UCONN | SCHOOL OF SOCIAL WORK

MSW Student Handbook

2026-2027

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UCONN | SCHOOL OF SOCIAL WORK

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Student Responsibility

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

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

University Accreditation

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

School of Social Work Accreditation

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

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

Non-Discrimination Policy

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

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

Mission Statement of UConn School of Social Work

The mission of the University of Connecticut School of Social Work (the School) is to provide

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

Anti-Racism Resources at UConn School of Social

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

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

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

influencing for change. In solidarity,

Laura Curran,
MSW, PhD Dean

University of Connecticut Land 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.

School of Social Work Offices

Office of Dean and Associate Dean for Academic Affairs

Phone Number: (959) 200-3649

- Laura Curran, MSW, PhD, Dean
- Meg Paceley, PhD, Associate Dean for Academic Affairs
- Tessa Revoir, Assistant to the Deans
- Chelsea Lebron, BA, Educational Program Assistant

- Milagros Marrero-Johnson, MSW, Senior Director of Strategic Initiatives and Community Engagement
- Olivia Drake, Director of Communication and Marketing

Office of MSW Program Director
Phone Number: (959) 200-3635
- Rachel Schwartz, PhD, MSW Program Director and Associate Professor in Residence

Office of PhD Program Director
Phone Number: (959) 200-3628
- Cristina Wilson, PhD, Co-Chair of PhD Program, Professor

Office of BSW Program Director
Phone Number: (959) 200-3659
- Paula Nieman, BSW Program Director, PhD, MSW, LCSW, Assistant Professor in Residence

Office of Research and Scholarship
Phone Number: (959) 200-3616
- Jennifer Manuel, PhD, Associate Dean for Research
- Kelley Citroni, MS, Administrative Program Support

Office of Student and Academic Services
Phone Number: (959) 200-3687
- Carlton Jones, MS, Director of Student and Academic Services
- Natalie Maddox, BA, Assistant Director of Student and Academic Services
- Nicki Hosey, Academic Advisor

Office of Recruitment and Admissions
Phone Number: (959) 200-3605
- Kathy Birnie, LMSW, Director of Recruitment and Admissions

Office of Practicum Education
Phone Number: (959) 200-3636
- Liane Lussier-Smith, LCSW, Director of Practicum Education
- Antoinette Brown, LMSW, Practicum Education Coordinator
- Isalena Gilzene, MSW, Practicum Education Coordinator
- Maria Koistinen, MSW, Practicum Education Coordinator
- Ruth Sales, LMSW, Practicum Education Coordinator
- Benjamin Strong, Administrative Services Specialist

Office of Finance and Administration
Phone Number: (959) 200-3624
- Steve Marchillo, BA, Assistant Dean of Finance and Administration
- Iris Strong, BA, Finance Manager

Office of Continuing Education and Professional Development
Phone Number: (959) 200-3617
- Beth Sharkey, MSW, Associate Director of Outreach
- Carmen Feliciano-Ragland, Financial Assistant

Resource Links and Phone Numbers

- Bookstore (Barnes and Noble)
  (860) 263-2260 – Hartford campus
  (203) 251-8544 – Stamford campus
- Bursar
  (959) 200-3832
  (860) 486-4830
- Center for Career Readiness and Life Skills (959) 200-3500
- Disabilities, Center for Students with (CSD) (959) 200-3872
- Event Services (959) 200-3838
- Facilities Operations (Report an Issue) (959) 200-3829
- Financial Aid (860) 486-1111
- Information Technology Services
  (959) 200-3666 – Hartford campus
  (203) 251-9599 – Stamford campus
- International Student and Scholar Services (ISSS) (860) 486-3855
- Library
  (959) 200-3466 – Hartford campus
  (203) 251-8500 – Stamford campus
- Parking Services (860) 486-4930
- Police | Campus Safety (860) 486-4800
- Registrar (860) 486-1111
- Student Health and Wellness (860) 486-9143
- Veteran's Affairs and Military Programs (860) 486-2442
- Writing Center (W-Center) (959) 200-3893

Other Resources

Academic Calendar

The 2026-2027 Academic and Practicum Education Calendars – MSW Program can be found here. https://registrar.uconn.edu/academic-calendar/

Career Services and Resources

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

Faculty/Staff Mailboxes

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

Microsoft 365 UConn Email

The official UConn student email system is Microsoft 365. Email communications to students will be sent via UConn email. It is essential that students check their accounts frequently to ensure they are aware of important information. Instructions on how to set up an account can be found here.

Housing

Students can identify housing in the area by visiting UConn Off-Campus Housing. Users should select "Housing" and then "Hartford Campus" or "Stamford Campus" to ensure they will be searching for housing located in the School of Social Work area.

Husky One Card

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

Mental Health Support for Students

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

Public Transportation – UPass

Once registered in the UPass program, all full-time UConn students are eligible to ride any CT public transit route for free, including the CT Fastrak system. CT public transit offers local services in Hartford, Waterbury, Stamford, and many more locations including our direct express route between

Hartford and Storrs. Students can find the UPass application here.

Study Spaces

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

UConnALERT

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

Office for Diversity, Equity, Inclusion and Justice (ODEIJ)

The mission of the Office for Diversity, Equity, Inclusion and Justice (ODEIJ) 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 OEIJDI at (860) 486-2422 and Diversity@uconn.edu.

University Policies

Religious Accommodation Policy

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

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

such absence.

Additional information on this policy can be found here.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Inclusion and Civil Rights 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 Inclusion and Civil Rights institutional Equity (OICRE) 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 OICR 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, ADA, Title VI
and Title IX Coordinator,
Director of Equity Response and
Education, Deputy Title IX
Coordinator sarah.chipman@uconn.edu

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 and 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.
- MSW students should report to the Director of Student and Academic Services Carlton Jones by email at carlton.jones@uconn.edu or by phone at (959) 200-3687.

Academic Regulations

Registration

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

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

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

Continuous Registration

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

Course Loads

The number of credits a student registers for is a matter the student should discuss with their advisor. A normal credit load for a student completing the program in two years is usually 15-17 credits per semester. The maximum number of credits per semester is 20. Students who wish to exceed 20 credits must seek approval from their Academic Advisor by having the Exception to Curriculum Policy Form completed and signed. Students in the Online program will register for 6-10 credits each semester and students in the Stamford program will register for 6-14 credits each semester, including summer. Regardless of the number of credits, all matriculated students must register for at least two courses each semester to maintain matriculated status. If a student cannot maintain two courses, they must contact the OSAS.

Auditing Courses

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

The privileges of an auditor in a course are limited specifically to attending and listening. Auditors must attend class regularly. The auditor assumes no obligation to do any of the work required of the course and is not expected to take any of the instructor's time. In addition, the auditor does not need to submit any work, and is neither eligible to take any tests or examinations nor able to receive grades on any part of the course. Students should not "sit-in" on classes for which they have not registered as auditors.

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

Repeating Courses

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

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

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

Graduate Schedule Revision Regulations

Adding Courses

Students may add courses during the first 10 days of classes without special permission. 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 Enrollment Change Form. Note that section changes require the same authorization as other add/drop transactions.

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

Dropping Courses

Semester Period	Single Drop
First and second weeks of classes	None (The course will not appear on the student's transcript)
Third through ninth weeks of classes	Advisor with "W" grade
After the ninth week	Dean: exceptions made only for extenuating circumstances

Discontinuance of attendance or notice to an instructor or to an advisor does not constitute cancellation of course registration and may result in a failing grade on the student's permanent record. Before terminating class attendance, the student should ensure that the course has been successfully and officially dropped. Until this has been done, the student is obligated to complete all work. No grade is recorded for courses officially dropped, but a mark of "W" is recorded to signify withdrawal from a course after the tenth day of the semester or after the first week of a summer session course.

Cancellation of course registration does not automatically drop a course from a Plan of Study, nor does approved deletion of a course from a Plan of Study cause cancellation of course registration. The procedures are separate and unrelated.

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

After the first nine weeks of a semester or the midpoint of a summer session course, students ordinarily are not allowed to drop a course. If, however, a student must drop a course because of illness or other compelling reasons beyond the student's control, the student must request special permission as early as possible and well before the last day of classes. Permission to drop a course

or to change from participant to auditor is granted only for good cause. All students must obtain permission from the Graduate School. Permission is granted only on the Faculty Advisor's written recommendation, which must be convincing and sufficiently specific regarding reasons beyond the control of the student. The recommendation should be accompanied by a properly completed and signed Enrollment Change Form for the course(s) to be dropped. Under no circumstances is a student at any location or in any program permitted to drop a course after the course has officially ended.

Dropping All Courses

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

Course Grades

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

Grades and Grade Point Formulas

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

94-100	=	A	80-83	=	B-	Below 70 =	F
90-93	=	A-	78-79	=	C+		
88-89	=	B+	74-77	=	C		
84-87	=	B	70-73	=	C-		

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
Satisfactory (Good Quality)	F	0.0
Unsatisfactory/(Failure)	S	N/A

Withdrawal	U	N/A
Continuing Registration	W	N/A
	R	N/A

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

Grades Below Expected Standard

All "C" Grades: Course used in a supporting area may be of benefit to students who should not be discouraged from including work in their programs. Such work shall be identified in the Plan of Study. Plus and minus values may be assigned to all but failing grades, are entered on the permanent record, and are computed into the student's grade point average.

The School of Social Work does not utilize the "D" grade, and any grade below a C- is considered a failure to pass the course. Letters "F" and "U": Necessitates a recommendation by the advisor in consultation with the concentration chair and MSW Program Director to The Graduate School as to whether or not the student shall be permitted to continue graduate study. The advisor, concentration chair, and MSW Program Director may refer the student for an Academic
Progress Review.

- Final grades of "S" (Satisfactory) or "U" (Unsatisfactory) are associated only with certain courses designated as such by the Executive Committee of the Graduate Faculty Council. An "S" is not computed into the student's grade point average whereas a "U" is viewed as an "F."
- Students who receive a letter grade of "F" (or below a C-) in a foundation or concentration course must repeat the course.
- Students who receive a letter grade of F" (or below a C-) in an elective course can either repeat the same elective or take another elective.
- Graduate students are not permitted to take any course, undergraduate or graduate, on a pass/fail basis.

Temporary Grades

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

Temporary Grades Related to Incomplete Work

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

Temporary Grade	Conditions for Assigning a Temporary Grade
N: No basis for grade	A student has completed few or no assessments and no make-up schedule has been agreed upon with the instructor; the instructor has no basis for a grade.
I: Incomplete grade	A student has not completed all the assessments, but work completed is of passing quality and a make-up schedule has been agreed upon with the instructor and student

X: Final assessment absence	A student did not submit a final assessment and might by means of a satisfactory performance on the assessment complete the course with a passing grade. If in the opinion of the instructor such a student would fail the course regardless of the result of the assessment, the student shall be given a grade of "F."

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

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

Term of course	**Incomplete must be submitted by**
Fall	End of the Spring semester unless indicated otherwise by instructor
Winter	End of the Spring semester unless indicated otherwise by instructor
Spring	End of the Summer semester unless indicated otherwise by instructor
Summer	End of the Fall semester unless indicated otherwise by instructor

Please note: Incompletes in SSW 5003, SSW 5004, or any concentration course must be completed before the beginning of the following semester. If the incomplete is not rectified by the end of this period or if a student has three active incompletes and/or "Ns", the student may be referred to the Educational Review Committee (ERC).

Fall semester incompletes in foundation courses must be completed by the first week of January of 2027, and Spring 2027 foundation or concentration courses must be completed by August 15, 2027. If work is not satisfied, students may be referred for an Educational Review, and will receive the grade as earned.

Changes of Course Grades

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

Instructors should recalculate and, if warranted, change grades for the following reasons: a computational error, a clerical error, or the discovery of overlooked components in a student's body of work. In cases when the instructor concludes that a course grade ought to be changed, the instructor determines a corrected grade and initiates the grade change process.

The head of the department or program offering the course and the dean of the school or college in which

the course was taught will be notified of a grade change to ensure consistency.

Grade Disputes

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

Students should meet with their academic advisor prior to submitting a grade dispute to understand the process, any implications for program plans or continuation of coursework and practicum, and for support throughout the process. If a course in which the grade is being disputed is a pre-requisite to other courses, there may be impact to future registration or progression in courses and practicum. If a student is disputing a grade in a pre/co-requisite practice or other course, they may continue with course work and practicum while the dispute process proceeds, but, if the appeal is denied, this may have implications for the student being able to continue in coursework and practicum.

A student who believes that such an error in grading has occurred must request in writing a review by the instructor of record within 10 business days of the final course grade having been posted. The instructor has 5 business days to respond to the grade dispute. If the instructor of record cannot be contacted or does not respond to the student within 5 business days, the student should forward the written request along with a brief description of how they attempted to contact the instructor to the MSW Program Director, who will aim to make contact with the identified faculty member.

If the instructor agrees that a change is justified, the instructor will initiate the grade change with the MSW Program Director and the University's Registrar Office. If the instructor believes that the original grade is correct, the student has 5 business days after notification of the instructor's decision to appeal the decision and must request in writing a review from the School of Social Work Associate Dean for Academic Affairs. The Associate Dean will seek input from the instructor and the student. The Associate Dean will respond to the student with a decision within 5 business days.

- If this process results in the instructor and Associate Dean concluding that a grade change is justified, then the instructor will notify the student and the MSW Program Director in writing and initiate the grade change.
- If the instructor and the Associate Dean agree that a grade change is not justified, the Associate Dean shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has 5 business days to request in writing, through the Dean of the School of Social Work, a review by an ad hoc Faculty Grade Change Review Panel.
- If upon review, the Associate Dean for Academic Affairs concludes that a grade change is justified, but the instructor does not agree, the Associate Dean for Academic Affairs shall request in writing, through the Dean of the School of Social Work, a review by the ad hoc Faculty Grade Change Review Panel. This request must occur within 5 business days.

The ad hoc Faculty Grade Change Review Panel (two faculty members appointed by the Associate Dean of Academic Affairs) who have knowledge of the class, to the extent possible, shall convene a hearing within 10 business days of notification and inform the student and instructor in writing of the date and time of the meeting. Both the appealing student and the course instructor shall be present at the hearing.

The student will be afforded an opportunity to state the grounds on which they are appealing the grade. The instructor will be afforded the opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence and may request to include testimony of others. The Faculty Review Panel may request input from the Associate Dean of Academic Affairs. The Review Panel will send a written report of the decision to the instructor, the student, the Associate Dean of Academic Affairs and the Dean of the School of Social Work within 5 working days of the decision. The decision of the Faculty Grade Change Review Panel shall be considered final. If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the registrar forms signed by all the members of the Review Panel.

The timelines above will be followed unless there are extenuating circumstances.

Standards and Expectations

Academic Standing

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

Academic, Non-Academic, and Professional Standards

According to the UConn Graduate School, scholarly activity at the graduate level takes many forms, including, but not limited to, classroom activity, laboratory or practicum 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 School is committed to providing an environment that supports students in their development in becoming competent professionals. We assure that MSW degrees are awarded to those who uphold the standards of both the social work profession and the University.

Students should acquaint themselves with the program's requirements as set forth in this *Handbook* as well as other documents as appropriate. A graduate student's progress is monitored regularly by the student's Academic Advisor and OSAS. A student's Academic Advisor has the right to contact the course

instructor for information on a student. There are four grounds in which the School's MSW students may be subject to dismissal from graduate study. They are:

1) academic and practicum placement difficulty
2) 2) student misconduct
3) 3) scholarly misconduct
4) professional social work misconduct. Depending on the seriousness of the academic difficulty and/or misconduct, the student may be referred to the School's Educational Review Committee.

All students are admitted under the assumption that they have the potential academic ability and personal suitability for completing all aspects of the program. All students in the MSW Program are expected to adhere to the University of Connecticut's 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 be a part of the UConn community.

Academic Difficulty

Any student struggling with academic difficulty in one or more of the following areas below may be referred for an Academic Progress Review or Consultation with the MSW Program Director:

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

Student Misconduct

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

Scholarly Misconduct

Students in the School of Social Work MSW Program are governed by the policies of The Graduate School as described here.

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

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

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

Addressing Allegations of Scholarly Misconduct

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

Professional Social Work Misconduct

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

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

- conduct that is potentially dangerous to current or future clients;

- sexual behavior with clients;
- physical threats and actions directed at clients, students, faculty, or staff; and,
- acceptance of gifts or money from clients who are not standard payment for services received.

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

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- apply reflection, self-awareness, and self-regulation to manage the influence of personal biases and values and maintain professionalism in working with diverse clients and constituencies;
- be tolerant of human differences;
- accept and respect human dignity and human rights; and,
- act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Respect for clients' rights to privacy is a professional responsibility and obligation within worker/client relationship and. Students should be aware that the use of information that could identify a client or use of a client record in any form as part of an assignment for a course is a violation of professional standards and a form of professional misconduct. Questions on what types of information *are* permitted should be directed to the faculty member teaching the course.

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

The University of Connecticut's Guiding Principles for the Use of Generative Artificial Intelligence

At the University of Connecticut School of Social Work, we believe that social workers and educators have a responsibility to attend to the technologies that inform the societies in which we operate. We recognize the development of generative artificial intelligence (AI) as a uniquely transformative technology, presenting both opportunities and threats for social workers in education, practice, and research, and the communities and clients they serve. This document aims to provide faculty, staff, and students with a set of guiding principles for the potential use of and education about AI that are consistent with the values and ethical obligations of the profession. Students should refer to individual course syllabi for course AI policies.

Human Centeredness

Human Oversight

We value human oversight in all decisions made in the UConn SSW. When used, AI should be considered as a support, with final decisions being made by people. We recognize that AI can often produce incorrect responses and that human oversight is necessary in determining the integrity. The use of AI should not disrupt the scientific process in our research, teaching, or our practice with individuals, families, groups, organizations, communities, and/or social policy. We value engagement and consideration of material, data, literature, and human contact that must center our work rather than the summarized material that AI has created.

Bias and Equity

We recognize that AI systems may reflect societal biases based on how they are trained. It is essential to prioritize the values of equity, diversity, inclusion, and accessibility in all decision-making with the use of AI, taking care to ensure that AI outputs do not perpetuate or exacerbate inequality in research, education, and practice.

Integrity

Critical Thinking

We believe that the responsibility for all aspects of academic work is with the human author. AI should not supplant the author's responsibility for any part of academic work, and especially not for critical thinking. AI should also not be considered a definitive or authoritative source for academic materials.

Academic Responsibility

Presenting AI-generated content as one's own work without proper citation constitutes falsifying academic materials and may be treated as a violation of academic integrity policies. Authors are responsible for the content they submit.

Transparency

Disclosure

At the UConn SSW, we value disclosure when using AI to significantly contribute to our work, in line with the evolving norms of the profession and higher education. This includes transparency and disclosure by faculty, staff, and students.

Course Expectations

We encourage faculty to state explicitly whether AI is acceptable in their courses, what usages are allowed, how to disclose that usage, and where its use is prohibited in their syllabi (including in class discussions). In addition, faculty are expected to be transparent with students about their own AI use within a course (e.g., whether student submissions will be evaluated/graded using AI support, etc.).

Practicum

While in practicum, students should refer to their practicum instructor and agency policy around the use of AI in practicum.

Academic Freedom

Varied Perspectives

The UConn SSW respects and values that there will be a range of views on the use of AI in social work. Faculty members are encouraged to critically engage with AI and decide for themselves how it fits with

their pedagogy, research, and practice.

Support and Training

Faculty should have access to ongoing education and training about AI to ensure that they remain informed as the technology evolves.

Preparation for the Profession

Professional Readiness

Students should be prepared to use emerging technologies, including AI tools, ethically and responsibly in the field. The SSW has the responsibility to ensure that our curriculum prepares students to use AI knowledgably and with integrity, and that simply banning the use of AI throughout our curriculum abdicates this responsibility. Each program (BSW, MSW, PhD) may need to approach this preparation differently, based on the differential learning needs of students at each stage of development/education and on the different scopes of professional social work practice associated with baccalaureate- and masters- level social work, and with doctoral study.

Confidentiality

AI often relies on large-scale data collection, including sensitive client information. Social workers must safeguard confidentiality, obtain informed consent for data use, and ensure that AI tools comply with privacy and security standards. While in practicum, students should refer to their practicum instructor and agency policy around the use of AI in practicum. As future social work practitioners, students should continue to follow the NASW Code of Ethics when using AI as it relates to the importance of client confidentiality, informed consent, and being aware of potential biases in AI that could impact clients/populations served.

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 make up examinations or submit assignments late.

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 way these devices support or interfere with the student's learning and the classroom environment, and how these are used as educational tools. Students are encouraged to consider norms of professional demeanor related to the use of personal electronic tools. Consistent disregard of these guidelines may result in a consultation between the student, instructor and MSW Program Director, and/or Associate Dean for Academic Affairs.

Time Limits

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

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

Transfer Credits

Once accepted, students are matriculated into the program, and a request for a Transfer Credit Review should be sent to sswstudentservices@uconn.edu. It is preferred that students make the request prior to orientation and advising sessions. Transfer credit requests are reviewed by the MSW Program Director.

Transfer Credit Guidelines

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

- Students who transfer from a Council on Social Work Education (CSWE) accredited graduate social work program and have completed one full year including Practicum Education, within the last six years, may be granted up to 15 credits, with the possibility of being equivalent to one year of the MSW program. Due to different curricular patterns

in MSW programs, it will be necessary to revise the advanced-year course of study to ensure all requirements for the degree have been met.

- Students who transfer from a Council on Social Work Education (CSWE) accredited graduate social work program and may be granted transfer credit for coursework completed within six (6) years of the prospective graduation date from the MSW program. The specific number of credits, no more than 15 credits, is determined by the MSW Program Director.
- Students transferring from a graduate program and have completed some graduate work closely related to social work within the past four years may be granted a maximum of nine credits. These courses are generally applied toward elective credits.

Credit Transfer from Undergraduate Programs to MSW Program

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

Leave of Absence from Graduate Studies

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

A leave of absence, or a voluntary separation, is an academic leave which means a student is temporarily separated from UConn and will not have an active student status; a student's time on academic leave does not count toward their degree time. Under compelling personal and medical reasons, a graduate student may request a leave of absence from their graduate program for up to two semesters/academic year. Students may request an additional extension, which will require written approval from the department head or MSW Program Director to The Graduate School. If a department head or Academic Advisor does not support a student's request for academic leave, they are not obligated to approve it. The Graduate School will reach out to the student to discuss other options for their enrollment.

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

- Inform Academic Advisor of intent (if applicable).
- Consult with Director of Student and Academic Services.
    - Student will receive information on leave of absence and reinstatement process and will develop a revised academic plan for their return towards completing degree requirements.
    - Without consulting with the Office of Student and Academic Services, approval for an academic leave may be delayed.
    - Director of Student and Academic Services will inform the MSW Program Director,

Associate Dean for Academic Affairs, and Practicum Education Department of the intent for voluntary separation.

- Complete the Voluntary Separation form here.
    - Note: withdrawing from the semester to take an academic leave may have an impact on students'
        - financial aid obligations.

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

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

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

Reinstatement from an approved leave of absence will occur at the beginning of the appropriate academic term. To request reinstatement from an approved leave of absence, the student should complete the

Request for Reinstatement from Leave of Absence from Graduate Studies Form and submit it to The Graduate School.

More information on the School's Leave of Absence Policy can be found here.

Change of Concentration

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

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

- Have an exploratory conversation with Academic Advisor/Director of Student and Academic Services to ensure the process for the change is understood and the new requested concentration aligns with their goals. Students may also discuss with the current Concentration Chair or other faculty to make an informed decision about their concentration choice.
- Consult with the Practicum Education Department about their intention to change their concentration in order to explore if their current practicum placement will meet the criteria for the proposed change in concentration. Students will not be replaced mid-year to meet a change in concentration request.
- Obtain a Request for Change of Concentration Form and provide a written statement indicating the rationale for the request.
    - Submit the Form and aforementioned written statement.

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

Once (1) the form is completed it will be reviewed by OSAS, PED, and the MSW Program Director in consultation with the concentration chairs. Student will be informed about the decision.

Educational Review Process

Overview

The School of Social Work is committed to supporting MSW students as they gain knowledge and experience for effective social work practice. Students are expected to successfully complete course and practicum placement requirements, nonetheless, they may sometimes encounter difficulties that affect their progress in the program. The Resolution Process, which includes an Initial Consultation; a Committee Consultation; and/or an Academic Progress Review, is designed to explore possible resolutions to difficulties students may experience in the program. The Resolution Process is progressive in nature, however, these interventions are not necessarily sequential; the seriousness of the situation determines the level of intervention. In some situations, an Academic Progress Review

could be the first intervention.

Initial Consultation

Individual advising of students is a central part of the educational experience. When a student issue arises, the advisor works with the student to determine the most appropriate resolution. Students are expected to keep their advisors informed and work together to reach a suitable solution. When the issue cannot be resolved through this collaboration, the Academic or Practicum Advisor should contact the MSW Program Director to determine the next step in the process.

Committee Consultation

The purpose of a Consultation is to address concerns regarding a student's academic and/or practicum performance; student misconduct; scholarly misconduct; and professional social work misconduct, which were not able to be resolved through an Initial Consultation but do not warrant a full Academic Progress Review. Depending on the context or seriousness of a student issue, reasons for a Consultation may include but are not limited to:

- Termination from Practicum Placement due to performance-related reasons;
- A grade of "U" received in a student's Practicum Placement;
- A cumulative GPA less than 3.0;
- A grade less than a C- (1.7) is received in any course;
- An Incomplete grade in a practice course or practicum that is not resolved by the end of the first week
- in January for fall courses or mid-June for spring courses;
- Excessive absences in any course or practicum placement;
- Unprofessional behavior in practicum or coursework that does not rise to the level of an Academic
- Progress Review;
- Student misconduct;
- Scholarly misconduct;
- Professional social work misconduct

If the MSW Program Director determines that a Consultation is appropriate, a meeting will be scheduled and held within 14 business days of the decision being made. The MSW Program Director will confer with the Advisor to determine others who would be appropriate to participate in the session (e.g., Practicum Education, OSAS). The MSW Program Director will convene the meeting and work with the participants to develop a plan of action that the student can take to rectify the identified issue(s). The MSW Program Director will write a summary of the meeting and secure the student's and their Advisor's agreement to work toward the achievement of the established goals. Documentation of the meeting will be provided to the student, the student's Advisor, the Director of Practicum Education, the Director of Student and Academic Services, and/or the Concentration Chair, as appropriate.

Academic Progress Review

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

Procedures related to this process are set forth below.

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

Depending on the context or seriousness of a student issue, reasons for an Academic Progress Review may include but are not limited to:

- Academic and/or practicum issue that raises questions regarding a student's ability to graduate
- A total of three or more incomplete grades or Ns
- Termination from Practicum Placement due to performance-related reasons;
- A grade of "U" received in a student's Practicum Placement
- A cumulative GPA less than 3.0;
- A grade less than a C- (1.7) is received in any course;
- An Incomplete grade in a practice course or practicum that is not resolved by the end of the first week
  in January for fall courses or mid-June for spring courses;
- Excessive absences in any course or practicum placement;
- Unprofessional behavior in practicum or coursework;
- Student misconduct;
- Scholarly misconduct;
- Professional social work misconduct

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

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

A. Educational Review Committee Membership

The Educational Review Committee is composed of six members:

- The MSW Program Director and Director of Practicum Education (or designee) are standing members.
  - Faculty shall elect four faculty members (tenured/TT, in-residence), each to serve a two-year term. Two faculty members will be elected each year so to stagger turnover of committee membership.
  - The MSW Program Director will ensure that the four elected members rotate so that two members take part in each review. Two faculty members shall constitute a quorum. A Dean's Office designee will attend meetings to take notes.
- The MSW Program Director may allow others to be in attendance such as the Director of OSAS or someone who has pertinent information regarding the student's situation.

B. Meeting Schedule

Academic Progress Review meetings are scheduled as needed (usually twice monthly), September through May, during the academic year. Students experiencing academic and/or practicum issues during the year will be scheduled to meet during this time. Additionally, Academic Progress Review meetings will be scheduled during the summer as needed.

For Academic Progress Reviews held outside of the standard academic year (i.e., the summer May 23 – August 22), the dean will appoint up to two faculty members who are on contract and/or eligible to serve. The student being reviewed will be informed of their right to be accompanied by a support person who may be a faculty member, staff member, or student within the School.

C. Informing Student of Academic Progress Review Referral

The MSW Program Director will notify the student of the referral. The notice will be in writing and include the reason for the referral; the date and time of the planned Academic Progress Review meeting; and a list of the student's rights as described below. The notice must be provided at least seven business days before the scheduled meeting. Such notice will be made by email to the student's official University email address and shall be deemed received by the student on the day it was sent.

D. Materials Submitted for Academic Progress Review

The student's Academic or Practicum Advisor submits a brief referral letter. The letter may include supporting documentation that will help the Committee understand the difficulties the student is experiencing and make any recommendations the Committee should consider. The MSW Director is expected to confer with the appropriate parties (e.g., Concentration Chair, Practicum Education Instructor, Practicum Education Director, *etc.*) related to any issues of concern regarding a student's performance.

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

- reports, documentation demonstrating attempts by student and Advisor to informally resolve the issue;
- reports from instructors regarding class participation, attendance, grades, practicum evaluations or performance summary, *etc.*;
- a copy of the student's current transcript; and,
- any other materials deemed necessary (e.g., documentation of provisional status).

A copy of these materials is distributed to the student, members of the Educational Review Committee, the
student's Advisor, and the MSW Program Director.

E. Day of the Meeting

- The ERC Chairperson (MSW Program Director), meets briefly with the Committee to review the case.
- The ERC Chairperson notifies the student and their Advisor (or designee) and any support person when to join
- the Committee.
- The ERC Chairperson introduces all participants and clarifies each of their roles.
- The ERC Chairperson assures that all parties have reviewed the documents supplied.
- The ERC Chairperson clarifies with the student being reviewed that they received written notice of the meeting and its procedures; the packet of materials including the reason for the referral and supporting documentation; and was given an opportunity to submit a written response to the materials.
- The ERC Chairperson and/or the student's Advisor summarizes the reason for the referral.
- The student comments on their understanding of the situation, provides information that might help the
- Committee to better understand the circumstances and poses possible solutions.
- The ERC Chairperson asks persons with information about the case as appropriate, to provide any additional information. ERC members may seek clarification from these people regarding their presentation. They will be asked to leave the meeting after their presentations.
- ERC members are provided an opportunity to raise questions or concerns to

further their understanding of the
- situation.
- When appropriate, the support person is permitted to make comments that would enlighten the Committee's
- understanding of the situation.
- The student and their Advisor and support person are excused from the meeting while the Committee
- discusses the situation and possible recommendations regarding an Educational Plan.
- The student, their Advisor, and their support person return to the meeting to hear the Committee's
- recommendation regarding the proposed Educational Plan.

F. After the Meeting

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

G. Academic Progress Review Follow-up

A letter of disposition from the Associate Dean for Academic Affairs is provided to the student within 10 business days of the Academic Progress Review meeting. Electronic copies of the letter are also provided to the MSW Program Director, Director of Practicum Education, Director of Student and Academic Services, chairperson of the student's concentration, and their Advisor. A copy is retained in the student's Academic Progress Review file in the Dean's Office. As per the State of Connecticut Records Retention Schedule, all records will be destroyed after five years from the date of resolution if the student is not dismissed.

H. Appeal Process

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

of evidence presented at the hearing. If the Dean upholds the decision of the Associate Dean, the decision is final.

I. Academic Dismissal

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

Advising of Students

All students are assigned an Academic Advisor through the Office of Student and Academic Services (OSAS). The purpose of academic advising is to help students make maximum use of their educational experience and to enable students to make sound decisions about their graduate education with the assistance, knowledge, and experience of professional social work educators.

Students are also assigned a Practicum Advisor, who supports the students practicum experience. For more in-depth information about the roles and functions of the Practicum Advisor and for all matters pertaining to Practicum Education, please see the *MSW Practicum Education Manual.*

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

Academic Advising Responsibilities

- Becomes familiar with the student's class and Practicum performance and overall professional goals and development.
- Assists students with course planning, sequencing, and registration.
- Identifies and helps resolve potential academic problems.
- Monitors academic and program progress.
- Ensures that ethical and academic standards are upheld.
- Assists in career and professional development and overall academic performance.

Academic Faculty Advising Tasks and Activities

- Is available for individual contact with advisees to discuss academic plans and progress; identifies potential problems; and consults as deemed appropriate on professional and career development.

- Consults as deemed appropriate with colleagues regarding students' progress including classroom teachers,
  OSAS, and the MSW Program Director.
- Makes referrals to student support services, as needed, if the student gives their consent (e.g., disability support, writing clinic).
- Reviews transcripts and Plans of Study provided by the student.
- Consults with OSAS and/or the MSW Program Director if a student requests a policy exception.
- Consults with Practicum Education as needed when academic or other concerns arise that may impact practicum
- Consults with the MSW Program Director when considering making a referral to the ERC when the advisee is having serious problems in the practicum and/or in their coursework.
- Accompanies advisee to the ERC (if they are referred to the ERC) to provide a summary report of the situation and acts as the advisee's advocate.

Conferral of Degrees and Academic Status

Provisional Status

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

Conferral

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

Application for Degree

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

to the intended conferral date, conferral is delayed to the next conferral period, even though all other degree requirements may have been completed on time.

Plans of Study

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

SSW Commencement Ceremony

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

The School of Social Work Commencement Ceremony is held once per year at the end of the Spring Semester in May. At the ceremony, graduating students are recognized, where MSW students are hooded by SSW faculty. Individuals who have had degrees conferred at the end of the previous fall semester, and candidates who complete degree requirements by the end of the spring (May) and summer semesters are eligible to participate in the SSW Commencement Ceremony.

Academic regalia appropriate for the University of Connecticut degree being conferred is strictly required for all who participate in the ceremony. Information concerning the ceremony is made available by the mid-spring semester and can be found on the School of Social Work website or University Commencement's website.

Curriculum

Requirements for the Master of Social Work Degree

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

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

Curriculum Requirements

	IGFP	CORG and POPR
Generalist Courses and Practicum?	27 credits	27 credits
Advanced Concentration Courses	12 credits	12 credits*
Advanced Practicum Education	8 credits	8 credits
Advanced Practicum Advising Seminar	1 credit	1 credit
Additional Research Course – SSW 5007/5008	3 credits	3 credits
Elective Courses	9 credits	9 credits*
Total Credits	60 credits	60 credits

**CORG and POPR students in the Advanced Standing program have 15 credits of Advanced Concentration courses and 6 credits of electives*

Generalist Curriculum

The curriculum of the School is formed by an integrated sequence of generalist (foundation) and advanced curriculum content, in both classroom and Practicum Education. The professional generalist curriculum required by the Educational Policy and Accreditation Standards (EPAS) of the Council of Social work Education (CSWE) includes nine Social Work Competencies: (1)Demonstrate ethical and professional practice; (2) Advance Human Rights and Social, Racial, Economic, and Environmental Justice; (3) Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice; (4) Engage in practice-informed research and research-informed practice; (5) Engage in policy practice; (6) Engage with individual, families, groups, organizations, and communities; (7) Assess individuals, families, groups, organizations, and communities (8) Intervene with individuals, families, groups, organizations, and communities; and (9) Evaluate practice with individual, families, groups, organizations, and communities.

Generalist Courses Required of All Students (Except Advanced Standing Students)

SSW 5001	Human Oppression: The African American and Puerto Rican Perspective (Prior to Advanced Practicum Education)
SSW 5006	Research Methods for Social Work Practice (Prior to advanced-year Practicum Education)
SSW 5005	Analysis of Social Welfare Policy and Social Services Delivery Systems (Prior to advanced year on Practicum Education)
SSW 5002	Human Behavior in the Social Environment: Macro and Micro Theories (Prior to or concurrent with first semester of first year Foundation Practicum Education)

SSW 5003	Foundation for Macro Practice (Concurrent with first semester of first year Foundation Practicum Education)
SSW 5004	Foundation for Micro Practice (Concurrent with first semester of first year Foundation Practicum Education)
SSW 5102	Foundation Practicum Education I (Concurrent with first semester of Basic Foundation Courses)
SSW 5101	Foundation Practicum Advising Seminar (Fall Semester, first year)
SSW 5104	Foundation Practicum Education II (Concurrent with second semester of Basic Foundation and Concentration Courses)
SSW 5103	Foundation Practicum Advising Seminar (Spring Semester, first year)

Advanced Standing

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

Advanced Standing Plan of Study—35 Total Credits Required

Summer Session Requirements

- 3 Credits: Advanced Concentration Course
- 1 Credit: Skills Laboratory
- 1 Credit: Special Populations Course

Fall and Spring Semester Requirements

Advanced Concentration Courses

- 9 Credits: **IGFP**
- 12 Credits: **CORG** or **POPR**
- 3 Credits: Additional Research Course
- 8 Credits: Advanced Practicum Education
- 1 Credit: Advanced Practicum Advising Seminar
- **Electives**
    - 9 Credits: **IGFP**
    - 6 Credits: **CORG** or **POPR**

Advanced Standing Courses Waived

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

Additional Research Course Required of All Students

The pre-requisite for Advanced Research Classes (SSW 5007 and 5008) is successful completion—a minimum grade of C for matriculated students—of SSW 5006: Research Methods for Social Work Practice. After completion, all students are additionally required to take one of two research courses

- SSW 5007 Advanced Research: Program Evaluation
- SSW 5008 Advanced Research: Special Topics

Concentration Chairs

Community Organizing
Megan Feely, Room 212 (megan.feely@uconn.edu)

Individuals, Groups, and Families
Caitlin Elsaesser, Room 221 (caitlin.elsaesser@uconn.edu)
Regina Lester Harriat, Room 323 (regina.lester-harriat@uconn.edu)

Policy Practice
Shannon Lane, Room 219 (shannon.lane@uconn.edu)
Rebecca Thomas, Room 327(rlthomas@uconn.edu)

Community Organizing (CORG) Concentration

Community Organizing is an advanced-practice concentration that teaches students to become organizers who create systemic, progressive change by empowering individuals, groups, and communities. Community organizing combines direct service with advocacy, education, and social action. It applies an intersectional and critical lens and assumes that social problems affecting individuals, such as poverty, racism, sexism, heterosexism, cissexism, ableism, and ageism, are primarily consequences of institutionalized oppression. Consequently, structural change must be addressed collectively, both at the grassroots level and through political systems. Community organizing is a process through which organizers support individuals from marginalized or oppressed groups and communities in recognizing their own power, building collective power, and transforming power relationships to create more equitable and just systems and communities.

Using a broad repertoire of critical theories and skills, including conflict, community building, and social planning, community organizers examine political, social, and economic structures and how they influence power, inequality, culture, values, and problem-solving.

In addition to the core social work training, students in the Community Organizing concentration learn grassroots organizing techniques and skills, the history and theories of organizing, the practice of political and legislative advocacy, research application, program development, and grant writing.

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

opportunity to apply the knowledge and practice the skills they learn in the classroom, and to prepare for a career in social work.

Community Organizing (CORG) Coursework

SSW 5302	Essential Theory and Intervention Practice in Community Organizing *Concurrent with SSW 5102 (Practicum) and SSW 5101 (Seminar)*	Spring, first year	3
SSW 5303	Program Planning, Development and Evaluation *Concurrent with SSW 5104 (Practicum) and SSW 5103 (Seminar) Combined course for CORG and POPR*	Fall, second year	3
SSW 5304	Grassroots Organizing *Concurrent with SSW 5106 (Practicum) and SSW 5105 (Seminar)*	Fall, second year	3
SSW 5306	Political Advocacy *Concurrent with SSW5108 (Practicum) and SSW 5107 (Seminar)*	Spring, second year	3

CORG Credit Summary

	Basic Foundation Courses	27
	Advanced Concentration Courses (above)	12
	Advanced Research Course: SSW 5007 or SSW 5008	3
SSW 5106	Advanced Practicum Education III	4
SSW 5105	Practicum Advising Seminar (Fall Semester)	0
SSW 5108	Advanced Practicum Education IV	4
SSW 5107	Practicum Advising Seminar (Spring Semester)	1
Elective Courses		9
	Total Credits:	**60**

Individuals, Groups, and Families Practice (IGFP) Concentration

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

Individuals, Groups, and Families Practice teaches students knowledge and skills in mobilizing, sustaining, and creating personal, interpersonal, and environmental resources. In all modalities, the use of a professional relationship to nurture and release the personal potential of those being served is emphasized. Clients are helped to understand and cope with specific life situations or stressors, to

influence their physical and social environments, and to find effective forms of expression to influence large social systems. In the group and family modalities, students also learn to help members to support each other, to develop positive interpersonal relationships, and to utilize the group experiences to affiliate with others.

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

Individuals, Groups, and Families (IGFP) Coursework

SSW 5201	Practice with Individuals, Groups, and Families *Concurrent with SSW 5102 (Field) and SSW 5101 (Seminar)*	Spring first year	3
SSW 5202	Advanced Approaches with Individuals, Groups, and Families *Concurrent with SSW 5104 (Practicum) and SSW 5103 (Seminar)*	Fall advanced year	3
SSW 5204 Or SSW 5205 Or SSW 5206 Or SSW 5207	Clinical Conditions with Children and Adolescents Or Clinical Conditions with Adults and Older Adolescents *Prerequisites: SSW 5002, 5003, 5004* *Concurrent with Practicum and Practicum Advising Seminar*	Any semester after first semester of practicum	3
SSW 5203	Advanced Practice with Individuals, Groups, and Families Across Settings and Populations *Concurrent with SSW 5106 (Practicum) and SSW 5105 (Seminar)*	Spring advanced year	3

IGFP Credit Summary

	Basic Foundation Courses	27
	Advanced Concentration Courses (above)	12
	Research Course: RSCH 5341 or RSCH 5342	3
SSW 5106	Advanced Practicum Education III	4

SSW 5105	Practicum Advising Seminar (Fall Semester)	0

SSW 5108	Advanced Practicum Education IV	4
SSW 5107	Practicum Advising Seminar (Spring Semester)	1
Elective Courses		9
	Total Credits:	**60**

Policy Practice (POPR) Concentration

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

Policy Practice (POPR) Coursework

SSW 5301	Policy Practice: Process and Finances Pre/Co-Requisite: SSW 5005 *Concurrent with SSW 5104 (Practicum) and SSW 5103 (Seminar)*	Spring first year	3
SSW 5303	Program Planning, Development and Evaluation *Concurrent with SSW 5106 (Practicum) and SSW 5105 (Seminar) Combined course for CORG and POPR*	Fall second year	3
SSW 5306	Political Advocacy *Concurrent with SSW 5108 (Practicum) and SSW 5107 (Seminar)*	Spring semester after first semester of field	3
SSW 5305	Policy Practice: Careers, Contexts and Quantitative Analysis Prerequisite: SSW 5310 *Concurrent with SW 5108 (Practicum) and SSW 5107 (Seminar)*	Spring second year	3

POPR Credit Summary

	Basic Foundation Courses	27
	Advanced Concentration Courses (above)	12
	Research Course: RSCH 5341 or RSCH 5342	3
SSW 5106	Advanced Practicum Education III	4
SSW 5105	Practicum Advising Seminar (Fall Semester)	0
SSW 5108	Advanced Practicum Education IV	4
SSW 5107	Practicum Advising Seminar (Spring Semester)	1
Elective Courses		9
	Total Credits:	60

Practicum Education

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

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

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

Specialized Curriculum Program Options

The School of Social Work is pleased to offer a number of opportunities for students to specialize their curriculum with emphasis on particular populations and/or settings. Please visit our website for more detailed information about program options and how to apply. https://socialwork.uconn.edu/masters-social-work/

- Certificate in Child and Youth Behavioral Health
- Behavioral Health Scholars Program
- Scholars in Aging
- School Social Work Certification
- Connecticut Adelante

- Pathway to Alcohol and Drug Counselor Licensure
- Child Welfare
- CT Health Education Urban Service Track
- **Focused Areas of Study**
  - Health and Wellness
  - International Issues in Social Work
  - Gender and Social Justice

Dual and Joint Degree Programs

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

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

Carlton Jones, MS, Director of Student and Academic Services, is the School of Social Work contact for **all** Dual and Joint Programs.

- (959) 200-3687
- carlton.jones@uconn.edu

Dual Degree Programs

For more information on dual degree programs, please visit UConn SSW Joint Degrees Webpage

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

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

Ideally, students begin their study at the School of Law, where during the first year, students must

complete a total of 32 credits if attending full-time. During the second year, students will complete a minimum of six social work courses as well as their required, 560-hour first-year social work Practicum Placement. During the third and fourth years, students will take a combination of law and social work courses, complete the required second-year social work Practicum Placement, and complete a law school clinic or Practicum Placement. The two schools' respective clinical/practicum requirements generally cannot be satisfied by a combined placement due to the distinct professional roles that students assume, and that are sought to be developed, in the two types of placements.

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

- JD Contact: Susan Schmeiser, PhD, Professor of Law, 860-570-5103, susan.schmeiser@uconn.edu.

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

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

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

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

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

Joint Degree Programs

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

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

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

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

In conjunction with the Yale University Divinity School in New Haven, Connecticut, the School of Social Work offers a program in which students may earn the MSW degree from UConn and the M.Div. degree from Yale in five years. Yale University will accept up to nine elective credits earned in UConn's MSW program. Students in the joint program will have their MSW elective credits waived, thereby reducing the required MSW credits from 60 to 51 for MSW students. Students should consult with the School of Social Work Joint Degree liaison to discuss the approval of their Yale elective coursework. Students must be enrolled concurrently in both schools and earn both degrees simultaneously to benefit from this arrangement. When a student is not enrolled in courses at the School of Social Work, they must go on continuous registration and pay the required fee. Students will begin at the Yale University Divinity School the first two years, attend the UConn MSW Program the next year, return to YDS the next year, then return to UConn to finish complete their degree.

Yale Divinity Contact: Jamie Tan, Yale Divinity School Registrar
203-432-5312, jamie.tan@yale.edu
Yale Divinity Contact: Frederick "Jerry" Streets, Coordinator of Joint Degree Program, MDiv, DSW, LCSW, frederick.streets@yale.edu

Schools, Centers, Institutes, and Projects

Center for International Social Work Studies (CISWS)

Director: Dr. Rebecca Thomas
Phone Number: (959) 200-3681

The Center for International Social Work Studies was established in 1992 to promote and support student and faculty interest and activities in international social work and human rights. These activities include international curriculum development, faculty exchanges, international Practicum Placements for

students, cross-national research, an annual international day, and seminars and occasional conferences on international aspects of social work. Additional information regarding international practicum placements may also be found in the Curriculum Section under Practicum Education. The Center serves as a focal point to connect students, faculty, alumni, and area practitioners to learning opportunities in international aspects of social work and human rights.

The Center reflects the School of Social Work's commitment to strengthening social work involvement in international problem solving and policy development. The aim of the Center is to replace the traditional dichotomy between domestic and international social concerns with a global perspective on human needs and social policy and practice interv5yjjmentions. While broadly focused on international knowledge related to social work and social development, the Center emphasizes the application of a global and human rights perspective to social workers' practice in their own communities and internationally.

The Center aims to put this philosophy into practice by:

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

Recent exchange and linkage projects include:

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

Regular activities for students:

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

Nancy A. Humphreys Institute for Political Social Work

Director: Shannon Lane
Phone Number: (959) 200-3631

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

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

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

Puerto Rican and Latin@ Studies Project (PRLSP)

Contact: Dr. Lisa Werkmeister Rozas
Phone Number: (959) 200-3654

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

PRLSP's core goals are:

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

Innovations Institute *Director:*
Michelle Zabel, MSS
Phone Number: (443) 845-7011

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

Graduate Student Organization

Mission

The Graduate Student Organization (GSO) serves to promote a connected, inclusive, and supportive community at the University of Connecticut (UConn) School of Social Work (SSW) among graduate students. Its resources are used to create social, educational, and professional opportunities that benefit the student body as a whole. In pursuit of this mission, GSO models its conduct in accordance with the National Association of Social Workers' (NASW) Code of Ethics and celebrates diversity in all forms. New Mission statement:

GSO Goals and Objectives

- To create community among students at the UConn School of Social Work.
- To serve as an advocate on behalf of the student body to the school's administration.
- To assist students in their professional development by raising awareness on issues affecting the social work profession.
- To maintain diverse representation within the GSO in meeting its mission.
- To manage and allocate student activity funds to benefit its members.
- To make efforts to partner with establishments in the greater community–particularly those owned and operated by members of marginalized groups.

GSO Membership and Structure

- Membership in the GSO shall consist of all UConn SSW matriculated graduate students who pay a student activity fee. All members are eligible to hold office if they meet the requirements, may attend Steering Committee meetings, submit and participate in petitions, and attend events sponsored by GSO and its affiliates.
- Membership of the Executive Committee shall consist of the GSO Chair/Co-Chairs, the Secretary, and the Treasurer.

- Membership of the GSO Steering Committee shall consist of all leaders of the GSO Interest Groups, all Concentration Committee Representatives, all School-wide Committee Representatives, and the members of the GSO Executive Committee.
- Membership of GSO Interest Groups shall consist of the Interest Group Leader(s) and any matriculated **Master students who wish to be involved with the Interest Group.**
- Other GSO participants may include, but are not limited to, non-degree students, SSW faculty, SSW staff, alumni, and members of the community. Participants are permitted to attend events and meetings sponsored by GSO affiliates. However, the main beneficiaries of these events are matriculated SSW Master students.
- The level of student involvement and the strength of its active members generally determine the agenda for the year.

Reasons to Become Involved in GSO

- Recognized by the faculty and administration as the voice of the student body and an appropriate channel for communication and change.
- Strengthen students' leadership skills and provide networking experiences that align with career goals.
- Each matriculated student pays an activity fee, and GSO advocates for how this should be spent.
- Involvement in GSO is an outlet to share ideas in planning educational programs and build relationships with other students
- Involvement in GSO is a social, creative, and expressive outlet to share ideas or support student members in planning educational programs.

GSO Executive Committee

The Executive Committee is made up of a Chair/Co-Chair, Secretary, and Treasurer. The Executive Committee is guided by a faculty advisor, typically the SSW Office of Student and Academic Services (OSAS) Director. This individual does not have voting power. Each Executive Committee position is self-nominated and voluntary, and can be occupied by any matriculated UConn social work graduate student. Interested individuals should indicate their interest in the Spring semester of the previous academic year. An interview process will begin and be conducted by the current Executive Committee and/or Faculty Advisor. **Executive Committee positions are paid positions and must comply with university employment policies.** Their job duties include but are not limited to:

Chair/Co-Chair

- Organize social, educational, and professional development events during the Fall and Spring semesters.
- Organize and facilitate a minimum of two GSO Executive Committee meetings monthly.
- Ensure that an agenda is outlined for GSO meetings prior and made available to other GSO leaders.
- Oversee the work of other GSO members and address questions as needed.
- Maintain ongoing communication with the faculty advisor and provide updates of GSO activity.

- Oversee all activity within GSO including budgeting, interest groups, concentration committees, and school-wide committees (see descriptions in the next sections).
- Ensure that documentation and records relating to GSO activity are organized and readily accessible.
- Organize vote meetings for events that require funding where students can attend and vote on allocation of proposed funding.
- Ensure the presence and awareness of GSO throughout the social work graduate student body through its initiatives.
- Seek feedback from students and represent their needs.
- Ensure compliance of all GSO and school-related policies.
- Ensure that GSO email is maintained and that inquiries are promptly responded to.
- Ensure GSO social media accounts, if any, are appropriately maintained and posts are relevant.
- Publicize events at least two weeks in advance.
- Facilitate recruitment initiatives when appropriate.
- Complete any necessary organization and leadership training requirements.
- Meet additional requirements as determined by the University.

Secretary

- Attend all GSO leadership meetings and record notes of topics discussed. If unable to attend, the Secretary must notify another Executive Committee member as soon as possible.
- Upload all logs and notes to a drive accessible by OSAS.
- Record minute log during fund allocation vote meetings and submit to the Director of Finance and other GSO Executive Committee members within 2 business days.
- Monitor GSO email inbox and respond to inquiries. Forward emails to Chair/Co-Chair or Treasurer if necessary.
- Participate in the overall operation of the GSO and assist where needed.
- Help organize recruitment initiatives when needed.
- Conduct necessary communication with community partners.
- Complete any necessary organization, leadership, financial, and other necessary training requirements.
- Meet additional requirements as determined by the University.

Treasurer

- Attend and participate in all GSO leadership meetings. If unable to attend, the Treasurer must notify another executive board member as soon as possible.
- Oversee and maintain all finances, including overall GSO and sub-committees/group budgets.
- Work with the School of Social Work Director of Finance in relation to GSO finances.

- Create and submit an annual budget estimate and monitor throughout the academic term.
- Prepare and present a report of expenditures quarterly or on another agreed upon schedule by the Executive Committee.
- Upload all financial-related logs and notes to a drive accessible by OSAS.
- Participate in the overall operation of the GSO and assist where needed.
- Responsible for any other financial related materials and requirements.
- Complete any necessary organization, leadership, financial, and other necessary training requirements.
- Meet additional requirements as determined by the University.

GSO Interest Groups

Interest groups operate under the umbrella of the Graduate Student Organization. Each of these groups is concerned with significant issues of an identified population/community within the student body. Interest groups may elect their own set of officers, and each group may receive funding from the Graduate Student Organization. These funds are to be budgeted for specific educational programs and events for the student body, (i.e., seminars, guest speakers, and group functions). Students should contact the Director of OSAS or GSO Executive Committee members if interested in reactivating or creating a new group. Interest group responsibilities include:

- Attend GSO Steering Committee meetings occurring monthly or on an agreed upon schedule.
- Implement educational and social activities around the identified population or cause that the interest group Chair/Co-Chair is representing. At least one event should be held each semester. Additional events can be co-sponsored with other GSO affiliates.
- Reserve rooms, order food, and publicize events by following the GSO event protocol.
- Complete and submit a formal request to the GSO Treasurer on behalf of their interest group when applicable. Complete expenditure form requests by submitting receipts, attendance records, proof of advertising and program evaluation to GSO Treasurer and keep a copy for the school's record.
- Participate fully in the overall operation of the GSO in meeting its mission by attending at least one GSO sponsored event.
- Manage budget and use funds for events, group functions, guest speakers and food. Any expense that is questionable should be directed to the Director of Finance.
- Publicize events at least two weeks in advance.
- Maintain the interest group's email account if applicable and organize communication within the email account.
- Consult with GSO Faculty Advisor regarding the operation of the Interests Groups and its events.
- Participate in training required for accessing GSO funds, if applicable.
- Meet additional requirements as determined by the University or its designee.

Latin American Student Organization

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

Since its inception, LASO has been concerned with the need for professional Puerto Rican and Latino social workers. LASO works with the faculty of the Puerto Rican and Latino Studies Project in the recruitment and retention of Latino students.

In addition to numerous conferences, workshops, seminars, and cultural events, LASO and the Puerto Rican and Latino Studies Project faculty continue to co-sponsor special workshops, and other activities aimed at enhancing and strengthening Puerto Rican and Latino Social Work students, service providers, and the larger society.

Organization of Black Social Work Students (OBSWS)

OBSWS provides support for the Black students in the school as well as in the community. Its goal is to sensitize the School and the larger community to the culture, the experiences, and the needs of Black people of African descent through a variety of forums, workshops, symposia, and artistic displays.

With the aid of faculty and administration, OBSWS hopes to continue to develop the Black perspective in course content. OBSWS feels that this is critical in light of increased negative racial attitudes in this society. Although changing stereotypes, beliefs, and attitudes is a difficult task to bear, OBSWS maintains that Black social workers cannot give up if they are to be agents of change and if they are to make this world more equal and humane. OBSWS invites all Black students to participate in this Organization.

PRIDE

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

Students Against Mass Incarceration (SAMI)

The Students Against Mass Incarceration (SAMI) sub-organization addresses diverse and complex issues concerning criminal justice reform and the role of social workers. Students can discuss and advocate for topics such as the school-to-prison pipeline, the needs of children of

incarcerated parents, education in prison, politically oppressive systems, gender, community violence, street culture, police-community relations, and the improvement of re-entry services for the formerly incarcerated. SAMI will also provide a space where students can advocate, educate, and self-identify as directly or indirectly impacted by incarceration and/or violence.

SAMI events include discussions, forums, panels, presentations, workshops, and direct action on topics related to criminal justice reform, the mass incarceration epidemic, culture, and race. Innovative models of political advocacy, community organizing, and research will be further explored.

Concentration Committees

GSO is responsible for identifying students to serve on the Concentration Committees that operate under the umbrella of the Graduate Student Organization. Efforts should be made to recruit representatives for all concentrations. Each group can receive funds that can be budgeted for specific educational and/or social events, guest speakers, food, and other necessities. Responsibilities include:

- Attend GSO Steering Committee meetings occurring monthly or on an agreed upon schedule.
- Consult with their Concentration Faculty Chair or designee, if necessary, regarding the operation of the Concentration events.
- Implement at least one collaborative educational and social activity for their represented concentration. At least one event should be held each semester. Additional events can be co-sponsored with other GSO affiliates.
- Reserve rooms, order food, and publicize events by following the GSO event protocol.
- Complete and submit a formal request to the GSO Treasurer on behalf of their interest group when applicable. Complete expenditure form requests by submitting receipts, attendance records, proof of advertising and program evaluation to GSO Treasurer and keep a copy for the school's record.
- Participate fully in the overall operation of the GSO in meeting its mission by attending at least one GSO sponsored event.
- Manage budget and use funds for events, group functions, guest speakers and food. Any expense that is questionable should be directed to the Director of Finance.
- Publicize events at least two weeks in advance.
- Maintain the interest group's email account if applicable and organize communication within the email account.
- Consult with GSO Faculty Advisor regarding the operation of the Interests Groups and its events.
- Participate in training required for accessing GSO funds, if applicable.
- Meet additional requirements as determined by the University or its designee.

School-Wide Committees

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

include:

- Attend and represent the student body on the designated School-Wide Committee.
- Attend GSO Steering Committee meetings occurring monthly or on an agreed upon schedule.
- Report any updates to the Steering Committee on behalf of the School Committee.
- Participate fully in the overall operation of the GSO in meeting its mission by attending at least one GSO sponsored event.
- Participate in training required for accessing GSO funds, if applicable.
- Meet additional requirements as determined by the University or its designee.

Educational Policy Committee (EPC)

The Educational Policy Committee serves as the School-wide curriculum committee. It is responsible for all curriculum policy recommendations that are submitted to the faculty as a whole. The EPC also has responsibility for evaluating all educational policies, including policies related to advisement, retention, and graduation of students. New programs or other curriculum initiatives, including new courses, are reviewed by this committee.

Committee membership consists of representation from all curriculum units and two students (at least one present at each meeting). The committee typically meets once per month, and it may meet additional times as needed. Students serve one-year terms and are eligible for reappointment.

Practicum Education Advisory Committee

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

Center for International Social Work Studies Advisory Committee

The Advisory Committee provides advice and support to the Center for International Social Work Studies and oversees the International Issues Focused Area of Study. The Committee is made up of faculty, staff, and two students. The committee typically meets three times per month, and it may meet additional times as needed. Students serve one-year terms and are eligible for reappointment.

Just Community Committee

Just Community is composed of faculty, staff, and Graduate Student Organization MSW and PhD student representatives. Its role is to facilitate and support educational and advocacy efforts and to enhance inclusion of anti-oppressive practices in our classrooms, programming, and in our daily interactions with one another at the School. The mission is to create a community that is capable of dialoguing with, learning from, and participating in mobilizing social justice efforts. The committee typically meets once per month, and it may meet additional times as needed. Students serve one-year

terms and are eligible for reappointment.

Meetings

Executive Committee Meetings

- Occur at least twice monthly.
- All Executive Committee members must be present with exception to extenuating circumstances.
- Meetings are conducted using Robert's Rules of Order.
- Co-Chairs are responsible for ensuring an agenda is prepared for every meeting.
- The Secretary takes official notes to be uploaded at every meeting.

Steering Committee Meetings

- Occur once monthly.
- The Executive Committee, GSO Advisor, Committee Chairs, Interest Group Chairs, and School-Wide representatives should be present for every meeting with exception for extenuating circumstances.
- All matriculated students are able to join the meeting, but only steering committee members will have voting rights.
- Meetings are conducted using Robert's Rules of Order.
- Co-Chairs are responsible for creating an agenda for every meeting which should be made available at least 1-2 days in advance.
- The Secretary takes official minutes at every meeting.
- The GSO Constitution may be amended with a 2⁄3 vote.

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 graduate students and graduate 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://shs.uconn.edu/insurance-information/.

The University Insurance Coordinator, Tresca Smith, can be contacted at (860) 486-4535 to answer inquiries on this. Students are required to have health insurance and meet other health and immunization requirements to meet OCPC compliance requirements for practicum.

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 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://publicsafety.uconn.edu/police.

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://publicsafety.uconn.edu/emergency/get-prepared/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.

National Association of Social Workers—Code of Ethics

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

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used

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

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

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

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

Ethical Principles

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

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

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

- **Value:** Dignity and Worth of the Person
- **Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

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

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

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

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