

Master of Social Work Online MSW Track



**School of Social Work
College of Health Professions and Sciences
University of Central Florida**

Student Handbook

2019-2020



**School of
Social Work**

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WELCOME

A Note from the Online MSW Program Director

Welcome to the University of Central Florida School of Social Work! The UCF School of Social Work has a long-standing reputation of preparing quality master's level clinical social workers. Our rigorous academic program prepares graduates to assist people of all ages, from all walks of life, in a variety of settings. We have outstanding faculty members engaged in instruction and in a wide range of research projects. The program emphasizes the value of diversity and the importance of promoting social and economic justice, and we are committed to the success of your educational experience.

The School of Social Work has an MSW Program with two tracks: a face-to-face track and a fully online track. Students admitted to either of these programs must adhere to all school policies. However, each handbook may have specific information that is unique to each of the tracks within the MSW Program. This handbook provides information on the online track.

Core courses and electives in the MSW Program provide students with the necessary knowledge, skills, behaviors and values of the social work profession. Social work courses offer students opportunities to develop competence in skills and component behaviors essential for social work practice with individuals, groups, families, organizations, and communities.

While this handbook provides information on the MSW Program, it is not possible to elaborate on every School, College or University rule relevant to graduate students. It is therefore imperative that students take responsibility for staying up to date with graduate program regulations and expectations and when in doubt the student is encouraged to consult with the Online MSW Advisor or the Online MSW Program Director. The College of Graduate Studies will not waive exceptions to program regulations based on a student's lack of information or knowledge about a specific regulation or requirement. These policies and procedures are in the 2019-2020 Graduate catalog <http://ucf.catalog.acalog.com/>



Shellene Mazany, LCSW
Online MSW Program Director

SCHOOL OF SOCIAL WORK MSW MISSION STATEMENT

The UCF School of Social Work MSW Program prepares generalist and advanced clinical social work students to become practitioners who promote optimal well-being, human rights, and social and economic justice. The school focuses on social change from a regional and global perspective with individuals, families, groups and communities in diverse practice settings through research informed practice.

MSW PROGRAM GOALS

To prepare professional MSW clinical social work practitioners to:

Goal #1: Apply professional knowledge, skills, and values with diverse individuals, families, groups, and communities.

Goal #2: Engage in ethical practice grounded in human rights and social and economic justice.

Goal #3: Promote the optimal well-being of vulnerable, oppressed, and marginalized populations by building on their strengths and resilience through collaborative community partnerships.

Goal #4: Integrate research informed practice in generalist settings and assess, intervene, and evaluate in advanced clinical practice settings.

Goal #5: Advocate for policies and services that promote social change and the quality of professional social work practice.

The MSW program is fully accredited by the Council on Social Work Education (CSWE) through October 2024. The MSW's curriculum is based upon the competencies for accreditation explicated by CSWE. These competencies are listed below:

CSWE 2015 EPAS COMPETENCIES AND COMPONENT BEHAVIORS

The Council on Social Work Education has operationalized these competencies by identifying practice behaviors defined as “a set of measurable component behaviors that are comprised of knowledge, value and skills.” The internship plays a key role in teaching practice behaviors to students while measuring and reflecting the student's ability to demonstrate capacity in the nine core competency areas identified by CSWE below:

COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, and Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Below is a brief summary of the Competencies and Component Behaviors identified above.

Competency 1

Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2

Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro-levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3

Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4

Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6

Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7

Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8

Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-

environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9

Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Per the Council on Social Work Education, programs that offer specialized practice extend the learning and skill development of the nine generalist competencies by preparing students to engage in practice with a “specific population, problem area, method of intervention, perspective, or approach to practice” (CSWE EPAS 2015, p. 12). The UCF School of Social Work MSW Program offers a specialization in clinical social work. The clinical social work specialization provides advanced clinical courses to develop competent social work practitioners that demonstrate the knowledge and skills necessary to promote health, mental health, and well-being of individuals, families and groups in diverse communities.

In the clinical year, students have opportunities to develop and demonstrate culturally responsive, evidence-based clinical practice skills in a range of practice settings. They apply the knowledge, skills and values of the social work profession to engage, assess, intervene, and evaluate client systems. Students in the advanced clinical courses also learn that competent clinical practitioners view clinical problems within a person in environment perspective, recognizing the importance of promoting human rights and social and economic justice. Below are the specific advanced competencies associated with the advanced clinical curriculum:

Advanced Competency 1: Demonstrate Ethical and Professional Behavior

- Develop, manage and maintain therapeutic relationships with clients within the Person-in- Environment (PIE) and Strengths Perspective
- Understand and identify professional strengths, limitations and challenges

Advanced Competency 2: Engage Diversity and Difference in Practice

- Identify and use practitioner/client differences from a strengths perspective
- Work effectively with diverse populations and model culturally competent behavior with client groups, community partners and other professionals

Advanced Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Advocate for the creation and revision of practices and tools that support anti-oppressive practice

Advanced Competency 4: Engage in Practice-inform Research and Research-informed Practice

- Use the evidence-based practice process in clinical assessment and intervention with clients
- Use and translate research evidence to inform and improve practice, policy and service delivery

Advanced Competency 5: Engage in Policy Practice

- Advocate with and inform legislators to influence policies that impact clients and service

Advanced Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

- Develop a culturally responsive therapeutic relationship
- Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes

Advanced Competency 7: Assess individuals, Families, Groups, Organizations, and Communities

- Use multidimensional biopsychosocial-spiritual assessment tools
- Assess clients' readiness for change

Advanced Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Collaborate with other professionals to coordinate treatment interventions
- Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed

Advanced Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

- Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of biopsychosocial-spiritual conditions

In addition to the competencies explicated above students are also expected to perform the essential functions below.

ESSENTIAL FUNCTIONS FOR STUDENTS IN THE MSW PROGRAM

Students enrolled in the University of Central Florida Master of Social Work program must perform certain functions in order to participate in and complete essential program requirements to obtain the MSW degree. The minimal professional, cognitive, and behavioral abilities required for successful program completion as well as entry-level social work practice are outlined in this document.

The Master of Social Work (MSW) program prepares generalist and advanced clinical social work students to become practitioners who promote optimal well-being.

The curriculum emphasizes critical thinking skills, empirically based accountable practice, and ethical services for clients experiencing a wide range of psychosocial issues. Students learn preventive and therapeutic interventions aimed at enhancing human functioning and quality of life. Graduates of the program have the ability to work with diverse clients in a variety of agency settings.

The MSW program strives to educate students to become successful practitioners in the field of clinical social work. The National Association of Social Workers (NASW) Code of Ethics (2017) is reinforced throughout the academic curriculum. Students who violate the NASW Code of Ethics may be subject to academic sanctions up to and including dismissal from the program.

The practice of social work includes the examination and treatment of individuals, families, and groups. Social workers must be prepared to conduct components of clinical practice in a timely manner.

Graduates of the MSW program are required to possess a broad base of clinical practice knowledge and skills requisite for the practice of social work, as required by the Council of Social Work Education. Social workers must possess the intellectual, communicative, behavioral-social, observational, and motor abilities to meet the standard of practice.

Intellectual Abilities

Intellectual skills include the ability to recall and comprehend large amounts of information and to apply this information to the client's complex problems.

The MSW student has the ability to:

1. Recognize and define problems, develop and implement solutions, and evaluate outcomes.
2. Demonstrate critical thinking skills and appropriate clinical decision making with ability to differentiate relevant vs. irrelevant information
3. Memorize, analyze, synthesize and apply large volumes of information.

Communication Abilities

Effective communication skills enable a social worker to obtain appropriate information

from clients and effectively explain treatment procedures to clients and other professionals.

The MSW student has the ability to:

1. Effectively process and comprehend written and verbal communications, in the English language at a level consistent with full participation in academic and professional clinical coursework.
2. Utilize appropriate and effective verbal, written, and non-verbal communication.
3. In all situations, respond appropriately verbally and in writing, in the English language, when communicating with any personnel.
4. Respond to situations that indicate an individual's need for assistance.
5. Participate in group and individual discussions, present oral and written reports and provide constructive feedback in the English language.

Behavioral – Social Abilities

A social worker must demonstrate the ability to practice in a professional and ethical manner and possess the emotional stability to practice in a stressful work environment.

The MSW student has the ability to:

1. Appropriately handle the physical, emotional, and mental challenges of a rigorous curriculum and varied clinical environments.
2. Demonstrate flexibility and willingness to adapt to changing environments.
3. Demonstrate empathy, compassion, integrity, honesty, and concern for others of all cultures and backgrounds.
4. Demonstrate the ability to respond appropriately to unpredictable or stressful situations.
5. Demonstrate behaviors and attitudes that protect the safety and well-being of others, especially patients, clients, and classmates.
6. Demonstrate professional, ethical, and legal behavior in academic and clinical environments.

Reasonable Accommodations

All applicants are required to perform these essential functions, with or without reasonable accommodation. Reasonable accommodation refers to ways in which the university can assist students with disabilities to accomplish program requirements; as an example, providing support services to significantly decrease or eliminate barriers caused by disability.

Reasonable accommodation does not mean that students with disabilities will be exempt from program requirements. Prospective MSW students, who can perform these essential functions with or without reasonable accommodation, are not required to disclose their disabilities prior to an admission decision.

Prospective MSW students who cannot complete these essential functions with or without reasonable accommodation are ineligible for consideration for admission. If admitted, a student with a disability, who requires reasonable accommodation must register with UCF Student Accessibility Services as soon as possible.

An offer of admission may be withdrawn, or an enrolled student may be dismissed at any time from the program, if it becomes apparent: that the student cannot complete these essential functions with or without reasonable accommodation; or that the student's performance of these functions would create a significant risk of harm to the health or safety of self or others.

The School of Social Work reserves the right to terminate a student after admission to the MSW Program, if in the judgement of the faculty the student demonstrates behaviors incongruent to working in the field of social work and/or violates the National Association of Social Workers (NASW) Code of Ethics.

DEGREE REQUIREMENTS

The MSW degree requires 62 credit hours. **Fifty percent (50%) of coursework must be at the 6000 level.** Students accepted into the Advanced Standing Program at UCF who completed a BSW at an accredited Social Work Program or students who have completed some MSW credits at an accredited Social Work Program will have transferred credits evaluated on a case-by-case basis by the MSW Program Director.

The Council on Social Work Education (CSWE), the national accreditation body for professional social work education, establishes educational standards for all social work programs. The first two years of study in the three-year curriculum provide students with the theoretical generalist perspective. Students complete in Human Behavior and the Social Environment, Social Work Practice, Social Welfare Policies and Services, Social Work Research, and Social Work Field Education. The third year of the curriculum is the specialization year.

While enrolled in courses, students will complete field education internships in community agencies or organizations. Students are assigned one field education site internship in their first year and in their second year they are placed in a clinical internship. For more information on the field education internships, please consult your Field Education manual.

DEGREE PLAN OF STUDY

The Plan of Study lists the courses and the sequence of courses (by semester) required for the student's program track (e.g., part-time or advanced standing). All degree requirements must be met within six years from beginning the program.

See the [Graduate Catalog](#) for specific degree requirements and course descriptions. The specific degree Program of Study varies depending on whether students are part-time or advanced standing. **Students are expected to follow the sequence and timing of courses in their Program of Study.**

Required courses are offered only in the semester indicated. Due to the cohort nature of

the program, students are unable to take courses out of sequence. Students must use the online course registration system to enroll in courses and must enroll by the drop/add deadlines posted on the UCF Online MSW Academic Calendar. **Students are not permitted to switch to the face-to-face program or simultaneously enroll in any additional programs or certificates through UCF.**

Due to the 7-week term schedule, the Drop/Add deadlines for the Online MSW are different from those posted on the UCF Academic Calendar. Your Online MSW Academic Advisor will provide you with a separate academic calendar. Students are responsible for knowing deadlines. Some courses require special permission provided by the Online MSW Advisor for access to registration.

ONLINE ADVANCED STANDING PART-TIME TRACK

(Only for those students who have earned a BSW)

1st Semester		2nd Semester		3rd Semester	
<i>Term 1.1</i>	<i>Term 1.2</i>	<i>Term 2.1</i>	<i>Term 2.2</i>	<i>Term 3.1</i>	<i>Term 3.2</i>
SOW 6123 Psychosocial Pathology	SOW 6424 Theories for Evidence-Based Clinical Social Work Practice	SOW 6348 Clinical Practice with Individuals	SOW 6612 Clinical Practice with Families	SOW 6324 Clinical Practice with Groups	Advanced Clinical Elective
		SOW 6561 PT Clinical Field Seminar I (2 hours)		SOW 6562 PT Clinical Field Seminar II (1 hour)	
		SOW 6490 PT Clinical Field Education (2 hours)		SOW 6490 PT Clinical Field Education (1 hour)	
4th Semester					
<i>Term 4.1</i>	<i>Term 4.2</i>				
SOW 6433 Clinical Evaluation in Social Work Practice	Advanced Clinical Elective				
SOW 6563 PT Clinical Field Seminar III (1 hour)					
SOW 6940 PT Clinical Field Education (1 hour)					

ONLINE PART-TIME TRACK

1st Semester		2nd Semester		3rd Semester	
<i>Term 1.1</i>	<i>Term 1.2</i>	<i>Term 2.1</i>	<i>Term 2.2</i>	<i>Term 3.1</i>	<i>Term 3.2</i>
SOW 5107 Human Behavior in the Social Environment	SOW 5132 Diverse Client Populations	SOW 5235 Social Welfare Policies and Services	SOW 5404 Social Work Research	SOW 5305 Social Work Practice I: Generalist Practice	Clinical Elective
4th Semester		5th Semester		6th Semester	
<i>Term 4.1</i>	<i>Term 4.2</i>	<i>Term 5.1</i>	<i>Term 5.2</i>	<i>Term 6.1</i>	<i>Term 6.2</i>
SOW 5306 Social Work Practice II: Intervention Approaches	SOW 6433 Clinical Evaluation in Social Work Practice	Clinical Elective	SOW 5217 Foundations of Behavioral Health Policy and Social Work	SOW 6123 Psychosocial Pathology	SOW 6424 Theories for Evidence-Based Clinical Practice in Social Work
SOW 5565 PT Generalist Field Integrative Seminar I		SOW 5566 PT Generalist Field Integrative Seminar II		SOW 5567 PT Generalist Field Integrative Seminar III	
SOW 5940 PT Generalist Field Education		SOW 5940 PT Generalist Field Education		SOW 5940 PT Generalist Field Education	
7th Semester*		8th Semester*		9th Semester*	
<i>Term 7.1</i>	<i>Term 7.2</i>	<i>Term 8.1</i>	<i>Term 8.2</i>	<i>Term 9.1</i>	<i>Term 9.2</i>
SOW 6348 Clinical Practice with Individuals	SOW 6612 Clinical Practice with Families	No academic classes in summer of clinical year		SOW 6324 Clinical Practice with Groups	Advanced Clinical Elective
SOW 6561 PT Clinical Field Integrative Seminar I (2 hours)		SOW 6562 PT Clinical Field Integrative Seminar II (1 hour)		SOW 6563 PT Clinical Field Integrative Seminar III (1 hour)	
SOW 6940 PT Clinical Field Education (1 hour)		SOW 6940 PT Clinical Field Education (2 hours)		SOW 6940 PT Clinical Field Education (1 hour)	

***Please refer to your specific Plan of Study as classes are offered in a different order in the final year depending on your cohort. ***

FIELD EDUCATION

1. Integrative Seminar (Generalist and Clinical)
 - a. Integrative Seminar will be graded A-F.
 - b. Full-time Generalist students will enroll in SOW 5538 and SOW 5539
 - c. Part-time Generalist students will enroll in SOW 5565, SOW 5566, and SOW 5567 during their second year of study.
 - d. Full-time Clinical students will enroll in SOW 6531 and SOW 6536
 - e. Part-time Clinical students will enroll in SOW 6561, SOW 6562 and SOW 6563 during their third year of study.

2. Field Education (Generalist and Clinical)
 - a. Field Education will be graded “Satisfactory” or “Unsatisfactory.”
 - b. Generalist students will enroll in SOW 5940
 - c. Clinical Students will enroll in SOW 6940

The field education internship helps you to gain skills to apply learned theory to social work practice in the field. The student-learning contract provides a broad framework for developing an individualized learning plan that is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies and component behaviors that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

The MSW Advisor and the Field Education Office will provide students with additional information for registering for specific sections of field education.

MSW CORE COURSE DESCRIPTIONS

- | | |
|----------|---|
| SOW 5107 | Human Behavior in the Social Environment
Study of human development and psychosocial functioning of individuals, groups, families and communities with particular attention to implications of human diversity |
| SOW 5132 | Diverse Client Populations
Study of human diversity, focusing on the needs, resources, problems, and service issues of several identified minority client populations. |
| SOW 5217 | Foundations of Behavioral Health Policy and Social Work Practice
This course helps students think critically about mental health services by analyzing the factors that influence global behavioral health policies. |
| SOW 5235 | Social Welfare Policies and Services
Study of societal responses to human needs; forces shaping social |

welfare systems; introduces frameworks for analyzing social policies and programs.

- SOW 5305 Social Work Practice I: Generalist Practice.
Study of social work functions, knowledge, values, roles and skills; the use of a generalist model of practice.
- SOW 5306 Social Work Practice II: Intervention Approaches
Study of selected social work theories, strategies, and techniques for helping people and improving system responsiveness to human needs.
- SOW 5404 Social Work Research
Study of group research designs in social work; quantitative analyses and related ethical issues.
- SOW 5565 Part-time MSW Generalist Field Integrative Seminar I
This course is comprised of seminars designed to facilitate student integration of social work practice and theory. Graded A-F.
- SOW 5566 Part-time MSW Generalist Field Integrative Seminar II
This course is comprised of seminars designed to facilitate student integration of social work practice and theory. Graded A-F.
- SOW 5567 Part-time MSW Generalist Field Integrative Seminar III
This course is comprised of seminars designed to facilitate student integration of social work practice and theory. Graded A-F.
- SOW 5940 Part-time MSW Generalist Field Education
Supervised practice of social work in an agency for 100-150 clock hours depending on semester. Graded S/U.
- SOW 6123 Psychosocial Pathology
Study of psychosocial dynamics of dysfunctional behavior in individuals.
- SOW 6324 Clinical Practice with Groups
Group work theories, interventions, and techniques applied to persons with emotional, social, and psychological problems.
- SOW 6348 Clinical Practice with Individuals
Behavioral, crisis, and psychosocial theories applied to persons with emotional, social, and psychological problems.
- SOW 6424 Theories for Evidence-Based Clinical Social Work
Descriptive information regarding the wide range of theoretical perspectives that support clinical social work. The focus is on knowledge building and

critical thinking.

- SOW 6561 Part-time MSW Clinical Field Integrative Seminar I
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.
- SOW 6562 Part-time MSW Clinical Field Integrative Seminar II
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.
- SOW 6563 Part-time MSW Clinical Field Integrative Seminar III
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.
- SOW 6612 Clinical Practice with Families
Family-focused models of intervention applied to families in transition and to problems such as divorce, single parenting, and blended families.
- SOW 6940 Part-time MSW Clinical Field Education
Supervised practice of social work in an agency for 200 clock hours. Graded S/U

MSW ELECTIVE COURSE DESCRIPTIONS

The following is a list of electives and descriptions in our track. They are classified as either clinical or advanced clinical. Advanced clinical electives can only be taken after SOW 6123 and SOW 6424. Graduates need to have two clinical electives to fulfill the requirements of the MSW. *Not all electives are available every catalog year.*

- SOW 6155 Human Sexuality in Social Work Practice (Clinical)
Study of human sexuality with emphasis on assessment and intervention skills for social workers with clients experiencing problems involving sexual issues.
- SOW 6562 Child Welfare Services (Clinical)
Provides a framework of knowledge, values and skills necessary to work with maltreated children and their families. It also serves to introduce students to the field of Child Welfare (CW).
- SOW 6603 Social Work in Health Settings (Clinical)
Study of social work roles, interventions, and issues related to helping clients in health settings.
- SOW 6604 Medications in Social Work Practice (Advanced Clinical) *PR: SOW 6123.* The study of the effects that psychotropic medications can have within the counseling/helping relationship.
- SOW 6610 Clinical Practice with Military and Veteran Families or Groups
Theoretical/practical approaches to clinical practice with military families

and groups. Examines the demands of military service on family/group dynamic, composition and related issues.

- SOW 6644 Interventions with Older Adults and Their Families (Clinical)
Study of concepts, skills, models and theories for intervening with the elderly. Special attention is given to minority populations.
- SOW 6670 Clinical Social Work Practice with LGBTQ+ (Advanced Clinical) *PR: SOW 6123* Focus on Social Work resources, social policy and clinical assessment, diagnosis and therapeutic interventions of LGBTQ+ individuals, families, groups and communities.
- SOW 6712 Clinical Social Work with Substance Addictions (Clinical)
Strategies for working with persons who abuse drugs, alcohol, and other substances.
- SOW 6735 Documentation Skills for Helping Professionals (Clinical)
Study of documentation skills and record keeping for helping professionals.
- SOW 6806 Behavioral Health Skills (Advanced Clinical) *PR: SOW 6123*

For additional information on graduate course descriptions, please visit the [Graduate Catalog](#).

ACADEMIC ADVISING

The MSW Advisor help students develop their plan of study during orientation sessions at the beginning of the year and will be available to help students monitor compliance with those plans. The Plan of Study details the sequencing of specific courses necessary for students to complete their MSW degree. Students are encouraged to meet with the MSW Advisor to ensure that they are on track with their Plan of Study and to discuss any concerns or problems with the Plan and/or with academic performance.

If a student has extraordinary circumstances that require a change in the Plan of Study, the student **MUST** meet with the academic advisor to discuss these circumstances and the necessary changes in the Plan.

Reasons Why You May Want to See the Advisor:

- Questions regarding plans of study
- Clarification of policies and procedures
- Reviewing academic requirements
- Challenges in course work that may affect academic performance
- Information needed about campus resources

Professional Advising

Social work education recognizes the importance of professional advising as students prepare to enter the field. Towards that end, students are encouraged to seek out professional advising

from faculty and field education supervisors. These individuals often have extensive practice and social work education experience and can be great resources for students wishing to learn more about professional opportunities in social work.

MSW STUDENT ADVANCEMENT PROCESS AND POLICY

Advancement Requirements: To be accepted into and retained in the program, students are expected to demonstrate initiative, dependability, social concern, self-awareness, appreciation for diversity in others, problem solving ability, ease in relating with others, skill in writing and speaking, tolerance of diversity, and professional ethics. Advancement from one semester to the next is contingent upon satisfactory progress each semester. The student must maintain satisfactory progress toward meeting the following expectations:

A. Academic Performance:

1. Students are required to maintain a 3.0 GPA and satisfactory performance in non-letter graded courses. If a student's GPA drops below 3.0, the student will be reverted to a probationary status by the College of Graduate Studies. The student will be dismissed from the program if the GPA does not rise to a 3.0 within 9 credit hours. If a student's GPA drops below a 2.0, the student will be dismissed from the program by the College of Graduate Studies.
2. Non-Advanced Standing (traditional) students who receive more than six (6) hours of "C" grades (C, C+ or C-) will be dismissed from the MSW Program. Advanced-standing students earning more than three (3) hours of "C" grades (C, C+ or C-) will be dismissed from the MSW Program.
3. Students earning a D or an F grade in any of their course work will be dismissed from the Master of Social Work program.
4. Students may be dismissed from the MSW Program due to a failed field placement or unsatisfactory grade in the field education course. Two failed field placements will result in an automatic recommendation of dismissal from the School of School Work. Please see the MSW Field Manual for specific field advancement policies.
5. Students earning three or more unsatisfactory grades in one semester (C+ or lower) will be dismissed from the MSW program.
6. Students MUST successfully complete all generalist level classes and generalist field placement to move into the clinical year(s) of the program. Students who do not enroll in or complete a generalist class will not be permitted to move on to their clinical year courses until the class has been completed. Students who have an "I" grade in any generalist course must complete the required work before beginning clinical year courses or field placement.
7. Satisfactory performance also involves maintaining professional integrity and behaviors expected in a clinical program. Failure to maintain these standards may result in dismissal of the student from the program.
8. The student may appeal dismissal decisions [as outlined in The UCF Golden Rule](#).

B. Professional Behavior - The Student is expected to:

1. Uphold the NASW Code of Ethics
2. Obtain, analyze data, integrate information and reach sound assessment judgments.
3. Implement effective interventions.
4. Relate in a positive manner with client system, colleagues, agency staff, and community systems.
5. Demonstrate a commitment to and skill in self-evaluation of practice.
6. Respond to evaluation and criticism with appropriate professional behavior in the classroom and in the field placement environment.
7. Refrain from performance that jeopardizes physical or emotional safety of clients in field placement.
8. Manifest a physical or emotional condition of a nature that affects, or is affected by one's performance in the classroom and the field placement sites.
9. Meet attendance requirements in the classroom and complete expected number of field hours throughout the field placement.

C. Ethical Conduct - The student is expected to:

1. Demonstrate honesty and integrity in all aspects of the program.
2. Adhere to ethical professional standards in all interactions with clients, peers, faculty, field instructors, and all members of the University and practice communities.
3. Demonstrate law-abiding behavior that will not interfere with obtaining a license in the state of Florida to practice clinical social work.
4. Meet attendance requirements in the classroom and completes expected number of field hours throughout the field placement

The National Association of Social Workers Code of Ethics outlines the standards of ethical behavior. This includes, but is not limited to, sexual or racial harassment or harassment concerning sexual orientation, threatening behavior, plagiarism, theft or sexual misconduct. This includes all behaviors related to the status of the student in the School of Social Work, interactions with clients, agency staff, faculty, School and University staff, and students.

ENHANCEMENT OF STANDARDS FOR PROFESSIONAL BEHAVIOR

The School of Social Work students will adhere to professional standards in the face-to-face, virtual and field environments. The following guidelines define additional professional behaviors:

Classroom and Online Education:

1. Regularly participating in online courses and field placements.
2. Exhibiting appropriate grooming, hygiene and dress standards.
3. Participating actively, respectfully and consistently in discussions and assignments.

4. Writing concisely with appropriate APA documentation, correct grammar, spelling and utilization of accurate social work concepts and terminology.
5. Responding to feedback and constructive criticism with appropriate modification of behavior.
6. Demonstrating maturity and a positive attitude.
7. Consistently demonstrating flexibility and initiative.
8. Consistently taking responsibility for own learning and showing motivation for self- learning.
9. Interacting effectively and consistently with faculty, staff and clients.
10. Demonstrating honesty, courtesy and integrity in all aspects of interaction with faculty, staff and clients both public and private and including social media platforms.
11. Being punctual and dependable.
12. Consistently presenting a professional demeanor and attitude for field, class and community professional events.
13. Demonstrating knowledge of the NASW Code of Ethics and HIPPA policies.

Field Education:

1. Relating well to clients and establishing sensitive and professional relationships with clients.
2. Exhibiting appropriate grooming, hygiene and dress standards.
3. Being punctual and dependable.
4. Demonstrating maturity and a positive attitude.
5. Interacting effectively and consistently with faculty, staff and clients.
6. Responding to feedback and constructive criticism with appropriate modification of behavior.
7. Demonstrating honesty, courtesy and integrity in all aspects of interaction with faculty, staff and clients (public and private) and including social media platforms.
8. Consistently taking responsibility for own learning and showing motivation for self- learning.
9. Consistently demonstrating flexibility and initiative.
10. Consistently presenting a professional demeanor and attitude for field education, classroom education and events.
11. Demonstrating knowledge of the NASW Code of Ethics and HIPPA policies.

SCHOOL OF SOCIAL WORK POLICIES

Academic Integrity

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating will not be tolerated. Those found to be cheating (e.g., looking at someone's exam, using someone's paper as your own) will earn a zero grade for the assignment and possibly an "F" for the course. All such cases will be referred to the Office of Student Conduct. For a description of the University's policy and procedures related to student academic behavior, please see *The Golden Rule: A Handbook for Students*, or go to the website: <http://www.goldenrule.sdes.ucf.edu/>

Plagiarism and Fraudulent Websites

Many incidents of plagiarism result from students' lack of understanding about what constitute plagiarism. Students are expected to familiarize with UCF's policy on plagiarism. All work students submit must be the individual student's own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own." Any acts of plagiarism, including not acknowledging sources of information appropriately and in accordance with APA guidelines, may result in a failing grade in the course. "Copying and Pasting" even with a citation and quotation marks is considered plagiarism. You must reword and cite. School and University policies on academic integrity will be strictly enforced.

Self-plagiarism also undermines the academic purpose of the exercise of working on course assignments (ex. students plagiarize themselves if they submit for university credit a piece of work that is the same or substantially similar to work for which they have already gained or intend to gain university credit, at this or any other university.)

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. **Students who engage in such activity are in violation of academic conduct standards and will be reported to the Office of Student Conduct.**

Turnitin.com

Many courses will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student's assignment with other of web sites, as well as a large database of student papers. Accordingly, students may be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, the instructor receives a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

MISCONDUCT

Personal Wrongdoing:

Examples of student misbehavior that may result in immediate dismissal:

1. Forced or coerced sexual behavior of another person;
2. Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse;
3. Physical harm or actions directed at clients, students, faculty, or staff, such as hitting, punching, spanking, or slapping;
4. Physical or emotional threats directed toward clients, students, faculty, or staff;
5. The acceptance of gifts or money from clients that are not considered standard payment for services received on behalf of the student's agency or field setting; students shall not ask for nor expect gifts from clients;
6. Illegal or unethical behavior that limits or takes away clients' rights or

results in financial, material, or emotional loss for clients or gain for social work students;

7. Drinking or taking illegal drugs at school or in field placement;
8. Being drunk or high on drugs in class or in field placement;
9. Stealing;
10. Insubordination of faculty, field instructors, school or agency administrators.

Illness or Injury

It is the responsibility of each student to inform the program faculty of any illness or injury that may prevent him or her from performing any activity in the class or clinical setting. The instructor must agree to any modification or postponement of required coursework.

For additional policies, please visit:

<http://catalog.ucf.edu/content.php?catoid=15&navoid=1228>

Policies Regarding Class Behavior

Class Participation and Attendance: Professional practice involves collegial sharing and peer support. Attendance and active participation in class, helps students develop a commitment to, and a skill in, mutual problem solving and team work. In some classes, part of the student's grade is based on participation, team work, and attendance. The School of Social Work's class attendance policy appears on every course syllabus and indicates that a student's grade may be lowered for lack of participation, tardiness, and/or absences. Three or more absences, regardless of reason, may result in a letter grade reduction in the course.

Student Papers: Effective writing is essential for professional practitioners. Students are expected to present their ideas clearly and professionally. Proper grammar, punctuation, and spelling are essential in all papers submitted to faculty. Papers are to be typed, double-spaced, and must conform to the Publication Manual of the American Psychological Association (APA) (latest edition) standards of writing. Papers not conforming to these standards of style and exactness may be returned without a grade. Please check with course instructors regarding specific guidelines.

Meeting Course Assignment Deadlines: Students are expected to submit assignments on the identified due date. Please see course syllabi for details.

Incomplete Work and "I" Grades: When students are unable to complete all requirements for a course by the end of the term due to *extenuating circumstances* (death in the family, serious injury to self or family member, etc.) they may be assigned an incomplete grade ("I") by the instructor. An instructor may only give an incomplete grade when remaining requirements can be completed by the student in a short time after the term has ended. The student must request an incomplete grade from the instructor and complete course requirements by the deadline set by the instructor. The student and the faculty member need to sign an Incomplete Grade Agreement Form, describing the course requirements and the required date of completion. **If coursework is not completed within an academic year, the "I" automatically becomes an "F."**

Field Education: Please refer to the field manual for policies related to field education.

GRIEVANCE PROCEDURES

Students who wish to file a grade appeal or appeal a program decision must follow the procedures found in the Golden Rule. The Golden Rule 5.017 Grievance Procedures are located at the following website: <https://goldenrule.sdes.ucf.edu/>.

CRIMINAL CHARGES WHILE IN THE MSW PROGRAM

While in the MSW Program (any time after accepting admission status) students arrested for a misdemeanor or felony offense must notify the MSW Program Director immediately. Students who report an arrest will be referred to the Office of Student Conduct. Students may be asked to provide documentation from the court system that outlines the offenses with which they have been charged. In addition, when appropriate students will provide supporting documentation (e.g. date of conviction, court mandated programs).

While criminal action is pending against a student, the student will not be allowed to enter into a field placement or continue in an existing placement. Once the criminal action is resolved the MSW Program Director, Field Education Director, in consultation with the Director of the School of Social Work, will determine the student's continuance in the MSW Program. Upon disposition of the criminal action students will produce evidence from the court to the MSW Program Director. If a student is convicted of a crime the MSW Director may recommend dismissal from the MSW Program to the Director of the School of Social Work. Each case will be reviewed individually to determine the implications of the conviction that may affect the student's fitness to practice social work.

If upon review of the relevant documentation, it appears that a student has misrepresented the status of pending charges, a prior conviction of a misdemeanor or felony offense to the MSW Program faculty or staff, the student will be referred to the Office of Student Conduct.

PROFESSIONAL DEVELOPMENT

Master of Social Work Student Association: The MSW Student Association is comprised of all admitted MSW students and provides a forum for graduate students to organize, develop supportive relationships, to communicate with each other and faculty, and to promote the collective interests of the Social Work program and the profession. Once officers have been elected, the MSWSA meets monthly during the academic year. For more information, please contact the MSWSA Advisor.

Graduate Student Association (GSA): GSA is UCF's graduate organization committed to enrich graduate students' personal, educational and professional experience. To learn more or get involved, please visit <https://ucfsga.com/graduate-student-association/>.

Phi Alpha National Honor Society/ Nu Pi chapter

Founded in 1962, there are 480 Phi Alpha chapters in 50 states, Canada, and Puerto Rico. The Nu Pi Chapter was established at UCF in the fall of 2006. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Membership in the honor society recognizes those who have distinguished themselves academically among their peers and is open to those who are in the top 35% of students in the program, who have completed at least 9 credit hours in Social Work and 37.5% of the required coursework toward the degree, with a minimum 3.5 GPA. Membership carries the expectation of participation in service events and meetings monthly throughout the academic year and provides opportunities for networking and career mentorship. There are semester dues for membership (approx. \$30, subject to change), although financial hardship should not be a barrier to membership. Students are invited into membership in the fall and spring.

National Association of Social Workers: The National Association of Social Workers (NASW) is the largest professional social work organization in the world. Social work students at UCF are eligible and strongly encouraged to join NASW. Students who join NASW can take advantage of reduced rates while in graduate school. Special transitional dues are available for the first two years following graduation. Subscriptions to the bimonthly social work journal and monthly NASW News/Personnel Information are included in the membership dues.

Social work students in NASW have voting privileges in national and local association elections. Students can hold office on the national board and local committees, as well as form on-campus program units. Students may be nominated for NASW's local and Florida "Student Social Worker of the Year" award.

Application forms for NASW membership are available in HPA 1 - 204. Their website is: <http://www.naswdc.org/>

Career Services: The Career Service Office offers services and resources to aid in the career exploration and job search of master and doctoral students in every academic discipline. They can help you to assess your skills, interests, values, and experiences as they relate to your long-range career goals. Once you have defined those goals, they support you in your job search. Whether you are looking for jobs inside or outside of the academy, they can help you prepare a resume or curriculum vita, design your career portfolio, gain valuable part-time employment and graduate assistantships, and assist you in negotiating job offers. Located in the CSEL building, Room 140, and website: www.career.ucf.edu.

FINANCIAL ASSISTANCE

Students should consult with the University's Financial Aid Office (407-823-2827) and the UCF Graduate Catalog for specific information regarding loans, scholarships, and fellowships.

Admitted MSW Students can also search for scholarship opportunities found here:

- <https://ucf.academicworks.com/opportunities>
- <https://graduate.ucf.edu/funding>

Please note that the Online MSW is a part-time program and does not accept any tuition waivers.

SOCIAL WORK RESOURCES FOR STUDENTS

- **Online MSW Advising Portal:** Online-only students have access to a non-credit Web course site designed to ensure you get the latest communications about the Online MSW program, the School of Social Work, and the University at large. Many of the general program announcements will be made through this portal such as term dates, registration reminders, and tuition due dates, and students are responsible for keeping up with it.
- **Online MSW Website:** Maintained by UCF, [this site](#) contains more general information about the Online MSW including application deadlines and information for prospective students. It's also a good resource to have when you finish the program and are seeking licensure in the future.

GRADUATION

Graduation

Graduation is the culmination of a challenging journey in the pursuit of a higher degree. As students approach the end of their graduate career, there is some important information and several deadlines that should be noted to help the process go smoothly. Below are general guidelines for the graduation process in the College of Health Professions and Sciences. For complete policies, degree and graduation requirements, students should refer to the UCF Graduate Catalog and the "Degree Requirements" section of this handbook.

Before Filing an Intent to Graduate

- Students are encouraged to review their Graduate Plan of Study in myUCF to ensure everything is correct.
- Students should register for all remaining classes before submitting the Intent form.
- Students must be registered at UCF during the semester they graduate.

Where and How to File an Intent to Graduate

Students who intend to graduate must complete the Intent to Graduate Form by logging into [myUCF](#) and navigating to the Student Center. On the page that loads, under Academic Information, click the drop-down menu titled "other academic..." and choose "Intent to Graduate: Apply." Once the online form is completed, students will receive e-mail communications from the College of Graduate Studies at various stages of the review process. Students can also log in to myUCF and check the status of their Intent to Graduate at any time

by navigating to the Student Center, choosing the “other academic...” menu and selecting “Intent to Graduate: Status.”

When to File Intent to Graduate

Please refer to the Academic Calendar in advance of your final semester to determine when your Intent to Graduate is due.

Information about Commencement

UCF’s Commencement [website](#) (updated each semester) includes important information about upcoming ceremonies, including schedules, how to get tickets, and how to order caps and gowns.

LICENSING INFORMATION

Currently our program meets the educational eligibility criteria for licensure as a Licensed Clinical Social Worker (LCSW) in the State of Florida. We are unable to confirm the licensure and certification requirements in other states.

If you intend to pursue such credentialing in your state or elsewhere, we advise you to contact the applicable state credentialing authority to familiarize yourself with its specific requirements and determine if our program meets its eligibility criteria. You may review state requirements through the [Association of Social Work Boards](#).

To request a licensure verification letter from the School of Social Work upon graduation, please visit [State Licensure Verification Letter Request](#).

It is essential that you save your syllabi for documentation of your course work.

Course numbers and titles should be listed as they appear on your official transcripts. You must submit a course description photocopied from a school catalog or a course syllabus for all courses listed.

UNIVERSITY POLICIES

Knight’s email

University policy requires that faculty and staff will communicate with students **only** through Knights e-mail (user@knights.ucf.edu). Faculty and staff will not respond to emails sent from personal (Gmail, Yahoo, Hotmail, etc.) or employment accounts.

Courses and Schedule Changes

The University allows instructor the right to make announced changes in course requirements, content, schedule, and assignments.

Non-Discrimination Policy:

Consistent with the University of Central Florida’s policy regarding equal opportunity and

affirmative action, the School of Social Work is committed to carrying out its program and providing opportunities to students without regard to sex, race, national origin, religion, disability, sexual orientation, or veteran status.

This same non-discrimination policy is applied to the School's selection and use of social service agencies for the placement of field students.

Sexual Harassment:

The University of Central Florida values diversity in the campus community. Accordingly, discrimination on the basis of race, sex, national origin, religion, age, disability, marital status, parental status, veteran's status, sexual orientation, or genetic information is prohibited.

Sexual harassment, a form of sex discrimination, is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or enrollment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or enrollment decisions affecting such individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or enrollment, or creating an intimidating, hostile, or offensive working or academic environment.

Sexual harassment is strictly prohibited. Occurrences will be dealt with in accordance with the guidelines above and university rules. Employees, students, or applicants for employment or admission may obtain further information on this policy, including grievance procedures, from the Office of Institutional Equity (OIE) Coordinator.

The office is located on the main campus, in Millican Hall 330. The phone number is 407-823-1336. Policies and guidelines are available online at <http://www.eeo.ucf.edu>

Confidentiality/Family Educational Rights and Privacy Act (FERPA) of 1974:

According to FERPA:

- Personally-identifiable information about students is confidential and cannot be released to any agency or outside organization without a signed consent from the student, except in mitigating circumstances.
- The University is not permitted to complete background clearance checks or driving record checks on students. If placement sites require this information, the student must have the checks performed at the students' expense.
- More information about FERPA can be found here: <https://registrar.ucf.edu/ferpa/>

Religious Observances or Military-Related Responsibilities

If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with your instructor to discuss your circumstances.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit

UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Once a student registers with the Office of Student Accessibility Services, that office will contact faculty with information on potential reasonable access and accommodations for the student. Determining reasonable access and accommodations requires consideration of the student's needs and accommodations needed, course design and course learning objectives.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video [You CAN Survive an Active Shooter \(Links to an external site.\)](#)[Links to an external site.](#)

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

FACULTY AND STAFF INFORMATION

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