STUDENT RESPONSIBILITY

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

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

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)

If you are an individual with a disability that requires accommodation in order to allow participation, please contact the Center for Students with Disabilities at csd@uconn.edu.

This publication is available in an alternate format upon request.
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MESSAGE FROM THE DEAN

I am delighted to welcome you all to the 2018-2019 academic year at the UConn Social Work School located in the bustling Front Street district of downtown Hartford. We are a vibrant and welcoming community where talented students join engaged faculty, scholars, mentors and dedicated staff to prepare for exciting and satisfying careers in social work. Our location, just behind City Hall, adjacent to the Hartford Public Library, and a short walk to Bushnell Park and the state capitol building, provides enhanced opportunities for civic engagement and service.

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

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

The SSW maintains a strong and evolving commitment to diversity and inclusion and there will be many opportunities within and outside the classroom to address these issues. Throughout the year, we will have all-school lectures and presentations that help us to identify and challenge our beliefs, struggles and skills, with issues of diversity and structural impediments to justice and equality. We encourage you to become involved; these issues have never been more important.

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

Throughout your time here you will learn and practice your developing social work knowledge, skills and values. Whether you are practicing with individuals, groups, families or communities, or administering agencies, influencing policy or conducting research, you will be guided by the Code of Ethics of the National Association of Social Workers (NASW). Please study this code carefully along with the NASW Cultural Competence Standards and Indicators. Both documents are critical resources for your professional development.

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

Nina Rovinelli Heller, PhD, Dean and Zachs Professor of Social Work
The University of Connecticut School of Social Work has been accredited by the Council on Social Work Education since 1949. The Council on Social Work Education Educational Policy and Accreditation Standards that govern the School of Social Work can be accessed at https://www.cswe.org/.

In October 2013, 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 until 2021.

MISSION STATEMENT OF THE UNIVERSITY OF CONNECTICUT SCHOOL OF SOCIAL WORK

The mission of the University of Connecticut School of Social Work is to provide professional master, doctoral and continuing professional social work education which will promote social and economic justice, and the improvement of human well-being. This mission derives from the 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 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.
ACADEMIC INTEGRITY IN GRADUATE SOCIAL WORK EDUCATION

Source: Scholarly Integrity in Graduate Education and Research Post-Doctoral Education and Research
http://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/
This version of the policy was approved and adopted by the Board of Trustees on March 26, 2014

The health and integrity of any school rests upon students and faculty upholding certain moral principles. One principle is academic freedom, the right to think and speak freely without fear of censorship. Another is honesty. Among the performance standards that should be identified by social work programs is scrupulous adherence by faculty and students to ethical codes of conduct and one of the hallmarks of ethical behavior is honesty. This professional principle is violated when a student engages in academic and scholarly misconduct; such misconduct requires intent, but is not excused by ignorance. The definitions of the various forms of academic and scholarly misconduct can be found in the Policy on Academic Integrity in Graduate Education and Research (see link above). The following definitions and examples based on this code are particularly relevant to graduate social work education.

**Plagiarism** involves taking the thoughts, words, or ideas of others and passing them off as one’s own. Examples of plagiarism are submitting a paper for a course that has been written by someone else and using material in part of a paper that comes from another source without citation (including the Internet). If you use any ideas that are clearly not common knowledge without citing your source, you are plagiarizing. It does not matter whether you have expressed the ideas in your own language. If you simply copy from any source without quotation marks or attribution, you are plagiarizing. A direct quote of another’s work requires quotations and a page number, in addition to the source information (e.g. author and date with a full reference in the bibliography). Paraphrases of the words or ideas from a source require the source information but not quotes or a page number. Among other practices which constitute plagiarism are: using in their entirety, or even in part, recycled papers or papers from another course or teacher, or papers written by someone else, either by a student or a person publishing a paper in an academic journal or book. The best advice is to cite all sources as clearly as possible in all matters except shared knowledge. If you are in doubt, ask your instructor.

**Misrepresentation** could involve, for example, taking an examination for another student; submitting for evaluation work done by another individual; submitting the same work for evaluation in two or more courses without prior approval; unauthorized use of previously completed scholarly 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.

**Aiding or Abetting** another individual involved in the planning or the commission of any act of academic misconduct.
CHAPTER I

SCHOOL OF SOCIAL WORK RESOURCE/SERVICE DIRECTORY

Office of Dean & Associate Dean for Academic Affairs – Room 306
Phone Number: (959) 200-3649, Fax Number: (860) 244-2234
- Nina Heller, Dean, Co-Director of PhD Program, and Zachs Professor
- Edna Comer, Associate Dean for Academic Affairs
- Marvy Duncan, Assistant to the Deans
- Tessa Cugno, Program Assistant
The Dean and the Associate Dean for Academic Affairs are available by appointment.

Office of MSW Program Director – Room 307
Phone Number: (959) 200-3651
- Ann Marie Garran, MSW Program Director
The MSW Program Director is available by appointment and will meet with students as needed.

Office of PhD Program Co-Director – Room 209
Phone Number: (959) 200-3628
- Scott Harding, Co-Director of PhD Program

Office of Student & Academic Services – Room 106
Phone Number: (959) 200-3687, Fax Number: (860) 244-2266
The Office of Student & Academic Services (OSAS) mission is to support Non-Degree, BSW, MSW and PhD students during their academic program. OSAS is also a resource liaison in connecting students to appropriate services. We take pride in providing a student friendly environment for students to succeed.
- Milagros Marrero-Johnson, Director of Student & Academic Services
- Kathy Birnie, Program Assistant
- Natalie O’Connor, Program Assistant

Office of Field Education – Room 112
Phone Number: (959) 200-3636, Fax Number: (860) 244-2240
Coordinates field practicum, field agencies, field instructors and the Seminar in Field Instruction, and faculty advisors.
- Megan Berthold, Director of Field Education
- Cheryl Jackson Morris, Associate Director of Field Education
- Marilyn Cardone, Assistant Director of Field Education
- Nancy Urcinas, Administrative Services Specialist

Office of Finance – Room 206
Phone Number: (959) 200-3624, Fax Number: (860) 244-2248
Oversees and maintains all School of Social Work budgets, all personnel functions, and building facilities.
- Bruce Parkhurst, Director of Finance & Administration
- Jonathan Galligan, Financial Assistant
- Iris Strong, Financial Assistant
Office of Outreach – Room 206
Phone Number: (959) 200-3617, Fax Number: (860) 244-2248
The School’s outreach, public engagement, continuing education, alumni relations and special events
are coordinated and administered through this office. The Outreach Office also handles the marketing
and public relations functions for the School.

- Reesa Olins, Executive Program Director
- Beth Sharkey, Associate Director
- Carmen Feliciano-Ragland, Financial Assistant
CONCENTRATION CHAIRS

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Name</th>
<th>Phone</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Barris Malcolm</td>
<td>(959) 200-3630</td>
<td>218</td>
</tr>
<tr>
<td>Community Organizing</td>
<td>Robert Fisher</td>
<td>(959) 200-3623</td>
<td>212</td>
</tr>
<tr>
<td>Individuals, Groups, and Families</td>
<td>Ellen Smith &amp; Peter Papallo</td>
<td>(959) 200-3634</td>
<td>222</td>
</tr>
<tr>
<td>Policy Practice</td>
<td>Catherine Medina</td>
<td>(959) 200-3672</td>
<td>318</td>
</tr>
</tbody>
</table>

FOCUSED AREA OF STUDY COMMITTEE MEMBERS

<table>
<thead>
<tr>
<th>Focused Area of Study</th>
<th>Chair/Co-Chair of Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Wellness Through the Lifespan</td>
<td>Dr. Barris Malcolm, Chair</td>
</tr>
<tr>
<td>International Issues in Social Work</td>
<td>Dr. Catherine Medina, Co-Chair</td>
</tr>
<tr>
<td>Intersectionality, Human Agency, and Social Justice</td>
<td>Dr. Rebecca Thomas, Chair</td>
</tr>
<tr>
<td>Urban Issues in Social Work</td>
<td>Dr. Catherine Medina, Chair</td>
</tr>
<tr>
<td>Violence Prevention in Families and Communities</td>
<td>Dr. Louise Simmons, Chair</td>
</tr>
<tr>
<td></td>
<td>Dr. Kathryn Libal, Chair</td>
</tr>
</tbody>
</table>
HARTFORD CAMPUS RESOURCES

Office of Student Services
Hartford Times Building, Room 106
Hours of Operation: Monday – Friday: 8:30 a.m. through 4:30 p.m.
Phone Number: (959) 200-3743

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Ariyavatkul</td>
<td>Campus Scheduler</td>
<td><a href="mailto:Nicole.Ariyavatkul@uconn.edu">Nicole.Ariyavatkul@uconn.edu</a></td>
<td>(959) 200-3833</td>
<td>HTB 123</td>
</tr>
<tr>
<td>Thelma Morris</td>
<td>Records and Enrollment Services Specialist</td>
<td><a href="mailto:Thelma.Morris@uconn.edu">Thelma.Morris@uconn.edu</a></td>
<td>(959) 200-3776</td>
<td>HTB 106</td>
</tr>
<tr>
<td>Hernan Cortez</td>
<td>Financial Aid Officer</td>
<td><a href="mailto:Hernan.Cortez@uconn.edu">Hernan.Cortez@uconn.edu</a></td>
<td>(959) 200-3821</td>
<td>HTB 127A</td>
</tr>
<tr>
<td>Nicole Williams</td>
<td>Client Services, Bursar</td>
<td><a href="mailto:Nicole.Williams@uconn.edu">Nicole.Williams@uconn.edu</a></td>
<td>(959) 200-3832</td>
<td>HTB 106</td>
</tr>
</tbody>
</table>

In addition to these services, this office also handles One Card processing.

**Bursar:**
- Process student payments for fee bills
- Answer student questions/inquiries about their fee bill
- Refunds (Refunds distributed from Storrs, but Business Services can review fee bills to see if and/or when a refund check was written and whether it is a paper check or direct deposit)
- Process 3rd party payments for student fee bills

**Registrar:**
- Non-Degree Program processing and troubleshooting
- Registrar website information:
  - Semester, Intersession and Summer Term schedules
Note: Official transcripts can be requested at [http://registrar.uconn.edu/transcripts/](http://registrar.uconn.edu/transcripts/)

**Financial Aid:**
- Counsels SSW students regarding sources and availability of aid, regulations, and other complex issues pertaining to financial aid.
- Performs all aspects of financial aid processing including verification, appeals, corrections, and packaging.
- Communicates with students, families, and other external constituents by email or phone. Assists with walk-in/call-in financial aid counseling needed.

**Center for Students with Disabilities**
Hartford Times Building, Room 139
Website: [http://csd.uconn.edu/](http://csd.uconn.edu/)
The Center for Students with Disabilities (CSD) engages in an interactive process with each student and determines accommodations on an individualized, case-by-case, course-by-course basis. Depending on the nature and functional limitations of a student’s disability, they may be eligible for reasonable and appropriate accommodations. Accommodations and services are available to students attending Storrs and all of the regional campuses including Avery Point, Hartford, Stamford, Waterbury and the School of Social Work. Please find more information on the Center for Students with Disabilities at http://csd.uconn.edu/regional-campus-students/. Students are able to begin the interactive process and request accommodations through MyAccess on this page.

**Hartford Information Technology Services**
School of Social Work Building, Ground Level  
Phone Number: 959-200-3663  
Self Help: https://serviceit.uconn.edu/  
Email: helpcenter@uconn.edu

Hartford ITS provides local technology services in collaboration with University Information Technology Services (UITS) in Storrs. Our local site describing services, hours of operation, announcements, and IT systems changes can be found here: http://hits.hartford.uconn.edu/

First year students are encouraged to go to http://techtraining.uconn.edu/ to become familiar with the technology commonly used throughout UConn and their student career.

For help with items such as email configuration, accounts, applications, and hardware specific problems etc., please feel free to walk in, call, or send e-mail to set up an appointment.

**Mental Health Resource Center**
Hartford Times Building, Room 139A  
Phone Number: 959-200-3873

The Mental Health Resource Center provides students with the space to feel comfortable speaking with a Case Manager. The Case Manager provides wellness information and assists in accessing community mental health resources in your area to help you be a successful student and healthy person. The service is both free and confidential.

The Mental Health Resource Center provides students with support stemming from common issues such as:

- Academic Stress
- Decision making
- Feelings of loneliness, anxiety, depression
- Family/Friends/Relationships
- Lack of Motivation
- Self-Esteem
- Stress Management
- Substance Abuse
- Transitions/Adjustments

The Mental Health Resource Center’s Hours of Operation are **Monday-Friday 9:00am-4:30pm**. For information, please contact Bryan Hall, LCSW, at Bryan.Hall@uconn.edu or 959-200-3869.
In addition to textbooks and student supplies, the Bookstore also sells reference materials, imprinted UConn clothing and gift items, including those specific to the School of Social Work. Computer and software products are available through the Bookstore’s technology department at Storrs.

<table>
<thead>
<tr>
<th>Days of Operation</th>
<th>Hours of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Friday</td>
<td>8:00 a.m. – 8:00 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>10:00 a.m. – 8:00 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>11:00 a.m. – 6:00 p.m.</td>
</tr>
</tbody>
</table>

Hours vary at the beginning of each semester, during intersessions, holidays, summer session, and semester break. Please call to confirm.

**UConn Library at Hartford Public Library**
500 Main Street
Hartford, CT 06103
Phone Number: (959) 200-3466

Janice Mathews – Social Work Librarian
Phone Number: (959) 200-3461
Email: janice.mathews@uconn.edu

UConn Library at Hartford Public Library supports graduate programs in social work, public policy, education, and business, as well as undergraduate programs at the University of Connecticut Hartford Campus. The Library provides access to collections, resources, databases for articles, books, data, and media, and laptops for use within the library. As part of the UConn Library System, users can request materials from any UConn Library and digital resources are available both on and off campus via your NetID. UConn members with a valid UConn ID can also check out physical materials from the Hartford Public Library.

UConn Library at Hartford Public Library has librarians and staff available to assist students with all aspects of the research process. The Library offers hands-on workshops related to digital scholarship, data discovery, data visualization, and the research process and provides individual, collaborative, and quiet study spaces For more information on the UConn Library at Hartford Public Library, including hours, visit: http://lib.uconn.edu/libraries/hartford-campus-library/

**Veterans’ Benefits**
Students seeking VA benefits are encouraged to make an appointment for general inquiries regarding veterans’ benefits; verification of your original DD214 when applying for CT Combat Veterans Tuition Waiver; and Chapter benefit information. Any applicable Chapter benefit forms such as the “certification of eligibility” will be accepted and forwarded to Storrs for processing.
Note: All students seeking VA benefits must complete the online Form D located at: http://veterans.uconn.edu/. This website will also provide additional benefit information and programming events offered throughout the academic year. All veterans are welcome to attend any programs scheduled at any UConn campus.

Contact: Peter Tribuzio – Hartford Times Building, Room 116 – (959) 200-3803, peter.tribuzio@uconn.edu
UCONN EMERGENCY ALERT SYSTEM

UConnAlert
UConnAlert is the University’s official emergency notification and alerting system. In the event of an emergency that poses an immediate threat to one of our campus communities, the UConnAlert system will be activated. Components of the UConnAlert system may also be utilized to notify the UConn community of impacts to business operations, including weather closings and significant class schedule alterations. This website, http://alert.uconn.edu/, is the definitive source of emergency information from the University of Connecticut and will always provide the current operating status for each campus, excluding UConn Health.

Students are automatically enrolled in UConnAlert. Students’ email addresses and phone numbers are pulled from the Student Administration system. Each semester, students must update their emergency contact information prior to registering for classes. If you would like to update your information, go to Student Admin and sign in with your NetID and password. Scroll down and find the “Personal Information” section. While strongly discouraged, you may opt out of getting UConnAlerts if you choose. For further information please visit http://alert.uconn.edu/get-alerts.html.

Campus/Weather Related Closing Procedure
If the Hartford Campus closes (this includes the School of Social Work) due to an emergency or weather related conditions, the announcement will be included among other school closings/delays on major CT television and radio stations.

If the campus does not close or delay, it is possible that a School of Social Work instructor may cancel or delay the start of their class. If an instructor decides to cancel a class, they will notify students by email.
SCHOOL RESOURCES

2018-2019 Academic Calendar
The 2018-2019 Academic and Field Education Calendar can be found at: https://ssw.uconn.edu/students/schedules/

Career Resources & Services
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 Career Services webpage at http://ssw.uconn.edu/students/career-services/.

Personalized assistance is available from the UConn Hartford Center for Career Development. Students can go to https://career.hartford.uconn.edu/ to make an appointment and view resources.

Faculty/Staff Mailboxes
All faculty and staff mailboxes are located on the first floor in the mailroom located right outside of HSSW 104.

Doctoral Student Office
Located in room G01, this office provides resources to doctoral students in their roles as students and professors. A general mailbox for all doctoral students can be found in the mailroom located right outside of HSSW 104.

Housing
Students are encouraged to utilize the UConn Off-Campus Housing to identify housing in the area. This can be found at https://offcampushousing.uconn.edu/property/search?campus%5B%5D=236. Please be sure to select “Housing” and then “Hartford Campus,” to ensure you will be searching for housing located in the School of Social Work area.

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. You may find additional information at http://onocard.uconn.edu/.

Google Apps@UConn Email
The official UConn student email system is Google Apps@UConn. Email communications to students will be sent via Google Apps@UConn email. It is essential that students check their account frequently to ensure they are aware of important information. Instructions on how to set up your account can be found at: http://g.uconn.edu/.

Parking & Ticketing
UConn Hartford will feature dedicated student parking in the Connecticut Convention Center garage and the Connecticut Science Center garage. The Front Street North garage will be available for students with mobility issues. On-street metered parking will be available surrounding UConn Hartford. For details, visit http://park.uconn.edu/downtown-hartford-campus-student-parking.
UPass
Under the UPass program, all full-time UConn Hartford students will be 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. For details, visit http://web2.uconn.edu/parking/hfdstudentparking/.

Shuttle Service
A weeknight shuttle runs between the Hartford Times Building and the Convention Center garage, with multiple stops included. Please see the route map posted on the Parking Services website for more specific details.

CTtransit’s free circulator bus, the dash bus, runs between 7:00 a.m. and 7:00 p.m. every weekday throughout downtown Hartford with stops at the campus and parking garages.

SSW Community Area
Located on the Ground Level of the School of Social Work is the SSW Community Room, which includes the following amenities available to students:

- Microwave
- Refrigerator
- Sink
- Vending and soda machines
- Lounge furniture and working stations
- Computers
- Restrooms
- Wellness Room

Writing Center
The Writing Center located in room 218 of the Hartford Times Building offers a peaceful study environment where undergraduate and graduate students can work independently or with writing consultants who take a collaborative, student-directed approach to learning. For further details, please visit http://wcenter.hartford.uconn.edu/.
CHAPTER II

HEALTH INFORMATION

Mandatory Health Insurance
The University of Connecticut requires all full time students to maintain insurance coverage under a family plan, individual plan or the University sponsored Student Health Plan. A full time student is defined as a graduate student enrolled for 9 or more credits.

The University-sponsored plan is designed to provide comprehensive medical insurance protection at an affordable rate. The plan is fully compliant with all federal mandates. *Contraception is covered at 100% with no cost sharing.

The insurance plan brochure can be viewed at http://shs.uconn.edu/insurance-information. Please direct any inquiries regarding enrollment, plan coverage or voluntary enrollment to the university Insurance Coordinator, Tresca Smith at (860) 486-4535.

If a student has alternative health insurance coverage and wants to formally decline (waive) the Student Health Insurance Plan an online waiver must be completed. The online waiver is accessed through the Student Administration system. Your NET ID together with your NET ID password is needed to access the system. The only acceptable form of notification to decline the coverage is the online waiver. Failure to complete the online waiver prior to 9/15/18 will result in automatic enrollment in the plan, and the charge for the full year premium will be placed on your student fee bill.

Accidents/Emergency Care on Campus
In the event of any accident or emergency situation on the campus, contact the West Hartford Police immediately at 911 (from a University phone, press “8” first). Individuals will be responsible for the charges associated with any emergency care.

Policy Related to Aids & Other Communicable Diseases
Students, faculty, and staff of the University identified as having AIDS or AIDS-related complex, or any other communicable disease, will not be barred from working, teaching, attending classes, or participating in University-sponsored activities unless the appropriate Vice President, in consultation with the individual’s personal physician or State Health Department officials, determines that they present a clear and present danger to the public health. All such decisions will be made on a case by case basis, will remain open to re-examination in light of new information, and will consider facts such as the individual’s state of health and occupation.

Immunization Records
Section 10a-155 of the Connecticut General Statues requires that each full-time or matriculating student born after December 31, 1956 to provide proof of adequate immunization against measles, mumps, rubella and varicella (chickenpox) before permission to enroll can be granted. In accordance with this state law, all matriculated students born on or after 1/1/57, who are enrolled in the School of Social Work graduate program, must show evidence of immunity to measles, mumps, rubella and varicella. In order to meet State law requirements, all students must have evidence of 2 Measles Vaccinations, 2 Mumps Vaccinations, and 2 Rubella Vaccinations. Additionally, those students who were born after December 31, 1979 are required to show proof of 2 Varicella vaccinations.
All vaccinations must be on or after the first birthday. The second vaccination must be at least 28 days later.

If an individual’s vaccination history/record is unavailable, the student’s healthcare provider may instead show proof of immunity by blood titer or by documentation of date of disease. Such statements as, “received as a child”, “records were lost”, or “up to date” are not acceptable.

Students must also complete the “Tuberculosis (TB) risk assessment” that is on the health history form. If the answer to questions B, C or D is “yes,” a TB test will be required. TB test must be within 6 months prior to the start of classes.

All students must complete the SSW Vaccination Record form and submit it to the UConn Student Health Services department by June 1. Immunization information, requirements, and forms may be accessed on the school’s website at:
http://ssw.uconn.edu/students/health-information/

Submission of Immunization Records – IMPORTANT!

Submission of your immunization and medical information is a 2-step process. Please follow the instructions carefully and complete each step in the following order to ensure that your records are processed without delay! All completed documentations must be written in English.

Step 1: Take the Health History Forms to your healthcare provider for completion. The form must bear the signature of the healthcare provider (signed and dated). Your healthcare provider may also provide a certified copy of your immunization information.

Step 2: Enter and upload your immunization and medical information into the patient portal.
A. Immunization and Medical Information Entry:
   1. Go to myhealth.uconn.edu (log in with UConn Net ID and password)
   2. Select “pending forms” or click on “My Forms”
   3. Select health forms pending completion (*Must complete both A & B)
   4. Copy your health information from the paper forms into the appropriate fields
      a. Be sure to save at least every 15 minutes to ensure you do not time-out (to save, go to the bottom of the page and hit the “Complete Later” button. You will exit to the forms section. Just go back into the form to continue.)
   5. Hit submit once you are complete with each form to return to the home page

B. Upload your Health History Forms, and other supporting documents:
   1. Select Document Upload
   2. Select Document Type (i.e. health history form, club sports clearance, insurance card, etc.)
   3. Browse the file you wish to submit, and hit save
   4. Once completed, it will indicate, “UPLOAD SUCCESSFUL.” NOTE: If you are using a smart phone, be sure to scroll to the top of page to view the message.

Student Health Services Confirmation:

All students who have submitted their health history forms will be notified of their compliance/non-compliance via their UConn email. Please allow 3 weeks after form submission for your notification.
Additional Student Health Records Requirement

Additional student health records information may be required if students are employed or conducting a field placement in a health care agency, hospital, or clinic. Students may be required to complete an additional health verification form showing evidence of measles, mumps, rubella; non-reactive PPD (not more than 6 months old) or documentation of treatment and resolution of an active TB episode, or documentation of negative chest X-ray after a positive PPD; Tdap; documentation of current varicella (chickenpox) or titer or verbal history; documentation of hepatitis B immunization; influenza vaccination; or physical.

Hepatitis B

The Hepatitis B Vaccine

The Public Health Statute Public Act. 04-221, Sec. 20 has been revised so that colleges are now responsible for providing educational materials about hepatitis B and the hepatitis B vaccine to all matriculated students.

Public Health Statute - Public Act 04-221, Sec. 20

Beginning in 2005, and each school year thereafter, each public or independent institution of higher education shall provide (1) information about hepatitis B and the risks of contracting hepatitis B by college-age individuals to all matriculated students, and (2) notice of the availability and benefits of a hepatitis B vaccine.

Background Information on Hepatitis B and Vaccination

Hepatitis B is a serious infectious disease caused by a virus that attacks the liver. The hepatitis B virus (HBV) can cause life-long infection that leads to cirrhosis (scarring) of the liver, liver cancer, or liver failure. There is no cure for hepatitis B, but the infection can be prevented by vaccination.

Vaccination Recommendations for College Students

A vaccine is available to help protect against hepatitis B. The U.S. Centers for Disease Control and Prevention (CDC) recommends vaccination of everyone age 18 and under, and anyone at high risk for hepatitis B. The American College Health Association (ACHA) recommends that all college students be vaccinated. The National Collegiate Athletic Association (NCAA) recommends that all student athletes be vaccinated.
CHAPTER III

GRADUATE STUDENT ORGANIZATION

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

Goals and Objectives of the Graduate Student Organization
- 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.

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

The level of student involvement and the strength of its active members generally determine the agenda for the year. If you would like an active community, it is up to you to get involved!

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

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

Membership of the GSO Steering Committee consists of all Leaders of GSO Interest Groups, all Concentration Committee Representatives, all School Wide Committee Representatives, and the members of the GSO Executive Committee.

Membership of GSO Interest Groups consists of the Interest groups Leader(s) and any matriculated Master and Doctoral 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 Masters and Doctoral students.

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

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

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

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

Organization of Black Social Work Students (OBSWS)
OBSWS provides support for the Black students in the School as well as in the community. Its goal is to sensitize the School and the larger community to the culture, the experiences, and the needs of Black people of African descent through a variety of forums, workshops, symposia, and artistic displays. In addition, “Black Studies for Social Work Practice” is available as a focused area of study.

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, if they are to make this world more equal and humane. OBSWS invites all Black students to participate in this organization.

PRIDE
PRIDE is to serve the Gay, Lesbian, Bisexual, Transgender, Queer, Questioning, Intersex and Allied communities at the UConn School of Social Work, including students, faculty and staff.

We work to ensure that our school’s environment, classrooms, curricula, policies and events are accessible, safe, open, and affirming to all individuals regardless of sexual orientations and gender identities and expressions.

As a social justice organization, we support all efforts to further equality and empowerment for all marginalized populations. We are committed to educating social work students to be better equipped to provide safe and affirming services once they become professionals.

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 formerly incarcerated men and women. 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.

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

Concentration Committees
GSO is responsible for identifying students to serve on the concentration committees which operate under the umbrella of the Graduate Student Organization. Each concentration, administration, community organizing, individuals, groups and families and policy practice should be represented. Each group receives funds which can be budgeted for specific educational and/or social events, guest speakers, food, etc.

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

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

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

Education Review Committee (ERC)
The Educational Review Committee is responsible for the professional gatekeeping function of the school. It makes recommendations to the Dean’s Office regarding administrative actions that pertain to the student’s standing in the MSW program. It has dispositional and consultative authority to review students in academic difficulty or charged with academic or non-academic misconduct in accordance with the School and University’s policies.

The Director of the MSW Program acts as chairperson or convener of this Committee. Committee membership consists of four faculty members, the Director of Field Education, and two student representatives (at least one present at each meeting if requested). The Committee meets twice each month, typically on the first and third Monday, as needed. Students serve one-year terms and are eligible for reappointment.

Field Education Advisory Committee
The Field Education Advisory Committee considers practicum issues as they impact agencies, students, and the School, and it serves as an important vehicle for reflecting the professional community’s outlook on the field education experience.

Committee membership consists of 16 people, including two student representatives. The Committee will meet four times a year, twice during each semester. The meeting schedule has not been determined yet. The committee usually meets from 11:30 a.m. to 1:00 p.m. Students serve one-year terms and are eligible for reappointment.

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

Just Community Committee
Just Community is comprised of faculty, staff and Graduate Student Organization MSW and PhD student representatives. Its role is to facilitate and support educational and advocacy efforts and to enhance inclusion of more anti-oppressive practices in our classrooms, programming and in our daily interactions with one another at the School. The mission is to create a community that is capable of dialoguing with, learning from, and participating in mobilizing social justice efforts. The Committee meets every 3rd Monday of the month from 9:30 am to 10:30 am. Students serve one-year terms and are eligible for reappointment.
CHAPTER IV

ACADEMIC INFORMATION

SCHOLASTIC STANDARDS

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” (3.00) average, for which a grade point average will be computed using the following chart.

Grades and Grade Point Formulas
Instructors grade graduate courses based on the following letter and point system.

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Final Grades</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good Quality</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Below Expected Standard</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Unsatisfactory Quality</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>Satisfactory (Good Quality)</td>
<td>S</td>
<td>N/A</td>
</tr>
<tr>
<td>Unsatisfactory/(Failure)</td>
<td>U</td>
<td>N/A</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>W</td>
<td>N/A</td>
</tr>
<tr>
<td>Continuing Registration</td>
<td>R</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

A letter grade of “D” or “F”

- A grade of D+, D, or D- signifies work of unsatisfactory quality. If a graduate student receives any form of a D grade, the course may not remain on the plan of study and the student’s eligibility to continue in the degree program is reviewed by the advisor, concentration chair and MSW Program Director who may refer the student for an Educational Review.
- The grade of F or U signifies failure in the course and necessitates a recommendation by the advisor in consultation with the concentration chair and MSW Program Director to The Graduate School as to whether or not the student shall be permitted to continue graduate study. The
advisor, concentration chair and MSW Program Director may refer the student for an Educational Review.

- Credits from these courses cannot be counted toward graduation requirements but the grades are computed in the grade point average.
- Foundation and concentration course(s) must be repeated. If the D or F grade is received for an elective, then the student can either repeat the same elective or take another elective.

**Academic Standing**

Maintenance of good academic standing in The Graduate School requires a cumulative grade point average of 3.00 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 3.00, the student’s record is to be reviewed by the advisor and the MSW Program Director to determine whether or not the student shall be permitted to continue graduate study. The student may be brought before the Educational Review Committee for a final decision.

**Provisional Status**

Occasionally students who hold the baccalaureate but do not qualify fully for admission to Regular status may give evidence of ability in their chosen field sufficiently convincing to warrant their Provisional admission to a master’s degree program only. Students admitted provisionally must have a cumulative, bachelor’s grade point average of 2.60 or higher. If a Provisional student’s initial 12-credits of completed coursework (excluding 1000’s-level courses) meets the minimum scholastic requirement of The Graduate School, they are accorded Regular status. Otherwise, they are subject to dismissal. In situations where special consideration is warranted, and only upon the specific request of the major advisor in consultation with the Associate Dean of Academic Affairs, the Dean of The Graduate School may approve changing a student to Regular status if at least 9-credits of advanced coursework have been completed with superior grades. Regular, not provisional, status is required for degree conferral.

**Temporary Grades**

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

**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.

<table>
<thead>
<tr>
<th>Temporary Grade</th>
<th>Conditions for Assigning a Temporary Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>N No basis for grade</td>
<td>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</td>
</tr>
<tr>
<td>I Incomplete grade</td>
<td>A student has not completed all of the assessments but work completed is of passing quality and a make-up schedule has been agreed upon with the instructor.</td>
</tr>
<tr>
<td>X Final assessment absence</td>
<td>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.”</td>
</tr>
</tbody>
</table>
Incomplete grades are issued at the discretion of the course instructor. If given, the course instructor should complete an “Incomplete Contract.” 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 the Office of Student and Academic Services.

- 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 course must be repeated.
- Students are not permitted to begin a new semester of classes with a total of three or more incomplete grades.

<table>
<thead>
<tr>
<th>Term of course</th>
<th>Incomplete must be submitted by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>End of the Spring semester unless indicated otherwise by instructor</td>
</tr>
<tr>
<td>Winter</td>
<td>End of the Spring semester unless indicated otherwise by instructor</td>
</tr>
<tr>
<td>Spring</td>
<td>End of the Fall semester unless indicated otherwise by instructor</td>
</tr>
<tr>
<td>Summer</td>
<td>End of the Fall semester unless indicated otherwise by instructor</td>
</tr>
</tbody>
</table>

Please note: Incompletes in BASC 5390, BASC 5391, or a concentration course must be completed by 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 N’s, the student may be referred to the Educational Review Committee.

Professional Standards
Students are expected to maintain professional standards of behavior and can be dismissed for plagiarism, cheating, vandalism and other such inappropriate behavior and/or acts. At the conclusion of each semester of graduate study, the work of each student is reviewed and those who have not achieved a satisfactory record may be referred to the Educational Review Committee (please see—Academic and Non-Academic Standards and Professional Conduct).

Confidentiality of Student Information
In accordance with the Family Educational Rights and Privacy Act (FERPA) and with University policy, school officials with a legitimate educational interest in a student may share information with each other to further educational goals of the student or program. Information shared will be limited to the minimum needed to support the student’s educational interests. School officials include, but are not limited to faculty, adjunct faculty, staff, advisors and field educators.

Policy on 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. 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. Except for final examinations, instructors have final authority in permitting students to submit assignments late or make up examinations. Excessive absence is defined as missing 25 percent or more of a course. This is particularly important to consider for classes that meet in alternative formats,
especially all day sessions. Missing one session would constitute an excessive absence from the class. Students should not register for such a course if they know in advance that they will not be able to attend all sessions. If an emergency or some unforeseen circumstance causes the student to miss a full day session, he/she should be in immediate contact with the instructor. In most cases the resolution will be withdrawal from the course. Questions on this policy should be directed to the Associate Dean for Academic Affairs.

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 take into account the manner in which these devices support or interfere with the student’s learning and the classroom environment, and how these are used as educational tools. Students are encouraged to consider norms of professional demeanor related to the use of personal electronic tools. Consistent disregard of these guidelines may result in a consultation between the student, instructor and MSW Program Director.

Student Taping or Recording Classes without Permission
Student taping 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 at the same time that 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.”

Academic (Scholarly) & Non-Academic Standards & Professional Conduct
The University of Connecticut School of Social Work is committed to providing an environment that supports students in their development into competent professionals as well as maintaining standards that assures the University, the social work profession and the community that the MSW degree is awarded to only those who meet these standards.

Students should acquaint themselves with the program’s requirements as set forth in this handbook as well as other documents as appropriate. A graduate student’s progress is monitored regularly by the student’s advisor as well as the Office of Student and Academic Services. A student’s 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 difficulty; 2) student misconduct; 3) scholarly misconduct; and 4) professional social work misconduct. Depending on the seriousness of the academic difficulty and/or misconduct, the student may be referred to the School’s Educational Review Committee.

Academic Difficulty
Any student who may find themselves in academic difficulty in one or more of the following areas below may be referred to the Educational Review Committee:
1) Academic or field problems during the last semester that raises the question of the student’s ability to graduate
2) Termination from field placement due to performance-related reasons
3) A grade of “U” is received in a student’s field placement
4) A current grade point average of 3.0 or less
5) A grade of “D” or “F” is received in a foundation or concentration course

Student Misconduct
Students in the School of Social Work MSW Program are governed by the University of Connecticut Student Conduct Code that defines behaviors that constitute student behavior (see Responsibilities of Community Life: The Student Code http://community.uconn.edu/the-student-code/) The University of Connecticut seeks to balance the needs and the rights of the individual with the welfare of the community as a whole. Students are expected to conduct themselves in a manner that is consistent with the values embraced by the University community and reflected in its various policies, contracts, rules and regulations, including those contained herein. Depending on the seriousness of the conduct, the student may be referred to the School’s Educational Review Committee or to the University judicial system.

Scholarly Misconduct
Students in the School of Social Work MSW Program are governed by the policies of the Graduate School as described in Scholarly Integrity in Graduate Education and Research at http://gradcatalog.uconn.edu/grad-school-info/scholarly-integrity/.

All academic work depends upon respect for and acknowledgement of research and the ideas of others... no scholarly misconduct, including any forms of cheating and plagiarism, can be condoned. There are many forms of academic and scholarly misconduct. They include:

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

**Plagiarism** involves using another person’s language, thoughts, data, ideas, expressions, or other original material without acknowledging the source (adapted from Council of Writing Program Administrators, Defining and Avoiding Plagiarism: The WPA Statement on Best Practices, 2003).

**Distorted reporting** involves “any omission or misrepresentation of the information necessary and sufficient to evaluate the validity and significance of research, at the level appropriate to the context in which the research is communicated” (D. Fanelli, Nature 494:149; 2013).

**Fabrication or Falsification of Grades** involves any form of falsification of coursework or tampering with grades, e.g., a student making unauthorized changes to her/his own grades or an instructor consciously misreporting grades of students.

**Misrepresentation** involves taking an examination for another student, submitting work done by another individual as one’s own, submitting the same work for evaluation in two or more courses without prior approval, unauthorized use of previously completed work or research for a thesis, dissertation, or publication, or making false, inaccurate, or misleading claims or statements when applying for admission to the Graduate School or in any scholarly or research activity, including publication.
Academic or Research Disruption involves unauthorized possession, use, or destruction of examinations, library materials, laboratory or research supplies or equipment, research data, notebooks, or computer files, or it might involve tampering with, sabotage of, or piracy of computer hardware, computer software, or network components.

Fabrication or Falsification in Research involves falsification of, tampering with, or fabricating results or data.

Research Violations include violation of protocols governing the use of human or animal subjects, breaches of confidentiality, obstruction of the research progress of another individual, or disregard for applicable University, local, State, or federal regulations.

Professional Misconduct involves violation of standards governing the professional conduct of students in particular fields (e.g., pharmacy, nursing, education, counseling, therapy).

Deliberate Obstruction involves hindering investigation of any alleged act of scholarly misconduct.

Aiding or Abetting involves actions that assist or encourage another individual to plan or commit any act of scholarly misconduct.

Addressing Allegations of Scholarly Misconduct
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, i.e. 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, National Association of Social Workers, Inc. Code of Ethics, Silver Spring, MD: Author, 1996; and revised 2017 by the NASW Delegate Assembly.

Violations of these codes may be reason for disciplinary action, referral to the Educational Review Committee, and possible dismissal from 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
• Acceptance of gifts or money from clients that 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
• Act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated

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

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

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

Academic/Field Consultation & Advisement
The purpose of the Academic/Field Consultation is to address significant concerns regarding a student’s academic and/or field performance; student misconduct; scholarly misconduct; and professional social work misconduct, but which do not warrant a full educational review by the committee.

If the MSW Program Director determines that an academic/field consultation is appropriate, a consultation will be scheduled within 5 business days of the decision being made. The MSW Program Director will confer with the advisor and student to determine others who are familiar with the situation and would be appropriate to participate in the consultation (e.g., Field Education, Office of Student and Academic Affairs, etc.). The MSW Program Director will convene the meeting and work with the participants to develop a plan of action that the student can take to rectify the identified issue(s). The MSW Program Director will write a brief summary of the meeting and secure the student and their advisors’ agreement to work toward achievement of the established goals. Documentation of the meeting will be provided to all participants.

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

A. Referral
A student maybe referred for educational review by the student’s advisor, the Associate Dean of Academic Affairs, MSW Program Director, or Director of Field Education due to academic difficulty; student misconduct; scholarly misconduct; and/or professional social work misconduct in accordance with School and University policies.

B. Possible Reasons for Referrals to the Educational Review Committee
   a. Academic and/or field problems that raise question regarding student’s ability to graduate
   b. Termination from field placement due to performance-related reasons
   c. A grade of “U” is received in a student’s field placement
   d. A cumulative grade point average less than 3.0
   e. A grade less than C- is received in any course (https://gradcatalog.uconn.edu/grad-school-info/academic-regulations/)
   f. Student misconduct (https://community.uconn.edu/the-student-code-preamble/)
   g. Scholarly misconduct (https://gradcatalog.uconn.edu/grad-school-info/scholarly-integrity-and-misconduct/)
   h. Professional social work misconduct (School of Social Work Handbook)

Upon receipt of a referral the MSW Program Director as chairperson and convener of ERC will carefully review the situation and determine within 3 business days its appropriateness for an Educational Review. Every attempt will be made to schedule a meeting within 14 business days of the decision being made.

C. Educational Review Committee Membership
The Educational Review Committee is composed of six members. The MSW Program Director and the Director of Field Education (or designee) are standing members. Four members are elected by faculty. Two elected faculty members shall constitute a quorum. A student representative from the Graduate Student Organization (GSO) may be available to serve on the committee and to attend a meeting if requested by the student being reviewed. A designee from the Dean’s Office will attend meetings to take minutes.

The MSW Program Director serves as the chairperson and convener of the committee. The MSW Program Director will assure that the four elected members rotate so that two take part in each meeting. If needed one of the two members not scheduled for a meeting can serve to constitute a quorum. The MSW Program Director will designate one of the two members not scheduled for a meeting to serve as convener and a non-voting member if they are not able to attend. There
will be a minute taker present (designee from the Dean’s Office). In addition, the MSW Program Director may allow others to be in attendance such as the Director of the Office of Student and Academic Services or someone who has pertinent information regarding the student’s situation. The MSW Program Director will make the final decision regarding other persons attending the meeting.

D. Meeting Schedule
Educational Review meetings are scheduled twice monthly, September through May during the academic year. Students experiencing academic and/or field issues during the year will be scheduled during this time. Additionally, one ERC meeting will be scheduled during the summer, likely in early July. Students who have academic or field issues from the previous spring semester or from 15 hour field education internships will be scheduled for an ERC during this time. Another meeting will be scheduled the week prior to the beginning of the fall semester. Students who experience academic and/or field issues that need to be resolved before the beginning of the fall semester will be scheduled for an ERC meeting during this time.

E. Informing Student of Educational Review Referral
The MSW Program Director, serving as a non-voting member of the Educational Review Committee and chairperson/convener, informs the student in writing of the referral and the reason. The student is informed of the referral, including the date and time of the planned ERC meeting by UCONN email, and by postal mail at least 7 business days before the scheduled meeting. Included will be a list of the student’s rights (see discussion below on Students Rights). While the student is expected to acknowledge receipt of the notification, opening the email or signing the certified mail, confirms that the notification is received.

F. Materials Submitted for ERC
The student’s advisor submits in writing using the Educational Review Form a brief summary of why the student is being referred to ERC. The summary should include supporting documentation that will help the committee to understand the difficulties the student is experiencing and make any recommendations the committee should consider. Advisors are expected to confer with the appropriate parties (e.g., concentration chair, field education instructor, field education director, etc.) related to any issues of concern related to 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, field evaluations or performance summary, etc.
- Copy of the student’s current transcript.
- Any other materials deemed necessary (e.g., documentation of provisional status)

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

G. Day of the Meeting
• The ERC chairperson meets briefly with the Committee (including the student representative if appropriate) to review the case
• The ERC chairperson notifies the student and their advisor (or designee) and support person when to join the committee
• The ERC chairperson introduces all participants and clarifies each of their roles
• The ERC chairperson assures that all parties have reviewed the documents supplied
• The ERC chairperson clarifies with the student being reviewed that they received written notice of the meeting and its procedures, the packet of materials including reason for the referral and supporting documentation, and was given an opportunity to submit a written response to the materials
• The ERC chairperson and/or the student’s advisor summarizes the reason for the referral
• The student comments on their understanding of the situation, provides information that might help the committee to better understand the circumstances, and pose possible solutions
• The ERC chairperson asks invited guest (persons with information pertaining to the case) as appropriate, to join the committee and provide requested information. ERC members may seek clarification from these persons regarding their presentation.
• Invited guest are asked to leave the meeting after their presentation
• 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 his/her advisor and support person are excused from the meeting while the committee discusses the situation and possible recommendations regarding an educational plan
• The student and their advisor, and support person return to the meeting to hear the committee’s recommendation regarding the proposed educational plan

The ERC chairperson supplies the Associate Dean of Academic Affairs the committee’s minutes and recommendations within 5 business days of the ERC meeting.

The ERC chairperson will make the minutes available to ERC members attending the meeting.

The minutes will be available for the student to review in the Dean’s Office, 6 business days after the meeting.

The minutes will be available for the ERC Graduate Student Organization designated representative, who participated in the meeting to read, 6 business days after the meeting.

H. Educational Review Follow-up

A letter of disposition from the Associate Dean for Academic Affairs is provided to the student within 10 business days of the ERC meeting. Electronic copies of the letter are provided to the MSW Program Director, Director of Field Education, Director of Student and Academic Services, chairperson of the student’s concentration and their advisor. Student representatives that attended the meeting are informed when the Associate Dean’s letter is ready and can review it in the Dean’s Office. A copy is retained in the student’s ERC file in the Dean’s Office. As per the State of Connecticut Records Retention Schedule all records will be destroyed after 5 years from the
date of resolution, if the student is not dismissed (http://ctstatelibrary.org/wp-content/uploads/2015/05/S5-Higher-Education.pdf).

I. Appeal Process
The student may appeal the decision, in writing, to the Dean of the School. Written appeal must be received within 10 business days of date of the letter from the Associate Dean of Academic Affairs. This appeal does not constitute a new hearing. Rather, it is a review of the record of the original hearing and an appeal may be sought on the following three grounds: (1) on a claim of error in the hearing procedure, or (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.

J. 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 specific 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 specific 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 Complaint, Appeal, and Hearing Procedures (https://gradcatalog.uconn.edu/grad-school-info/compliant-appeal-hearing-procedures/). The decision of the Graduate School is final.

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

Elizabeth Conklin, J.D.
ADA Coordinator, Associate Vice President & Title IX Coordinator
Office of Institutional Equity (OIE)
241 Glenbrook Rd., Unit 4175
Storrs, CT 06269
Tel: (860) 486-2943
Elizabeth.Conklin@uconn.edu
According to the University Senate By-laws, final course grades are part of the student’s permanent record. Therefore, final course grades should never be changed for reasons unrelated to course requirements or quality of work. An instructor may neither accept additional work nor give additional examinations once the final grade for the course has been submitted. Nevertheless, there can be situations in which final course grades may and ought to be changed. These comprise computational errors, clerical errors, and the discovery of overlooked components in a student’s body of work.

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

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

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

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

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

MATRICULATED STUDY

Adding Courses
Section changes require the same authorization as other add/drop transactions.

<table>
<thead>
<tr>
<th>Semester Period</th>
<th>Add</th>
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</thead>
<tbody>
<tr>
<td>First and second week of classes</td>
<td>Registration</td>
</tr>
<tr>
<td>Third and fourth week of classes</td>
<td>Advisor, Instructor, and Dept. Head offering the course</td>
</tr>
<tr>
<td>After the fourth week</td>
<td>All of the above and the Dean</td>
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</tbody>
</table>

After the beginning of a semester or summer session, a student may not add a course if the instructor feels that elapsed time might preclude its successful completion. 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 Registrar’s office on a Schedule Revision Request form available at [https://registrar.uconn.edu/forms/](https://registrar.uconn.edu/forms/).

Students may add courses during the first 10 days of classes without special permissions. In exceptional cases only, a student may add courses 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 student’s dean or dean’s designee is also required for adding classes.

Advising of Students
Individual advising of students is a central part of the educational experience at the School of Social Work. Advising enables students to make sound educational decisions about their graduate education with the assistance, knowledge and experience of professional social work educators. The two components of the advising process are academic advising and advising as it relates to field education. Some functions of the advisor are:

- Faculty advisor is expected to be familiar with the student’s class and field performance and overall professional goals and development.
- Assists the student in developing and carrying out the course selection guide.
- Assists the student in maximizing the learning opportunities in course work and field education.
- Assures consistency and quality in field placements.
- Assures educational goals are being met.
- Helps to identify and resolve academic and other difficulties should they occur.

All students are assigned a faculty/staff advisor. If during the academic year, any students wish to change their advisor, they should first discuss the issue with their advisor, and then the concentration chair. If a mutually satisfactory result cannot be reached at this level, the student may start an appeal to the MSW Program Director by contacting the Director of Student and Academic Services and presenting a written statement describing the nature of the problem. The MSW Program Director will review the situation and the materials, speak, as necessary, with the parties involved and make the final decision. For further information regarding the role of the faculty advisor and field instructor, refer to the Field Education Manual.
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 major advisors. Courses audited are entered on the student’s permanent record, but such courses cannot be used toward fulfilling requirements for a graduate degree at the University. The privileges of an auditor in a course are limited specifically to attending and listening. Auditors must attend class regularly. The auditor assumes no obligation to do any of the work required of the course and is not expected to take any of the instructor’s time. In addition, the auditor does not submit any work, and is neither eligible to take any tests or examinations nor able to receive grades on all or any part of the course. Students should not “sit-in” on classes for which they do not register as auditors.

Matriculated students must file a properly completed and signed Course Audit Form. Please obtain the Course Audit Form at https://registrar.uconn.edu/forms/ and submit it to the Office of Student and Academic Services for processing in conjunction with the Office of the Registrar. No audit enrollment request will be approved after the ninth week of the semester.

Change of Concentration
Changing a concentration is an application process; and approval is not guaranteed. Only one accepted application to a different concentration is allowed during a student’s program. Therefore, the student proposing the change should be certain of his/her decision prior to completing the process.

A student should obtain the Request for Change of Concentration form from MSW student website and then contact their advisor and provide a written statement including the rationale for the request to change from the current concentration to the one being requested. If the advisor approves, they will sign the form and then the student should have it reviewed and signed by the current chair of the concentration. If approved, the student should then contact and submit the same written statement to the chair of the concentration being requested. If the concentration chair approves, they will sign the same form. Once completed, the Request for Change of Concentration form should be submitted to the Office of Student & Academic Services for processing.

Conferral
Application for MSW 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.

Conferral of Degrees
Degree conferral requires that the student have a cumulative grade point average 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 Commencement ceremony is held annually in May. Students who qualify for degree conferral receive their diplomas by mail, normally within three months following conferral.

Plan 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.

Continuous Registration
Master’s, doctoral, Sixth-Year in Education, and graduate certificate students must begin their programs with coursework and must maintain registration continuously each semester thereafter (except summer sessions) until all requirements for the degree have been completed. Registration may be maintained either by taking coursework for credit or by registering for Special Readings at the master’s (GRAD 5998). This request is only granted if it is deemed appropriate that the Leave of Absence is not applicable to the student’s situation. If a student is interested in pursuing continuous registration, they must meet with the Director of the Office of Student and Academic Services.

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 2 years is usually 15-17 credits per semester. The maximum amount of credits per semester is 20. Students who wish to exceed 20 credits must seek approval from their faculty advisor by having the exception to curriculum form completed and signed. Regardless of the number of credits, all matriculated students must register for at least two courses each semester in order to maintain matriculated status.

To be classified as full-time, the student must be enrolled in 9 or more credits of coursework. To be classified as half-time, the student’s course credit load must be between 5- and 8-credits per semester. A credit load of fewer than 5-credits per semester is a part-time load. These criteria apply to all registered students at the University. The currently defined Continuing Registration courses (GRAD 5998, 5999, 6998, and 6999) are zero-credit “placeholder” courses denoting part-time study and do not count toward the credit load requirement for half-time or full-time enrollment status. Degree-seeking students who do not need to be certified by the University as holding at least half-time enrollment status may use these courses to maintain registration on a part-time basis.

Curriculum Exceptions
A student who wishes to register for a course that does not comply with their concentration or School policy must obtain permission from their faculty advisor. Examples of exceptions are students who wish to:

- register for more than 17 credits
- register for less than 2 courses
- register for a concentration course in a different concentration
- register for a course without the pre or co requisite(s)

The student should obtain the form from http://ssw.uconn.edu/students/msw-students/msw-forms-and-policies/. The form should be completed, signed and submitted to the Office of Student and Academic Services.
Degree Completion Time Limit
The MSW degree may be completed within two years of full-time study. Part-time education is possible, as long as all course work is completed within a maximum period of four years from the beginning of the first semester matriculated. Failure to complete the work within this period shall necessitate re-evaluation of the student’s entire program and may result in termination.

Dropping a Course

<table>
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<tr>
<th>Semester Period</th>
<th>Single Drop</th>
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<tbody>
<tr>
<td>First and second week of classes</td>
<td>Registration with NO “W” grade</td>
</tr>
<tr>
<td>Third through ninth week of classes</td>
<td>Advisor with “W” grade</td>
</tr>
<tr>
<td>After the ninth week</td>
<td>Dean; exceptions made only for extenuating circumstances</td>
</tr>
</tbody>
</table>

Discontinuance of attendance or notice to an instructor or to an advisor does not constitute cancellation of course registration, and may result in a failing grade on the student’s permanent record. Before terminating class attendance, the student should ensure that the course has been dropped officially. Until this has been done, the student is obligated to complete all work. 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 (9) weeks of a semester or prior to the midpoint of a summer session course, a course may be dropped by the following procedure. Matriculated students registered must file a properly completed and signed Schedule Revision Request form. Please obtain the schedule revision request at the following link [https://Registrar.uconn.edu/forms/](https://Registrar.uconn.edu/forms/) and submit it to the Office of Student and Academic Services for processing in conjunction with the Office of the Registrar.

After the first (1st) nine (9) weeks of a semester or the midpoint of a summer session course, students ordinarily are not allowed to drop a course. If, however, a student must drop a course because of illness or other compelling reason beyond the student’s control, the student must request special permission as early as possible and well before the last day of classes. Permission to drop a course or to change from participant to auditor is granted only for good cause. All students must obtain permission from The Graduate School. Permission is granted only on the major advisor’s written recommendation, which must be convincing and sufficiently specific regarding reasons beyond the control of the student. The recommendation should be accompanied by properly completed and signed Schedule Revision Request form for the course(s) to be dropped. Under no circumstances is a student at any location or in any program permitted to drop a course after the course has officially ended. Contact the Office of Student and Academic Services regarding this process.

Dropping all Courses
The general policies and procedures regarding dropping a course (above) apply to dropping all courses, whether the student wishes to remain active in the graduate degree program or to withdraw permanently from it. Permission from the Graduate School is required for the student either to remain active in the program or to leave in good standing. No refund is possible unless all coursework for credit is dropped.
FERPA
Confidentiality of Student Records
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) http://ferpa.uconn.edu/ to learn more.

Graduation
Commencement
The Graduate Commencement ceremony is held once each year at the end of the spring semester. Individuals who have had degrees conferred at the end of the previous summer or fall semester, and candidates for degrees who complete degree requirements by the end of the spring semester may participate in the annual 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 Commencement ceremony, including academic regalia and guest tickets, is made available by the mid-spring semester, and can be found on The Graduate School website.

SSW Recognition Ceremony
The School of Social Work Recognition Ceremony is an unofficial ceremony that is held once a year at the end of the spring semester. At the ceremony, MSW students are hooded by SSW faculty and PhD students are recognized. Individuals who have had degrees conferred at the end of the previous fall semester, and candidates for degrees who complete degree requirements by the end of the spring and summer semesters may participate in the SSW Recognition 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.

Independent Study
Special social work topics not included in the curriculum may be the subject of an Independent Study (IS 5394). A proposal to do an independent study must be presented no later than the second session of the semester in which the course is to be completed and be approved. A maximum of three independent study courses or nine credits may be applied toward degree requirements. A completed and signed independent study authorization form found at the following link http://grad.uconn.edu/enrollment-services/forms/ should be submitted to the Office of Student and Academic Services before the 10th day of the semester.

International Students (Non-Immigrant)
UConn International Student and Scholar Services (ISSS) Hartford is located in room 415 of the Graduate Business Learning Center (GBLC) at 100 Constitution Plaza in Downtown Hartford. International students must meet ISSS orientation and check in requirements at the beginning of their program. More information on this is provided to you by ISSS by email. Please be sure to check your UConn email regularly to receive this important information. Also, please note that MSW students must apply to ISSS for Curricular Practical Training (CPT) authorization prior to beginning any fieldwork as part of the degree program. An ISSS international advisor is available by appointment or for walk-in advising at the ISSS Hartford office. For more information, or to make an appointment with an international advisor, visit http://isss.uconn.edu/hartford. Please contact ISSS with any questions you may have by reaching out to international@uconn.edu.
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 for a period of up to twelve (12) months or one (one) calendar year. The request for a leave of absence must be made in writing using the Request for Leave of Absence from Graduate Studies from the Graduate School Website at grad.uconn.edu. This option is only available to students who have completed at least one semester of the MSW program.

The completed application form must bear the signatures of the student, the student’s major advisor, and the department or program head. The completed application form is to be submitted to the Office of Student and Academic Services who will then send it to the Graduate School for review and approval at least thirty (30) days before the leave of absence is to commence, or the earliest date possible in extenuating circumstances.

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, (1) family leave and (2) financial hardship. Applications for a medical leave of absence require documentation from an appropriate health care provider, which must be submitted along with the Request for Leave of Absence from Graduate Studies form. In certain cases, the Dean of The Graduate School may request that a student provide documentation from an appropriate health care provider which 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 at: http://www.ehs.uconn.edu/ and accommodations and services for students with disabilities may be discussed with the Center for Students with Disabilities at: http://csd.uconn.edu/.

When the student is on an approved leave of absence for the full duration of a fall or spring semester, she/he is 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 of time equivalent to the duration of the approved leave of absence. Thus, the period of the approved leave of absence will not be considered when calculating the time the student has spent working toward the completion of the degree. In contrast, a student who chooses to maintain Continuous Registration will maintain active status, which means the student will continue to pay associated fees, have access to university services as a graduate student, and the terminal date for degree requirements is not extended. Thus, the decision to choose a leave of absence versus Continuous Registration to maintain active status must be weighed accordingly. The refunds and cancellation of charges information found in the Fees and Expenses section of the Graduate Catalog applies to students taking an approved leave of absence.

Reinstatement from an approved leave of absence will occur at the beginning of the appropriate academic term. To request Reinstatement from an approved leave of absence, the student should complete the
Request for Reinstatement from Leave of Absence from Graduate Studies form and submit it to the Graduate School. The Request for Reinstatement from Leave of Absence from Graduate Studies form can be found on the Graduate School Website at grad.uconn.edu.

For more information on Leave of Absence please visit http://gradcatalog.uconn.edu/grad-school-info/policy-on-leave-of-absence-from-graduate-studies/.

Name Change
Students wishing to change their name may do so by completing a “Biographical Information Update Request” obtained from https://registrar.uconn.edu/forms/. Along with this form, you must submit a copy of a legal form of identification that displays your new name. Appropriate forms of documentation include: a court order, driver’s license, valid passport, or Social Security card. This form is then submitted to the Office of the Registrar. Notification should be given to the Office of Student & Academic Services prior to doing so.

Program Plan
The Program Plan indicates the courses the student must complete in order to meet the Master of Social Work degree requirements within two (2) years (full-time program) or up to a maximum of four (4) years (extended degree program) of study. Each matriculated student must complete a plan prior to their first semester and update it as needed. Matriculated students may register for courses during the Winter Intersession and Summer Term.

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 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.

Registration Deadlines
All graduate students registering with the University must have their initial registration in place no later than the close of business of the first (1st) day of classes each semester. Additions to and deletions from a student’s class schedule may occur freely throughout the first (1st) ten (10) business days of the term. Students who do not complete an initial registration by the close of business of the first (1st) day of classes are subject to a late registration fee.

Transfer Credit Requirements
Once accepted students are matriculated into the program, a request for a transfer credit review should be sent to sswstudentservices@uconn.edu. It is preferred that students make the request prior to the orientation and advising sessions. Transfer credit requests are subject to final approval by the Associate Dean of Academic Affairs.

Transfer Credit Guidelines
A minimum grade of B- is required for transfer credit. There are three classifications of transfer credits:
• Students who transfer from a Council on Social Work Education accredited graduate social work program and have completed one full year including field education, within the last six years, may be granted up to 15 credits, with the possibility of being equivalent to one year of the MSW program. Due to different curricular patterns in MSW programs, it will be necessary to revise the second year course of study to ensure all requirements for the degree have been met.

• Students who transfer from a Council on Social Work Education accredited graduate social work program and have completed less than a full year, within the last four years, may be granted credit for MSW courses to be applied toward the MSW degree. The specific number of credits, no more than 15 credits, is determined by the Director of Student and Academic Services.

• Students transferring from a graduate program and have completed some graduate work closely related to social work within the past four years may be granted a maximum of nine (9) credits. These courses are generally applied toward elective credits. Credit requests are evaluated following matriculation into the MSW program.
CHAPTER V
CURRICULUM

Requirements for the Master of Social Work Degree
The education program leading to the Master of Social Work degree covers two academic years beyond the bachelor’s degree. A minimum of 60 credits is required for the degree including 42 credits in classroom courses and 18 credits in field education, taken concurrently. Social work course credit is not granted for life or previous work experience. The School of Social Work course directory can be found at http://ssw.uconn.edu/students/msw-students/.

Foundation Curriculum
The curriculum of the School is formed by an integrated sequence of foundation and advanced curriculum content, in both classroom and field education. The professional foundation curriculum required by the Educational Policy and Accreditation Standards (EPAS) of the Council of Social Work Education (CSWE) includes nine Social Work Competencies: 1. Demonstrate ethical and professional practice; 2. Engage diversity and difference practice; 3. Advance human rights and social, economic, and environmental justice; 4. Engage in practice-informed research and research-informed practice; 5. Engage in policy practice.; 6. Engage with individual, families, groups, organizations, and communities; 7. Assess individuals, families, groups, organizations, and communities; 8. Intervene with individuals, families, groups, organizations, and communities; and 9. Evaluate practice with individual, families, groups, organizations, and communities. The School meets these curriculum requirements through the following courses, all based on a liberal arts perspective: Human Behavior in the Social Environment (1 course); Social Welfare Policy; Human Oppression; Research Methods; the Micro and Macro Foundations of Social Work Practice, and Foundation Field Work. First year practice concentration courses are taken concurrently with the second semester foundation curriculum.

Time Limits
Program (MSW & Non-Degree) credits counted toward MSW degree requirements must be completed within six (6) years of the intended graduation date. BSW credits considered for exemption must have been earned within six (6) years of matriculation. Credits considered for transfer must be completed within a certain period of time – please refer to the Transfer Credit Requirements section of the handbook.

School Social Worker Certification Course Requirement
Any student who may be considering employment as a school social worker will need to complete the following required course: 1) a 3-credit course in special education, Direct Practice in School for Children with Educational Disabilities and their Families (DSEL 5320), offered in most Fall and Spring semesters. For information on additional requirements, please visit the Connecticut State Department of Education website at http://www.sde.ct.gov/sde/cwp/view.asp?a=2663&q=334370.

Students Interested in Pursuing the Clinical Social Work License Upon Graduation
It is recommended that students interested in pursuing the Clinical Social Work License upon graduation take the elective course, Substance Abuse I: Introduction to Alcohol and Other Drugs (HBEL 5300). Please be advised that anyone performing duties within the scope of practice of social work as defined in Section 20-195m(4), Connecticut General Statutes, is required to hold an LMSW or LCSW on or before May 1, 2015. Visit the CT Department of Public Health website at http://www.ct.gov/dph/site/default.asp for more information.
Advanced Standing
Candidates accepted as Advanced Standing students will have to complete thirty-five credits as a full-time matriculated student. The program begins in mid-July where a total of five credits are completed. After successful completion of summer courses, which introduces new content and serves as a bridge to the advanced year of the MSW program, students will complete an internship and field seminar (560 hours, 9 credits) as part of the advanced year, along with required courses and electives.

Advanced Standing Plan of Study
Total Credits Required: 35

Summer Session Requirements:
- Advanced Concentration Course: 3 credits
- Skills Laboratory: 1 credit
- Special Populations Course: 1 credit

Fall & Spring Semester Requirements:
- Advanced Concentration Courses:
  - IGFP: 9 credits
  - CORG & POPR: 12 credits
- Additional Research Course: 3 credits
- Advanced Field Education: 8 credits
- Advanced Field Advising Seminar: 1 credit
- Electives:
  - IGFP: 9 credits
  - CORG & POPR: 6 credits

Total Credits: 35

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

BSW Exemption
Students who received a BSW degree within six (6) years from an undergraduate school accredited by the Council on Social Work Education will be automatically exempt from the following foundation courses if a grade of “B” or better was earned and the course content is equivalent.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASC 5300</td>
<td>Human Oppression: The African American &amp; Puerto Rican Perspective</td>
</tr>
<tr>
<td>BASC 5333</td>
<td>Research Methods for Social Work Practice</td>
</tr>
<tr>
<td>BASC 5350</td>
<td>Analysis of Social Welfare Policy &amp; Social Services Delivery Systems</td>
</tr>
<tr>
<td>BASC 5362</td>
<td>Human Behavior in the Social Environment: Macro and Micro Theories</td>
</tr>
<tr>
<td>BASC 5390</td>
<td>Macro Foundation Practice</td>
</tr>
<tr>
<td>BASC 5391</td>
<td>Micro Foundation Practice</td>
</tr>
</tbody>
</table>
These course will only be granted after the review of the course content.

**Basic Foundation Courses Required of All Students Except Advanced Standing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASC 5300</td>
<td>Human Oppression: The African American &amp; Puerto Rican Perspective</td>
<td>(Prior to Advanced Field Education)</td>
</tr>
<tr>
<td>BASC 5333</td>
<td>Research Methods for Social Work Practice</td>
<td>(Prior to or concurrent with 2nd semester of 1st year Foundation Field Education)</td>
</tr>
<tr>
<td>BASC 5350</td>
<td>Analysis of Social Welfare Policy &amp; Social Services Delivery Systems</td>
<td>(Prior to or concurrent with 2nd semester of 1st year Foundation Field Education)</td>
</tr>
<tr>
<td>BASC 5362</td>
<td>Human Behavior in the Social Environment: Macro and Micro Theories</td>
<td>(Prior to or concurrent with 1st semester of 1st year Foundation Field Education)</td>
</tr>
<tr>
<td>BASC 5390</td>
<td>Macro Foundation Practice</td>
<td>( Concurrent with 1st semester of 1st year Foundation Field Education)</td>
</tr>
<tr>
<td>BASC 5391</td>
<td>Micro Foundation Practice</td>
<td>( Concurrent with 1st semester of 1st year Foundation Field Education)</td>
</tr>
<tr>
<td>FED 5351</td>
<td>Foundation Field Education I</td>
<td>( Concurrent with 1st semester of Basic Foundation Courses)</td>
</tr>
<tr>
<td>FED 5301</td>
<td>Foundation Field Advising Seminar</td>
<td>(Fall Semester, 1st year)</td>
</tr>
<tr>
<td>FED 5352</td>
<td>Foundation Field Education II</td>
<td>( Concurrent with 2nd semester of Basic Foundation &amp; Concentration Courses)</td>
</tr>
<tr>
<td>FED 5302</td>
<td>Foundation Field Advising Seminar</td>
<td>(Spring Semester, 1st year)</td>
</tr>
</tbody>
</table>

**Additional Research Course Required of All Students**

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

3 credits - *Policy Practice students must take RSCH 5341/42 prior to spring 2nd year*

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

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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>IGFP</th>
<th>CORG &amp; POPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Foundation Courses</td>
<td>27 credits</td>
<td>27 credits</td>
</tr>
<tr>
<td>Advanced Concentration Courses</td>
<td>12 credits</td>
<td>15 credits</td>
</tr>
<tr>
<td>Advanced Field Education</td>
<td>8 credits</td>
<td>8 credits</td>
</tr>
<tr>
<td>Advanced Field Advising Seminar</td>
<td>1 credits</td>
<td>1 credits</td>
</tr>
<tr>
<td>Additional Research Course – RSCH 5341/42</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>9 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>60 credits</strong></td>
<td><strong>60 credits</strong></td>
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</tbody>
</table>

Community Organizing Concentration

The Community Organizing concentration is a social work concentration that combines direct service with advocacy, education, and social action to empower communities to work for change. Community Organizing is part of a process that brings people together to collectively address problems, concerns or issues with the goal of enhancing self-determination, achieving greater equality, and affecting a shift in power relationships to benefit members of oppressed communities. Using a broad repertoire of skills including conflict, community building and planning, and collaborative models, community social workers examine political, social, and economic factors as they relate to issues of power, inequality, culture, values, and problem-solving.

Community Organizing is based on the assumption that social problems such as poverty, racism, sexism, heterosexism, ageism and other social ills are primarily a function of institutionalized oppression and thus must be addressed collectively and institutionally. Consequently, the efforts of community social workers focus on helping to build community, create solidarities, and deliver services at the grassroots level to empower people working together to make their own changes, meet their own needs, and participate more fully in public life and the democratic policy process.

Community Organizing knowledge and skills can be applied to a variety of social work sites in creative ways. The context of practice within which community social workers direct their efforts and have field placements include grassroots settings such as neighborhoods, non-profit and advocacy organizations, social change coalitions, and government agencies. Students are also placed in non-traditional sites such as universities, labor unions, congressional offices, and with international organizations such as the United Nations.

**Community Organizing (CORG)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Concurrent with</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORG 5300</td>
<td>Advanced Macro Practice</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Concurrent with FED 5352 (Field) &amp; FED 5302 (Seminar)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORG 5301</td>
<td>Essential Theory &amp; Intervention Practice in Community Organizing</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Concurrent with FED 5352 (Field) &amp; FED 5302 (Seminar)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POPR 5310</td>
<td>Program Planning, Development &amp; Evaluation</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Concurrent with CORG 5353 (Field) &amp; FED 5310 (Seminar)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Combined course for ADMN, CORG, &amp; POPR</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORG 5370</td>
<td>Grassroots Neighborhood Organizing</td>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td><em>Concurrent with CORG 5353 (Field) &amp; FED 5310 (Seminar)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POPR 5312</td>
<td>Political Advocacy</td>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td><em>Concurrent with CORG 5354 (Field) &amp; FED 5311 (Seminar)</em></td>
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</table>
Credit Summary

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Basic Foundation Courses</td>
<td>27</td>
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<tr>
<td></td>
<td>Advanced Concentration Courses (above)</td>
<td>15</td>
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<tr>
<td></td>
<td>Additional Research Course: RSCH 5340</td>
<td>3</td>
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<tr>
<td>CORG 5353</td>
<td>Advanced Field Education III</td>
<td>4</td>
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<tr>
<td>FED 5310</td>
<td>Field Advising Seminar (Fall Semester)</td>
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<tr>
<td>CORG 5354</td>
<td>Advanced Field Education IV</td>
<td>4</td>
</tr>
<tr>
<td>FED 5311</td>
<td>Field Advising Seminar (Spring Semester)</td>
<td>1</td>
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<tr>
<td>Elective Courses</td>
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</tbody>
</table>

**Total Credits:** 60

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**Individuals, Groups, and Families Practice 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, ensure their rights and entitlements; maintain, restore or enhance their social functioning; or resolve life stressors as these arise at all points in the life course. This may be achieved through work with individuals, with groups, or with clients in families. The family and group are viewed as a mutual support system in which the social worker’s role is to convey the belief that individuals have the potential for helping each other and to facilitate the group processes that create conditions in which mutual aid can occur. In all of these modalities, the social worker views the person and the social and physical environments as a unitary system within cultural contexts.

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

IGFP social workers are involved in preventive activity at practice and program levels, in both urban and rural settings, and in activity 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, health care settings, youth and children’s services agencies, community and neighborhood centers, criminal justice settings, senior citizen centers and facilities, neighborhood development and citizen action programs, and other private and public settings. Student field education experiences are within one of these settings with populations that include racial, ethnic and socioeconomically diverse people of all ages, religious backgrounds, and sexual orientations, with an emphasis on marginalized populations. We prepare students to work with diverse and oppressed populations including the poor; the elderly; women; children and youth; persons with lesbian, gay, bisexual and transgender orientations; refugees and migrants; and persons with physical and developmental disabilities.

IGFP students are required to take a minimum of three concentration courses, one concurrently with each of the last three semesters of field education: Practice with Individuals, Groups and Families (IGFP 5301),
Advanced Practice with Individuals, Groups and Families: Theoretical Approaches (IGFP 5302), and Advanced Practice with Individuals, Groups and Families across Settings and Populations (IGFP 5303). In addition to, and concurrent with, these concentration courses, students are also required to take one of the following four courses: Clinical Conditions with Children and Adolescents, Clinical Conditions with Adults and Older Adults, Group Work in Clinical Settings, or Clinical Assessment and Interventions with Families.

**Individuals, Groups, and Families (IGFP)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IGFP 5301</td>
<td>Practice with Individuals, Groups, and Families *Concurrent with FED 5352 (Field) &amp; FED 5302 (Seminar)*</td>
<td>Spring</td>
<td>3</td>
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<tr>
<td>IGFP 5302</td>
<td>Advanced Practice with Individuals, Groups, and Families: Theoretical Approaches *Concurrent with IGFP 5353 (Field) &amp; FED 5310 (Seminar)*</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>IGFP 5345</td>
<td>Clinical Conditions with Children &amp; Adolescents *Or* Clinical Conditions with Adults &amp; Older Adolescents *Or* Clinical Assessment and Interventions with Families *Or* Group Work in Clinical Settings *Prerequisites: BASC 5362 (or BASC 5360 &amp; 5361), 5390, 5391 *Concurrent with Field &amp; Field Advising Seminar*</td>
<td>Any semester after 1st semester of field</td>
<td>3</td>
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<tr>
<td>IGFP 5303</td>
<td>Advanced Practice with Individuals, Groups, and Families Across Settings &amp; Populations *Concurrent with IGFP 5354 (Field) &amp; FED 5311 (Seminar)*</td>
<td>Spring</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credit Summary**

- Basic Foundation Courses: 27
- Advanced Concentration Courses (above): 12
- Additional Research Course: RSCH 5340: 3
- IGFP 5353: Advanced Field Education III: 4
- FED 5310: Field Advising Seminar (Fall Semester): 0
- IGFP 5354: Advanced Field Education IV: 4
- FED 5311: Field Advising Seminar (Spring Semester): 1
- Elective Courses: 9

**Total Credits:** 60

**Policy Practice Concentration**

Policy Practice is one of the concentrations within social work practice that leads to social change of macro structures or arrangements through policy development, analysis, programmatic design, project/initiative implementation, and political/legislative advocacy. The Policy Practice Concentration prepares social workers for practice involving the formulation, adoption, implementation and evaluation of all types of social service and social welfare policies. The concentration focuses on activities that include defining social problems, assessing needs, developing and implementing programs and forecasting future problems, needs, policies and programs. Policy Practice involves designing, implementing and evaluating programs involving a range of populations and groups with special emphasis on oppressed individuals and groups through a social justice frame. A critical element of Policy Practice is the ability to leverage resources, their allocation and mechanisms of transfer for social service programs. Skill competencies
developed in policy practice are grant writing, the use of research methodologies, data and information analysis and leadership in the policy-making process. Students and graduates of the program are trained to meet their professional responsibilities in a variety of macro practice jobs. Career opportunities for Policy Practice graduates are found in the public and private sectors as policy analysts, evaluators, planners, program and grant developers, coordinators, legislative analysts, lobbyists and advocates, and as elected officials or the staff of elected officials. Because the School of Social Work is located near the state capital there are a large number of excellent fieldwork placements that enable students to learn and practice Policy Practice skills. Graduates of the program work in a variety of leadership and significant Policy Practice positions in the state, regional, national and global contexts.

**Policy Practice (POPR)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre/Co-Requisite</th>
<th>Requirement</th>
<th>Credits</th>
<th>Semester</th>
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<tr>
<td>POPR 5300</td>
<td>Advanced Macro Practice</td>
<td>BASC 5350</td>
<td>Concurrent with FED 5352 (Field) &amp; FED 5302 (Seminar)</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>POPR 5301</td>
<td>Policy Practice: Process &amp; Finances</td>
<td>BASC 5350</td>
<td>Concurrent with FED 5352 (Field) &amp; FED 5302 (Seminar)</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>POPR 5310</td>
<td>Program Planning, Development &amp; Evaluation</td>
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<td>Combined course for ADMN, CORG, &amp; POPR</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>POPR 5312</td>
<td>Political Advocacy</td>
<td></td>
<td>Concurrent with Field &amp; Field Advising Seminar</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>POPR 5302</td>
<td>Policy Practice: Careers, Contexts &amp; Quantitative Analysis</td>
<td>RSCH 5340</td>
<td>Concurrent with POPR 5354 (Field) &amp; FED 5311 (Seminar)</td>
<td>3</td>
<td>Spring</td>
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**Credit Summary**

<table>
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<th>Credits</th>
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<tr>
<td>Basic Foundation Courses</td>
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<tr>
<td>Advanced Concentration Courses (above)</td>
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<tr>
<td>Additional Research Course: RSCH 5340</td>
<td>3</td>
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<tr>
<td>POPR 5353</td>
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<td>Elective Courses</td>
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<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>60</strong></td>
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</table>

**Field Education**

Field education is a major component of the MSW program, representing 18 of the 60 required credits. The Council on Social Work Education has identified Field Education as its Signature Pedagogy. In field education, students learn through engaging in social work practice under the supervision of a field instructor who has met the School’s criteria. Field instructors are usually practitioners employed by the placement agencies. Field instruction is designed to help the student engage in practice that is informed by the values of the profession and by its knowledge and theory base.
The social service settings in which students are placed are located throughout Connecticut and surrounding states. They represent a spectrum of micro and macro social services for a wide range of contemporary social, community, family, and individual problems that the social work profession addresses. All students are placed in agencies by the Field Education Department.

For more details about field education, including the placement process, requirements, evaluation of student learning, and policies and procedures, please consult the SSW Field Education Manual.

Focused Areas of Study

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

Students may choose to organize six elective credits in one of the five focused areas of study:

- Health and Wellness through the Lifespan
- International Issues in Social Work
- Intersectionality, Human Agency, and Social Justice
- Urban Issues in Social Work
- Violence Prevention in Families and Communities

Requirements

All FAS in the curriculum consist of the following components:

- Successful completion of six elective credits. Of these six credits, students must take one 3-credit required course that contains the core knowledge deemed to be essential by the Focused Area Study faculty. Requirements for the Violence Prevention in Families and Communities Focused Area of Study differ slightly, as there is no dedicated required course.
- A year-long field placement in a field or practice relevant for the Focused Area of Study (required). The second course necessary to complete a Focused Area of Study may be taken as follows:
  - An elective from a carefully selected list of Focused Area of Study electives offered at the School;
  - An elective from other graduate units of the University (only with prior approval from the FAS Chair);
  - An independent study or special topics course of no more than three credits (only with prior approval from the FAS Chair).

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

Health and Wellness through the Lifespan

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

Students are required to take a Core Elective chosen from below:
• HBEL 5357: Social Gerontology
• HBEL 5393: Emerging Issues in Mental Health and Substance Abuse

Students will take an additional elective from those listed below:
• HBEL 5300: Substance Abuse I
• HBEL 5301: Substance Abuse II: Treatment and Prevention of Alcohol and Other Drugs
• HBEL 5344: Aging and Mental Health
• HBEL 5352: Death and Dying
• HBEL 5367: Culture and Mental Health/Mental Health Disparities
• IGFP 5345: Clinical Conditions with Children and Adolescents
• IGFP 5346: Clinical Conditions with Adults and Older Adults
• DSEL 5320: Direct Practice in Schools for Children with Educational Disabilities and their Families.
• GRWK 5342: Group Work Practice in Therapeutic Settings
• SWEL 5318: Child and Adolescent Trauma
• SWEL 5351: Policy Issues in Aging
• SWEL 5386: Integrating Seminar: Transitioning Youth at Risk
• IS 5394: Independent Study for a maximum of 3 credits (Requires advanced approval by the Focused Area of Study Chair).

Students in IGF who are required to take either CSWK/IGFP 5345: Clinical Conditions with Children and Adolescents, CSWK/IGFP 5346: Clinical Conditions with Adults and Older Adults or GRWK/IGFP 5342: Group Work Practice in Therapeutic Settings to fulfill their requirement for the IGF Concentration CANNOT also use either of these courses to satisfy the requirements for this Focused Area of Study. However, IGF Concentration students may take another elective course from the listed course, IN ADDITION to the required elective course toward completing this Focused Area of Study.

Relevant graduate electives from other departments or professional schools of the University may be used toward the focused area of study with permission of the Chair.

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

The field placement can include public and private agencies, schools, inpatient, residential, or outpatient settings.

Committee Members: Dr. Barris Malcolm, Chair, (Barris.malcolm@uconn.edu), Dr. Catherine Medina, Co-Chair, Professor Peter Papallo, & Dr. Ellen Smith

International Issues in Social Work
The Focused Area in International Issues is designed for students who want to include a global perspective in their social work program. International issues specialization is useful for students considering careers in international development; work with immigrants, refugees, or inter-country adoption; advocacy work on global policy issues; and those who wish to broaden their domestic practice competence through understanding social issues internationally.
Students are required to take
- A Core Elective: SWEL 5348: International Social Work: Global Social Issues and the Profession (offered in the Spring semester this year)
- A one year-long field placement in an organization emphasizing international practice, issues or populations (required).
- And an additional three credits are required (please see below)

Students must take an additional elective from those listed below:
- HBEL 5328: Ethnic Minorities and the Social Work Profession: The Puerto Rican/Latin@ Experience
- SWEL 5310: Services to Immigrants and Refugees and Cross-Cultural Helping
- SWEL 5333: Travel Study for Social Work in Puerto Rico
- SWEL 5345: International Development Theory and Practice
  - Please note: As part of this course, a one day trip to New York City or Washington DC to meet with bilateral and multilateral organizations and NGOs doing international work is required. Students will be responsible for all expenses incurred.
- SWEL 5350: Comparative Social Welfare Policy between the United States and the Second World
- SWEL 5377: Urban Policy Issues
- SWEL 5385: Human Rights and Social Work
- IS 5394: Independent Study for a maximum of 3 credits (Requires advanced approval by the Focused Area of Study Chair).

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

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

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

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

Committee Members: Dr. Rebecca Thomas, Chair, (Rlthomas@uconn.edu)
Dr. Diane Drachman, Dr. Kathryn Libal, Dr. Barris Malcolm, Dr. Louise Simmons & Marilyn Cardone

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

Students are required to take one of the following courses as a Core Elective:
- HBEL 5328: Puerto Rican/Latino Experience
- HBEL 5376: Puerto Rican/Latina Women and their realities

Students will take an additional elective from those listed below:
- HBEL 5367: Culture and Health/Mental Health Disparities: Micro and Macro Perspectives
- HBEL 5370: The LGBT Experience: Sexual and Gender Diversities
- SWEL 5310: Services to Immigrants and refugees
- SWEL 5333: Puerto Rican Travel Study
- SPTP 5318: Poverty and Inequality
- IS 5394: Independent Study for a maximum of 3 credits (Requires advanced approval by the Focused Area of Study Chair).

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

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

The field placement is working with Latin@s, Blacks, LGBTQ and/or immigrants

Committee Members: Dr. Catherine Medina, Chair, (Catherine.medina@uconn.edu)
Dr. Antonia Cordero, Dr. Miriam Valdovinos, & Dr. Lisa Werkmeister Rozas

Urban Issues in Social Work
This focused area examines issues that affect the context for urban social work practice areas across concentrations and diverse populations. The content in this focused area of study combines and expands interest in specific populations with a broader understanding of urban political economy, the impact of globalization on cities, and the problems that affect all urban communities, across race and ethnicity, and those which impact disenfranchised populations. Courses to complete the focused area of study requirements cover content relevant to: a) urban issues and populations; and b) issues pertinent to social work practice in urban areas.

Students are required to take a Core Elective:
- SWEL 5377: Urban Policy Issues

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

- CORG 5370: Grassroots Neighborhood Organizing
- SWEL 5348: International Social Work: Global Social Issues and the Profession
- SWEL 5360: Economic Justice, Labor and Social Work
- SWEL 5380: Political Social Work Practice

Elective courses which address urban populations:

- HBEL 5327*: The Black Experience and Its Consequences for Practice
- HBEL 5328*: Ethnic Minorities and the Social Work Profession: Puerto Rican/Latin@ Experience
- HBEL 5347*: Black Family Life
- HBEL 5376*: Puerto Rican and Latina Women and Their Reality
- IS 5394: Independent Study for a maximum of 3 credits (Requires advanced approval by the Focused Area of Study Chair)

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

Relevant graduate electives from other departments or professional schools of the University may be used toward the focused area of study with permission of the Chair.

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

Committee Members: Dr. Louise Simmons, Chair, (Louise.Simmons@uconn.edu) Dr. Diane Drachman, Dr. Robert Fisher, & Dr. Rebecca Thomas

**Violence Prevention in Families and Communities**

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

Students are required to take two of the following courses:

- SWEL 5317: Women, Children, and Families: Social Policies & Programs
- SWEL 5318: Child and Adolescent Trauma and Mental Health
- SWEL 5385: Human Rights and Social Work
- HBEL 5373: Leadership Development in Anti-Violence Work: The Susan Schechter Social Action
- HBEL 5381: Child Maltreatment: History, Theory, Prevention, and Intervention
- IS 5394: Independent Study for a maximum of 3 credits (Requires advanced approval by the Focused Area of Study Chair)
Relevant graduate electives from other departments or professional schools of the University may be used toward the focused area of study with permission of the Chair.

Students must also take a year-long field placement in a field or practice setting addressing violence prevention, including either clinical and/or macro approaches, required.

Committee Members: Dr. Kathryn Libal, Chair, (Kathryn.Libal@uconn.edu)
Dr. Megan Berthold, Dr. Antonia Cordero, Dr. Caitlin Elsaesser, Dr. Megan Feely, & Dr. Miriam Valdovinos

Dual Degree Programs
Reflecting the School’s commitment to interdisciplinary teaching, practice, and research, dual degree programs have been developed with the University of Connecticut Schools of Law (MSW/JD), Public Policy (MSW/MPA) Medicine (MSW/MPH) and with the Yale Divinity School (MSW/M.Div). This special feature offers an opportunity to seek degrees in two professions at the same time. Each program has constructed specific arrangements with the approval of both faculties. To enter a dual program, you must apply separately and be admitted to each school.

In cooperation with the UConn School of Social Work, the School of Law offers student the opportunity to earn a dual degree of MSW/JD Dual Degree. The J.D./M.S.W. degree is designed for students who are interested in the social impact of the legal system upon individuals. Students pursue this degree to prepare for careers in fields such as public interest law, mental health law, elder law, women’s rights, penology, juvenile advocacy, human services administration, community organizing and public policy and planning. The dual degree program is highly individualistic in nature in order to provide each student with the best possible combination of these two disciplines.

Admission Requirements and Course of Study
All students who wish to pursue a dual degree program must first be granted separate admission into both programs. A dual degree enrollment form, approved by the Law School will also be required. Students in the dual degree program may obtain both degrees in four years, compared with five years, if both degrees were pursued separately. Study is generally begun at the School of Law, where during the first year, students will complete a minimum of (33) credits of required curriculum study. During the second year, students will complete a minimum of (6) social work courses, their first year field placement and a minimum of (2) law courses. Year three will consist of a minimum of (3) social work courses, their second field placement, a law school clinical experience (which coordinated in combination with the School of Social Work, can apply toward the second year field placement requirement of 560 hours), and (6) law school courses. During year four, students will take all remaining credits. 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 SSW is 17 credits.

Completion Requirements
In addition to satisfaction of the requirements of both programs of study, dual degree candidates are required to complete these programs concurrently. The final award of transfer credit is contingent upon completion of both programs.

Transfer Agreement
The J.D. degree program requires completion of (86) credits (including all required first-year courses, Legal Profession (LAW 7565), an intensive, analytical paper(s) which satisfies a writing requirement, and course work which satisfies the Practice Based Learning requirement). The M.S.W. degree program requires completion of (60) credits (including Social Work foundation, concentration courses in the student's selected concentration, two field placements, electives and research). The School of Law will accept (12) credits from among a student's advanced M.S.W. courses for transfer. The School of Social Work will accept (9) elective credits of non-clinical work earned at the School of Law.

Law Courses Acceptable for Transfer to the M.S.W. Program
- Administrative Law
- Children and the Law
- Center for Children’s Advocacy
- Elder Law
- Employment Discrimination Law
- Family Law
- Law and Medicine
- Mental Health Law
- Street Law

M.S.W. Courses Acceptable for Transfer to the J.D. Program (12 Credits)
- The School of Law will accept (12) credits the student's M.S.W. program.

Faculty Advisors

UConn School of Law
- Associate Dean Paul Chill
  860-570-5201

UConn School of Social Work Advisor
- Milagros Marrero-Johnson, MSW, Director of Student and Academic Services
  959-200-3606

The MSW/MPA Dual Degree is an interdisciplinary program in social work/public administration and is a collaborative effort between the UConn School of Social work and the Department of Public Policy. This arrangement affords students the opportunity to earn the MSW and MPA degrees concurrently in three years, rather than the normally required four. The opportunity offers students interdisciplinary preparation in the fields of both public administration and social work. Students must be accepted into both programs separately, and prior to the completion of their first year in either program.

The MSW/MPH Dual Degree is an interdisciplinary program in social work/public health and is a collaborative effort between the UConn School of Social Work and the Department of Community Medicine and Health Care (Part of the School of Medicine) that affords students the opportunity to earn the MSW and Master of Public Health (MPH) degrees concurrently. The dual degree program offers students interdisciplinary preparation in the fields of both public health and social work.

Students in the MSW/MPH program are expected to complete a minimum of 36 credits in public health and a minimum of 51 credits in social work. The amount of credits earned in one program (e.g., the MPH) that can be applied to the other degree (e.g., the MSW) is somewhat dependent on the student’s concentration in the School of Social Work as certain concentrations (Administration, Community
Organizing, Policy Practice) have more courses relevant to public health than other concentrations (Casework and Group Work). In addition, certain social work electives are more relevant to public health as well. In any event, those social work courses that the student wants included in the MPH program must be pre-approved by the MPH program. Similarly, those public health courses that the student wants included in the MSW program must be pre-approved by the MSW program. All requirements for the MSW/MPH may be completed in 3-4 years in general. Because the social work program requires four semesters of field placements, the MPH group practicum is waived for MSW/MPH students if at least one of the social work field placements (typically the advanced year placement) includes content relevant to public health. Brenda Kurz, Ph.D., Associate Professor of Social Work, with Jane Ungemack, Ph.D., Associate Professor of Community Medicine coordinate the MSW/MPH program.

Candidates must apply to both programs and meet the admission requirements of both the School of Social Work and the Master of Public Health Program. Application to the MPH program must be made no later than the end of the first year of the MSW program. Candidates are encouraged, however, to apply to and begin both programs at the same time, as this allows greater flexibility in the sequencing of courses and other requirements.

Joint Program with Yale Divinity School
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 M.Div. and MSW degrees in four years instead of the five years required when these programs are taken separately. Both schools will accept up to nine elective credits earned in the other’s program. The programs are individualized through the work of faculty advisors from the two schools. However, there are numerous courses in both programs that may count toward the dual degree so students will find considerable flexibility in their choice of course and field work. Applicants must obtain independent admission to both schools and must pay the appropriate fees at both schools. Student must be enrolled concurrently in both schools 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. The program of study is designed on an individual basis. Barris Malcolm, Ph.D., Associate Professor of Social Work is available for consultation on this program.
The Center for International Social Work Studies was established in 1992 to promote and support student and faculty interest and activities in international social work and human rights. These activities include international curriculum development, faculty exchanges, international field placements for students, cross-national research, an annual international day, and seminars and occasional conferences on international aspects of social work. Additional information regarding international field placements may also be found in Chapter V - Curriculum under field education. The Center serves as a focal point to connect students, faculty, alumni, and area practitioners to learning opportunities in international aspects of social work and human rights.

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

The Center aims to put this philosophy into practice by:

- sponsoring seminars on international topics
- developing internationally related curriculum in social work/social development;
- facilitating faculty research and publication on international issues and human rights;
- encouraging relevant global perspectives in social work courses;
- promoting cross-cultural competence;
- encouraging student and practitioner participation in international courses, seminars, exchanges, and other international activities;
- entering into exchange and linkage arrangements with schools of social work in other countries and with international organizations to further these purposes;
- 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, and curriculum development, and development of field placement sites;
- consultation and curriculum development to assist with establishing social work education in Armenia and ongoing projects in Armenia with Yerevan State University;

Regular activities for students:

- Annual International Day Celebration
- Trip to Social Work Day at the United Nations
- Lunch-hour international seminars
- Social and cultural events with the student group – Social Workers for Global Justice
The Humphreys Institute works to increase the political participation of all social workers as well as the communities they serve, including:
1. Increasing the number of social workers who pursue careers in electoral politics, political settings and/or as advocates;
2. Embedding civic and voter engagement into the work performed by social workers in both clinical and macro settings; and
3. Engaging all social workers to bring their social work skills and training to the political systems making decisions that affect the clients and communities they serve.

The Humphreys Institutes carries out these goals through its programming, which includes:
1. **The Campaign School for Social Workers** offered annually at UConn as well as select schools of social work;
2. **The development of training and resources on nonpartisan voter registration, education and outreach** for schools of social work, social work professionals and Community Organizations;
3. Partnering with Influencing Social Policy (ISP) and the Congressional Research Institute on Social Work and Policy (CRISP) on the **National Voter Empowerment Campaign and the VotingIsSocialWork.com website**;
4. **Conducting research on political social work and the political participation of social workers and the communities they serve** as well as evaluating its own impact;
5. **Serving as a resource** to UConn students, schools of social work, political social workers, social workers running for office, elected officials and NASW (through publications, policy analysis, etc.); and
6. **Supporting field placements** for MSW students in political social work settings such as Congressional offices and state legislatures.

Students have the opportunity to work with the Humphreys Institute as field education interns, graduate assistants (doctoral level), work study positions and through special topic courses and independent studies.

**Puerto Rican & Latin@ Studies Project (PRLSP)**

*Director: TBA*

*Phone number: TBA*

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

Our core goals are:
1. **Research and Innovation**: To create distinctive and internationally recognized contributions to scholarship; and to address solutions for pressing issues affecting Puerto Ricans and Latin@s in Connecticut and globally.
2. **Teaching and Learning**: To increase Puerto Rican and Latin@s recruitment, retention, and MSW and PhD degree completion. To train social workers and service providers.
3. **Outreach and Engagement:** To establish mutually beneficial partnerships and collaborations with the 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 with the PRLSP Advisory Board in an exchange of knowledge and in the collaboration of efforts on current issues affecting Puerto Rican and Latin@ communities.

Students have the opportunity to work with the Project as work study students, mentees, and through the many programs that the Project sponsors throughout the year.
CHAPTER VI

FEES & EXPENSES

Fees
All fees for the fall and spring semesters must be paid to UConn on or before the Friday prior to the beginning of the semester according to the official University Academic Calendar. The fees for summer and winter have individual due dates which are advertised prior to registration. Those students who have been awarded and accepted a financial aid package shall automatically receive a deferment of fees for the amount awarded by the University. If a student is expecting their tuition and fee bill to be paid directly to UConn by a third party (an employer, branch of military, state agency, etc.), the student must submit a third party financial guarantee letter, on company letterhead prior to registration. Note: Tuition reimbursement after the semester ends is NOT a valid reason for a deferment of fees.

Bursar’s Office
The campus Bursar’s Office is located in the Office of Student Services on the first floor of the Hartford Times Building, 10 Prospect Street. Please refer to their website for hours and contact information: http://bursar.hartford.uconn.edu/.

Returned Check Fee
There is a $25 charge on any check that is returned by the bank for any reason. Registration is not complete unless all fees for the semester have been paid. Partial payment of fees is not permitted.

Late Fee
A late fee of $150 will be assessed to students whose account is not paid or deferred by the published fee bill due date. If after Day 10 of the semester, your bill remains unpaid you will be assessed a second $150 late fee. Fee bills for the fall and spring terms are due on the Friday prior to the start of the semester.

University Fee
All students pay a University fee of $56 per semester.

Reinstatement Fee
Students not registered by the end of add/drop will be charged a $65 reinstatement fee upon approval of reinstatement.

Infrastructure Maintenance Fee
All students are subject to an Infrastructure Maintenance Fee per semester for the support of the operating and maintenance costs related to UCONN 2000 projects. The amount of this fee is based on the number of credits for which a student registers, with a maximum fee of $234.

Matriculation Fee
All students (except for non-matriculated) pay a matriculation fee of $42 per semester.

Tuition
All students pay tuition and mandatory fees. Students who are classified as In-State residents pay tuition of $7,675 per semester if registering for nine or more credits. Students who are classified as Out-of-State pay a tuition rate of $18,481 per semester if registering for nine or more credits. Students who are
classified as New England Regional students pay a tuition rate of, $12,973 if registering for nine or more credits. Tuition is prorated for students carrying eight or fewer credits per semester.

Withdrawal from School

Refund Information
To be eligible for a refund or cancellation of charges, a signed schedule-revision-request form dropping all courses for which the student is registered must be filed with the Graduate School. When notice is received prior to the first day of classes of a semester, a full refund (less non-refundable fees) will be made if fees have been paid in full. Thereafter, should a student drop all courses and withdraw from their program, refunds of paid fees or cancellation of charges will be made (refundable fees only) according to the following schedule:

Federal Refund & Repayment Policy & Practice
- Within the first calendar* week from the beginning of the semester: 90%
- Within the second calendar week: 60%
- Within the third calendar week: 50%
- Within the fourth calendar week: 50%
- Within the fifth through the eighth calendar week: 25%

*Calendar weeks run Monday through Sunday; whatever day of the week on which the semester begins, the following Sunday ends the first calendar week. Please note that the refund schedule adheres to the semester start dates according to the University Academic Calendar.

Withdrawals after the eighth week are not eligible for refund. All refunds are calculated according to the Federal Refund Formula and are contingent upon any federal aid received. Please refer to Withdrawal from School in the Financial Aid section.

Regulations governing refunds of fees paid to the Non-Degree Program are generally more stringent. **Full refund of the course fee will only be given if the drop request is received in the Registrar’s Office prior to the first day of the semester. Refunds for special schedule classes will be issued if the drop is received in the Registrar’s Office prior to the first published class meeting. The late fee and enrollment fee are non-refundable. There are no partial refunds. Refer to the School’s website.**

Deferment of Tuition and Fees
Students who have been awarded and accepted loans and/or grant aid to cover a semester’s fees are automatically deferred until the funds arrive or the aid is credited. Balances in excess of loan/grant amounts are the student’s responsibility and are payable on the due date of the bill. Other acceptable reasons for deferment are: guaranteed third party payment (see above), or enrollment in the University payment plan (see Bursar’s web page for this information at www.bursar.uconn.edu).

Audit Fees
Students auditing courses pay the same tuition and fees as those students who have enrolled for course credit. Tuition is charged on the basis of course credit hours, while the charge for the other fees (e.g., the General University Fee), is dependent on the student’s total course load (part-time, half-time or full-time), as determined by Graduate School policies.
Continuous Registration Fee
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.

Student Activity Fee
A non-refundable fee of $25 per semester is collected which may be used for various student activities throughout the school year.

Student Identification Card
Students may request a Husky One Card (UCONN ID) at the Business and Administrative Services Suite. Husky One Cards are printed approximately 7 business days from when the picture is taken. Students must pick up the card at the Business Suite with a photo ID. Should the student’s card become lost or destroyed, a replacement will be issued at a fee of $20.

Parking Decal Fee
The student parking fee at the Regional Campuses will equal the least expensive student rate on the Storrs campus. On July 1, 2015, that rate will be $202.06/year or $101.03/semester. Regional Campus student permits will authorize parking on Storrs Campus permit lots associated with the $202.06/year rate. Student permits active at the end of the 2018/19 academic year will remain valid throughout the 2019 Summer Term. They will expire on August 31, 2019.

Malpractice Fee
All students are charged a fee of $9 in the fall semester, which covers the cost for the fiscal year. The malpractice fee covers the cost of professional liability insurance for students who are doing their field placements. This is blanket coverage, therefore, all students will be charged.

Transit Fee
$20 fee supports the campus shuttle bus service including bus maintenance, bus drivers and administrative support.
## 2018-19 Academic Year
### Matriculated Program

<table>
<thead>
<tr>
<th>Credits</th>
<th>Infrastructure Maintenance Fee</th>
<th>University Fee</th>
<th>Tuition In-State</th>
<th>Tuition Out-of-State</th>
<th>Tuition Regional</th>
<th>Non-Degree Fees</th>
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University Fee $56 per semester
Matriculated Fee $42 per semester

### Non-Degree

<table>
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<tr>
<th>Credits</th>
<th>Infrastructure Maintenance Fee</th>
<th>University Fee</th>
<th>Tuition In-State</th>
<th>Tuition Out-of-State</th>
<th>Tuition Regional</th>
<th>Non-Degree Fees</th>
<th>Infrastructure Maintenance Fee</th>
<th>Credits</th>
</tr>
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</table>

Non-Degree Enrollment Fee $20 per semester

### Additional Fees
1. Acceptance fee of $60 applied towards the University fee $56 and tuition charges
2. Student Activity fee of $25 per semester
3. ID Replacement fee of $20
4. A $25 late fee for non-matriculated students (Fall, Spring, Summer) and matriculated students (Summer only)
5. A late payment fee of $150 is payable by all graduate students whose tuition and fees are not paid in full on the published fee bill due date. If after Day 10 of the semester, your bill remains unpaid you will be assessed a second $150 late fee
6. A $20 non-refundable enrollment fee for non-matriculated students (Fall, Spring, Summer) and matriculated students (Summer only)
7. A $65 reinstatement fee (in addition to late fee) will be applied to the accounts of matriculated students who were dropped from active status due to non-registration by add/drop deadline
8. Parking Fee of $101.03 charged each semester
9. Malpractice Fee of $9 will be charged on the fall semester fee bill
10. Matriculation Fee of $42 per semester
11. Technology Fee of $75 per semester
12. Transit Fee of $20 per semester

NOTE: Nine or more course credits are considered full time for matriculated School of Social Work students - fees for nine or more credits are the same.

**Tuition and/or fees are subject to change any time without notice.**
CHAPTER VII

FINANCIAL AID

The Office of Financial Aid is committed to assisting students determine eligibility for all financial aid to which they may be entitled according to federal, state and university regulations and policies.

How to Apply for Need-Based Financial Aid at UConn:

- Complete the Free Application for Federal Student Aid (FAFSA)
- Complete UConn’s Graduate Enrollment Information Form available at: http://financialaid.uconn.edu/forms/
- After your financial aid award is created, our office will notify you via e-mail at your UConn e-mail address. At this time, you can access the Student Administration system to review your financial aid award, to take action on your aid offer, and to complete all steps on the Financial Aid Action page.
- If you are a first time borrower at UConn and you intend to accept your Federal Direct Unsubsidized Stafford Loan offer, complete a Master Promissory Note (MPN) and Loan Entrance Counseling on-line.
- If you are a first time Federal Graduate PLUS Loan borrower at UConn and you intend to accept your Federal Graduate PLUS Loan, complete the Graduate PLUS Loan application as well as the PLUS Master Promissory Note (PMPN) on-line.

Free Application for Federal Student Aid (FAFSA)

- The Free Application for Federal Student Aid (FAFSA) is a required document used to determine a student’s eligibility for federal aid such as Federal Direct Stafford Loans, Federal Work-Study, etc.
- Most of the information you need to complete the FAFSA is on your federal income tax return, if one is filed. You can also import your IRS data directly into your FAFSA on the web. You will be able to use Data Retrieval Transfer (DRT) if you have filed your income tax returns and do not owe a tax debt to the Internal Revenue Service.
- Students who are admitted in the summer term will need to complete the FAFSA for the current academic year, as well as the upcoming academic year.
- UConn’s Federal school code is 001417 University of Connecticut. Do not use School of Social Work.
- To be considered on-time at UConn, you must submit your FAFSA by March 1st. The awarding of several forms of financial assistance is reserved for applications received and logged in by the federal processor on or before this on-time application deadline. Please note that all awards are based upon fund availability.

The Office of Student Financial Aid Services administers need-based financial aid for Graduate Students.

Need-Based Financial Aid

1. University of Connecticut Social Work Grant
2. Federal Work-Study (FWS)
3. Federal Direct Stafford Loans (FDSL)

Verification
The Federal Central Processing System (CPS) selects approximately 30% of all FAFSA applications received each year for verification, a process that requires the Office of Student Financial Aid Services (OSFAS) to confirm the data supplied by the applicant and/or spouse on the student’s FAFSA is accurate.

The Student Aid Report (SAR) you receive after your FAFSA has been processed will indicate whether or not your file has been selected for verification. If your application has been selected for verification, an email will be sent to your University email account alerting you to check the Student Administration system to determine what additional documentation you will be required to submit before your financial aid application will be processed.

Please respond promptly to information requests from our office, and do not submit income tax forms unless requested by us. The preferred method to send in requested documentation is via fax at 860-486-6629. Please be sure that your Student ID, and name are on all pages.

All documents must be completed each school year per federal regulations. It is your responsibility to ensure this is done

In addition to the above, you must also meet the following requirements:
1. You must be enrolled in a degree program.
2. You must be a U. S. citizen or permanent resident.
3. You must be enrolled for at least half time (5 to 6 credits) each semester.
4. You must not be in default on any previously borrowed federal education loans.

This information along with the Cost-of-Attendance will be used to evaluate your financial need. A copy of the Cost-of-Attendance chart is included later in this section. (Cost of Attendance included tuition and fees charges).

What else can affect the amount of aid I receive?
1. Scholarships/grants/stipends received from sources inside/outside the School.
2. Employer tuition assistance.
3. Changes in your financial situation.
4. Changes in credit enrollment or withdrawal from classes.
5. Changes in residency could modify your charges.

If any of these situations arises, notify the Office of Financial Aid immediately.

Student Employment
Federal Work-Study is awarded to students as part of their financial aid package. Work-Study is a program that allows you to earn money to help pay for educational expenses. Unlike other forms of financial aid, Work-Study is not applied to your fee bill. To earn your Work-Study award, you must secure a Work-Study job. These funds are limited and are awarded based on financial need and fund availability.

Job opportunities are listed on the Student Employment website. You will receive a paycheck bi-weekly for the hours you work to spend on living expenses.

To ensure you receive a paycheck, you must complete:
• Payroll Authorization Form
• Federal W-4 Withholding Tax Form
• State of CT W-4 Withholding Tax Form
• I-9 Immigration and Naturalization Form
You will also need a:

- Passport OR
- Driver’s license AND Social Security Card OR
- Driver’s license AND birth certificate

If you are interested in working at an agency not listed, have the agency contact the Student Employment Office in Storrs at (860) 486-6253. They will determine if the agency is appropriate for Work-Study students and make the necessary arrangements.

Although Federal Work-Study funds may not be earned for performing field placement (exceptions for on-campus institutes), many students are able to arrange limited part-time employment at their field placement agency. Any earnings under the Federal Work-Study program must be for hours worked in addition to the regular field placement. Since a Work-Study job at your field placement is a separate and additional arrangement, the supervisory and academic requirements of a field placement do not apply to the Federal Work-Study position.

Dual Degree Program Applicants
New applicants for the dual degree programs must apply for financial aid following procedures and deadlines at both schools until their course of study has been determined. At that time, the student must notify both schools so aid can be awarded appropriately.

Returning applicants enrolled in a dual degree program should file an application for financial aid with the school where they will be enrolled for the greater number of credits for the upcoming academic year.

Overseas Study
Whether tuition and fees are being paid to the School or paid to the foreign institution, the School must have a Consortium Agreement in place with that institution before any funds are paid. Continued eligibility for grant aid is determined on a case-by-case basis. Students will be eligible to borrow a Federal Direct Loan to pay for the following costs associated with an approved overseas field placement or study abroad of at least five credits per term:

- Transportation: air fare and travel within the host country to and from school
- Living expenses including room and board
- Moderate personal expenses
- Books and supplies

The completion of a Consortium Agreement may take several weeks so be prepared to get this done early. Students are expected to play an active part in assisting with the completion of the Consortium Agreement with their foreign institution. This includes, but is not limited to, providing a complete listing of exact dates of school terms, tuition, fees, room, board, personal expenses, books and supplies, and transportation to and from the foreign site.

These expenses must be accompanied by appropriate documentation such as the catalog or handbook issued by the foreign institution. Documentation must also include advertisements for apartments, rooming houses (unless on-campus), etc., and written information from either the U.S. Government or the host school government about the average cost of living, including housing and food (unless there is a meal plan), in the host country.
Students are required to provide names and addresses, telephone numbers and e-mail addresses of officials from the host school. If there is a language difference, students are required to assist with interpretation.

**Private Scholarships Administered by the School of Social Work**

Private scholarships administered by the School of Social Work will be announced by the Office of Student and Academic Services during the Fall semester. External scholarships are posted as they arrive.

**Withdrawal from School**

The University has established a pro-rata refund policy for students who leave the University and had accepted Title IV funds. This policy is separate and distinct from the Bursar bill refund policy. You **MUST notify the Office of Financial Aid immediately of your intent to leave school.**

The policy formula calculates the number of days attended divided by the number of days in the semester. This provides a percentage that is used to determine the amount of funds you are entitled to for your actual time at the School. All other funds are returned including spring semester aid should you withdraw during the fall term. If you withdraw after 60% of the semester has completed, no return of Title IV funds are required.

The goal of the Office of Financial Aid is to help reduce possible costs and to assist you in avoiding any financial difficulties that could arise because of having borrowed Federal Loans.

**Satisfactory Academic Progress**

You are required to make “satisfactory academic progress.” You are required to complete the degree requirements within four years from the date of matriculation. You are also required to maintain a 3.0 (B) average. The Associate Dean for Academic Affairs and MSW Program Director will make a final determination of this status.

A student dismissed because they have failed to maintain satisfactory academic progress will be deemed eligible for additional financial aid (assuming financial need is established).

**Billing Errors**

You will receive periodic bills from the Bursar through your school email as well as notification of late fees incurred for failure to pay your bill by the deadline. It is your responsibility to ensure you are being billed correctly. Please contact the Bursar with any questions.

**Health Insurance**

All full-time students are required to have adequate insurance coverage for accidents and illnesses. If you have health insurance, you must complete the online waiver at www.studentadmin.uconn.edu. Students failing to provide proof of coverage via electronic submission of a waiver will be enrolled and billed automatically in the University sponsored plan. Details about the plan can be found at [http://shs.uconn.edu/insurance-information/](http://shs.uconn.edu/insurance-information/).

All non-immigrant international students will be required, at the time of admission, to show evidence of adequate insurance coverage for basic medical, major medical, and repatriation expenses.

**Refunds**
If you have accepted more aid than needed to pay your bill, those funds will be disbursed to you automatically by check/direct deposit about the first week of classes each semester. Refund checks will be mailed to you by the Bursar Office at Storrs.

*Also, you should come prepared to buy books and meet immediate living expenses for at least the first three weeks of classes in the event of delayed payment.*

After the first three weeks of classes have passed, refund checks will only be processed by those that complete the online request at [www.bursar.uconn.edu](http://www.bursar.uconn.edu). Check to be sure funds have been credited to your account prior to completing the online request. Refund requests made prior to aid payment will be null and void.

**Miscellaneous**

Part of your scholarship aid may be taxable. Your Form 1098-T will be available to you electronically on or before January 31st through the Student Administration system. The Form 1098-T is located under the “Finances” section of the Student Center within the “other financial…” drop-down box. Forms will only be mailed to students who have opted out of receiving them electronically. **Contact the Storrs Bursar’s Office at 860-486-4830 with any questions regarding the Form 1098-T.**

The Bursar’s Office offers a time-payment plan to assist with payment of your bill. There is an enrollment fee associated with this payment option. See the Bursar site [www.bursar.uconn.edu](http://www.bursar.uconn.edu) for details.

**Winter Intersession***

Federal Aid funds are not available for this session. You may use your fall refund or borrow from any unused fall semester Federal student loan funds. You cannot use spring semester funds to cover winter intersession. If you are a work study student, you might be able to continue working during winter intersession if you have available funding.

**Summer Intersession***

Aid is awarded based upon need. To be considered for aid, you must apply through the Student Administration system and the FAFSA to receive any type of aid including work study. You must enroll for 5 credits over the course of the summer. Summer aid funds are limited. You cannot utilize unused fall-spring work study funds for the summer. Grant funds will be awarded if they are available in a **first come, first serve basis.** Federal Student Loan money not used from fall-spring semesters can be utilized.
School of Social Work (2018-2019)

The total Cost of Attendance (COA) includes estimated direct educational costs and an estimate of indirect costs based on full-time (9-credit) attendance for both fall and spring semesters. These figures do not represent your actual fee bill but are estimates and are subject to change.

Students are billed separately for each semester, therefore, the annual amounts described below may be divided by two to attain estimates for a single semester.

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<th>Off Campus</th>
<th>Term</th>
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<td>Transportation</td>
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<td>575</td>
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<td>Miscellaneous</td>
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<tr>
<td><strong>Total</strong></td>
<td>$36,628</td>
<td>$18,314</td>
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| **Out of State** |            |       |
| Tuition          | 36,962     | 18,481|
| Fees             | 904        | 452   |
| Room             | 10,426     | 5,213 |
| Board            | 5,846      | 2,923 |
| Books            | 900        | 450   |
| Transportation   | 1,350      | 675   |
| Miscellaneous    | 2,050      | 1,025 |
| **Total**        | $58,438    | $29,219|

| **NE Regional**  |            |       |
| Tuition          | 25,946     | 12,973|
| Fees             | 904        | 452   |
| Room             | 10,426     | 5,213 |
| Board            | 5,846      | 2,923 |
| Books            | 900        | 450   |
| Transportation   | 1,350      | 675   |
| Miscellaneous    | 2,050      | 1,025 |
| **Total**        | $47,422    | $23,711|
CHAPTER VIII

UNIVERSITY POLICIES

Policy Against Discrimination, Harassment, and Related Interpersonal Violence
Source: University of Connecticut, Office of Institutional Equity

I. Statement of Policy
The University of Connecticut (the “University”) is committed to maintaining a safe and non-discriminatory learning, living and working environment for all members of the University community – students, employees, and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

The University does not unlawfully discriminate in any of its education or employment programs and activities on the basis of an individual’s race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), veteran’s status, prior conviction of a crime, workplace hazards to the reproductive system, gender identity or expression, or membership in any other protected classes as set forth in state or federal law. To that end, this Policy Against Discrimination, Harassment and Related Interpersonal Violence, Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, Retaliation and Inappropriate Amorous Relationships (the “Policy”) prohibits specific forms of behavior that violate state and federal laws, including but not limited to Title VII of the Civil Rights Act of 1964 (“Title VII”), Title IX of the Education Amendments of 1972 (“Title IX”), the Violence Against Women Reauthorization Act of 2013 (“VAWA”), and related state and federal anti-discrimination laws. Such behavior may also require the University to fulfill certain reporting obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by VAWA, and Connecticut state law regarding reporting suspected child abuse and neglect.

The University prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under this Policy (collectively, “Prohibited Conduct”[1]). These forms of Prohibited Conduct are unlawful and undermine the mission and values of our academic community. In addition, inappropriate amorous relationships with employees in positions of authority can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.

The University adopts this Policy with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering a safe and respectful University community; (3) cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties in the investigation and resolution of such reports; and (5) identifying the standards by which violations of this Policy will be evaluated and disciplinary action
may be imposed. In addition, the University conducts ongoing prevention, awareness, and training programs for employees and students to facilitate the goals of this Policy.

A student or employee determined by the University to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including separation from the University. Third Parties who commit acts of Prohibited Conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.

It is the responsibility of every member of the University community to foster an environment free of Prohibited Conduct. All members of the University community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The University will support and assist community members who take such actions.

Retaliation against any individual who, in good faith, reports or participates in the reporting, investigation, or adjudication of Prohibited Conduct is strictly forbidden.

This Policy applies to all reports of Prohibited Conduct occurring on or after the effective date of this Policy. Where the date of the Prohibited Conduct precedes the effective date of this Policy, the definitions of misconduct in effect at the time of the alleged incident(s) will be used. The procedures under this Policy, however, will be used to investigate and resolve all reports made on or after the effective date of this Policy, regardless of when the incident(s) occurred.

2. To Whom This Policy Applies
This Policy applies to: students as defined in UConn’s Responsibilities of Community Life: The Student Code (“Students”); University employees, consisting of all full-time and part-time faculty, University Staff (including special payroll employees), UConn Health employees, professional research staff, and post-doctoral fellows (“Employees”); and contractors, vendors, visitors, guests or other third parties (“Third Parties”). This Policy pertains to acts of Prohibited Conduct committed by or against Students, Employees and Third Parties when:

1. the conduct occurs on campus or other property owned or controlled by the University;
2. the conduct occurs in the context of a University employment or education program or activity, including, but not limited to, University-sponsored study abroad, research, on-line, or internship programs; or
3. the conduct occurs outside the context of a University employment or education program or activity, but has continuing adverse effects on or creates a hostile environment for Students, Employees or Third Parties while on campus or other property owned or controlled by the University or in any University employment or education program or activity.

Please find the full policy at:
CAMPUS SAFETY

Clery Compliance Information for the University of Connecticut
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) is a federal mandate requiring all institutions of higher education (IHEs) that participate in the federal student financial aid program to disclose information about crime on their campuses and in the surrounding communities. The Clery Act affects virtually all public and private IHEs and is enforced by the U.S. Department of Education (ED). Campuses that fail to comply with the act can be penalized with large fines and may be suspended from participating in the federal financial aid program. For more information please visit: http://clery.uconn.edu.

Hartford Campus Shuttle
Shuttle bus operation: 5:30 pm to 10:00 pm Monday through Thursday. This evening-only shuttle will run from the former Hartford Times building to the student parking area at the Convention Center parking garage and will be a general drop-off service only.

Campus Emergency Information/Health & Safety Plan
Please familiarize yourself with the Campus Emergency Information / Health & Safety Plan available on the UConn Greater Hartford campus website: http://emergency.hartford.uconn.edu/

Reporting Crimes or Emergencies
In the event you are a witness to or a victim of a crime on campus dial the University Police at (860) 486-4800. In the event of a fire and/or medical emergency, call 911 and provide all pertinent information. The University Police should also be notified (860) 486-4800 and an officer will follow up on your report.

One blue emergency phone, located at 38 Prospect Street, is available for public use in the event of an emergency.

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.

Individual Safety Responsibilities
Everyone must assume responsibility for their own personal safety and the security of their personal property by taking some simple, common sense precautions:
1. Do not jog alone at night.
2. When walking at night, walk with someone and only in well-lit areas.
3. Walk within the designated cross walk areas.
4. Lock your vehicle at all times.
5. Do not leave personal property unattended in the cafeteria, classrooms or library.
6. Use student lockers when necessary and padlock valuables.

Security and Fire Safety Report
The University of Connecticut Police Department invites all University employees and students to read Annual Security and Fire Safety Report. The University of Connecticut prepares this report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act and Connecticut General Statute 10a-55a and 10a-55m. This report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned
or controlled by the University of Connecticut; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies on campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. The full text of this report is available online at: http://publicsafety.uconn.edu/police/clery/clery-annual-security-report/
CHAPTER IX

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly
Source: The full version of the Code of Ethics of the National Association of Social Workers may be accessed at: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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

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

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:
• service
• social justice
• dignity and worth of the person
• importance of human relationships
• integrity
• competence.

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

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

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

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

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

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

**Value: Integrity**
**Ethical Principle:** Social workers behave in a trustworthy manner.
Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

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