

BSW Handbook

University of Connecticut School of Social Work

09/20/2022

BSW Student Handbook

2022-2023

STUDENT RESPONSIBILITY

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

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

UNIVERSITY ACCREDITATION

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

SCHOOL OF SOCIAL WORK ACCREDITATION

The University of Connecticut School of Social Work has been accredited by the Council on Social Work Education (CSWE) since 1949. The CSWE Educational Policy and Accreditation Standards (EPAS) that govern the School of Social Work can be viewed at <https://www.cswe.org/>

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

NON-DISCRIMINATION POLICY

The University of Connecticut complies with all applicable federal and state laws regarding non-discrimination, equal opportunity and affirmative action, including the provision of reasonable accommodations for persons with disabilities. UConn does not discriminate on the basis of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability, veteran status, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, or political beliefs in its programs and activities. Employees, students, visitors, and applicants with disabilities may request reasonable accommodations to address limitations resulting from a disability. For questions or more information, please contact the Associate Vice President, Office of Institutional Equity, 241 Glenbrook Road, Unit 4175, Storrs, CT 06269-4175; Phone: (860) 486-2943; Email: equity@uconn.edu; Website: <http://www.equity.uconn.edu>. (University of Connecticut, Office of Institutional Equity – Non-Discrimination Policy Statements for Publications, Effective June 13, 2017)

Updated 10-08-2020

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MESSAGE FROM THE DEAN

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

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

Each of you has charted your own personal and professional course to your choice of a career in social work. Those diverse experiences help to create a learning environment that will encourage you to learn from each other and both challenge and deepen your own perspectives and knowledge about human rights, social justice, and individual and community well-being. In classes, you will learn from faculty experts in many areas of social work; in your 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 academic work, the SSW offers a stunning array of life transformative opportunities to enhance your learning. Faculty and students often partner through various projects and academic units to present lectures, forums and workshops that enhance our understanding and commitment to contemporary social problems and challenges. Student government often takes a lead role in identifying student needs and recommending and contributing to school programming. We encourage you to reach out to your student colleagues and identify where you might share your own energy and talents.

The SSW maintains a strong and evolving commitment to diversity and inclusion and there will be many opportunities within and outside the classroom to address these issues. Throughout the year, we will have all-school lectures and presentations that help us to identify and challenge our beliefs, struggles and skills, with issues of diversity and structural impediments to justice and equality. We encourage you to become involved; these issues have never been more important. Our Strategic Plan 2022-2027, available on the website highlights the ways in which anti-racist and diversity lenses, inform everything we do. Again this year, we will pay particular importance to the understanding of systemic racism which continues to profoundly affect the communities we serve.

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

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

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

Nina Rovinelli Heller, PhD, Dean and Zachs Chair of Social Work

UNIVERSITY OF CONNECTICUT

UConn Mission Statement

The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. Through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach.

With our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state's flagship public University, and as a land and sea grant institution, we promote the health and well-being of citizens by enhancing the social, economic, cultural, and natural environments of the state and beyond.

UConn School of Social Work Mission and Core Values

Innovation

UConn SSW is **dedicated to service, social justice, and dignity and worth of the person** through discovery and communication of breakthrough and foundational ideas; to **collaborating across disciplines and communities**; and to **improving human well-being** through research, scholarship, and graduate education.

Leadership

UConn SSW is a leader in social work education informed by research and scholarship that **prepares students to advance human well-being, human rights, and social justice**. Graduates of the School **make a difference in the state, the nation, and the world**.

Global Engagement

UConn SSW is a **pioneer and nationally recognized in international social work and human rights**. Through local and global engagement and international and inter-cultural collaborations, the **School promotes international curriculum development, faculty exchanges, international field placements for students, and cross-national research**.

Diversity

UConn SSW's **commitment to diversity is reflected in our staff, faculty, student body, field agencies, our involvement in community service, and curricula content**. The School has an outstanding **record of racial-ethnic diversity, with nearly one-third of faculty, staff, and students members of groups that are underrepresented in the university and in higher education**. Diversity includes a wide range of human differences. Here at the School of Social Work, **particular attention is given to differences that, historically, have been used to target social groups and their members for marginalization, exclusion and discrimination**.

BSW Program Mission Statement

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

SCHOOL OF SOCIAL WORK OFFICES

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

Phone Number: (959) 200-3649

- *Nina Heller, Dean, Co-Director of PhD Program, Zachs Professor*
- *Joanne Corbin, Associate Dean for Academic Affairs, Professor*
- *Tessa Cugno, Assistant to the Deans*
- *Milagros Marrero-Johnson, Director of Strategic Planning*

[Office of MSW Program Director](#)

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

Phone Number: (959) 200-3635

- *Brenda Kurz, MSW Program Director, Associate Professor*

[Office of PhD Program Co-Director](#)

Phone Number: (959) 200-3628

- *Scott Harding, Co-Director of PhD Program, Associate Professor*

[Office of BSW Program Director](#)

Phone Number: (959) 200-3659

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

[Office of Research & Scholarship](#)

Phone Number: (959) 200-3616

- *Jennifer Manuel, Associate Dean for Research, Associate Professor*

[Office of Student & Academic Services](#)

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

Phone Number: (959) 200-3687

- *Henry Cantu, Director of Student & Academic Services*
- *Natalie O'Connor, Program Coordinator*
- *Kathy Birnie, Program Assistant*

[Office of Field Education](#)

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

Phone Number: (959) 200-3636

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

[Office of Finance](#)

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

Phone Number: (959) 200-3624

- *Stephen Marchillo, Director of Finance & Administration*
- *Iris Strong, Financial Assistant*

[Office of Outreach](#)

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

Phone Number: (959) 200-3617

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

RESOURCES

Hartford Campus

Bookstore (Barnes & Noble | UConn Hartford)

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

Bursar

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

Career Development, Center for (CCD)

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

Disabilities, Center for Students with (CSD)

- 959-200-3872
- <https://csd.uconn.edu/>

Event Services

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

Facilities Operations (Report an Issue)

- 860-486-3113
- <https://fo.uconn.edu/>

Financial Aid

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

Information Technology Services, Hartford (HITS)

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

International Student & Scholar Services (ISSS)

- 860-486-3855
- <https://iss.uconn.edu/>

Library (UConn Library at Hartford Public Library)

- 959-200-3466
- <https://lib.uconn.edu/>

Parking Services

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

Police | Campus Safety

- 860-486-4801
- <https://publicsafety.uconn.edu/police/>

Registrar

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

Student Health and Wellness

- 860-486-9143
- <https://studenthealth.uconn.edu/>

Veteran's Affairs and Military Programs

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

Writing Center (W-Center)

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

Other Resources

Academic Calendar

The 2022-2023 Academic and Field Education Calendar can be found at <https://ssw.uconn.edu/bsw-students-2/>.

Career Services & Resources

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. Students should have any faculty mail addressed by name and in an envelope before inserting through the door slot.

Google Apps@UConn Email

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

Housing

Students are encouraged to use the UConn Off-Campus Housing to identify housing in the area. This can be found at <https://offcampushousing.uconn.edu/housing>. Please be sure to select “Housing” and then “Hartford Campus,” to ensure you will be searching for housing located in the School of Social Work area.

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://onecard.uconn.edu/>.

Mental Health Support for Students

The Mental Health Resource Center (MHRC) is open for telehealth appointments Monday through Friday between 9 am – 4 pm. Students can speak to a licensed clinician – confidential and free of charge.

<https://mhrc.hartford.uconn.edu/>

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

Public Transportation – UPass

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

Study Spaces for Fall 2022

Campus spaces are available on a first-come, first-served basis. The rooms listed on site below are available for students to use as a quiet study space or remote learning space, or for small study groups. The capacity for each room will be posted outside the door. Students will need to show a UConn ID to enter campus, and must adhere to the posted room capacities, social distancing requirements, and mandatory mask wearing.

[Hartford camps study spaces](#)

Additionally, students have access to the SSW Community room located on the lower level of the social work building.

UConnALERT

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

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

STRUCTURE OF THE BSW PROGRAM

Plan of Study

	Fall	Spring
Junior Year	<ul style="list-style-type: none"> • SOWK 3000 Intro 3cr. • SOWK 3100 HBSE I 3cr. • SOWK 3200 Social Welfare Policy 3cr. • SOWK 3250 Social Justice/Dialogue 3cr. <p style="text-align: right;">12 credits</p>	<ul style="list-style-type: none"> • SOWK 3101 HBSE II 3cr. • SOWK 3201 Policy Advocacy 3cr. • SOWK 3350 Research 3cr. • Elective 3cr. <p style="text-align: right;">12 credits</p>
Senior Year	<ul style="list-style-type: none"> • SOWK 3501 Micro Practice 3cr. • SOWK 3502 Mezzo Practice 3cr. • SOWK 4100W Senior Seminar 4cr. • SOWK 3700 Field Education I 3cr. • SOWK 3800 Field Seminar I 3cr. <p style="text-align: right;">16 credits</p>	<ul style="list-style-type: none"> • SOWK 3503 Macro Practice 3cr. • Elective 3cr. • SOWK 3701 Field Education II 3cr. • SOWK 3801 Field Seminar II 3cr. <p style="text-align: right;">12 credits</p>

52 credits total

Requirements for the Bachelor of Social Work Degree Beginning Fall 2020

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

Students take part in 400 hours of field education and 90 hours of field-supportive education during the senior year of the major. .

In the senior year, students participate in an educationally supervised practicum of 200 hours per semester (approximately 14 hours a week) and 45 hours per semester of field supportive experience through participation in a concurrent Field Seminar which meets weekly for three hours. The Field Seminar does not count towards the 400 hours of field experience required to graduate.

SOWK 3800 Field Seminar	45 hours
SOWK 3700 Field Education I	200 hours
SOWK 3801 Field Seminar	45 hours
SOWK 3701 Field Education II	200 hours

FIELD EDUCATION

Signature Pedagogies

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline – to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social

work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program. <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf>

Concurrency between Practice Courses and Field

There are several structures and mechanisms for connecting the theoretical concepts that students learn in the classroom with each practice setting, thus fostering the implementation of evidence-informed practice. In the following ways, competencies central to the program’s curriculum are taught and reinforced in both educational arenas.

Field education and practice courses must be taken concurrently in order to strengthen the connection between classroom and field-based learning. Weeks before the student is expected to arrive at the field setting, field instructors are provided with the Field Education Manual that contains the EPAS competencies taught throughout the entire curriculum, and are provided with more detailed information about the specific courses required to be taken concurrently with field. The information about the required concurrent courses (SOWK 3501, SOWK 3502, and SOWK 3503) includes the classroom assignments that draw heavily on the students’ field experiences (SOWK 3700/SOWK 3701); the field seminar syllabi (SOWK 3800/SOWK 3801); the Senior Seminar in Social Work (SOWK 4100W); and suggested field education activities/assignments further promoting the strengthening of the competencies focused upon in those courses. Providing this information helps field instructors prepare to work with their student interns to develop the learning plans that will be in the Educational Contract.

Written Materials for Field Instructors and Students

As indicated above, before students are scheduled to begin their placements, field instructors and students receive the Field Education Manual which includes content about the curriculum and CSWE accreditation standards, School policies, and forms designed to serve as a field curriculum and assignment guide. This content is expected to be implemented throughout the duration of the placement. In addition to including the EPAS competencies, the Field Manual contains forms that serve as teaching tools. These include:

- The Learning Contract that offers suggested activities/assignments designed to help students gain skills in each competency and its associated practice behaviors. Each field instructor and student collaborate to develop an individualized contract, which is then submitted for approval to the faculty advisor.
- The mid-semester and end-of-semester Field evaluations provide a structure for field instructors to evaluate each student’s level of skill for each competency. The evaluations are also forwarded to faculty advisors. This process offers students, field instructors, and advisors the ability to monitor the student’s growth and professional development in the field placement.

Training and Orientation for Field Instructors

All field instructors, either first time field instructors or those who have field instructed for other schools but not for UConn School of Social Work, are expected to attend an orientation that outlines the UConn BSW program’s field expectations. The orientation focuses on the competencies that serve as major components of the program’s curriculum. Additionally, suggested strategies to make optimum use of the educational contract and student evaluations, an overview of the UConn SSW curriculum, and a review of field instruction expectations are addressed. All first-time field instructors must attend an additional 16-hour Seminar in Field Instruction (SIFI). The content of

the seminar draws heavily on the experiences they are currently having with their students, and includes an examination of how the educational contract, student evaluations, and additional teaching tools could be used most effectively for the education of their students.

Classroom Assignments

The following classroom courses use students' field experiences as the basis for written and oral assignments and class discussion (SOWK 3501, SOWK 3502, SOWK 3503, SOWK 3800, SOWK 3801, and SOWK 4100W in the senior year). This strengthens the connections between classroom content and field experiences and fosters students' ability to gain both the knowledge and skills necessary to show mastery of the program's competencies.

Agency Liaison Activities

Each student is assigned a faculty advisor who serves as both an academic field advisor and agency liaison. Faculty advisors make a minimum of one site visit per semester, and additional visits or meetings as deemed necessary. They maintain ongoing contact with field instructors over the course of the academic year. In addition to other functions, the advisor serves as an educational consultant to the field instructor, and seeks feedback from the field instructor about the strengths and gaps in the program's preparation of students for practice in their setting.

Field and Classroom Assignments as Measures of Mastery of Competencies

Students' mastery of the nine competencies described by CSWE as essential to social work practice is measured through assignments in the field seminars (SOWK 3800, SOWK 3801), the field instructor's mid-semester and end-of-semester field evaluations of field work (SOWK 3700/SOWK 3701), and embedded assignments in the program's practice courses (SOWK 3501, SOWK 3502, SOWK 3503). This further connects the class and field by assuring that the same content is delivered and measured in both venues.

How Field Provides Generalist Practice Opportunities for Students

The UConn School of Social Work BSW Program addresses the full scope of generalist practice in students' field placements. Students are placed in a range of field sites such as schools, community centers, social service agencies, or public libraries. A BSW intern placed in a public library setting might have the opportunity to practice at the micro, mezzo and macro levels. For instance, a student could be tasked with working with an individual or group in order to identify social needs and make appropriate referrals. Students could also be tasked with providing training on issues of racism for library staff; run an after school youth group; do a community survey of needs of library patrons; collaborate with community police; attend community meetings related to library services; and do background research on best practices with homeless families.

Field Assignments

Field assignments provide opportunities to connect and apply classroom content to agency or organizational practice. In order to add depth to their understanding of generalist competencies taught in the classroom, all students must have experiences that allow them to engage in micro, mezzo, and macro practice by working with individuals, families, groups, organizations, and communities within larger social systems. The Field Education department identifies and approves placement sites based on their capacity to provide students with these generalist practice opportunities.

How Field Students Demonstrate Competencies in Field

Students in the BSW program engage in field work that is informed by the core competencies as specified by EPAS – the ability to demonstrate ethical and professional in practice behavior (Competency 1) including engaging diversity and difference in practice (Competencies 2); advance human rights, social, economic and environmental justice and (Competency 3); engage in practice informed by research and research informed by practice (Competency 4); engage in policy practice (Competency 5);engage with, assess and intervene with individuals, families, groups, communities and organizations (Competencies 6, 7, 8); and evaluate practice with individuals, families, groups, communities and organizations (Competency 9).

The cohort model of BSW education being followed by the UConn SSW means that students take their courses together and, when possible, participate in one of several field units throughout their senior year. Each unit is comprised of a small group of students, a field instructor, and works closely with the faculty advisor. Field unit sites are chosen based on their ability to provide different opportunities to demonstrate the competencies. For example, in a school setting students will typically meet individually and in groups with students and will have contact with their families. They will also work with interdisciplinary teams to understand and implement school policies within municipal and state law contexts. The urban Hartford community has a high proportion of persons of color, non-native speakers of English, and lower socio-economic status. Thus, students will have the opportunity to examine structural inequalities. Given the School's proximity to the Connecticut State Capital, students will have the unique opportunity to engage in legislative advocacy.

Assignment of Field Hours

Students take part in 490 hours of field and field-supportive experiences during the senior year of the major.

In the senior year students participate in an educationally supervised practicum of 200 hours per semester (approximately 14 hours a week) and 45 hours per semester of field supportive experience through participation in a concurrent Field Seminar for a total of 490 hours (the 90 Field seminar hours are not included in the 400 hours of required field placement hours required to graduate).

SOWK 3800 Field Seminar	45 hours
SOWK 3700 Field Practicum	200 hours
SOWK 3801 Field Seminar	45 hours
SOWK 3701 Field Practicum	200 hours

Criteria for Admission into Field Education

Criteria for admission into the field includes successful completion of all General Education coursework and a 2.5 GPA for the junior year. Additionally, student advisors provide the Field Education department with an assessment of key behavioral and social attributes that indicate readiness for field, including the following:

- Willingness to work with and show respect for diverse populations;
- Potential for reflection and self-awareness;
- Ability to synthesize past experience with diversity with current understanding of social work;
- Ability to articulate the qualities and skills gained through their life experience;
- Ability to communicate in a timely and professional manner with faculty, staff, and others;

- Ability to meet field and class requirements in a timely manner with reasonable accommodation if needed.

By mid-spring semester of the junior year, the student's faculty advisor will meet with each student advisee to assess and discuss their readiness for the field. Following the meeting, the faculty advisor will complete the Field Education Readiness Form and submit it to the Field Education Department so that the process of field placement may begin.

Background Checks and Compliance Requirements

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

Procedures for Placing Students in the Field

The following are procedures for placing students. Reasonable accommodations will be made for students who are registered with Disability Support Services.

The following criteria must be met:

1. The student has completed all junior year fall social work course requirements with a minimum of 2.5 GPA in all courses.
2. The student has demonstrated willingness to work with and show respect for diverse populations.
3. The student demonstrates potential for reflection and self-awareness.
4. The student has the ability to synthesize past experiences with diversity with current understanding of social work.
5. The student has the ability to articulate the quality and skills gained through their life experience.
6. The student has the ability to meet field and class requirements in a timely manner with approved accommodation if needed.

Application to Field

- The student's faculty advisor will complete and submit the Field Readiness Form, conforming the degree to which the student has met these criteria. The faculty advisor and student are expected to meet one or more times to discuss the student's educational and professional objectives, interests, and strengths and challenges related to their readiness for field. They should also discuss any special circumstances (e.g., medical, public transportation, time constraints), which the School should consider in making field placement plans. This information should be included in the Field Readiness form.
- Faculty advisors, the BSW Program Director, and the BSW Field Coordinator will meet to discuss student interests, capacities and learning needs and make decisions about placement
- Based on these materials, the field staff will contact the appropriate agencies and notify students once the placement recommendation has been made;

- The student will interview with an agency representative and/or field instructor to determine whether the placement can meet the student's learning needs. If for some reason it is determined that the placement is not suitable, an alternate field unit site will be explored as necessary.

Monitoring Students

Students are assigned faculty advisors who are either full-time faculty or adjunct instructors. Each faculty advisor is expected to be familiar with their student's coursework, progress toward meeting all University graduation requirements, professional goals, and overall professional development. This understanding is developed through regular meetings with students and consultation with other staff and/or faculty as needed. Faculty advisors monitor students' experiences in the field through their field liaison activities, which includes two field visits (one per semester) and communication with the field instructor around the educational contract and mid-semester and end-of-semester evaluations. The educational contract initially developed between the field instructor and student is reviewed and approved by the advisor early in the year. The advisor also reviews students' field evaluations at the mid-term and end of each semester. In addition to highlighting student strengths and development of competence, the evaluation should identify educational issues/ problems and/or professional practice challenges that need further attention. Faculty advisors also serve as academic advisors, assisting students in their decision-making related to completion of electives and General Education requirements.

BSW DEGREE REQUIREMENTS

Bachelor's Degree Requirements

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

Transfer Credits

University Transfer Credits

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

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

<https://admissions.uconn.edu/apply/transfer/transfer-credit>

BSW Transfer Credits

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

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

Academic Standing

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

Faculty Advisor

The purpose of faculty advising is to help students make maximum use of their educational experience and enables students to make sound educational decisions about their BSW education with the assistance, knowledge and experience of professional social work educators. Students are assigned faculty advisors by the BSW Program Director. The faculty advisor is expected to be familiar with the student's class and field performance and overall professional development.

The following section identifies the faculty advisors' responsibilities, tasks and activities as they relate to the field and academic components of the students' program.

The Field Component of Faculty Advising Responsibilities includes:

- Assisting student with the field education experience (e.g., use of field instruction, recording, learning pattern and practice issues, clarifying practice criteria and expectations, job and time management issues, assignment development, professional identification, planning for future placements);
- Serving as an educational resource to the field instructor (e.g., assignment development, teaching methods and learning styles, connections between agency practice and classroom teaching, student progress, content and process of student evaluation);
- Ensuring that the School's standards for field education are met by field instructor and student (e.g., quality of field instruction, ensuring internship is focused on student learning and practice, participate with the student in the evaluation of the placement and build in feedback loop);
- Mediating, as necessary between agency, field instructor, school and student (e.g., deal with structures, relationships, communication patterns and processes);
- Taking leadership and serving as a trouble-shooter in dealing with problematic field placement situations, in consultation with the field department as needed (e.g., performance problems, insufficient assignments, inattentive field instructor, and school structures); and
- Serving as a consultant on ethical issues and ensuring that ethical and professional standards in field education are met (e.g., informed consent in practice and research, professional boundaries, confidentiality, and distributive justice).

Tasks and Activities:

- **With students:**
 - Strongly encouraged to initiate at least one individual meeting per semester with each advisee (either face-to-face, by phone, or by virtual)–
 - Reviews written materials relevant to the placement (e.g., process recordings and monthly activity reports as applicable to the student's placement);
 - Reviews learning contract;
 - Discusses student learning, informal and formal evaluations; and
 - Issues grades for the student's Field Placement.
- **With field instructors and field agencies:**
 - Contacts each advisee's Field Instructor within the first week of field to introduce themselves (Note: the Field Education Department will provide you with a sample introductory email);
 - Makes at least two site visits per academic year, one in the first semester one in the second semester, (more as needed);

- Ensures adherence to concentration expectations re: student supervision, assignments, use of written materials, etc.; and
- Discusses student learning, informal and formal evaluations.
- **In relation to the profession's and the School's standards and ethics:**
 - Prepares reports for Performance Review Committee (PRC) as necessary;
 - Attends school and/or agency meetings (as necessary, such as the adjunct faculty advisor meetings with the BSW Field Coordinator when held);
 - Reviews end of semester and end of year formal student evaluations submitted by field instructor;
 - Assigns grades and inputs grades into the PeopleSoft system at the end of each semester by the grade submission deadline for field practicum; and
 - Evaluates agency setting and field instructor with student.

The Academic Component of Faculty Advising Responsibilities follows:

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

Tasks and Activities:

- At least two individual contacts with each advisee is strongly encouraged per semester to discuss academic plans and progress, identify potential problems, and consult as deemed appropriate on professional and career development;
- Consult as deemed appropriate with colleagues regarding students' progress including classroom teachers, the Office of Student and Academic Services, and the BSW Program Director;
- If the student gives their consent, make referrals to support services as needed by students (e.g., disability support, writing clinic);
- Review transcripts and plans of study provided by the student;
- Consult with OSAS and/or the BSW Program Director if a student requests a policy exception;
- Consult with your BSW field coordinator/field staff mentor and/or the BSW Program Director when considering making a referral to the Performance Review Committee (PRC) when one of your advisees is having serious problems in the field and/or in their coursework;
- Accompany advisee to the Performance Review Committee if they are referred to the PRC to provide a summary report of the situation and act as the advisee's advocate;
- Write reference letters for scholarships, special honors, and potential employment when requested; and
- Complete the Faculty Advisor Checklist – Monthly (please refer to appendix for Activities Checklists for no-field juniors and in-field seniors).

SOCIAL WORK POLICIES AND PROCEDURES

Policies and Procedures for Professional Performance; Grievance Procedures

The School's policies and procedures around academic performance and academic grievance are all aligned with the larger university.

Class Attendance

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 were 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.

Final Examinations

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course.

During the semester or term, assessments shall be held only during regularly scheduled class periods. If instructors, due to exceptional circumstances, believe they need to hold assessments outside of regularly scheduled class periods, they must seek approval from the Vice-Provost for Academic Affairs prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes which clearly states the date and time of the assessment on the syllabus. In the event of student absences from assessments given during the semester, decisions regarding possible make-up assessments shall be the prerogative of the instructor.

Final in-class examinations may not be given during the last week of classes. Other types of assessments (for example, but not only, portfolios, performances, projects, presentations, etc.) may be due in the last week of classes, but should be clearly delineated on the syllabus from the first week of classes.

The format of assessments during finals week remains at the discretion of the instructor, including whether to assign a final assessment or not. In the event an instructor chooses not to schedule a final assessment, they must notify the Registrar to allow rescheduling of the classroom. During the final assessment period, instructors may have other types of assessments due, but only if they are clearly delineated on the syllabus from the first week of classes.

Instructors are required to administer final course assessments in the places and at the days and times scheduled by the Registrar; these will not necessarily be identical to those at which the class normally meets. Instructors seeking a final assessment period greater than two hours must seek approval from their department head and dean or designee prior to the start of registration; sections of courses for which such exception has been granted shall carry a footnote that specifies the time-extension for the final assessments in the published Schedule of Classes, and clearly states the date and time on the syllabus. For online final assessments, although faculty may choose to make assessments available for an extended period of time, students must be allowed the opportunity to take the assessments during the time scheduled by the University.

Each instructor shall determine for his or her own courses the weight to be assigned to the final assessment in computing the semester grade of a student. Each instructor in charge of a course will assume responsibility for proctoring in-class assessments, including those during finals week.

Absences from Final Examinations

A student who is prevented by extenuating circumstances from completing a scheduled final assessment must apply to the Dean of Students Office for validation that will authorize the student's instructor to give a substitute

assessment. A student whose absence is excused by the Dean of Students Office shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment.

Rescheduling Final Examinations

A student whose final assessment schedule includes four assessments in two consecutive calendar days, three assessments in one calendar day, or three assessments in consecutive time blocks spanning parts of two consecutive days may request a note of permission from the Dean of Students Office to reschedule one exam. The Dean of Students Office will determine which of the bunched assessments may be rescheduled. The student must present the Dean of Students Office note of permission to reschedule the final assessment to the instructor of the course.

Grades, Grade Points, Credits, and Skills

Instructors grade undergraduate courses based on the following letter and point system. These grades are used to calculate students' Grade Point Averages.

Grade	Points	Credits	Skills
A	4	yes	yes
A-	3.7	yes	yes
B+	3.3	yes	yes
B	3	yes	yes
B-	2.7	yes	yes
C+	2.3	yes	yes
C	2	yes	yes
C-	1.7	yes	yes
D+	1.3	yes	yes
D	1	yes	yes
D-	0.7	yes	yes
F	0	no	no
P@	N/A	yes	no

Grade	Points	Credits	Skills
F@	N/A	no	no
S	N/A	yes	no
U	N/A	no	no
Au	N/A	no	no
W	N/A	no	no

Grade Point Formulas

Grade points for courses graded "A"- "F" are the product of the course credits and the points per credit for the grade earned. For example, given a "B-" for a 3-credit course, points earned for the course are 8.1 (2.7 x 3). For any period, the total grade points for the courses graded "A"- "F" divided by the total credits give the grade point average. The term GPA includes all courses graded "A"- "F" in a semester or summer session. The cumulative GPA averages all courses graded "A"- "F".

If a student repeats a course that may not be repeated for credit, the Registrar records the grades for both attempts. If the repeat occurred prior to Summer Session 2002, both attempts are included in the GPA calculations. If the repeat occurred after Spring 2002, only the second attempt is included in the GPA calculations although both grades appear on the transcript. The student should note that when a lower grade is earned on the second attempt, the lower grade is the one that is used in the calculations.

Students withdrawing from a full-year course at the close of the first semester will, if they have passed the first part of the course, receive credit for the work of the first semester, unless the course description states otherwise.

Dean's List

At the end of each semester the Dean of each school and college names to the Dean's List those students who (1) were registered for at least 12 credits calculable for grade points, (2) received no grade below "C", including the actual letter grade awarded in any course under the Pass/Fail option, (3) earned at least 3.0 times as many grade points as the number of calculable credits recorded by the Registrar, and (4) were in at least the upper quartile of their school or college.

Undergraduate students whose disabilities warrant the adjustment of carrying less than a full-time course load per semester can be determined eligible for Dean's List status. The Center for Students with Disabilities will notify the Registrar each semester regarding students who are eligible.

Annually, at the conclusion of the Spring semester, the deans of the various schools and colleges shall issue a list of those degree-seeking students who did not attain full-time status at any time during the previous 12 months, but who, during this 12 month period (including summer and intersession sessions) (a) were registered for a total of at least twelve calculable credits, (b) received no mark below "C" nor received a 'U' in any course, (c) earned at least a 3.0 grade point average, and (d) were in the upper quartile of their respective school or college based on the Spring data. These students will receive the distinction: "Dean's List (Part-time)."

Satisfactory/Unsatisfactory

The S/U grade option is determined by the faculty; it is not a student-driven option. This course designation is available only for courses that have been approved as such by the Senate Curricula and Courses Committee. Instructors assign a grade of “S” to represent satisfactory work or “U” to represent unsatisfactory work. These courses may or may not award credit, but in neither case will grade points be awarded. No course used to fulfill the General Education Requirements may be assigned an S/U grade.

Pass/Fail Option

The University Senate, the schools, the colleges and some programs have restricted the credits placed on Pass/Fail in various ways. Thus, students planning to place a course on Pass/Fail should consider the consequences carefully. The advantage to the student is that the grade for a course placed on Pass/Fail does not affect their grade point average. However, they should discuss with their advisor the immediate, the long-term, the direct, and the indirect effects.

A student who has earned at least 24 credits and is not on scholastic probation may elect a maximum of 12 credits to be distributed over not more than three courses, to be recorded as “P” for Pass or “F” for Fail on his or her permanent record. Students who are selecting a course for the Pass/Fail option must do so within the first two weeks of the semester. Students who are removing a course from the Pass/Fail option must do so within the first nine weeks of the semester. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

During the semester, the student completes the course and is graded in the usual way by the instructor; and the instructor submits a letter grade. This letter grade is translated into a “P” (“D-” or above) or remains an “F”. In neither event will a course taken under the Pass/Fail option be included in the computation of the semester or cumulative grade point average, but a grade below “C” makes the student ineligible for the Dean’s List. The individual schools and colleges have the privilege of adopting the Pass/Fail option with or without supplementary restrictions. Students are referred to the detailed statements of the various schools in the Undergraduate Catalog for such restrictions.

Restrictions on Pass/Fail Courses

Courses placed on Pass/Fail may only be used as electives; they may not be used to satisfy the General Education Requirement, the major or related requirements, the skill requirements, the minor requirements, or any school or college course requirement. Pass/Fail credits may not be acceptable when a student changes majors or schools within the University. Pass/Fail credits may not be transferable to another institution.

Students working on a degree at another institution need written approval from their dean, or other official, at the other institution to place a course on Pass/Fail.

The Registrar does not place a student on the Dean’s List if the instructor’s grade for a Pass/Fail course is less than “C”. Note that at least 12 credits must contribute to the semester grade point average placing a student on the Dean’s List. As the Pass/Fail marks have no grade points, the instructor’s grade does not contribute to the grade point averages. Note also that at least 54 credits must contribute to the grade point average for students to graduate cum laude or higher.

Restriction by School or College

Listed below are the Pass/Fail supplementary restrictions imposed by each school and college.

- In the School of Business, students may not elect the Pass/Fail option for any of the departments of the School.
- In the School of Education, students may not elect the Pass/Fail option for courses offered in the School of Education which are required for certification as a teacher.
- In the School of Engineering, no course taken on Pass/Fail may be counted for credit toward graduation.
- In the School of Pharmacy, no specifically required courses (all courses for which no alternate choice is given in the curricular listings) can be taken on Pass/Fail.
- In the Ratcliffe Hicks School of Agriculture students may only place one course on the Pass/Fail option.

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.

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

The student must complete all outstanding work on a schedule determined by the instructor and by the end of the third week of the following semester. Exceptions to this deadline are made by the Dean of Students or designee with the consent of the instructor.

Once the student submits the outstanding work or completes the final assessment, the instructor must submit a change of grade within 10 working days.

If the student does not submit outstanding work by the agreed upon deadline and has not been granted an exception, the instructor will calculate the student's grade based on work completed for the course.

Passing grades will replace temporary grades on the transcript. For students who do not complete the missing work and therefore fail the course, the temporary grade will be retained on the transcript and followed by "F."

Temporary Grades Related to Course Scheduling

An instructor should assign a temporary grade of "Y" to students enrolled in a course that extends beyond the standard semester schedule. The "Y" is intended as a placeholder until the course is complete, at which time the

instructor will replace the “Y” grade with a permanent grade. If a student has work outstanding, the “Y” grade should be changed to a temporary grade that reflects the type of work outstanding.

Extensions for I and X Grades

In exceptional instances, after consulting the instructor, the Dean of Students or designee may extend the time for completing courses marked “I” or “X.”

Academic Assessment of Students

The authority to determine a student’s grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements must be stated in the syllabus for the course.

Mid-Semester and Semester Grade Reports

Instructors of 1000 and 2000-level courses notify the Registrar by the end of the sixth week of the semester of students who appear to be in danger of earning less than a “C,” or “U,” or “N” grades. The Registrar alerts the students, their advisors, and others, such as the First Year Programs Office, as appropriate, via the University’s e-mail system. These reports are not part of the permanent record. They are designed to be of diagnostic aid to the student. If a student is doing unsatisfactory work, the full responsibility for improvement is left to the student. The student is strongly advised, however, to confer with his or her advisor, with the instructors concerned, and with others qualified to assist him or her in improving his or her standing in the University. The mid-semester report grade information is not part of the student’s permanent file.

The Registrar provides to the student a semester report, which includes all courses for which the student is registered, the credit value of each course, and the student’s grade in each course. At the end of each semester, students may view their grades on the [Student Administration System](#).

Changes of Course Grades

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

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

Appeals of Assigned Course Grades

If a student believes that an assigned course grade is in error, the student has 10 working days from the posting of the grade or the last day grades are to be posted, whichever is later, to ask the instructor to review the grade. Allowable reasons for a grade change request comprise computational errors, clerical errors, and the discovery of overlooked components in a student’s body of work.

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

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

If the instructor notifies the student that the original grade is correct, the student has 10 working days to appeal the decision to the head of the department in which the course is offered. The department head will seek input

from the instructor and the student to determine the merits of the grade appeal and provide a decision within 10 working days from date of the appeal.

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

If the instructor and the department agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has 10 working days to request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Committee Panel (see below).

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

Faculty Grade Change Review Committee

Each school or college shall appoint a standing Faculty Grade Change Review Committee (FGCRC) composed of a minimum of three full-time faculty members or assign the responsibilities of grade appeals to a standing committee within the school or college. If, due to exigency, a grade appeal must be resolved and the standing committee is not available, the dean or the dean's designee of the school or college will convene an ad hoc FGCRC of three full-time faculty members to hear the appeal.

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

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

Accommodations – Students' Rights

Every student with a documented disability has the following rights:

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

ADA Coordinator
Director of Investigations
Office of Institutional Equity (OIE)
241 Glenbrook Rd., Unit 4175
Storrs, CT 06269
Tel: (860) 486-2943
Email: Letissa.Reid@uconn.edu
Website: www.equity.uconn.edu

Accommodations - Student Responsibilities

Every student with a disability has the responsibility to:

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

Credit Transfer From BSW to MSW Program

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

Policies and Procedures for Student Termination

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

[*Responsibilities of Community Life: The Student Code*](#) speaks to what we want to be as well as how we want to interact with each other within our campus community.

Making a commitment to uphold community ideals such as honesty, fair play, and personal accountability calls for self-restraint and the courage to trust. The more we know that each of us will voluntarily honor the basic tenets of this code, the more that each of us will be able to pursue our full potential. Ironically, when we willingly govern ourselves, we have more freedom, not less.

During your tenure at the University of Connecticut, you will be presented with countless opportunities to promote the values expressed in this code. How you respond will be your choice. However, please remember that the decisions you make may have an impact on the overall health of our community, and, ultimately, on the quality of your own experience.

For *The Student Code* to be meaningful, all members of the UConn community must embrace, share and reflect the values expressed in the code. [Responsibilities of Community Life: The Student Code](#) relies upon student input and participation to keep it fresh and relevant. As a student, it is up to you to breathe life into this code. It is up to you to measure its worth in human terms and in everyday events.

Similarly, the University's policy on Academic Integrity in Undergraduate Research and Education, describes the types of acts that are considered academic misconduct.

Student Academic Misconduct

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism).

Academic Misconduct Procedure

[Academic Integrity Instructor Flow Chart.pdf](#)

IF AN INSTRUCTOR BELIEVES A STUDENT HAS VIOLATED THE *ACADEMIC INTEGRITY IN UNDERGRADUATE EDUCATION AND RESEARCH POLICY*:

1. Gather evidence to support your allegation. Retain the evidence in its original form. You do not need to return any of the original papers or other materials to the student. Student can request copies.
2. Meet with the student to explain your allegation of academic misconduct. You can also utilize this meeting to gather additional information, explain next steps and your imposed academic consequence, and to discuss strategies to avoid academic misconduct in the future. This meeting is not mandatory but it is highly encouraged.
3. Notify the student in writing of the allegation and inform them of their rights to contest the allegation and to an Academic Integrity Hearing. The student has five business days from receipt of the notification to request a hearing. Written notification should include:
 - o Date, course, place (or situation) and type of academic misconduct
 - o Evidence collected that supports the allegation
 - o Academic consequence to be imposed and the date that it will go into effect
 - o Date by which student may contest the allegation and request a hearing (five business days from receipt of written notification). The student must submit request in writing to the instructor. A copy of the request should be provided by the instructor to Community Standards by emailing: community@uconn.edu.
 - o Refer student to [Responsibilities of Community Life: The Student Code](#) to review the Academic Integrity hearing process
 - o Inform student that notification will be forwarded to Community Standards or the Regional Campus Student Affairs Office
 - o Refer to Community Standards (phone: 860-486-8402; email: community@uconn.edu) or Regional Student Affairs Office for questions on process
 - o [Sample notification letter.docx](#)
4. Complete the [Academic Integrity Reporting Form](#) to notify Community Standards about the academic misconduct. Attach your notification to the student, your syllabus, and any other material collected that supports the alleged behavior to the referral form.

IF THE STUDENT REQUESTS A HEARING:

1. Forward the student's request to Community Standards (community@uconn.edu) or Regional Student Affairs Office.
2. If a resolution will not occur until after a grading period ends, the student's grade should be entered as an "I."

3. Community Standards will set up a date, time, and place for an Academic Integrity Hearing and will give written notification to the instructor and the student.
4. Attend the hearing. The instructor's role in the hearing will include: Presentation of the facts; Academic Integrity Hearing Board members and accused student will have the opportunity to ask the instructor questions; The instructor will have the opportunity to ask the accused student questions; Make a final comment.
5. The Academic Integrity Hearing Board, which consists of two faculty members and two students, will make a determination of whether there has been a violation of the Academic Integrity Policy. A hearing is not a forum to contest the academic consequence. If there is a finding of "in violation," the academic consequence will be imposed. If there is a finding of "not in violation" the instructor is asked to reevaluate the student's course grade in light of the Board's finding.
6. Your role in the process is complete.

STUDENT'S RIGHTS:

- Contest allegations of academic misconduct
- Be heard
- Be advised of all evidence collected by the instructor and witnesses
- Submit evidence and bring forth witnesses with direct knowledge of the case
- Decline or refuse to respond to questioning or to make a statement
- Be free of the assumption of "in violation" because of declining or refusing to speak
- Decline to appear at the hearing, which will be heard in the student's absence
- Bring a person of support to the hearing
- Be allowed to admit responsibility for all allegations

A. INSTRUCTOR'S ROLE

1. Instructors shall take reasonable steps to prevent academic misconduct in their courses and to inform students of course-specific requirements.
2. When the instructor of record or designee (instructor) believes that an act of academic misconduct has occurred, the instructor is responsible for saving the evidence in its original form and need not return any of the original papers or other materials to the student. Copies of the student's work and information about other evidence will be provided to the student upon request.
3. When an instructor believes there is sufficient information to demonstrate a case of academic misconduct, the instructor shall notify the student in writing of the allegation of misconduct and the academic consequences that the instructor will impose. The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For offenses regarding small portions of the course work, failure for that portion is suggested with the requirement that the student repeat the work for no credit. The written notification shall also inform the student whether the case has been referred to the Academic Integrity Hearing Board (Board) for consideration of additional sanctions. The instructor shall send the written notification to the student and send a copy to the Office of Community Standards (Community Standards) within five business days of having discovered the alleged misconduct. At the Regional Campuses, a copy shall be sent to the Office of Student Affairs (Regional Campus Student Affairs). Cases that are purely technical in nature, without any perceived intent to achieve academic advantage, may be reported at the discretion of the instructor.
4. In certain cases, the Dean of a school or college or designee may become aware of alleged academic misconduct and may bring a complaint forward to the Board.
5. The student has five business days from receipt of the written notice to respond to the instructor and/or to request a hearing (see "Academic Integrity Hearing Board"). If the student does not respond within the allotted time the instructor's sanctions shall be imposed. If the student requests a hearing the instructor shall forward the request to Community Standards or the Regional Campus Student Affairs. If the student and the instructor reach a mutually acceptable resolution of the case, the instructor shall notify Community Standards (or Regional Campus Student Affairs) of the agreement. The instructor shall also notify Community Standards (or Regional Campus Student Affairs) if the instructor withdraws the

allegation of misconduct. A student who has been notified about an accusation of academic misconduct may not withdraw from the course in which the alleged misconduct has occurred without the approval of the instructor and the appropriate dean. If a student withdraws from a course during a pending academic misconduct case, any academic sanction imposed will overturn the withdrawal.

6. If a semester concludes before an academic misconduct matter is resolved, the student shall receive a temporary "I" (Incomplete) grade in the course until the instructor submits the appropriate grade.

B. THE ACADEMIC INTEGRITY HEARING BOARD

1. The Academic Integrity Hearing Board, which is administered by Community Standards, is comprised of two faculty members, two students, and a nonvoting chairperson, all of whom are appointed by the Director of Community Standards. At each Regional Campus, a designee working in conjunction with Community Standards is responsible for the organization and administration of their Academic Integrity Hearing Board. Hearing procedures will be in accordance with the hearing procedures described below. Community Standards will ensure that appropriate Dean(s) and Faculty are kept informed of the status of misconduct cases in a timely fashion.
2. The respondent or the accusing instructor may refer a case of alleged academic misconduct to Community Standards for it to be adjudicated by the Board. Community Standards will review all academic misconduct cases as they are received to determine if a case needs to be heard by the Board to determine if additional sanctions need to be considered. After receiving written notification of the academic misconduct from the instructor, Community Standards may meet with students to discuss additional sanctions outlined in *The Student Code* to determine if an agreement about additional sanctions can be reached. If an agreement cannot be reached between a student and Community Standards, the case will be heard by the Board.

C. HEARING ON ACADEMIC MISCONDUCT

1. An essential component of any academic integrity hearing is the determination and the weighing of the facts that pertain to the allegation(s). Therefore, it is vital that personal statements and other information be presented clearly and factually. All participants are expected to be respectful of each other's purpose in the hearing process and to conduct themselves according to the direction of the Board.
2. Normally, an academic integrity hearing will be conducted within fifteen (15) business days of the respondent being notified of the hearing.
3. The complainant (instructor or designee) and the respondent shall each have the right to:
 - a. Be notified of all alleged violations by means of the address (University e-mail, residence hall address, or permanent address) provided by the student via the Registrar's Office. Typically, this will be done via e-mail which will provide a link to the documentation.
 - b. Review any written complaint(s) and supporting documents.
 - c. Be informed about the hearing process.
 - d. A reasonable period of time to prepare for a hearing.
 - e. Request a delay of a hearing due to extenuating circumstances. The decision to grant or deny any such request is within the discretion of the hearing body.
 - f. Submit a written account, a personal statement regarding the incident and/or any relevant documentation or records. All documentation must be provided by the date established by the non-voting chairperson. Documentation will not be accepted past the established deadline and failure to provide documentation by the established deadline will not be an acceptable reason for an appeal. The decision to not present information is not an admission of responsibility.
 - g. Provide the names and contact information of incident witnesses, those who have direct knowledge of the incident, and provide a list of questions for any incident witnesses, including the involved parties. This information must be provided by the date established by the non-voting chairperson. Failure to provide witness information by the established deadline will not be an acceptable reason for an appeal. The non-voting chairperson will make every effort to interview those witnesses with direct knowledge; however, the witness cannot be compelled to speak with the non-voting chairperson.

- h. Be notified of the identity of witnesses who have been called to speak at the hearing or who have been asked to provide additional written information by the Board.
 - i. Be accompanied by a support person during the portions of the hearing in which the student is participating. A student should select a support person whose schedule allows attendance at the scheduled date and time for the academic integrity hearing because delays will not be allowed due to the scheduling conflicts of a support person.
 - j. Be present at the pertinent stages of the hearing process as indicated by the Director of Community Standards. The deliberations of the hearing body are private.
 - k. Present a personal or community impact statement to the hearing body upon a finding of "Responsibility."
4. An academic integrity hearing shall be conducted by the Board in accordance with the procedures listed below:
- a. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in these proceedings.
 - b. A hearing shall be conducted in private.
 - c. Admission of any person into the hearing room shall be at the discretion of the Board. The Board shall have the authority to discharge or to remove any person whose presence is deemed unnecessary or obstructive to the proceedings.
 - d. When a hearing involves more than one respondent, the Director of Community Standards may, at the Director's discretion, permit the hearings concerning each student to be conducted either separately or jointly.
 - e. If a respondent or complainant, after receiving notification, does not appear for a hearing, the hearing will proceed without the absent party.
 - f. Except as directed by the chair, the support person shall limit his/her role in a hearing to that of a consultant to the respondent or complainant.
 - g. The identity of any witnesses must be provided to the Board at least two business days before the hearing. The Board may elect not to permit one or more witnesses to participate in the hearing if the information they are expected to provide is not relevant to any material issue and is deemed unnecessarily redundant of other information already in the record. The party proposing a witness is responsible for any communication with the witness regarding attendance at the hearing. The Board may request the attendance of witnesses not proposed by the parties. The Board cannot compel the attendance of witnesses at the hearing.
 - h. The respondent, complainant, and any witnesses will provide information to and answer questions from the Board. Questions may be suggested by the respondent or complainant to be answered by each other or by other witnesses. This will be conducted by the Board with such questions directed to the Board, rather than to the individuals directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved at the discretion of the chair.
 - i. Any additional information may be accepted for consideration by the hearing body at its discretion as long as such information was provided in accordance with *The Student Code*. Information presented by a student during a hearing that indicates a potential violation of *The Student Code* may be investigated at a future time.
 - j. The Board shall determine whether the respondent has violated the *Academic Integrity in Undergraduate Education and Research Policy*. The Board's determination shall be made on the basis of whether it is more likely than not that the respondent violated the policy.
 - k. When a respondent has been found "In Violation," the Board shall examine the student's academic transcript and student conduct history, accept impact statements by both the respondent and complainant, and then impose the appropriate sanction(s).
 - l. All procedural questions are subject to the final decision of the Board.
5. If the Board finds that the student is "Not in Violation" for the alleged misconduct, the Board shall not impose any sanctions and the instructor must reevaluate the student's course grade in light of the Board's finding.

6. If the Board finds that the student is “In Violation”, the instructor’s grading sanction shall be imposed. The Board does not have the authority to change or influence the grading sanction imposed by the instructor.
7. Upon consideration of a student’s record of misconduct and/or the nature of the offense, the Board may impose additional sanctions. The Board should apply these sanctions in proportion to the severity of the misconduct. These sanctions may include any sanction as described in *The Student Code*.
8. All academic integrity hearings will be recorded and the University will maintain the audio recordings as required by Connecticut state law and are the property of the University. Participants are prohibited from making their own recording. Upon written request, a respondent or complainant may review the audio recording and make appropriate arrangements for it to be transcribed on University premises. Arrangements for a transcriber and all associated costs involved in the transcription will be the responsibility of the requesting individual

D. HEARING APPEAL

1. The decision of the Board may be appealed to the Provost or designee. An appeal is not a new hearing. It is a review of the record of the hearing.
2. An appeal may be sought on three grounds:
 - a. On a claim of error in the hearing procedure that substantially affected the decision.
 - b. On a claim of new evidence or information material to the case that was not known at the time of the hearing.
 - c. To determine whether any additional sanction(s), not including academic consequences, imposed by the Board were appropriate for the violation based on the student’s conduct history and/or significance of the violation.
3. Appeals on such grounds may be presented, specifically described, in writing within five business days of the announcement of the Board’s decision.
4. The decision of the Provost or designee is final. There will be no further right of appeal.
5. The Provost or designee shall have the authority to dismiss an appeal not sought on proper grounds.
6. If an appeal is upheld, the Provost shall refer the case with procedural specifications back to the original Board who shall reconsider the case accordingly.

Violations of Community Standards

As members of the University community, students have an obligation to uphold *The Student Code* as well as to obey federal, state, and local laws. The Director of Community Standards or designee shall make the final determination on what constitutes a potential violation of *The Student Code* and shall establish the specific behavioral violation(s) as appropriate.

The following list of behaviors is intended to represent the types of acts that constitute violations of *The Student Code*. Although the list is extensive, it should not be regarded as all-inclusive. All community members are responsible for knowing and observing all University policies and procedures.

1. Behavior in violation of the *Academic Integrity in Undergraduate Education and Research* policy ([Appendix A](#)).
2. Disruptive behavior, which is defined as participating in or inciting others to participate in the disruption or obstruction of any University activity, including, but not limited to: teaching, research, events, administration, Student Conduct proceedings, the living/learning environment, or other University activities, on or off-campus; or of other non-University activities when the conduct occurs on University premises; or of the living environment, on or off-campus.
3. Harming behavior, which includes, but is not limited to, the true threat of or actual physical assault or abuse and also includes harassment. For the purposes of *The Student Code*, bullying is considered a form of harassment. In determining whether an act constitutes harassment, Community Standards will consider the full context of the conduct, giving due consideration to the protection of University climate, individual rights, freedom of speech, academic freedom and advocacy. Not every act that might be offensive to an individual or a group constitutes harassment and/or a violation of *The Student Code*. Harassment is the severe or repeated use by one or more students of a written, verbal, or electronic

expression, or a physical act or gesture, or any combination thereof, directed at another individual that has the effect of:

- a. causing physical or emotional harm to the individual or damage to the individual's property; and/or
- b. placing the individual in reasonable fear of harm to the individual and/or the individual's property; and/or
- c. infringing on the rights of other University community members to fully participate in the programs, activities, and mission of the University.

Bullying is the repeated use of a written, oral or electronic communication, or a physical act or gesture by one or more individuals, repeatedly directed at another individual that:

- a. causes physical or emotional harm or damage to property and/or;
- b. places the target of such behavior in reasonable fear of harm to self, or of damage to property and/or;
- c. creates a hostile environment or otherwise infringes on the rights of such individual and/or;
- d. substantially disrupts the education process.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

4. Behavior in violation of the [University of Connecticut Policy Against Discrimination, Harassment, and Related Interpersonal Violence.pdf](#).
5. Endangering behavior, which includes, but is not limited to, conduct that threatens or jeopardizes the health or safety of any person including one's self.
6. Hazing, defined as any activity without reasonable or legitimate educational value expected of someone for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization that humiliates, degrades, or risks emotional, psychological, and/or physical harm, regardless of a person's willingness to participate.
7. Although Connecticut state law permits the use of medical and recreational marijuana (over 21 years of age), the use, possession, and/or cultivation of marijuana remains a crime under federal law. As a recipient of federal funding, the University is required to prohibit the use and/or possession of all federally-classified controlled substances, including marijuana. Therefore, the possession and use of marijuana in any form, even if accompanied by a medical prescription, is prohibited on all University property and/or during any University activity. Misuse of alcohol and/or other drugs including but not limited to:
 - a. *Illegal consumption and/or possession.* Possession of alcohol is limited to persons 21 years of age or older. If an individual is under 21 years of age, that person is not permitted to consume alcohol or carry alcohol on their person on or off University
 - b. *Strength of alcohol.* Any alcohol that is stronger than 80 proof is not permitted on University of Connecticut property except where approved for academic purposes of the
 - c. *Serving, distributing, and/or obtaining* Serving, distributing to, or obtaining alcohol for any individual who is under 21 years of age is prohibited. Allowing any person under the age of 21 to consume alcohol is also prohibited. Providing alcohol to a person who is visibly intoxicated and/or pressuring others to use alcohol is prohibited.
 - d. *Public consumption.* No alcohol is to be consumed in public areas and open containers of alcohol are not permitted in public areas on University property except in designated locations where the permittee assumes all liability of properly monitored events. "Public areas" are defined as any area that could be used for general use including, but not limited to, stairways, hallways, lounges, bathrooms, dining halls, arenas, libraries, academic and administration buildings, and outside of buildings on University

- e. *Location for consumption.* Alcohol can only be consumed on University of Connecticut property where there is a liquor permit to serve alcohol or as defined by University A consumer can only ingest alcohol at the event location.
 - f. *Alcohol procurement.* Alcohol may not be purchased with University funds or Student Trustee Organization funds.
 - g. *Common source containers.* Common source containers containing alcohol are prohibited on University property. This includes, but is not limited to, kegs and beer Tap systems are only permitted on University property by a University licensed permittee.
 - h. *Off-campus functions.* All Registered Student Organizations (RSOs) must participate in the Student Activities Off-Campus Event Advising Process to receive risk management advising. Law School student organizations must assure compliance with the *School of Law Alcohol Policy*.
 - i. *Driving under the influence.* Driving under the influence of alcohol and/or drugs is prohibited.
 - j. *Illegal drugs and paraphernalia.* Possession and/or consumption of illegal drugs, including marijuana, is prohibited. Possession of drug paraphernalia is prohibited on University of Connecticut property.
 - k. *Medications.* Prescription drugs are permitted on University of Connecticut property if accompanied by an authentic medical prescription. Use of legal medication outside the parameters of the medical authorization is prohibited. Possession and/or use of prescription medications not prescribed to the user is prohibited. Although Connecticut state law permits the use of medical marijuana, the use, possession, and/or cultivation of marijuana remains a crime under federal law. As a recipient of federal funding, the University is required to prohibit the use and/or possession of all federally controlled substances, including marijuana. Therefore, the possession and use of marijuana in any form, even if accompanied by an authentic medical prescription, is prohibited on all University property and/or during any University activities.
 - l. *Selling, distributing, or manufacturing drugs.* The sale, distribution, and/or manufacturing of controlled substances or illegal drugs, including marijuana, except as expressly permitted by law, is prohibited.
8. Use, possession, or distribution of firearms, weapons, facsimile of weapons, fireworks, explosives, or dangerous chemicals.
 9. Uncooperative behavior which includes, but is not limited to, uncooperative behavior and/or failure to comply with the directions of, providing false information, and/or failure to identify oneself to University officials or law enforcement officers acting in the performance of their duties.
 10. The setting of or participation in unauthorized fires; the unauthorized or improper possession, use, removal, or disabling of fire safety equipment and warning devices; failure to follow standard fire safety procedures; or interference with firefighting equipment or personnel.
 11. Assisting another person in the commission, or attempted commission, of a violation of *The Student Code*. This includes hosting a non-student who commits a violation.
 12. Behaviors in violation of published University policies, rules, or regulations.
 13. Behaviors in violation of the [On-Campus Housing Contract](#).
 14. Theft, which includes, but is not limited to, attempted or actual theft of property or services.
 15. Forcible entry and/or unauthorized presence in University-owned buildings or property. Reasonable notice of authority, or lack thereof, shall be given.
 16. Unauthorized possession, access, duplication, or misuse of University property or other personal or public property, including, but not limited to, records, electronic files, telecommunications systems, forms of identification, and keys.
 17. Damage or misuse of property, which includes, but is not limited to, attempted or actual damage to or misuse of University property or other personal or public property.
 18. Violation of federal, state or local law.
 19. Abuse of the University student conduct system, including but not limited to:
 - a. Disruption or interference with the orderly conduct of a Student Conduct Proceeding.

- b. Falsification, distortion, or misrepresentation of information to a Student Conduct Officer or hearing body.
 - c. Influencing or attempting to influence another person to commit an abuse of the Student Conduct system.
 - d. Attempting to discourage or retaliate against an individual's proper participation in, or use of, the Student Conduct system.
 - e. Attempting to intimidate or retaliate against a Student Conduct officer, member of the hearing body, or any other participant prior to, during, and/or after a Student Conduct proceeding.
 - f. Institution of a Student Conduct Code proceeding in bad faith.
 - g. Failure to comply with the sanction(s) imposed under *The Student Code*.
20. Retaliation against any University community member for raising a good faith concern or issue regarding another community member.

Procedures for filing a report of student misconduct

A. ALLEGATIONS

1. Any person may file a report concerning alleged misconduct of any student or registered student organization. Reports shall be prepared in writing, either by the individual reporting the conduct or by the staff member collecting a verbal referral, and directed to the Director of Community Standards. Complaints regarding alleged misconduct by a student or registered student organization at a regional campus shall be directed to the Associate Vice Provost or designee at that campus. A report should be submitted as soon as possible after the alleged misconduct takes place.
2. The Director of Community Standards shall determine if a complaint alleges or addresses a potential violation of *The Student Code* and will notify the respondent of such allegations. The decision to continue a matter through the conduct process is the decision of the Director of Community Standards.
3. Generally, the Director of Community Standards will assign a student conduct officer(s) to the case who will investigate and schedule administrative conferences with the respondent(s) and other individuals as deemed necessary and appropriate.

B. ADMINISTRATIVE CONFERENCES AND INVESTIGATIONS

1. The administrative conference is a meeting between individual/s and a Student Conduct officer to review a complaint/incident, explain the Student Conduct process, review options to participate and ways for resolving the matter. There may be multiple administrative conferences as an incident is investigated.
2. A fair and impartial investigation will be conducted by the Student Conduct officer. The respondent and complainant, if applicable, may provide information in person and/or submit a written account, provide the names of incident witnesses for possible interviews with the Student Conduct officer, provide witness statements and any documentation that may be relevant to the facts of the incident. The Student Conduct officer will make a reasonable effort to obtain supporting documentation regarding the incident from other University entities or other resources. Upon completion of the investigation process, the Student Conduct officer, applying a preponderance of the evidence standard, will determine if any violations of *The Student Code* occurred.
3. Following the notification and review of the Student Conduct officer's findings and recommendations of the investigation with the respondent and complainant (if any), the respondent and complainant (if any) may determine whether the case may be resolved by way of administrative agreement or an administrative hearing. Should the respondent or complainant (if any) not select a resolution option, the Student Conduct officer will determine a resolution option. A student who agrees to resolve any violation(s) without an administrative hearing shall have no right to appeal.
4. Either the respondent or the UConn student complainant, if any, may request an administrative hearing. If the resolution will be through an administrative hearing, the UConn student complainant, if any, will have the same rights as the respondent as indicated in *The Student Code*. The Student Conduct officer or hearing body will, in writing, disclose to the alleged victim of any crime of

violence, non-forcible sex offense, or sexual harassment the results of the conduct matter regarding factual determination(s) and sanction(s) that specifically pertain to the alleged victim.

C. ADMINISTRATIVE HEARING BODIES

The Director of Community Standards will assign either an administrative hearing officer(s) or an academic misconduct hearing board to facilitate an administrative hearing depending on the nature of the matter.

1. Administrative hearing officers: The Director of Community Standards designates and trains administrative hearing officers annually. Administrative hearing officers are University officials. They may facilitate hearings on any type of alleged violation of *The Student Code*. Administrative hearing officers may impose any sanction as appropriate. Typically, a hearing will consist of one or two administrative hearing
2. Academic Integrity hearing board: Academic misconduct hearing boards for undergraduate academic integrity issues shall typically consist of two faculty members, two students, and one non-voting chair. They may conduct hearings on any alleged violation regarding *Academic Integrity in Undergraduate Education and Research* (Appendix A). The board may impose any sanction as appropriate. Academic consequences are determined by the instructor.

D. ADMINISTRATIVE HEARING

Generally, an administrative hearing brings several people together in an effort to review an allegation that a student has violated *The Student Code*. The hearing participants may include the investigating Student Conduct officer(s), respondent(s), complainant(s), witnesses, and member(s) of the hearing body, a hearing advisor, and a support person for each respondent or complainant.

All participants are expected to be respectful of each other's purpose in the hearing process and to conduct themselves according to the direction of the hearing body. In an effort to be as fair as possible to the respondent and to a complainant, if applicable, Student Conduct procedures may be modified. Community Standards may modify the procedures after taking into consideration the support and privacy needs of the parties and/or other potential hearing participants. This may include, but is not limited to, alteration of the hearing room setup, use of multiple rooms, video-conferencing equipment, or other electronic means.

1. Normally, an administrative hearing will be conducted within fifteen (15) business days of an investigation report being submitted to Community Standards.
2. The respondent and UConn student complainant, if any, shall each have the right to:
 - a. Be notified of all alleged violations by means of the address (University e-mail, residence hall address, or permanent address) provided by the student via the Registrar's Office. When the complainant is not a UConn student, the Student Conduct officer will use the provided contact information. Typically, this will be done via e-mail, which will provide a link to the documentation.
 - b. Review the completed investigation report, which includes all supporting documentation.
 - c. Be informed about the hearing process.
 - d. A reasonable period of time to prepare for a hearing.
 - e. Request a delay of a hearing due to extenuating circumstances. The decision to grant or deny any such request is within the discretion of the hearing body.
 - f. Be notified of the proposed information to be presented and to know the identity of witnesses who have been called by the hearing body to speak at the hearing or provide written information for the hearing when such information is known by the Director of Community Standards prior to the hearing.
 - g. Be accompanied by a support person during the portions of the hearing in which the student is A student should select a support person whose schedule allows attendance at the scheduled date and time for the administrative hearing because delays will not be allowed due to the scheduling conflicts of a support person.
 - h. Be present at the pertinent stages of the hearing process as indicated by the Director of Community Standards. The deliberations of the hearing body are private.
 - i. Submit a written response to the investigation report prior to the hearing. The decision to not present information is not an admission of responsibility.
 - j. Propose witnesses for the hearing in accordance with procedures as explained in 3. g.
 - k. Respond to statements and other information presented at the hearing.

- I. Present a personal or community impact statement to the hearing body upon a finding of "In Violation."
3. An administrative hearing shall be conducted by a hearing body in accordance with the procedures listed below. When a University official serves as the sole member of the hearing body, that official may also be referred to as the "hearing body." Specific hearing bodies may adopt additional procedures that are not inconsistent with the provisions of *The Student Code*.
 - a. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in these proceedings.
 - b. A hearing shall be conducted in private.
 - c. Admission of any person into the hearing room shall be at the discretion of the hearing body. The hearing body shall have the authority to discharge or to remove any person whose presence is deemed unnecessary or obstructive to the proceedings.
 - d. When a hearing involves more than one respondent, the Director of Community Standards may, at the Director's discretion, permit the administrative hearings concerning each student to be conducted either separately or jointly.
 - e. If a respondent and/or complainant, after receiving notification, does not appear for a hearing, the hearing will proceed without the student(s).
 - f. Except as directed by the hearing body, the support person's role in a hearing shall be limited to that of a consultant to the respondent or complainant.
 - g. The identity of any witnesses, along with a summary of information expected to be provided by the witness, must be provided to the hearing body at least two business days before the hearing. The hearing body may elect not to permit one or more witnesses to participate in the hearing if the information they are expected to provide is not relevant to any material issue; is deemed unnecessarily redundant of other information already in the record; and/or they were interviewed in connection with the investigation and the information they are expected to provide is already captured in the investigation report. The party proposing a witness is responsible for any communication with the witness regarding attendance at the hearing. The hearing body may request the attendance of witnesses not proposed by the parties. The hearing body cannot compel the attendance of witnesses at the hearing.
 - h. The respondent, complainant, investigating Student Conduct officer, and any witnesses will provide information to and answer questions from the hearing body. Questions may be suggested by the investigating Student Conduct officer, respondent and/or complainant to be answered by each other or by other witnesses. This will be conducted by the hearing body with such questions directed to the hearing body, rather than to the individuals directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved at the discretion of the hearing body.
 - i. Pertinent records, exhibits, and written statements should be provided during the investigation stage of the process. Any additional information may be accepted for consideration by the hearing body at its discretion as long as such information was provided in accordance with *The Student Code*. Information presented by a student during a hearing that indicates a potential violation of *The Student Code* may be investigated at a future time.
 - j. The hearing body will review the final investigation report to determine whether the investigation was conducted in a fair, impartial, and reliable manner; the information is sufficient to support the factual findings; and there is a rational basis, applying a preponderance of the evidence standard for the recommended findings regarding a potential violation of *The Student Code*. In conducting this hearing, the hearing body may accept or reject the investigating Student Conduct officer's findings in whole or in part.
 - k. When a student respondent has been found "In Violation" of *The Student Code*, the hearing body shall review the student conduct history, hear impact statements by the respondent, complainant, and investigating Student Conduct officer, and impose the appropriate sanction(s). Character references and/or letters of support are not accepted.

- l. Following the hearing, the hearing body shall advise the respondent in writing of its determination and of the sanction(s) imposed, if The hearing body will disclose to the alleged victim of any crime of violence, non- forcible sex offense, or sexual harassment, the results of the hearing, in writing, regarding factual determination(s) and sanction(s) that specifically pertain to the alleged victim.
 - m. All procedural questions are subject to the final decision of the hearing body or the hearing board advisor.
- 4. All administrative hearings will be recorded and the University will maintain the audio recordings as required by Connecticut state law. All such recordings are the property of the University. Participants are prohibited from making their own recording. Upon written request, a respondent or UConn student complainant may review the audio recording and make appropriate arrangements for it to be transcribed on University premises. Arrangements for a transcriber and all associated costs involved in the transcription will be the responsibility of the requesting individual.

E. SANCTIONS

The following sanctions may be imposed, individually or in various combinations, on any student found to have violated *The Student Code*. Please note this is not an exhaustive list of sanctions:

- a. Warning: A notice that the student has violated *The Student Code* and a warning that another violation will likely result in a more severe sanction, which could include University Probation, University Suspension, or University
- b. University Probation: University Probation is an indefinite period of time where the student is given the opportunity to modify unacceptable behavior, to complete specific assignments, and to demonstrate a positive contribution to the University community in an effort to regain student privileges within the University community. After six months from being placed on University Probation, the student may apply for a review of the student's probationary status. The student will need to meet with the Probation Review Committee and demonstrate significant contributions, both of an academic and co-curricular nature, to the University community. The Probation Review Committee will determine if the student will continue on University Probation or if the University Probation is lifted. The decision of the committee is final and not subject to appeal. If it is decided that University Probation will continue, the student may re-apply in six months after the committee's Due to the student's conduct history, there is the possibility of University Suspension or University Expulsion if the student is found in violation of *The Student Code* a subsequent time.
- c. University Suspension: University Suspension is separation from the University for a designated period of time after which the student shall be eligible to apply for readmission to the University. Readmission to the University is not guaranteed. Conditions for consideration of readmission may be specified. A student's reacceptance into the student's school or college is at the discretion of the school or college. A student who is on suspension is prohibited from participating in any University activity or program. The individual may not be in or on any University owned or leased property without securing prior approval from the Director of Community Standards. A notation of "Suspension" shall be placed on the student's official transcript until graduation. However, the student may petition the Director of Community Standards for earlier removal of the notation upon completion of the suspension. The University of Connecticut will not accept credits earned at another institution during a period of suspension.
- d. University Expulsion: University Expulsion is permanent separation from the University. A student who has been expelled is prohibited from participating in any University activity or program. The individual may not be in or on any University owned or leased property. A permanent notation of "Expulsion" shall be placed on the student's transcript.
- e. Additional Sanctions: The following may be given in conjunction with any of the above:
 - i. Loss of Privileges: Denial of specified privileges for a designated period of time.
 - ii. Restitution: Compensation for loss of or damage to University property or services rendered. This may take the form of appropriate service and/or monetary or material replacement.
 - iii. Removal from Housing: Separation of the student from University approved housing for a designated period of time after which the student shall be eligible to return. Removal may include loss of dining privileges. At the sole discretion of the student conduct officer or hearing body, this sanction may be deferred to provide the student with a last opportunity to demonstrate that the

student can be a positive member of the Residential Life community. If any violation(s) occurs in the residence halls, the sanction would be immediately imposed. If, after two consecutive semesters, the student has had no further issues in the residence halls then the sanction will be considered complete.

- iv. UConn Compass: The UConn Compass program has a sanction component which is designed to promote student engagement through co-curricular involvement. UConn Compass facilitators will assist students in designing a customized involvement plan based on their individual interests and academic plans.
 - v. Educational Initiatives: Projects; participation in health or safety programs (the student may be required to pay a fee); service to the University or to the larger community; seminars; and other assignments as warranted.
- f. The following sanctions may be imposed upon registered student organizations:
- a. Those sanctions listed above in [Part IV, E.1](#).
 - b. Any sanction as defined in *Blueprints: A Manual for Registered Student Organizations*.
- g. Aggravated Violations: If a student is in violation of The Student Code and the behavior was directed toward an individual or group due to race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, gender identity or expression, age, physical or mental disabilities, including learning disabilities, intellectual development disorders, and past/present history of a mental disorder, the student conduct officer or hearing body may enhance the sanctions.

F. APPEALS

1. A decision reached through the administrative hearing process may be appealed by the respondent(s) or UConn student complainant(s) to the next level of student conduct authority within five (5) business days of the decision. All findings and/or sanctions are in effect at the conclusion of the administrative hearing and will remain in effect throughout the appeal. All appeals shall be in writing and shall be delivered to the designated appellate body via the mechanism identified by Community Standards. The decision reached as a result of an administrative conference may not be appealed.
2. Except as required to explain the basis of new information, an appeal shall be limited to a review of the student case file. The audio recording of the administrative hearing shall be available for the appellate body for review as necessary. The review shall be for one or more of the following purposes:
 - a. To determine whether the administrative hearing was conducted in conformity with prescribed procedures giving the complainant and investigating Student Conduct officer a reasonable opportunity to prepare and to present information that *The Student Code* was violated, and giving the respondent a reasonable opportunity to prepare and to present a response to those allegations.
 - b. To determine whether the sanction(s) imposed were appropriate for the determined violation(s) of The Student Code.
 - c. To consider new information, sufficient to alter a decision, or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original administrative hearing.
3. If an appeal is granted by the appellate body, the matter shall either be referred to the original hearing body for re-opening of the administrative hearing to allow reconsideration of the original determination or the appellate body will determine any change in sanctions. If an appeal is denied, the matter shall be considered final and binding upon all involved.

G. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

1. By federal law, a person with a disability is any person who: 1) has a physical or mental impairment; 2) has a record of such impairment; or 3) is regarded as having such an impairment, which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.
2. A student requesting an accommodation in regard to an administrative conference, hearing, or probation review meeting must follow the appropriate process for requesting an accommodation through the Center for Students with Disabilities. The Center for Students with Disabilities will make a determination regarding the request and notify the appropriate parties.

3. Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

Additionally BSW students are expected to conform to professional standards of behavior (e.g. NASW, CSWE) in fieldwork and courses. Students that do not conform to the profession's values and ethics will be subject to review by a BSW Performance Review Committee. Standards and Procedures constituting a Performance Review are:

Criteria for Performance Review

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

- Behavior that interferes with the student's functioning, or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers, or both.
- Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills that permit comfortable interaction with other people.
- Failure to adhere to field placement agency policies and professional standards.
- Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for physical or emotional problems that interfere with professional functioning.
- An inability to develop and demonstrate objective tolerance for human differences
- An inability to demonstrate acceptance and respect of human dignity and human rights
- Having more than one Incomplete at a time in coursework, or having received more than two grades of Incomplete in any course after admission to the program.
- Grade Point Average falls below 2.0.
- A request by a faculty member for a review due to student's poor course work performance.

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

- Failure to maintain a 2.0 grade-point average
- Receiving a grade of "C-" or below in any social work course.
- Receiving two incompletes in one semester.
- Incomplete in Field.

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

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

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

Performance Review Consultation

In situations where it is deemed necessary to have a conversation with the student with regard to their performance or conduct, a Consultation will be offered to the student. The BSW Program Director will send, in an

email, a written statement to the student indicating that they are being invited to Performance Review consultation. The Program Director will arrange a meeting and follow procedures outlined in the Procedures for Social Work Student Performance Review. Along with the student, the individuals who are asked to participate in the consultation will be determined by the BSW program director but will always include: The BSW program director, Faculty Advisor, and the Director of Student and Academic Services. After the consultation, a letter summarizing what was discussed will be drafted and sent to the student within 5 business days.

Performance Improvement Contract

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

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

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

Referral to Performance Review Committee (PRC)

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

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

Procedures for Social Work Student Performance Review

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

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

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

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

Appeal Process

The Associate Dean for Academic Affairs determines, based on the recommendation of the Performance Review Committee, the dispositional outcome and communicates this to the student. The student may appeal the decision, in writing, to the Dean of the School. Written appeal must be received within 30 days of the date of the letter from the Associate Dean. This appeal does not constitute a new hearing. Rather, it is a review of the record of the original hearing and is entertained only on one or both of two grounds: (1) the claim of an error in the hearing procedure, and (2) the claim of new evidence or information that was not available at the time of the hearing. If the Dean upholds the disposition of the student, the student may appeal further to the Provost on only the same grounds as the appeal to the Dean. In any event, the decision of the Provost is final.

Student Discipline, Dismissal and Appeal Process from Professional/Clinical Programs

ALLEGED VIOLATIONS OF PROFESSIONAL STANDARDS OF CONDUCT

Any student believed to have violated one or more of a program's professional standards of conduct shall be provided a written description of the alleged violation(s), with a copy to the Dean and program director, or designees. The written notice need only have sufficient detail to inform the student of the alleged violation(s), the provisions of the professional standards believed to have been violated and the potential consequences to the student.[1] Such notice will be made by email to the student's official University email address and shall be deemed received by the student on the day it was sent.

Any student who has been suspended or removed from a clinical placement as a result of the alleged violation(s) risks being unable to complete the clinical component of their current course within the required timeframe and receiving a failing grade. Such students are strongly encouraged to respond as quickly as possible to ensure a timely resolution, increase the student's chances for securing an alternative clinical placement and, in turn, complete the clinical component within the required timeframe.

The student shall have five business days to respond in writing to the notice of violation(s) and request a conference to review the alleged violations.

The Program Director or individual in an equivalent position shall conference with the student as soon as is practicable, but not more than ten business days of receipt of the student's response. A student may, at their own risk, request additional time to schedule a conference.

Failure to Respond or Conference: If the student fails to respond or participate in conference within 15 business days of the notice being received, the Program Director or individual in an equivalent position shall determine and impose disciplinary action without need for a hearing. In such cases, the student has no right to appeal. The 15 business day time limit shall be extended if a request for additional time is granted.

Conference: Program Director will review the professional standards alleged to have been violated with the student and the disciplinary action deemed appropriate to impose in response to the violation(s). The student may consult with a present support person, but that person may not actively participate in the conference. A student should choose a support person whose schedule allows for their participation in the conference because delays will not be allowed due to the scheduling conflicts of a support person. At the conclusion of the conference, the student shall:

1. Sign an acknowledgment stating that the student committed the alleged violation(s) and agrees with the imposed disciplinary action. In such cases the discipline shall be imposed without need for a hearing and the student has no right to appeal.

or

2. Contest the alleged violations and/or associated discipline. In such cases, the Program Director will schedule a hearing as soon as is practicable but not more than ten business days of conferring with the student. The Program Director may extend the time in which to hold a hearing based on extenuating circumstances. The student will be notified of the date, time and location of the hearing via university email.

HEARING

A hearing body shall be assembled by the School, College, Department, or Program, as appropriate. The hearing body shall consist of one or more University employees that were not directly involved in the incident(s) from which the alleged violation(s) arose. In the event that the hearing body consists of more than one employee, a chairperson for the hearing body shall be appointed.

The purpose of the hearing is to allow for a fair and impartial review of the information to determine whether the student has violated one or more of the program's professional standards of conduct and, if so, the appropriate discipline that should be imposed. Hearings should be conducted in private. The hearing is not a court proceeding and the hearing body is not bound by rules of evidence.

The student shall have the right to:

- **Propose witnesses.** At least two business days in advance of the hearing, the student should provide the hearing body's designee with a list of names and a brief summary of the information expected to be presented by each witness. It is the responsibility of the student to notify the witnesses of the date, time and location of the hearing. The hearing body chair has the discretion to limit the number of witnesses who may appear before the hearing body (for example, due to relevancy, redundancy, etc.), but in exercising that discretion must allow for a fair and impartial review of the allegations.
- **Submit written or other information for the hearing body's consideration.** At least two business days in advance of the hearing, the student should submit to the hearing body's designee any documentary or other evidence that the student wishes the hearing board to consider. Absent exceptional circumstances, the hearing body will not consider information submitted beyond this deadline.
- **Be notified within two business days of the hearing of the identity of any witnesses who have been called by the hearing body to present information during the hearing.**
- **Be provided copies within two business days of the hearing of any written or other information the hearing body intends to consider at the hearing, when such information is known to the hearing body prior to the commencement of the hearing, including any prior conduct history of the student that may be considered for the purpose of determining the appropriate discipline.**

- **Be accompanied by a support person.** The student may consult the support person, but that person may not actively participate in the hearing. A student should choose a support person whose schedule allows attendance at the scheduled date and time for the hearing because delays will not be allowed due to the scheduling conflicts of a support person.

After hearing from the witnesses and considering all other information presented to the hearing body, the hearing body shall deliberate. A decision by the hearing body that a student has violated one or more professional standards must be based on a preponderance of the evidence (i.e. it is more likely than not that the student violated the standard(s)).

The hearing body shall notify the student in writing of its decision within five business days of the hearing. The notice shall contain sufficient detail to explain the basis of the hearing body's decision. In deciding upon discipline, the hearing body may consider prior conduct history of the student. Such notice will be made by email to the student's official University email address and deemed received by the student on the day it was sent.

Appeal Procedures

The decision of the hearing body may be appealed by the student to the program's Dean or designee. Any such appeal must be made in writing within five business days of the student's receipt of the written decision. The sole grounds for appeal are:

- A claim of error in the hearing procedures that substantially affected the decision;
- A claim of new information material to the matter that was not known and could not reasonably have been known at the time of the hearing;
- On a claim of substantive error arising from misinterpretation of information presented at the hearing.

The student's appeal must identify at least one of the three grounds for review and provide sufficient detail to understand the basis for the request. Mere disagreement with the hearing body's decision is not sufficient grounds for appeal.

Within five business days of receipt of the appeal, student will be notified of the decision on the appeal, which may include:

- Upholding the decision of the hearing body
- Reversal of the hearing body's decision
- Modification of the discipline
- Remand to the hearing body if the Dean/designee deems necessary to consider new information or to correct an error in the hearing procedure

The decision of the appellate body is final.

In addition, students are subject to the Student Code (<https://community.uconn.edu/the-student-code-preamble/>). Any suspected violations of the Student Code will be reported to the Office of Community Standards.

Undergraduate students in professional/clinical programs: Undergraduate students dismissed from a clinical or professional program are not necessarily dismissed from the University.

Effective Date: September 1, 2019

<https://policy.uconn.edu/2019/08/27/student-discipline-dismissal-and-appeal-process-from-professional-clinical-programs-procedures-on/>

Student Participation in Formation of Policies

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

- All students enrolled at UConn have an opportunity at the end of each course to evaluate their instructors. Students are given standardized faculty evaluation forms to complete. These evaluations are confidential. Results are provided to the faculty to use in strengthening content, teaching, and learning methods to facilitate more effective instruction.
- Through their elected and volunteer representatives, BSW students provide input to and learn from each of the following committees: Performance Education Review, BSW Committee (ad hoc), BSW curriculum sub-committee, and various other ad hoc committees and working groups which might be convened throughout the year. Student representatives are viewed as especially valuable members of these committees.
- Students have the opportunity to meet both informally and formally with any candidates being considered for faculty positions. Students are asked to provide written assessments of each candidate to be included as a part of the recommendation package prepared by the School for employment purposes.

DIVERSITY

Description of Specific Efforts to Provide Learning Environment that Provides Affirmation and Support for Diversity and Difference

The program has a variety of efforts that contribute to an environment that espouses respect and affirmation for diversity. Framed in the context of social justice, the program purports the importance of understanding the concepts of power, privilege and dominant ideologies that create, maintain and perpetuate various forms of oppression that effect the most vulnerable populations.

The School also has a long and distinguished history of creating a learning environment that is diverse, welcoming, respectful and inclusive. This environment has been created and is maintained by initiatives supported by the Office of the Dean, administrative offices and Office of Academic and Student Services. Information for school centers, institutes and projects are included below.

Opportunities for Student Involvement

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

There is currently a Social Work Student Association (SWSA) for BSW students. The Social Work Student Association provides leadership, social and cultural educational engagement, community service opportunities and events for all students. We are committed to advocating for inclusion, cultural awareness, and social change in our campus community and the city of Hartford. We promote a positive image of the social work profession, and empower its members to identify the needs within our communities. For more information, please reach out to the student organization Advisor, Joy Learman, PhD at joy.learman@uconn.edu.

Opportunities for Student Representation

The BSW program also has its own committees that include faculty, staff and students. At the beginning of each academic year, the BSW Director will put out a call to all BSW students inviting them to express their interest in becoming a student representative. Listed below are the current committees:

- BSW Curriculum Committee: Reviews issues pertaining to the curriculum and practicum of the program.
- BSW Performance Review Committee: Makes formal recommendation after consultation regarding the academic status of students whose performance in either class or field is being questioned.
- Just Community: Supports and facilitates educational and advocacy efforts to enhance more anti-oppressive practice in the classroom, programming and daily interactions within the School.
- Field Education Advisory Committee: Reviews issues pertaining to field education.
- The Major Experience (TME) mentor: Students can serve as mentors to current or perspective students interested in the major.

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

School Centers, Institutes, & Projects

Center for International Social Work Studies (CISWS)

Chair: Dr. Rebecca Thomas

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

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

Nancy A. Humphreys Institute for Political Social Work

Director: *Tanya Rhodes Smith*

Phone number: (959) 200-3631; Email: tanya.smith@uconn.edu

The mission of the Humphreys Institute is to increase the political participation of all social workers and communities they serve so public policy reflects our profession's expertise and professional values.

Our specific goals include:

1. Supporting all social workers to integrate civic and nonpartisan voter engagement into both direct practice and macro settings;
2. Preparing social workers for careers in types of political setting, including as elected officials; and
3. Increasing the political power of social workers and the communities we serve through informed voter participation. *Voting is Social Work!*

We do this through the following programs:

1. Running the Campaign School for Social Workers, offered annually at the UConn School of Social Work as well as around the country. Since 1996, we have trained over 1,400 social workers and students on electoral politics and how to run a winning campaign;
2. Developing training and resources on why voting matters to social work's mission and impact;
3. Serving as one of the founders and leaders on the National Social Work Voter Mobilization Campaign;
4. Conducting research on the political participation of social workers as well as the efficacy of our own programs;
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.

MSW 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. Tanya Smith is also on the faculty in the Policy Practice concentration.

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.

A Supportive and Inclusive Learning Environment

The following organizations and initiatives exist to assist students in learning about various forms of oppression as well as advocating and being an ally for members of various targeted social groups:

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

Students will have many opportunities to engage in learning about various forms of oppression as well as advocating and being an ally for members of various social groups. The [Undergraduate Student Government](#), which strives to enhance the educational, social and cultural opportunities on campus as well as foster an inclusive and collaborative culture of engagement, will be an avenue for students to organize around social justice issues.

Additionally, the School has a Just Community committee comprising faculty, staff, Ph.D., MSW, BSW, representatives. Its purpose is to provide opportunities for the UConn School of Social Work community to come

together to educate, discuss and debrief issues relevant to the social work profession within the context of our socio-cultural/political/historical and economic environment. These opportunities will help enhance personal and professional development, mobilize advocacy efforts and promote an inclusive environment. Its mission is to create a community that is capable of dialoguing with, learning from, and participating in mobilizing social justice efforts. One of the ongoing initiatives that this committee has created is Social Work Solidarity Hour. Held bi-monthly, this program is an opportunity for students, faculty and staff to come together and dialogue about current hot topics that affect social workers' work with clients.

The University also sponsors ongoing programming, and various Undergraduate and Graduate faculty initiatives and student organizations offer opportunities for students to engage in activities related to diversity. For example, each year both the University and the School offer a range of programs for Hispanic Heritage month as well as Black history month. However, programming for these historically oppressed groups is not limited to the named months. Routinely, our Office of Research and Scholarship as well as the School's projects and centers put on programming that focus on diversity.

Cultural Competence Professional Development Training for Faculty, Staff and Students

The School provides professional development training for students at the beginning and throughout their BSW experience. One example of this is the Convocation on Joining Our Just Community. Faculty staff and students attend Convocation to come together as a community to affirm their commitment to the social work profession. This is done through presentations by faculty, alumni, guest speakers and includes a particular focus on the NASW Code of Ethics.

The Convocation is held for new students before the beginning of the fall semester. All incoming students are required to attend this program. The purpose of this program is to encourage students' commitment to the ongoing development of cultural competence while pursuing their BSW degree and in their future career.

MATRICULATED STUDY

Registration

All students must register on the dates announced and pay the succeeding semester fee bills as due. Failure to pay by the payment deadlines may result in sanctions, including but not limited to cancellation of courses and removal from residence halls. Before registering, students must consult their academic advisors.

Students may take courses at any campus: Avery Point, Hartford, Stamford, Storrs, and Waterbury. However, students must be registered for the majority of their credits at their home campus. The home campus is the campus to which the student was admitted unless an authorized campus change has taken place.

Registration information can be found on the website of the Office of the Registrar. Within the following regulations, students may revise their course schedules on days and at hours specified by the Office of the Registrar. Though classes may be scheduled on weekends, these are not factored into the following regulations.

Students must consult with their academic advisor prior to adding or dropping courses. After the second week of classes, any and all adjustments to the student's schedule must be filed with the Registrar. See tables about adding and dropping courses for further clarification.

If a particular course requires consent, a student must obtain that consent before adding the course.

Students may add courses during the first ten 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 academic dean or dean's designee is also required for adding classes.

Students may drop courses before the end of the tenth day of classes. When a student drops a course during the first two weeks of classes, the Registrar does not place the course on the student's record. After the tenth day of classes and through the eleventh week, a student may drop one course for any reason with permission from the student's advisor. When a student drops a course after the second week, the Registrar places the course on the student's record with a 'W' (for withdrawal). No student is permitted to drop a course after the eleventh week of classes or to drop more than one course after the first ten days of classes unless, on the recommendation of the advisor, an exception is made by the dean or designee of the school or college in which the student is enrolled. Exceptions are made only for extenuating circumstances beyond the student's control. Poor academic performance is not considered a sufficient reason for dropping a course after the eleventh week. Exceptions to transcript notations can be made only by the Provost or designee.

A student who withdraws from a full-year course at the close of the first semester shall receive credit for the work of the first semester if the student has passed the course, unless it is announced in the catalog that the course must be taken in its entirety, in which case the credit shall be withheld until the course is completed.

Students at the University's regional campuses are subject to all regulations governing adding and dropping courses except that course instructors act for the department heads and the regional campus director or designee acts for the dean.

For courses of fewer than 14 weeks duration, the add/drop periods will be adjusted and determined by the Registrar.

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

Adding a Course

Semester Period	Add
First and second weeks of classes	Registration
Third and fourth weeks of classes	Advisor, Instructor and Department Head offering the course
After the fourth week	All of the above and the Dean

Dropping Courses

Semester Period	Single Drop	Two or More Drops
First and second weeks of classes	None – course will not appear on transcript	
Third through eleventh weeks of classes	Advisor with 'W' grade	Advisor and Dean with 'W' grade
After the eleventh week	DEAN (Exceptions made only for extenuating circumstances)	

Auditing Courses without Credit

Students wanting to have the fact that they were exposed to the material in a course recorded on their academic record, but not receive either credit or a grade, may choose to audit a course. The student may participate in the course as the instructor permits. In place of a grade, the record will show 'AU.'

All students planning to audit a course must get an [Course Audit Form.pdf](#), complete it, and file it with the Registrar. To complete the card, they must consult their advisor and get the instructor's consent. Students changing a course from credit to audit after the second week of classes receive both 'W' (for Withdrawal) and 'AU' marks on their academic records. No student is permitted to change a course from credit to audit after the ninth week of classes unless the dean makes an exception. Exceptions are made only for extenuating circumstances beyond the student's control. The instructor may disenroll a student not meeting the auditing criteria set forth by the instructor.

Part-time students must pay the same fee to audit a course as they would pay if they took the course for credit.

Failure to Register

Students must enroll in a course to attend the class. Instructors with unenrolled students in a class should tell the students they should add the course to attend. Unenrolled students will earn no credit for courses or parts of courses completed. Students who have paid their fees may register late with the permission of the student's advisor, instructors, department heads of the departments offering the courses and the student's academic dean.

Improper Registration

Students who discover they are not eligible for a course in which they have enrolled, should consult their advisor and drop the course as soon as possible. Upon recommendation of an advisor, instructor, department head or dean, the Registrar may remove students from courses for which students are not eligible to enroll.

Denial of Space for Non-Attendance

A student who is enrolled in, but does not attend any classes or laboratory meetings during the first ten days of classes may be denied a place in the course. Such non-attendance, or non-attendance later in the semester, does not constitute withdrawal; the student must officially drop the course by regular procedures or risk being assigned a failing grade.

Conferral

Tentative and Final Plans of Study

Except for students in the Schools of Nursing and Pharmacy, all students must consult with their advisors in completing a *tentative* Plan of Study form. The Plan of Study describes how the student intends to satisfy the requirements for the degree. Students should get the form from the dean of their school or college, consult with their advisor and file the completed form with their major department.

Students must submit a *final* Plan of Study form during the first four weeks of the semester in which the student expects to graduate. The major advisor and the department head must approve the Plan of Study before the Registrar receives it. The approval(s) indicate the advisor and department head believe the student meets degree requirements. The student's record is still subject to audit by the Degree Audit to ensure the student has met all requirements. Degree Audit will notify the student if a problem is discovered with the final Plan of Study and once the review has been completed.

Application for BSW Degree

To graduate, candidates must apply to graduate by the due dates specified by the Office of the Registrar.

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

Conferring of Degrees

The Board of Trustees awards degrees only to students in good standing who have met their obligations to the University. Students who do not complete requirements for the degree by one conferral date may qualify for the next conferral date by satisfactorily completing all graduation requirements. The Board of Trustees confers degrees three times annually: Commencement Day in May, August 24 and the Sunday following the end of final exams in December. Candidates meeting the requirements before the conferral date and needing verification may ask for a "Completion Letter" from the Office of the Registrar.

LEAVE OF ABSENCE

A leave of absence is a special status assigned to students who have been granted permission by the Dean of Students Office or designee to interrupt their studies and resume them in a subsequent semester specified by mutual agreement. A leave of absence is granted in conjunction with a Voluntary Separation (usually a

cancellation). Leaves are not granted for more than three full semesters or to students who wish to interrupt their studies for less than one full semester.

Requests for leaves are considered only after the student has personally consulted a representative of the Dean of Students Office or designee and frequently a representative of the student's school or college. Leaves are granted only to students in good academic standing and who know the specific semester in which they plan to return. Students on academic probation or who have outstanding incomplete work are seldom granted a leave of absence.

CANCELLATION AND WITHDRAWAL

Students may voluntarily leave the University through one of two possible actions – cancellation of registration or withdrawal. Both actions are finalized in the Dean of Students Office. A personal interview with a staff member in the Dean of Students Office, would be appropriate for any student considering voluntary separation. The interview may help the student realize alternatives and/or options which would allow the student to continue at the University. If a personal interview is not desired, or not possible, written notice must be given to the Dean of Students Office. No student is considered officially separated and no refunds of fees or deposits can be made unless the student has contacted (interview or letter) the Dean of Students Office.

Cancellation

Students presently enrolled may cancel their registration for the subsequent semester, while planning to complete the current one. Students may also cancel their registration during the summer and midyear vacations if they do not intend to return for the following semester. Cancellations must take place prior to the first day of classes of a semester. The date of cancellation will not appear on the student's official transcript.

Withdrawal

To withdraw officially means to voluntarily terminate enrollment during a semester which is in progress. Students may withdraw between the first day of classes and the last day before finals week begins. (See the University Calendar for dates.) Students who officially withdraw will not receive credits, grades, or "W's" for courses taken during the semester. Only the date of withdrawal will be entered on the student's official transcript. Students who merely leave the University or stop attending classes, without officially withdrawing, should expect to receive Fail "F" grades in all courses in which they are registered at the close of the semester other than those for which grades have previously been submitted.

No student who withdraws after the end of the sixth week of a semester will be permitted to register for a subsequent semester without the permission of the Dean of Students Office or designee. It is understood that when such permission is sought the Dean or designee will ascertain the standing of the student at the time when he or she withdrew. For purposes of application for readmission such students shall be treated as a dismissed student if his or her standing at the time of withdrawal is such that if it were continued to the end of the semester he or she would then be subject to dismissal.

All students withdrawing from the University for any reason must complete the proper forms through the Dean of Students Office or designee. If the withdrawing student lives on campus s/he must also complete the proper forms through the Residential Life Office.

Withdrawal From Social Work Program

You must notify the Director of the Office of Student and Academic Services immediately of your intent to leave the Social Work program.

MISCELLANEOUS

FEES AND EXPENSES

The schedule of fees contained on the Bursar's Office website is comprehensive and expected to prevail during any given academic year, but the Board of Trustees and the Board of Governors for Higher Education reserve the right, at any time, to authorize changes in fees and to establish new fees applicable to all currently enrolled students. Revisions in the State budget may force fee changes.

Fee bills, covering the semester's charges, are computed by and are payable to the Bursar's Office no later than the Friday before the start of the semester.

Regulations

Payment of Fees. Collection of all fees is handled by the Office of the Bursar. The Fall semester fee bill is payable prior to August 1st; the spring semester is payable prior to January 8th.

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

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

If a check is returned by the bank for any reason, the student is charged a returned check fee. Please refer to the Bursar's website for more information.

Late Payment Fee. The payment of the fee bill is due in full prior to August 1st for the fall semester and January 8th for the spring semester. A late payment fee is payable by all students whose tuition and fees are not paid in full on the published due date. Late payment fees may be assessed twice a semester. Checks returned by the bank for any reason are considered late payment. Students may have services denied if all fees have not been paid by the due date. Please refer to the Bursar's website for more information.

Cancellations and Refunds. The following is general information regarding cancellations and refunds. If a student is a recipient of federal financial aid, it is critical that they also read the information under the "Return of Federal Financial Aid" section of the Bursar's website.

All undergraduate students who withdraw from the University for any reason must secure from the Dean of Students Office (DOS) Graduate School acknowledgement of their withdrawal and arrange with DOS the details of their leaving. No refunds are made unless this procedure is followed.

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

Where notice of cancellation is received through the first day of classes of a semester, full refund (less non-refundable fees) is made if fees have been paid in full.

Office of the Bursar Website

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

Refunds and Cancellations of Charges

In order to be eligible for a refund or cancellation of charges, a student must formally withdraw from the University by following the University's official withdrawal process, which includes dropping all courses currently being taken for credit. Please view <https://bursar.uconn.edu/refund-request/> for more information.

FINANCIAL AID

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

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

HEALTH INFORMATION

Student Health History Form

All students are required to complete a Student Health History Form, available at <https://studenthealth.uconn.edu/health-information/>.

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

Mandatory Health Insurance

All full-time students are required to maintain health coverage. Full-time students are automatically enrolled in and billed for the University-sponsored plan. If a student wishes to decline the university plan because they have comparable coverage already, they must waive it via the Health Insurance Waiver in Student Admin. Learn more about the University-sponsored plan and the waiver process here at <https://shs.uconn.edu/insurance-information/>.

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

PUBLIC SAFETY

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

UConn Emergency Alert System

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

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

Campus Closing

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

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

UConn Hartford Police Department

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

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

Emergency Plan

The Office of Emergency Management has developed a university-wide public safety campaign, UConnREADY, to “create a community proud to be safe.” To access this information, visit <https://publicsafety.uconn.edu/emergency/get-prepared/students/>.

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.*

Weapons on Campus

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

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly

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.