for the duration of the requested period of leave, and as such, the student will not have access to University services as a graduate student. In addition, the terminal date (the date determined by The Graduate School by which it is expected that all degree requirements will be completed) of any student granted a leave of absence will be extended by a period equivalent to the duration of the approved leave of absence. Thus, the period of the approved leave of absence will not be considered when calculating the time the student has spent working toward the completion of the degree. In contrast, a student who chooses to maintain Continuous Registration will maintain active status, which means the student will continue to pay associated fees, have access to University services as a graduate student, and the terminal date for degree requirements is not extended. Thus, the decision to choose a leave of absence versus Continuous

Registration to maintain active status must be weighed accordingly. The refunds and cancellation of charges information found in the Fees and Expenses section of the Graduate Catalog applies to students taking an approved leave of absence.

Reinstatement from an approved leave of absence will occur at the beginning of the appropriate academic term. To request reinstatement from an approved leave of absence, the student should complete the [Request for Reinstatement from Leave of Absence from Graduate Studies Form](#) and submit it to The Graduate School.

More information on the School's Leave of Absence Policy can be found [here](#).

Change of Concentration

Changing a concentration is an application process and approval is not guaranteed. Only one [Change of Concentration](#) is allowed during a student's program. Therefore, the student proposing the change should be certain of their decision prior to completing the process. Further, such a change may extend their time in the program if they are not able to go into Field Placement in the new concentration the following semester.

Below are steps a student must take to pursue changing their concentration by the deadline of October 15th of their first semester of first year of Field Placement:

- Have an exploratory conversation with Faculty Advisor/Director of Student & Academic Services and the current Concentration Chair to ensure the process for the change is understood and the new requested concentration aligns with their goals.
- Notify the Field Education Department with their intention to change their concentration in order to explore if there is an available Field Placement, Field Instructor, and Faculty Advisor available in the proposed new concentration. All of these must be available in the new concentration for the change to be implemented by the beginning of the spring semester.
- Obtain a [Request for Change of Concentration Form](#) and provide a written statement indicating the rationale for the request.
- Submit the Form and aforementioned written statement to the following individuals:
 - Faculty Advisor;
 - chair of new concentration;
 - chair of current concentration; and,
 - Field Education Department at sswfielded@uconn.edu.

Students are advised to continue to go to their original concentration's Field Placement while their application is pending and finish the semester in their original placement to stay on track with earning the required Field Placement hours.

Once (1) the form is completed and the Faculty Advisor and chairs of the current and new concentrations approve and sign the form; (2) the Field Education Department has confirmed that the student has an appropriate Field Placement, Field Instructor, and Faculty Advisor for the new concentration; and (3) the Director of Field Education has signed the Form (which indicates that the Field Education Department has been able to find the student a new placement, Field Instructor, and Faculty Advisor in the new concentration), the student will submit the Form with all the signatures to the OSAS for processing.

The student should discuss their intent to change concentrations with their original Field Placement agency and Field Instructor. The student will need ample time to plan for termination. The Field Department will formally notify the original agency and Field Instructor once the change of concentration has been approved.

The Field Education Department will do its best to set the student up with a new placement for the next semester. However, changing a concentration is a process that may take some time. It may not be possible to find the student an appropriate Field Placement, Field Instructor, and Faculty Advisor for the new concentration for the following spring semester. In those circumstances, the Field Education Department will note on the form that the arrangements cannot be made at the time but will work to make these arrangements for the next academic year if of interest to the student and if certain conditions are met. These conditions also pertain to students who apply to change their concentration after the fall deadline but no later than March 10th in spring of their first year in field, and are as follows:

- The student is willing to extend their program, if needed.
- The student must successfully complete their first year of Field Work and concurrent academic classes in their original concentration. There would be no change to the student's Field Placement, Field Instructor, or Faculty Advisor during the student's first year in the field.
- The student needs to have successfully completed their first-year Spring Semester course(s) for their new concentration as well as their Field Work.

Educational Review Process

The School of Social Work is committed to the learning of MSW students as they gain knowledge and experience to be equipped to service individuals, families, and communities and engage in policy practice. Students are expected to complete course and Field Placement requirements and sometimes encounter difficulty and/or may make decisions that could negatively affect their success in the MSW program. The Educational Review process, which includes Informal Resolutions; Academic and Field Consultation; and/or, a formal Educational Review is designed to explore difficulties a student might be having and help to problem-solve any possible solutions. The Educational Review process is progressive in nature, but these interventions are not necessarily sequential; the seriousness of the situation determines the level of intervention. In some situations, a formal Educational Review could be the first intervention.

Informal Resolutions

Individual advising of students is a central part of the educational experience at the School of Social Work. The initial response to solving the problem is between the Faculty Advisor and student. When a problem arises, the Advisor works with the student to determine the most appropriate response/resolution (primary level intervention). Students are expected to keep their advisors updated and work together to reach a suitable solution. When the problem cannot be resolved through Advisor-student collaboration, the Faculty Advisor and student may contact the MSW Program Director to determine the next steps in the process – an Academic and Field Consultation (secondary level intervention) or an Educational Review (ER) meeting.

Academic and Field Consultation

The purpose of the Academic and Field Consultation is to address concerns regarding a student's academic and/or Field performance; student misconduct; scholarly misconduct; and professional social work misconduct, but do not warrant a full Educational Review by the ERC.

Reasons for an Academic and Field Consultation may include but are not limited to:

- low GPA (3.0 – 3.2 range);
- unprofessional behavior in Field or coursework that does not rise to the level of an Educational Review;
- absences from Field (consecutive absences from Field, concerning absences, or unexcused absences); and,
- two absences by midterm or four by the end of the term in any course or Field Placement.
 - While the University of Connecticut Graduate School does not have an official policy on allowed absences from courses, individual instructors are permitted to consider class attendance in relation to class participation in determining the final grade for a course. (Please see “Class Attendance” section.)

If the MSW Program Director determines that an Academic and Field Consultation session is appropriate, such a session will be scheduled and held within 14 business days of the decision being made. The MSW Program Director will confer with the Faculty Advisor and student to determine others who are familiar with the situation and would be appropriate to participate in the session (e.g., Field Education, OSAS, *etc.*). The MSW Program Director will convene the meeting and work with the participants to develop a plan of action that the student can take to rectify the identified issue(s). The MSW Program Director will write a summary of the meeting and secure the students and their Faculty Advisor's agreement to work toward achievement of the established goals. Documentation of the meeting will be provided to the student, the student's Faculty Advisor, the Director of Field Education, and the Director of Student Academic Services. The student will be asked to confirm that they have received the summary.

At the request of the MSW Program Director, a hold will be placed by OSAS on the record of a student who is going through the Academic and Field Consultation session. Students with a hold on their record will not be able to register for any course. Such a hold will remain in effect until the Academic and Field Consultation process is complete and the student's Plan of Study updated if and as needed.

Educational Review Details

When a student situation cannot be resolved by, or its seriousness is beyond the Informal Resolution or Academic and Field Consultation levels, a referral is made to the Educational Review Committee (ERC). The Committee makes recommendations to the Associate Dean for Academic Affairs regarding administrative actions that pertain to the student's standing in the Master of Social Work Program. It has dispositional and consultative authority to review students in academic difficulty or students charged with scholarly and/or professional social work misconduct in accordance with School and University policies. The Committee has the authority to make a finding in cases of contested allegations of academic difficulty, or student, scholarly, and/or professional social work misconduct. While the Committee has the ability to recommend dismissal from the program, its philosophy reflects the commitment to enable students to resolve their difficulties and successfully complete the program when possible. It also has the responsibility to ensure that student rights are respected, and that appropriate due process is followed. Procedures related to this process are set forth below.

Referral

- A student may be referred for an Educational Review by the student's Faculty Advisor, the Associate Dean of Academic Affairs, MSW Program Director, or Director of Field Education due to academic difficulty, student misconduct, scholarly misconduct, and/or professional social work misconduct in accordance with School and University policies.

Possible Reasons for Referrals to the Educational Review Committee

- Academic and/or Field problems that raise questions regarding a student's ability to graduate
- Termination from Field Placement due to performance-related reasons
- A grade of "U" is received in a student's Field Placement
- A total of three or more incomplete grades
- Incomplete grade that is not resolved in a practice course or Field by the end of the first week in January for fall courses or mid-August for spring courses
- A cumulative GPA less than 3.0
- A grade less than a C- (1.7) is received in any course ([Academic Regulations](#))
- [Student misconduct](#)
- [Scholarly misconduct](#)
- Professional social work misconduct (*MSW Student Handbook*)

Upon receipt of a referral, the MSW Program Director – as chairperson and convener of the Committee – will carefully review the situation and determine within three business days its appropriateness for an Educational Review. If an Educational Review is appropriate, every attempt will be made to schedule and hold a meeting within 14 business days of the decision being made.

- Note: At the request of the MSW Program Director, a hold will be placed on the record of a student who is going through an Educational Review. Students with a hold on their record will not be able to register for any course.
- Such a hold will remain in effect until the Educational Review process is complete and the student's Plan of Study is updated, if needed.

A. Educational Review Committee Membership

- The Educational Review Committee is composed of six members. The MSW Program Director and the Director of Field Education (or designee) are standing members. Four members are elected by the faculty. Two elected faculty members shall constitute a quorum. A student representative from the Graduate Student Organization (GSO) may be available to serve on the Committee and to attend a meeting if requested by the student being reviewed. A designee from the Dean's Office will attend meetings to take minutes.
- The MSW Program Director serves as the chairperson and convener of the Committee. The MSW Program Director will assure that the four elected members rotate so that two take parts in each meeting. If needed, one of the two members not scheduled for a meeting can serve to constitute a quorum. The MSW Program Director will designate one of the two members not scheduled for a meeting to serve as convener and a non-voting member if the Director is not able to attend. There will be a minute-taker present (designee from the Dean's Office). In addition, the MSW Program Director may allow others to be in attendance such as the Director of OSAS or someone who has pertinent information regarding the student's situation. The MSW Program Director will make the final decision regarding other people attending the meeting.

B. Meeting Schedule

- Educational Review meetings are scheduled twice monthly, September through May, during the academic year. Students experiencing academic and/or Field issues during the year will be scheduled during this time. Additionally, two ERC meetings will be scheduled during the summer, likely in early July. Students who have academic or Field issues from the previous Spring Semester or from 15-hour Field Education internships will be scheduled for an ERC during this time. Another meeting will be scheduled the week prior to the beginning of the Fall Semester. Students who experience academic and/or Field issues that need to be resolved before the beginning of the Fall Semester will be scheduled for an ERC meeting during this time.

C. Informing Student of Educational Review Referral

- The MSW Program Director, serving as a non-voting member of the Educational Review Committee and chairperson/convener, will notify the student of the referral. The notice will be in writing and include the reason for the referral; the date and time of the planned ERC meeting; and a list of the students' rights as described below. Notice must be provided at least seven business days before the scheduled meeting. Such notice will be made by email to the student's official University email address and shall be deemed received by the student on the day it was sent.

D. Materials Submitted for ERC

- The student's Faculty Advisor submits in writing using the Educational Review Form a brief summary of why the student is being referred to ERC. The summary should include supporting documentation that will help the Committee to understand the difficulties the student is experiencing and make any recommendations the Committee should consider. Advisors are expected to confer with the appropriate parties (e.g., Concentration

Chair, Field Education Instructor, Field Education director, *etc.*) related to any issues of concern regarding a student's performance.

- Supporting documentation may include, but is not limited to, the following:
 - reports, documentation demonstrating attempts by student and Faculty Advisor to informally resolve the issue;
 - reports from instructors regarding class participation, attendance, grades, Field evaluations or performance summary, *etc.*;
 - a copy of the student's current transcript; and,
 - any other materials deemed necessary (e.g., documentation of provisional status).

A copy of these materials is distributed to the student, members of the ERC, the student's Faculty Advisor, and the MSW Program Director. If the ERC Graduate Student Organization designated representative is expected to take part in the meeting, the MSW Program Director will schedule a time for them to review the materials in the Dean's Office, prior to the ERC meeting.

E. Day of the Meeting

- The ERC Chairperson – either the MSW Program Director or a faculty member serving as a substitute Chairperson – meets briefly with the Committee (including the student representative if appropriate) to review the case.
- The ERC Chairperson notifies the student and their Advisor (or designee) and support person when to join the Committee.
- The ERC Chairperson introduces all participants and clarifies each of their roles.
- The ERC Chairperson assures that all parties have reviewed the documents supplied.
- The ERC Chairperson clarifies with the student being reviewed that they received written notice of the meeting and its procedures; the packet of materials including reason for the referral and supporting documentation; and was given an opportunity to submit a written response to the materials.
- The ERC Chairperson and/or the student's Advisor summarizes the reason for the referral.
- The student comments on their understanding of the situation, provides information that might help the Committee to better understand the circumstances, and poses possible solutions.
- The ERC Chairperson asks invited guests (persons with information pertaining to the case) as appropriate, to join the Committee and provide requested information. ERC members may seek clarification from these people regarding their presentation.
- Invited guests are asked to leave the meeting after their presentations.
- ERC members are provided an opportunity to raise questions or concerns to further their understanding of the situation.
- When appropriate, the support person is permitted to make comments that would enlighten the Committee's understanding of the situation.
- The student and their Advisor and support person are excused from the meeting while the Committee discusses the situation and possible recommendations regarding an Educational Plan.
- The student, their Advisor, and their support person return to the meeting to hear the Committee's recommendation regarding the proposed Educational Plan.

F. Days After the Meeting

- The ERC Chairperson supplies the Associate Dean of Academic Affairs the Committee's minutes and recommendations within five business days of the ERC meeting.
- The ERC Chairperson will make the minutes available to ERC members attending the meeting.
- The minutes will be available for the student and other attendees of the meeting to review in the Dean's Office 10 business days after the meeting.

- The minutes will be available for the ERC Graduate Student Organization designated representative, who participated in the meeting, to read six business days after the meeting.

G. Educational Review Follow-up

- A letter of disposition from the Associate Dean for Academic Affairs is provided to the student within 10 business days of the ERC meeting. Electronic copies of the letter are provided to the MSW Program Director, Director of Field Education, Director of Student and Academic Services, and chairperson of the student's concentration and their Faculty Advisor. Student representatives who attended the meeting are informed when the Associate Dean's letter is ready and can review it in the Dean's Office. A copy is retained in the student's ERC file in the Dean's Office. As per the [State of Connecticut Records Retention Schedule](#), all records will be destroyed after five years from the date of resolution if the student is not dismissed.

H. Appeal Process

- The student may appeal the decision, in writing, to the Dean of the School. Written appeal must be received within 10 business days of date of the letter from the Associate Dean of Academic Affairs. This appeal does not constitute a new hearing. Rather, it is a review of the record of the original hearing and an appeal may be sought on the following three grounds: (1) on a claim of error in the hearing procedure; (2) on a claim of new evidence or information material to the case that was not available at the time of the hearing; or (3) on a claim of substantive error arising from misinterpretation of evidence presented at the hearing. If the Dean upholds the decision of the Associate Dean, the decision is final.

I. Academic Dismissal

- On rare occasions, a student's progress in the program or professional development is found to be unsatisfactory to the degree that dismissal is warranted. The ERC recommends to the Associate Dean of Academic Affairs that the student be dismissed on academic grounds specifying the reasons on which this is based. The Associate Dean of Academic Affairs submits their recommendations to The Graduate School that the student be dismissed indicating the detailed grounds on which this is based. The Graduate School will notify the student of its decision. Whenever a student is dismissed on academic grounds, the student receives notice from The Graduate School. The student may appeal the dismissal under the provisions outlined in the School's [Complaint, Appeal, and Hearing Procedures](#). The decision of The Graduate School is final.

ADVISING OF STUDENTS

The purpose of faculty advising is to help students make maximum use of their educational experience and to enable students to make sound decisions about their graduate education with the assistance, knowledge, and experience of professional social work educators. All students are assigned Faculty Advisors by the Field Education Department. The Faculty Advisor is expected to be familiar with the student's class and Field performance and overall professional development.

There is no guarantee that students will have the same Advisor each year. For more in-depth information about the roles and functions of the Faculty Advisor and for all matters pertaining to Field Education, please see the *MSW Field Education Manual*.

The following section identifies the Faculty Advisors' responsibilities, tasks, and activities as they relate to the Academic and Field components of the students' program.

Academic Component of Faculty Advising Responsibilities

- Becomes familiar with the student's class and Field performance and overall professional goals and development.

- Assists students with course planning, sequencing, and registration.
- Identifies and helps resolve potential academic problems.
- Monitors academic and program progress.
- Ensures that ethical and academic standards are upheld.
- Assists in career and professional development and overall academic performance.

Academic Faculty Advising Tasks & Activities

- Makes individual contact with each advisee at least once per semester to discuss academic plans and progress; identifies potential problems; and consults as deemed appropriate on professional and career development.
- Consults as deemed appropriate with colleagues regarding students' progress including classroom teachers, OSAS, and the MSW Program Director.
- Makes referrals to student support services, as needed, if the student gives their consent (e.g., disability support, writing clinic).
- Reviews transcripts and Plans of Study provided by the student.
- Consults with OSAS and/or the MSW Program Director if a student requests a policy exception.
- Consults with Field Education staff mentor and/or the MSW Program Director when considering making a referral to the ERC when the advisee is having serious problems in the field and/or in their coursework.
- Accompanies advisee to the ERC (if they are referred to the ERC) to provide a summary report of the situation and acts as the advisee's advocate.
- Writes reference letters for scholarships, special honors, and potential employment when requested.

Field Education Component of Faculty Advising Responsibilities

- Assists student with the Field Education experience (e.g., use of Field instruction; recording; learning pattern and practice issues; clarifying practice criteria and expectations; job and time management issues; assignment development; professional identification; and planning for future placements).
- Serves as an educational resource to the Field Instructor (e.g., assignment development; teaching methods and learning styles; connections between agency practice and classroom teaching; student progress; content, and process of student evaluation).
- Ensures that the School's standards for Field Education are met by Field Instructor and student (e.g., quality of Field instruction; ensure internship is focused on student learning and practice; participates with the student in the evaluation of the placement and builds in feedback loop).
- Issues grades for Field Seminar and Field Placement courses.
- Mediates, as necessary, between agency, Field Instructor, School, and student (e.g., deal with structures, relationships, and communication patterns and processes).
- Takes leadership and serves as a trouble-shooter in dealing with problematic Field Placement situations in consultation with the Field Education Department as needed (e.g., performance problems, insufficient assignments, inattentive Field Instructors, and school structures, *etc.*)
- Serves as a consultant on ethical issues and ensures that ethical and professional standards in Field Education are met (e.g., informed consent in practice and research; professional boundaries; confidentiality; and distributive justice).

Field Education Faculty Advising Tasks and Activities

- With students:
 - Conducts Field Advising Seminar that meets four times per academic year.
 - Initiates at least one individual meeting per semester with each advisee (in person or remotely).

- Reviews written materials relevant to the placement (e.g., process recordings and monthly activity reports as applicable to the student's concentration).
- Reviews Educational Contract (providing consultation as needed).
- Discusses student learning and informal and formal evaluations.
- Issues grades for students' Field Seminar and Field Practicum courses.
- With Field Instructors and field agencies:
 - Contacts each advisee's Field Instructor within the first week of Field Work to introduce themselves.
 - Makes at least one site visit per academic year in first semester (more as needed).
 - Ensures adherence to concentration expectations re: student supervision, assignments, user of written material, *etc.*
 - Discusses student learning and informal and formal evaluations.
- In relation to the profession's and the School's standards and ethics:
 - Prepares reports for Educational Review Committee (ERC) as necessary.
 - Attends School and/or agency meetings (as necessary, such as Faculty Advisor meetings with the Director and Staff of Field Education following each Field Seminar).
 - Reviews end-of-semester and end-of-year formal student evaluations submitted by Field Instructor.
 - Assigns grades and inputs grades into the Student Admin system at the end of each semester by the grade submission deadlines for Field Practicum and Field Seminar.
 - Evaluates agency setting and Field instruction with student.
 - Evaluates agency setting and Field instruction with Field Instructor.

CONFERRAL OF DEGREES & ACADEMIC STATUS

Provisional Status

Occasionally, students who hold the baccalaureate but do not qualify fully for admission to regular status may give sufficient evidence of ability in their chosen field to warrant their provisional admission to a master's degree program only. Students who require F-1 or J-1 visa sponsorship are not eligible for provisional admission. Students admitted provisionally must have a cumulative baccalaureate grade point average of 2.6 or higher. If a provisional student's initial 12 credits of completed coursework (excluding 1000-level courses) meet the minimum scholastic requirement of The Graduate School, the student is accorded Regular Status. Otherwise, the student is subject to dismissal. In situations where special consideration is warranted, and only upon the specific request of the Faculty Advisor, the Dean of The Graduate School may approve changing a student to Regular Status if at least nine credits of advanced coursework have been completed with grades of "A," or "A-." Regular Status – not Provisional Status – is required for degree conferral.

Conferral

Degree conferral requires that the student have a cumulative GPA of 3.0 for all courses listed on the final Plan of Study and that all requirements for the degree have been completed satisfactorily by the deadline specified in the [Academic Calendar](#). Degrees are conferred three times each year in August, December, and May. However, the only graduate ceremony is held annually in May. Students who qualify for degree conferral receive their diplomas by mail normally within three months following conferral.

Application for Degree

Formal application for a degree to be conferred must be filed online by the degree candidate using the Student Administration System within the first four weeks of the student's final semester. This application may be withdrawn at any time by the applicant. Information and instructions can be found on the [Office of the Registrar website](#) under the section titled Graduation. If all required paperwork and submissions needed for conferral are not received by the Office of

the Registrar at least two weeks prior to the intended conferral date, conferral is delayed to the next conferral period, even though all other degree requirements may have been completed on time.

Plans of Study

A Plan of Study is one of the requirements that need to be met in order for students to graduate. Specific details regarding this process will be provided by email at the appropriate time during a student’s last year of graduate coursework.

SSW Commencement Ceremony

Commencement at the University of Connecticut is a time of ceremony and pageantry, a time for marking academic achievements, and a time to begin the next step in life. Family and friends gather to witness the formal end to a student's Master of Social Work academic journey; faculty, staff, and trustees join in the tradition of conferring degrees; and students participate in an annual rite that marks their individual accomplishments.

The School of Social Work Commencement is held once per year at the end of the Spring Semester in May. At the ceremony, graduating students are recognized, where MSW students are hooded by SSW faculty individuals who have had degrees conferred at the end of the previous fall semester, and candidates who complete degree requirements by the end of the spring (May) and summer semesters are eligible to participate in the SSW Commencement Ceremony. Academic regalia appropriate for the University of Connecticut degree being conferred is strictly required for all who participate in the ceremony. Information concerning the ceremony is made available by the mid-spring semester and can be found on the School of Social Work [website](#) or University Commencement’s [website](#).

CURRICULUM

Requirements for the Master of Social Work Degree

The education program leading to the Master of Social Work degree covers two academic years beyond the bachelor’s degree. A minimum of 60 credits is required for the degree including 42 credits in classroom courses and 18 credits in Field Education, taken concurrently. Social work course credit is not granted for life or previous work experience. Since there is a concurrency requirement for how most of the coursework must be taken while students are completing their Field Education, students must consult with their Faculty Advisor before deviating from their Plan of Study to ensure that they will be able to successfully complete the MSW Program. Any student who wishes to, or does, deviate from their respective Plan of Study must undergo a Plan of Study Review (“Review”) with their Faculty Advisor and the Office of Student and Academic Services (OSAS). This Review is an interactive process used to determine how the student can best move forward to complete the necessary coursework required to successfully complete the MSW Program. Upon completion of the Review, the student’s Plan of Study will be updated and will include an exception to curriculum form, if applicable, which will provide authorization.

An advising hold will be placed on the record of any student who has deviated from their Plan of Study and not participated in a Review or updated their Plan of Study by the OSAS. Students with a hold on their record will not be able to register for any course.

Curriculum Requirements

	IGFP	CORG & POPR
Basic Foundation Courses	27 credits	27 credits
Advanced Concentration Courses	12 credits	15 credits
Advanced Field Education	8 credits	8 credits
Advanced Field Advising Seminar	1 credit	1 credit

Additional Research Course – RSCH 5341/42	3 credits	3 credits
Elective Courses	9 credits	6 credits
Total Credits	60 credits	60 credits

Foundation Curriculum

The curriculum of the School is formed by an integrated sequence of foundation and advanced curriculum content, in both classroom and Field Education. The professional foundation curriculum required by the Educational Policy and Accreditation Standards (EPAS) of the Council of Social Work Education (CSWE) includes nine Social Work Competencies: 1. Demonstrate ethical and professional practice; 2. Engage diversity and difference practice; 3. Advance human rights and social, economic, and environmental justice; 4. Engage in practice-informed research and research-informed practice; 5. Engage in policy practice; 6. Engage with individual, families, groups, organizations, and communities; 7. Assess individuals, families, groups, organizations, and communities; 8. Intervene with individuals, families, groups, organizations, and communities; and 9. Evaluate practice with individual, families, groups, organizations, and communities.

Basic Foundation Courses Required of All Students (Except Advanced Standing Students)

BASC 5300	Human Oppression: The African American & Puerto Rican Perspective (Prior to Advanced Field Education)
BASC 5333	Research Methods for Social Work Practice (Prior to or concurrent with second semester of first year Foundation Field Education)
BASC 5350	Analysis of Social Welfare Policy & Social Services Delivery Systems (Prior to or concurrent with second semester of first year Foundation Field Education)
BASC 5362	Human Behavior in the Social Environment: Macro and Micro Theories (Prior to or concurrent with first semester of first year Foundation Field Education)
BASC 5390	Macro Foundation Practice (Concurrent with first semester of first year Foundation Field Education)
BASC 5391	Micro Foundation Practice (Concurrent with first semester of first year Foundation Field Education)
FED 5351	Foundation Field Education I (Concurrent with first semester of Basic Foundation Courses)
FED 5301	Foundation Field Advising Seminar (Fall Semester, first year)
FED 5352	Foundation Field Education II (Concurrent with second semester of Basic Foundation & Concentration Courses)
FED 5302	Foundation Field Advising Seminar (Spring Semester, first year)

Advanced Standing

Candidates accepted as Advanced Standing students will have to complete thirty-five (35) credits as full-time matriculated students. The program begins in mid-July where a total of five credits are completed. After successful completion of summer courses, which introduces new content and serves as a bridge to the advanced year of the MSW program, students will complete an internship and Field Seminar (560 hours, nine credits) as part of the advanced year, along with required courses and electives.

Advanced Standing Plan of Study	
Total Credits Required: 35	
Summer Session Requirements:	
Advanced Concentration Course	3
Skills Laboratory	1
Special Populations Course	1
Fall & Spring Semester Requirements:	
Advanced Concentration Courses	
• IGFP	9
• CORG & POPR	12
Additional Research Course	3
Advanced Field Education	8
Advanced Field Advising Seminar	1
Electives	
• IGFP	9
• CORG & POPR	6
Total Credits:	35

Advanced Standing Courses Waived

- Analysis of Social Welfare Policy and Social Service Delivery Systems
- Human Behavior in the Social Environment: Macro and Micro Theories
- Human Oppression
- Macro Foundation Practice
- Micro Foundation Practice
- Research Methods for Social Work Practice
- Foundation Field & Field Advising Seminar

BSW Exemptions

Students who received a BSW degree within six years of graduating from an undergraduate school accredited by the Council on Social Work Education (CSWE) will be automatically exempt from the following foundation courses if a grade of “B” or better was earned and the course content is equivalent.

- BASC 5300 Human Oppression: The African American & Puerto Rican Perspective
- BASC 5333 Research Methods for Social Work Practice
- BASC 5350 Analysis of Social Welfare Policy & Social Services Delivery Systems
- BASC 5362 Human Behavior in the Social Environment: Macro and Micro Theories
- BASC 5390 Macro Foundation Practice
- BASC 5391 Micro Foundation Practice

*These courses will only be granted after the review of the course content by the Office of Student and Academic Services as well as the [University’s Registrar’s Office](#).

Additional Research Course Required of All Students

- RSCH 5341 Advanced Research: Program Evaluation or
- RSCH 5342 Advanced Research Topics

3 credits - *Policy Practice students must take RSCH 5341/42 prior to spring second year*

*The pre-requisite for RSCH 5341/42 may be fulfilled in one of the following ways:

1. Successful completion of BASC 5333—Research Methods for Social Work Practice (minimum grade of C- or better as a matriculated student)
2. Successful completion of undergraduate or graduate social work research course within the previous six years. This includes students who hold a BSW degree (minimum grade of B-).

Concentration Chairs

Concentration	Name	Phone	Room
Community Organizing	Bob Fisher	(959) 200-3623	212
Individuals, Groups, and Families	Ellen Smith	(959) 200-3634	222
Policy Practice	Margaret Lloyd Sieger	(959) 840-2544	310

Community Organizing (CORG) Concentration

The Community Organizing is an advanced-practice concentration that teaches students to be organizers who create systemic and positive change by empowering individuals, groups, and communities by combining direct service with advocacy, education, and social action. Community Organizing applies an intersectional and critical lens and assumes that social problems that affect individuals, such as poverty, racism, sexism, heterosexism, and ageism, are primarily a consequence of institutionalized oppression. Consequently, structural change must be addressed collectively from the grassroots and through political systems. Community organizing is a process where the organizer facilitates individuals in marginalized or oppressed groups and communities to develop an understanding of their own power, come together to create collective power, and shift power relationships to create more equitable and just systems and communities. Using a broad repertoire of critical theory and skills including conflict, community building, and social planning, community organizers examine political, social, and economic structural factors as they relate to issues of power, inequality, culture, values, and problem-solving. In addition to the core social work training Community Organizing students learn a range of grassroots organizing techniques and skills, history and theories of organizing, the practice of political and legislative advocacy, the application of research, program development, and grant writing.

Community organizers apply their knowledge and skills in a variety of social work positions, and our Field Placement opportunities reflect a wide range of career possibilities. Placements and career opportunities include settings such as neighborhoods, non-profit and advocacy organizations, social change coalitions, and government agencies. Students are also placed in other settings where organizing is used to create structural change such as universities, labor unions, congressional offices, and with international organizations such as the United Nations. Field Placements provide students with the opportunity to apply the knowledge and practice the skills they learn in the classroom, and to prepare for a career in social work.

Community Organizing (CORG) Coursework

CORG 5300	Advanced Macro Practice <i>Concurrent with FED 5352 (Field) & FED 5302 (Seminar)</i>	Spring first year	3
CORG 5301	Essential Theory & Intervention Practice in Community Organizing <i>Concurrent with FED 5352 (Field) & FED 5302 (Seminar)</i>	Spring first year	3
POPR 5310	Program Planning, Development and Evaluation <i>Concurrent with CORG 5353 (Field) & FED 5310 (Seminar)</i> <i>Combined course for CORG & POPR</i>	Fall second year	3
CORG 5370	Grassroots Organizing <i>Concurrent with CORG 5353 (Field) & FED 5310 (Seminar)</i>	Fall second year	3
POPR 5312	Political Advocacy <i>Concurrent with CORG 5354 (Field) & FED 5311 (Seminar)</i>	Spring second year	3

CORG Credit Summary

	Basic Foundation Courses	27
	Advanced Concentration Courses (above)	15
	Advanced Research Course: RSCH 5341 or RSCH 5342	3
CORG 5353	Advanced Field Education III	4
FED 5310	Field Advising Seminar (Fall Semester)	0
CORG 5354	Advanced Field Education IV	4
FED 5311	Field Advising Seminar (Spring Semester)	1
Elective Courses		6
	Total Credits:	60

Individuals, Groups, and Families Practice (IGFP) Concentration

Individuals, Groups, and Families Practice (IGFP) is the Advanced Practice concentration through which individual clients, family, and group members are helped to improve the level of fit between personal and environmental strengths and limitations; empower themselves personally and politically to meet their needs and ensure their rights and entitlements; maintain, restore, or enhance their social functioning; or resolve life stressors as these arise at all points in the life course. This may be achieved through work with individuals, with groups, or with clients in families. The family and group are viewed as a mutual support system in which the social worker’s role is to convey the belief that individuals have the potential for helping each other and to facilitate the group processes that create conditions in which mutual aid can occur. In all of these modalities, the social worker views the person and the social and physical environments as a unitary system within cultural contexts.

Individuals, Groups, and Families Practice teaches students knowledge and skills in mobilizing, sustaining, and creating personal, interpersonal, and environmental resources. In all modalities, the use of a professional relationship to nurture and release the personal potential of those being served is emphasized. Clients are helped to understand and cope with specific life situations or stressors, to influence their physical and social environments, and to find effective forms of expression to influence large social systems. In the group and family modalities, students also learn to help members to support each other, to develop positive interpersonal relationships, and to utilize the group experiences to affiliate with others.

IGFP social workers are involved in preventive activity at practice and program levels, in both urban and rural settings, and in activities to improve access to social services and enhance their quality. IGFP social workers find career opportunities in child welfare agencies; family service agencies; schools; mental health clinics and hospitals; healthcare settings; youth and children’s services agencies; community and neighborhood centers; criminal justice settings; senior citizen centers and facilities; neighborhood development and citizen action programs; and other private and public settings. Student Field Education experiences are within one of these settings with populations that include racial, ethnic and socioeconomically diverse people of all ages, religious backgrounds, and sexual orientations with an emphasis on marginalized populations. We prepare students to work with diverse and oppressed populations including the poor; the elderly; women; children and youth; persons with lesbian, gay, bisexual and transgender orientations; refugees and migrants; and persons with physical and developmental disabilities.

Individuals, Groups, and Families (IGFP) Coursework

IGFP 5301	Practice with Individuals, Groups, and Families <i>Concurrent with FED 5352 (Field) & FED 5302 (Seminar)</i>	Spring first year	3
IGFP 5302	Advanced Practice with Individuals, Groups, and Families: Theoretical Approaches <i>Concurrent with IGFP 5353 (Field) & FED 5310 (Seminar)</i>	Fall second year	3
IGFP 5345 Or	Clinical Conditions with Children & Adolescents Or	Any semester after first	3

IGFP 5346 Or IGFP 5342 Or IGFP 5365	Clinical Conditions with Adults & Older Adolescents Or Group Work in Clinical Settings Or Clinical Conditions with Families <i>Prerequisites: BASC 5362 (or BASC 5360 & 5361), 5390, 5391</i> <i>Concurrent with Field & Field Advising Seminar</i>	semester of field	
IGFP 5303	Advanced Practice with Individuals, Groups, and Families Across Settings & Populations <i>Concurrent with IGFP 5354 (Field) & FED 5311 (Seminar)</i>	Spring second year	3

IGFP Credit Summary

	Basic Foundation Courses	27
	Advanced Concentration Courses (above)	12
	Research Course: RSCH 5341 or RSCH 5342	3
IGFP 5353	Advanced Field Education III	4
FED 5310	Field Advising Seminar (Fall Semester)	0
IGFP 5354	Advanced Field Education IV	4
FED 5311	Field Advising Seminar (Spring Semester)	1
Elective Courses		9
	Total Credits:	60

Policy Practice (POPR) Concentration

Policy Practice (POPR) seeks to change macro structures—and advance social work values—through policy development, analysis, programmatic design, program implementation, and political/legislative advocacy. The POPR concentration prepares social workers to formulate, adopt, implement, and evaluate all types of social service and social welfare policies. As social workers affecting change in organizations and structures, POPR practitioners apply an intersectional, human rights lens to focus their efforts on liberating structurally oppressed individuals and communities. Students gain specific competencies including defining social problems; assessing needs; developing and implementing programs; and forecasting future problems in order to effectively leverage existing resources or change insufficient resource allocations. Skills developed in the POPR concentration include grant writing; research methodologies; policy analysis and policy briefs; legislative advocacy; and leadership in the policy-making process. Career opportunities for POPR graduates are found in the public and private sectors as policy analysts; evaluators; planners; program and grant developers; coordinators; legislative analysts; lobbyists and advocates; and as elected officials or the staff of elected officials. Because of the School of Social Work’s physical location, 75-year history in Connecticut, and highly connected faculty and staff, there are many excellent fieldwork placements that enable students to learn and practice POPR skills under the supervision of skilled MSW macro practitioners. Graduates are connected to the School’s vast network of POPR program alumni employed in a variety of administrative and leadership positions in state, regional, national, and global contexts.

Policy Practice (POPR) Coursework

POPR 5300	Advanced Macro Practice Pre/Co-Requisite: BASC 5350 <i>Concurrent with FED 5352 (Field) & FED 5302 (Seminar)</i>	Spring first year	3
POPR 5301	Policy Practice: Process & Finances Pre/Co-Requisite: BASC 5350 <i>Concurrent with FED 5352 (Field) & FED 5302 (Seminar)</i>	Spring first year	3

POPR 5310	Program Planning, Development and Evaluation <i>Concurrent with POPR 5353 (Field) & FED 5310 (Seminar)</i> <i>Combined course for CORG & POPR</i>	Fall second year	3
POPR 5312	Political Advocacy <i>Concurrent with POPR 5354 (Field) & FED 5311 (Seminar)</i>	Spring semester after first semester of field	3
POPR 5302	Policy Practice: Careers, Contexts & Quantitative Analysis Prerequisite: RSCH 5340 <i>Concurrent with POPR 5354 (Field) & FED 5311 (Seminar)</i>	Spring second year	3

POPR Credit Summary

	Basic Foundation Courses	27
	Advanced Concentration Courses (above)	15
	Research Course: RSCH 5341 or RSCH 5342	3
POPR 5353	Advanced Field Education III	4
FED 5310	Field Advising Seminar (Fall Semester)	0
POPR 5354	Advanced Field Education IV	4
FED 5311	Field Advising Seminar (Spring Semester)	1
Elective Courses		6
	Total Credits:	60

FIELD EDUCATION

Field Education is a major component of the MSW program, representing 18 of the 60 required credits. The Council on Social Work Education (CSWE) has identified Field Education as its Signature Pedagogy. In Field Education, students learn through engaging in social work practice under the supervision of a Field Instructor who has met the School’s criteria. Field Instructors are usually practitioners employed by the placement agencies. Field instruction is designed to help the student engage in practice that is informed by the values of the profession and by its knowledge and theory base.

The settings in which students are placed are located throughout Connecticut and its surrounding states. They represent a spectrum of micro and macro social services for a wide range of contemporary social, public policy, community, family, and individual problems that the social work profession addresses. All students are placed in agencies by the Field Education Department.

For more details about Field Education including the placement process; requirements; evaluation of student learning; and policies and procedures, please see the *MSW Field Education Manual* here.

FOCUSED AREAS OF STUDY

A Focused Area of Study (FAS) provides an opportunity for students to organize six of their elective credits around a population or social problem area as a complement to their concentration. Students completing the requirements within an area of study will receive a letter of recognition. FAS offerings are based on faculty expertise and student interest as well as being reflective of the School’s mission. Students should contact the Focused Area Chair with questions or if additional information is needed.

Students may choose to organize six elective credits in one of five Focused Areas of Study:

- Health and Wellness through the Lifespan

- International Issues in Social Work
- Intersectionality, Human Agency, and Social Justice
- Urban Issues in Social Work
- Violence Prevention in Families and Communities

Requirements

All FAS in the curriculum consist of the following components:

- Successful completion of six elective credits. Of these six credits, students must take one three-credit required course that contains the core knowledge deemed to be essential by the Focused Area Study faculty. Requirements for the *Violence Prevention in Families and Communities* Focused Area of Study differ slightly, as there is no dedicated required course.
- A year-long Field Placement in a field or practice relevant for the Focused Area of Study (required)

The second course necessary to complete a Focused Area of Study may be taken as follows:

- An elective from a carefully selected list of Focused Area of Study electives offered at the School;
- An elective from other graduate units of the University (only with prior approval from the FAS Chair);
- An independent study or special topics course of no more than three credits (only with prior approval from the FAS Chair).

Please note: some required FAS courses are not necessarily offered each semester, so plans must be made with Faculty Advisor and the FAS Chair with this in mind.

Health and Wellness through the Lifespan

This Focused Area of Study is designed to provide students the chance to enhance their knowledge and skills related to working with people across the lifespan (from early life to older adults) relevant to social work practice in mental health and/or substance disorders. This focused area prepares students with the theory and practice needed to address a range of needs related to children; adolescents; adults with mental health or substance abuse disorders; or practice with older adults.

Students are required to take a Core Elective from the following:

- HBEL 5357: Social Gerontology (offered in Spring 2024)
- HBEL 5393: Emerging Issues in Mental Health and Substance Abuse (offered in Fall 2023 & Spring 2024)

Students will take an additional elective from the following:

- HBEL 5300: Substance Abuse I (offered in Fall 2023 & Spring 2024)
- HBEL 5301: Substance Abuse II: Treatment and Prevention of Alcohol and Other Drugs
- HBEL 5318: Grief & Loss (offered in Fall 2023)
- IGFP 5342: Clinical Conditions with Groups (offered in Fall 2023 & Spring 2024)
- IGFP 5345: Clinical Conditions with Children and Adolescents (offered in Fall 2023 & Spring 2024)
- IGFP 5346: Clinical Conditions with Adults and Older Adults (offered in Fall 2023 & Spring 2024)
- DSEL 5320: Direct Practice in Schools for Children with Educational Disabilities and their Families (offered in Fall 2023 & Spring 2024)
- SPTP 5318: Health Equity and Disability Justice in Social Work Practice (offered in Fall 2023)
- SWEL 5318: Child and Adolescent Trauma and Mental Health (offered in Fall 2023 & Spring 2024)
- IS 5394: Independent Study for a maximum of three credits (requires advanced approval by the Focused Area of Study Chair)

Students in IGFP who are required to take either:

- IGFP 5345: Clinical Conditions with Children and Adolescents;
- IGFP 5346: Clinical Conditions with Adults and Older Adults; or
- IGFP 5342: Clinical Conditions with Groups.

to fulfill their requirement for the IGFP Concentration. The student may not use any of these courses to satisfy the requirements for this Focused Area of Study. However, IGFP concentration students may take another elective course from the listed courses in addition to the required elective course toward completing this Focused Area of Study.

Relevant graduate electives from other departments or professional schools of the University may be used toward the Focused Area of Study with permission of the Chair. Students will take a year-long Field Placement in a field or practice relevant to the Focused Area of Study, required. The Field Placement can include public and private agencies; schools; and inpatient, residential, or outpatient settings.

Chair: *Regina Lester-Harriat, LMSW* (regina.lester-harriat@uconn.edu)

Committee Members: Dr. S. Megan Berthold, Dr. Margaret Lloyd Sieger, Dr. Rupal Parekh, Dr. Ellen Smith

International Issues in Social Work

The Focused Area of Study in International Issues in Social Work is designed for students who want to include a global perspective in their social work program. International Issues specialization is useful for students considering careers in international development; work with immigrants, refugees, or inter-country adoption; advocacy work on global policy issues; and those who wish to broaden their domestic practice competence through understanding social issues internationally.

Students are required to take:

- A Core Elective: SWEL 5348: International Social Work: Global Social Issues and the Profession (offered in the Spring semester 2024)
- A one year-long Field Placement in an organization emphasizing international practice, issues or populations, required.
- And an additional three credits are required. (Please see below.)

Students must take an additional elective chosen from the following:

- HBEL 5328: Ethnic Minorities and the Social work Profession: The Puerto Rican/Latin@ Experience
- HBEL 5328: Germany Travel Study: Implications of the Holocaust for Social Work Practitioners
- SWEL 5310: Services to Immigrants and Refugees and Cross-Cultural Helping
- SWEL 5333: Travel Study for Social Work in Puerto Rico
- SWEL 5345: International Development Theory and Practice
- SWEL 5350: Comparative Social Welfare Policy between the United States and the Second World
- SWEL 5377: Urban Policy Issues
- SWEL 5385: Human Rights and Social Work
- IS 5394: Independent Study for a maximum of three credits (requires advanced approval by the Focused Area of Study Chair)

Relevant graduate electives from other departments or professional schools of the University may be used toward the Focused Area of Study with permission of the Focused Area Chair.

Students will take a year-long Field Placement in a field or practice relevant to the Focused Area of Study, required.

Students' Field Placement will be in an organization emphasizing international practice, issues, or populations. Options include Save the Children; the United Nations; the Center for International Social Work Students at the School of Social Work; the Immigrant and Refugee Coalition; refugee resettlement and service programs; new arrivals programs in school systems; and inter-country adoption programs.

Placements may be completed in other countries depending upon language requirements, availability of appropriate supervision, and planning with the concentration for completion of course requirements. Early planning is advised as there is a special application process for an international placement.

Chair: *Dr. Rebecca Thomas*, (rlthomas@uconn.edu)

Committee Members: Dr. S. Megan Berthold and Dr. Rupal Parekh

Intersectionality, Human Agency, and Social Justice

This Focus Area of Study gives students an opportunity to examine the intersection of various social identities such as race, ethnicity, gender, sexuality, citizenship status, and social class. While this FAS forefronts race and ethnicity because of its unique role in U.S. society, through the frameworks of intersectionality and social justice students examine how different power structures interact in the lived experiences of Latin@s, Blacks, LGBTQ, and immigrant populations. Students advance their understanding of multiple dimensions of social relationships and the development of human agency and identities in these communities. They will enhance their critical consciousness around advocacy; empowerment; and the dynamics of social inclusion and exclusion. By analyzing these intersections within the context of various structural forces and arrangements that exist and how they maintain and perpetuate systems of inequity and oppression, students will enhance their ability to advocate for social change.

Students are required to take the Core Elective HBEL 5328: Puerto Rican/Latino Experience (offered in Fall 2023).

Students will take an additional elective from the following:

- HBEL 5370: The LGBT Experience: Sexual and Gender Diversities
- HBEL 5386: German Travel Study: Implications of the Holocaust for Social Work Practitioners (offered in Spring 2024)
- SWEL 5310: Services to Immigrants and Refugees
- SWEL 5333: Puerto Rican Travel Study
- SPTP 5318: Health Equity and Disability Justice in Social Work Practice (offered in Fall 2023)
- IS 5394: Independent Study for a maximum of three credits (requires advanced approval by the Focused Area of Study Chair)

Relevant graduate electives from other departments or professional schools of the University may be used toward the Focused Area of Study with permission of the Focused Area Chair. Students will take a year-long Field Placement in a field or practice relevant to the Focused Area of Study, required. The Field Placement is working with Latin@s, Blacks, LGBTQ, and/or immigrants.

Chair: *Vacant*

Urban Issues in Social Work

This FAS examines issues that affect the context for urban social work practice areas across concentrations and diverse populations. The content in this Focused Area of Study combines and expands interest in specific populations with a broader understanding of urban political economy; the impact of globalization on cities; and the problems that affect all urban communities across race and ethnicity and those who impact disenfranchised populations. Courses to complete the Focused Area of Study requirements cover content relevant to urban issues and populations; and issues pertinent to social work practice in urban areas.

Students are required to take this Core Elective: SWEL 5377: Urban Policy Issues (offered in Fall 2023).

Students will take an additional elective from those listed below. An additional three credits are required and may be selected from the following list of elective course offerings. Elective courses address social, political, and economic issues relevant to urban social work concerns, and organizing techniques relevant in urban settings.

- CORG 5370: Grassroots Neighborhood Organizing – *cannot count for this FAS for CORG students as it is a required course* (offered in Fall 2023)
- SWEL 5348: International Social Work: Global Social Issues and the Profession (offered in Spring 2024)
- SWEL 5360: Economic Justice, Labor, and Social Work (offered in Spring 2024)
- SWEL 5380: Political Social Work Practice - *cannot count for this FAS for CORG or POPR students as it is a required course* (offered in Spring 2024)

Elective courses that address urban populations:

- HBEL 5327*: The Black Experience and its Consequences for Practice
- HBEL 5328*: Ethnic Minorities and the Social Work Profession: Puerto Rican/Latin@ Experience (offered in Fall 2023)
- IS 5394: Independent Study for a maximum of 3 credits (requires advanced approval by the Focused Area of Study Chair)

*These above courses all focus on populations found in large measure in urban areas and the issues that confront social workers engaging in practice in urban areas. Issues of racism and social and economic justice are covered in the required course (SWEL 5377) and these courses reinforce the themes of that course.

Relevant graduate electives from other departments or professional schools of the University may be used toward the Focused Area of Study with permission of the Focused Area Chair, as well as new courses developed in the School of Social Work that are relevant to urban areas.

Students will take a year-long Field Placement in a field or practice relevant to the Focused Area of Study, required.

Chair: *Vacant*

Violence Prevention in Families and Communities

This Focused Area of Study offers MSW students an opportunity to concentrate their electives and Field Education on policies, programs, and practices to prevent and address the effects of violence in varied settings. The Violence Prevention in Families and Communities Focused Area of Study pays special attention to developing skills of micro and macro practitioners working in families; schools; prisons or other involuntary institutional settings; elder care facilities; other community settings; or in policy-making arenas.

Students are required to take two of the following:

- SWEL 5318: Child and Adolescent Trauma and Mental Health (Fall 2023 and Spring 2024)
- SWEL 5385: Human Rights and Social Work (Spring 2024)
- HBEL 5381: Child Maltreatment: History, Theory, Prevention, and Intervention (Spring 2024)
- IS 5394: Independent Study for a maximum of three credits (requires advanced approval by the Focused Area of Study Chair)
- SPTP 5318: Core Components and Skills for Trauma-Informed Practice.

Relevant graduate electives from other departments or professional schools of the University may be used toward the Focused Area of Study with permission of the Focused Area Chair. Students must also take a year-long Field Placement in a field or practice setting addressing violence prevention, including either clinical and/or macro approaches, required.

Committee Members: *Dr. Kathryn Libal, Chair,* (kathryn.libal@uconn.edu)

Dr. Megan Berthold, Dr. Caitlin Elsaesser, & Dr. Megan Feely

School Social Worker Certification Course Requirement

Any student who is considering employment as a Certified School Social Worker will need to complete Direct Practice in School for Children with Educational Disabilities and their Families (DSEL 5320) which will meet the criteria of the three-credit course in special education that the State of Connecticut Department of Education requires for certification. For information on additional requirements, please visit the [Department of Education website](#).

Students Interested in Pursuing the Clinical Social Work License Upon Graduation

It is recommended that students interested in pursuing the Clinical Social Work License upon graduation take the elective course Substance Abuse I: Introduction to Alcohol and Other Drugs (HBEL 5300). Please be advised that anyone performing duties within the scope of practice of social work as defined in [Section 20-195m\(4\), Connecticut General Statutes](#), is required to hold an LMSW or LCSW on or before May 1, 2015.

DUAL AND JOINT DEGREE PROGRAMS

Students who wish to graduate with two college diplomas either at the same school or an affiliated University pursue a dual or joint degree. This option allows students to finish both degrees in less time; compared to earning each degree independently. Students must be enrolled concurrently in both schools and earn both degrees simultaneously to benefit from this arrangement.

Reflecting the School's commitment to interdisciplinary teaching, practice, and research; dual and joint degree programs offer students an opportunity to seek degrees in two professions simultaneously. Students must apply separately and be admitted to each school. Candidates are encouraged to apply and begin both programs at the same time, however, a student may apply prior to the completion of their first year in either program. Once accepted into both programs, students will meet with the designated persons from each program to develop an individualized Plan of Study that will account for the course requirements of each degree. Advanced standing students are not eligible for dual and joint degree programs.

Director of Strategic Programming Milagros Marrero-Johnson, MSW, is the School of Social Work contact for **all** Dual and Joint Programs.

- (959) 200-3606
- Milagros.Marrero-Johnson@uconn.edu

Dual Degree Programs

Juris Doctor (JD)/Social Work (MSW) Dual Degree Program with UConn Law School (MSW/JD)

In cooperation with the UConn School of Law, students have the opportunity to earn a dual degree of Juris Doctor JD/Social Work MSW. The **MSW/JD** degree is designed for students who are interested in the social impact of the legal system upon individuals. Students pursue this degree to prepare for careers in fields such as public interest law, mental health law, elder law, women's rights, penology, juvenile advocacy, human services administration, community organizing, and public policy and planning. The dual degree program is highly individualistic in nature in order to provide each student with the best possible combination of these two disciplines. Students in the dual degree program may obtain both degrees in four years, compared with five years, if both degrees were pursued separately. Due to the program being highly individualized, a student may choose to take five years to complete the two programs.

Ideally, students begin their study at the School of Law, where during the first year, students must complete a total of 32 credits if attending full-time. During the second year, students will complete a minimum of six social work courses as well as their required, 560-hour first-year social work Field Placement. During the third and fourth years, students will take a combination of law and social work courses, complete the required second-year social work Field Placement, and complete a law school clinic or Field Placement. The two schools' respective clinical/fieldwork requirements generally cannot be

satisfied by a combined placement due to the distinct professional roles that students assume, and that are sought to be developed, in the two types of placements.

Additionally, all students must comply with the rules regarding credit load limitations. Without prior approval from the Associate Dean of the Law School, full-time students may not exceed 16 credits and part-time students may not exceed 12 credits per semester. Permission may be granted by the Law School for 17 credits. The limit per semester at the School of Social Work is 20 credits. Students must be enrolled concurrently in both schools and earn both degrees simultaneously to benefit from this arrangement.

- JD Contact: Paul Chill, PhD, Associate Dean, 860-570-5201, Chill, paul.chill@uconn.edu

Public Health (MPH)/ Social Work (MSW) Dual Degree Program with UConn in Applied Public Health Sciences (MSW/MPH)

In conjunction with the Program in Applied Public Health Sciences in the Department of Public Health Sciences in the School of Medicine, the School of Social Work offers a program in which students may earn an **MSW/MPH** concurrently in three or four years. The MSW/MPH Joint Program offers students interdisciplinary preparation in the fields of both public health and social work.

The Program in Applied Public Health Sciences will accept up to 12 credits from the MSW program, reducing the credit requirements from 48 to 36 credits for the MPH. The MSW program will accept 9 or 12 credits from the MPH program reducing the credit requirements from 60 to 48 for IGFP students and from 60 to 51 for POPR or CORG students. Students in the MSW/MPH program take the first research course in social work. Their second and third research courses are the MPH program's two-semester epidemiology/biostatistics courses. All requirements for the MSW/MPH may be completed in three to four years in general. Because the social work program requires four semesters of Field Placements, the MPH practicum is fulfilled for MSW/MPH students if at least one of the social work Field Placements (typically the advanced year placement) is relevant to public health and the corresponding assignments are completed. To determine if the social work Field Placement meets the public health component, a meeting with the MPH Practicum Coordinator is recommended.

Applications to the MSW and MPH programs can be submitted at the same time. MPH program application must be made no later than the end of the first year of the MSW program.

- MPH Contact: Stacey L. Brown, PhD, Associate Director and Coordinator of the Dual Degree Programs, Program in Applied Public Health Sciences, 860-679-2927, stacey.brown@uconn.edu

Joint Degree Programs

Public Administration (MPA) and Social Work (MSW) Joint Program with UConn School of Public Policy (MSW/MPA)

In conjunction with the UConn Department of Public Policy, the School of Social Work offers a program in which students may earn an **MSW/MPA** concurrently in three years, rather than the normally required four. The opportunity offers students interdisciplinary preparation, competencies, and knowledge in public administration and social work. Students must be accepted into both programs prior to the completion of their first year in either program. The MSW program will accept up to nine credits of electives and three credits for BASC 5333 and will waive the MSW program credits from 60 to 48 for IGFP students and from 60 to 51 for CORG and POPR students.

- SPP Contact: Catherine Guarino, MPA, Administrative Program Director, 959-200-3753, catherine.guarino@uconn.edu

Divinity (M.Div.) and Social Work (MSW) Joint Program with Yale Divinity School (MSW/M. Div.)

In conjunction with the Yale University Divinity School in New Haven, Connecticut, the School of Social Work offers a program in which students may earn the MSW degree from UConn and the M.Div. degree from Yale in four years instead of the five years required when these programs are taken separately. Yale University will accept up to nine elective credits earned in UConn's MSW program. Students in the joint program will have their MSW elective credits waived (six credits for CO and POPR students and nine credits for IGFP students), thereby reducing the required MSW credits from 60 to 54 for CORG and POPR students and from 60 to 51 for IGFP students. Students should consult with the School of Social Work Joint Degree liaison to discuss the approval of their Yale elective coursework. Students must be enrolled concurrently in both schools and earn both degrees simultaneously to benefit from this arrangement. When a student is not enrolled in courses at the School of Social Work, they must go on continuous registration and pay the required fee.

- Yale Divinity Contact: Lisabeth Huck, Director of Academic Services and Registrar and Records Officer, 203-432-5312, lisabeth.huck@yale.edu
- Yale Divinity Contact: Frederick "Jerry" Streets, Coordinator of Joint Degree Program, MDiv, DSW, LCSW, frederick.streets@yale.edu

SCHOOLS, CENTERS, INSTITUTES & PROJECTS**Center for International Social Work Studies (CISWS)**

Director: Dr. Rebecca Thomas

Phone Number: (959) 200-3681

The Center for International Social Work Studies was established in 1992 to promote and support student and faculty interest and activities in international social work and human rights. These activities include international curriculum development, faculty exchanges, international Field Placements for students, cross-national research, an annual international day, and seminars and occasional conferences on international aspects of social work. Additional information regarding international field placements may also be found in the Curriculum Section under Field Education. The Center serves as a focal point to connect students, faculty, alumni, and area practitioners to learning opportunities in international aspects of social work and human rights.

The Center reflects the School of Social Work's commitment to strengthening social work involvement in international problem solving and policy development. The aim of the Center is to replace the traditional dichotomy between domestic and international social concerns with a global perspective on human needs and social policy and practice interventions. While broadly focused on international knowledge related to social work and social development, the Center emphasizes the application of a global and human rights perspective to social workers' practice in their own communities and internationally.

The Center aims to put this philosophy into practice by:

- sponsoring seminars on international topics;
- developing internationally related curriculum in social work/social development;
- facilitating faculty research and publication on international issues and human rights;
- encouraging relevant global perspectives in social work courses;
- promoting cross-cultural competence;
- encouraging student and practitioner participation in international courses, seminars, exchanges, and other international activities;
- entering exchange and linkage arrangements with schools of social work in other countries and with international organizations to further these purposes; and
- participation in the Human Rights Initiative of the University of Connecticut.

Recent exchange and linkage projects include:

- a multi-faceted exchange program with the University of the West Indies Department of Sociology and Social Work in Jamaica involving faculty exchange, consultation, joint research, curriculum development, and development of Field Placement sites;
- consultation and curriculum development to assist with establishing social work education in Armenia and ongoing projects in Armenia with Yerevan State University.

Regular activities for students:

- Annual International Day Celebration
- Trip to Social Work Day at the United Nations
- Lunch-hour international seminars
- Social and cultural events with the student group Social Workers for Global Justice

[Nancy A. Humphreys Institute for Political Social Work](#)

Director: Tanya Rhodes Smith

Phone Number: (959) 200-3631

Social work is a political profession with our person in environment ideology and ethos. The Humphreys Institute works to increase the political participation and power of social workers and communities so public policy at the federal, state and local levels reflect our profession's expertise, values, and commitment to social justice. We support social workers, communities, and clients to vote in all elections, participate in politics, run for office, and advocate for the needs of our communities. Primary programming includes:

- **[Nonpartisan voter engagement](#)**. The Humphreys Institute trains Social Work students, social workers, agencies, communities and leaders on the important connection between voter turnout and community well-being including outcomes like health, mental health, education, and earnings. Our evaluated Voter Engagement Model is nationally recognized and has been adopted by other schools of Social Work. The Institute is also a co-founder and leader of the National Social Work Voter Mobilization Campaign and its VotingIsSocialWork.org website.
- **[The Campaign School for Social Workers](#)**. Held each March at the UConn SSW, The Humphreys Institute has trained more than 2,500 students, social workers, and advocates to lead in policy and politics. Attendees come from across the country and beyond and get a behind-the-scenes look into political campaigns and why social workers are extraordinarily well-trained to lead as elected officials, political staff and advocates. Led from the profession's Code of Ethics, there is special emphasis on building an inclusive and representative democracy.
- **[Research](#)**. The Humphreys Institute's Research Advisory Committee includes faculty from across the country who collaborate on research related to political participation and voting as a social determinant of health. Currently, it is conducting focus groups with formerly incarcerated individuals to understand their beliefs, experiences, and barriers to civic engagement with the goal of adapting its voter engagement model for this population.

Additionally, The Humphreys Institute coordinates and trains students through Student Lobby Days, advocate for expanding voting rights and access and lead trips to Washington, D.C. for Student Advocacy Day on the Hill. Students can work with the Humphreys Institute as social work interns, graduate assistants (doctoral level), work-study positions and through special topic courses and independent studies. Tanya Rhodes Smith is an Instructor-in-Residence in the Policy Practice Concentration.

[Puerto Rican & Latin@ Studies Project \(PRLSP\)](#)

Director: Vacant

Contact: Dr. Lisa Werkmeister Rozas

Phone Number: (959) 200-3654

The Puerto Rican and Latin@ Studies Project helps prepare social workers to competently serve individuals, groups, families, and organizations within Latin@ communities through research, teaching, and service; to increase the advancement of knowledge and research regarding Puerto Rican and Latin@ matters.

PRLSP's core goals are:

1. **Research and Innovation:** To create distinctive and internationally recognized contributions to scholarship and to address solutions for pressing issues affecting Puerto Ricans and Latin@s in Connecticut and globally.
2. **Teaching and Learning:** To increase Puerto Rican and Latin@s recruitment, retention, and MSW and PhD degree completion. To train social workers and service providers.
3. **Outreach and Engagement:** To establish mutually beneficial partnerships and collaborations with Connecticut residents and agencies or institutions within Connecticut and globally. Participate in community and interprofessional partnerships in order to promote the well-being and quality of life of Puerto Rican and Latin@ individuals, families and communities. To engage in an exchange of knowledge and in the collaboration of efforts on current issues affecting Puerto Rican and Latin@ communities.

Innovations Institute

Director: Michelle Zabel, MSS

Phone Number: (443) 845-7011

The Innovations Institute is an interdisciplinary, translational research center formerly affiliated with the University of Maryland. It is a leader in building effective public-serving systems to improve the well-being of and ensure vibrant futures for children, youth, their families, and communities. Its programs touch nearly every state and territory in the country and, through online and in person training, the Institute has trained more than 80,000 practitioners in child welfare, children's behavioral health, and other child- and family-serving systems. The Institute uses its research, commitment to social justice, partnerships with youth and families, and expertise to build robust, inclusive, culturally responsive, and high-quality child-, youth-, and family-serving public systems. The impact of this work is improved quality and effectiveness of public-serving systems that are responsive to unique needs of young people and their families from diverse communities, cultures, identities, and experiences. With the addition of the Innovations Institute, the School increased its national footprint, and it is poised to significantly strengthen its dedication to addressing some of the most challenging human service issues of our time.

GRADUATE STUDENT ORGANIZATION (GSO)

Mission

The Graduate Student Organization of the University of Connecticut (UConn) School of Social Work exists to create and strengthen a beneficial environment for its members: matriculated students. The GSO observes and celebrates diversity in all forms through student-led educational and social programs, community service projects, and advocacy opportunities. In accordance with the UConn School of Social Work's mission, the organization's function is to augment the student's' academic experience. In pursuit of this mission, GSO models its conduct in accordance with the National Association of Social Workers Code of Ethics.

GSO Goals and Objectives

- To create community among students at the UConn School of Social Work
- To serve as an advocate on behalf of the student body to the School's Administration
- To assist students in their professional development by raising awareness on issues affecting the social work profession
- To maintain diverse representation within the GSO in meeting its mission
- To manage and allocate student activity funds to benefit its members

GSO Membership

Membership in the GSO is open to all matriculated graduate students at the School of Social Work. Those students who choose to be active in the GSO may serve as officers and/or members of the GSO Executive Committee, interest groups, concentration committees, or various School-wide committees.

The level of student involvement and the strength of its active members generally determine the agenda for the year.

Reasons to Become Involved in GSO

- The GSO is recognized by the faculty and administration as the voice of the student body and an appropriate channel for communication and change.
- Involvement in the GSO will assist in the development of students' leadership skills and provide networking experiences valuable to your academic and career goals.
- Active participation in the GSO is a great experience to list on a resume or CV.
- Each matriculated student pays an activity fee which is spent at the discretion of the GSO – a compelling reason for active student involvement.
- Involvement in GSO is a social, creative, and expressive outlet to share ideas or support student members in planning educational programs.

GSO Structure

Membership to the Graduate Student Organization consists of all University-of-Connecticut-School-of-Social-Work-matriculated Master and Doctoral students who pay the student activity fee. All members are eligible to hold office if they meet the requirements; may attend Steering Committee meetings; submit and participate in petitions; and attend events sponsored by GSO and its affiliates.

Membership of Executive Committee consists of the GSO Chair or Co-Chairs, the Secretary, and the Treasurer.

Membership of the GSO Steering Committee consists of all leaders of GSO Interest Groups, Concentration Committee Representatives, School-wide Committee Representatives, and the members of the GSO Executive Committee.

Membership of GSO Interest Groups consists of the Interest Groups Leader(s) and any matriculated Master students who wish to be involved with the Interest Group.

Other GSO Participants may include, but are not limited to, non-degree students, SSW Faculty, SSW Staff, alumni, and members of the community. Participants are permitted to attend events and meetings sponsored by GSO affiliates; however, the main beneficiaries of these events are matriculated SSW graduate students.

GSO Interest Groups

Interest groups operate under the umbrella of the Graduate Student Organization. Each of these groups is concerned with significant issues of an identified population/community within the student body. Interest groups may elect their own set of officers, and each group receives funds from the Graduate Student Organization. These funds are to be budgeted for specific educational programs and events for the student body, i.e., seminars, guest speakers, and group functions.

Latin American Student Organization

- The Latin American Student Organization was established in 1974 (then referred to as the Hispanic Students Organization) in an effort to identify the needs of Latino students, influence the policies of the School, and to provide a link between the School and the Latino community. LASO provides Puerto Rican and other Latino students in the School with a vehicle to share ideas, enhance identification with Latino culture, and express sensitivity and responsiveness to the needs and issues affecting Puerto Rican and other Latino communities.

- Since its inception, LASO has been concerned with the need for professional Puerto Rican and Latino social workers. LASO works with the faculty of the Puerto Rican and Latin@ Studies Project in the recruitment and retention of Latino students.
- In addition to numerous conferences, workshops, seminars, and cultural events, LASO and the Puerto Rican and Latin@ Studies Project faculty continue to co-sponsor special workshops, and other activities aimed at enhancing and strengthening Puerto Rican and Latin@ Social Work students, service providers, and the larger society.

Organization of Black Social Work Students (OBSWS)

- OBSWS provides support for the Black students in the school as well as in the community. Its goal is to sensitize the School and the larger community to the culture, the experiences, and the needs of Black people of African descent through a variety of forums, workshops, symposia, and artistic displays.
- With the aid of faculty and administration, OBSWS hopes to continue to develop the Black perspective in course content. OBSWS feels that this is critical in light of increased negative racial attitudes in this society. Although changing stereotypes, beliefs, and attitudes is a difficult task to bear, OBSWS maintains that Black social workers cannot give up if they are to be agents of change and if they are to make this world more equal and humane. OBSWS invites all Black students to participate in this Organization.

PRIDE

- PRIDE exists to foster community for LGBTQIA+ students at the UConn School of Social Work.
- PRIDE works to ensure that the School's environment, classrooms, curricula, policies, and events are accessible, safe, open, and affirming to all individuals regardless of sexuality; pronouns; and gender identity and expression. PRIDE also serves as a resource for Social Work students to be better equipped to provide safe and affirming services for LGBTQIA+ people in their current and future practice.
- As a social justice organization, PRIDE is committed to acting through an intersectional lens in our endeavors to support equality and visibility for all marginalized populations.

Students Against Mass Incarceration (SAMI)

- The Students Against Mass Incarceration (SAMI) sub-organization addresses diverse and complex issues concerning criminal justice reform and the role of social workers. Students can discuss and advocate for topics such as the school-to-prison pipeline, the needs of children of incarcerated parents, education in prison, politically oppressive systems, gender, community violence, street culture, police-community relations, and the improvement of re-entry services for the formerly incarcerated. SAMI will also provide a space where students can advocate, educate, and self-identify as directly or indirectly impacted by incarceration and/or violence.
- SAMI events include discussions, forums, panels, presentations, workshops, and direct action on topics related to criminal justice reform, the mass incarceration epidemic, culture, and race. Innovative models of political advocacy, community organizing, and research will be further explored.

To establish a new interest group, students must meet the criteria stated in Article IV of the GSO bylaws. Students should contact the Director of Student and Academic Services if interested in reactivating or creating a new group.

Concentration Committees

GSO is responsible for identifying students to serve on the Concentration Committees that operate under the umbrella of the Graduate Student Organization. All concentration should be represented; each group receives funds that can be budgeted for specific educational and/or social events, guest speakers, food, *etc.*

School-wide Committees

GSO is responsible for nominating and appointing students to serve on various School-wide committees. Students have the opportunity to participate in all but a few of the School's standing committees. These committees are responsible for policy development, student affairs, *etc.* The School-wide committees are:

Educational Policy Committee (EPC)

- The Educational Policy Committee serves as the School-wide curriculum committee. It is responsible for all curriculum policy recommendations that are submitted to the faculty as a whole. The EPC also has responsibility for evaluating all educational policies, including policies related to advisement, retention, and graduation of students. New programs or other curriculum initiatives, including new courses, are reviewed by this committee.
- Committee membership consists of representation from all curriculum units and two students (at least one present at each meeting). The committee meets once per month, typically on the third Monday, and it may meet additional times as needed. Students serve one-year terms and are eligible for reappointment.

Educational Review Committee (ERC)

- The Educational Review Committee is responsible for the professional gate keeping function of the School. It makes recommendations to the Dean's Office regarding administrative actions that pertain to the student's standing in the MSW Program. It has dispositional and consultative authority to review students in academic difficulty or charged with academic or non-academic misconduct in accordance with the School and University's policies. The ERC conducts both consultations and Educational Reviews concerning a student's academic and/or field performance; student misconduct; scholarly misconduct; and professional social work misconduct. Consultations are often a first step in addressing concerns concerning academic or field performance. Education Reviews are the more significant process for addressing ongoing concerns and significant performance or misconduct issues.
- The Director of the MSW Program acts as chairperson or convener of this Committee. Committee membership consists of four faculty members, the Director of Field Education, Director of Student and Academic Services, and two student representatives (at least one present at each meeting if requested). The Committee meets twice each month on the first and third Monday, as needed. Students serve one-year terms and are eligible for reappointment.
- Please refer to the previous section on the Educational Review Process for more details.

Field Education Advisory Committee

- The Field Education Advisory Committee considers field issues and their impact on agencies, students, and the School, and it serves as an important vehicle for reflecting the professional community's outlook on the Field Education experience. Committee membership consists of a combination of faculty members, Field Education staff, Field Instructors, and students. The Committee generally meets two to three times a year. Students serve one-year terms and are eligible for reappointment.

Center for International Social Work Studies Advisory Committee

- The Advisory Committee provides advice and support to the Center for International Social Work Studies and oversees the International Issues Focused Area of Study. The Committee is made up of faculty, staff, and two students. It meets three times per semester on Mondays. Students serve one-year terms and are eligible for reappointment.

Just Community Committee

- Just Community is comprised of faculty, staff, and Graduate Student Organization MSW and PhD student representatives. Its role is to facilitate and support educational and advocacy efforts and to enhance inclusion of anti-oppressive practices in our classrooms, programming, and in our daily interactions with one another at the School. The mission is to create a community that is capable of dialoguing with, learning from, and participating in mobilizing social justice efforts. The Committee meets every second Monday of the month from 9:30 am to 10:30 am. Students serve one-year terms and are eligible for reappointment.

MISCELLANEOUS**Fees and Expenses**

The schedule of fees contained on the Office of the Bursar's website is comprehensive and expected to prevail during any given academic year, but the Board of Trustees and the Board of Governors for Higher Education reserve the right, at any time, to authorize changes in fees and to establish new fees applicable to all currently enrolled students. Revisions in the State budget may force fee changes. Graduate students should refer to the [Office of the Bursar](#) website for current tuition and fee information, procedures, and policies pertaining to graduate students and graduate programs. Note that fees and credit costs can vary across different programs.

Regulations***Payment of Fees***

Collection of all fees is handled by the Office of the Bursar. Fee bills, covering the semester's charges, should be made payable to the University of Connecticut and sent to the Office of the Bursar no later than the Friday before the start of the semester.

Payment in full is required and no exceptions to this policy are granted for partial payment of fees unless enrolled in the University's payment plan. Failure to make payment on time will result in cancellation of the privileges accorded to a student such as, but not limited to, use of recreational facilities, access to transcripts, ability to register for future semesters, and other services. Students who register for additional courses after the payment due date have 10 days to make payment before considered late.

It is each student's financial responsibility to make fee payments by the specified due dates. Failure to receive a fee bill does not relieve a student of fee payment responsibility. Students are required to agree to the [Student Financial Responsibility Agreement](#) once every academic year. This Agreement is a statement of the financial obligations and responsibilities each student assumes while attending UConn. Please refer to the Bursar's website for more information on the Agreement and on failure to pay.

Late Payment Fee

A late payment fee is payable by all students whose tuition and fees are not paid in full on the published due date. Late payment fees may be assessed twice a semester. Checks returned by the bank for any reason are considered late payments and the student is charged a returned check fee. Students may have services denied if all fees have not been paid by the due date. Please refer to the Bursar's website for more information.

Cancellations and Refunds

The following is general information regarding cancellations and refunds. If a student is a recipient of federal financial aid, it is critical that they also read the information under the "Return of Federal Financial Aid" section of the [Office of Student Financial Aid Services](#) website.

In order to be eligible for a refund or cancellation of charges, a student must formally withdraw from the University by following the University's official withdrawal process, which includes dropping all courses currently being taken for credit.

All graduate students who withdraw from the University for any reason must secure from The Graduate School acknowledgement of their withdrawal and arrange the details of their leaving by completing a [Voluntary Separation Notification Form](#). No refunds are made unless this procedure is followed. Where notice of cancellation is received prior to the first day of classes of a semester, full refund (less non-refundable fees) is made if fees have been paid in full.

If a student is dismissed after a semester but before the start of the next semester, payments (if any) for the next semester will be refunded with the exception of certain non-refundable deposits.

The University grants a full refund of fees to any student dismissed for academic deficiency or other cause provided that the dismissal takes place prior to the start of classes.

A student inducted into military service will receive a prorated refund or cancellation of charges based on their date of separation. The student in this situation must furnish The Graduate School with a copy of the orders for active duty showing this to be the reason for leaving the University.

Refunds or cancellations of charges are available on a schedule for students whose programs are interrupted or terminated prior to or during a regular academic semester. The refund schedule can be found [here](#).

In-State and Out-of-State Status

Each student must file an [Affidavit of Residence](#) with the Application for Admission to The Graduate School which determines whether the student is eligible for in-state tuition. A form for this purpose is provided as part of the application. On the basis of this information, each entering student is classified as being either a Connecticut student (eligible for in-state tuition) or an out-of-state student. Some programs at the University of Connecticut are considered fee-based programs, and all students pay the same fees, regardless of residency.

Questions concerning the classification of graduate students as resident (in-state) or non-resident (out-of-state) are resolved by The Graduate School. In the event that students believe they have been incorrectly classified, requests for review, along with supporting documentary evidence, should be directed to The Graduate School.

Residents of other New England states enrolled in certain graduate degree programs may be eligible for special tuition rates through the [New England Board of Higher Education Regional Student Program](#).

Office of the Bursar Website

Graduate students should refer to the [Bursar's Office website](#) for current tuition and fee information, procedures, and policies pertaining to graduate students and graduate programs.

Reinstatement Fee

The Graduate School regulations require registration in each semester by all graduate degree and certificate students with the exception of those students on an approved leave of absence. All graduate students who fail to complete initial course registration by the end of the tenth day of classes of any semester will be dropped from active status. A student who has been dropped from active status may request reinstatement within one year. If the student is approved for reinstatement, a reinstatement fee is added to a student's bill along with any registration fee that has accrued.

Refunds and Cancellations of Charges

In order to be eligible for a refund or cancellation of charges, a student must formally withdraw from the University by following the University's official withdrawal process, which includes dropping all courses currently being taken for credit. For more information, click [here](#).

FINANCIAL AID

The [Office of Student Financial Aid Services \(OSFAS\)](#) (located at the Storrs Campus) awards financial aid packages to those applicants for whom an official Federal Need Analysis has been performed. Using both need-based and non-need-based funding sources, financial aid packages are provided as a means of mitigating the costs associated with attending the University of Connecticut. Package amounts and composition are based upon several factors including an applicant's application filing date and relative financial need, funding limitations imposed by various financial aid programs, and the extent to which funding is available.

For more information, please visit the [Office of Student Financial Aid Services \(OSFAS\) website](#).

HEALTH INFORMATION

Student Health History Form

All students are required to complete a [Student Health History Form](#), available on the [Student Health and Wellness \(SHaW\) website](#). This form should be completed and returned to Student Health Services at the address listed on the form. In addition, students in Clinical Training Programs (which includes the Master of Social Work Program) have advanced medical and immunization requirements that are outlined in their Letters of Acceptance.

For more information, please visit the [Student Health Services](#) website.

Mandatory Health Insurance

All full-time students are required to maintain health insurance coverage. Full-time students are automatically enrolled in and billed for the University-sponsored plan. If a student wishes to decline the University plan because they have comparable coverage already, they must waive it via the [Health Insurance Waiver](#) in Student Admin. Learn more about the University-sponsored plan and the waiver process [here](#).

The University Insurance Coordinator, Tresca Smith, can be contacted at (860) 486-4535 for inquiries.

PUBLIC SAFETY

For emergencies, call 911. For non-emergencies, call the University Police at (860) 486-4800.

UConn Emergency Alert System

UConnALERT is the official emergency alerting system for the University of Connecticut and is the definitive source of information regarding emergency information, campus operating status, and major alterations to University schedules.

All students are auto enrolled in UConnALERT using email addresses and phone numbers pulled from the Student Administration system. Thus, all students are expected to keep their contact information up to date in this system.

Campus Closing

If the Hartford Campus closes, which includes the School of Social Work, the announcement will be made through [UConnALERT](#).

For more information on weather related and other emergency closings, please review the University's [Emergency Closing Policy](#).

Emergency Plan

The Office of Emergency Management has developed a University-wide public safety campaign, UConnREADY, to "create a community proud to be safe." To access this information, click [here](#).

Weapons on Campus

Possession and/or use of firearms, fireworks, dangerous weapons, and hazardous chemicals are strictly prohibited and in many cases violate State law.

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly (The full version of the *National Association of Social Workers Code of Ethics* may be accessed [here](#).)

Preamble

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

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

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

Ethical Principles

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

- **Value:** Service
- **Ethical Principle:** Social workers' primary goal is to help people in need and to address social problems.
- Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).
- **Value:** Social Justice
- **Ethical Principle:** Social workers challenge social injustice.
- Social workers pursue social change particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to

needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

- **Value:** Dignity and Worth of the Person
- **Ethical Principle:** Social workers respect the inherent dignity and worth of the person.
- Social workers treat each person in a caring and respectful fashion mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

- **Value:** Importance of Human Relationships
- **Ethical Principle:** Social workers recognize the central importance of human relationships.
- Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

- **Value:** Integrity
- **Ethical Principle:** Social workers behave in a trustworthy manner.
- Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

- **Value:** Competence
- **Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.
- Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.