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IT Support Services
Buley Library Room 439
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The DSW Student Handbook is provided to students for general information and guidance only. This handbook does not constitute a contract, either expressed or implied, and is subject to revision without prior notice at the discretion of the University or the Social Work Department. To confirm information, students should consult their faculty advisor, or the DSW Program Coordinators.
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1. Southern Connecticut State University: An Overview

1.1 University Background

Southern Connecticut State University, a comprehensive, metropolitan, public university, was founded in 1893 as the New Haven Normal School. Today, Southern is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor's and master's degrees in the arts and sciences and in various professional fields. Southern also offers a sixth year diploma in several specialized areas and three professional doctorates, including the Doctor of Social Work (D.S.W.).

Located in New Haven, Southern functions first as a regional institution involved in the economic and social development of the southern part of the state, offering quality academic offerings, public service efforts, continuing education programs, research and grant projects, and cooperative community projects. The institution serves the entire state by providing educational activities and programs for all citizens of Connecticut.

Southern Connecticut State University is one of 17 Connecticut State Colleges and Universities (CSCU) governed by the Board of Regents for Higher Education. CSCU is comprised of the four Connecticut State Universities, the 12 Connecticut Community Colleges, and Charter Oak State College.

Southern Connecticut State University is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. For further information, please visit: http://catalog.southernct.edu/graduate/general-information/University-information.html.

1.2 University Mission

Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive University, Southern is committed to academic excellence, access, social justice, and service for the public good. For further information, please visit: http://catalog.southernct.edu/graduate/general-information/University-information.html.

1.3 School of Health and Human Services

The School of Health and Human Services is comprised of seven disciplines that all share a mission of caring and compassion within a professional framework: communication disorders; exercise science; marriage and family therapy; nursing; public health; recreation, tourism, and sport management; and social work. These disciplines focus on the preparation of competent and creative practitioners to meet the health and human service needs of society. All programs require a strong liberal arts background as a prerequisite to professional course work. In addition to theory-focused courses in the major, students in each program participate in community-based clinical
training, field practice, and internships. Preparing for health and human services careers at Southern is demanding, intellectually and personally. It requires dedication and involves sophisticated research and intensive study. For further information, please visit: https://www.southernct.edu/academics/schools/health/.

1.4 Department of Social Work

The Department of Social Work practices innovative ways of teaching, learning, and knowing to promote individual, family, community, and societal well-being in a just world.

The Social Work Department educates and prepares students to become competent and compassionate agents of change who, guided by professional knowledge, skills, and values, are prepared to practice ethically with individuals, families, groups, organizations and communities; to translate research into practice; and to provide leadership in the profession and in their communities.

The Social Work Department promotes social welfare by collaborating with students, social service providers and users, and communities in building an inclusive and just society where individuals, families, and communities thrive.

Southern Connecticut State University is the only campus in the Connecticut State University System to offer the Bachelor of Social Work (BSW) degree, the Master of Social Work (MSW) degree and the Doctor of Social Work (DSW) degree.

The BSW program prepares students for entry-level professional social work positions and for advancement to graduate social work education. The MSW program prepares students for specialized clinical social work practice and for leadership and management in the social work profession. The DSW is a professional doctorate that prepares social workers for advanced clinical practice, university teaching, and management.

The social work faculty is committed to providing a rigorous yet supportive learning environment with small classes and collaborative research opportunities. Students enjoy a wealth of field practice opportunities in the city of New Haven and throughout Connecticut.

1.5 University Policies and Regulations

Southern Connecticut State University provides an equal opportunity for higher education for all qualified students. The University affirms the basic right of all members of the University community to free inquiry, responsible discussion, and the uninterrupted pursuit of all activities normally associated with the operation of Southern Connecticut State University.

It is the responsibility of the student to become familiar with and keep informed about the policies and regulations of the University and the School of Graduate and Professional Studies, as well as the requirements of the DSW Program. While the faculty and administration of Southern will assist a student whenever possible, regulations will not be waived nor exceptions granted because a student is ignorant of regulations or claims that information was not provided by an advisor.
Southern Connecticut State University, through its offices and/or appropriate committees, may suspend or dismiss any student from the University for reasons of scholarship, aptitude, conduct, or health. It is also the responsibility of the student to determine the requirements of state and federal government agencies for professional certifications.

The Connecticut State University System has certain self-defining institutional values. Principal among these is respect for the dignity, rights, and individuality of each member of our University community. All members of our University community are expected to govern their social and academic interactions with tolerance and mutual respect. For further information, please visit: http://catalog.southernct.edu/graduate/general-information/University-information.html.

1.6 Academic Calendar

The current academic calendar may be found at: http://catalog.southernct.edu/graduate/general-information/academic-calendar.html.

1.7 Academic Standards

Standards of academic achievement provide fair and consistent measures for evaluating the growth and success of students, giving direction and guidance to both the student and the faculty for attaining individual and institutional goals. Please refer to the Undergraduate and Graduate Catalog for academic standards at Southern Connecticut State University.

1.8 Academic Honesty

The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the DSW Program and the School of Graduate and Professional Studies. For further information, please visit: https://www.southernct.edu/academics/schools/arts/Policy%20on%20Academic%20Misconduct.pdf.

1.9 Discrimination and Sexual Harassment Prevention Policy

It is the policy of Southern Connecticut State University to prohibit discrimination based on all protected classes including but not limited to race, color, religious creed, age, sex, marital status, national origin, ancestry, physical or mental disability, and sexual orientation in admission to, access to, treatment in, or employment in its programs and activities.

Discrimination includes harassment on any basis mentioned above, and sexual harassment as defined in the Connecticut General Statutes, U.S. EEOC Guidelines of Sexual Harassment, and in Title IX of the Higher Education Amendments of 1972. Discrimination or harassment will not be
tolerated at Southern Connecticut State University, whether by faculty, students or staff, or by others while on property owned by or under control of the University.

Inquiries regarding the University's compliance with state and federal laws regarding discrimination may be directed to the Office of Diversity and Equity Programs, (203)392-5899 at Southern Connecticut State University; the Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106; or the Office of Civil Rights, United States Department of Education, Region I, John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, MA 02109. For further information, please visit:
http://catalog.southernct.edu/graduate/general-information/University-information.html.

1.10 Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. For further information, please visit: http://www.southernct.edu/offices/registrar/FERPA.html.

1.11 Identification Cards

The Southern Hoot Loot ID card is the primary University identification card, mandatory for all students. In addition, the Hoot Loot ID card functions as a library card. The card also contains each student's unique eight digit University identification number. Students currently registered (or paying the continuous enrollment fee) may obtain the Southern Hoot Loot ID card by visiting the University Card Office, located in the Wintergreen Building. For further information, please visit:
http://catalog.southernct.edu/graduate/general-information/University-information.html.

1.12 Parking and Traffic Regulations

All students who desire to park on campus must properly display a campus parking decal on their vehicle. Limited campus parking facilities require strict compliance with assigned areas. Vehicles parked in violation of the Traffic and Parking Regulations are subject to a fine and/or a State motor vehicle infraction and towing at the owner's expense. In order to facilitate better use of existing parking areas and to enhance personal safety, the University offers a shuttle service during day and evening hours.

For further information, please visit:
http://catalog.southernct.edu/graduate/general-information/University-information.html.

1.13 Southern Alert Notification System

When a decision is made to delay opening the University, to cancel classes, or to close the University due to inclement weather or other campus emergencies, a text message and/or email
message will be sent to those registered for the Southern Alert Notification System: http://southernct.edu/student-life/safety/southernalert.html.

1.14 Tobacco-Free and Vape-Free Campus

Smoking, tobacco use, and vaping are prohibited in all facilities and areas of the Southern Connecticut State University campus with no exception. This includes, but is not limited to, all indoor and outdoor areas and properties. This policy applies to any individual on campus property and is applicable twenty-four hours a day, seven days a week. For further information, please visit: http://catalog.southernct.edu/graduate/general-information/University-information.html.

1.15 Research Protection Program (RPP)

The University requires moral and ethical behavior and integrity in all research performed by its faculty, students and staff. The RPP is accountable for assuring conformity with both federal and University research protection policies and procedures. The following RPP divisions promote and maintain appropriate management and oversight of SCSU research activities according to federal codes and institutional requirements.

The Office of Research Integrity (ORI) advances and monitors the responsible conduct of research for all SCSU research projects. The office acts on substantive allegations of research misconduct and serves as the Research Integrity Officer (RIO).

The Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research. Investigators engaging in human participant research must submit a project proposal which will be examined for requisite compliance and assigned a disposition. Recruitment of human participants for research cannot proceed without IRB approval or exemption.

The Institutional Animal Care and Use Committee (IACUC) is responsible for tending to the care and welfare of vertebrate animals used in research. Investigators engaging in vertebrate animal research must submit a project proposal which will be examined for requisite compliance and assigned a disposition. Animal research may not be initiated without IACUC approval. For further information, please visit: http://southernct.edu/academics/graduate/research/rpp/index.html.

1.16 Student Misconduct

All students are expected to maintain acceptable standards of conduct while on the University campus, on property controlled by the University or University affiliates, and when participating in any university-related activities either on or off campus.

Southern Connecticut State University defines student misconduct as behavior that is in violation of regulations established by the Board of Regents for Higher Education, of University regulations, and of rules governing residence on University property. Graduate students, as citizens, are subject to all federal and state laws, in addition to all University regulations governing student conduct.
and responsibility. A student may be suspended or dismissed from the School of Graduate and Professional Studies for violating laws, rules, or regulations. In the event of alleged academic misconduct, the incident will be handled as outlined in the Southern Connecticut State University Student Handbook. For further information, please visit: https://www.southernct.edu/guides/handbook/

1.17 BannerWeb

BannerWeb offers students access to their academic records, registration, student accounts, and financial aid. To access information, log into: MySCSU.SouthernCT.edu and click on BannerWeb. For assistance with logging in, contact the Help Desk at helpdesk@southernct.edu or (203) 392-5123. For further information, please visit: http://catalog.southernct.edu/graduate/general-information/University-information.html.

1.18 Buley Library

Hilton C. Buley Library serves the many academic and research needs of the Southern community. The library maintains over 100 databases and electronic collections, and houses over half a million items including books, serials and serial back files, microforms, maps, government documents, rare books, video media, and more. The five-floor facility is also home to two computer labs, the Learning Resources Center, Information Technology offices, the Department of Information and Library Science, one library instruction classroom, and quiet rooms available for individual or group study. More than a dozen Reference Librarians specialize in one or more areas of study, and are available by appointment for class instruction or private consultations. The reference librarian for the Social Work Department is Lisa Bier, who may be contacted at: bier1@southernct.edu or (203) 392-5131. For further information, please visit: http://libguides.southernct.edu/home.

1.19 Disability Resource Center (DRC)

Southern is committed to the full inclusion and equal educational opportunity for all persons with disabilities. The Disability Resource Center (DRC) provides services and support that promote educational equity for students with disabilities. Assistance includes arranging accommodations and auxiliary aids necessary for students with disabilities to pursue their academic careers, both in and outside of the classroom.

The DRC serves all students with documented disabilities that substantially impact them in educational settings. Students with documented disabilities, visible or hidden, qualify to apply for services. Categories of disabilities include, but are not limited to the following: mobility/orthopedic disabilities; learning disabilities; attention deficit disorders; visual, deaf and hard of hearing; acquired head injuries; psychological disabilities; autism spectrum disorders and chronic health-related disabilities.

DRC services include: arrangement of course and testing accommodations; accessibility information; provision of sign language interpreters, readers and/or note-takers; help with
recruitment of personal assistants; development of compensatory skills, such as time management, organization and study skills, access to assistive technology, alternate text formats; self-advocacy skills. For further information, students may stop by the DRC office in Engleman Hall–Room C105, call (203) 392-6828, 392-6131 TTY, 392-6829 FAX or visit: http://southernct.edu/student-life/support/drc/index.html.

1.20 E-mail Accounts

Graduate students at Southern Connecticut State University have access to the University's student e-mail system and can access e-mails at: https://outlook.office.com. The School of Graduate and Professional Studies uses e-mails as well as written correspondence as an official method of communication with graduate students. For assistance with logging in, contact the Help Desk at: helpdesk@southernct.edu or (203) 392-5123. For further information, please visit: http://catalog.southernct.edu/graduate/general-information/University-information.html.

1.21 Graduate Student Affairs Committee (GSAC)

The Graduate Student Affairs Committee (GSAC) is responsible for developing and maintaining procedures for the use of all student activity funds collected from full-time graduate students. Through its activities, GSAC supports educational, social, and cultural activities directed toward enriching the experiences of graduate students. GSAC is actively engaged in developing and supporting services for graduate students in the critical areas of research, professional development, and community service. The following services are offered for graduate students: lectures, workshops, research awards, conference funding, speaker honoraria for graduate courses, graduate club funding, and special projects. For further information, please visit: http://catalog.southernct.edu/graduate/general-information/University-information.html.

1.22 Help Desk

The SCSU Information Technology Department supports the campus community in the use of information and academic technologies, such as BannerWeb, e-mail accounts, library accounts, and classroom technologies. For assistance, please contact helpdesk@southernct.edu or call (203) 3925123.

1.23 University Police

The University Police Department is located in Granoff Hall. Police officers are responsible for the safety and protection of the campus and its personnel. Students should promptly report thefts or other incidents on campus directly to the University Police Department, which is open 24 hours a day.

The University Police Department is responsible for shuttle bus services and it provides a 24-hour walking escort service to accompany students, faculty, and staff to parking lots, residence
halls, and other on-campus locations. Students are encouraged to enter into their cell phones the University Police telephone number: (203) 392-5375. For further information, please visit: https://www.southernct.edu/student-life/safety/University-police/index.html.

1.24 Other Services and Facilities

Southern provides a wide range of additional student services and facilities, including:

1. Alcohol and Drug Services
2. Center for Adaptive Technology
3. Center for Career Services
4. Center for Communication Disorders
5. Computer Labs and Services
6. Counseling Services
7. Granoff Student Health and Wellness Center
8. Student Health Insurance
9. Language Laboratory
10. Learning Resources Center
11. Marriage and Family Therapy Clinic
12. Multicultural Center
13. Office of International Education
14. Office of Residence Life
15. Sexuality and Gender Equality Center (SAGE)
16. University Bookstore
17. Veterans’ Office
18. The Women’s Center
19. Child Care Partial Reimbursement Program

For further information about these and other resources, please visit: http://catalog.southernct.edu/graduate/general-information/University-information.html.
2. Doctor of Social Work (DSW) Program

The DSW program is an academically rigorous course of study. DSW courses require a range of writing assignments including blog and discussion posts, journaling, papers, and presentations. Students entering the program should be able to demonstrate their proficiency at conceptualizing and synthesizing knowledge and adhering to APA formatting guidelines.

Additionally, entry with the DSW program assumes a familiarity with research methods. Students who have not had a research course within the past five years are strongly encouraged to take a refresher course.

Finally, although the program is designed to accommodate working students, it is a time commitment and students should adjust their schedules accordingly in order to ensure they are successful in the program.

2.1 Overview

The Doctor of Social Work (DSW) is a professional doctorate that prepares master’s-level social workers for leadership in agency or academic settings. DSW students enhance their practice through evaluation and translational research. A self-designed externship of 240 hours expands students’ experience in one of the following areas of focus:

1. Advanced clinical practice
2. Teaching in higher education
3. Leadership and management

Graduates will also contribute to social work practice, research and theory in a capstone project. Those hired as professors will be well prepared to teach social work practice courses, particularly advanced clinical and management courses.

2.2 Plan of Study (48 credits)

The DSW program is offered in a three-year, part-time format that allows students to pursue a doctorate while maintaining their employment. The plan of study consists of two courses per semester (summer, fall, and spring) over three calendar years. Following a five-day in-person residency that begins each summer term, all DSW courses are delivered online via asynchronous and synchronous formats. In the second and third year students will complete an externship and the capstone. The program will provide graduates with expertise to work in three main areas: advanced clinical practice, leadership and management, or teaching in higher education. For specific DSW degree requirements and course descriptions, please see the Graduate Catalog.
The program schedule is listed below:

<table>
<thead>
<tr>
<th>Semester and Year</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer (Year 1)</td>
<td>SWK 800 – Evidence Informed Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SWK 803 - Historical and Contemporary Analysis of Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>Fall (Year 1)</td>
<td>SWK 805 - Paradigms, Epistemology, and Heuristics in Social Work</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SWK 820 - Emergent Models and Critical Issues in Clinical Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>Spring (Year 1)</td>
<td>SWK 823 – Neuroscience and its Application for Social Work Practice with Couples and Families</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SWK 821 - Therapeutic Relationships: Advanced Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>Summer (Year 2)</td>
<td>SWK 822 - Mental Health and Substance Abuse: Advanced Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SWK 831 – Leadership and Management in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>Fall (Year 2)</td>
<td>SWK 806 - Education for Social Work</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SWK 804 - Clinical Social Work Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Spring (Year 2)</td>
<td>SWK 802 - Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SWK 809 - Capstone 1a</td>
<td>2</td>
</tr>
<tr>
<td>Summer (Year 3)</td>
<td>SWK 833 – Technical Skills in Social Work Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SWK 809 - Capstone 1b</td>
<td>2</td>
</tr>
<tr>
<td>Fall (Year 3)</td>
<td>SWK 807- Externship I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SWK 810 - Capstone 2a</td>
<td>2</td>
</tr>
<tr>
<td>Spring (Year 3)</td>
<td>SWK 808 – Externship II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SWK 810 - Capstone 2b</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

2.3 Externship (4 credits at 2 credits per semester for two semesters)

Students engage in a mentored advanced practice project based on their main focus. The SCSU Department of Social Work is uniquely positioned to offer this experience because of extensive partnerships with over 150 agencies who are available to provide different types of externships. Each student will be on-site at their agency for eight (8) hours per week during the academic year, for a total of 240 hours during the Externship year (8 hrs/wk x 30 weeks = 240 hours). The mentors are approved by the DSW coordinators and provided with orientation and ongoing liaison with the student’s advisor.

Students in the DSW program can select from three possible externship focus areas. Those whose main interest is education will be mentored by a master teacher. These students will learn how to develop syllabi and deliver lesson plans through co-teaching and supervised adjunct teaching. Those whose main interest is leadership and management will be mentored by a senior agency
administrator. Those whose main interest is advancing a particular clinical method will be mentored by a master clinician in their chosen area.

More detail in each of these externship placements is described below and in the corresponding Capstone and Externship Manual.

- **Teaching**: Students interested in a teaching externship will teach as an adjunct faculty member or graduate teaching assistant at either a state university or community college in the CSCU system or other college or university. Students will be required to work extensively with a faculty mentor in various teaching formats including face to face, hybrid, and online, to complete activities such as creating a syllabus and a series of assignments for the course, and completing a literature review and meaningful resource list to add to the syllabus. The student will have no less than two (2) supervised teaching opportunities each semester. Student evaluations will also be used.

- **Leadership and Management**: Students interested in leadership and management externship will seek out mentorship within an established agency. The mentor will be a CEO, CFO, Clinical Director or Project Director of state agency or a private non-profit. The student will work with the agency mentor to identify and complete a project. Projects could include such things as creating satisfaction surveys, following clients into aftercare and using quality of life measures to determine successful integration of skills learned in treatment, strategic planning, developing management information systems, coordinating training for clinical staff, and writing about the results.

- **Clinical**: Students interested in a clinical externship will seek out mentorship in a clinical setting. The mentor will have demonstrated expertise with some aspect of advanced clinical practice, such as a different modality, age range or field of practice that is new from the student’s experience. The student will be immersed in the identified practice, which could potentially be at the student’s employment, and will have direct supervision in order to hone their expertise. The student will need to engage in video and/or audio tape recordings for review, and will write a summary review of personal progress in gaining expertise in the identified area.

2.4 Capstone (8 credits at 2 credits per semester for four semesters)

The capstone experience is designed to systematically mentor the student through the process of developing advanced practice expertise in teaching, leadership and management and clinical practice. The capstone is designed to model the process by which advanced practitioners develop, demonstrate, and communicate a coherent area of expertise that is grounded in practice wisdom and held to high standards of scientific evidence and academic rigor.

Capstone (1a): During the first in a series of 4 capstone courses, students will identify a specific topic or area of study in consultation with their mentor then complete a comprehensive literature review leading to a proposal for their other advanced practice capstone deliverables.

Capstone (1b) the student produces a deliverable that may take the form of a translational (applied) research project, or a state-of-the-art teaching or professional training exercise.
Capstone (2a): students, under the guidance of their mentor, prepare and submit their project from capstone (1b) for presentation at a juried state or national professional conference.

Capstone (2b): the student is guided by their mentor to prepare and submit their project for dissemination in a refereed academic or professional journal.

Students’ faculty mentor/advisor, the DSW program coordinator and the chair of the department will review and sign off on all capstone proposals and deliverables for assurance of academic/professional rigor and comparability of time and effort.

2.5 Educational Effectiveness

By the end of the program, DSW program graduates will be able to:

1. Administer effective clinical practice services for diverse, underserved and vulnerable populations in Connecticut (if engaged in clinical practice)
2. Interpret and apply research to engage in evidenced informed best practices,
3. Design effective programs that positively impact individuals and/or communities.
4. Provide leadership and management capacity that will result in superior supervision, administration and innovative strategies to respond to new and unfolding problems,
5. Effectively communicate knowledge, ideas, and concepts in a wide variety of venues and constituencies within and outside of one’s organization, and,
6. Deliver best practices in education, training and staff development.

Course assignment rubrics are the most direct assessment methodology that can be used to measure student learning outcomes. Rubric(s) for selected assignments in each course will be used to assess student work that the students download into Tk20 (an educational assessment program currently used at SCSU and the Department of Social Work). The teacher assesses (rates) the work on a four-point scale. Data on each assignment can then be used to produce an average score of student work on each learning outcome. See Appendix 9 for a curriculum map of learning outcomes by courses and assessment methodologies as well as some sample rubrics.

2.6 Evaluation of Students

According to the University policy, graduate education requires continuous evaluation of students. This evaluation includes not only periodic objective evaluations such as grades, performance in field practice, and acceptance of the capstone thesis or project, but also subjective appraisal by the faculty of students’ progress and potential. Students’ continuation in the DSW Program is contingent upon positive faculty evaluation of their performance in relation to three sets of standards: professional standards (essential abilities and attributes), academic standards, and field practice standards.
Professional Standards: Essential Abilities and Attributes

The following professional standards, as distinguished from academic standards, describe those abilities and attributes that are essential to professional development as a social worker. Attention to these standards is included in the evaluation of students’ performance in all areas of the DSW Program, including classes, field practice, professional activities, and participation in the University community. Failure to demonstrate essential attributes and abilities may lead to students’ dismissal from the DSW Program:

1. **Professional and Ethical Commitment**

   Students must demonstrate their commitment to the values, ethics, goals, and standards of the social work profession as specified by the *NASW Code of Ethics*.

2. **Diversity and Social Justice**

   Students must demonstrate an appreciation for the value of human diversity and the ability and willingness to promote social justice principles of equity and inclusion in all aspects of their professional interactions.

3. **Self-Awareness**

   Students must demonstrate the willingness and ability to examine how their values, attitudes, beliefs, biases, emotions, and past experiences may affect their thinking, behavior, and professional interactions and to adjust behaviors that may be inconsistent with professional values, ethics, and goals.

4. **Empathy**

   Students must demonstrate the willingness and ability to seek knowledge and understanding of the experiences, perspectives, and values of others and to use such empathy as a basis for professional relationships.

5. **Communication Skills**

   Students must demonstrate the willingness and ability to communicate effectively and respectfully in all professional interactions, including the ability to express ideas and feelings clearly, to listen to others, and to be aware of the possible impact that personal communication on social media may have in a professional setting. Students must have sufficient proficiency in oral and written English to perform successfully in the program.

6. **Interpersonal Skills**

   Students must demonstrate the interpersonal skills needed to relate effectively in professional interactions. Interpersonal skills are based on the willingness and ability to show compassion, altruism, integrity and respect for and consideration of others.
7. **Energy**

Students must demonstrate the energy and stamina to fulfill academic and professional requirements of the MSW Program, including academic coursework and field practice responsibilities.

8. **Professional Behavior**

Students must comport themselves as professionals, demonstrating timeliness, responsiveness, punctuality, reliability, and appropriate self-presentation in person, electronically, and in social media.

9. **Scope of Practice**

Students must demonstrate the willingness and capacity to practice within the scope of their developing competencies, to analyze their level of competence, and to make use of feedback from supervisors and other relevant sources.

10. **Knowledge Base for Social Work Practice**

Students must be guided in their professional activities by the application of relevant biological, psychological, and social knowledge and research, including but not limited to knowledge related to forming relationships, gathering data, assessing persons and situations, intervening, and evaluating practice. Students must demonstrate willingness and ability to pursue continuous learning and professional development as social workers.

2.7 **Academic Standards**

DSW students must satisfactorily complete the number of graduate credit hours required on their planned program with a cumulative grade point average of "B" (3.0) or higher. For more information, please visit: [http://catalog.southernct.edu/graduate/general-information/academic-standards-and-regulations.html](http://catalog.southernct.edu/graduate/general-information/academic-standards-and-regulations.html)

2.8 **Academic Probation and Dismissal**

Students who earn below a 3.0 (B) grade point average for two consecutive semesters are automatically placed on probation. Any subsequent semester in which the student is still below a 3.0 (B) grade point average will result in dismissal from the School of Graduate and Professional Studies.

Students whose overall GPA falls below 3.0 during the last semester of coursework will be placed on probation and given one semester to raise the GPA to the 3.0 level required for graduation. If, after completing an additional semester of work, the GPA is still below 3.0, the student will be dismissed.
Students who are dismissed may apply for readmission to the DSW program after the lapse of one semester. To be readmitted, students must submit a new application and application fee as well as a petition to the DSW Program Coordinators describing why they will be successful if readmitted. The DSW Program Coordinators will return the petition with reasons for disapproval or will forward it to the Social Work Department Chair and the Dean of Graduate Studies with a recommendation for approval/denial of readmission.

For further information, please visit: http://catalog.southernct.edu/graduate/general-information/academic-standards-and-regulations.html.

2.9 Incomplete Grades

The grade of "I" (Incomplete) is given for passing coursework that cannot be completed due to circumstances beyond the student's control. An "I" may not be given to enable a student to do additional work to raise a deficient grade. The instructor may assign a grade of “I” if the instructor deems that the reason the student has requested an Incomplete is valid, and if the instructor believes that the student will be able to complete course requirements by no later than 30 days into the next fall or spring semester. The instructor has the discretion to extend an Incomplete beyond the original deadline by submitting a grade change request in BannerWeb. If students do not complete outstanding work within the allotted time period, and the instructor is not willing to extend the time by submitting a grade of I+, then the grade of “I” will automatically be changed to an "F."

For further information, please visit: http://catalog.edu/graduate/general-information/academic-standards-and-regulations.html.

2.10 Student Review Committee (SRC)

The DSW faculty continuously evaluate student potential and performance in relation to professional standards, including essential abilities and attributes, academic standards, and field practice standards. Faculty members may request that the Student Review Committee (SRC) participate in the evaluation process in cases where students may be having difficulty in any of these areas.

The SRC is comprised of the DSW Program Coordinator and Co-Coordinator, who convene and chair the meetings, and three DSW faculty members. An alternate SRC faculty member is available to serve as needed.

Any faculty member may request a consultative SRC meeting or a decision-making SRC meeting by submitting a written request to the DSW Program Coordinators. The written request specifies the faculty member’s concerns about the student’s performance in relation to professional, academic, or field practice standards. The DSW Program Coordinators convene the meeting and invite the student’s faculty advisor to attend.

The consultative SRC meeting is an advisory meeting that provides faculty members with an opportunity to collaborate in identifying and supporting students who are experiencing difficulty in the DSW Program. The consultative SRC meeting may suggest resources or strategies for helping students improve performance, or it may recommend that a decision-making SRC meeting
be held. The consultative SRC meeting provides an opportunity for informal, confidential conversation among faculty and may be convened without notice to students. Consultative SRC meetings typically do not require voting.

The decision-making SRC meeting is an evaluative meeting that determines whether a student is failing or at risk of failing to meet professional standards: essential abilities and attributes, academic standards, or field practice standards, and whether or under what conditions the student may continue in the DSW Program.

**SRC Decision-Making Process**

Upon a faculty member’s written request, the DSW Program Coordinator and/or Co-Coordinator schedules the decision-making SRC meeting at least one week in advance, with notice to the student and SRC members. All participants receive copies of the written referral. Students will select a faculty member who serves as the students’ advocate during the SRC review process.

During the decision-making SRC meeting, the student and faculty advisor are afforded opportunities to respond to concerns raised in the faculty member’s written referral. The SRC then moves into executive session to consider whether the student may continue in the DSW Program, may continue conditionally, or will be dismissed.

SRC voting members consist of the three faculty members. One DSW Program Coordinator would also serve as a voting SRC member, and the second DSW Program Co-coordinate votes in the case of a tie. When the student’s faculty advisor is also an SRC member, then the advisor will participate in the executive session, but will refrain from voting, and the SRC alternate member will vote in the advisor’s place.

If the SRC determines that the student may continue or continue conditionally, then the DSW Program Coordinators forward a written decision to the student and the faculty advisor and a copy is placed in the student’s academic file. Conditional continuance decisions specify the conditions that students must satisfy in order to continue in the DSW Program, the timeframe for meeting those conditions, and the faculty member who will be responsible for monitoring the student’s progress.

If the SRC determines that the student will be dismissed, then the DSW Program Coordinators forward a written decision to the student, the faculty advisor, and the Social Work Department Chair. The Department Chair sends a letter of dismissal to the student with copies to the Dean of the School of Health and Human Services and the Dean of the School of Graduate Studies, Research, and Innovation.

Students who are dismissed from the DSW Program may be subject to dismissal from the University, from applying for admission to other academic programs, and from further course registration.

**SRC Student-Requested Review**
Students are dismissed automatically (without an SRC meeting) from the DSW Program if they earn a cumulative grade lower than “B” for two consecutive semesters. Students may request that the SRC review an automatic dismissal by submitting a written request to the DSW Coordinators. The request should explain any extraordinary circumstances that led to the student’s unsatisfactory performance and how those circumstances have changed. The DSW Coordinators respond to the SRC student-requested review by convening a decision-making SRC meeting, as detailed above. Students who request an SRC Review are advised not to register for courses during the review period.

Grade Appeal

Please note that SRC will not review or recommend changes to a grade. According to University policy, the awarding of grades is the responsibility of the instructor. A student who believes that an instructor has made an error concerning a grade for a course must follow the grade appeal procedure as outlined in the Southern Connecticut State University Student Handbook: [http://catalog.southernct.edu/graduate/general-information/academic-standards-andregulations.html](http://catalog.southernct.edu/graduate/general-information/academic-standards-andregulations.html).

Appeal of an SRC Decision

**Appeal to Department Chair**

Students may appeal an SRC decision to the Social Work Department Chair by filing a written request for appeal within one week of notification of the SRC decision. The written request should explain why the student believes that the SRC decision-making process was unfair. For example, the student might allege that policies or procedures were not followed; that standards were applied incorrectly; or that the decision was based on incomplete or mistaken information.

Upon receiving the written appeal, the Social Work Department Chair will consult with the student, the SRC members, the faculty advisor, and other pertinent sources. The Department Chair may find that the SRC process was fair and dismiss the appeal, or the Department Chair may refer the case back to the SRC to correct possible procedural irregularities or to consider additional information. If the case is referred for reconsideration, then the DSW Coordinators will schedule a second SRC meeting as soon as possible, usually within one week of the Department Chair’s request. Upon reconsideration, the SRC may affirm, modify, or reverse its original decision.

**Appeal to the Dean, School of Health and Human Services**

Students may appeal the Department Chair’s finding or the decision of the second SRC meeting by filing a written grievance to the Dean of the School of Health and Human Services. The written grievance should explain why the student believes that the Department Chair’s finding and/or the SRC decision-making process was made unfairly or in error. The student must have exhausted departmental remedies before filing a grievance with the dean. The dean may deny the student’s appeal, reverse or modify the department’s decision, or take other action.
Appeal of Dismissal/Student Grievances
Students who have been dismissed from the DSW Program and who have exhausted appeals within the Social Work Department and the School of Health and Human Services may appeal the dismissal or file a student grievance as outlined in the Southern Connecticut State University Student Handbook: [http://catalog.southernct.edu/graduate/general-information/academic-standards-and-regulations.html](http://catalog.southernct.edu/graduate/general-information/academic-standards-and-regulations.html)

2.11 Grade Appeal and Process

According to University policy, the awarding of grades is the responsibility of the instructor. A student who believes that an instructor has made an error concerning a grade for a course must follow the grade appeal procedure as outlined in the Southern Connecticut State University Student Handbook.

2.12 Course Withdrawal

Students may withdraw from a course online through their student web account, effective upon the date submitted, during the withdrawal periods outlined below. Any student considering a course withdrawal should confer with his or her instructor and academic adviser, in order to understand his or her class standing, before withdrawing from a course. If withdrawing from all courses in a semester, please refer instead to the Withdrawal from the University or Leave of Absence policies.

Students may withdraw from a full term course prior to the end of the 12th week of classes; for an eight-week course prior to the end of the 6th week of classes; or for shorter terms per the Registrar's Calendar. Students will receive a grade of W (Withdrawal) on the transcript for each withdrawn course submitted after the add/drop period, and prior to the deadlines outlined above; thereafter, students will receive grades as assigned by the instructors.

Students should consult Refund Policy for the impact on charges. A student's status as full-time or part-time will not change due to course withdrawals submitted after the add/drop period for the term; however, financial aid recipients should contact the Office of Financial Aid and Scholarships, as the withdrawn course(s) may reduce financial aid awards, which could result in the student owing funds to the University and/or government.

Late Withdrawal from a Course

After the scheduled time to withdraw from a course (see above) students may request a late withdrawal from their instructor. In a case where the instructor has determined that due to extenuating circumstance(s) a late withdrawal is justified, the instructor must submit a [Late Course Withdrawal form](http://catalog.southernct.edu/graduate/general-information/academic-standards-and-regulations.html) to the Registrar's Office, approved and signed by both the instructor and the department chairperson. In the event that the instructor teaching the course is the department chairperson, the dean must also sign the form. At this time, the instructor will assign a grade of either "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing). No late course withdrawals will be accepted after the end of classes.
Students should consult Refund Policy for the impact on charges. A student's status as full-time or part-time will not change due to course withdrawals submitted after the add/drop period for the term; however, financial aid recipients should contact the Office of Financial Aid and Scholarships, as the withdrawn course(s) may reduce financial aid awards, which could result in the student owing funds to the University and/or government.

2.13 Withdrawal from the DSW Program

Matriculated students who wish to withdraw from the DSW Program must complete a "Graduate Student Withdrawal Form," which can be obtained from the Registrar's Office at www.southernct.edu/offices/registrar. The student's status is then changed to that of a non-matriculated student immediately or at the end of the semester, as requested by the student. If students who have withdrawn wish to resume graduate study, they must reapply to the School of Graduate and Professional Studies. The process of withdrawal from the DSW Program is separate from the process of withdrawal from courses in a given semester. For further information, please visit: http://catalog.southernct.edu/graduate/general-information/academic-standards-and http://catalog.southernct.edu/graduate/general-information/academic-standards-and-regulations.html.

3. Online Teaching Modalities

The program is designed to be delivered online with hybrid format courses during the summer sessions.

3.1 Online Teaching Infrastructure

Synchronous online teaching and learning is supported through the use of Zoom and the Blackboard Nine Course Management System integrated with SCT banner SIS.

3.2 Library and Other Information Resources

SCSU’s Hilton C. Buley Library has an excellent collection that has supported the Social Work and Marriage and Family Therapy Bachelor’s and Master’s Degree programs for decades. Students in this program will have direct access to resources at SCSU as well as other libraries in the CSCU system, which includes the four state universities and the twelve community colleges that as of February 2017 share an integrated library system. The SCSU Library website is accessible at http://library.southernct.edu.

3.3 Subject Librarians

The library has subject specialist librarians, called subject liaisons, for every subject taught on campus. The liaisons perform library instruction and create the subject guides for their assigned subjects. The librarian for Social Work is Lisa Bier, who has spent 15 working with undergraduate students, graduate students, and faculty from the Social Work and Marriage and Family Therapy
departments. She is available for introductions to library services and more specialized class instruction session that are tailored to a particular course or assignment. She also meets with students one on one for advanced research assistance. These research consultations can occur via email or telephone.

4. Admissions

Applicants for the DSW program are required to complete all admissions materials required by both the Office of Graduate Admissions and the Social Work Department. All application materials must be received by the Office of Graduate Admissions by December 15 for admission the following year.

http://www.southernct.edu/academics/schools/health/academic-programs/socialwork/DoctoralProgram/index.html

4.1 Application Requirements

- Transcripts from all degree programs attended.
- Scholarly or professional written published work.
- Curriculum Vitae.
- Two (2) letters of recommendation from employers, teachers or community, civic, or clinical/management leaders attesting to potential as a Doctoral Candidate.
- Essay describing the student’s professional life to date, including a vision for how this doctorate would add to personal and professional growth and development.
- Completion of application form.
- Interview (video conferencing or in-person) if selected as a finalist

4.2 Minimum Admissions Requirements

- MSW from a regionally accredited university or college.
- A minimum of 2.50 undergraduate and graduate grade point average
- Demonstrated writing competency as evidenced by scholarly writing and the essay.
- At least 2 years of clinical and/or leadership and management practice in the social work field post MSW
- Submission of all admissions material by the December deadline (Application material will be available in August each year)
- Demonstrated capacity for doctoral coursework and independent research

5. Cost

- The Free Application for Federal Student Aid (FAFSA) should be prepared annually to determine eligibility for financial aid. Please see the following link for more information: https://studentaid.ed.gov/sa/fafsa
6. Appendix

Educational and Professional Contract

In addition to being in good academic standing, the following professional standards, as distinguished from academic standards, describe those abilities and attributes that are essential to professional development as a social worker. Attention to these standards is included in the evaluation of students’ performance in all areas of the DSW Program, including classes, field practice, professional activities, and participation in the University community. Failure to demonstrate essential attributes and abilities may lead to students’ dismissal from the DSW Program:

1. Professional and Ethical Commitment
   Students must demonstrate their commitment to the values, ethics, goals, and standards of the social work profession as specified by the NASW Code of Ethics.

2. Diversity and Social Justice
   Students must demonstrate an appreciation for the value of human diversity and the ability and willingness to promote social justice principles of equity and inclusion in all aspects of their professional interactions.

3. Self-Awareness
   Students must demonstrate the willingness and ability to examine how their values, attitudes, beliefs, biases, emotions, and past experiences may affect their thinking, behavior, and professional interactions and to adjust behaviors that may be inconsistent with professional values, ethics, and goals.

4. Empathy
   Students must demonstrate the willingness and ability to seek knowledge and understanding of the experiences, perspectives, and values of others and to use such empathy as a basis for professional relationships.

5. Communication Skills
   Students must demonstrate the willingness and ability to communicate effectively and respectfully in all professional interactions, including the ability to express ideas and feelings clearly, to listen to others, and to be aware of the possible impact that personal communication on social media may have in a professional setting. Students must have sufficient proficiency in oral and written English to perform successfully in the program.

6. Interpersonal Skills
   Students must demonstrate the interpersonal skills needed to relate effectively in professional interactions. Interpersonal skills are based on the willingness and ability to show compassion, altruism, integrity, and respect for and consideration of others.
7. **Energy**
   Students must demonstrate the energy and stamina to fulfill academic and professional requirements of the DSW Program, including academic coursework and field practice responsibilities.

8. **Professional Behavior**
   Students must comport themselves as professionals, demonstrating timeliness, responsiveness, punctuality, reliability, and appropriate self-presentation in person, electronically, and in social media.

9. **Scope of Practice**
   Students must demonstrate the willingness and capacity to practice within the scope of their developing competencies, to analyze their level of competence, and to make use of feedback from supervisors and other relevant sources.

10. **Knowledge**
    Students must be guided in their professional activities by the application of relevant biological, psychological, and social knowledge and research, including but not limited to knowledge related to forming relationships, gathering data, assessing persons and situations, intervening, and evaluating practice. Students must demonstrate willingness and ability to pursue continuous learning and professional development throughout their careers.

**Agreement to Professional and Academic Standards**
I, the undersigned student, have reviewed the above Professional and Academic Standards. I have also reviewed the *DSW Manual*. I understand and agree that my admission to and continuation in the DSW Program is contingent upon my ability to meet the terms of the Academic and Educational standards and those of the *DSW Manual*.

Student’s Name (Please print): ____________________________________________

Student’s Signature: ___________________________________ Date: ________________