



Southern Connecticut State University
Department of Social Work
DSW Student Handbook
2021-2022

Program Information

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Southern Connecticut State University Bookstore

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Financial Aid & Scholarships

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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 (DSW).

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 College of Health and Human Services

The College 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/health-human-services>.

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.

1.4a Student Participation

The Social Work Department values student participation in program and department meetings. To achieve this, two DSW student representatives will be selected to attend the DSW Core and department meetings, one per meeting type. The responsibilities for the representatives are the same, and consist of the following:

- 1) Attending monthly meetings, either in person or virtually.
- 2) Bring to faculty's attention issues that students raise.
- 3) Convey any pertinent information to their cohort.

Application Requirements

DSW Core

- Submit a paragraph to the DSW Co-coordinators as to why you would like to serve as a representative.

Department Meetings

- Have identified leadership/management or university teaching as your focus area.
- Submit a paragraph to the DSW Co-coordinators as to why you would like to serve as a representative.

Of note, representatives for department meetings cannot currently be adjunct instructors at SCSU, but students who are adjuncts may serve as DSW Core representatives.

Please submit your interest paragraph by August 1 via the Forms link sent to your email over the summer. These positions have one-year terms. Students can reapply in subsequent years if they wish to continue in the position. The DSW Co-coordinators will make all final decisions regarding representatives by the beginning of the fall semester.

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 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

catalogues for academic standards at Southern Connecticut State University:

<https://www.southernct.edu/academics/catalogs>.

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://catalog.southernct.edu/graduate/general-information/academic-standards.html>

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:

<https://inside.southernct.edu/diversity/policy-procedures-governing-sexual-harassment>.

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:

<https://inside.southernct.edu/safety/parking>.

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:

<https://inside.southernct.edu/southernalert>

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 24 hours a day, seven days a week. For further information, please visit:

<http://catalog.southernct.edu/graduate/general-information/university-information.html>

1.15 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://inside.southernct.edu/handbook>

1.16 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>.

1.17 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>

1.18 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>

1.19 IT Services: BannerWeb & Help Desk

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>

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) 392-5123.

1.20 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 the University Police telephone number into their cell phones: (203) 392-5375. For further information, please visit: <https://inside.southernct.edu/university-police>.

1.21 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:

<https://catalog.southernct.edu/graduate/general-information/>

2. Doctor of Social Work (DSW) 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

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, while 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.

2.2 Admissions

2.2a Minimum Admissions Requirements

Successful applicants to the DSW program must meet the following minimal requirements:

- MSW from a CSWE-accredited Master of Social Work (MSW) program.
- A minimum of 3.00 grade point average for both undergraduate and graduate degrees*.
- At least three (3) years of post-MSW social work practice experience.
- Demonstrated capacity for doctoral coursework and independent study.

*Applicants who do not meet the minimum GPA requirement may be eligible for conditional admission. For more information, click [here](#).

2.2b Applications

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.

Applications to the Doctor of Social Work program must be submitted and complete by December 15th for admission the following summer. Any applications submitted after this date will be reviewed only if spaces remain for the upcoming year. Applicants to the DSW program apply to the School of Graduate Studies.

Application Requirements:

- Online Application to the School of Graduate and Professional Studies
- Transcripts from all institutions attended
- Curriculum Vitae or Résumé
- Recommendation forms from two (2) employers, teachers, or community, civic, or clinical/management leaders attesting to potential as a Doctoral Candidate. You must forward your recommenders this recommendation form.
- A 4-5-page, double-spaced essay addressing the following:
 1. Social work practice experience, including supervision, leadership, and/or teaching
 2. Most significant aspects of social work professional mission and values for one's practice
 3. Reasons for pursuing doctoral study, including influence of prior experience
 4. Professional goals and the desired impact of doctoral study on career trajectory

This essay will also serve as a writing sample to demonstrate proficiency in professional writing.

2.3 Plan of Study

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. Summer courses are hybrid courses; each course meets on ground during a five-day residency, and the remaining coursework occurs online. The residency week always occurs the last full week of June. Additionally, in the second and third year, students complete an externship and the capstone. The program provides 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 Catalogue.

The schedule is listed below:

Semester & Year	Course Title	Credits
Summer (Year 1)	SWK 803 – Historical and Contemporary Analysis of Social Policy	3
	SWK 831 – Leadership and Management in Social Work	3
Fall (Year 1)	SWK 805 – Paradigms, Epistemology, and Heuristics in Social Work	3
	SWK 820 – Emergent Models and Critical Issues in Clinical Social Work Practice	3

Spring (Year 1)	SWK 823 – Neuroscience and its Application for Social Work Practice with Couples and Families	3
	SWK 821 – Therapeutic Relationships: Advanced Clinical Practice	3
Summer (Year 2)	SWK 800 – Evidence Informed Practice	3
	SWK 822 – Mental Health and Substance Abuse: Advanced Clinical Practice	3
Fall (Year 2)	SWK 806 – Education for Social Work	3
	SWK 804 – Clinical Social Work Supervision	3
Spring (Year 2)	SWK 802 – Program Evaluation	3
	SWK 809 – Capstone I: Capstone Proposal	1.5
Summer (Year 3)	SWK 833 – Technical Skills in Social Work Administration	3
	SWK 809 – Capstone I: Capstone Proposal	1.5
Fall (Year 3)	SWK 807– Externship I	2
	SWK 810 - Capstone II: Capstone	2.5
Spring (Year 3)	SWK 808 – Externship II	2
	SWK 810 – Capstone II: Capstone	2.5
Total		48

***Students MUST complete all incomplete grades prior to enrolling in SWK 809

Please see the Graduate Catalog, which describes the length of time that students have to complete the DSW program under the heading “Time Limitation to Complete Programs”:
<http://catalog.southernct.edu/graduate/general-information/academic-standards.html>.

2.3a Course Substitutions

Students who have a particular interest that is not included in the above program plan can request approval from the DSW Coordinator to substitute one (1) graduate level course for one (1) of the required courses (excluding capstone and externship courses). The DSW Coordinator will work with the student to obtain permission for the substitute course to be taken from another SCSU graduate program. If the student wants to substitute a course offered outside of the university, the student is responsible for obtaining written approval and communicating that to the DSW Coordinator. The student is also responsible for requesting a transcript to verify that the course was completed.

2.3b Continuing Education Credits (CEC)

35 CEC credits per course are provided for the completion of SWK 821—Therapeutic Relationships: Advanced Clinical Practice, and SWK 804—Clinical Social Work Supervision.

2.4 Externship

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.

Students in the DSW program can select from three possible externship focus areas. Those whose main interest is in university teaching will be mentored by a faculty member. Those whose main interest is leadership and management will be mentored by a senior agency administrator. Those whose main interest is advanced clinical practice will be mentored by a master clinician in their chosen area.

The externship spans across two semesters, occurring in the fall and spring of the student's third year.

2.4a Key Externship Staff and Roles

- **Student:** Identifies specific mentors and placements, develops proposal identifying the type, topic, project and preliminary learning activities, and maintains a portfolio in which they keep a detailed account of their efforts.
- **DSW Coordinator:** Approves all externship proposals and coordinates higher education placements
- **Field Education Director:** Consults with students who seek a leadership and management or advanced clinical practice externship; works with the DSW Coordinator to finalize all approval details, including oversight of formal agreements with externship sites and mentors.
- **Faculty Liaison:** Instructor of record for SWK 807 and 808; serves as a liaison between the student and mentor; ensures that student learning activities are taking place; submits a grade for each course (pass/fail).
- **Mentor:** Provides guidance for the student at the externship site, including consistent communication and feedback on learning activities; provides a final evaluation of student learning (see Appendix for form).

Externship roles and activities are described in more detail below.

2.4b Externship Types

- **University Teaching:** Students interested in an externship in university teaching will serve 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 course formats including face to face, hybrid, and online. Students will also learn how to best use andragogy practices through co-teaching and supervised adjunct teaching by focusing on such activities such as creating a syllabus, learning modules, a series of assignments and evaluation tools for a specific course or content area, and by completing a literature review and meaningful resource list to add to a syllabus. The student will have no less than two (2) supervised teaching opportunities each semester. Student evaluations will also be collected.

- **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 organization mentor to identify and complete a project. Projects could include creating assessment tools, conducting follow-up evaluation research to determine the impact of program interventions, or grant and report writing.
- **Advanced Clinical Practice:** Students interested in an advanced clinical practice externship will seek out mentorship in a practice 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 frequent contact with their mentor in order to hone their expertise. The student will need to engage in video and/or audio tape recordings for mentor review.

2.4c Procedure and Deadlines

Externship placement opportunities will aim to meet students' university teaching, leadership and management, or advanced clinical practice goals. Students are encouraged to identify an externship site and mentor for consideration and include the mentor's resume or CV. If the student does not have a specific site or mentor and is interested in leadership and management or advanced clinical practice, the student will meet with the Social Work Department's Director of Field Education to identify a site and mentor. If the student is interested in higher education, the student will meet with the DSW Coordinator to identify teaching opportunities and mentors within SCSU or other colleges or universities. The student is responsible for scheduling and attending any and all interviews required by the prospective externship site.

The student is responsible for submitting the Externship Faculty Liaison Preference Form by November 15th in the semester prior to the first externship semester, and the Externship Proposal Form by February 1st (see copies of both forms in the Appendix). Both forms are to be

completed via the Forms link sent to your email.

The DSW Coordinator reviews and approves all proposals and works with the student and Director of Field Education to finalize placements and mentors.

If the student, their mentor, and the site agree that the placement is suitable, then the Field Education Office sends a confirmation letter to the student and the agency. Additionally, the faculty liaison meets with the mentor prior to the beginning of the externship to describe the process and clarify expectations. If the student and prospective mentor do not accept the placement, then the student is referred to or may seek out another opportunity.

The Social Work Department seeks to finalize and approve all externship placements by July 1.

2.4d Externship Placement Schedule/Attendance

Students are expected to complete a minimum of 240 hours for their externship. Students are expected to identify a schedule that allows for consistent engagement in externship activities (e.g., 8 hours/week x 30 weeks = 240 hours). Students and their mentors may create a flexible schedule of hours to more closely match the nature of the project and learning taking place.

Students are responsible for scheduling, completing, and documenting the required minimum hours for their externship. Students should review the calendar with their mentor at the beginning of each semester to schedule their hours and plan how to document completed hours.

Students are not typically required to attend their externship during agency or University holidays or during the University spring vacation. Should the agency be open on days when the University is closed, students are expected at their site. During the winter intersession between fall and spring semesters, students may take up to two weeks' vacation from the field agency. Students and their mentors determine the student's vacation schedule.

Students who must miss days from their externship due to illness, a death in the family, or other emergency are responsible for notifying their mentor. Students do not need to make up excused absences provided that they will meet the total number of required field hours.

2.4e Place of Employment

Students who wish to use their place of employment as an externship site must apply to the Field Education Director for an employed externship placement. An employed placement may be approved for the student's externship on the condition that the work the student will be undertaking falls within one of the three areas (university teaching, leadership and management, advanced clinical practice) and is sufficiently different from their current role within the setting.

Employed externship placements may be approved for students who are employed with good standing. Students may not apply for employed placements who are probationary employees or who are subjects of disciplinary action by the agency.

Employed field placements must meet criteria for approval as an externship site, and externship mentors must meet criteria for approval as instructors. The student's mentor must be different from the person who supervises the student's employment.

Externship assignments must be separate and distinct from the student's responsibilities as an employee. Evaluations must be consistent with academic standards and distinct from evaluations of employment responsibilities.

2.4f Compensation

Students may be compensated for their externship if the organization they are placed at is willing and can compensate them. Please contact the DSW Coordinator, who will review with the Chair on a case by case basis. Students will be compensated by the college or university when they are hired to teach the course independently.

2.4g Background Checks

Students are encouraged to disclose any criminal history (felony or misdemeanor convictions) in order to assist the Field Education office in identifying appropriate externship placements. Students with criminal records may be admitted to the DSW Program; however, previous convictions may limit students' externship options. Some externship sites require prospective externs to be fingerprinted and to pass criminal and driving background checks, child welfare background checks, drug tests, and/or physical examinations.

2.4h Approval of Mentor

Externships entail applied work under the guidance of advanced professional mentors who will provide frequent and consistent guidance. Mentors are approved who:

1. Hold an accredited MSW degree or professional degree relevant to the externship type and topic, and,
2. Demonstrate expertise in leadership and management, higher education or clinical practice as evidenced by one or more of the following:
 - a. at least three years of post-graduate experience
 - b. relevant trainings and/or certifications
 - c. relevant presentations and/or publications
 - d. public recognition (awards, grants, etc.)

2.4i Selection of Faculty Liaison

Students state their faculty liaison preferences in the Externship Proposal Form. The DSW

Coordinator makes assignment recommendations to the Department Chairperson who has final approval of all liaison assignments.

The DSW Coordinator will notify students of the faculty liaison to whom they have been assigned by March 15th. Students then enroll in the liaison's externship course section for the upcoming Fall semester.

2.4j Responsibilities of Faculty Liaisons

Students in externships are simultaneously enrolled in SWK807 and SWK808 with their faculty liaison. Prior to the beginning of the externship, the faculty liaison meets with the student and their mentor by videoconference to review externship learning activities and modes of instruction, identify learning outcomes, and ensure that all educational requirements will be met. Mentors and students are welcome to call upon the faculty liaison with any questions or concerns. Additionally, the faculty liaison will check in with the student periodically across the two semesters.

It is the responsibility of the faculty liaison to grade the two externship courses including students' performance at their externship. Students are graded on a pass/fail basis. Students must earn a passing grade in order to continue in or graduate from the DSW Program. At the end of the second semester, faculty liaisons will submit evaluations of mentors and organizations in service of strengthening the externship program.

2.4k Student and Site Evaluation

At the end of each semester, mentors will provide an evaluative summary of the students' progress regarding the particular competencies agreed upon by the student and faculty liaison (see Appendix for form). Students will maintain a portfolio in which they keep a detailed account of their efforts, which will be submitted to their faculty liaison at the end of each semester.

2.4l Privileges for Mentors

Library Privileges. Mentors are afforded full privileges to Buley Library, including access to collections in-person and online. In order to receive a library card, mentors should bring a valid picture identification to the University Card Office in the Wintergreen Office Building. The Card Office will issue a Hoot Loot ID Card, the University's multipurpose identification card, with an identification number that may be used for borrowing books in person and for online access to journals, databases, and other resources.

Professional Development Opportunities. Mentors are invited free of charge to various workshops and professional development events that are sponsored by the Department of Social Work and the College of Health and Human Services, including the annual Aavo Rakfeldt Memorial Lecture.

2.4m Externship Courses

Course Requirements. The externship courses span across two semesters, occurring in the fall and spring of the student's third year.

Modes of Instruction. Externships entail applied work under the guidance of advanced professional mentors who will provide consistent guidance and feedback. The modes of instruction will be identified in the videoconference prior to the beginning of each externship semester.

Portfolio. A corpus of professional work in the area of the student's focus area that exemplifies the student's experience and expertise as well as outlining a path for future professional development.

2.4n Evaluation

Students are graded on a pass/fail basis. Students must earn a passing grade in order to continue in or graduate from the DSW Program.

At the end of each semester, mentors will provide an evaluative summary of the students' progress regarding the particular competencies agreed upon by the student and faculty liaison and mentor.

2.5 Capstone

The capstone experience is the culminating academic event for students enrolled in the DSW program. The capstone advisor mentors the student through the process of developing advanced practice expertise in university teaching, leadership and management and advanced 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.

2.5a Key Capstone Staff and Roles

Capstone Advisor: The Capstone Advisor guides the student through the four capstone semesters from the development of a project to completion. Close coordination with the student's capstone advisor is essential to the development of a strong capstone. The capstone advisor is the main person that the student works with on all aspects of the capstones and approves the timing of the 2nd reader's review. Once that review has been provided, the advisor will grade the capstone. Due to the iterative nature of the process, candidates can expect to make several revisions prior to gaining approval of the proposal. The capstone advisor also completes the course rubric and submits the student's grade. Students are graded on a pass/fail basis.

2nd Reader: The second reader is a full-time faculty member in the Social Work Department.

The second reader reads the final draft of the proposal in SWK 809 and the final draft of the capstone in SWK 810 after the faculty advisor approves the document. The second reader will provide written feedback to the student and may ask for additional edits to be made to strengthen the document. The capstone should not be graded until the second reader reviews it and provides feedback.

DSW Coordinator/Co-Coordinator: The DSW Coordinator (in consultation with the Department Chairperson) will assign second readers. Should the document require expertise not found within the department, the DSW Coordinator will seek and approve a faculty member outside of the department and/or university.

2.5b Capstone Courses and Products

Capstone work occurs in four courses over four semesters, beginning in the Spring of Year 2 and concluding in the Spring of Year 3. Please note, students must complete all incomplete grades prior to enrolling in SWK 809, and they must complete each capstone course before proceeding onto the next course. A description of each course is as follows:

SWK 809 (Taken twice for credit): Students identify a specific topic or area of study in consultation with their advisor and then engage in a review of the literature about the topic. The course culminates in a proposal, including a work plan for completing the project over the four semesters. Briefly, the proposal is a document that includes: (1) a statement of the problem to be investigated and which capstone it falls under, (2) a description of the question(s) under investigation, significance and relevance of the topic and questions, (3) a brief commentary on the initial exploration of the literature, (4) a proposed methodology to conduct the inquiry, and (5) a draft timeline and work plan for completion of the capstone. The instructor completes the rubric and assigns the student's grade (P/F).

Depending on the capstone choice, the work plan may require a needs assessment to secure buy-in (e.g., Program Development Capstone), a research methods design (Research Project Capstone), or a critical analysis of the literature (Theoretical or Conceptual Framework Development Capstone). The product for this course is dependent upon capstone choice, and may include the methods section, the needs analysis, or analysis of the literature in addition to a proposal.

Students submit the final capstone proposal to their capstone advisor. Once the advisor has approved the document, they will be forward it to the second reader for additional comments. Once all comments and suggestions have been addressed, the proposal will be approved and the student can progress to SWK 810.

SWK 810 (Taken twice for credit): Students actively implement their project, and may also

evaluate (e.g., Program Development Capstone; Training Module Development) or analyze (Research Project Capstone) their findings; develop policy or a theory/conceptual framework; and solicit feedback from key stakeholders/experts (Policy Development Capstone; Theoretical or Conceptual Framework Development Framework).

The student also finalizes and disseminates the product via preparing and submitting their project for consideration in a refereed academic or professional journal (Research Project Product, Theoretical or Conceptual Product), a treatment protocol and evaluation (Program and Training Product), delivering the new policy or policy analysis to the legislature or relevant state or national organizations (Policy Product).

Students who have an incomplete in a capstone class may continue to take other courses and their externship. However, students may not register for a subsequent capstone course until they have completed and passed the prior capstone course.

2.5c Capstone Types

An array of capstone choices are available to students. See Table 2, below, for five of the most common capstones and how the work for each capstone choice is parsed out across the four courses.

- Research Project with Primary or Secondary Data
- Program Development
- Training Module Development
- Policy Development
- Theoretical or Conceptual Framework Development

Table 2: Capstone Focus Choices

Capstone Course	Primary/ Secondary Data	Program	Training Module	Policy Development	Theoretical/ Conceptual
809a	Proposal and Work Plan	Proposal and Work Plan	Proposal and Work Plan	Proposal and Work Plan	Proposal and Work Plan
809b	Methodology	Needs Assessment and Buy-In	Needs Assessment and Buy-In	Policy Development or Analysis	Literature Review
810a	Implementation	Implementation and Evaluation	Implementation and Evaluation	Alternative Policy	Critical Analysis of the Literature
810b	Product and Dissemination	Product and Dissemination	Product and Dissemination	Product and Dissemination	Product and Dissemination

2.5d Procedure and Deadlines

By September 1st, students will submit the Capstone Advisor Request Form via the Forms link sent to your email. The DSW Program Coordinators will review the forms, meet with the Chair, and contact faculty regarding requests. The Program Coordinators will notify students of the

faculty member to whom they have been assigned by October 15th.

2.5e Approval of Capstone Advisor

All full-time faculty within the Department of Social Work are eligible to serve as a Capstone Advisor. Students complete the Capstone Advisor Request Form to request a Capstone Advisor or to indicate no preference. The DSW Coordinator makes assignment recommendations to the Department Chairperson who has final approval of all capstone advisor assignments. Other faculty, including emeritus faculty and faculty outside of the department, will be considered by the DSW Coordinator, in consultation with the Chairperson, on a case-by-case basis.

2.5f Student Responsibilities

Over the four semesters that students are enrolled in capstone courses, they will engage in building and disseminating their capstone project. Students are responsible for the following activities in pursuit of this goal:

- Selecting a topic that considers and seeks to address a “problem” relevant to our field
- Completing the Capstone Advisor Request Form by September 1st to select a capstone advisor.
- Selecting a capstone choice (see Table 2).
- Crafting a capstone proposal.
- Securing Institutional Review Board (IRB) Human Subjects approval (if necessary)—see Section 2.5g.
- Executing the capstone project.
- Drafting the capstone and submitting it for multiple reviews by the advisor and 2nd reader.

2.5g Use of Human Subjects

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 Office of 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>.

2.5h Copyright Permission and Attribution

If a student includes copyrighted material in one's capstone, the student is responsible for obtaining permission to use such material unless the student is the owner of the copyright or the material meets the "fair use" criteria. Guidance can be found in the relevant edition of the APA Manual. Stanford University's website also has useful fair use information:

<http://fairuse.stanford.edu/overview/fair-use/>.

2.5i Graduation

It is the student's responsibility to initiate the necessary paperwork to apply for their degree. See the following links for more information:

- <https://inside.southernct.edu/onestop/academics/apply-to-graduate>
- <https://www.southernct.edu/grad>

2.6 Academic Policies and Procedures

2.6a 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 (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 will be used to assess student work that the students uploaded into Tk20 (an educational assessment program currently used at SCSU and the Department of Social Work). Aggregate data from TK20 will be used to assess student learning overall.

2.6b Evaluation of Students

According to University policy, graduate education requires continuous evaluation of students. In the DSW Program, this evaluation includes professional standards (essential abilities and attributes) and academic standards. Students' continuation in the DSW Program is contingent upon positive faculty evaluation of their performance in relation to these standards.

2.6bi 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.

2.6bii 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.html>

2.6c Academic Probation and Dismissal

The DSW Program follows the university policy adopted by the School of Graduate and Professional Studies: 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.

A student may retake a course for a different grade by registering for the course again. Although both grades will appear on the student's transcript, the higher of the two course grades will be used to calculate the student's University GPA. If the student receives the same grade in both semesters, the new grade will replace the old grade and the new grade will be used to calculate the current semester's GPA. The student shall receive credit for the course only once. See the following for more information:

<http://catalog.southernct.edu/graduate/general-information/academic-standards.html>

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.html>

2.6d Incomplete Grades

The DSW Program follows the university policy adopted by the School of Graduate and Professional Studies: A temporary grade of incomplete (I) is recorded when a student has a valid reason as determined by the instructor for not meeting a partial requirement in a course prior to the termination of the semester. The student requests incomplete status from the student's instructor. If granted, the incomplete must be removed not more than 30 days after the next semester begins. If the student fails in the student's responsibility to complete the work, the grade automatically becomes a failure, "F." If the instructor is giving the student longer than the 30-day period to complete coursework, then the instructor must file a Grade Change with the Registrar's Office to "Incomplete Extension" with a revised deadline. **Students are not permitted to register for capstone courses until they have completed all incomplete work.** Additionally, students should be aware that a grade of incomplete may impact financial aid. For further information, please visit: <http://catalog.southernct.edu/graduate/general-information/academic-standards.html>

2.6e Student Review Committee (SRC)

The DSW faculty continuously evaluate student potential and performance in relation to

professional standards, including essential abilities and attributes and academic 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, and/or academic standards.

a. 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-coordinator 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 College of Health and Human Services and the Dean of the School of Graduate and Professional Studies.

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.

b. SRC Student-Requested Review

Consistent with the School of Graduate and Professional Studies policy, 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.

c. Grade Appeal

Please note that SRC will not review or recommend changes to a grade. Please see Section 2.6h for details about the grade appeal process.

d. Appeal of an SRC Decision

i. 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.

ii. Appeal to the Dean, College 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 College 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.

iii. 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 College 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.html>

2.6f 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: <http://catalog.southernct.edu/graduate/general-information/academic-standards.html>

2.6g 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: <http://catalog.southernct.edu/graduate/general-information/academic-standards.html>

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 sixth 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.

2.6h 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](#) 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.

2.6i Leave of Absence

Students who need to take time off from their studies, with the intention of returning, must submit a [Leave of Absence form](#) to the Registrar's Office and are strongly encouraged to meet with their faculty advisor to discuss plans for degree completion. The leave of absence will be effective upon receipt of the form by the Registrar's Office, or as indicated by the student if completing the semester, whichever is later. Leave of absence requests are not retroactive and will not be accepted after the last day of the semester.

<http://catalog.southernct.edu/graduate/general-information/academic-standards.html>

Students must pay a continuous enrollment fee while on a Leave of Absence. Students can apply for a fee waiver by submitting this form:

<https://www.southernct.edu/sites/default/files/a/sites/grad/Leave-of-Absence-Fee-Waiver-modified-080819.pdf>.

2.6j Withdrawal from the DSW Program

Matriculated students who wish to withdraw from the DSW Program must complete a [Graduate Student Withdrawal Form](#). 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.html>.

2.7 Online Teaching and Library Resources

2.7a Teaching Infrastructure

The program is designed to be delivered online with hybrid courses during the summer sessions. Synchronous online teaching and learning is supported through the use of Teams, Zoom, Forms, Blackboard Nine Course Management System, and TK20, an educational assessment program currently being used at SCSU and within the Department of Social Work. A minimum of four (4) synchronous sessions will be scheduled for each online course.

Teams provides students a place to communicate with one another. It also contains all DSW program information and other resources, including this handbook, and both capstone and externship information.

Forms is a survey service that the Department of Social Work uses to collect information and forms from students. When it is time for students to fill out a particular form, the DSW coordinators will email a link directly to the students. Please complete all forms by their due dates. Example forms are included in the Appendix for your convenience.

2.7b Library and Other Information Resources

Southern's 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.

Hilton C. Buley Library has an excellent collection that has supported the Social Work and Marriage and Family Therapy 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 12 community colleges that share an integrated library system. The SCSU Library website is accessible at <https://libguides.southernct.edu/home/>.

2.7c 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 years working with undergraduate students, graduate students, and faculty from the Department of Social Work. She is available for introductions to library services and more specialized class instruction sessions 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 bierL1@southernct.edu or phone (203) 392-5131.

2.8 Financial Aid, Supports, and Resources

The university offers a range of resources to support students' ability to pay for doctoral program costs. More information can be found at: <http://catalog.southernct.edu/graduate/general-information/financial-aid.html>

2.8a Eligibility for Financial Aid

Graduate students are expected to successfully complete at least 67% of the credits attempted at SCSU from the previous academic year or the last academic year attended to be eligible for financial aid. More information can be found at: <https://inside.southernct.edu/onestop/financial-aid/academic-progress>

2.8b FAFSA

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>

2.8c Adjunct Instructor Credit

Adjuncts who have taught 18 credits, and are currently teaching at least one course, in the CSU system, are eligible for tuition fee reduction as outlined here: "A part-time member who has been employed for eighteen (18) or more load credits in the University [...] may take courses at any university in the system on a space available basis, provided however that participation in said course shall not interfere with the member's employment obligations. For each load credit for which the member is compensated, one (1) credit hour's extension tuition shall be waived or the full-time tuition, and State University fee shall be reduced by one twelfth (1/12)."

For more information about tuition reduction, please see the Collective Bargaining Agreement

[here](#).

2.8d Graduate Research Fellowships

The School of Graduate and Professional Studies (SGPS) holds a **Graduate Research Fellowship Competition** each year for graduate students working towards the master's degree or sixth year diploma program. Each fellowship award is in the amount of \$12,000 for full-time recipients or \$6,000 for half-time award recipients for the academic year. For more information and deadlines, see the following link: <https://www.southernct.edu/grad/current-students/student-research>.

2.8e Graduate Studies Graduate Assistantship (GSGA)

The GSGA is a non-need-based award administered through the School of Graduate and Professional Studies and is contingent upon: (1) acceptance to a graduate degree or sixth-year certificate; (2) the achievement of a minimum 3.2 grade point average for all undergraduate coursework; and (3) a 3.75 grade point average for all graduate coursework. The two types of GSGAs are: (1) graduate teaching assistantship, and (2) graduate research assistantships. Each GSGA award involves a scholarship/stipend totaling \$12,000 for the academic year, for full-time award recipients, or \$6,000 for half-time award recipients. Up to ten awards will be made for the academic year by the Dean of the School of Graduate and Professional Studies. Follow this link for more information: <https://www.southernct.edu/grad/current-students/student-research>.

2.8f Grant Opportunities

The following links represent opportunities for DSW students to apply for different grants, scholarships, fellowships, and awards towards their education or research.

1. Fahs-Beck Grant Programs

http://www.fahsbeckfund.org/grant_programs.html

Awarded to doctoral students whose research has "the potential for adding significantly to knowledge about problems in the functioning or well being of children, adults, couples, families, or communities, or about interventions designed to prevent or alleviate such problems." The full guidelines (including deadlines) are available at the above link.

2. CSWE List

<https://www.cswe.org/Special-Pages/Visitor-Links/Students/Student-Funding-Opportunities>

CSWE curates a list of funds available to students, including scholarships, contests, awards, fellowships, and grants. Guidelines and deadlines for each of the individual awards are linked on this page. Be sure to check them all out!

3. SocialWork.Org List

[\(https://www.socialwork.org/resources/social-work-scholarships/\)](https://www.socialwork.org/resources/social-work-scholarships/)

Scroll down to "DSW Scholarships" to see different opportunities. Many of these are scholarships meant to be put towards education and covering tuition-related expenses, but there are other opportunities as well. Guidelines and deadlines for each of the individual awards are linked on this

page.

Best of luck to all who apply!

3. Appendix

Reminder: All forms will be sent to you via email when it is time for you to fill them out.

A. Educational and Professional Contract

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: _____

B. Capstone Advisor Request Form

Capstone Advisor Request Form
Southern Connecticut State University
Department of Social Work
DSW Program

THIS FORM IS DUE BY SEPTEMBER 1ST.

1. Full Name:
2. Email:
3. Phone Number:
4. Student ID:
5. Focus Area:

Advanced Clinical Practice University Teaching Leadership & Management

6. Summary of your capstone topic:

7. List, in order of preference, up to three faculty advisors. If you have no preference, please write "No preference."

C. Externship Proposal Form

Externship Proposal Form

DUE FEBRUARY 1ST!

1. Full Name:
2. Email:
3. Phone Number:
4. Student ID:
5. Focus Area:

Advanced Clinical Practice University Teaching Leadership & Management

6. Externship Topic or Project:
7. Please list three to five preliminary learning objectives below:

8. Please list preliminary learning activities below:

9. Proposed schedule of hours:

10. Have you identified an externship site and/or mentor?

Yes No

11. If YES, what is your externship site?

12. If YES, is this your current place of employment?

Yes No

13. If you've identified an externship mentor, what is their name?

14. Please upload your mentor's resume or CV.
15. If you've identified your site and mentor, please provide a brief explanation of how they will support your learning objectives and activities:
16. Please list, in order of preference, up to three faculty members to serve as your externship faculty liaison. If you have no preference, please write "No preference."

D. Externship Evaluation of Student Learning Form

**Externship Evaluation of Student Learning
Southern Connecticut State University
Department of Social Work
DSW Program**

1. Semester:

Fall

Spring

2. Mentor Name:

3. Organization Name:

4. Email:

5. Phone Number:

6. Student Name:

7. Student Email:

8. Student Phone Number:

9. Student ID:

10. Faculty Liaison:

11. Externship Type:

Advanced Clinical Practice

University Teaching

Leadership & Management

12. Externship Topic or Project:

13. Please list the student's three to five learning objectives below:

14. Please list the student's learning activities below (up to four):

15. Was learning objective #1 met?

Yes

In progress

No

16. Was learning objective #2 met?

Yes In progress No

17. Was learning objective #3 met?

Yes In progress No

18. Was learning objective #4 met?

Yes In progress No N/A

19. Was learning objective #4 met?

Yes In progress No N/A

20. Please provide an explanation:

21. Was learning activity #1 achieved?

Yes In progress No

22. Was learning activity #2 achieved?

Yes In progress No

23. Was learning activity #3 achieved?

Yes In progress No

24. Was learning activity #4 achieved?

Yes In progress No

25. Please provide an explanation below:

26. Did the student complete the required hours?

Yes No

27. If the student did not complete the required hours, please provide an explanation below, and describe a plan to fulfill the hours.

28. If there is any other information that you would like to share, please include it below:

E. Application for Use of Employment as Externship

APPLICATION FOR USE OF EMPLOYMENT AS EXTERNSHIP

THIS FORM IS DUE BY FEBRUARY 1ST!

POLICIES FOR THE USE OF EMPLOYMENT AS EXTERNSHIP

1. The student must apply for use of employment as an externship using the appropriate forms and complete all paperwork by February 1st preceding the beginning of placement.
2. As part of this application, the organization must supply a statement indicating that the organization is agreement with the request, the name and credentials of the proposed mentor, the job description of the employee, a description of possible educational assignments that would be different from the job description, and a statement as to how the guidelines will be followed.
3. The organization must meet the criteria of the SCSU Department of Social Work for becoming an approved organization.
4. The mentor must meet the SCSU Social Work Department's criteria used in the selection of mentors.
5. For a total of 240 hours across two semesters, the employee/student must be reassigned to activities which are more challenging, skill enhancing, and educationally directed, based on the curriculum of the School. The student is expected to keep a portfolio of hours and activities. The employee/student may use university vacations for externship activities and extend the hours into the summer, with the permission of the field liaison and organization, if the hours are not completed.
6. The employee/student must be in good standing with the employing organization, not a probationary employee or the subject of disciplinary action within the organization.
7. Evaluations for the educational experience shall be separate from the work evaluation and must be consistent with academic standards.

1. Full Name:

2. Student ID:

3. Phone Number:

4. Focus Area:

Advanced Clinical Practice University Teaching Leadership & Management

5. Name of Employing Organization:

6. Organization's Phone Number:
7. Organization's Address:
8. Organization's Website:
9. Organization's Administrator:
10. Administrator's Phone Number:
11. Administrator's Email:
12. Your Job Title:
13. Years in Position:
14. Your Supervisor:
15. Name of Proposed Mentor:
16. Please upload your mentor's resume here.
17. Provide a brief rationale for using your place of employment for your externship.

18. Please upload a statement from the administrator of your place of employment that indicates that the agency is in agreement with your request. In this statement should be the name and credentials of the proposed mentor, your job description, a description of possible educational assignments that would be different from your job description, and a statement as to how our policies and guidelines for the use of employment will be followed.