

University of Connecticut
School of Social Work
PhD Program Policies & Procedures Manual
2023-2024

The following policies and procedures pertain to the University of Connecticut School of Social Work. Please refer to the University of Connecticut Graduate School policies for more detailed information: <https://grad.uconn.edu/policy/>.

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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 *Student Policies & Procedures Manual* and subsequent ones, as appropriate.

This Manual 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).

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 THE UCONN SCHOOL OF SOCIAL WORK

The mission of the University of Connecticut School of Social Work (SSW) is to provide a professional social work education at the BSW, MSW, and PhD levels which promote 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 AT THE 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 especially called at this time to redouble our efforts as a school community to commit ourselves to the 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 Matter movement and will work to ensure a sense of belonging among our students, faculty, and staff of color.

If ever there were a moment for social work, this is it. None of this can be done alone. Please join with me and with each other in a spirit of listening, learning, and influencing for change.

In solidarity,

Laura Curran, MSW, PhD

UNIVERSITY OF CONNECTICUT LAND ACKNOWLEDGEMENT

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](#).

How to Use the Land Acknowledgement

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](#).

SSW PhD PROGRAM 2023-2024 ACADEMIC CALENDAR

Fall Semester 2023

Mon, Aug 28	Fall Semester begins.
Mon, Sep 4	Labor Day – No classes
Mon, Sep 11	Courses dropped after this date will have a “W” for withdrawal recorded on the academic record. Last day to add or drop courses without additional signatures. (See Adding and Dropping Courses.)
Fri, Sep 22	Deadline to apply for graduation and to submit Final Plan of Study for conferral of a Fall 2023 degree
Tue, Sep 26	Dean’s signature required to add courses.
Fri, Oct 6 – Fri, Oct 20	Mid-semester grading period
Mon, Oct 23	Registration for the Winter 2024 and Spring 2024 Semesters via Student Administration System begins.
Mon, Nov 13	Last day to withdraw from a course
Mon, Nov 13	Last day to place courses on or remove from Pass/Fail grading
Sun, Nov 19 – Sat, Nov 25	Thanksgiving Recess
Fri, Dec 1	Last day for degree candidates to upload final thesis and dissertation to Submittable and submit related paperwork to Degree Audit in the Office of the Registrar for the conferral of a Fall 2023 degree. It is recommended that students defend at least two weeks prior to this deadline to allow for revisions. Doctoral dissertation defense must be announced two weeks prior to defending.
Fri, Dec 8	Last day of Fall Semester classes
Sat, Dec 9 – Sun, Dec 10	Reading Days
Mon, Dec 11	Final Examinations begin.
Thu, Dec 14	Reading Day
Sun, Dec 17	Final Examinations end
Sun, Dec 17	Conferral date for Fall 2023 degrees
Wed, Dec 20	Semester grades due at 4:00 p.m.

Spring Semester 2024

Tue, Jan 16	Spring Semester begins.
Mon, Jan 29	Courses dropped after this date will have a “W” for withdrawal recorded on the academic record. Last day to add or drop courses without additional signatures. (See Adding and Dropping Courses.)
Fri, Feb 9	Deadline to apply for graduation and to submit Final Plan of Study for conferral of a Spring 2024 degree
Tue, Feb 13	Dean’s signature required to add courses.
Fri, Feb 23 – Fri, Mar 8	Mid-semester Grading Period
Fri, Mar 1	Deadline to apply for Summer 2024 graduation to be included in the 2024 Commencement Book
Sun, Mar 10 – Sat, Mar 16	Spring Recess
Mon, Mar 18	Registration for the Summer 2024 and Fall 2024 Semesters via Student Administration System begins.
Sat, Mar 23	Emergency closing class makeup date
Mon, Apr 8	Last day to withdraw from a course

Mon, Apr 8	Last day to place courses on or remove from Pass/Fail grading
Fri, Apr 19	Last day for Master's and Doctoral degrees candidates to upload final dissertation to Submittable and submit related paperwork to Degree Audit in the Office of the Registrar for conferral of a Spring 2024 degree. It is recommended that students defend at least two weeks prior to this deadline to allow for revisions. Doctoral dissertation defenses must be announced two weeks prior to defending.
Fri, Apr 26	Last day of Spring Semester classes
Sat, Apr 27 – Sun, Apr 28	Reading Days
Mon, Apr 29 – Sat, May 4	Final Examinations
Sat, May 4 – Mon, May 6	Commencement Ceremonies. More information is found here .
Sun, May 5	Conferral date for Spring 2024 degrees
Tue, May 7	Semester grades due at 4:00 p.m.

Summer Semester 2024

Fri, Aug 9	Last day for Master's and Doctoral degrees candidates to upload final dissertation to Submittable and submit related paperwork to Degree Audit in the Office of the Registrar for conferral of a Summer 2024 degree. It is recommended that students defend at least two weeks prior to this deadline to allow for revisions. Doctoral Dissertation Defenses must be announced two weeks prior to defending.
Sat, Aug 24	Conferral date for Summer 2024 degrees

SCHOOL OF SOCIAL WORK ADMINISTRATION

Dean

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SCHOOL OF SOCIAL WORK OFFICES

Office of Dean and Associate Dean for Academic Affairs

The Dean and the Associate Dean for Academic Affairs are available by appointment.

(959) 200-3649

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

Office of the BSW Program Director

(959) 200-3659

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

Office of the MSW Program Director

The MSW Program Director is available by appointment and will meet with students as needed.

(959) 200-3635

- Joy Learman, PhD, Interim MSW Program Director, Associate Professor in Residence

Office of the PhD Program Co-Directors

(959) 200-3628

- Scott Harding, PhD, Associate Dean for Academic Affairs, PhD Program Co-Director, Associate Professor
- Cristina Mogro-Wilson, PhD, PhD Program Co-Director, Professor

Office of Research & Scholarship

(959) 200-3616

- Jennifer Manuel, PhD, Associate Dean for Research, Associate Professor
- Kelley Citroni, MS, Program Support

Office of Student & Academic Services

The Office of Student & Academic Services' (OSAS) mission is to support Non-Degree, BSW, MSW, and PhD students during their academic program. OSAS is also a resource liaison in connecting students to the appropriate services.

(959) 200-3687

- Carlton Jones, MS, Director of the Office of Student & Academic Services
- Natalie O'Connor, Program Coordinator

Office of Field Education

Coordinates field practicum, field agencies, field instructors, and the Seminar in the Field instruction, and faculty advisors for the BSW and MSW Programs.

(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

Oversees and maintains all School of Social Work budgets, personnel functions, and building facilities.

(959) 200-3624

- Steve Marchillo, BA, Assistant Dean of Finance and Administration
- Iris Strong, BA, Financial Assistant

Office of Continuing Education & Professional Development

(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

DOCTORAL PROGRAM MISSION STATEMENT

The UConn School of Social Work Doctoral Program prepares students to be national leaders in social work research and education. We are committed to developing students' scholarly expertise to address contemporary and emergent social problems and to promote social justice and human rights.

DOCTORAL PROGRAM OBJECTIVES

Upon successful completion of the PhD Program, students will demonstrate competencies in:

1. Critical analysis of the social work knowledge base, founded on empirical validation of existing theories and practice in various social work approaches.
2. Methodological sophistication and rigor for planning, implementation, analysis and evaluation of social work interventions, social policies, and program administration.
3. Dissemination of new knowledge and analytical tools to guide social work professionals.

PROGRAM DESCRIPTION

The program provides a rigorous curriculum designed to prepare students for careers as social work educators, researchers, policy analysts and planners, and high-level administrators in public and private social service organizations. The curriculum reflects the unique role of research in professional social work.

In addition to the core SSW courses, students take electives in other University graduate programs, including Sociology, Economics, Anthropology, Psychology, Human Development and Family Studies, Education and Law.

In consultation with their Advisory Committee, students will develop a Plan of Study. During the first two years, students complete required classes in preparation for the general examination that occurs in the summer of the second year. Following the successful completion of the general examination, students begin dissertation research.

The Doctor of Philosophy Degree

The PhD is the highest degree offered by the University. The program leading to its attainment is intended to give persons of outstanding ability the opportunity to become creative contributors in a scholarly field. Award of the degree testifies to broad mastery of an established subject area, acquisition of acceptable research skills, and a concentration of knowledge in a specific field.

Further information about degree requirements and University Policies and Procedures is available in the [University of Connecticut Graduate Catalog](#). This Manual includes modifications to University requirements specific to the PhD Program in Social Work.

General Description

The program consists of 56 graduate credits. Eleven core courses (35 credits) provide students with competency in advanced research methods and social work theories; two elective courses (six credits) in related disciplines and dissertation research (15 credits). Students complete the coursework, take the general examination, conduct their dissertation research, and write and defend the dissertation. By University policy, students must complete their degree within eight years of matriculation.

Required Courses

The core curriculum provides a foundation for the development of analytic skills and research capability. Doctoral candidates are expected to attain mastery in critical thinking and logic of inquiry focused on research methods, statistical analysis, social welfare history and philosophy, social policy analysis, theories of human behavior and social environment, and social work practice theories.

Elective Courses

All students are required to complete six elective credits in upper-level graduate program offerings (courses numbered 5000 or above) in other schools or departments within the University. The six credits must be distributed as follows:

Students are encouraged to take one elective (three credits) applicable to their dissertation or substantive area of interest in a social science or humanities discipline outside the SSW (i.e., anthropology, economics, political science, psychology, public health, public policy, or sociology). The remaining elective (three credits) must also be taken outside of the School of Social Work but can be decided by the student and their Major Advisor based on the student's

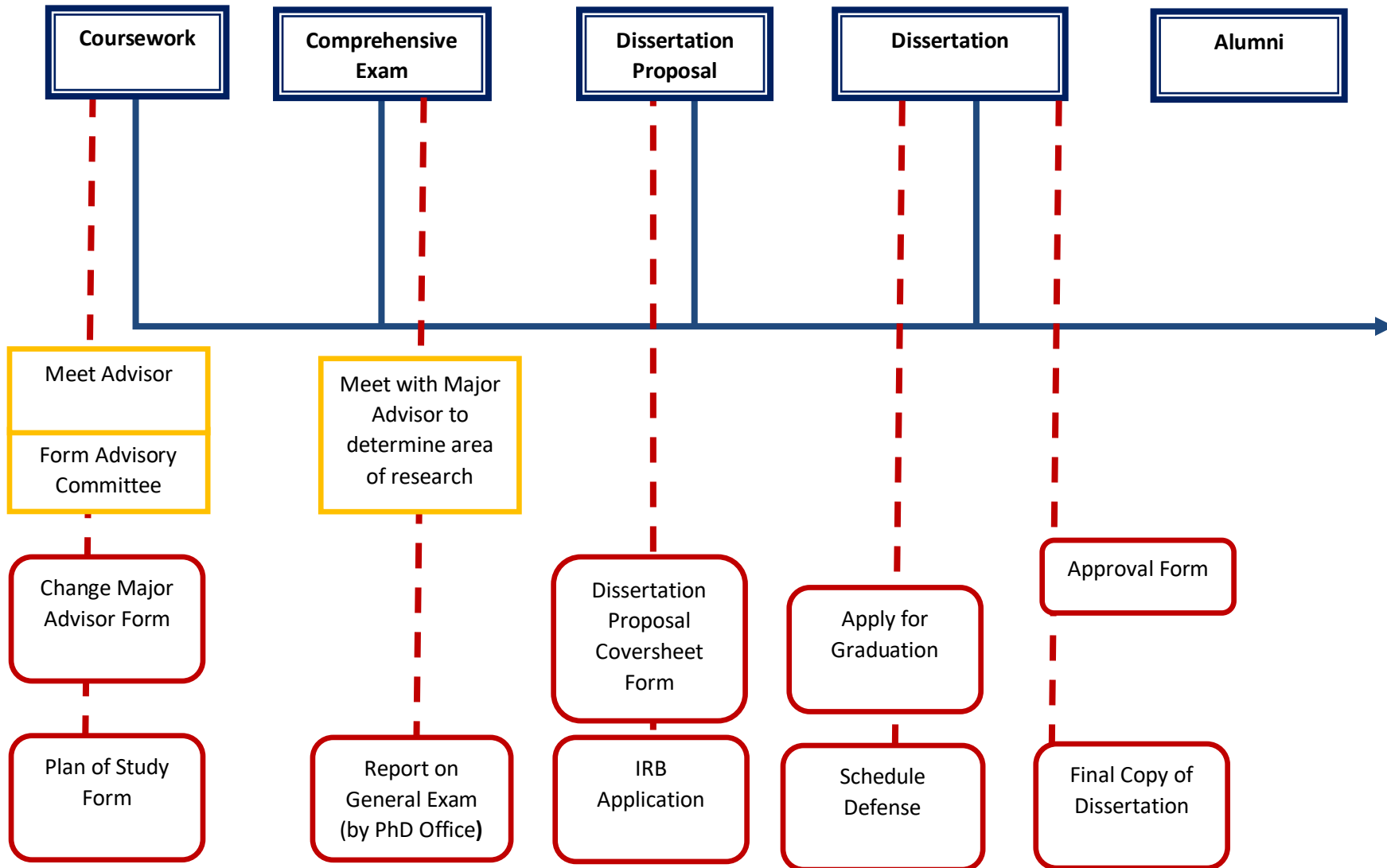
dissertation area or substantive area of interest. Elective courses may be taken within the regular academic year or during scheduled summer sessions.

Annual Progress Review for Doctoral Students

The Purpose of this Review – marked *Appendix H* – is to provide a method to facilitate interaction and communication between doctoral students and their Major Advisors. More specifically, it:

- Provides a vehicle for students to reflect on their progress and accomplishments during the previous academic year and plan their activities and efforts for the following year.
- Allows students to provide a review of their professional activity during the past year.
- Aid Major Advisors in providing their doctoral students with feedback.

Student Timeline



Course Offerings

Most social work courses are only offered every other year, which affects the sequence of courses. Students complete 18 credits of course work in each of the first two years. All required courses are offered on one day per week. Most electives are offered on the main campus at Storrs, at the Health Center, or Law School, and occur throughout the week.

Fall 2023

SSW 6410: Research I: Research Design and Knowledge Generation – 3 credits

SSW 6412: Research III: Multivariate Statistics I – 4 credits

SSW 6425: Social Welfare Policy Seminar – 3 credits

Total 1st semester credits: 10

Spring 2024

SSW 6413: Research IV: Multivariate Statistics II – 4 credits

SSW 6415: Topics in Advanced Social Work Research – 3 credits

SSW 6445: Social & Behavioral Science: Knowledge Base for Social Work Practice with Large Target Systems – 3 credits

Total 2nd semester credits: 10

Fall 2024

SSW 6411: Research II: Survey Research Methods – 3 credits

SSW 6420: Critical Analysis of Historical and Philosophical Themes of the Profession – 3 credits

Elective – 3 credits

Total 3rd semester credits: 9

Spring 2025

SSW 6414: Research V: Qualitative Research Methods – 3 credits

SSW 6435: Social & Behavioral Science: Knowledge Base for Social Work Practice with Smaller Target Systems – 3 credits

Elective – 3 credits

Total 4th semester credits: 9

Fall 2023

SSW 6460: Teaching and Learning in Social Work Education: Roles and Contexts – 3 credits

Total 5th semester credits: 3

PhD Course Descriptions

SSW 6410. Research I: Research Design and Knowledge Generation

Three credits

This course will focus on the logic and methods of scientific inquiry in the social sciences, with specific emphasis on issues relevant to social work research and practice. Students will explore the philosophical assumptions, historical and cultural contexts, and ethical dilemmas that drive and inform the selection, structure, and application of alternative research designs. Experimental, quasi-experimental and non-experimental design options will be considered. Inductive and deductive processes, hypothesis testing, probability and sampling, and analytic procedures appropriate to the different design options will be examined. Attention to using research to promote human rights and social justice will be explored.

SSW 6411. Research II: Survey Research Methods

Three credits (Prerequisite: SSW 6410)

This course builds upon the foundation laid by the beginning research design course; particularly by looking at the ways that survey design and survey data collection support the development of quasi-experimental research designs. The course provides the skills necessary to conduct self-administered surveys to meet the goals of social work practice and research. The course focuses on surveys as tools for assessing needs, monitoring program activities, measuring outcomes, and assessing attitudes. Students will learn about automated software tools for survey construction such as Qualtrics and Survey Monkey. The course also provides an in-depth exploration of the techniques of program evaluation and explores the role of survey research in program evaluation design and implementation.

SSW 6412. Research III: Multivariate Statistics

Four credits (Prerequisite/Co-requisite: SSW 6410)

This course builds upon an introductory level of statistical knowledge and assumes that you have completed an introductory statistics course, including experience with data analyses that involve computer interactions (SPSS). This course is devoted to developing an understanding of the general linear model (GLM). Once students gain a solid understanding of GLM, students can extend their knowledge to a variety of more complex statistical tests. It focuses on the selection and application of appropriate statistical procedures to answer research questions or test hypotheses in social work research and involves the extensive use of available statistical packages. While the course emphasizes the understanding of statistical testing, interpretation and written presentation of statistical results, knowledge of the mathematical formulae and assumptions underlying each statistical procedure may be required and are discussed in class.

SSW 6413. Research IV: Multivariate Statistics II

Four credits (Prerequisite: SSW 6412)

Building upon SSW 6412, Multivariate Statistics I, this course also focuses on the selection and application of appropriate statistical procedures to answer research questions or test hypotheses in social work research. This course focuses on data reduction methods and analyses of discrete or categorical data and involves the extensive use of available statistical packages. While the course emphasizes the understanding of statistical testing, interpretation and written presentation of statistical results, knowledge of the mathematical formulae and assumptions underlying each statistical procedure may be required, and these are discussed in class.

SSW 6414. Research V: Qualitative Research Methods

Three credits (Prerequisite: SSW6410; Prerequisite/co-requisite: SSW 6411)

This course explores the philosophical underpinnings, history, techniques, and relevance to social work research of qualitative inquiry traditions such as biography, phenomenology, grounded theory, ethnography, and case study methods. Although many of these techniques are also useful in social work practice, this course will focus on the use of qualitative methods for the purpose of expansion of the knowledge base of the profession. As such the course will emphasize techniques, standards of quality, verification, and other indicators of rigor as well as value and ethical issues. After completing this course students will be able to describe various approaches, set up research protocols, utilize qualitative data analysis software (e.g., NVivo), describe quality control techniques and specify standards for report writing.

SSW 6415. Topics in Advanced Social Work Research

Three credits (Prerequisite: SSW 6410)

This course provides advanced content on variable topics in social work research. It offers advanced conceptual understanding of skills used in complex research design, measurement, and or/analysis. Topics may include mixed methods research, advanced translational research, advanced quantitative analysis, advanced qualitative analysis, or other specialized research methods critical to the field of social work.

SSW 6420. Critical Analysis of Historical and Philosophical Themes of the Profession

Three credits

This course helps students develop critical and historical understanding of social work knowledge, values and interventions. It reviews social, economic, political and intellectual forces that influence the development of social welfare and professional social work. It examines the roles of conflicting ideologies and commitments in alleviating stress and suffering. The course focuses on knowledge of the development and history of social work in the context of changing social, economic, political and intellectual environments.

SSW 6425. Social Welfare Policy Seminar

Three credits

This course focuses on the concepts, methods, and practices of analysis of social welfare policies designed to address social problems in the United States. Students are expected to apply social science research training and critical thinking skills to study the ideological and socioeconomic contextual backgrounds of social problems, social policies, and policy analyses and evaluate various alternatives to problem definitions, policy strategies, and types of policy analysis. The seminar aims to help students develop advanced skills in analyzing and critiquing social welfare policies and programs, making recommendations for change, and effectively communicating the results of their work.

SSW 6435. Social and Behavioral Science: The Knowledge Base for Social Work Practice with Smaller Target Systems

Three credits

This course helps students understand the theoretical and empirical frameworks about human behavior and the social environment upon which contemporary best practices are built. The theories and frameworks examined include cognitive, behavioral/social learning, psychodynamic, family systems and other related concepts. This course will also explore the major, past and present, social casework and group work practice models from historical, theoretical and empirical perspectives. Current practice approaches/models from related fields empirically shown to be most effective or promising are examined.

SSW 6445. Social and Behavioral Science: The Knowledge Base for Social Work Practice with Large Target Systems

Three credits

This course provides substantive knowledge from social science disciplines that inform macro practice with large systems and fields of macro practice (community organization, administration, and policy practice). It is expected that students demonstrate competence in understanding the development and application of major social science theoretical models relevant to macro practice and with the empirical evidence that supports these theories. Ethical implications for social work of knowledge developed by disciplines with different value bases are considered. This course also explores the evolution and development of macro practice in the United States with an emphasis on the use of

methods of community organization and policy practice in social work. These distinct methods, as well as different practice models associated with them, will be considered in the context of the social work profession and practice.

SSW 6460: Teaching and Learning in Social Work Education: Roles and Contexts

Three credits

This three-credit course, offered in the fall semester, following completion of the Comprehensive Examination, is designed to prepare students for the multiple roles of social work educators. The course explores historical and contemporary pedagogical theories, approaches, and strategies within a social justice framework. Students will have opportunities to observe master teachers, develop guest lectures, and/or provide faculty liaison to the field. Students will develop teaching philosophy statements for their job search portfolios.

GRAD 6950. Doctoral Dissertation Research

One to nine credits

Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). This course is associated with the research efforts of students pursuing a doctoral degree and may be used to meet the 15-credit doctoral research requirement.

GRAD 6960. Full-Time Doctoral Dissertation Research

Three credits

Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). This course can be used by those students who have completed all courses on the plan of study and who are performing doctoral level research on a full-time basis. It may contribute to meeting the 15-credit doctoral research requirement. No other courses may be taken concurrently. In the summer, this is a 12-week (Summer 4) course. Since this course denotes a full-time commitment, students may not hold graduate assistantships while taking this course.

GRAD 6998 Continuous Registration (Doctoral)

Non-credit

Continuing registration for doctoral students.

This non-credit course for which doctoral students must register in cases where they are not otherwise registered for coursework or dissertation preparation but want to remain active in their program.

GRAD 6999. Doctoral Dissertation Preparation

Non-credit

Continuing registration for doctoral candidates.

This non-credit course can be used to maintain registered status by doctoral students who have reached candidacy for the doctoral degree and who are not registered for any other credit-bearing course.

Program Time Limits***Indication by student of preferred Major Advisor***

By end of first year of study

Formation of Advisory Committee

By Spring Semester of second year of study

Submission of Plan of Study

No later than the completion of 18 credits. Plan of Study must be approved prior to taking the Comprehensive Exam.

Passing of General Examination

Report on the General Exam must be submitted to the Graduate School prior to the submission of Dissertation Proposal to the Graduate School.

Submission of Approved Dissertation Proposal to the Graduate School

By the end of year four of study. Beginning in December 2023, this policy applies to first-year students, second-year students, and new applicants. Individual students will be able to petition the Co-Directors of the PhD Program for an exemption/extension of this deadline based on extenuating circumstances.

Passing of Dissertation Defense

No more than eight years after the beginning of study

Work for the doctoral degrees must be completed within eight years of the beginning of the student's matriculation. Failure to complete the work within the specified time limit or failure to maintain registration will require re-evaluation of the entire program and may result in a notice of termination.

An extension of the student's terminal date is considered only when there is substantial evidence that the student has made regular and consistent progress toward completion of program requirements. A detailed recommendation to extend the terminal date must be signed by the major advisor and submitted to the Dean of The Graduate School for approval no later than one month before the student's current terminal date.

Advisory Committee

A PhD Advisor is assigned to each student when they begin the doctoral program. The PhD Advisor assists the student in orientating to the School of Social Work, its faculty, and the program, and assists in the selection of a Major Advisor (Dissertation Committee Chair). The Major Advisor helps to identify other potential faculty members to serve on the dissertation committee, known as the Advisory Committee.

Each Advisory Committee comprises two members from the School of Social Work faculty and a third member from outside the School of Social Work. The Major Advisor and at least one Associate Advisor must be appointed by the Graduate School as doctoral faculty from the School of Social Work. Each committee member must have a PhD, JD, or MD, and at least two members must have faculty rank appointment at an institution of higher education.

If the third committee member is chosen from a department within the University of Connecticut, they do not need University authorization. If the third member is chosen from outside the University, University authorization is required. To request authorization, the outside member's curriculum vitae must accompany the submission of the Plan of Study.

A student must submit a Change of Major Advisor Form to declare their Major Advisor. The additional members of the Committee are declared by listing their names on the Plan of Study Form.

Changes to the Advisory Committee

Major Advisor

If a change of Major Advisor becomes necessary for any reason, the student must fill out and submit an **unsigned** Change of Graduate Major Advisor Form to the [Office of Student and Academic Services](#) at the School of Social Work. Natalie Maddox of OSAS will obtain the proper signatures on your behalf and will submit the form to the Office of the Registrar copying the student and Kelley Citroni (PhD Program Support). The form can be found on the Registrar's [website](#).

Associate Advisor

To notify the Registrar of a change of Associate Advisor, a [Request for Changes in Plan of Study Form](#) must be submitted to the Graduate School with a copy to the Office of Student and Academic Services at the School of Social Work.

Plan of Study

To become a candidate for a graduate degree, the student must have a Plan of Study that has been approved by their Advisory Committee or Major Advisor as appropriate for the degree program. In addition, except when a waiver is explicitly granted by the Dean of The Graduate School, all coursework (including coursework taken prior to matriculation) that is included on a student's final Plan of Study must be within the above time limits. The Plan of Study form can be found on the Registrar's [website](#).

To complete Plans of Study for master's and doctoral degree programs, the student must fill out and submit an **unsigned** Plan of Study Form to the [Office of Student and Academic Services](#) at the School of Social Work. Natalie Maddox of OSAS will obtain the proper signatures on your behalf and will submit the form to the Office of the Registrar copying the student and Kelley Citroni (PhD Program Support) prior to the General Exam.

PhD Students also complete a minimum of 15 credits of GRAD 6950 – Doctoral Dissertation Research or Grad 6960 – Full-Time Doctoral Dissertation Research.

Any request for changes to the Plan of Study, including Associate Advisor changes, are submitted to the Office of Registrar on the [Request for Changes in Plan of Study Form](#). This form must be signed by the members of the Advisory Committee and the student, and a copy must be submitted to the Office of Student and Academic Services at the School of Social Work.

General Examination (Comprehensive Examination)

Integrative Specialization Essay & Oral Review

The purpose of the Comprehensive Examination is for the student to demonstrate integration of social work knowledge and the capacity for producing independent and systematic scholarship consistent with the standards and expectations of PhD education. The exam provides an opportunity for the student to synthesize and integrate content in required and elective courses into a critical examination of the literature in the student's specialized area of interest. The exam is intended to show the student's critical thinking abilities in examining and synthesizing empirical evidence and contributing to knowledge building.

The written exam and Oral Review constitute the Comprehensive Examination of the student's command of their topic relevant to the field of social work. Together, they should:

- Demonstrate that the student has acquired a sufficiently broad understanding of the field.
- Demonstrate the student's proficiency in the required curriculum.
- Determine the student's preparedness to continue work toward the dissertation and their capacity to contribute to the field through an in-depth study of a topic relevant to the practice of social work.

Format of the Integrative Specialization Essay

The format of the written exam should be a Word document in the APA style, with 12-point font (double-spaced), and include page numbers. The written exam should be 45-50 pages long (references not included).

Format of the Oral Review

The Oral Review will be conducted by the Dissertation Committee, the Director/Co-Director of the Doctoral Program, and one external reviewer from the School of Social Work to be chosen by the Director/Co-Director of the Doctoral Program in consultation with the Dissertation Committee Chair, for a total of five reviewers. During the (90 minute) Oral Review students will have the first 20 minutes to respond to reviewer feedback and questions. A summary of the paper by the student is not required, given that all reviewers will have read the exam. Following the presentation, reviewers will pose questions to the student as part of a discussion of the written exam. At the conclusion, the student will be asked to leave and reviewers will decide if the written exam merits a pass or fail.

Evaluation

The Comprehensive Examination will be evaluated as a "pass," "pass with revisions," or "fail" at the end of the Oral Review process. If a student's written exam is deemed a "pass with revisions," the student will have two weeks to revise the exam. The reviewers must agree if the revisions are sent only to the Dissertation Committee Chair or to all reviewers for final approval. If a student's written exam is deemed a "fail," the student has one additional opportunity to re-write their exam and have an Oral Review by the end of the academic year.

Timeline

- The written exam will adhere to the framework below to be modified by a student's Dissertation Committee.
- In mid-May (date to be identified based on the calendar), students will receive the exam.
- Students will not be able to consult with their Dissertation Committee on drafts of the written exam or any substantive questions regarding the written exam.
- The written exam is due by the last Friday in August prior to the start of classes in the fall semester and is to be submitted to the Director/Co-Director of the Doctoral Program.
- The written exam will be reviewed by a student's Dissertation Committee, the Director/Co-Director of the Doctoral Program, and one external reviewer from the School of Social Work to be chosen by the Director/Co-Director of the Doctoral Program in consultation with the student's Dissertation Committee Chair, for a total of at least five reviewers.
- Written feedback from reviewers will be submitted to the Dissertation Committee Chair approximately four weeks after the student submits their written exam. The Chair will have approximately one week to summarize key points of the feedback and provide it to the student and all reviewers approximately the last Friday in September. After the Oral Review, detailed feedback from each reviewer will be provided anonymously to the student.
- The Dissertation Committee Chair should be the only person discussing reviewer feedback with a student prior to the Oral Review.

- The Oral Review will occur approximately by the end of October.

Instructions for Integrative Specialization Essay

The purpose of the Comprehensive Examination is for the student to demonstrate integration of social work knowledge and the capacity for independent and systematic scholarship consistent with the standards and expectations of PhD education. The Chair of the student's Dissertation Committee will draft the Comprehensive Examination question(s) in consultation with other members of the Dissertation Committee based on knowledge of the student's research interests. In the written exam, the student will address an issue or problem of importance for social work related to their likely dissertation topic and discuss significant historical, theoretical, policy, and research issues associated with the topic. This discussion and analysis should demonstrate readiness to begin work on the dissertation.

Recommended Outline

Statement of the Substantive/Problem Area (10 pages recommended)

Define and demonstrate familiarity with the substantive problem area or topic. Discussion should demonstrate an understanding of the prevalence, nature, historical antecedents, and recent trends associated with the problem area or topic. Biases, prejudices, and omissions, especially those relevant to vulnerable populations, should be explicated.

Analysis of Theoretical Frameworks for Examining the Problem Area (Eight – 10 pages recommended)

Identify and critically review two to three social theories that provide a context for understanding the onset and/or persistence of the identified social problem/topic. Discussion in this section should also include an assessment of the utility of the selected theories for informing social interventions aimed addressing at the problem/topic.

Review of Key Practice and Policy Approaches in the Problem Area (eight – 10 pages recommended)

Identify key practice and policy approaches aimed at preventing or ameliorating the problem. One major practice and policy approach should be selected and described in detail. Effects and limitations of this practice and policy approach should be identified and discussed. Suggestions for policy and practice changes and/or interventions should be noted.

Critical Review of Relevant Research (10-12 pages recommended)

Discuss and critically analyze relevant empirical evidence and research related to the problem/topic. This review should include a discussion of the dominant methodological approaches used to examine the problem/topic. Important gaps in the knowledge base should be identified. The section should conclude with the identification of two or more research questions that the student views as necessary to advance knowledge pertinent to the problem/topic.

Conclusion and Implications (Six – eight pages recommended)

Summarize the problem/topic and identify proposed next research steps. Briefly (in approximately three pages) identify a research project that addresses gaps in existing research, including strengths and limitations of the research project given the proposed methodology.

Focus and Conduct of Dissertation Research

The dissertation is an opportunity for students to identify gaps in current knowledge, to pose relevant research questions, and to conceptualize and carry out independent research in an area of particular interest and significance.

Any research design, including quantitative, qualitative and mixed methods approaches, may be used for dissertation research. Students should select a research methodology appropriate to the research question(s) and their intended

focus of study. Selected research approaches must adhere to accepted standards for scientific rigor and the ethical conduct of research.

The student, under the supervision of the Major Advisor, assumes primary responsibility for all phases of the research. Students assume an active and instrumental role in recruitment and screening of research subjects, in conducting interviews and carrying out all data collection strategies, in data entry (including transcription of interviews if narrative data is collected), and in data analysis.

In some limited circumstances, students may obtain assistance with or be exempt from carrying out some specific research tasks. For example, circumstances that might occur include:

1. A student affiliates with a senior researcher in the conduct of a larger research project from which the student “carves out” an independent investigation.
2. A student designs an agency-based research project in which employees of that agency are primary agents of data collection.
3. A student identifies an existing data set to use for secondary analysis.

If other personnel are involved at any stage of the research, the student must obtain IRB approval and the approval of their Advisory Committee.

Dissertation Proposal

Students, in consultation with members of their Advisory Committee, prepare a dissertation proposal describing the research problem, relevant literature, and methodology. Specific content guidelines, suggested formats and instructions for completion of the proposal may be found in Appendices A - C.

The student submits the draft of the Dissertation Proposal to the Advisory Committee and to the Office of Student and Academic services at the School of Social Work:

Dissertation proposals are reviewed with the following questions in mind:

1. Is the proposal well written, well organized, and well argued?
2. Does the proposal describe a project of appropriate scope?
3. Does the student demonstrate knowledge of the subject and an understanding of the proposed method of investigation?
4. Does the student show awareness of relevant Social Work and other research?
5. Does the student demonstrate how the proposed investigation contributes to Social Work research, education, and practice?

Dissertation Proposal Defense

Dissertation proposal defense dates may be scheduled between the first week in September and May 22. A request to schedule the proposal defense should be made by the Major Advisor to the PhD Program Director. The dissertation proposal is sent to the PhD Program Director at least two weeks prior to the defense date. The proposal will be distributed to the Doctoral Program Committee members.

All members of the student's Advisory Committee, two Faculty Reviewers, and members of the Doctoral Program Committee will be in attendance for the Dissertation Proposal Defense. The student may request inclusion of one support person. The student can choose whether other doctoral students can attend. The proposal defense is chaired by the PhD Program Director, unless the Director is on the student's Advisory Committee; in that event, the proposal defense is chaired by the senior ranking member of the Doctoral Program Committee.

The proposal defense begins with the student's 20-minute summary presentation of the Dissertation Proposal. Members of the Advisory Committee, Reviewers, and the Doctoral Program Committee may then question the student. At the completion of the questioning, the Advisory Committee and Reviewers deliberate. The Advisory Committee must vote; approval must be unanimous. The student is informed of the decision by the PhD Program Director.

The student will be informed of one of the following determinations.

- *Accept*
The student can proceed with the research.
- *Accept with Minor Revisions*
The student must make the required revisions and resubmit the proposal to their Advisory Committee for review. The student's Major Advisor notifies the PhD Program Director of the student's satisfactory completion of the required revisions. The student proceeds with the dissertation research after receiving IRB approval (if required).
- *Accept with Significant Revisions*
The student makes the necessary revisions and resubmits the proposal to their Advisory Committee and the PhD Program Director for review. When the proposal is approved, the student proceeds with the dissertation research after receiving IRB approval (if required).
- *Not Accept*
The student is required to rewrite the proposal and, with Advisory Committee approval, resubmit it for a second defense with the full Doctoral Program Committee.

At the conclusion of a successful defense, the Doctoral Dissertation Form is signed by the student, all members of the student's Advisory Committee, and by the PhD Program Director. Once the final proposal is completed and has IRB approval, this form will be forwarded to the Graduate School, along with the two prior documents.

IRB Review and Approval

The student is required, if relevant, to obtain approval from the University of Connecticut Institutional Review Board (IRB) as part of the dissertation proposal review and approval process. IRB approval is required before the dissertation proposal may be forwarded for final review and approval by the Graduate School. Final approval of the Dissertation Proposal from the University of Connecticut Graduate School must be received at least three (3) months prior to the scheduled date of the student's Oral Defense of the Dissertation (Final Exam).

After IRB approval is received, the student forwards the IRB approval with a copy of the final dissertation proposal to the Office of Student and Academic Services at the School of Social Work. A final copy of the proposal (approved by the Advisory Committee), with the signed Dissertation Proposal Form, and IRB approval (or exception) will be forwarded to the Registrar's Office for final approval by the Graduate School.

Candidacy and Dissertation Preparation

Upon acceptance of the Dissertation Proposal by the Executive Committee of the Graduate School, the student becomes a candidate for the degree of Doctor of Philosophy. Prior to this, the student must have passed the General Examination as well as completed any remaining courses on the Plan of Study and fulfilled the supporting-area requirements of the doctoral program.

Role of the Major Advisor and the Advisory Committee

The preparation of the dissertation is under the supervision of the student's Advisory Committee and must meet all standards prescribed by the Advisory Committee, the PhD Program and by the Graduate School. The Major Advisor oversees the student's progress in initiating and carrying out research, in conducting data analysis, and in writing the final dissertation. Associate Advisors provide input on methodology and/or content at various stages of the process. The student and Major Advisor will determine, with the Associate Advisors, the roles and the extent of input of all Committee members.

Preparation of the Doctoral Dissertation

It is the student's responsibility to be certain that the dissertation conforms exactly to the specifications prescribed by the student's Advisory Committee. Technical specifications for preparation of the Doctoral Dissertation can be found online on the Registrar's [website](#).

Dissertation Formats

There are two dissertation formats available in the School of Social Work: the Traditional Dissertation format and the Article Dissertation format. The candidate and the Major Advisor should discuss which format works best with the candidate's research question(s). Students should check with the PhD Office prior to beginning the dissertation process for the most recent guidelines.

Traditional Format

The traditional monograph format for a dissertation generally has one of the two following basic outlines although the number of chapters and outline may vary:

Quantitative/Mixed Methods Proposal:

Chapter 1	Problem Statement
Chapter 2	Literature Review and Theory
Chapter 3	Methods
Chapter 4	Findings
Chapter 5	Discussion of Recommendations

Qualitative Proposal:

Chapter 1	Introduction (including Theory)
Chapter 2	Methodology
Chapters 3-4 or 3-5	Substantive findings/themes including links to theory)
Chapter 6	Conclusion (Implications for Social Work)

Article Dissertation Format

Introduction

The Article Dissertation offers an alternative format. Under this model, a student writes a minimum of articles for publication in peer-reviewed journals. If a student is interested in pursuing the Article Dissertation format, it would be helpful to contact their Major Advisor and Advisory Committee to discuss the feasibility of this option with their research topic.

I. Number and Nature of Articles

1. The student will write a **minimum** of 3 articles under the Article Dissertation format. Each article is treated as a separate chapter, i.e., they will comprise Chapters 2, 3, and 4 of the dissertation.
2. The articles should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction to the dissertation (Chapter 1). Two articles must be based on the student's data analysis (quantitative or qualitative). One of the articles may be conceptual in nature but must be based on the themes of the dissertation overall.
3. Articles that have been previously published prior to the dissertation proposal may be included upon approval of the student's Advisory Committee and the Ph.D. Program Director. Not more than one article may be previously published prior to the dissertation proposal; this article must represent work undertaken and published while the student is enrolled in the Ph.D. program, must contribute to the identified themes of the dissertation, and be approved by the student's Advisory Committee at the time of the student's proposal.
4. Articles are to be formatted following the style requirements of the journal that has been identified for potential submission. However, in the dissertation, the articles **must** follow University Graduate School guidelines in terms of formatting and presentation.
5. If the Advisory Committee approves a previously published article, the student will be responsible for securing necessary permissions (i.e., from the copyright holder and other authors). If an article is published between the dissertation proposal and the dissertation defense, students are also responsible for securing necessary permissions from the journal. An original letter from each journal that grants permission for the inclusion of the photocopied article in the dissertation is necessary to assure that there are no permission issues or violations of copyright. In requesting a letter of permission, it is important to tell the journal that Digital Commons will be posting the dissertation to third party search engines. The journal usually will require that the journal be the first publisher of the article. Please retain a copy of all permissions granted for your personal file. Copyright issues frequently arise with previously published material. Students need to obtain permission to duplicate copyrighted material (and, possibly, multiple author releases).

II. Journals

1. In consultation with their Major Advisor and Advisory Committee, students will identify journals to which their articles may be submitted. The Advisory Committee should help select journals that will challenge the student and offer a reasonable chance of publication success.
2. Prior to the dissertation defense, the student and Advisory Committee should agree that all unpublished articles included in the dissertation are ready for potential submission to the identified journal.

III. Authorship

1. Students must be first author on all articles submitted as part of their Article Dissertation.

2. Only one article in a student's Article Dissertation may be co-authored. Members of the student's Advisory Committee will not permit co-authorship, unless the student is working with data originating from a larger study of which an Advisory Committee member is a Principal Investigator. A co-authored article may only be in one student's dissertation.

IV. Organization of the Dissertation

1. The dissertation must include an abstract that synthesizes the articles, as well as an introduction (Chapter 1) and a conclusion (Chapter 5, assuming 3 articles are presented).
2. The introduction should include:
 - a. A definition or statement of the problem.
 - b. The importance of the problem, i.e. why it is worth researching, why it matters to the field of social work.
 - c. The theoretical foundation(s) supporting the problem/issue.
 - d. An overview of the important literature (overview, because each article submitted for the Article Dissertation will have its own unique literature review).
 - e. The research questions.
 - f. The methodology to be used to answer those questions.
3. The conclusion will briefly summarize the dissertation's major findings, discussion, and recommendations. The student will also present and discuss linkages (i.e., similarities and differences) between the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work.
4. The dissertation will be formatted and bound consistent with University of Connecticut guidelines.

V. Dissertation Proposal and Defense Procedures

1. Dissertations prepared using the Article Dissertation format will be subject to proposal and dissertation defense procedures as specified by program policy. The Article Dissertation format should be chosen in consultation with the student's Advisory Committee during the proposal process.
2. For the dissertation defense, students will present a final document that includes all the elements required by the University of Connecticut Graduate School for a traditional dissertation (e.g., abstract, table of contents, appendices); any previously published article(s); article(s) submitted for publication; and a concluding chapter. Students are encouraged to submit their articles for publication upon completion of their dissertation.

Examples of the Table of Contents for the dissertation can be found in Appendices D, E, & F.

Scheduling the Dissertation Defense (Final Examination)

The PhD Program Director in consultation with the Major Advisor will set a date for the dissertation defense (final examination). The dissertation defense may be scheduled between the first week of September and May 22. The timeline for dissertation defense preparation allows the student to make revisions and submit a "working" copy of the dissertation at least two weeks before the dissertation defense. The student should e-mail an electronic copy of their dissertation to the Office of Student and Academic Services at the School of Social Work. Invitation to attend the examination is sent to the University and School of Social Work community. The time and place of the defense (examination) must be posted at least two weeks prior to the defense on the University's Web-based events calendar. Instructions for posting the announcement are available at <https://registrar.uconn.edu/graduation/doctoral-degrees/> under "Step 6: Prepare for oral defense."

Dissertation Defense (Final Examination)

The dissertation defense is chaired by the PhD Program Director, unless she/he is a member of the student's Advisory Committee; in that event, the defense will be chaired by another member of the Doctoral Committee. The examining committee consists of a minimum of five members: the student's Advisory Committee and one or two additional examiners chosen from the faculty of the UConn School of Social Work.

The student has 20 minutes for presentation. After the presentation, guests will be asked to leave or will be virtually separated. Members of the Advisory Committee pose questions and are followed by the Examining Committee members, Doctoral Committee members, and, finally, other attendees. At the completion, the Advisory Committee, in consultation with Examining and Doctoral Committee members, vote on the outcome of the defense. The decision regarding whether a candidate has passed, conditionally passed, or failed the examination rests solely with the Advisory Committee, which will take into account the opinions of other participating faculty members. The vote of the Advisory Committee must be unanimous. At the conclusion, the PhD Program Director will invite the student (and support person) to return to the room for more detailed feedback and will inform the student of the outcome.

Dissertation Submission and Other Completion Requirements

Conferral of Degrees

Degree conferral requires 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: August, December, and May. However, graduate commencement ceremonies are only held once per year (in May). Students who qualify for degree conferral receive their diplomas by mail, normally within three months following conferral.

Application for a 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's website under the section titled Graduation. If all required paperwork and submissions needed for conferral are not received by the Office of the Registrar by the deadlines published in the Academic Calendar, conferral is delayed to the next conferral period, even though all other degree requirements may have been completed on time.

Commencement

Graduate commencement ceremonies are held once each year at the end of the spring semester. Academic regalia appropriate for the University of Connecticut degree being conferred is strictly required for all who participate in the ceremonies. Information concerning the commencement ceremony, including academic regalia and guest tickets, is made available by the mid-spring semester, and can be found on The Graduate School's website.

ACADEMIC REGULATIONS

Registration

Doctoral students must begin their programs with coursework and must maintain registration in each semester thereafter (except summer sessions) until all requirements for the degree have been completed. Registration may be maintained either by taking coursework for credit or by registering for one of the five Non-Credit Registration courses.

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. Students who do not register for longer than a year will be required to reapply for admission. A letter from the major advisor justifying the use of previous coursework to satisfy current degree requirements is required to count previous coursework towards the new enrollment.

Registration is not required during the summer or for the semester during the first 10 class days of which the student completes all requirements for a degree (if it is the only degree the student is pursuing). Note, however, that to receive most forms of summer financial aid for study or research, a student must register for either five credits of coursework or one of the full-time research courses (GRAD 6960: Full-Time Doctoral Research).

Credit Loads

Graduate students may enroll in up to 20 credits per semester. The specific number of credits and choice of courses for which a student registers are a matter to be discussed by the student and the major advisor. If a student has extenuating circumstances that require the student to take more than 20 credits, the major advisor must send a written request to The Graduate School for approval. In addition to courses offered within specific subject areas, a student's credit load may include GRAD 6950 (Doctoral Dissertation Research), and other equivalent research courses defined by The Graduate School, as well as seminar and other "colloquium" courses that are not part of the plan of study.

Full-time vs. Part-time Status

A student may be classified as a full-time student in one of three ways: (1) enroll in nine or more credits (coursework or research); (2) enroll in six or more credits while holding a graduate assistantship; or (3) enroll in one of the following four special purpose three-credit courses: GRAD 5960 (Full-Time Master's Research), GRAD 6960 (Full-Time Doctoral Research), GRAD 5930 (Master's Level Directed Studies), and GRAD 6930 (Doctoral Level Directed Studies). The former two courses may be taken by students who have completed all requirements for the respective degree except the research component and who have no other obligations at the University (i.e., no other coursework and no graduate assistantship). The latter two courses denote a full-time, off-campus directed project, such as an internship, field work, or other special activity.

Students holding graduate assistantships must register for six or more credits per semester. Such students are considered full-time students. Students in GRAD 5930 or 6930 may hold graduate assistantships if those assistantships are in direct support of their studies. Such an assistantship may not be a standard teaching assistantship.

A part-time course credit load is between 1 and 8.99 credits. To be classified as three-quarter time, the student's credit load must be greater than six and less than nine credits per semester. To be classified as half time, the student's credit load must be between 4.5 and 5.99 credits per semester. A credit load of fewer than 4.5 credits per semester is

considered less than half time. For various reasons, the University may need to provide the institutional consideration of a “part-time” credit load. These criteria apply to all registered students at the University. Note that the Non-Credit Registration courses (GRAD 5997, 5998, 5999, 6998, and 6999) do not count toward the credit load requirement for half-time, three-quarter-time, or full-time enrollment status. Degree and certificate seeking students who do not need to be certified by the University as holding at least half-time enrollment status may use these courses to maintain registration.

Auditing Courses

Students who do not wish to register for a course for credit may be permitted to register as auditors under the following conditions: (1) they pay the appropriate tuition and fees for the course; (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 major advisors. All permissions and registrations for auditing courses must be filed in the Office of the Registrar. Courses audited are entered on the student’s permanent record, but such courses cannot be used to fulfill requirements for a graduate degree or certificate 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 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. No audit enrollment request will be approved after the eleventh week of the semester.

Repeating Courses

A student may repeat a course once to earn a higher grade. However, a student must have major advisor permission to repeat a course that is listed as a prerequisite or corequisite for any course that the student has passed. For example, a student who received a “C” in ACCT 5121 and subsequently passed ACCT 5122 may not retake ACCT 5121 without permission.

When a student repeats a course, credit shall be allowed only once, i.e., 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 receive credit for both the course and the cross-referenced course. Students may also repeat a course once that they have previously audited or converted to Pass/Fail (the student only receives credit once for the course). A course converted to Pass/Fail and then repeated for a grade can be included in a student’s final Plan of Study.

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. The grade for the lower grade will remain on the transcript but will 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 have an effect on 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 will continue to be included in the GPA and credit calculations.

Non-Credit Registration

Students who are not registered for courses for credit may maintain registration by registering for one of the following five non-credit courses: Continuous Registration at the certificate (GRAD 5997), master’s (GRAD 5998), or doctoral (GRAD 6998) level; Thesis Preparation at the master’s level (GRAD 5999); and Dissertation Preparation (GRAD 6999). Other zero-credit courses may be substituted, if appropriate. Any currently matriculated student taking coursework at another institution, either for transfer to a University of Connecticut graduate degree program or for any other reason, must enroll in one of these courses. The implications of enrollment in non-credit registration rather than credit courses are addressed in the “Credit Loads” section above. Note that, per U.S. immigration regulations, students with F-1 and J-1 status are permitted to register for zero credits only in their final semester of degree study. Non-credit registration is granted with the consent of the student’s major advisor and the student’s international advisor. International students should consult with the office of International Student and Scholar Services prior to registering for non-credit courses. Non-credit registration requires payment of the associated University fees. Students may not add non-credit registration after the first day of classes if they were previously enrolled and attended any credit-bearing courses.

Graduate Schedule Revision

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 Student Enrollment Request form. Note that section changes require the same authorization as other add/drop transactions.

Course seats are non-transferable. Students cannot transfer/sell their course seat(s) to any other student.

Semester Period	Permissions Required to Add a Class
First and second week of classes	None
Third and fourth week 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

During the first eleven weeks of a semester or prior to the midpoint of a summer session course, a student may drop a course by the following procedure. Students registered directly by the Office of the Registrar at Storrs must file a properly completed Student Enrollment Request form with the Office of the Registrar. This form is available on the Office of the Registrar website at registrar.uconn.edu/forms.

After the first eleven 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 written recommendation of the major advisor or program director, which must be convincing and sufficiently specific regarding reasons beyond the control of the student. The recommendation should be accompanied by a properly completed and signed Late Drop Petition 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 been completed with a permanent grade posted.

No grade is recorded for courses officially dropped. However, when a student drops a course after the tenth day of the semester or after the first week of a summer session course, the course will remain on the student’s transcript with a mark of “W” recorded in the grade column to signify withdrawal.

Note that 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 dropped officially. Until this has been done, the student is obligated to complete all work. In addition, dropping a course does not automatically remove the course from a plan of study, nor does approved deletion of a course from a plan of study cause registration in the course to be dropped. The procedures are separate and unrelated.

Semester Period	Single Drop
First and second week of classes	None (The course will not appear on the student’s transcript)
Third through ninth week of classes	Advisor (The course will appear on the student’s transcript with a “W” grade)
After the ninth week	Dean of the Graduate School; exceptions made only for extenuating circumstances (The course will appear on the student’s transcript with a “W” grade)

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. Permission from The Graduate School is required for the student 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

Any student who is regularly registered for a course and who satisfies the course requirements shall receive credit for that 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. Note that course credit by examination is not allowed as a means of accumulating credits to meet the requirements for advanced degrees.

Instructors are required to file grades with the Office of the 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 uniform scale below 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, for which a grade point average will be computed using the chart below.

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

Final grades of “S” (Satisfactory) or “U” (Unsatisfactory) are associated only with certain courses designated as such by the Executive Committee of The Graduate School. An “S” is a passing grade and is not computed into the student’s grade point average. A “U” is viewed as a failing grade and is grounds for academic dismissal. For more information, refer to the Termination of Status and Academic Dismissal section.

With permission of their major advisor, graduate students may convert any course, undergraduate or graduate, to a Pass/Fail basis. A course that has been converted to a Pass/Fail, or any subsequent retake of that course, cannot be used to meet the requirements for a graduate degree or certificate and cannot be included on a student’s final Plan of Study. For graduate students converting a course to Pass/Fail, a passing grade is defined as a grade of C- or higher. Students who are selecting a course for the Pass/Fail option or want to convert a Pass/Fail back to a graded basis must do so by the eleventh week of the semester. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

The grades “R,” “T,” and “W” on a transcript signify the following:

Letter	Explanation
R	Administrative symbol signifying that a student is registered. Any zero-credit course (e.g., GRAD 5997, 5998, 5999, 6998, or 6999) for which a student registers appears on the permanent academic record with the letter “R” as the grade.
T	Course credit has been accepted in transfer from another institution.
W	Withdrawal from a course after either the 10th day of a semester course or the first week of a summer session course. Except in extraordinary cases where academic factors or extreme or unusual circumstances warrant it, this mark is not deleted from the permanent academic record.

Note that an official transcript of an individual’s graduate academic career includes grade point average calculations based on all coursework completed during the student’s graduate career (including any 1000-level courses). Plus and minus values that are assigned to grades are entered on the permanent record and are computed into the student’s grade point average. However, neither credits completed elsewhere and accepted in transfer by The Graduate School nor S/U or P/F grades affect the student’s University of Connecticut grade point average in any way.

Temporary Grades

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

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.”

If all work required to change a mark of “I” or “X” is not submitted to the Office of the Registrar within 12 months following the end of the semester or session for which the mark was recorded, or within a shorter period specifically

designated by the instructor, no credit is allowed for the course. For grades of “I,” it is the student’s responsibility to reach and to maintain an understanding with the instructor concerning the timely completion of the work. For grades of “X,” it is the student’s responsibility to seek the required permission to submit the final assessment (e.g., take the final examination) from the instructor as soon as possible.

Upon the recommendation of the instructor to The Graduate School, a limited extension of an incomplete may be granted. The Graduate School is not obligated to approve an extension if the instructor of the course is no longer at the University of Connecticut. If more than three courses have been left incomplete, the student may be required to complete those still viable before being allowed to register for additional coursework. Too many permanent incompletes on the record may be grounds for the student’s termination or dismissal. An employment authorization for a graduate assistantship appointment may not be approved for a student who has four or more viable incomplete courses on their academic record.

For further information, the reader is referred to the document “[Key to the Transcript](#),” available from the Office of the Registrar.

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 only for the following reasons: a computational error, 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.

Appeals of Assigned Course Grades

The Graduate School follows the grade appeal process adopted by the University Senate. Under that process, if a student believes that an assigned course grade is in error, the student has 10 working days from the posting of the grade or the last day grades are to be posted, whichever is later, to ask the instructor to review the grade. Allowable reasons for a grade change request comprise computational errors, clerical errors, and the discovery of overlooked components in a student’s body of work.

If the instructor does not respond to the student within five working days (or sooner if extenuating circumstances merit a more expedited review), the student should contact the department head in which the course is offered.

If the instructor agrees that a grade change is justified, the instructor will initiate the grade change using procedures described by the Registrar.

If the instructor notifies the student that the original grade is correct, the student has 10 working days to appeal the decision to the head of the department in which the course is offered. The department head will seek input from the instructor and the student to determine the merits of the grade appeal and provide a decision within 10 working days from date of the appeal.

If, after this review, the instructor and the department head agree that a grade change is justified, the instructor will initiate the grade change according to the procedures described by the registrar.

If the instructor and the department agree that a grade change is not justified, the department head 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 working days to request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Committee Panel (see below).

If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, within 10 working days, through the dean of the school or college in which the course is taught, a review by that school/college's Faculty Grade Change Review Committee (FGCRC).

If, due to exigency, a grade appeal must be resolved and the standing FGCRC is not available, the dean or the dean's designee of the school or college will convene an ad hoc FGCRC of three full-time faculty members to hear the appeal.

The FGCRC should perform an administrative review to determine if there are sufficient grounds to proceed with an appeal hearing. If so, the FGCRC shall schedule a hearing within 10 working days of notification of a case. Both the student appealing the grade and the course instructor must be present, either in person or via electronic communication, at the hearing. The student will speak first and state the grounds for the grade appeal, followed by the instructor's response. Both parties must present supporting evidence related to the grade appeal and may request testimony of others. The FGCRC may request input from the department head.

If the FGCRC agrees (by a majority vote) that a grade change is warranted, the FGCRC chair will send a grade change notification to the registrar. If, however, the FGCRC does not agree that a grade change is warranted, the instructor's grade stands. The FGCRC's decision shall be considered final. The FGCRC will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within 10 days of the decision.

Evaluation of Performance

The advisory committee continually evaluates the student's performance. Any graduate student whose scholastic record does not meet the minimum requirements of either the program and/or the Graduate School may be subject to dismissal.

Monitoring Student Course Progress

A student who receives less than a "B" grade in a course will be brought to an informal ad hoc educational review. The committee will be selected from members of the Doctoral Committee, and consist of the PhD Program Director, Major Advisor and another faculty member. During the review, the committee and the student identify areas of concern and plans for improvement.

Annual Review of Dissertation Progress

The following procedure tracks student dissertation progress and occurs each April following the completion of Comprehensive Exams:

1. The student submits a brief statement (one to two pages) to their Major Advisor documenting progress on dissertation activities in the previous year.
2. The Major Advisor and the student discuss the student's progress.

3. All Major Advisors and faculty members of the Doctoral Committee meet at the end of the academic year to discuss each student's progress and whether any additional support is required.

Doctoral Educational Review Committee

Purpose

The Doctoral Education Review Committee reviews the academic record of students who are in academic difficulty or charged with academic or nonacademic misconduct in accordance with the School and University's policies. This Committee also reviews cases of contested allegations of academic and nonacademic misconduct. While the committee does have the ability to recommend dismissal from the program to the primary advisor, its aim is to enable students to successfully complete the program. It also has the responsibility to ensure that student rights are respected, and that appropriate due process is followed.

Membership

Three faculty members, without a direct role with the student, are appointed to the Committee by the PhD Program Director in consultation with the Dean. The Doctoral Student Organization will identify one doctoral student, post-comprehensive examination, to serve on the committee as a student representative. The student being reviewed will determine whether the student representative participates in the review deliberations. The student's Major Advisor attends the meeting with the student. The student also has the right to be accompanied by a current student in the Doctoral Program as a support person.

Procedures for Educational Review (When Initiated by Student's Advisor or the PhD Program Director)

A student may be referred for educational review by the student's advisor or the PhD Program Director due to academic difficulty or charges of academic or non-academic misconduct in accordance with School and University policies.

- A. The student's advisor informs the student, in writing, of the referral and the reason(s) for the educational review. The PhD Program Director informs the student of the date, time and place of the meeting. The student's Major Advisor is provided with a copy of the letter.

A written request to convene the DERC is sent by the PhD Program Director to the committee members. The written request contains the date, time and place of the meeting and a brief description of the reason(s) for the review.

- B. The student's advisor submits in writing a brief summary of the reason(s) for the student's referral to the Doctoral Educational Review Committee. The summary should include supporting documentation that will help the committee to understand the difficulties the student is experiencing.

Supporting documentation may include, but is not limited to, the following:

1. Reports from instructors regarding class participation, attendance, grades, etc.
2. Copy of the student's current transcript.
3. Any other materials deemed necessary.

A copy of the materials is distributed to the student being reviewed, members of the DERC, the student's Major Advisor and the PhD Program Director. The DERC student representative, if participating, can review the materials on file in the PhD Program Director's office, but will not be provided with a hard copy of the materials.

Procedures for Educational Review (When Initiated by a Student)

A student may initiate the Doctoral Review Education Committee to examine her/his doctoral education.

- A. The student informs her/his advisor and the PhD Program Director in writing the reason(s) for the requested educational review. If the PhD Program Director approves the student's request, the student and Major Advisor are informed of the date, time and place of the meeting.

A written request to convene the DERC is sent by the PhD Program Director to the committee members. The written request contains the date, time and place of the meeting and a brief description of the reason(s) for the review.

- B. The student's advisor submits in writing a brief response to the student's referral to the Doctoral Educational Review Committee. The summary should include supporting documentation that will help the committee to understand the issues the student is experiencing. In addition, the advisor should make recommendations that the committee should consider.

Supporting documentation may include, but is not limited to, the following:

1. Reports from instructors regarding class participation, attendance, grades, etc.
2. Copy of the student's current transcript
3. Any other materials deemed necessary

The advisor's response is presented to the student. The DERC student representative, if participating, can review the materials on file in the PhD Program Director's office, but will not be provided with a hard copy of the materials.

Student's Rights and Responsibilities

The student is informed of his/her rights as follows:

- The student has the right to be accompanied only by a current student in the Doctoral Program. The role of the support student in the educational review process is to help the student understand the issues involved in the review, help the student prepare for the meeting, and assist the student in clarifying the situation to the committee. The support student is not provided with a copy of the written documents for the meeting, however, the student being reviewed may share his/her written documents with the support student for discussion in advance of the meeting. The student must inform the PhD Program Director, at least two days prior to the meeting, the name of the support student who will be attending the meeting.
- The student being reviewed determines participation by the "student representative". The student must inform the PhD Program Director of this decision at least two days in advance of the meeting. If the student representative participates in the meeting, he/she must be present for the entire meeting through the final deliberations.

- The PhD Program Director may allow others to be in attendance based on the circumstances, e.g., Coordinator of Disabilities Support Services.

Procedures for the Educational Review Committee Meeting

- Fifteen minutes prior to the meeting, the DERC meets briefly to review the situation; subsequently the student, student support person (if desired), and advisor then join the meeting.
- The DERC Chair assures that all parties have reviewed the documents supplied to them.
- Introduction of all persons is made as well as the specific role they will play in the meeting.
- The chair clarifies with the student that he/she received written notice of the meeting and its procedures, as well as the packet of materials detailing the reasons for the referral and supporting documentation; and that the student was given an opportunity to submit a written response to the materials if he/she chooses.
- The student's advisor summarizes the reasons for the referral and provides recommendations for a possible solution. When the student initiates the DERC, the student summarizes the reasons for the initiation and provides recommendations for a possible solution.
- The student provides comments regarding his/her understanding of the situation; possible solutions to the problem, and information that might help the committee to better understand the circumstances.
- The DERC members are provided opportunities to raise questions or concerns to further their understanding of the situation. If appropriate, the student's support person is also permitted to make comments.
- The student, support person and Major Advisor are excused from the meeting. The DERC members discuss the situation and possible recommendations regarding an educational plan.
- After committee deliberation, the student, student support person and major faculty advisor return to the meeting and the DERC Chair reports a summary of the meeting and details regarding the committee's recommendations.
- The DERC Chair provides the PhD Program Director with a written summary.

Decision-Making

The committee offers its advice directly to the student and Major Advisor.

Leave of Absence from Graduate Studies

Under compelling personal or medical reasons, a graduate student may request a leave of absence from their graduate program for a period of up to two semesters. The request for a leave of absence must be made using the Voluntary Separation Notification form on The Graduate School's website.

The request requires approval from the student's major advisor and 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.

Information provided in the application for a 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. Students requesting a medical leave of absence should not submit medical documentation to The Graduate School. 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 at

ehs.uconn.edu and accommodations and services for students with disabilities may be discussed with the Center for Students with Disabilities at csd.uconn.edu.

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 and 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 information about refunds and cancellation of charges found in the Fees and Expenses section of the catalog applies to students taking an approved leave of absence.

International students are strongly encouraged to evaluate thoroughly the implications of any decisions on their student status. International students must obtain authorization from an international advisor at International Student and Scholar Services before any course is dropped. Failure to do so will be considered a status violation and will result in termination of the student’s SEVIS record. It is strongly recommended that students hold advisory meetings with international advisors if they are considering requesting leaves of absence.

The leave of absence can be extended up to a maximum of two additional semesters. The request must be resubmitted using the previously described procedures, and ultimately approved by The Graduate School. A leave of absence cannot exceed four semesters in duration. In cases in which a student needs leave for more than four semesters, the student must reapply for admission to The Graduate School with no assurance of acceptance.

Approval of a leave of absence does not assure or guarantee that a graduate program, an academic department, The Graduate School, or the University would be in a position to provide financial support or a graduate assistantship to the student upon the student’s return to studies following an approved leave of absence. Students returning to studies after a leave of absence must work with appropriate faculty advisors and program personnel to resume their degree programs.

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 on The Graduate School website and submit it to The Graduate School.

Termination of Status and Academic Dismissal

During a student's degree program, certain circumstances may lead to termination of status or dismissal from The Graduate School.

Termination of Status

To remain in good standing, a student must at all times have a major advisor and be within the degree time limits for the degree the student is seeking. A student may be terminated for either of the following: (1) failure to secure a major advisor, or (2) failure to complete degree requirements within the required time limit.

Once a student's plan of study has been approved, the student at all times must have a duly constituted advisory committee, minimally including a major advisor. (Refer to the Advisory System section for additional information regarding the advisory committee.)

A student's major advisor may resign from the advisory committee by written notice to The Graduate School and the student. If the student does not identify a new major advisor within 30 business days of the resignation, the student's graduate degree program status is terminated. When the resignation occurs during a summer session or winter session, the 30 business days begin on the first day of classes of the next fall or spring semester.

A graduate student and the major advisor must always be cognizant of the time limits associated with the student's degree. Any request to extend the date by which requirements must be completed must be submitted in writing to The Graduate School using the Request for Extension of Terminal Date for Degree Requirements form, which must include an explanation and a written endorsement from the major advisor.

Extensions of the terminal date are granted by The Graduate School only on the basis of substantial evidence that the student is making consistent and satisfactory progress toward the completion of degree requirements and with certification by the major advisor that the student is likely to complete within the requested extension period. If an extension is granted, it establishes a new terminal degree date for the student.

Whenever a student's graduate degree program status is terminated, the student receives notice from The Graduate School. If the termination stems from resignation of an advisor and failure to identify a new advisor, the student can appeal only on the grounds that the department or program did not make reasonable efforts to find a new major advisor for the student.

Academic Dismissal

A graduate student's progress in a degree program must be monitored regularly by the student's advisory committee. If at any time a student's academic performance, progress in a graduate degree program, or professional development and/or suitability is judged by the advisory committee to be unsatisfactory to the degree that dismissal is warranted, the advisory committee must submit its written recommendation that the student be dismissed on such grounds. A student may be dismissed for failure to satisfy any requirement of the student's graduate degree program, including failure to maintain adequate academic progress. This could include one or more of the following:

1. Failure to maintain the minimum cumulative grade point average required by The Graduate School.
2. Receiving a grade of "D+," "D," "D-," "F," or "U" in any course.
3. Failure to satisfy a foreign language or related area requirement for a degree.

4. Failure of the doctoral General Examination.
5. Failure to produce an acceptable Doctoral Dissertation Proposal.
6. Unsatisfactory performance in any aspect of the research or writing for a required master's thesis or doctoral dissertation.
7. Failure of a final examination for a master's or doctoral degree.

The advisory committee submits the written recommendation for academic dismissal to The Graduate School indicating the specific judgment on which the advisory committee's recommendation is based. For a student who does not have an established advisory committee, the major advisor alone submits the recommendation. The department head or designee for the program in which the student is enrolled must endorse the recommendation of the committee and document the reasonable attempts that have been made to find the student a pathway to completion. 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 Appeal and Hearing Procedures section.

Scholarly Integrity and Misconduct

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 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 Graduate Faculty Council, in accordance with the provisions of its Bylaws, has adopted this policy concerning scholarly integrity in graduate education and research and has approved the procedures set forth herein for addressing alleged violations. The Dean of The Graduate School shall coordinate the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with this policy. Members of the Graduate Faculty have primary responsibility to foster an environment in which the highest ethical standards prevail. All members of the University community have a responsibility to uphold the highest standards of scholarship, which encompasses activities of teaching, research, and service, and to report any violation of scholarly integrity of which they have knowledge. Instructors have a responsibility to take reasonable steps to prevent scholarly misconduct in their courses and to inform students of course-specific requirements.

Note: Student misconduct other than scholarly misconduct, as defined herein, is governed by the Student Code, which is administered under the direction of the Office of the Provost. Enforcement of its provisions is the responsibility of the Director of Community Standards. At the Health Center, student misconduct other than scholarly misconduct is governed by the Health Center Rules of Conduct.

Definitions of Scholarly Misconduct

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. The 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 her/his 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 (e.g., 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

The University of Connecticut reserves the right to revise, amend, or change these procedures as deemed appropriate by The Graduate School. The procedures published in the Graduate Catalog in effect at the time of the alleged violation will control.

Allegations of scholarly misconduct will be addressed in accordance with the procedures set forth below. 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 or UConn Health) 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.

Misconduct Allegedly Committed Within an Academic Course

When an instructor or relevant dean or department head believes that an act of scholarly misconduct within an academic course has occurred, the procedures set forth below shall be followed:

The instructor, dean or department head who believes that scholarly misconduct has occurred within an academic course (the Complainant) shall retain all evidence of the alleged misconduct in its original form.

Original papers or other materials need not be returned to the accused student. Copies of the accused student's work will be provided upon request. All instructors within the course shall be notified of the allegation and the proposed academic consequences before the student is notified of the alleged misconduct.

Within 30 business days of becoming aware of alleged misconduct, the Complainant shall notify the accused student and their major advisor in writing of the allegation of misconduct and the academic consequences to be imposed. The notice shall be sent by the Complainant to the accused student by email, to the student's official University email address, and, if appropriate, by first class mail, postage prepaid, to the mailing address on file with the University. The notification shall advise the student that they have 10 business days from the date the notice is sent via email to contact the Complainant to address the alleged misconduct and/or file an appeal, and that if the student fails to do so, the academic consequences described in the notice shall be imposed. The Complainant will provide a copy of the written notification sent to the accused student to The Graduate School, and will maintain a copy. (Complainant may use the Scholarly Misconduct Graduate School Reporting Form). The Graduate School shall notify the Complainant of the receipt of an appeal filed by the accused student within five business days. If an appeal is filed, the Complainant shall within five business days forward to The Graduate School information supporting the allegation.

A student who has been notified that they have been accused of scholarly misconduct may not withdraw from the course in which the alleged misconduct has occurred without the approval of the Dean of The Graduate School. If a semester concludes before a scholarly misconduct matter is resolved, the student shall receive a temporary "I" (Incomplete) grade in the course until the instructor submits the appropriate grade.

Misconduct Allegedly Committed Outside of an Academic Course

A substantial portion of graduate study takes place in contexts where they are not students within a course (e.g., serving as a teaching or research assistant, working as an intern, conducting research, and disseminating findings, and taking a written or oral general exam). Allegations of scholarly misconduct committed outside of an academic course will be

addressed according to the procedures described in this section. When any person (the Complainant) believes that an act of scholarly misconduct outside of an academic course has occurred, the procedures set forth below shall be followed:

The Complainant shall retain the evidence of the alleged misconduct in its original form.

Within 30 business days of becoming aware of alleged misconduct, the Complainant shall notify the accused person and if applicable, their major advisor, in writing of the allegation of misconduct and the course of action to be taken. The course of action will include academic consequences and if appropriate, referral to entities inside or outside the University for further investigation. The Complainant shall send the notice to the accused person by email, to the student's official University email address, and if appropriate, by first class mail, postage prepaid, to the mailing address on file with the University. The notification shall advise the student that there are 10 business days from the date the notice is sent via email to file an appeal through The Graduate School and that if the student fails to do so, the course of action and any academic consequences described in the notice will be imposed. The Complainant will provide a copy of the written notification sent to the accused student to The Graduate School, and will maintain a copy. The Graduate School shall notify the Complainant of the receipt of an appeal filed by the accused student within five business days. If an appeal is filed, the Complainant shall forward to The Graduate School information supporting the allegation within five business days.

The accused person may file an appeal. Examples of referrals to inside or outside the University include:

- Cases involving allegations of research misconduct on a sponsored project by graduate students enrolled at Storrs or regional campuses will be referred to the Vice President for Research for review under the Policy on Alleged Misconduct in Research.
- Cases involving allegations of research misconduct by students enrolled at the Health Center will be referred to the Research Integrity Officer for action under the Policy on Review of Alleged Misconduct of Research.
- Cases involving alleged violation of standards governing the codes of conduct for students in professional fields (e.g., pharmacy, nursing, education, counseling, and therapy) may be subject to additional review by other entities inside or outside the University (e.g., professional organizations or credentialing boards.)

Complaint, Appeal, and Hearing Procedures

The University of Connecticut reserves the right to revise, amend, or change these procedures as deemed appropriate by The Graduate School.

The University of Connecticut is a community of scholars committed to integrity, freedom of inquiry and intellectual pursuit, respect for individuals and the rights of others, and tolerance for both individual differences and differing points of view. Accordingly, a fundamental responsibility of The Graduate School is to foster durable, harmonious, and productive working relationships among graduate students, postdoctoral scholars, faculty members, staff, and administrators.

Attempts by all parties to resolve disputes are strongly encouraged before pursuing resolution through other University bodies. Assistance with problem-solving and mediation toward resolution should be pursued within the program, department, and/or school/college. Assistance is also available through the [University Ombuds Office](#). If a resolution is not reached following such good faith efforts, and as an action of last resort, either party may engage in the hearing

procedure through other University bodies. In rare cases, the actions or behaviors alleged in the dispute may be sufficiently extreme that it would be unreasonable to expect the complainant, i.e., the person(s) filing the complaint or appeal, to attempt a prior resolution.

Accommodations for Students with Disabilities

1. By federal law, a person with a disability is any person who: 1) has a physical or mental impairment; 2) has a record of such impairment; or 3) is regarded as having such an impairment, which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.
2. A student requesting accommodation regarding a hearing must follow the appropriate process for requesting an accommodation through the Center for Students with Disabilities. The Center for Students with Disabilities will decide regarding the request and notify the appropriate parties.
3. Reasonable accommodation depends upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

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.

FINANCIAL RESOURCES

Financial Aid

Students who are interested in obtaining Federal Loans or Federal Work study aid should refer to the <http://financialaid.uconn.edu/> for more information or contact the Office of Financial Aid at (860) 486-2819.

Graduate Assistantships

There are several steps involved in the assignment of Graduate Assistantships (GA). The School of Social Work has a limited number of GAs to assign. Thus, not all doctoral students are guaranteed to receive a GA during their entire tenure at the School. Per university guidelines, Graduate Assistantships are awarded on the basis of student merit. See <https://grad.uconn.edu/assistantships/> for a full description of Graduate Assistantships.

Graduate students who meet the criteria listed below are eligible for Graduate Assistantships. Appointments as a GA are made for the nine-month period, August 23 through May 22. Recipients serve as teaching assistants and research assistants. To be appointed, to retain an appointment, or to be reappointed, a student must have been accorded Regular (not Provisional) status, must maintain a cumulative grade point average of at least B (3.00) in any coursework, must be eligible to register (i.e., must not have more than three viable grades of Incomplete on her/his academic record), must be enrolled in a graduate degree program scheduled to extend through the entire period of the GA appointment or reappointment, and must be a full-time student, counting coursework and/or its equivalent together with assistantship duties throughout the period.

The holder of a full Graduate Assistantship devotes 20 hours per week to assistantship duties; the holder of a half Graduate Assistantship devotes 10 hours per week to assistantship duties. Assistantships are not available for less than 10 hours per week.

The PhD Program Director and the Dean of the School of Social Work make decisions about which students will receive a Graduate Assistantship. Priority is given to students in their first four years. Depending on the number of remaining GAs available, students in the fifth and subsequent years (in that order) may be eligible. Requests for consideration for a Graduate Assistantship for fifth and subsequent year students should be submitted to the PhD Program Director by March 15. Preference will be given to students who are not engaged in full-time employment.

For Graduate Assistantships that involve teaching, an effort is made to match a student's experience (practice/teaching) to available courses in the MSW and BSW curricula. Students are provided appropriate teaching supports (a lead contact person for their course, teaching process and didactic courses, classroom observations and individual conferences). While a student in this role will function similarly to an adjunct instructor, as a Graduate Assistant, the guiding principle is the education/training of the doctoral student.

For Graduate Research Assistantships, an effort is made to craft a relevant educational experience for each student. Matches with individual faculty are based on a student's identified topic area interest and research methodology

interest. An assessment is made based on recent faculty publications, current active research projects, and research funding about faculty who are in a position to provide this experience.

School of Social Work Scholarships & Fellowships

Several scholarships administered by the School of Social Work are awarded annually following a review by a sub-committee of the Doctoral Program Committee.

Pre-Dissertation Conference Travel Scholarship

A limited number of conference travel scholarships are available for students prior to the defense of their dissertation proposal. These awards are intended to support student participation at professional conferences (either attendance or presentation of research) or professional training such as the development of research and teaching skills. Please see <https://ssw.uconn.edu/phd-social-work/funding-opportunities/> for more details and information on the application process.

Research Facilitation Fund

The Fund is intended to foster and support a research-oriented academic culture within the PhD program. The proposal process encourages doctoral students to model and meet the requirements for succeeding in competition for funds by defining a problem, a research project, a budget, and a timeline to complete a specified research project. Please see <https://ssw.uconn.edu/phd-social-work/funding-opportunities/> for more details and information on the application process.

Dissertation Stipend

Each student is awarded a \$500 stipend after a successful defense of their dissertation proposal. The disbursement of the award follows submission of a final copy of the student's dissertation approved by their Major Advisor, along with a copy of the IRB approval/exemption form, to the Office of Student and Academic Services at the School of Social Work.

Rollin Williams/ Y.C. Wu Fellowship

The Rollin Williams/Y.C. Wu Fellowship is intended to promote recruitment efforts and provide support to an incoming doctoral student who demonstrates the potential to make significant contributions to social work education, practice and/or scholarship. All incoming doctoral students are eligible for the fellowship regardless of other financial supports. One award of \$10,000 per year for two years will be made to an entering student. Students may receive this award one time during their tenure in the PhD program and are encouraged to use the award as a general purpose/living stipend.

Vivian Michaelson Fellowship

The Vivian Michaelson Fellowship is intended for a PhD student with research interests on women/girls involved in the criminal justice/juvenile justice system. One award of \$12,500 a year for up to two years (for a total award of \$25,000) is available per academic year. Doctoral students may apply for the fellowship following the successful defense of their dissertation proposal. Students may receive this award once during their tenure in the PhD program and should use the award as support to engage in activities related to dissertation research, including data collection/analysis and travel. The dissertation research is expected to make a significant contribution to the scholarly, policy and/or practice literature in the social work profession related to women/girls and incarceration. Please see <https://ssw.uconn.edu/phd-social-work/funding-opportunities/> for more details and information on the application process.

Dissertation Research Fellowship

The Dissertation Research Fellowship is designed to support activities related to dissertation research. This fellowship is awarded to a doctoral student whose dissertation research will make a significant contribution to the scholarly, policy and/or practice literature in the social work profession. Please see <https://ssw.uconn.edu/phd-social-work/funding-opportunities/> for more details and information on the application process.

Dissertation Writing Fellowship

The Dissertation Writing Fellowship is designed to provide support for a PhD Student in the final stages of completing their dissertation. This fellowship is awarded to a doctoral student whose dissertation research will make a significant contribution to the scholarly, policy and/or practice literature in the social work profession. Please see <https://ssw.uconn.edu/phd-social-work/funding-opportunities/> for more details and information on the application process.

STUDENT/FACULTY SCHOLARSHIP AND RESEARCH COLLABORATION

Policies and Procedures

The University of Connecticut School of Social Work primarily prepares doctoral students for careers as social work scholar/researchers, educators, and leaders. Central to this mission is the creation of a culture of excellence and support and opportunities for students to be mentored in their roles as educators, empirical and theoretical scholars, and organizational leaders.

In addition to participation in courses and seminars, students have opportunities to increase their knowledge and skills through individualized collaboration with a faculty member(s). The collaboration may be with the student's Major Advisor, or with other faculty who may provide opportunities for students in ongoing empirical and theoretical scholarly projects. Such opportunities may include but are not limited to literature reviews, development of conceptual frameworks, interviewing, data gathering, data entry, and statistical analysis. These opportunities augment coursework, familiarize students with professional standards of scholarship, and may provide the possibility of solo or jointly authored publications. These policies and procedures share the fundamentals of University of Connecticut Graduate Advising Policies, <http://gradcatalog.uconn.edu/grad-school-info/advisory-system/>, and specifically pertain to those scholarly activities which do not earn academic credit. These policies and procedures pertain as well to DMHAS faculty who may work with students in other than Graduate Assistantship arrangements. Long term data sharing will be managed in accordance with University IRB policies and procedures.

In keeping with the values and standards of the profession and the University, certain guidelines must be followed in order to ensure equity and fairness in support of the graduate student's role as a student. For example, participation by any student on a research faculty project is voluntary and the student's contribution to any forthcoming publications should be acknowledged through authorship (see CSWE guidelines for ethical research <http://www.cswe.org/cms/17157.aspx> and APA guidelines for Authorship; <http://www.apa.org/research/responsible/publication/>). Any relevant authorship arrangements should be clear and explicit when the student and faculty member negotiate the student contribution at the outset of the project.

In the case of human subjects research, [University of Connecticut Office of Research Compliance](#) and all policies and procedures must be followed. For example, the faculty member, as Principal Investigator (PI), must file the IRB paperwork to add personnel to the study and the student must be CITI certified. In addition, the faculty member should

complete a PhD Student/Faculty Collaboration Form which both student and faculty member will keep on file. This form includes a brief description of the project, expected timeline, tasks assigned to the student, and any remuneration or authorship considerations. The form in its entirety can be found under *Appendix G*. Prior to the commencement of the collaboration between faculty and student, the PhD Program Director is advised of the arrangement. These collaborations will be added to a list on the PhD program website, highlighting the types of scholarship and mentorship opportunities available to doctoral students. PhD Student/ Faculty Collaboration Forms may be obtained from the PhD Program Director.

In addition to the guidelines above, certain situations may arise that create potential ambiguities or ethical questions. The following scenarios provide examples of ways in which students and faculty members may collaborate, as well as any special circumstances and precautions necessary for the ethical protection of students.

Faculty Member as Paid Consultant

In these instances, faculty members are paid a consultation fee by an outside entity. In order to avoid the position of a faculty member being financially compensated, in part, on the basis of a student's work, the faculty member should provide a stipend to the student. It is preferable that this stipend be made by the consulting agency directly to the student.

If this is not possible and the faculty member is hiring the student directly in a non-University (consulting) activity, the faculty member "must disclose the intent to do so in writing, prior to employing the student. This disclosure should be made in writing to the Department Head/Dean or the appropriate University official". In these cases, the faculty member will deposit funds in an account specified and managed by the UCONN SSW Finance Director, for the sole purpose of paying a doctoral student for the agreed upon scholarly activity. Payment should be in accordance with prevailing student labor rates as designated by the University.

All consultant work should conform to the University of Connecticut Faculty Consulting Policies <http://consulting.uconn.edu/wp-content/uploads/sites/1776/2016/06/POLICY-ON-CONSULTING-FOR-FACULTY-3-25-15.pdf>. Please note: Per the Office of International Students, international students cannot work in either paid or non-paid capacities on consulting arrangements.

Faculty Member on Externally and Internally Funded Grants

If a grant has funding for student labor, these funds should be used in accordance with university policy to compensate doctoral student workers at the prevailing student labor rate, per the Finance Office.

Unfunded Scholarship and Research

In these instances, the faculty member does not receive any compensation for the project beyond his/her usual salary as a faculty member and the scholarship is considered part of their faculty workload. In these instances, students who are interested in gaining skills, knowledge and/or experience in the area of study, may participate in the faculty project. It should be made clear from the outset that funds are unavailable for compensation for the student's involvement. The faculty member and student should keep on file a record of the PhD student/Faculty Member Collaboration Agreement Form.

In those instances in which a faculty member does not receive any compensation for the project beyond his/her usual salary as a faculty member (via consulting work or grant activity) students who are eligible can use their work study monies toward work on a faculty project.

Grievance Procedures

The policies and procedures, including the PhD Student Faculty Collaboration Agreement Form are designed to protect doctoral student rights. In the event that a disagreement ensues, the complainant is encouraged to address this directly with the other party. The complainant can also bring this to the PhD Program Director and the Doctoral Committee.

PhD Student/Faculty Collaboration Agreement

The PhD Student/Faculty Collaboration Agreement can be found in Appendix G. Upon completion of the agreement form, please submit it to the Director of the Doctoral Program.

UNIVERSITY/ SCHOOL RESOURCES AND PROCEDURES

PhD Student Office

The PhD Student Office is located in Room G01.

PhD Student Mailboxes

Doctoral student mailboxes are located in the Faculty and Staff Mailroom on the first floor in Room 103.

Emergency and Weather-Related Closing Policy

The University will make announcements about closings or delayed openings as soon as feasible, and generally no later than 5:00 a.m. When conditions change rapidly or unexpectedly, however, the University may need to make or update decisions about classes and business operations on short notice.

[UConn's Alert website](https://www.alert.uconn.edu/) is the definitive source of information about the University's operating status. All announcements regarding changes to the University's operating schedule will be posted to this site as soon as decisions are made. In addition to the Alert website, text message alerts may be issued regarding closings, cancellations, early dismissals, or delays. UConn community members should register to receive the University's text message alerts at <https://www.alert.uconn.edu/>.

Community members may also call the University's 24-hour emergency closing information number, (860) 486-3768, to check the University's operating status for all campuses. Second and third shift employees are urged to call this number for information. Individual units are responsible for communicating decisions about whether any special events they sponsor are postponed or canceled. Community members should contact the sponsoring units directly for information about such events. This applies to athletic events, performances, conferences, lectures, presentations, workshops, and other events hosted by a sub-unit of the University.

Office for Diversity and Inclusion

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 who's 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

The 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/>

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.

Accidents/ Emergency Care on Campus

In the event of any accident or emergency situation on the campus, contact the Hartford Police immediately at 911. Individuals will be responsible for the charges associated with any emergency care.

Husky One Cards

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](#).

Graduate Assistant Health Insurance

A graduate assistant is eligible for health insurance. Graduate assistants should be aware that it is necessary to complete the proper forms to enroll in health insurance. Health insurance does not take effect automatically. The University requires that all students have health insurance. If you have other health insurance and do not want the GA Student Health Insurance plan, you may waive the coverage by using the “Graduate Assistants/Interns Election/Waiver Form” located at: <https://hr.uconn.edu/ga-health-insurance/>.

Disabilities Support Services

The University of Connecticut strives to assure that students with disabilities have access to a full range of programs and services. The Center for Students with Disabilities (CSD) works with students in the development and implementation of appropriate accommodations to allow access to facilities as well as educational and extracurricular programs. It is the responsibility of the students to identify themselves to request accommodations. Requests should be made annually, prior to the beginning of the academic year or within the first two weeks of the semester. Appropriate documentation is required before accommodations are made. For complete policies and procedures for Students with Disabilities, please access the UConn website at <http://csd.uconn.edu/>.

International Student & Scholar Services (ISSS)

International Student & Scholar Services (ISSS) supports the greater internationalization of the University of Connecticut through the development and delivery of services and programs that help our international students, scholars, faculty, and staff accomplish their academic and professional goals at UConn. For more information, see: <http://iss.uconn.edu/>.

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 your account can be found at <https://email.uconn.edu/>.

MISCELLANEOUS

Fees and Expenses

The schedule of fees contained on the Bursar's Office 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.

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.

Cancellation 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 reached 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](#).

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.

Hartford Campus Shuttle and U-Pass

Once registered in the U-Pass 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.

For more information and to register for U-Pass, click [here](#).

APPENDIX A: GUIDELINES FOR WRITING THE DISSERTATION PROPOSAL

General Instructions

The text of the dissertation proposal should be 20-25-pages (excluding cover page, abstract, table of contents, references, and appendices), double-spaced. Use a 12-point font with 1-inch margins; citations and references should follow APA format. Each proposal should include an abstract. A title page and table of contents should be placed at the front of the proposal. All key areas, as outlined below, need to be addressed. These components apply equally to all research designs that may be used in completion of the dissertation.

Proposal Outline

- I. Introduction/ Problem Statement
Describe your intended research focus, including a summary of the social problem/issue to be addressed. Provide a detailed description of the background, significance, and rationale for your proposed research.
- II. Literature Review
This section should include each of the following elements in the order that is appropriate to your research focus:
 - Identify your conceptual framework. This section should identify the major theoretical ideas that will guide your study.
 - Provide a concise review of relevant literature. Place the study in the context of existing research.
 - Summarize your literature review, identify gaps and/ or limitations in the existing literature, and develop a rationale for the proposed study. Include within this rationale an answer to the “so what?” question, i.e. why your proposed research is important and/ or relevant to social welfare/ social work practice.
- III. Methodology
Provide a complete description of your proposed study.
 - Begin this section with a statement of your research question(s) and/ or hypotheses.
 - Describe your research design. Address issues and concerns that are appropriate to the design selected.
 - Describe your sampling plan. Provide a rationale for the plan selected.
 - Describe the data collection strategies, and instrumentation if relevant, that you plan to use. Provide nominal (conceptual) and operational definitions of each of your major independent and dependent variables (if quantitative); describe major conceptual areas to be examined (if qualitative). Include a discussion of the validity and reliability of any measurement instruments to be used.
 - Briefly describe your plan to obtain University of Connecticut IRB approval for your proposed research. Specify how you will protect confidentiality or anonymity of research subjects (when appropriate). A draft of your IRB application form should be attached as an appendix.
 - Identify conditions that could affect your ability to implement your research design. Describe your plan to deal with these concerns.
- IV. Data Analysis Plan
 - This description of your data analysis section should be guided by your hypotheses/research questions. For each hypothesis/research question, specify the dependent and independent variables and describe what statistical analytic procedures you plan to use.

- If a qualitative design is used, specify the analytic approach (e.g, constant comparative method, content analysis, thematic analysis, etc.) and what, if any, qualitative software will be employed.
 - Describe briefly the limitations your study will have in terms of generalizability, reliability, validity, etc.
- V. Summary
- Note the importance of your study, relevance to social work, potential implications for practice and education, etc.
 - Provide a brief summary of anticipated outcomes of your study.
- VI. References
- Include cited references as a separate section.
- VII. Appendices to be Included (no page limit):
- Copy of your C.V.
 - Timeline of dissertation activity
 - Copies of recruitment materials and an informed consent form (if human subjects are involved); IRB form and approval; letters of agreement; interview guides; questionnaires and other instruments; and other relevant documents should be included as appendices.

APPENDIX B: SAMPLE FORMAT – DISSERTATION PROPOSAL COVER PAGE

TITLE

By

STUDENT FULL NAME

Dissertation Proposal

Submitted in partial fulfillment of the requirements for completion of
the Degree of Doctor of Philosophy
in the Graduate School, University of Connecticut

Date Submitted

APPENDIX C: DISSERTATION PROPOSAL TABLE OF CONTENTS

Section headings are illustrative.

TABLE OF CONTENTS

ABSTRACT

Problem Statement

Literature Review

 Conceptual Framework

 Significance, Rationale, and Justification

Methodology

 Research Question

 Research Design

 Sampling

 Data Collection

 Protection of Human Subjects

 Potential Challenges

Data Analysis

 Data Management

 Validity/ Reliability; Evidence of Scientific Rigor

 Study Limitations

 Anticipated Outcomes

Summary

References

Appendices (listed in order of presentation within text)

 1. Recruitment Materials

 2. Screening Materials

 3. Instruments/ Interview Guides

 4. Informed Consent

 5. Timeline

 6. Budget

 7. Curriculum Vitae

Institutional Review Board (IRB) Application

APPENDIX D: SAMPLE TABLE OF CONTENTS FOR DISSERTATION – QUANTITATIVE

Section headings and page numbers are illustrative.

Table of Contents

Copyright Page ii

Approval Page iii

Acknowledgements** iv

Table of Contents v

List of Figures and Tables vi

Introduction/ Overview 1

Chapter One: Literature Review

 Subheading A: Theoretical/ Conceptual Framework

 Subheading B: Research Questions and Related Hypotheses

Chapter Two: Methodology

 Subheading A: Design and Rationale

 Subheading B: Sampling

 Subheading C: Instruments

 Subheading D: Data Collection/ Context

 Subheading E: Data Analysis

 Subheading F: Verification

 Subheading G: Ethical Considerations

Chapter Three: Results

(Number of Results chapter may vary depending upon research methodology.)

 Subheading A: Findings related to Hypothesis 1

 Subheading B: Findings related to Hypothesis 2

Chapter Four: Discussion

 Subheading A

 Subheading B

Chapter Five: Implications

 Subheading A

 Subheading B

References

List of Appendices

 Appendix A

 Appendix B

**** Acknowledgements Page should not be included until after the candidate has successfully completed the Dissertation Defense.**

See <https://registrar.uconn.edu/graduation/doctoral-degrees/#dissertation-information> under “Dissertation Specifications” for samples of the **Abstract**, the **Title Page**, the **Copyright Page**, and the **Approval Page**.

APPENDIX E: SAMPLE TABLE OF CONTENTS FOR DISSERTATION – QUALITATIVE

Section headings and page numbers are illustrative.

Table of Contents

Copyright Page **ii**

Approval Page **iii**

Acknowledgements** **iv**

Table of Contents **v**

List of Figures and Tables **vi**

Introduction/ Overview **1**

Chapter One: Literature Review

 Subheading A: Theoretical/ Conceptual Framework

 Subheading B: Research Questions and Related Hypotheses

Chapter Two: Methodology

 Subheading A: The Qualitative Paradigm/ Rationale for the Research Design

 Subheading B: Qualitative Methods/ Approach to Data Collection

 Subheading C: The Researcher’s Role/ Subjectivity of the Study

 Subheading D: Data Sources

 Subheading E: Data Collection/ Context

 Subheading F: Data Analysis

 Subheading G: Verification

 Subheading H: Ethical Considerations

Chapter Three: Results

(Number of results may vary depending upon research methodology.)

 Subheading A: Findings related to Research Question 1 or Hypothesis 1

 Subheading B: Findings related to Research Question 2 or Hypothesis 2

Chapter Four: Discussion

 Subheading A

 Subheading B

Chapter Five: Implications

 Subheading A

 Subheading B

References

List of Appendices

 Appendix A

 Appendix B

**** Acknowledgements Page should not be included until after the candidate has successfully completed the Dissertation Defense.**

See <https://registrar.uconn.edu/graduation/doctoral-degrees/#dissertation-information> under “Dissertation Specifications” for samples of the **Abstract**, the **Title Page**, the **Copyright Page**, and the **Approval Page**.

APPENDIX F: SAMPLE TABLE OF CONTENTS FOR ARTICLE DISSERTATION

Section headings and page numbers are illustrative only, although they do reflect the overall organization of the final dissertation document. Section heads are picked up in the Table of Contents so that a clear outline of each section of the dissertation is made visible to the reader in a way that illuminates its organization.

Table of Contents

Abstracti

Acknowledgementsii

Approvaliii

Table of Contents

List of Figures and Tables

Chapter One: Introduction/ Overview

Rationale and Theoretical Background

Review of Chapters/ Articles

Chapter Two: (Article 1)

Introduction

Methods

Results

Discussion

References

Chapter Three: (Article 2)

Introduction

Methods

Results

Discussion

References

Chapter Four: (Article 3)

Introduction

Methods

Results

Discussion

References

Chapter Five: Conclusions and Future Direction

Major Findings

Limitations

Implications for Theory

Implications for Policy/ Practice

Implications for Research

Conclusions

References

APPENDIX G: PhD STUDENT/ FACULTY COLLABORATION AGREEMENT

**Ph.D. Student/Faculty Collaboration Agreement
University of Connecticut School of Social Work**

Faculty Member Name:

Doctoral Student Name:

Date Form Completed:

Date Form Submitted to Doctoral Office:

Description of the Project:

Timeline:

Doctoral Student Roles, Responsibilities and Tasks:

Anticipated Work Product:

Location for Doctoral Student Work:

Protection of Human Subjects where applicable:

Completion of CITI training. Yes_____ No_____

Benefits for Doctoral Student:

Benefits for Faculty Member:

Risks for Doctoral Student:

Describe any authorship or presentation goals and plans:

Describe any long-term data sharing agreement:

Describe any remuneration amounts and sources:

Faculty Signature _____

Doctoral Student Signature _____

APPENDIX H: ANNUAL PROGRESS REVIEW FOR DOCTORAL STUDENTS

General Information	
Name of Student	Click or tap here to enter text.
Date of Matriculation	Click or tap to enter a date.
Anticipated Conferral Date	Click or tap to enter a date.
Major Advisor	Click or tap here to enter text.
Associate Advisors	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.

Part I: Milestones and Self-Evaluation

To be completed by student by April 26, 2024

Please mark achieved and enter date.

Milestones		
Achieved	Milestone	Date
<input type="checkbox"/>	Plan of Study on file with the Registrar's Office	Click or tap to enter a date.
<input type="checkbox"/>	Passed Comprehensive Examination	Click or tap to enter a date.
<input type="checkbox"/>	Defended dissertation proposal	Click or tap to enter a date.
<input type="checkbox"/>	Other (Indicate milestone and date completed)	Click or tap to enter a date.

A. Scholarly Activity (Dissertation Research Activity)

1. Provide a description of the progress you have made on your dissertation research in the past year.

Click or tap here to enter text.

2. Provide an outline of the dissertation research and writing you plan to undertake and complete over the next year.

Click or tap here to enter text.

3. If you have not made demonstrable progress in your dissertation research over the past year and/or do not anticipate making demonstrable progress over the next year, please explain.

Click or tap here to enter text.

B. Notable Accomplishments

1. List any notable accomplishments or recognition you received over the past year (e.g., awards, scholarships/fellowships, completed or scheduled conference paper or poster presentations, grant applications submitted or funded, manuscripts completed, submitted, accepted, or published, etc.).

Click or tap here to enter text.

C. Teaching and Communication Experience

1. List any experiences you have had over the past year that have enhanced your teaching skills (for example, as an instructor of record, attended workshops).

Click or tap here to enter text.

2. Describe any experiences you have had over the past year that have enhanced your communication skills (such as conference presentations, workshops, or other public events).

Click or tap here to enter text.

D. Professional Development

1. List any professional development activities you have been involved in over the past year, either at UConn or through other organizations.

Click or tap here to enter text.

2. Describe any service-related activities in which you have been involved. Indicate any leadership roles you played in those activities.

Click or tap here to enter text.

E. Interaction with Major Advisor

1. What academic support would you like your Major Advisor to provide over the next year and in what form (e.g., regular meetings, email correspondence)?

Click or tap here to enter text.

2. Other comments.

Click or tap here to enter text.

Part II: Evaluation by Major Advisor

To be completed by Major Advisor by May 3, 2024

- A. Please provide your evaluation and any comments you have about the student’s academic progress to date and over the past year.

Click or tap here to enter text.

- B. Please comment on the student’s dissertation research plans for the coming year as articulated above. Do these plans seem realistic? Please describe any concerns or suggestions for the student’s goals and plans for the upcoming year.

Click or tap here to enter text.

- C. What are reasonable check-in points or deadlines within the next year for feedback/progress checks with the student? What are your expectations of the student regarding effective communication?

Click or tap here to enter text.

- D. Other comments.

Click or tap here to enter text.

Part III: Signatures

Signatures		
Student		Date: Click or tap to enter a date.
Major Advisor		Date: Click or tap to enter a date.
DGS/Program Director		Date: Click or tap to enter a date.