THE UNIVERSITY OF NEW ENGLAND

Master of Social Work

Student Handbook

Last update: Spring 2025

UNE Master of Social Work Overview

The Master of Social Work (MSW) degree is accredited by the Council on Social Work Education. This handbook provides curricular information, policies, and procedures specific to the MSW program. Students are also responsible for reading and understanding the UNE Student Handbook, and a College of Professional Studies (CPS) Student Handbook that outlines more general information pertaining to the operations and policies governing the University and College as a whole. Students should be familiar with all handbooks.

Mission Statement:

The University of New England's (UNE) Master of Social Work (MSW) program is dedicated to training ethical social workers within a Person-in-Environment framework, emphasizing a global perspective and a deep respect for human diversity. Through rigorous scientific inquiry and a strong focus on clinical skills we envision a future where our alumni not only excel as adept clinicians but also serve as catalysts for meaningful, positive impact in their communities and beyond. We promote an anti-oppressive social work practice which includes an emphasis on social justice, human rights, economic and environmental equity for all.

Policy Statement:

The University of New England ("the University") is committed to maintaining a fair and respectful environment for living, work, and study. To that end, and in accordance with federal and state law and University policy, the University prohibits any member of the faculty, staff, administration, trustees, student body, vendors, volunteers, or visitors to campus, whether they

are guests, patrons, independent contractors, or clients, from harassing and/or discriminating against any other member of the University community because of that person's race, sex, sexual orientation, gender identity and/or expression, ethnicity or national origin, religion, age, creed, color, genetic information, physical or mental disability, HIV status, or status as a veteran.

This policy is enforced by Federal Law under Title IX of the Education Amendments of 1972 and its implementing regulations, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Violence Against Women Reauthorization Act of 2013, Title VII of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973. It is also enforced under Maine law through the Maine Human Rights Act at 5 M.R.S.A. section 4551 et. seq, as well as other applicable federal and Maine state laws.

Program Description:

Graduates learn to:

Understand how systems impact human development through a Person-in-Environment lens.

- Develop a strength-based perspective when working with individuals, families, groups, and communities.
- Understand the multiple social, cultural, political, economic, and environmental factors influencing the design, development, and evaluation of social policies and service delivery.
- Develop the knowledge and skills necessary to carry out a variety of social work interventions consistent with the program's mission and the profession's ethics.
- Develop practice and intervention strategies that support individuals, families, groups, or communities.

The M.S.W. program prepares graduates to work with individuals, families, groups, organizations, and communities in an array of settings and with diverse populations. It offers its students the opportunity to practice generalist and advanced social work skills through mixed learning methods with a focus on person-in-environment, anti-oppressive, and antiracist frameworks.

UNE's Master of Social Work (M.S.W.) degree is accredited by the Council on Social Work Education.

Program Goals:

Prepare competent master-level professional social workers who:
- Promote social inclusion and self-determination.
- Create person-centered collaborative and sustainable relationships across diverse communities and practice settings.
- Develop and apply ethical reflection, critical consciousness, and shared decision-making based on social work values and with consideration of the broader contexts of the world in which we live.

Program Outcomes:

Graduates of the UNE School of Social Work (SSW) will demonstrate knowledge and skills in the following nine competencies.

1. Demonstrates ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Statement of Care and Concern

The MSW program prepares you to be a social worker. It is also a journey of engagement and self-discovery. You are frequently asked to consider your own lived experiences, biases, and

assumptions, and how that impacts your work with clients. As such, the MSW curriculum will be thought-provoking, reflective, transformative, and perhaps even normalizing and healing. It may be difficult to reflect upon the learning material, which may include our realization of how it applies to our own lives, to our loved ones, and to community, culture and society as a whole. What we learn in class may mirror our own lived experiences, or those of our classmates. It is essential that we are intentional and thoughtful in our interactions with our peers and self-aware of potential impacts to ourselves, seeking support if necessary. It is also important to care for ourselves while on this journey. Please know that you do not have to share your own unsettling experiences for the purposes of a grade.

Our program and the University offer a variety of resources you can tap into when needed, including mental health resources.

Chosen Names and Pronouns

UNE's MSW program is committed to fostering an inclusive environment for every student, staff member, faculty member, or guest who participates in our community. If you go by a name that is different from your legal name, we want to get that right. The Chosen Name project is an initiative that allows students, faculty, and professional staff to have their Chosen Name reflected on various campus platforms.

This initiative benefits individuals who have changed their marital status or gender expression, use a different name in English than their native language or country of origin name or use their middle name. Whatever the reason may be, we support your decision to go by your Chosen Name. If you are interested in having your Chosen Name used while at UNE contact the **Office of Title IX and Civil Rights Compliance**.

Curriculum

The MSW Program is fully asynchronous. Traditional students are required to complete 60 credits and typically complete the program in two (2) to four (4) years. Students who have

graduated from an accredited B.S.W. program can apply for the 30-credit Advanced Standing program option and complete their MSW in one (1) to two (2) years. UNE BSW students do not have to take SSWO 526 - Integrating Clinical/Community Practice Frameworks, but will need to take an extra elective.

The UNE MSW Program offers advanced clinical education with optional six focus areas in Trauma-Informed Practice, Advanced Clinical Practice, School Social Work, Medical Social Work, Substance Use, and Clinical Practice with LGBTQIA+ Clients. Traditional MSW students are required to complete 60 credit hours of graduate course study. Additionally, students are required to complete two separate practicums that consist of supervised practice in approved social work settings. Students are required to complete 400 hours during their generalist curriculum and 500 hours during their specialization curriculum. Advanced Standing students are required to complete 30 credit hours and one practicum consisting of 500 hours. Advanced Standing Students coming from programs outside of UNE's BSW are required to take SSWO 526- Integrating Clinical/ Community Practice Frameworks as a requirement of the MSW program. Students coming directly from UNE's BSW program are exempt from taking SSW 526 - Integrating Clinical/ Community Practice Frameworks and will take another elective in its place.

Courses in the generalist curriculum provide an integrated, contextualized social work perspective on policy, practice, research, and demonstration of knowledge and competencies. The specialization year content focuses on advanced clinical practice skills and competencies.

All courses are taught through an ADEI framework. Required curricular content is designed to ensure horizontal and vertical alignment between the generalist and specialization years. The learning environment is experiential, interactive, and encourages students to bring their knowledge and real-world experience into the classroom.

Curriculum Progression Timelines:

Students are encouraged to work with their Enrollment and Retention Counselor (see below) to develop their own individual curriculum progression. We encourage all students to start with one course per eight-week term. If students are successful in taking one course per term then they may consider taking two courses per term.

Practicum Education:

The School of Social Work at the University of New England believes that the application and integration of theoretical knowledge in the practicum are essential to the provision of a rich social work education. According to the Council on Social Work Education, the school's accrediting body, practicum education is the signature pedagogy for social work. The intent of practicum 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 practicum–are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Practicum education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Council on Social Work Education Competencies.

The School of Social Work is committed to excellence and views practicum education as intrinsic to that commitment. Supervised practicums provide students with opportunities to apply classroom knowledge to work with individuals, families, groups, organizations, and communities leading to an enhanced understanding of social work practice. Within the classroom setting and, in the practicum, students learn about issues directly affecting oppressed groups. Students are provided with the knowledge and skills to promote human relationships grounded in mutuality, compassion and dignity; to support and enhance individual and collective self-determination; and to influence social, economic, political and healthcare systems to develop the human rights, resources and opportunities to achieve social justice, inclusion and equity.

Per CSWE accreditation requirements students may not receive academic or practicum credit for volunteer or life experience.

Students are required to adhere to UNE's MSW Practicum Education Manual.

<center>**Enrollment and Retention Counselor and Faculty Advising**</center>

Each student will be assigned both an Enrollment and Retention Counselor and a Faculty Advisor.

Enrollment and Retention Counselor:

Each student is assigned an Enrollment and Retention Counselor. Enrollment and Retention Counselors regularly support students to help guide them through degree programming. Your specialist will work with you to develop your individual course plans, and curricular requirements and to ensure you meet all graduation requirements. Your Enrollment and Retention Counselor will help direct any questions or concerns regarding your past, current, or future coursework, academic standing, or general status at UNE.

Purpose of Enrollment & Retention Advising
1. Monitoring academic performance progress
2. Assisting in solving academic planning problems
3. Clarifying academic policies and procedures (e.g. leave of absence)
4. Answering questions regarding program requirements along with general university questions
5. Acting as a concierge to connect students with university resources when students experience unexpected life events that may interfere with participation or progress in a course.

Student Facing Duties of Enrollment & Retention Advising
1. Course Registration
2. Withdrawing from a course
3. Change of address, phone, or email
4. Non-receipt of course materials
5. Difficulty contacting a faculty member

6. Assistance with academic petitions
7. Difficulty navigating the course site or using course tools
8. General course information

Faculty Advising:

Every student is assigned a faculty advisor, this is a UNE MSW faculty member who is available to you to help answer questions regarding the profession of social work. Both students and their faculty advisor may request to meet one-on-one at any time, the advisor may hold drop-in Zoom sessions and/or other group meetings as well.

Purpose of Faculty Advising
1. To build relationships between MSW students and faculty advisors.
2. Increase connections amongst students (peers-to-peers).
3. Provide professional development advising for students (post-graduation preparation).
4. A forum/setting for updates information, and connections.

Duties of Faculty Advising
1. Provide professional advising to a cohort of students.
2. Send a welcome email to all new advising students to introduce themselves and the faculty advising role and give contact information (can be done through Brightspace or email)
3. Maintain the Brightspace advising course (edit or add new resources as needed).
4. Meet with students when they initiate a request to meet for faculty advising.
5. Upon request, attend CPS Student Success Meetings to represent a student perspective.
6. Faculty will coordinate with student support on student issues (for example: cc'ing SS on emails and discussing at SS/EC meetings).
7. When students have issues with another faculty member or adjunct faculty, the faculty advisor will ask the student to engage with that faculty member directly to resolve the issue.
8. Faculty will post office hours for advisees.

Student - Program Engagement

Every student can access the program leadership by emailing or calling any of the program administrators, their contact information can be found on this site: https://online.une.edu/master-of-social-work/faculty-staff/.

Students also are invited to the semesterly, Coffee with Directors, this is an opportunity to allow students to ask questions about the program and the social work profession. This meeting provides the opportunity for students to inform the Program Directors of their views and opinions regarding both the implicit and explicit curriculum. Implicit curriculum is defined by CSWE as:

Consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI). The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program's graduates (2022, p.160).

Explicit curriculum is defined by CSWE as "The program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options." (2022, p. 158). And

Additionally, students have the opportunity to provide feedback directly to their faculty at any time. Students also have the opportunity to provide feedback about their courses, faculty, and the learning management system (LMS - Brightspace) through the end-of-term course evaluations. Course evaluations are emailed to every student with a specific link(s) for the course(s) they are taking that semester. They are 100% anonymous and highly valued tool for both the faculty and the program. Faculty can use this information to better understand what is effective and where they have areas of growth. The program uses the course-based information to better understand what courses need to be updated and what faculty need support and where. The college also uses information to understand how the LMS is working for students.

Furthermore, students have the opportunity to provide feedback via the Student Satisfaction Survey that is sent out to each student annually. Each student will receive a link to the survey that provides essential feedback on key elements of the implicit curriculum. This data is tabulated by CPS' Research and Strategy department. The Program leadership will meet to review the tabulated data from the satisfaction survey and discuss and schedule program updates and improvements.

Transfer Credit

Petitions for transfer credits for graduate social work courses to be submitted at the time of acceptance to the School of Social Work:

- Up to nine (9) credits may be transferred for courses completed with a minimum grade of B and equivalent to UNE SSW foundation courses
- P/F courses will *not* be accepted for transfer credit
- No course electives nor courses from programs outside of courses from a CSWE accredited school of social work will be considered for transfer credit
- All courses to have been completed within seven (7) years of anticipated enrollment in the school
- Applicants petitioning for transfer credits must include the following:
  - A syllabus, with detailed readings and assignment descriptions, for each course being submitted for transfer credit
  - Transcript indicating the final grade earned
  - For students who were in matriculated social work programs elsewhere:
    - A professional statement that includes reasons for requesting transfer to the University of New England School of Social Work
    - A letter of good standing from either their previous M.S.W. program's Director/Chair or the associated Dean

Transfer students are required to adhere to the degree-requirement progression plan in effect at the time of your admission (Note: Individualized provisions may, at times, increase the total credit hours required for graduation from the School of Social Work).

SSW may require transfer students to enroll in SSW/SSWO 526 Integrating Clinical\Community Frameworks as part of their progression plan.

Consideration of transfer credit beyond nine (9) credits, seven (7)-year matriculation as well as courses outside of social work may be considered on a case-by-case basis at the time of admission.

Per CSWE, academic credit is not given for life experiences or previous work experience.

Academic Misconduct

The violations listed below are described in context of the student's responsibility as a member of the academic community. Other actions that may be considered as violations may be defined by other University documents; the SSW Academic and Technical Standards. The following violations indicate categories of prohibited conduct. Conduct codes have been written in such a way as to warn students that such conduct is prohibited.

Academic Misconduct:

The University of New England (UNE) values academic integrity in all aspects of the educational experience. Any behavior that provides a student with an advantage or provides another student with an advantage or disadvantage may be considered academic misconduct. Academic misconduct in any form undermines academic integrity and devalues the original works and contributions of others. It is the responsibility of all members of the university community to actively uphold academic integrity. At UNE, the term "academic misconduct" includes, but is not limited to:

Cheating
- Copying from another individual's academic work, test, quiz, or other assignment.
- Receiving, providing, and/or seeking assistance/aid from another individual to complete academic work, test, quiz, or other assignment.
- The use of materials or devices during academic work, test, quiz, or other assignment which are not authorized.

- Possession or use of current or previous course materials without the instructor's permission.
- Obtaining, or coercing another person to obtain, an unadministered test, test key, homework solution or computer program/software.
- Substituting for another person, or permitting another person to substitute for oneself, to complete academic work.
- Uploading, downloading, or accessing complete or incomplete academic work, test, quiz, or other assignment without the prior approval of the instructor.
- Falsifying research data, laboratory reports, and/or other academic work offered for credit.
- Altering and/or destroying the work of another student.
- Failing to comply with instructions given by the person administering the academic work, test, quiz, or other assignment that results in academic misconduct not enumerated above.

Plagiarism/Self-Plagiarism

- The representation of words, ideas, illustrations, structure, computer code, other expression, or media of another as one's own and/or failing to properly cite direct, paraphrased, or summarized materials.
- The submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

Collusion

- Any unauthorized collaboration or attempted collaboration with another individual to
  complete academic work, test, quiz, or other assignment that results in similarities in the work, including, but not limited, to providing unauthorized assistance to another student and/or allowing another student access to completed academic work.

Falsifying Academic Records

- Altering or assisting in the altering of any official record of the University and/or submitting false information.
- Omitting requested information that is required for, or related to, any official record of the University.

Misrepresenting Facts

- Providing false grades or falsifying other academic information.
- Providing false or misleading information in an effort to injure another student academically.
- Providing false or misleading information in an effort to receive credit for attendance or a postponement or an extension on academic work, test, quiz, other assignment.

Violation of Professional Standards

- Any act or attempted act that violates specific Professional Standards or a published Code of Ethics.

NOTE: Students may be held accountable under this policy based on the applicable standards of CPS (as outlined in the CPS handbook) and the SSW Academic and Technical Standards (Appendix A).

Unfair Academic Advantage

- Any other action or attempted action that may result in creating an unfair academic advantage for oneself or may result in creating an unfair academic advantage or disadvantage for another student.

Academic Misconduct Policies:

The University of New England values academic integrity in all aspects of the educational experience. Academic misconduct in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university

community to actively uphold the integrity of the university; failure to act, for any reason, is not acceptable.

For academic dishonesty: Charges of academic dishonesty will be reviewed by the Program Director or designee. Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and / or the student's previous record of violations. Substantial or repeated charges of academic dishonesty could be reviewed by the college's Student Success Committee and / or the Dean for possible dismissal from the program.

Professional Misconduct Policies:
The MSW program defines Professional Misconduct as violating the UNE Student Code of Conduct, CPS Professional Code of Conduct, the MSW Technical Standards, and/or the NASW Code of Ethics.

Any faculty or staff that believe any student has violated either the CPS Student Handbook, the SSW Academic and Technical Standards, and/or the NASW Code of Ethics will report this to program administration. Students are evaluated on their professional behavior on a continuous basis in both their academic and practicum course work, through their practicum evaluation, and in their interactions with their peers, university staff and faculty, and community partners. When a student has engaged in an unprofessional action, it will be noted in their student file. Then MSW Program Director and/or Assistant Director will send the student written notification that this violation has been added to their file, and will clearly outline where the student is in violation of the SSW Technical Standards, and/or the section of Professional Standards in the CPS Student Handbook, and/or the National Association of Social Workers (NASW) Code of Ethics. If the violation raises the issue of danger for any party, then the program will take immediate steps to ensure the safety of everyone involved (students, faculty, site personnel, clients, etc.). Violations in any of these policies or standards may mean the removal from a course or practicum site.

When a student has violated any or all of these: UNE Student Code of Conduct, CPS Professional Code of Conduct, the MSW Technical Standards, and/or the NASW Code of Ethics

will be noted in their student file. Then MSW Program Director and/or Assistant Director will send the student written notification that this violation has been added to their file, and will clearly outline which sections of the document(s) they have violated.

If violations cannot be resolved at the programmatic level the use of the Student Success Committee (SSC) would be used to review the violation(s) to determine a remediation plan. The SSC is made up of faculty, Enrollment and Retention Counselors, Program Administration, and the CPS Dean. Outcomes could range from providing additional guidance and support, receiving a failing grade on an assignment or course, removal from the practicum site, dismissal from the program, or other actions as necessary.

Petition and Grievance Procedures

The College of Professional Studies and the MSW program provide avenues for students to voice their concerns through clearly defined channels depending upon the level and nature of the concern. Student petitions fall into one of two categories 1. Academic* or 2. Professional Behavior

Petitions are resolved at the program level. Prior to pursuing a grievance students are encouraged to communicate with the faculty member or other parties involved in an attempt to resolve the issue. Students always have the right to elevate any concern or grievance above the faculty member, including to the UNE Title IX Coordinator, the Associate Dean of Students, or the Chief Human Resources Officer.

*A petition for a grade change may only be filed in instances where a student disagrees with the faculty evaluation based on: 1. Arithmetic, clerical, or factual error 2. Arbitrariness or 3. Allegedly discriminatory behavior. Barring these three categories, the academic judgment used in determining the merits of the grade is not reviewable.

Petition Process:

When a student chooses to use this Petition Process, Student concerns and grievances should be approached in the following manner:

1. The student is encouraged to try to resolve the issue with the faculty or other person involved as soon as possible. If the student is unsatisfied with the attempted resolution or if an attempt at resolution with the faculty member or others involved would not be appropriate given the nature of the grievance, the student should contact their Enrollment and Retention Counselor (for the matter being petitioned) within five (5) business days of the communication with the faculty member.

2. The Enrollment and Retention Counselor will facilitate the petition process and will provide the student with the necessary petition form to complete. The completed petition must include a clear statement of the student's requested action, a summary of the conversation(s) with faculty or other involved parties as applicable, and appropriate supporting materials (including any items that provide relevant history or context of the issue).

3. The student must return the completed petition to Enrollment and Retention Counselor no later than five (5) business days after the petition process has been initiated as referenced in step two above. The petition will be sent to Program Leadership by the Enrollment and Retention Counselor.

4. Program Leadership will review each petition and may contact the student, instructor, Enrollment and Retention Counselor, or other university personnel should additional information be necessary or helpful before rendering a decision. Decisions will be communicated to the student and Enrollment and Retention Counselor through UNE email by the Program Director within seven (7) business days of receipt of the petition, unless more time is necessary for the evaluation of the grievance. The Enrollment and Retention Counselor will record the decision in the student's record.

Appeals Process:

If the student is not satisfied with Program Leadership's decision, the student may appeal the decision to the Dean of the College of Professional Studies within five (5) business days of the student's receipt of the decision. Such appeals shall be in writing and must be based on:

a. New evidence that could not have been presented at the time of the original decision, or

b. Procedural errors in the original review process that had a substantial impact on or otherwise prejudiced the original determination.

The appeal should succinctly state all facts relevant to procedural violations that are alleged to have had an impact on the original decision and/or the new evidence and why it could not have been presented at the time of the original decision.

Upon receipt of the appeal, the Dean will appoint an Ad Hoc Appeals Committee comprised of the Dean or Designee, an unbiased Faculty member from the program, and a member of the executive committee of CPS Faculty. The student will present the grievance to the Appeals Committee via phone or web meeting within 10 business days of the appointment of the Appeals Committee. The Appeals Committee will review the grievance and supporting documentation.

In presenting to the Appeals Committee, the student should provide an overview of the issue and introduce material of a substantiating nature; the Committee may request additional information from specific sources or individuals. Within 5 business days of the hearing, the Committee will forward to the Dean a summary of the grievance and its recommendations for resolving the grievance. The Dean, while taking the committee's recommendation into consideration, will render the decision on the grievance. The Dean's decision will be communicated via writing to the student and program within 7 business days of receipt of the Committee's report. The decision by the Dean is final.

Attendance Policy

Students taking online graduate courses through the College of Professional Studies will be administratively dropped for non-participation if a graded assignment/discussion post is not submitted before Sunday at 11:59 p.m. ET of the first week of the A term and B term and Friday at 11:59 pm ET of the second week of the AB term. Reinstatement is at the purview of the Dean's Office.

Grading

Grade Scale:

MSWO uses the following grading scale for all academic courses:

Grade	Points Grad	Points Average (GPA)
A	94-100%	4.0
A-	90-93%	3.75
B+	87-89%	3.50
B	84-86%	3.00
B-	80-83%	2.75
C+	77-79%	2.50
C	74-76%	2.00
C-	70-73%	1.75
D	64-69%	1.00
F	00-63%	0.00

MSWO uses the following grading scale for all practicum courses: The grade is based upon attendance in Practicum *and* Seminar *both*, timely and accurate completion of course assignments, completion of hours, participation in the seminar, satisfactory completion of learning objectives, and the practicum evaluation. Students receive a P (Pass) or F (Fail) as a final grade in Practicum/Seminar.

Grade Standards:

MSW students must maintain a cumulative GPA of 3.0 (B) or better. Failure to do so will result in academic probation and possible dismissal from the program. Any student receiving a grade below B- on any individual course has failed that course and must re-enroll and repeat the course to achieve a grade of B- or better. Students receiving a grade of F in any course will be immediately placed on academic probation. Any student who receives a grade of F in two or more courses is dismissed from the program. Please note: A minimum of a 3.0 GPA is required for degree conferral.

Incompletes:

Students are expected to complete all course work by the appointed end date of the course. Under extenuating circumstances, a student may petition their faculty, in writing, for an Incomplete (I) grade. The faculty and student need to formulate a plan to complete the coursework in a time frame not to exceed 30 days for an eight-week course and sign the MSW Incomplete Form.

The Program Director must approve and sign any incomplete plan.

Typically, incomplete grades are granted to students who have completed at least 80% of the work in the course and at the time of request, have a grade of 80 or above.

The (I) grade must be resolved within a timeframe set by the instructor, not exceeding six (6) weeks after the end of the semester or thirty (30) days for sessions lasting eight (8) weeks or less.

Until resolved, the (I) grade postpones the calculation of credits and grade points for the course. If the work is not completed within the specified timeframe, an administrative *F grade is assigned for the course.

<u>**Academic Progression Appeals**</u>

Academic Progression Appeals when students receive two failing grades will proceed as follows:

- Appeals regarding decisions on Academic Progression will be submitted to the student's Academic Dean or designee and may require the submission of an Academic Petition http://www.une.edu/registrar/registration/registration-forms.
- A decision regarding academic progression reached by the individual faculty member, department chair or other designated academic administrator, hereafter referred to as the academic review officer, or a decision imposed by an academic review committee may be appealed by the responding student(s) or Complainant(s) to the appropriate academic Dean within seven (7) business days of the decision.
- Such appeals shall be in writing and shall be delivered to the appropriate Dean and must be based on;
    - new evidence that could not have been presented to the academic review officer or committee at the time of the original decision, or
    - procedural errors in the original review process that had a substantial impact on or otherwise prejudiced the original determination. Students may also appeal a decision denying readmission to the University.
- Failure to file a written request for an appeal within the allotted time will render the original decision final and conclusive.
- Appeals will only be accepted by the Academic Dean's office if the student has exhausted all required procedural options at the instructor, departmental or other appropriate level(s).
- The appropriate Dean will decide whether grounds are present in the petition to warrant a review.

- The appeal is not intended to afford a full rehearing of the case but to serve as a method of reviewing the written content and grounds for appeal submitted by the student.
- The appropriate Dean will inform the student in writing of the decision within fifteen (15) business days of the receipt of the appeal.
- If it is deemed by the appropriate Dean that an appeal is warranted, the following procedures will be followed:
    - The Dean is empowered to decide whether the Dean will hear and decide the merits of the appeal unless the Dean was involved directly in the decision being appealed. This will generally be true for decisions made on an academic departmental level. The Dean will request from appropriate parties any information which will assist in the review.
    - The student will be afforded the opportunity to meet with the Dean if they request, in writing, a personal meeting.
    - The Dean will inform the student of the decision within fifteen (15) working days of the final date of the review process. The decision of the Dean is final.
- If the Dean was the original decision maker, the appeal will be referred to the provost or designee.
- If the Dean or Provost decide that the appeal would be better addressed by a committee, an appropriate appeal committee will be convened and a review will be conducted. Composition of the Appeal Review Committee will be as follows:
    - Four (4) faculty members from the student's college.
    - A faculty member from the student's program will serve in an ad hoc capacity, will sit in on the review but not on the deliberation.
    - A member of the Student Affairs staff who has not served in an advisory capacity to the student in the matter, except in cases involving programs out of the United States when no member of the Student Affairs staff is available.
    - Persons may not serve on an Appeal Review Committee unless they can be available for the entire review process.
    - A person may not serve as a member of the Appeal Review Committee if they are the Complainant, are expected to be a witness or a provider of factual information to the Committee, or have been involved in any capacity in events leading to the

appeal. Should a conflict of interest be perceived by any party involved, the Appeal Review Committee will decide whether any member will be replaced. The Dean will appoint a new member at the recommendation of the Committee.

Academic Progress Appeal Review Protocols:

Academic Progress Review Protocols will include the following:

- In advance of the review, the Dean will supply each member with copies of the written appeal plus relevant documentation, material requested by members of the Committee, and the names of individuals who will be appearing before the Committee. The Dean will also forward copies to the student.

- The Dean will notify the student, in writing, of the time and place of the Review.

- The student has the option of being present throughout the proceedings.

- The student may have an Advisor present from the University community, but not legal counsel or family/parent(s)/ guardian(s). Neither the student nor Advisor may be present for Committee deliberations.

- All meetings will be conducted in private.

- The Committee will focus on information relevant to the appeal and not review the original case.

- All information upon which a decision will be based must be introduced into evidence at the proceedings before the Committee. The decision will be based solely upon such information.

- The Committee may call its own witnesses and may hear from witnesses suggested by the student or other principals involved.

- The Chair may limit the number of witnesses to be heard, and may require statements in advance. Individuals, however, cannot be compelled to be witnesses.

- The Committee may also require the Dean to produce University, student, or other records as permitted by law.

- Unless deadlines have been extended by the Dean, the final findings and recommendations of the Committee will be forwarded to the Dean no later than thirty

(30) business days subsequent to the Committee's first meeting. The report will consist of a summary of the reviews, evidence presented, and recommendations of the Committee.

- The Dean will make a decision and report it to all parties involved within ten (10) working days of receipt of the Committee's findings and recommendations. The Dean may uphold the original appealed-from decision, overrule the original decision, or remand the matter to the original academic review officer or committee for re-opening of the review and reconsideration of the original finding and/or sanction(s). A new academic review officer may be assigned as determined appropriate by the Dean.

- The decision of the Dean will be final.

- In cases involving appeals by persons other than students accused of violating the University Conduct Code, the Dean may, upon review of the case, reduce or increase the sanctions imposed by the academic review officer or remand the case to the original academic review officer or to the Student Conduct Resolution Director

Expectations for Professional Behavior

A student enrolled in the MSW program at the College of Professional Studies (CPS) at UNE is expected to recognize that when they engage in professional practice their "primary responsibility" will be to "promote the well-being of client" and that their "clients' interests [will be] primary." As part of their education and to ready them for professional practice that focuses primarily on clients, all students are expected to demonstrate professional behavior and conduct during all aspects of the MSW program by:

- Behaving in a responsible, reliable and dependable manner -- e.g. to manage time well; be on time for assignments, meetings, and appointments; to plan ahead and to follow through with commitments; to cooperate with person(s) in charge of programs; and to take responsibility for absences or missed assignments.
- Demonstrating personal integrity, honesty, and self-discipline – e.g. to be consistent and truthful, to show appropriate personal control, to take on tasks that they can manage; to be honest in reports and self-evaluations.

- Projecting a professional image in manner, affect, interpersonal relationships, and writings, including social media, that is consistent with the profession's accepted contemporary standards and is in line with your programs code of ethics.
- Recognizing their personal limitations and biases, whether they are intellectual, physical or emotional; to strive to correct them (e.g. overcome negative behaviors such as procrastination); to learn to be a team member; to adapt to new situations; and to avoid discriminatory conduct or speech.
- Demonstrating the professional and emotional maturity and regulation to manage tensions and conflicts which occur among professional, personal, and family responsibilities. e.g. to meet with supposed antagonists to resolve misunderstandings; to get needed help from faculty, student support, tutors, learning assistance professionals and other qualified persons; to show ability to prioritize appropriately one's personal, professional, and academic expectations and activities; to accept decisions of persons of authority at the CPS and UNE as well as in the professional environment.
- Demonstrating the ability to exercise sound judgment and to function under pressure – e.g. to request help when needed and to avoid endangering others; to remain focused on the task at hand; to remember that as a student, they represent CPS to the greater community at large.
- Demonstrating the ability to self-assess, to continually learn and to learn from mistakes and failures and to heed admonitions and warnings from faculty and administrators (or their staff representatives) of CPS and from preceptors – e.g. to be responsive to feedback and constructive criticism regarding professional behavior and attitude; and, to understand the seriousness of academic and disciplinary warnings.
- Demonstrating compassion and respect toward others – e.g. to be respectful of others; to work cooperatively with differences and diversity in personalities and in cultural backgrounds as well as with differences in social and in economic status; and, to respect the privacy, confidentiality and individual choice of others.
- Demonstrating respectful behavior at all times toward the faculty, staff, and students
- Respecting individuals from diverse backgrounds as a part of a university education. Prejudices against individuals because of race, ethnic or cultural background, gender, disability or other personal characteristics will not be tolerated.

- Displaying mature judgment and abiding by the reasonable decisions communicated by faculty and staff. Profane language or disrespectful behavior by students is unacceptable. Misunderstandings, changes in curricula or mistakes in administrative aspects of the program will occur from time to time. Appropriate mechanisms exist to communicate student concerns about the operation of the college through the program administration, faculty members, and college administrators.
- And are required to adhere to the Academic and Technical standards that are found in appendix A.

These standards are taken very seriously and evaluated regularly. In addition to the aforementioned standards, students in the MSW program are required to abide by the School of Social Work (SSW) Technical Standards (found in Appendix A). Failure to abide by these standards may result in academic warning, prescribed or proscribed actions, probation, or dismissal from the student's program.

Student Progression Standards

General Satisfactory Academic Progress Policy

The University of New England is required by federal law to regularly monitor a student's academic progress. The standards of Satisfactory Academic Progress (SAP) measure a student's performance in three areas:

1. Completion Rate
2. Cumulative Grade Point Average (GPA)
3. Maximum Time Frame

The SAP policies apply to all financial aid programs. Students who are not successfully meeting all SAP requirements risk losing financial aid. SAP is reviewed at the end of each semester, and students failing to meet requirements will be notified and placed on Financial Aid Probation for the following semester. During the probationary semester, students will continue to receive financial aid. At the conclusion of the probationary semester, if students are still not meeting SAP requirements, financial aid will be suspended until all SAP requirements are successfully met.

Maximum Timeframe Warning

When students' academic records indicate that they have attempted more than 125% of their degree or certificate credit hour requirements, they will receive a warning that they are approaching the Maximum Timeframe. Students remain eligible for federal financial aid during that time but may want to plan coursework accordingly to complete their degree within the Maximum Timeframe. Students who exceed the Maximum Timeframe before finishing studies become ineligible for federal financial assistance but may continue studies and complete their programs under their own funding.

1. Completion rate: A student must pass a minimum of 67 % of the total attempted credits. This is measured by comparing the number of attempted credit hours to the earned credit hours.
2. Cumulative grade point average (GPA): Students must maintain a cumulative grade point average of 3.0.
3. Maximum time frame: A student cannot attempt more than 150 % of the normal credits required for their degree or certificate program.

The following are considered when evaluating a student's satisfactory academic progress:
- Withdrawals, incompletes, and failures are considered attempted but not earned hours.
- Passing credits received for pass/fail courses are considered attempted and earned credits; failing grades in pass/fail courses are considered attempted but not earned.
- Repeated courses and courses for which the student has been granted academic amnesty are included in the calculation of both attempted and earned hours.
- Audited courses are not considered credits attempted or earned.
- Remedial courses are included in the calculation of both attempted and earned hours.
- A Leave of Absence (LOA) (or stop out) period is considered as a part of the time allotted to complete an academic program.

Leave of Absence & Stop-Outs

The College of Professional Studies recognizes that matriculated students in CPS degree and certificate programs are working professionals with many external responsibilities. As such, CPS

allows matriculated students to take a leave of absence (also called a stop out), not to exceed two semesters, when needed. Student Support Specialists advise students on the leave process and help students design their course progression plan to meet specific needs. All students considering a leave must contact Student Financial Services to identify any possible financial ramifications of not enrolling in a given term or terms.

Course Withdrawal Policy for Online College of Professional Studies Program

Add/Drop Period

A student may add or drop a course during the time frames published on the UNE Academic Calendar. Courses dropped during the add/drop period will not appear on a student's official transcript

Course Withdrawal Period

A student may withdraw from a course after the add/drop period has ended through the designated withdrawal deadline, which is approximately at the 60% point of the course's length. The withdrawal period for each semester and session is published on the UNE Academic Calendar.

Grade for the Course Withdrawal

A course withdrawal during the withdrawal period results in a grade of W, which will appear on a student's official transcript. The grade of W is awarded only if a student has submitted a completed Course Withdrawal Form to the Registrar's Office by the deadline. The W grade does not impact the term or cumulative GPA.

Consultation Before a Course Withdrawal

Before deciding to withdraw from a course, students must consult their advisor and are encouraged to discuss the situation with the instructor or Program/Academic Director.

International students must obtain the approval of the Office of Global Education, as withdrawals may affect visa status.

Students are strongly urged to consult with Student Financial Services, as course withdrawals may affect financial aid or Veterans benefits.

Course Withdrawal Process

Students who wish to withdraw from a course must submit a Course Withdrawal Form, signed by their advisor or Program/Academic Director, and Office of Global Education (if applicable), to the Registrar's Office before the Course Withdrawal deadline.

Ceasing to attend classes or notifying the instructor does not constitute an official withdrawal.

Late Withdrawal

Requests to withdraw from a course after the withdrawal period will only be considered in extreme circumstances. To request a late withdrawal, a student must consult with their advisor or Program/Academic Director and submit a completed Academic Petition stating the extenuating circumstances and a letter of support from an advisor, faculty member, or Program/Academic Director to the College's Dean's Office offering the course for consideration.

If approved, a W grade will appear on the transcript, not impacting the GPA calculations.

Late withdrawal petitions must be submitted to the Registrar's Office by the last day of the class.

Note: All deadlines, procedures, and policies related to course withdrawal are subject to the guidelines specified on the UNE Academic Calendar

University Withdrawal

Matriculated students intending to withdraw from the University must complete the University Withdrawal and LOA Request form available online or at the University Registrar's Office. The form requires signatures from designated academic and administrative personnel. Students are responsible for understanding the University's policies on tuition and fee refunds, as detailed in the respective catalog. Should a withdrawn student wish to re-enroll at the University of New England, they must submit a new application through the Office of Admissions.

<u>Tuition Refund Policy</u>

Final determination of any tuition refunds will be made by the University.

<u>Student Access Center</u>

The Student Access Center (SAC) works to ensure that the University promotes respect for individual differences and that no person who meets the academic and technical standards needed for admission and continued enrollment at UNE is denied benefits or subjected to discrimination due to a disability. Toward this end, and in conjunction with federal and state laws, the University provides reasonable accommodations for qualified students. Please visit SAC's website to learn more about the services they offer and how to request for accommodations.

<u>Graduation</u>

Candidates must fulfill all program requirements and are required to earn a minimum cumulative GPA of 3.0 to be eligible to graduate. All students must file an Application to Graduate with the registrar's office via UNE Compass by the published deadline. Failure to do so will result in delayed degree conferral and possible administrative withdrawal. Please access the following link for complete instructions and the answers to frequently asked questions: https://www.une.edu/registrar/graduation

UNE'S SSW Academic and Technical Standards

The Council on Social Work Education (CSWE) uses a competency-based education framework in its Educational Policy and Accreditation Standards (EPAS) to ensure students can demonstrate essential competencies in practice. This approach emphasizes integrating knowledge, values, skills, and cognitive and affective processes to address practice situations in a culturally responsive, intentional, and professional manner, promoting human and community well-being. Competence is viewed as holistic, multidimensional, and developmental, evolving through continuous learning and adaptation to changing social contexts. The EPAS outlines nine interrelated competencies with component behaviors that guide curriculum design, teaching strategies, and learning activities. Outcome-oriented assessment plays a crucial role, providing evidence of student readiness for professional practice and informing ongoing program improvement. Given the complexity of social work practice, assessment methods may vary but remain essential for evaluating student competence and program effectiveness (CSWE, 2022).

The technical standards presented are required for subsequent promotion from year-to-year, and ultimately graduating from the University of New England (UNE) with either a Bachelor of Social Work (BSW), a Master of Social Work (MSW) degree, or a Doctor of Social Work (DSW) degree.

UNE's social work faculty is committed to fostering relationships with its students that encourage personal and professional growth. Its policies and procedures attempt to reflect this commitment to proactive and supportive communication. At the same time, students must recognize that the primary responsibility for a successful SSW education, both in and out of the classroom, rests with the student.

All students, including students with disabilities, must have the capacity to manage their lives and anticipate their own needs. Situations can arise in which a student's behavior and attitudes resulting from a disability or other personal circumstances present a problem which impairs the student's ability to meet the standards set forth below, even after reasonable accommodations have been considered and, if appropriate, made by the program. All applicants and students must be able to meet the admission and academic requirements and standards set forth by the program with or without a reasonable accommodation.

Students are expected to maintain these academic and technical standards in all online, on campus and UNE-sponsored off-campus activities, including clinical and practicum ~~fieldwork~~ experiences and relevant community service.

Academic Program Standards

All students must complete all Social Work program requirements and receive a passing grade in all courses and practicums to be eligible for graduation. MSW students must have a cumulative grade point average of a 3.0 or better to graduate. BSW Students must have a C or better in PSY 105 – Introduction to Psychology, SOC 150 – Introduction to Sociology, and SSW 200 – Introduction to Social Work. BSW students must also receive a C or better in PSY 205 – Abnormal Psychology, PSY 250 – Lifespan Development, PUB 300 – Global Health, and all social work courses. BSW students are given two (2) chances to earn a C or better in their required coursework.

Ethics

The National Association of Social Workers (NASW) *Code of Ethics* provides essential guidelines for professional conduct. Students are required to actively engage with the *Code of Ethics*, reflecting on its principles and applying them thoughtfully in their academic, practicum, and professional experiences.

Growth Opportunities:

- Regularly revisit the NASW *Code of Ethics* and seek clarity on its application in real-world scenarios.
- Approach ethical dilemmas as opportunities for learning and professional development.

Indicators for Support:

- Issues complying with the NASW Code of Ethics, relevant laws, or policies.
- Difficulty understanding or applying NASW ethical principles.
- Struggles with aligning behavior with professional expectations.

Respect for Anti-Racism, Diversity, Equity, Inclusion and Social Justice

UNE SSW students are expected to demonstrate a commitment to anti-racism, diversity, equity, inclusion (ADEI), and social justice by:

1. Cultivating an open, non-judgmental, and respectful approach to all cultural, social, learning, experientially-based differences.
2. Continuously reflecting on and challenging personal beliefs, assumptions, and biases.

3. Recognizing their professional responsibility to advocate for and serve individuals, families, and communities with respect, compassion, and cultural humility.
4. Demonstrating genuine curiosity and active engagement in learning about diverse cultural, social, and systemic perspectives, including the historical and contemporary impacts of marginalization.
5. Proactively seeking, and thoughtfully integrating constructive feedback to foster personal and professional growth in all ADEI competencies.
6. Understanding that members of the social work profession must serve all persons in need of assistance, regardless of the person's age, class, race, gender, religious affiliation, physical or cognitive ability level, sexual orientation, background, or value system.

Growth Opportunities:
- Engage in ongoing self-assessment and reflection to identify and address implicit biases and internalized racism.
- Participate in workshops, continuing education, training sessions, and facilitated discussions.
- Collaborate with peers, mentors, and faculty to deepen cultural humility, anti-racist practice, and advocacy skills.
- Participate in community-based initiatives, advocacy campaigns, or volunteer opportunities focused on advancing social justice and systematic change.

Indicators for Support:
- Issues complying with the NASW Code of Ethics, relevant laws, or policies.

- Difficulty incorporating feedback related to an observed or reported inability to engage in an open, non-judgmental, and respectful approach to all cultural, social, learning, and experiential differences in professional practice. Challenges in recognizing or addressing the impact of personal biases and assumptions on interactions, communication, or decision-making.
- Limited engagement in discussions or learning opportunities related to ADEI.
- The use of discriminatory language or stereotypes, or other language that suggests or displays judgment, bias, and assumptions.
- Demonstrates limited understanding of or commitment to social justice principles in the classroom or practicum settings.

Communication
UNE SSW students are encouraged to approach communication as a skill to be continually refined:
1. Communicate respectfully*, professionally, and in a timely manner across all platforms.

2. Stay informed by regularly reviewing communications from the SSW.
3. Advocate for themselves and others ethically and responsibly using appropriate channels.
4. Maintain client confidentiality and uphold privacy standards outlined by the NASW Code of Ethics.
5. Use technology and social media responsibly, adhering to the NASW Code of Ethics.
6. Remain mindful of how online behavior can impact professional relationships.
7. Strive for clarity, organization, professionalism, and consistent use of APA style in all written work.
8. Utilize speech that reflects inclusivity, cultural humility, and an ongoing commitment to reducing bias, avoiding discriminatory language, and challenging stereotypes.

Growth Opportunities:
- Use university resources to enhance communication skills.
- Practice active listening and incorporate feedback constructively.

Indicators for Support:
- Issues complying with the NASW Code of Ethics, relevant laws, or policies.
- Persistent challenges in meeting communication standards.
- Difficulty maintaining ethical, professional, and/or respectful communication.

*Respectful communication is partially explained in the NASW's "Code of Ethics":
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…

1.12 **Derogatory Language**
Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

2.01 **Respect**
a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
b) Social Workers should avoid unwarranted negative criticism of colleagues in verbal, written and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence, or to individuals'' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity, or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

Intellectual Development

Students are encouraged to embrace critical thinking and intellectual curiosity by:

1. Applying problem-solving strategies in academic and practicum settings.
2. Using technology effectively for academic and professional tasks.
3. Engaging deeply with social work theories, research, and literature.
4. Integrating new information into practice with openness and adaptability
5. BSW, MSW, and DSW students can explain intervention choices thoughtfully and confidently.
6. MSW Specialization and DSW students must have the ability to use critical analysis to understand theory, research, literature, and principles that apply to social work practice and to apply inductive and deductive clinical reasoning to solve complex patient or client problems as necessary.

Growth Opportunities:

- Use university resources to enhance the ability to consume and retain information.
- Meet with faculty in 1:1 or group settings to improve understanding of class material.
- Use practicum supervision to reinforce the integration of classroom and practicum learning.
- Reflect on intellectual strengths and areas for improvement.

Indicators for Support:

- Issues complying with the NASW Code of Ethics, relevant laws, or policies.
- Struggles with problem-solving, and critical reasoning, and for MSW and DSW students, explaining interventions used for treatments.
- Difficulty incorporating feedback and information from peers, teachers, and literature from the profession.

Openness and Willingness to Learn

UNE SSW students are encouraged to approach learning with humility and curiosity:

1. Embrace new ideas and perspectives.
2. Adapt to changing circumstances with flexibility.
3. Balance past experiences with openness to new methods and feedback.
4. Communicate learning needs proactively.

Growth Opportunities:

- Actively seek out feedback and integrate it.
- Approach challenges as opportunities for growth.
- Use university resources to enhance the ability to consume and retain information.
- Meet with faculty in 1:1 or group settings to improve understanding of class material.
- Utilize practicum supervision to reinforce the integration of classroom and practicum learning.

Indicators for Support:

- Issues complying with the NASW Code of Ethics, relevant laws, or policies.
- Difficulty accepting constructive feedback.
- Challenges in adapting to new learning environments or expectations.
- Disrupts the learning environment by submitting late work, consistently showing up late to practicum, engaging in academic misconduct, or demonstrating uncooperative, argumentative, and defensive behavior, and/or an unwillingness to complete classroom or practicum activities.

Professional Behavioral

Students are encouraged to uphold professional standards through:

1. Familiarization with their college's and/or program's handbook and UNE's Code of Conduct.
2. Reliability, accountability, and consistent follow-through.
3. A professional image in behavior, dress, and demeanor.
4. Awareness of personal limitations and a commitment to addressing them.
5. Emotional maturity in managing personal and professional responsibilities.
6. Sound judgment, especially under pressure.
7. Compassion and respect in all interactions, with all individuals.
8. Communicate with faculty and/or person(s) in charge of programs when not able to follow through with commitments.
9. Be informed of, and follow all Federal and State laws and agency policies regarding confidentiality and mandatory reporting.

Growth Opportunities:

- Use university resources to develop time management and organizational strategies.
- Use university resources for personal and professional growth.
- Meet with faculty, faculty advisor, and/or student success counselor to develop professional behavior.

Indicators for Support:
- Issues complying with the NASW Code of Ethics, relevant laws, or policies.
- Persistent challenges with professional accountability.
- Difficulty managing professional boundaries or responsibilities.
- Disrupts the learning environment by submitting late work, consistently showing up late to practicum, engaging in academic misconduct, or demonstrating uncooperative, argumentative, and defensive behavior, and/or an unwillingness to complete classroom or practicum activities.

Self-Understanding

Students are encouraged to engage in ongoing self-reflection and self-awareness:
1. Use self-disclosure thoughtfully and appropriately.
2. Navigate challenging discussions with emotional maturity.
3. Recognize personal triggers and seek support when needed.
4. Reflect on personal biases and their impact on professional relationships.
5. Actively seek and integrate feedback.

Growth Opportunities:
- Use reflective journaling with faculty.
- Regularly engage in self-reflection, allowing for a deeper exploration of the self.

Indicators for Support:
- Difficulty managing emotional responses in professional settings.
- Persistent challenges in accepting or integrating feedback.
- Demonstrates impaired judgment, decision-making, or problem-solving.

Reasonable Accommodations
- Are intended to provide students with disabilities equal access to the University's programs and services while upholding the academic, clinical, and technical standards of the SSW academic programs.
- Are provided only to the extent that such accommodation does not fundamentally alter the academic and/or technical standards of the BSW, MSW, or DSW program or interfere with the rights of other students.
- Do not exempt BSW, MSW or DSW students from completing certain tasks deemed essential.
- Are considered on a case-by-case basis and determined by the UNE Student Access Center in consultation with SSW faculty through the University's accommodations application process.

Continued Enrollment Requirements:

1. *HIPAA:* Students must follow UNE HIPAA requirements to attend practicum.
2. *Background checks:* Practicum sites may request background checks. Information obtained in background checks may inhibit students from completing generalist or advanced field practicums and thus may delay or hinder graduation. The University does not pay for these checks.
3. *Drug Screening:* Practicum sites may request drug screens. Information obtained in drug screens may inhibit students from completing generalist or advanced field practicums and thus may delay or hinder graduation. The University does not pay for these tests.
4. *Transportation:* All students must provide their own transportation to practicum sites and interviews. Students must be willing to travel a reasonable distance for their practicum. *Technology:* Students enrolled in the online MSW program are required to comply with the Technology Requirements for Online Programs, as outlined
5. here: https://online.une.edu/online-learning/technical-requirements.

Any faculty or staff that believes any student has violated either the UNE student Handbook, their college's respective Student Handbook, or their program's respective Student Handbook. the SSW Academic and Technical Standards, the NASW Code of Ethics, will report this to the program administration. Students are evaluated on their professional behavior on a continuous basis in both their academic and practicum course work, through their practicum evaluation, and in their interactions with their peers, university staff and faculty, and community partners. When a student has engaged in an unprofessional action, it will be noted in their student file. Then the BSW, MSW, or DSW, Program Director and/or Assistant Director will send the student written notification that this violation has been added to their file, and will clearly outline where the student is in violation of the any of the aforementioned materials. If the violation raises the issue of danger for any party, then the program will take immediate steps to ensure the safety of everyone involved (students, faculty, site personnel, clients, etc.). Violations in any of these policies or standards may mean the removal from a course or practicum site.

If a BSW student does not meet the benchmarks noted above, or maintain the appropriate grades (outlined in their BSW Student Handbook) they will be dismissed from the BSW program. Their BSW Faculty Advisor will work with them to determine a change of major and help facilitate that process. If a dismissal is determined, an email and certified letter will be sent from the BSW Program Director informing the student that they have been dismissed from the BSW program. A copy will be sent to the administrative assistant who will save the correspondence in the student's electronic file. Students have a right to appeal dismissal from the BSW Program to the Dean of the Westbrook College of Health Professions.

For MSW and DSW students: If violations cannot be resolved at the programmatic level the use of the Student Success Committee (SSC) would be used to review the violation(s) to determine a remediation plan. The SSC is made up of faculty, Enrollment and Retention Counselors, Program Administration, and the CPS Dean. Outcomes could range from providing additional guidance and support, receiving a failing grade on an assignment or course, removal from the practicum site, dismissal from the program, or other actions as necessary.