

BSW Student Handbook

2025-2026

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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 Handbook and subsequent ones, as appropriate.

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

UNIVERSITY ACCREDITATION

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

SCHOOL OF SOCIAL WORK ACCREDITATION

The University of Connecticut School of Social Work has been accredited by the Council on Social Work Education (CSWE) since 1949. The Bachelor of Social Work (BSW) degree program at the University of Connecticut School of Social Work has been fully accredited by CSWE since 2021.

During Fall 2025 the CSWE Educational Policy and Accreditation Standards (2015 EPAS) that govern the School of Social Work can be viewed at: <https://www.cswe.org/getmedia/23a35a39-78c7-453f-b805-b67f1dca2ee5/2015-epas-and-glossary.pdf>. As of Spring 2026 the CSWE Educational Policy and

Accreditation Standards (2022 EPAS) that govern the School of Social Work can be viewed at: <https://www.cswu.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>.

NON-DISCRIMINATION POLICY

The University of Connecticut complies with all applicable federal and state laws regarding nondiscrimination, 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) Updated 10-08-2020*

Link to UConn Policies: <https://policy.uconn.edu/>

MESSAGE FROM THE DEAN

I am delighted to welcome you to our BSW Program. We are a vibrant and welcoming community where talented students join engaged faculty, scholars, mentors and dedicated staff to prepare for exciting and satisfying careers in social work. Our location, just behind City Hall, adjacent to the Hartford Public Library, and a short walk to Bushnell Park and the state capitol building, provides enhanced opportunities for civic engagement and service.

UConn is the oldest social work program in the state and the only one to offer the BSW, MSW, and Ph.D. degrees. You have chosen to attend the #1 ranked social work school in Connecticut and we are among the top 12% nationally, according to US News and World Reports. We are also an affordable public option and provide opportunities for both part-time and full-time enrollment in our MSW program. Our world class faculty are doing cutting edge research and offer enhanced opportunities for learning, from the people who “wrote the books.”

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

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

The SSW maintains a strong and evolving commitment to diversity and inclusion and there will be many opportunities within and outside the classroom to address these issues. Throughout the year, we will have all-school lectures and presentations that help us to identify and challenge our beliefs, struggles and skills, with issues of diversity and structural impediments to justice and equality. We encourage you to become involved;

these issues have never been more important. Our Strategic Plan 2022-2027, available on the website highlights the ways in which anti-racist and diversity lenses, inform everything we do. Again this year, we will pay particular importance to the understanding of systemic racism which continues to profoundly affect the communities we serve.

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

Throughout your time here you will learn and practice your developing social work knowledge, skills and values. You will be well prepared for generalist practice in many social work and affiliated settings and you will be guided by the Code of Ethics of the National Association of Social Workers (NASW). Please study this code carefully along with the NASW Cultural Competence Standards and Indicators. Both documents are critical resources for your professional development. Whether you choose to seek employment following graduation or apply for advanced standing to a MSW program, you will be well prepared as a professional social worker.

I wish each of you and our entire school community of dedicated faculty and staff a wonderful year in which we come together to advance our intellectual development and common goals of advancing change and increasing opportunity and well-being for our most underserved populations. In so doing, you will all make lasting relationships with each other, which will sustain you throughout your careers. Welcome to your academic and professional home at the UConn School of Social Work!

UNIVERSITY OF CONNECTICUT

UConn Mission Statement

The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. As Connecticut's public research university, through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach. Through our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state's flagship public university, and as a land and sea grant institution, we promote the health and well-being of Connecticut's citizens through enhancing the social, economic, cultural and natural environments of the state and beyond.

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](#).

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

How is the Land Acknowledgement Used?

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

Land Acknowledgement Statement

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

Pronunciations

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

Additional Resources

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

UConn School of Social Work Mission and Core Values

Our mission is rooted in a passion for and commitment to social, racial, and economic justice and the improvement of human well-being, both locally and globally. Through our bachelor's, master's, and doctoral degree programs, we strive to prepare the next generation of micro and macro social work practitioners and scholars through excellence in teaching and learning both in the classroom and through innovative practicum and research experiences. Our faculty is committed to the generation and wide dissemination of cutting edge and impactful knowledge, informed by social justice and anti-oppressive lenses, through traditional and innovative research methodologies.

School of Social Work Strategic Plan

Students may view the UConn School of Social Work Strategic Plan (2022-2027) here:

https://socialwork.media.uconn.edu/wp-content/uploads/sites/3173/2022/06/SOWK_003_Strategic-plan_single-pages_v5b_FY2023.pdf

BSW Program Mission Statement

The Bachelor of Social Work Program at the University of Connecticut prepares students for both entry level professional practice and advanced standing in graduate social work programs. Rooted in social justice and human rights, the curriculum has a generalist orientation that pays equal attention to micro, mezzo and macro practice. The program is committed to providing opportunities for students to develop ethical approaches to practice with underserved populations and communities through coursework that fosters self-reflection and critical application of theory and research, and through innovative practicum placement experiences. Graduates are prepared to contribute to individual and community well-being through the valuing of human diversity, the prevention and alleviation of structural inequities, and through advocacy for improved social policies and services.

BSW Program Goals

The BSW Program's goals are:

1. To prepare entry level social workers to demonstrate ethical and professional behavior;
2. To develop in bachelor's students a growing commitment to and capacity for practice with diverse and underserved populations, through coursework, practicum placement, and research opportunities;
3. To prepare bachelor's students to advance human rights and social, racial, economic, and environmental justice, locally and globally;
4. To prepare bachelor's students to utilize research-informed practice methods and to use critical thinking to evaluate their practice;
5. To prepare bachelor's students to engage in policy practice and political advocacy;
6. To provide bachelor's students with generalist social work skills and knowledge, allowing them to effectively engage, assess, and intervene with individuals, families, groups, organizations, and communities.

SCHOOL OF SOCIAL WORK OFFICES

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

Phone Number: (959) 200-3648

- *Laura Curran, Ph.D., Dean*
- *Scott Harding, Ph.D., Associate Dean for Academic Affairs, Associate Professor*
- *Tessa Revoir, Assistant to the Deans*
- *Milagros Marrero-Johnson, M.S.W., Senior Director of Strategic Initiatives and Community Engagement*
- *Chelsea Lebron, Educational Program Assistant*

[Office of BSW Program Director](#)

Phone Number: (959) 200-3659

- *Paula Nieman, Ph.D., BSW Program Director, Assistant Professor in Residence*

[Office of MSW Program Director](#)

Phone Number: (959) 200-3635

- *Rachel Schwartz, Ph.D., MSW Program Director, Associate Professor in Residence*

[Office of PhD Program Director](#)

Phone Number: (959) 200-3674

- *Cristina Wilson, Ph.D., Director of PhD Program, Professor*

[Office of Research & Scholarship](#)

Phone Number: (959) 200-3616

- *Jennifer Manuel, Ph. D., Associate Dean for Research, Associate Professor*

[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 appropriate services.

Phone Number: (959) 200-3687

- *Carlton Jones M.S., Director of Student & Academic Services*
- *Natalie Maddox, Assistant Director of Student & Academic Services*

[Office of Practicum Education](#)

Coordinates practicum, practicum agencies, practicum instructors and the Seminar in Practicum Instruction, and faculty advisors.

Main Phone: (959) 200-3636

sswpracticumed@uconn.edu

- *Liane Lussier-Smith, LCSW, Director of Practicum Education*
- *Isalena Gilzene, MSW, Practicum Education Coordinator*
- *Maria Koistinen, MSW, Practicum Education Coordinator*
- *Antoinette Brown, LMSW, Practicum Education Coordinator*
- *Ruth Sales, LMSW, Practicum Education Coordinator*
- *Benjamin Strong, Administrative Services Specialist*

[Office of Finance](#)

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

Phone Number: (959) 200-3624

- *Stephen Marchillo, Assistant Dean of Finance and Administration*
- *Iris Strong, Finance Manager*

Office of Outreach

The School's outreach, public engagement, continuing education, alumni relations and special events are coordinated and administered through this office. The Outreach Office also handles the marketing and public relations functions for the School.

Phone Number: (959) 200-3617

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

RESOURCES

Academic Resources & Student Services

<https://hartford.uconn.edu/academics/resources-services/>

[Academic Achievement Center](#)

959-200-3809

<https://hartford.uconn.edu/persontag/academic-achievement-center/>

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

- 860-263-2260
- <https://uconn.bncollege.com/shop/uconn/page/find-textbooks>

[Bursar](#)

- 959-200-3832, 860-486-4830
- <https://bursar.uconn.edu/>

[Center for Access & Postsecondary Success \(CAPS\)](#)

959-200-3757

<https://hartford.uconn.edu/persontag/center-for-access-postsecondary-success/>

[Center for Career Readiness and Life Skills](#)

- 959-200-3819
- <https://career.uconn.edu/>; <https://career.uconn.edu/hartford/>

[Center for Students with Disabilities](#)

- 959-200-3872
- <https://csd.uconn.edu/>; <https://hartford.uconn.edu/persontag/center-for-students-with-disabilities/>

[Event Services](#)

- 959-200-3838
- <https://events.hartford.uconn.edu/>

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

- 860-486-3113
- <https://fo.uconn.edu/>
- <https://hartford.uconn.edu/facilities/#::~:~:text=24%2F7%20support%20is%20available,at%20860%2D486%2D3113.>

[Financial Aid](#)

- 959-200-3821
- <https://financialaid.uconn.edu/>

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

- 959-200-3666
- <https://its.uconn.edu/>; <https://hartford.uconn.edu/its/>

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

- 860-486-3855

- <https://isss.uconn.edu/>

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

- 959-200-3466
- <https://lib.uconn.edu/>; <https://lib.uconn.edu/location/hartford-campus-library/>

[Parking Services](#)

- 959-200-3832
- <https://park.uconn.edu/>; <https://park.uconn.edu/students/hartford/>

[Police | Campus Safety](#)

- 860-486-4800
- <https://publicsafety.uconn.edu/police/>; <https://hartford.uconn.edu/university-life/campus-safety/>

[The Quantitative Learning Center at the Hartford Campus](#)

maree.jaramillo@uconn.edu

[Registrar](#)

- 959-200-3833
- <https://registrar.uconn.edu/>

[Student Health and Wellness](#)

- 860-486-4700, select option 2
- <https://studenthealth.uconn.edu/regional-campuses/> ;
<https://hartford.uconn.edu/university-life/mental-health/>

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

- 959-200-3743
- <https://veterans.uconn.edu/>; <https://hartford.uconn.edu/veterans/>

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

- 959-200-3893
- <https://wcenter.hartford.uconn.edu/>

Other Resources

Academic Calendar

The Academic and Practicum Education Calendar can be found at <https://socialwork.uconn.edu/calendars-and-schedules/>

Career Services & Resources

Personalized assistance is available from the UConn Hartford Center for Career Readiness and Life Skills. Students can go to <https://career.uconn.edu/meet-with-a-career-coach/> to make an appointment and can access additional career-related information and resources here: <https://career.uconn.edu/hartford/>

Faculty/Staff Mailboxes

All faculty and staff mailboxes are located on the first floor in the mailroom located right outside of HSSW 104. Students who wish to send mail or written messages to faculty or staff should ensure that mail is in an envelope and is addressed with the recipient's full name before inserting through the door slot.

Housing

UConn currently does not offer university housing on the Hartford campus. Students may use the UConn Off-Campus Housing resources to identify potential housing in the area. This can be found at <https://offcampushousing.uconn.edu/housing>. Please be sure to select "Housing" and then "Hartford Campus," to ensure you will be searching for housing located in the School of Social Work area.

Beginning in Fall 2025, UConn Hartford will offer limited housing for students. Please see: <https://reslife.uconn.edu/housing-options/specialty-housing/storrs-housing-for-uconn-avery-point-and-hartford-students/>

Husky One Card

The Husky One Card has many different functions. It is used as identification on campus for various functions and events, as a university library card, for copying and printing, and for discounts. You can take your photo for the Husky One Card anytime throughout the semester. All students are urged to obtain a photo ID card. You may find additional information at <http://onecard.uconn.edu/> and <https://onecard.uconn.edu/the-one-card/regional-campus-contacts/>.

Mental Health Support for Students

The Mental Health Resource Center (MHRC) is open for telehealth appointments Monday through Friday between 9 am – 4 pm. Students can speak to a licensed clinician – confidential and free of charge. <https://mhrc.hartford.uconn.edu/>

Contact: Naa Opoku, located in the Hartford Times Building
(P) 959-200-3905
Naa.opoku-gyamfi@uconn.edu

The Office for Diversity and Inclusion (ODI)

<https://diversity.uconn.edu/office-for-diversity-and-inclusion/>

<https://diversity.uconn.edu/resources/>

Public Transportation – UPass

Once registered in the UPass program, all full-time UConn Hartford students are eligible to ride any CT public transit route for free, including the CT Fastrak system. CT Public Transit offers local services in Hartford, Waterbury, Stamford, and many more locations including our direct express route between Hartford and Storrs. Students can find the UPass application: <https://parking-upass.uconn.edu/>.

Study Spaces

Campus spaces are available on a first-come, first-served basis. The rooms listed on <https://hartford.uconn.edu/university-life/event-services/#studyspaces> are available for students to use as a quiet study space or remote learning space, or for small study groups. Additionally, students have access to the SSW Community room located on the lower level of the social work building. This room is equipped with desks/computers, small tables and comfortable chairs, and a small kitchenette.

UConnALERT

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

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

UNIVERSITY POLICIES

Religious Accommodation Policy

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

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

opportunity to make up any examination, study or work requirements which has been missed because of such absence.

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

Sexual Assault Reporting Policy

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

More information is available [here](#).

COMPLAINT PROCEDURES

Discrimination Complaint Procedures

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

Sarah Chipman
Interim Associate Vice President,
Interim ADA Coordinator,
Director of Equity Response and Education,
Deputy Title IX Coordinator
sarah.chipman@uconn.edu
<https://equity.uconn.edu/about/sarah-chipman-2/>

General Concerns and Complaints Procedure

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

Confidentiality of Student Information

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

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

THE BSW PROGRAM CURRICULUM

Plan of Study

	Fall	Spring
Junior Year	<ul style="list-style-type: none"> • SOWK 2000 - The Social Work Profession & Practice (3cr.) • SOWK 3100 - Human Behavior & the Social Environment I (3cr.) • SOWK 3200 - Social Welfare Policy & Services (3cr.) • SOWK 3250 - Understanding Social Justice and Diversity through Intergroup Dialogue (3cr.) <p style="text-align: right;">12 credits</p>	<ul style="list-style-type: none"> • SOWK 3100 - Human Behavior & the Social Environment II (3cr.) • SOWK 3201 - Advocacy for Social Policy Change (3cr.) • SOWK 3350 – Research Methods for Social Work Practice (3cr.) • Elective (3cr.) <p style="text-align: right;">12 credits</p>
Senior Year	<ul style="list-style-type: none"> • SOWK 3501 - Social Work Practice with Individuals & Families (3cr.) • SOWK 3502 - Social Work Practice with Groups (3cr.) • SOWK 3700 - Practicum Education I (3cr.) • SOWK 3800 - Practicum Seminar I (3cr.) • SOWK 4100W Senior Seminar 4cr. <p style="text-align: right;">16 credits</p>	<ul style="list-style-type: none"> • SOWK 3503 – Social Work Practice with Communities & Organizations (3cr.) • SOWK 3701 - Practicum Education I (3cr.) • SOWK 3801 Practicum Seminar II (3cr.) • Elective (3cr.) <p style="text-align: right;">12 credits</p>

52 credits total

The education program leading to the Bachelor of Social Work degree covers two academic years. A total of 52 credits is required for the degree, including 46 credits of classroom courses and 6 credits in practicum education, taken concurrently. Social work course credit is not granted for life or previous work experience.

Senior BSW students complete 406 hours of practicum placement (SOWK 3700 and SOWK 3701), which involves engagement in 203 hours (approximately 14 hours/week) in both the fall and spring semesters.

PRACTICUM EDUCATION

The UConn BSW program has developed innovative practicum placements that facilitate excellent professional preparation for our students. Practicum placement provides students with opportunities to connect and apply classroom content to real-world practice. In order to add depth to their understanding of generalist competencies taught in the classroom, all students must have experiences in their placements that allow them to engage in micro, mezzo, and macro practice by working with individuals, families, groups, organizations, and communities within larger social systems.

Students must complete 406 hours of educationally supervised practicum placement experiences during the senior year of the major (approximately 14 hours a week). Students engage in this learning within an organization that has been approved by the School of Social Work, and they are placed in the setting by Practicum Education Department staff.

For information about the policies and procedures related to the BSW Practicum, please see:

<https://socialwork.uconn.edu/bachelors-social-work/bsw-practicum-education/>

Background Checks and Compliance Requirements

All students who wish to enter practicum must complete necessary requirements, including compliance with the University of Connecticut Office of Clinical Placement Coordination (OCPC). Additional information can be found in the [BSW Practicum Manual](#).

Student practicum placements are not confirmed until the student has successfully completed all background checks and immunizations required by the University of Connecticut and any additional agency-specific background requirements, if relevant. Verification of completion of these requirements must be entered into the Complio database system by the student. The Practicum Education Department will send an email confirmation of the field placement to the student and agency once these requirements are met.

BSW DEGREE REQUIREMENTS

Bachelor's Degree Requirements

Upon the recommendation of the faculty, the degree of Bachelor of Social Work is awarded by vote of the Board of Trustees to students who have met the following requirements: (1) earned a total of 120 degree credits, (2) earned at least a 2.5 grade point average for all calculable course work, (3) received grades of "S" (Satisfactory) in practicum/ field education, and (4) met all the requirements of the School of Social Work and [University General Education Requirements](#).

Transfer Credits

University Transfer Credits

In general, the University of Connecticut grants credit for courses that are:

- Taken at a regionally accredited, degree-granting college or university.
- Comparable in content and quality to courses offered at UConn;
- Completed with a minimum grade of "C."

For more information, students are urged to refer to the following page:

<https://admissions.uconn.edu/apply/transfer/transfer-credit> and to consult with their Faculty Advisor and/or staff in the Office of Student and Academic Services (OSAS).

BSW Transfer Credits

If a student transfers to the University of Connecticut from another accredited BSW program, and is admitted to the social work program, the student may have up to twelve (12) credits of non-field/practicum related social work coursework counted towards completion of the major. They must have earned at least a C for these courses to be considered for credit toward the social work major. The BSW Program Director and Director of Student and Academic Services will review syllabi and determine if the courses are equivalent and can be accepted as transfer credits. If a student has more than 12 non-field/practicum related social work courses, they may be counted as electives, and/or general education requirements after equivalency review from the University's transfer admissions office.

It is important to note that students transferring into the UConn BSW program with social work credits may not complete our program in less than two academic years; each student's courses and transfer credit requests will be reviewed on a case-by-case basis.

Academic Standing

Maintenance of good academic standing in the BSW Program requires a cumulative grade point average of 2.00 or higher at all times while enrolled in an undergraduate program, including the School of Social Work. Whenever a student's cumulative average falls below 2.50, the student's record is to be reviewed by the Faculty Advisor and the BSW Program Director to determine whether or not the student shall be permitted to continue undergraduate study within the BSW program. The student may be brought before the Performance Review Committee for a final decision. In order to graduate with a BSW students must have a minimum of 2.5 GPA in required social work courses.

Faculty Advisor

The purpose of faculty advising is to help students make maximum use of their educational experience and sound decisions about their BSW education with the assistance, knowledge and experience of professional social work educators. Students are assigned faculty advisors upon entry into the BSW program by the Office of Student and Academic Services. The faculty advisor is expected to be familiar with the student's class and practicum performance and their overall professional goals and professional development.

For information about the practicum component of faculty advising, please see the BSW Practicum Manual: <https://ssw.uconn.edu/bachelors-social-work/bsw-field-education/>

SCHOOL OF SOCIAL WORK POLICIES AND PROCEDURES

Policies and Procedures for Professional Performance; Grievance Procedures

The BSW program and School of Social Work policies and procedures around academic performance and academic grievance are all aligned with those of the University. UConn undergraduate academic policies can be found here: <https://catalog.uconn.edu/undergraduate/academic-regulations/> including topics on the following:

Academic Regulations

University Requirements

- Required Credits
- Required GPA
- University-Wide Residence Requirement
- Immunization Requirements
- Time Limit
- Applicability of Requirements
- Exemptions from, and Substitutions for, University Requirements

Course and Credit Information

- Course Numbers
- Independent Study, Special Topics and Variable Topics Courses
- Repeating Courses
- Earning Course Credits by Examination
- Advanced Placement
- Non-Degree Study
- Transfer Credits for Continuing Students

Registration

- Full-Time and Part-Time Registration
- Enrollment Requirements
- Maximum Number of Credits Students May Take Per Semester
- Undergraduate Schedule Revision Regulations
- Registration in Courses Labeled “Credits and Hours by Arrangement”
- Auditing Courses Without Credit
- Failure to Register
- Improper Registration
- Denial of Space for Non-Attendance

Grade Information

- Grades, Grade Points, Credits, and Skills
- Grade Point Formulas
- The Dean’s List
- Satisfactory/Unsatisfactory (S/U)
 - *In the BSW program, Practicum Education (SOWK 3700 and SOWK 3701) are graded on an S/U basis.*
- Pass/Fail Option
- Temporary Grades
- Academic Assessment of Students
- Final Examinations
- Mid-Semester and Semester Grade Reports
- Changes of Course Grades
- Class Attendance

Program and Campus Changes

- Change of School
- Change of Major within a School or College
- Change of Campus

Graduation

- Application for Degrees
- Tentative and Final Plans of Study
- Minors
- General Graduation Honors
- Conferring of Degrees
- Commencement
- Diplomas
- Double Majors and Additional Degrees

Scholastic Standards

- Undergraduate Earned Credit Semester Standing
- Academic Notice and Dismissal
- Leave of Absence
- Cancellation and Withdrawal

- University Suspension or Expulsion
- Readmission
- Supplementary Scholastic Standards

Appeals of Assigned Course Grades

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 the Faculty Grade Change Review Committee.

Faculty Grade Change Review Committee

Each school or college shall appoint a standing Faculty Grade Change Review Committee (FGCRC) composed of a minimum of three full-time faculty members or assign the responsibilities of grade appeals to a standing committee within the school or college. If, due to exigency, a grade appeal must be resolved and the standing committee 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.

Accommodations – Students' Rights

Every student with a documented disability has the following rights:

1. Equal access to courses, program, services, jobs, activities, and facilities available through the University.
2. Reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids determined on a case-by-case, course-by-course basis.
3. Confidentiality of all information pertaining to the condition(s) with the choice of whom to disclose disability specific information to except as required by law.
4. Information available in accessible formats.
5. File a formal grievance through the Office of Institutional Equity (OIE) and/or through external agencies (e.g., Office of Civil Rights) because of disability discrimination, including the failure to provide reasonable accommodations, and/or discrimination or harassment based on a disability. OIE can be contacted at:
Stephanie Hackett, M.S.

Deputy ADA Coordinator
Office of Institutional Equity
University of Connecticut – Wood Hall
241 Glenbrook Rd., Unit 4175, Storrs, CT 06269-4175
Phone: (860) 486-4957
Email: stephanie.hackett@uconn.edu

Websites:

<https://equity.uconn.edu/>
<https://titleix.uconn.edu/>
<https://accessibility.uconn.edu/>

Accommodations - Student Responsibilities

Every student with a disability has the responsibility to:

1. Meet the University's qualifications and essential technical, academic, and institutional standards, including the [Student Code](#).
2. Identify oneself as an individual with a disability to the Center for Students with Disabilities when seeking an accommodation. Procedures for registering with the CSD can be found on the Center's website at: www.csd.uconn.edu/request-accommodations/
3. Provide documentation from oneself and/or an appropriate professional source as indicated that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
4. Participate in an interactive process with CSD staff, faculty, and other University resources as indicated to obtain and coordinate reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services.

Credit Transfer from BSW to MSW Program

The Graduate Faculty Council has approved a new rule which will help facilitate completion of both the undergraduate degree and graduate degree within less time. Under this rule, undergraduates who take

certain graduate courses while an undergraduate may be able to count up to 12 credits of such coursework toward both their undergraduate degree and a graduate degree. However, the School of Social Work does not allow MSW courses taken in the BSW Program or any other undergraduate program to count as Graduate Credits.

Application for BSW Degree

To graduate, candidates must apply to graduate by the due dates specified by the Office of the Registrar. Candidates apply through the [Student Administration System](#). Additional information pertinent to graduation is available through the [Office of the Registrar website](#). This application is essential for graduation. Candidates failing to file the application on time may not: (1) be granted a degree on the date expected even though they fulfilled all other requirements for the degree; (2) have their names printed in the Commencement Program; (3) have their names listed in hometown newspapers as graduating; or (4) receive information about and tickets for the Commencement ceremony.

Withdrawal From Social Work Program

You must notify the Program Director and the Director of the Office of Student and Academic Services immediately of your intent to leave the Social Work program. They can assist you in the withdrawal process.

Student Code & Policies and Procedures for Student Termination

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

Criteria for Performance Review

Conduct that is not congruent with the values and ethics of the social work profession (e.g., NASW, CSWE) and the Academic Code of Conduct for Students at UConn constitutes grounds for review. This includes behavior in the student's practicum and the classroom that does not conform to the profession's values and ethics such as:

- Behavior that interferes with the student's functioning, or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers, or both.
- Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills that permit comfortable interaction with other people.
- Failure to adhere to field/practicum placement agency policies and professional standards.
- Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for physical or emotional problems that interfere with professional functioning.
- An inability to develop and demonstrate objective tolerance for human differences
- An inability to demonstrate acceptance and respect of human dignity and human rights
- Having more than one Incomplete at a time in coursework, or having received more than two grades of Incomplete in any course after admission to the program.
- Grade Point Average falls below 2.5.
- A request by a faculty member for a review due to student's poor course work performance.

Automatic Probation. The following circumstances will result in automatic probationary status:

- Failure to maintain a 2.5 grade-point average
- Receiving a grade of “C-” or below in any social work course.
- Receiving two incompletes in one semester.
- Incomplete in Practicum.

In the event of automatic probation, the following notification procedures are followed:

- The Director of Student and Academic Services will notify the course instructor, the faculty advisor, and the BSW Program Director.
- Within five (5) working days of receiving the Automatic Probation Notification, The Director of Student and Academic Services will send, by certified mail, a written statement to the student indicating that they have been placed on probation and invite the student to meet with the Director of Student and Academic Services and/or BSW program director to discuss their academic plans. A copy of the letter will also be forwarded to the Director of Student and Academic Services.

When a student’s performance is evaluated as deficient or their conduct has been incongruent with the values and ethics of the social work profession, the BSW program director will poll the review committee to ascertain if a full review is necessary. If not, the director can recommend the following:

Performance Review Consultation

In situations where it is deemed necessary to have a conversation with the student with regard to their performance or conduct, a Consultation will be offered to the student. The BSW Program Director will send, in an email, a written statement to the student indicating that they are being invited to Performance Review consultation. The Program Director will arrange a meeting and follow procedures outlined in the Procedures for Social Work Student Performance Review. Along with the student, the individuals who are asked to participate in the consultation will be determined by the BSW program director but will always include: The BSW program director, Faculty Advisor, and the Director of Student and Academic Services. After the consultation, a letter summarizing what was discussed will be drafted and sent to the student within 5 business days.

Performance Improvement Contract

In situations where there is concern about a student’s academic performance or performance in the Practicum placement and such action is feasible and desirable, a Performance Improvement Contract will be developed.

The contract will set forth problems to be solved, actions to be taken to solve said problems, identification of people responsible, and a time period for completion of designated actions and re-evaluation of student performance. Specifically,

- A subset of the Committee will work together with the student, their advisor, and other relevant parties.
- Consequences for non-performance will be included in the contract.
- If the student fails to fulfill the contract, or, while working on the contract some serious impropriety or failing academic performance occurs, a Full Performance Review Committee will be called and may decide that the student cannot continue in the BSW Program.
- Removal from program can occur during any semester of enrollment in the BSW Program, including the last semester of enrollment.

Referral to Performance Review Committee (PRC)

Automatic referral to the PRC will occur as a result of the following:

- Student already on probation receives a grade of a C- or lower in any social work course.
- Student fails to adhere to the contract (field/practicum)
- Student is dismissed from their field/practicum placement.
- In the event of an automatic referral, the following notification procedures are followed:
 - The Director of Student and Academic Services will notify the instructor for the course, the faculty advisor, and BSW Program Director if the performance concerns are academic-related
 - The Director of Practicum Education will notify the BSW Program Director if student is dismissed from their practicum placement and/or breached the practicum educational contract.
 - Within five (5) working days of receiving the automatic referral notification, the BSW Program Director will send, in an email, a written statement to the student indicating that they have been referred to a Performance Review Committee and will schedule a meeting. The BSW Program Director will follow procedures outlined in the Procedures for Social Work Student Performance Review (see below)

Procedures for Social Work Student Performance Review

The School has established mechanisms to respond to requests for students' performance reviews. At the beginning of the academic year, a Performance Review Committee, composed of a BSW Program Director, Director of Student and Academic Services, and Faculty Advisor, shall be formed. The BSW Program Director will be responsible for convening the meeting for the review process. The performance review committee is conceptualized as a mechanism to identify and resolve, as early as possible, any developing problems with students' academic, field/practicum and/or professional performance. The functions of the Student Performance Review Committee will be to:

- Review those students who fall under "Criteria for Review by the Performance Review Committee."
- Receive faculty requests for student performance review.
- Receive advisor requests for student performance review.

The BSW Program Director acts as chairperson and convener of this committee. Other members identified on this committee will be determined by the BSW Program Director, but may include one BSW faculty member, Director of Student and Academic Services, and a student representative, who is determined by the student being reviewed. The student representative has the right to be present and participate in the fact-finding portion of the process. The student also has the right to be accompanied by a support person who has an educational role in the School's program. The BSW Program Director may allow others to be in attendance based on the circumstances, and with additional notice.

The committee members will hear evidence presented by the person requesting the performance review as well as the student for whom the performance review is being held. The committee deliberates as to what recommendations are made to the Associate Dean of Academic Affairs. The Associate Dean will make the final decision. The students will be notified of the decision through email within 10 days of the final decision.

Appeal Process

The Associate Dean for Academic Affairs determines, based on the recommendation of the Performance Review Committee, the dispositional outcome and communicates this to the student. The student may appeal the decision, in writing, to the Dean of the School. Written appeal must be received within 30 days of the date of the letter from the Associate Dean. This appeal does not constitute a new hearing. Rather, it is a

review of the record of the original hearing and is entertained only on one or both of two grounds: (1) the claim of an error in the hearing procedure, and (2) the claim of new evidence or information that was not available at the time of the hearing. If the Dean upholds the disposition of the student, the student may appeal further to the Provost on only the same grounds as the appeal to the Dean. In any event, the decision of the Provost is final.

Academic, Scholarly, and Professional Integrity and Misconduct (ASPIM)

As a professional education program, the BSW and the School of Social Work follow the university's policies related to academic, scholarly, and professional integrity and misconduct in professional/clinical programs. For more information, students may review the following link:

<https://policy.uconn.edu/2023/07/11/academic-scholarly-and-professional-integrity-and-misconduct-aspim-policy-on/>

Student Participation in Formation of Policies

BSW students are viewed as competent adults who have not only the right but also the responsibility to participate in the decision-making process about the educational program in which they have enrolled. Students regularly contribute to the continued development and growth of programs in the School. Student input is highly valued across the continuum of the program.

- All students enrolled at UConn have an opportunity at the end of each course to evaluate their instructors via the Student Experience of Teaching (SET). Students are given electronic standardized evaluation forms to complete. These evaluations are confidential. Results are provided to the faculty to use in strengthening content, teaching, and learning methods to facilitate more effective instruction.
- Through elected/appointed/volunteer representatives, BSW students provide input to the following committees:
 - **BSW Committee** (one representative from the junior cohort and one from the senior cohort). The committee oversees the administration of the BSW program including explicit and implicit curriculum formulation, accreditation, admissions, and policy development.
 - **Practicum Education Advisory Committee** (one representative from the senior cohort) to advise, make recommendations and provide feedback to the Practicum Representatives Committee and the Practicum Education Department on matters related to the School's practicum education program.
 - **Practicum Representatives Committee** (one representative from the senior cohort) makes decisions and recommendations related to departmental educational and administrative issues. All practicum educational policy matters that directly relate to situations in practicum placements are referred to the Practicum Education Advisory Committee for feedback before being forwarded to EPC or the BSW Committee.
 - **Just Community** (one or more BSW Representatives) Its role is to facilitate and support educational and advocacy efforts and to enhance inclusion of more anti-oppressive practices in our classrooms, programming, and in our daily interactions with one another at the school and our many communities. Each year, the committee sponsors programming and initiatives designed to promote inclusion and justice within our communities.
 - **Antiracism, Diversity, Equity and Inclusion (ADEI) Committee** (a BSW representative) Serves as a channel to advance the School's commitment to ADEI and its ongoing efforts by creating and sustaining an equitable and inclusive community for all students, faculty, staff,

and administrators while aligning with the University's ADEI goals. The Committee aims to strengthen our school's mission rooted in a passion for and commitment to social, racial, and economic justice and the improvement of human well-being, both locally and globally.

Various other ad hoc committees and working groups might be convened throughout the year. Student representatives are viewed as especially valuable members of these committees.

- Students also have the opportunity to meet both informally and formally with any candidates being considered for faculty positions. Students are asked to provide written assessments of each candidate to be included as a part of the recommendation package prepared by the School for employment purposes.

For more information, contact the BSW Program Director at Paula.Nieman@uconn.edu or the Office of Student & Academic Services at sswstudentservices@uconn.edu.

Other Opportunities for Student Involvement

The University of Connecticut has an Undergraduate Student Government (USG) for all undergraduate students enrolled in the University. The USG is open to all BSW students on the Hartford Campus. Under the auspices of USG, undergraduate students have the right to create a club if there is no existing organization that relates to that interest. Please visit <https://usg.hartford.uconn.edu/> for more information

[Social Work Student Association \(SWSA\)](#): a student-run club for social work students and others.

The club engages in service and social justice-related activities, provides opportunities for peer support and community. The club's mission statement emphasizes that "we are committed to advocating for inclusion, cultural awareness, and social change in our campus community and the city of Hartford."

[Phi Alpha Social Work Honor Society](#): A newly-established chapter of this international social work honor society, the UConn chapter describes its purpose as promoting "humanitarianism, social justice, diversity and inclusivity."

[The Major Experience \(TME\) mentor](#): Students can serve as mentors to current or perspective students interested in the major.

Some of the student organizations on the UConn Hartford campus that our students join include the Muslim Student Association, the World Culture Organization, and the Gender and Sexuality Alliance.

School Centers, Institutes, & Projects

[Center for International Social Work Studies \(CISWS\)](#)

Chair: Dr. Rebecca Thomas

Phone Number: (959) 200-3681; Email: rlthomas@uconn.edu

The Center for International Social Work Studies was established in 1992 to promote and support student and faculty interest and activities in international social work and human rights. These activities include international curriculum development, faculty exchanges, international field/practicum placements for MSW students, cross-national research, an annual international day, and seminars and occasional conferences on international aspects of social work.

Nancy A. Humphreys Institute for Political Social Work

Director: Shannon Lane

Phone number: (959) 200-3631; Email: shannon.lane@uconn.edu

Founded in 1995 by the late former UConn School of Social Work Dean Nancy A. Humphreys, The Nancy A. Humphreys Institute for Political Social Work works to increase the political participation and power of social workers and the communities they serve so public policy reflects our profession's values and commitment to social justice. Our primary programming includes:

- **The Campaign School for Social Workers**. Now in its 29th year, the Campaign School for Social Workers has supported more than 3,000 students, social workers, and leaders on how to lead in policy and politics as volunteers, candidates, and advocates.
- **Voting is Social Work**. As co-founders of the National Social Work Voter Mobilization Campaign, we work to integrate nonpartisan voter engagement into social work education and practice. We train students, communities, agencies, and the profession on why voting matters to social work's mission and impact; the connection between voter turnout and social work outcomes; and work to expand voting rights and access. We are also members of the Hartford Votes~Votas Coalition and the Scholars Strategy Network's Election Protection and Enhancement Program.
- **Research**. Our Research Advisory Committee includes faculty from across the country who collaborate on research related to political participation and voting as a social determinant of health.

Additionally, we support social work lobby and LEAD days and support social workers to be more politically active.

Puerto Rican & Latin@ Studies Project (PRLSP)

Project Faculty

Dr. Lisa Werkmeister-Rozas & Dr. Cristina Wilson

Email: prlsproject@uconn.edu

The Puerto Rican & Latine Studies Project (PRLSP) was founded in 1980 under the leadership of Dr. Julio Morales as a model program funded by the National Institute of Mental Health (NIMH). The Project is unique because of its mission to advance the well-being of Latino/x/e communities through education, research and community engagement on local, national and global levels. It is one of the few Projects of its nature in schools of social work in the United States. The PRLSP has been referenced and used as a model in various arenas such as the Council on Social Work Education and different social work programs throughout the nation.

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

Innovations Institute

Director: Michelle Zabel, MSS

Phone Number: (443) 845-7011

Innovations Institute is a leader in building effective public-serving systems to improve the well-being of and ensure vibrant futures for children, youth, their families, and communities. Our programs touch nearly every state and territory in the country and, through online and in person training, we have trained over 80,000 practitioners in child welfare, children's behavioral health, and other child- and family-serving systems. The Institute uses its research, commitment to social justice, partnerships with youth and families, and expertise to build robust, inclusive, culturally responsive, and high-quality child-, youth-, and family-serving public systems.

Innovations Institute provides training, technical assistance, facilitation, analysis, consulting, implementation support, and research and evaluation to strengthen workforce development, systems design

and financing, data-driven strategic planning, and quality improvement. Our work is grounded in research, experience and expertise from the field, adult and technology learning theories, and implementation science.

A Supportive and Inclusive Learning Environment

The BSW program and the School of Social Work engage in a variety of efforts that contribute to an environment of respect and affirmation for diversity. Framed in the context of social justice, the program emphasizes the importance of understanding concepts of power, privilege and dominant ideologies that create, maintain and perpetuate various forms of oppression that affect the most vulnerable populations.

The School has a long and distinguished history of creating a learning environment that is diverse, welcoming, respectful and inclusive. This environment is maintained by initiatives supported by the Office of the Dean, the School's faculty and staff, the Practicum Education Department, and the Office of Academic and Student Services. These initiatives include – but are not limited to - annual school-wide events such as Convocation, Diversity Seminar, and special themed events during Hispanic Heritage Month and Black History Month.

Just Community

One key committee within the School of Social Work is Just Community, a committee comprised of faculty, staff, Ph.D., MSW, and BSW student representatives. Just Community's purpose is to provide opportunities for the UConn School of Social Work community to come together to educate, discuss and debrief issues relevant to the social work profession within the context of our current socio-cultural/political/historical and economic environment. An ongoing initiative of this committee is monthly Solidarity Hours, where students, faculty and staff come together and dialogue about current topics that affect them personally and professionally, and impact their work with clients and communities.

University Initiatives

In addition to the BSW curriculum and the programs, and the institutes, and initiatives in the School of Social Work, the following opportunities across the university can assist students in learning about various forms of oppression as well as developing skills in advocacy and becoming an ally for members of vulnerable groups:

- [Alternative Breaks](#)
- [Human Rights Institute](#)
- [Initiatives on Campus Dialogues](#)
- [Office of Undergraduate Research](#)
- [Violence Against Women Prevention Program](#)

MISCELLANEOUS

Office of the Bursar Website

Students should refer to the Bursar's Office website at bursar.uconn.edu for current tuition and fee information, procedures, and policies pertaining to undergraduate students and undergraduate programs.

FINANCIAL AID

The primary role of the Office of Student Financial Aid Services (OSFAS) is to reduce the financial barriers that limit access to a higher education at the University of Connecticut. This is accomplished through providing financial aid offers to eligible students that consist of scholarships, grants, loans, and part-time employment. While students and parents are primarily responsible for funding a UConn education, the OSFAS makes every effort to provide assistance in the event that income from family, wages, savings, and other financial resources are insufficient to cover the cost of a UConn education. 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. Utilizing 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.

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 at <https://studenthealth.uconn.edu/health-information/>.

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

Mandatory Health Insurance

All full-time students are required to maintain health 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 at <https://studenthealth.uconn.edu/fees-insurance/#insurance>.

The University Insurance Coordinator, Tresca Smith, can be contacted at (860) 486-4535 to answer inquiries on this.

PUBLIC SAFETY

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

UConn Emergency Alert System: <https://alert.uconn.edu/>

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](#).

UConn Hartford Police Department

The UConn Hartford Police Department is located on the basement floor of the Times Building at 10 Prospect Street.

For more information on the Police Department, please view <https://police.universitysafety.uconn.edu/>.

Emergency Plan

The [Office of Emergency Management](#) has developed a university-wide public safety campaign, UConnREADY, to “create a community proud to be safe.” To access this information, visit <https://emergencymanagement.universitysafety.uconn.edu/students/>.

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.

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly
The full version of the Code of Ethics of the National Association of Social Workers may be accessed at:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Preamble

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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