

2023 - 2024

**DSW
STUDENT
HANDBOOK**

Morrison Family
College of Health



School of Social Work

DSW Student Handbook

School of Social Work
Morrison Family College of Health

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Current edition available on the web on the [DSW OneStThomas website](#)

Effective 6/2023

June 2023

Dear DSW Student:

Welcome to the Doctorate in Social Work (DSW) Program in the Morrison Family College of Health (MFCOH) School of Social Work (SSW) at the University of St. Thomas! We are pleased to present you the DSW Student Handbook. This handbook is intended to help you understand the program, its mission, philosophy, goals, requirements, policies, and procedures.

In addition to program information, your rights, as well as your obligations, as a student, are outlined. Please read this handbook carefully and note the schedules and sequencing that need to be followed in order to plan for and maximize your educational experience with us. This handbook is posted on the [DSW OneStThomas website](#). Updates to policies and procedures are published in the online (and only) version and represent current policy for which students are accountable.

Advising is an important component of your DSW education. We urge you to contact your advisor or the DSW Program Director as questions or concerns arise to assist you in navigating your progress through the DSW program. During your second year in the program you will be matched with a Banded Dissertation Advisor who will provide guidance on your banded dissertation work.

The companion documents to this handbook are the Banded Dissertation Handbook, the University of St. Thomas [Graduate Student Policies](#) website, the [NASW Code of Ethics](#), and the [APA Manual](#). These documents should be used along with this handbook. Other required texts for participation in the program are noted in this Handbook and in each course syllabus. For unanswered questions, please contact your academic advisor, the DSW Program Director, the DSW Program Manager, or your Banded Dissertation Advisor.

Best wishes for a wonderful year and a successful educational experience.

Sincerely,



MayKao Y. Hang
Vice President and Founding Dean



Catherine Marrs Fuchsel, Ph.D., LICSW, LCSW, MSW
DSW Program Director & Associate Professor, School of Social Work

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School History

The School of Social Work has been a partnership with St. Catherine University since the early 1970's and its Bachelor of Social Work (BSW) has been jointly accredited by the Council on Social Work Education (CSWE) since 1974, the first year of accreditation. The joint Master of Social Work (MSW) began in 1990 as the first clinical social work program in the region, preparing mental health professionals for clinical practice and licensure (LICSW level in MN).

In May 2014, the joint School of Social Work received approval from the Higher Learning Commission, a commission of the North Central Association, to offer a Doctorate in Social Work (DSW) with a focus on Education as Practice. Our DSW started in 2014-15, a first-of-its-kind online doctoral program focused on preparing social work educators specifically for teaching and leadership in teaching-intensive universities. The first cohort of 18 students graduated in 2017.

In late-spring of 2018, the two universities announced that the partnership will end and each will offer its programs independently after summer 2019. St. Catherine University continued to offer its BSW and MSW programs. The St. Thomas School of Social Work continued to offer the BSW, MSW and DSW in their current formats. The BSW and MSW programs at both universities were granted accreditation until 2024. The DSW program was offered independently by the University of St. Thomas in summer 2019.

Mission Statement - University of St. Thomas

Inspired by Catholic intellectual tradition, the University of St. Thomas educates students to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Read [more](#) about University of St. Thomas' mission.

Vision Statement for the Morrison Family College of Health

Informed by Catholic social teaching, the University of St. Thomas Morrison Family College of Health educates health providers and leaders to skillfully, compassionately and collaboratively advance the physical, mental, social and spiritual well-being of individuals, families and communities.

Mission Statement for the School of Social Work

Grounded in social justice and inspired by Catholic social thought, we educate and engage students to learn, grow, and develop their professional skills as they prepare for social work practice in support of health, wellbeing, and the common good.

Vision Statement for the School of Social Work

We envision a world that affirms and sustains the inherent dignity and worth of all humans, that distributes resources and power equitably, and where all life flourishes.

Mission Statement for the Doctorate in Social Work Program

To prepare students to teach and lead in the social work profession with a particular focus on education as social work practice. We partner with students to prepare graduates to assume the roles of faculty to teach, develop an identity as a scholar practitioner, write for publication and other forms of dissemination, and pursue social justice through service and leadership in the academy and community.

Accreditation Status

The University of St. Thomas is accredited by the Higher Learning Commission and are members of the North Central Association (www.ncahlc.org or (312) 263-0456.) The Higher Learning Commission of the North Central Association of Colleges and Schools has approved this Doctorate in Social Work (DSW) program.

Administrative Structure

The DSW Program Director is appointed by the Dean and is responsible for coordinating curriculum development, addressing student needs and supporting/facilitating faculty development. The Director maintains the DSW Program Forum in the learning management system (LMS) site for each cohort to encourage students to voice their ideas, feedback and concerns. The DSW Program Committee consists of the DSW Program Director, DSW Program Manager, and all faculty teaching in the DSW program.

Admission to the DSW Program

The School of Social Work is committed to the selection of a student body which is culturally, racially and ethnically diverse in order to achieve the best teaching and learning mix and contribute to an optimal leadership group for social work in the future. The DSW Admissions Committee recruits, screens and admits those individuals with the greatest potential to be engaged in social work as teachers, scholar practitioners and leaders in the academy, community and profession.

The St. Thomas DSW program admits one cohort of students each year beginning in the summer of the year of admission.

The objectives of the admissions process are to:

- Develop a pool of qualified applicants who bring diverse understandings to the program by virtue of culture, ethnicity and race, varied areas of social work practice, and a commitment to teach and lead in social work education.
- Facilitate the enrollment and retention of admitted students.
- Support the achievement of excellence and the successful completion of the program.

Admission Criteria

- MSW degree from a program accredited by the Council of Social Work Education (CSWE)
 - Transcript evaluation and acceptable test scores for proof of English proficiency, as detailed on the UST [International Admissions Graduate Application Checklist](#).
- Minimum of three years post-MSW social work practice experience
- Previous teaching experience in higher education (full-time or adjunct) – strongly preferred
- Minimum cumulative grade-point average of 3.0 on a 4.0 scale for previous graduate work
- Three letters of recommendation attesting to capacity of student to do doctoral level work
- Writing sample that demonstrates capacity for doctoral work
- A personal statement that convincingly addresses the questions
- Commitment to teach and lead in the social work profession as evident in letters of reference, personal statement and writing sample.

For more information, please visit our website at <https://health.stthomas.edu/social-work/graduate/doctorate/index.html>.

English Language

Applicants whose native language is not English must submit acceptable test scores for proof of English proficiency, as detailed on the UST [International Admissions and Aid Graduate Requirements](#).

Admission Status

Students accepted for admission are expected to begin the program in the year of acceptance and are required to hold their place in the program with a non-refundable deposit as determined by the program. The admissions committee may constitute a wait list; applicants are required to make a non-refundable deposit as determined by the program to hold their place on the wait list. If no offer to move from the wait list to active status is made by the pre-determined date, the refund is returned.

Accepted applicants may be considered for deferral status for one academic year so long as applicant notifies the program at least 40 days in advance of new student orientation of any extenuating circumstances preventing them from starting the program; the DSW Program Director takes requests into consideration and must approve deferral status. Applicants who are granted deferral status must begin the program in the following year; failure to do so requires reapplication to the program for any future considerations.

DSW Program Characteristics

Curriculum focus:

Exceptional preparation for teaching and leadership in teaching-intensive colleges and universities

Distinguishing characteristics:

- Three-year curriculum; 45 semester credits (15 courses) required.
- Cohort model: Students move through the program as a group, forming strong personal and professional connections
- Online synchronous and asynchronous instruction
- On-campus residency each summer in St. Paul, MN (2 weeks) (see [DSW Residency](#) under DSW Program Policies)
- Fall and Spring semesters comprised of two successive, 8-week sessions
- "Banded" dissertation (see [Banded Dissertation](#) under DSW Program Policies)

The Council on Social Work Education (CSWE) approved to pilot the accreditation of practice doctorates in June 2020. CSWE is currently developing the infrastructure for these processes (see [CSWE DSW Accreditation Standards](#)). The St. Thomas DSW program is grounded in the council's perspective on curriculum.

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

CSWE, EPAS 2015, p. 5, <https://www.cswe.org/accreditation/standards/2015-epas/>

DSW Education as Practice: Competencies and Practice Behaviors

In the context of *Education as Practice*, the St. Thomas DSW Program has adopted a set of core competencies and definitions that are congruent with the Council on Social Work Education. The competencies and associated practice behaviors are threaded throughout the curriculum and form the basis for the assessment of students' progress throughout the program.

Education as Practice

Educating social workers *is* a form of social work practice. Though students are not clients in the conventional sense, we believe that social work education ought to model and facilitate the development of social work practice principles, values and ethics, and that *how* we teach ought to be congruent with *what* we teach. For example, in social work practice we *start where the client is*. So, in this doctoral program, we *start where our students are*. As with social work practice, our assessment processes are characterized by mutuality and respect, as well as by person-in-environment and strengths perspectives. As with social work practice, our goal is the empowerment of student learners into transformative teachers and scholars.

Just as in social work practice, transformation takes place in diverse contexts across a range of diverse experiences; that same diversity is evident in both our students and our faculty. Since the full research spectrum includes research from positivist, critical/ideological, and constructivist ontologies, epistemologies and methodologies, our faculty members bring expertise from various points along that continuum -- and we anticipate that our students will do the same. Navigating these complexities in the context of an on-line format is not for the faint of heart. Students and faculty members will need high levels of engagement in the process in order to produce the anticipated outcomes of such a rigorous course of study.

We take seriously the competencies and practice behaviors we've identified below, which include identifying as a social work educator, applying critical thinking, engaging diversity and difference, advancing human rights and social and economic justice, and developing leadership, collegiality and stewardship. These competencies and practice behaviors also form the structure of our program assessment. The specific social work and educational knowledge and skills that will ground the expression of these practice behaviors will emerge from course work, student interest and research, and collegial exchanges and networking throughout the program.

Competencies and Practice Behaviors for Doctorate of Social Work

C1. Identify as a Social Work Educator

Social work educators serve as representatives of the profession, its mission, and its core values. They understand the profession's history, the roles and responsibilities of the professoriate and commit themselves to the profession's enhancement and to their own professional conduct and growth. Social work education is a form of social work practice. Identifying as a social work educator means that teaching is about the transformation of learners into empowered practitioners, teachers and scholars. Students in this DSW Program will:

- a. Evaluate teaching for quality improvement
- b. Live the mission of the social work profession in the role as a teacher-learner
- c. Maintain empowering relationships with students and peers using the person-in-environment and strengths perspectives
- d. Critically analyze pedagogical approaches in social work education
- e. Reflect the critical role that social work educators play in the academy

C2. Embody Ethical and Professional Behavior

Social work educators have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social work educators are knowledgeable about the value base of the profession and its ethical standards. Social work educators recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social work educators understand emerging forms of technology and the ethical use of technology in social work practice and education. The same values and ethical principles that guide social work practitioners also guide the practice of social work educators. Social work educators embody these ethical principles in their work with students. Students in this DSW Program will:

- a. Manage personal values as they relate to work with students and colleagues
- b. Tolerate ambiguity in resolving ethical conflicts
- c. Use technology ethically to positively facilitate learning outcomes
- d. Apply knowledge of relational dynamics, including power differentials in relationships with students, colleagues and administrators
- e. Conscientiously manage general and discipline specific ethical dilemmas and behaviors

C3. Apply Critical Thinking

Social work educators are knowledgeable about the principles of logic, scientific inquiry and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Doctoral level thinking about social work education includes awareness and skill in navigating the complexities of various ontological, epistemological and methodological approaches to teaching and scholarship. Students in this DSW Program will:

- a. Apply the principles of logic and scientific inquiry in the role as social work educator
- b. Navigate the complexities of various ontological, epistemological and methodological approaches to teaching and scholarship
- c. Demonstrate critical thinking skills in written communication
- d. Demonstrate critical thinking skills in oral communication
- e. Synthesize original work in building evidence for scholarship

C4. Engage Diversity and Difference

Social work educators understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation. Social work educators understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization and alienation as well as privilege, power and acclaim. Engaging diversity and difference in education as practice means that we attend to the many ways that students differ and create inclusive learning environments that facilitate opportunities for growth and development. Students in this DSW Program will:

- a. Evaluate the extent to which culture enhances privilege among student learners

- b. Critically engage with students in a shared learning process, acknowledging differences in experience, power and privilege
- c. Highlight strengths across cultures in work with diverse student populations
- d. Foster inclusive learning environment with students and colleagues
- e. Address student needs based on their unique backgrounds

C5. Advance Human Rights and Social and Economic Justice

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social work educators recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work educators model this practice competency in how they teach their courses as well as in the content they identify in the courses they teach across the social work curriculum. Students in this DSW Program will:

- a. Differentiate forms of oppression in higher education
- b. Assess the mechanisms of oppression and discrimination in higher education
- c. Advocate for policy change that improves the lives of students and colleagues at multiple levels
- d. Assess how governmental policies impact access to education and its delivery

C6. Identify as a Scholar Practitioner

Social work scholar practitioners refine and advance the quality of social work practice and social work education. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. Identity as a scholar practitioner is critical to the role that social work educators play in the academy and includes proficiency in multiple approaches to research and scholarship that enhance the credibility of the social work profession. Students in this DSW Program will:

- a. Use teaching experiences to inform scholarly work
- b. Apply research findings in the role as social work educator
- c. Evaluate different research methods and findings
- d. Assess the strengths and limitations of different research methodologies
- e. Generate new knowledge through the research process
- f. Disseminate scholarly works through peer-reviewed means

C7. Respond to Dynamic Contexts

Social work educators are informed, resourceful and proactive in responding to evolving organizational, community and societal contexts. Social work educators recognize that the context of education is dynamic and use knowledge and skill to respond proactively. Social work educators must engage beyond their immediate context, program, and school and integrate with university and higher education systems in order to advance social work practice and education within the academy. Students in this DSW Program will:

- a. Assess the impact of professional and university-wide accreditation on social work programming
- b. Practice academic freedom in the roles as an advocate and social work educator
- c. Critically analyze the context of higher education in the U.S. and internationally
- d. Appraise the impact of national regulatory factors on social work education
- e. Appraise the impact of the international context on social work education

- f. Appraise the impact of political factors on social work education

C8. Demonstrate Leadership, Collegiality and Stewardship

Social work practice includes assessment, engagement through thoughtful participation, informed action and ongoing evaluation. Leadership in social work and social work education emanates from this core to promote the values of the profession and to motivate movement through vision, collaboration and risk-taking. The leader takes charge in crises to achieve resolution, while balancing individual and collective needs with professional ethics and the common good. Students in this DSW Program will:

- a. Embody flexibility and initiatives in leadership roles in social work education
- b. Work effectively with others in the classroom, university and the profession
- c. Respectfully address issues within the university in roles
- d. Assume responsibility for maintaining the integrity of the social work profession
- e. Assume responsibility for advancing social work education

DSW Program Policies

Advising

Academic Advising

Upon admission to the DSW program, the DSW Program Director assists students in developing a greater understanding of the program and the profession of teaching; provides consultation about concerns that may arise related to students' participation in the program; and facilitates any changes in student standing. Prior to Residency of Year 1, students will be assigned to an academic advisor. Academic advisors serve as student advocates. The DSW Program does not require students to obtain academic advising as a condition of registration; however, students are strongly encouraged to consult with advisors on questions related to professional development. Later (in Year 2) a Banded Dissertation Advisor will work with students to complete this program requirement.

Banded Dissertation Advising (Refer to Banded Dissertation section)

Academic Integrity

The DSW program works closely with the University Graduate Academic Policies office (see [Graduate Student Academic Integrity](#)) and the [MFCOH Dean's Office on issues related to academic integrity](#).

Opportunities for learning at the School of Social Work include students' rights to express their views and to take reasoned exception to the view of the faculty, to examine all questions felt to be appropriate to a course of study, to be protected from improper disclosure of their views and beliefs, to be examined in a fair and impartial manner and to be treated with dignity and respect. Students are responsible, however, for learning the content of any course of study outlined by their instructors, regardless of any views or judgments privately held, and for demonstrating their attainment in an honest manner.

Students who compromise the integrity of the class are subject to disciplinary action on the part of the graduate faculty. Violations of classroom standards include:

- Cheating in any form, whether in formal examinations or elsewhere;
- Plagiarism, using the work of others as one's own without assigning proper credit to the source;
- Misrepresentation of any work done in the classroom or in preparation for class;
- Falsification, forgery or alteration of any documents pertaining to academic records;
- Disruptive behavior in a course of study or abusiveness toward faculty or fellow students;
- Unauthorized copying of computer software.

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students violating such standards must accept the consequences. Appropriate classroom instructors, the advisor, the DSW faculty and the DSW Program Director assess penalties. Serious cases may result in discipline at the school or university level and may result in automatic failure of the class, suspension and/or dismissal. Students who are accused of violating a standard of honesty may protect themselves through established appeal procedures and are assured of due process and the right of appeal to address accusations or penalties felt to be unjust.

Plagiarism

The DSW program follows the definition of plagiarism from Hefferman and Lincoln (1982):

Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea you must say that you are doing so. In every instance, you must also formally acknowledge the written source from which you took the material.

Reprinted from "Writing: A College Handbook" by James A.W. Hefferman and John E. Lincoln. By Permission W.W. Norton & Co. Inc., Copyright 1982 by W.W. Norton & Co. Inc.

You can avoid plagiarizing if you are careful to follow these guidelines from the Writing Resource Center (1997):

Put the words of an author in quotation marks; record them accurately; and follow the quotation with a citation that indicates your source. Use quotation marks even when you borrow a phrase or a single, special word from another person. Follow the APA style of citation.

Write a summary or paraphrase in your own words and sentence patterns. Follow it with a citation. Just changing some words does not make a paraphrase; the ideas must be digested, understood, and written in your own words.

In addition, it is wise to lead into your quotation or paraphrase by using the author's name. For example, you can write, "According to Tanner," followed by a quotation from Tanner or your paraphrase or summary of Tanner's ideas.

Be careful not to plagiarize your teacher or colleagues, as well. If you borrow words or ideas from anyone...be sure to give them credit by quoting and citing them, or paraphrasing and citing. They will thank you for it.

And a final note concerning plagiarism and the Internet: to avoid plagiarism, cite the source of anything that you borrow from the Internet, including material from Web pages, e-mail, and newsgroups. These materials are the words and ideas of people who deserve to be given credit.

Copyright 1997, Bemidji State University, Writing Resource Center. May be used freely for non-profit educational use as long as credit is given for source.

Students are required to use the most current APA Publication manual in all classes. The DSW Program takes academic integrity seriously and documented incidents of plagiarism will be addressed and are subject to disciplinary action as noted above.

The School of Social Work collaborates with a Library Liaison specializing in the social work discipline. Extensive information about APA compiled by our Liaison can also be accessed through their webpage at <https://libguides.stthomas.edu/APAstyle>.

Academic Standing

There are six categories of academic standing, one related to admission status and five that are assigned at the end of each grading period.

At Admission:

- *Provisional Admission* - A student is considered a provisional admit if the student has any outstanding official transcripts.

After each semester and final grading period:

- *Good Standing* - To maintain good standing in the DSW program a student must achieve a minimum cumulative GPA of 3.0 or higher and successfully complete all program requirements.
- *Probation (academic or disciplinary)* - A student who is not maintaining the requirements of Good Standing will automatically be placed on academic probation. Disciplinary probation may be assigned for conduct or other non-academic related behaviors.
- *Suspension* - A student on academic probation for more than two semesters may be placed on suspension. A student who earns more than one grade of "C" or

lower may be suspended from the program. A suspended student is not allowed to register for future terms until the conditions of the suspension have been addressed in a satisfactory manner.

- *Academic Dismissal (termination)* – Any student who fails a required course twice or receives more than one “F” and/or “R” on their transcript may be terminated from the DSW program.
- *Non-Academic Dismissal (termination)* – Any student who fails to meet the non-academic standards as addressed in this handbook may be terminated from the DSW program.

Terms for readmission to the program after suspension or dismissal are outlined in the [Retention in the DSW Program](#) policy section and communicated, along with specific conditions, to the affected student in the academic standing notification letter.

All but Dissertation (ABD) Status Policy and Statement

Students are considered ABD status after 2 1/2 years of **completed course work**. That is, the last semester of the third year. In DRSW 800 and DRSW 801, students finalize and only work on the requirements of the BD (no course work). In the last semester (Spring I and Spring II; 15 weeks), students finalize BD requirements and prepare for the defense process.

Audit Policy

Students must be admitted to the DSW Social Work degree program in order to audit a course; non-degree students cannot audit courses. DSW students and graduates of the DSW program can petition to audit courses on a space available basis. Students will be charged an audit fee equal to the cost of 50% of a three credit course or 1.5 credit hrs. Students who audit DSW courses will not be expected to complete class assignments but will be expected to participate in class, including but not limited to synchronous sessions and online discussions. If the instructor deems participation to be satisfactory, the course will appear on the student’s transcript with a notation indicating that the student was registered as an auditor with a grade of AU. If participation is not satisfactory, no notation of the course will appear on the transcript. Under no circumstances can students receive subsequent credit for an audited course. This policy will be reviewed annually by the DSW program committee members.

Banded Dissertation

Students graduate from the St. Thomas DSW program with three critical works of scholarship. Through our banded dissertation process, students begin by completing a Banded Dissertation Proposal starting in the summer residency of their second year in the program. Students submit a Banded Dissertation Proposal that includes an introduction, conceptual framework and proposals for three scholarship products that constitute this requirement for graduation. All of the Banded Dissertation Products must be completed while enrolled in the DSW program; previous publications may not be

included. For the most up-to-date information, refer to the Banded Dissertation Handbook that can be found in your cohort's Community site on Canvas.

Banded Dissertation Requirements

Students create a proposal to articulate their dissertation work. All products are connected by a unifying theoretical, problem, topic focus, which is presented in the proposal introduction and conceptual framework. The proposal describes the students' plans for each of the three required scholarship products.

Baseline for everyone: Two distinct, solo-authored publishable articles:

1. One article must be research-based using research conducted while in the program.
2. The second may be another research-based article or a conceptually or theoretically-based article.

Options for the 3rd product:

- 1: A third solo-authored publishable article meeting the standard of the two required articles.
- 2: A solo-authored publishable article that takes another form such as a Teaching Note, Narrative Essay, or a Scholarly Personal Narrative for a peer-reviewed journal.
- 3: A peer-reviewed presentation at a state, regional, national or international conference (related to social work and/or the banded dissertation focus) that is completed while in the program. Documentation of materials required.
- 4: The development of a new BSW or MSW course with peer-reviewed documentation of all materials.

Banded Dissertation Advising

Students who have successfully completed the Banded Dissertation Proposal by September 1 of their second year in the program will be assigned to a Banded Dissertation Advisor. The Banded Dissertation Advisor oversees and signs off on the final product. Students complete two of the three required scholarship products in the context of DRSW 723 Engaged Scholarship and DRSW 726 Writing for Publication and are responsible for completing any recommendations related to the final products based on feedback from the instructors of these courses. The Banded Dissertation Advisor reviews and approves the third product and the final Banded Dissertation which includes all products.

Roles and responsibilities of the Student and Banded Dissertation Advisor are outlined in the specific guidelines for Banded Dissertation.

In the final spring term of year three, students enroll in DRSW 800 Banded Dissertation and DRSW 801 Banded Dissertation II: Defense. During DRSW 800, students complete the introduction and discussion/overview section of the Banded Dissertation, complete

an in-depth peer review process of all products, and compile the components of the Banded Dissertation in preparation of the public defense. In DRSW 801, students conduct a public presentation (defend their final Banded Dissertation), and complete final revisions. The completion and final submission of the Banded Dissertation (BD) for publication in the university library occurs during this course.

The final version of the Banded Dissertation is solely the responsibility of the student. It is the student's responsibility to meet all the requirements outlined for completion of the Banded Dissertation for the Doctor of Social work degree as specified by the DSW program. All products submitted must be the student's original work. The Banded Dissertation Advisor approves and signs off on the final Banded Dissertation document.

Banded Dissertation Research - Protection of Human Subjects

The University of St. Thomas has policies safeguarding and respecting the rights and welfare of human subjects in scientific research. Depending upon the research and the degree of risk, there are varying levels of review. Three levels of review have been established: 1) Exempt Review, 2) Expedited Review, and 3) Full Review. All students must address Protection of Human Subjects and are responsible for following approved research design and protocols. The responsibility to protect human subjects in research in the DSW Program is assigned to a Banded Dissertation (BD) advisor. The processes and procedures prescribed by the Institutional Review Board at the University of St. Thomas will be followed.

Policies and procedures are designed to meet minimal criteria established by federal law and federal regulations and require separate applications for research approval. Further details about the IRB process and current application forms can be accessed on the St. Thomas website: <http://www.stthomas.edu/irb>. Be sure to make note of **current** IRB chairs at the university including web-based submission policies and timelines. Individual institutions and agencies involved in the implementation of your research design may require an additional IRB application. Student projects will defer in research methodology and completion of IRB applications and approvals will vary. Students are encouraged to submit IRB applications in the Fall (second year) with a final date of February 1 of the Spring semester (second year). Approvals of IRB applications must be granted by February 15 of the Spring semester (second year).

Please confer with your BD advisor about the potential of agreements between relevant IRBs. Note: due to data privacy regulations, you may also need to address Health Insurance Portability and Accountability Act (HIPAA) compliance in your proposal and IRB application.

Students and faculty advisors are required to complete CITI Ethic training prior to submitting applications for review by the St. Thomas IRB. Consult with your BD advisor to determine the currency of your CITI certificate and to assess the required modules for each IRB and the possible CITI requirements of other relevant IRBs.

The IRB application and approval of all relevant institutions must be completed prior to beginning any data collection with human subjects. This applies to external agencies, the student's home campus or agency, and other agencies/organizations as relevant.

Research involving de-identified secondary data may be exempt from IRB review; student must verify this with relevant IRBs.

NOTE: St. Thomas students may not be used as participants due to privacy and considerations related to protection of human subjects such as perceptions of coercion; likewise, St. Thomas School of Social Work faculty may not be used as participants.

Remember: Data collection may not begin until students have received approval from the IRB.

COVID-19

The Program recognizes the challenges and lingering disruption of the COVID-19 virus and pandemic as it directly impacts the onsite summer orientation and residency component requirement. To determine in-person activities, we follow the [University's COVID-19 Response Plan and Campus Readiness](#).

As of May 2023, the university is lifting its COVID-19 vaccination requirement for all students, faculty and staff. St. Thomas is still strongly recommending for community members to be vaccinated against COVID-19; the university will continue to work with any employees who need accommodations due to health conditions that make them particularly vulnerable to the virus.

For more information about our COVID-19 support for students, visit our [OneStthomas COVID-19 page](#).

Credit Hour Policy (DSW)

During Spring 2012 UST adopted a new credit hour policy. The minimum definition of a credit hour each course includes is a minimum combination of one contact hour (50 minutes minimum) and two to three hours of outside work (i.e.: reading, writing, research, etc.) for a 15-week semester. A course meeting for less than 15 weeks must contain the equivalent combination of contact hours, outside work, content, and requirements as a course offered during a 15-week term. Courses offered through distance learning must contain the equivalent combination of contact hours, outside work, content, and requirements as a course offered during a 15-week term. Courses offered as independent study, directed study, dissertation/thesis must contain the equivalent combination of contact hours, outside work, content, and requirements as a course offered during a 15-week term. These definitions are equivalent to a minimum expectation of 45 academic hours of student work for each credit hour earned.

Each DSW syllabus will include an amount of work required to reasonably demonstrate meeting the minimum work requirement, including research, papers, reading, activities, etc. to meet these standards. Assessments will be based on the average learner; for some students, the activities, readings, assignments, etc. may take more or less time depending on the strengths and challenges of the student and the nature of the material and outcomes. These policies are congruent with the UST Credit Hour Policy.

UST Credit Hour Policy

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates:

- (1) one hour (50 minutes) of classroom or faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit, or the equivalent amount of work over a different amount of time; or
- (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, and other academic work leading toward to the award of credit hours. This policy is intended as a minimum definition.

Curriculum and Degree Requirements

The design of the curriculum for the Doctorate in Social Work degree from the University of St. Thomas School of Social Work is consistent with the mission and focus of the DSW program. At this time the Commission on Accreditation (COA) and the Council on Social Work Education (CSWE) approved the pilot of accreditation processes and is currently developing the infrastructure (see [CSWE DSW Accreditation Standards](#)). Any new information related to accreditation standards will be communicated to all current DSW students. The program is based on the view of social work as a profession that builds on social science knowledge and educates for increased development of practice knowledge and competence. The model upon which this program is built proposes that education for social work practice is conducted at three distinct levels: undergraduate (entry-level practice), masters (advanced practice) and doctoral (scholarship oriented). All social work education is based upon a foundation of liberal arts education. A common core of values, knowledge, and skills unifies professional practice at all three levels.

The Doctorate in Social Work is a three-year, 45 semester credits curriculum that includes the successful completion of a banded dissertation. A program outline and course descriptions for the DSW program sequence can be found on the website at <https://health.stthomas.edu/social-work/graduate/doctorate/index.html>.

The DSW program is designed to be fully completed within four years. Any extension beyond this time frame must be approved by the DSW Program Director and may not extend beyond a 5-year limit from the time of enrollment in DRSW 700, including any leaves of absence. Any extensions (to the three-year curriculum) are subject to the

[Continuous Enrollment](#) policy. Failure to complete the DSW within these parameters will require re-application. Students are expected to maintain a 3.0 (B) GPA and must have this as a cumulative GPA in order to graduate. The program may change curriculum requirements at any time. The program adheres to the University academic policies and procedures for the development, prescribed approval processes, and communication of curriculum changes to current students.

Students must complete all graduation requirements before the degree can be certified and posted to university records. A degree cannot be awarded until the student completes all work that might affect his/her qualifications for the degree, including the maintenance of a minimum 3.0 GPA. The date of commencement and documentation of the banded dissertation are included on the transcript.

Disability Statement - Accommodations

Since there are unique features to online courses, we reiterate here our commitment to assuring that course materials are accessible to our students. We have several layers of checks in place, however there may be times when referenced materials create challenges for accessibility. If this is the case, please bring this to our attention and we will include our accessibility specialist to address the concerns to meet student needs.

The University of St. Thomas are committed to equal access for all and recognize that disability is an aspect of diversity. The University's goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact the [Disability Resources](#) office at the University of St. Thomas as soon as possible by calling (651) 962-6315 to discuss academic adjustments or accommodations.

Statement from Disability Resources

Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, Autism, chronic medical conditions, visual, mobility, and hearing disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Appointments can be made by calling (651) 962-6315 or in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

Discrimination Position Statement - DSW Program

Value Statement/Program Philosophy:

The School of Social Work is committed to creating a climate which supports and encourages the personal and professional development of each student, with particular sensitivity to the diverse needs of students in the program.

The overall objective of the social work doctoral program is to prepare students to engage diversity and difference in the practice of teaching and scholarship. The School of Social Work has a strong commitment to the development of competency in the engagement of diversity and difference both in relation to curriculum development and in relation to the needs of social work students.

The School of Social Work is committed to recognizing, respecting, and understanding cultural, racial, ethnic, lifestyle and gender diversity; understanding the patterns and consequences of discrimination and oppression; and integrating these values and knowledge in the practice of social work.

In all aspects of its program, the School of Social Work is committed to:

- understanding the implications of living in a diverse society;
- developing self awareness of all actors in the educational program of their own attitudes and prejudices;
- promoting the role of the social worker in working for social justice and resolving social problems.

Definitions:

Concerns of the School of Social Work which are addressed in this position statement are based on the following definitions:

Racism, sexism, ageism, and other -isms: Any attitude, action or institutional structure, which subordinates a person or group because of an ideological belief in the superiority of some groups over others. The beliefs upon which domination is based may be conscious or unconscious and practices may be expressed overtly or covertly in interactions between individuals or groups.

Prejudice: an unfavorable opinion or feeling toward a group or its individual members that is formed beforehand without knowledge, thought or reason. It is a negative attitude that grows out of the above belief system.

Stereotyping is one prejudicial attitude that superimposes on a total race, sex, gender, age, religious or other group a generalization about behavioral characteristics. Within the context of racism, stereotyping is negative in order to explain minorities as inferior or defective. Within the context of sexism, negative stereotyping explains females as inferior or defective. The same stereotyping process operates with people who are elderly, disabled, LGBTQ, of a certain religion, ethnic group, etc.

Discrimination: a behavioral response, based on an ideological belief and prejudicial attitude that is unfavorable to members of an "out-group."

Position Statement:

The School of Social Work does not accept nor condone any ideological beliefs that purport the dominance of one group over another as defined above. The School of Social Work does not condone or accept any prejudicial attitudes in regard to any person because of that person's membership in a particular group. Consistent with the School's commitment to diversity and social justice, the development of the self awareness of all actors in the educational program about their own attitudes and prejudices will be promoted.

In relation to discriminatory behaviors, on the other hand, more specific procedures and actions will be taken. The School of Social Work fully supports and adheres to the non-discrimination policies of the University of St. Thomas as outlined in the policy section [Equal Opportunity Statement & Notice of Non-Discrimination](#).

The School of Social Work reaffirms its commitment to non-discrimination in the following statement:

The School of Social Work conducts all aspects of its educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.

Hate Crimes & Bias-Motivated Incidents Policy

The University of St. Thomas continually strives to meet the highest standards of respect and civility that are both implicit and explicit in its vision, mission and convictions. It is the university's goal that no member of the University community shall be subject to any physical or verbal harassment, abuse or violence based on the individual's race, color, gender, sexual orientation, age, national origin, religion or physical or mental disability. The value placed upon human dignity and diversity should be interpreted as augmenting, not infringing upon "freedom of expression" or "academic freedom." As a result, the university has adopted a policy that is designed to investigate and resolve such claims in a direct and thorough manner while respecting the rights of all parties involved.

St. Thomas is committed to providing an inclusive living, learning and working environment that supports the well-being of each member and respects the dignity of each person. Incidents of hate and bias are inconsistent with the St. Thomas [mission and convictions](#) and have no place here. If you are a student who has experienced or witnessed a bias or hate incident, we want to address the incident and provide you with resources.

You can [file an online report](#) or contact any of our [campus resources](#) for support. Students can also report in person to the Dean of Students Office (room 241, Anderson Student Center) or to [Public Safety](#).

DSW Orientation

The DSW Orientation is a required three-day, on-campus orientation for new students preceding the two-week residency. Orientation is an opportunity to participate in activities that facilitate the development of being a doctoral student learning in an online environment with other members of their cohort. Our vision for this important component is grounded in our *social* work identity and values for human relationships.

DSW Residency

The DSW Residency is a two-week on-campus experience of living and working together over the summer term, required as an essential part of the DSW curriculum. The residency weeks provide opportunities for working together to learn about, access, and test resources – technological, personal, professional – while negotiating student roles and developing working relationships. During residency, students take a three-credit course and live in dormitory housing facilitated by the School of Social Work.

Our vision for and articulated purpose of the summer residency in this DSW online program is to create and maintain a learning community based on in-person interaction among students, students and faculty, students and staff. Certainly, the groundwork for this experience will have started during the orientation program in Year 1; on-going collaborations in the context of coursework and synchronous opportunities will enrich the experiences of community and engaged learning.

Summer Housing

The on-campus residency will be at the University of St. Thomas, St. Paul, MN campus, with on-campus residence hall housing. Residence Life determines fees on an annual basis. Students should budget for the residency. Please be aware that due to the program's unique academic timeline, summer housing charges will appear on the tuition bill for the fall semester, following completion of residency. This ensures that you will be billed only for the number of days you are on campus. If you plan to use your financial aid assistance for residency housing, we recommend that you speak to your financial aid counselor.

Behavioral Expectations Living on Campus

During summer residency, DSW students are categorized as conference participants by the Department of Residence Life. As a conference participant resident, you are expected to adhere to the policies outlined in the [Residence Life Handbook](#).

The Department of Residence Life reserves the right to hold residents responsible for knowing and abiding by the Student Policy Book, The SSW Orientation and Residency Resident Life Handbook, and the Resident Student Handbook. These policy sources are important to providing and maintaining a living and learning environment that meets the needs of all our residents.

E-mail

DSW students must activate and use their e-mail account at the University of St. Thomas. The School of Social Work uses e-mail as an official method of communication and students are expected to respond and communicate through their St. Thomas account.

Activating your account will allow you to access the learning management system and Murphy sites and to receive required e-mail correspondence from the School of Social Work. For questions on setting up your St. Thomas e-mail, please contact the St. Thomas Tech Desk at (651) 962-6230, or at irthelp@stthomas.edu.

All codes of conduct, including those related to plagiarism and harassment, also apply to all technology resources including student email. These policies are based on respect for the work and privacy of other St. Thomas community members.

Equal Opportunity Statement & Notice of Non-Discrimination

The University of St. Thomas is committed to the principles of equal employment opportunity and equal educational opportunity. St. Thomas does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, family status, disability, age, marital status, status with regard to public assistance, membership or activity in a local commission, genetic information, or any other characteristic protected by applicable law. The university's policy of nondiscrimination extends to all aspects of its operations, including but not limited to, employment, educational policies, admissions policies, scholarship and loan programs and all other educational programs and activities. Contact information for the persons designated to handle inquiries regarding the university's non-discrimination policy is available at www.stthomas.edu/policies. For more information visit the Office of General Counsel OneStThomas page at <https://www.stthomas.edu/officeofgc/universitypolicies/universitypolicyrepository/policiesbyapplicability/#d.en.260529>.

Grading and Change of Grade

Most courses in the DSW program are taken on a letter-grade basis; exceptions include: DRSW 726 Writing for Publication; DRSW 800 Banded Dissertation; DRSW 801 Banded Dissertation II. These courses are graded on a "Satisfactory" or "Unsatisfactory" (S/R), otherwise known as pass/fail, basis and do not affect the student's cumulative GPA.

Below are the grade scale and GPA calculation as they appear on the back of the University of St. Thomas transcript and as implemented in the Banner student record system.

Grading System

A	4.0 quality points	C	2.0 quality points
A-	3.7 quality points	C-	1.7 quality points

B+	3.3 quality points	D+	1.3 quality points
B	3.0 quality points	D	1.0 quality points
B-	2.7 quality points	D-	0.7 quality points
C+	2.3 quality points	F	0.0 quality points

I = Incomplete IP = In progress
W = Withdrawal NR = Not reported
R = Registered, no credit AU = Audit, no credit
S = Satisfactory

GPA: The quality point total is the sum of quality points multiplied by total credits. The grade point average (GPA) is determined by dividing the quality point total by the number of courses assigned quality points. Marks of 'W', 'I', 'R' and 'S' are not assigned quality points and are not calculated in the GPA.

See the University Registrar's standard policy on Pass/Fail Grading on their website at: <https://one.stthomas.edu/sites/its/student-data-registrar-office/SitePage/42202/pass-fail-grading>.

The School of Social Work requires that grades for DSW courses are due no later than one week after the last date of fall and spring terms, and two weeks after the last date of summer term. Grade changes after that deadline, for that term, must be submitted on the Official Change of Grade Form by the faculty and sent to the DSW Program Manager. An instructor may change a grade if there has been an error in the computation, transcription, or reporting of the grade. The mark of 'I' (Incomplete) may not be used to allow a student to improve a grade by additional work over and above that ordinarily expected for the course or by repetition of work already submitted to the instructor.

Graduation, Commencement and Diplomas

DSW students will participate in the commencement ceremony at the University of St. Thomas. In some cases, students may be eligible to participate in commencement prior to completing all course requirements. Students may only participate in one commencement ceremony.

Students will receive their DSW diploma when all requirements for the degree are completed, verified and posted to their record, approximately six to eight weeks after the end of the term. Final transcripts are not available until degrees are posted. Official transcripts must be ordered through the Registrar's Office at St. Thomas. Any transcripts ordered before the degree posting will not have an award date.

If students need evidence of their completion of graduation requirements before the degree is awarded, they should contact the DSW Program Manager.

Grievance Policy for the DSW Program

The DSW program works closely with the MFCOH Dean's office on issues related to student grievances.

The procedure for addressing grievances in any aspect of the social work program will be based on the following criteria:

1. Complaints will be taken seriously and investigated in a matter that provides equal access and responsiveness to all parties with attention to the principles of fairness and equanimity;
2. Respect for all involved parties will be communicated throughout the process, including validation of feelings;
3. As possible, a win-win solution will be sought; i.e., a solution that provides validation, respect for all parties and consequences that are congruent with the integrity of the program and professional standards;
4. Social work values and ethics will guide the processes and outcomes;
5. Resources outside the school, such as Personal Counseling, may be suggested as appropriate.

Grievance Procedure

Prior to engaging in a formal grievance, the student must demonstrate that s/he has communicated with the person with whom he/she has a grievance in an effort to resolve the matter. The student's advisor may be involved in this discussion process. If this expectation of natural interaction does not lead to a resolution, the student must indicate in writing the intention to begin the grievance process. This notification must include the person with whom he/she has a grievance, the student's academic advisor and the DSW Program Director. At that time the grievance process begins.

1. The student communicates directly with the person with whom he/she has a grievance; in the online environment this requires the use of video-assisted conferencing; at this step, the student's academic advisor may be involved, thus addressing #2 of this process.
2. If a satisfactory resolution has not been reached, a meeting is scheduled with the student, faculty person and the student's academic advisor for further discussion;
3. If a satisfactory resolution does not come forth from the meeting with the person with whom he/she has a grievance and the student's academic advisor, the student brings the matter in writing to the DSW Program Director, outlining the process and outcomes to date. The DSW Program Director may request further written documentation or media-facilitated meetings with the involved parties and consultation with the DSW Program Committee as needed.
4. If the issue remains unsettled, an online, media-facilitated meeting is scheduled with the Dean for a final decision;
5. If the grievance is unresolved after steps 1-4, the student may appeal to the Grievance and Discipline Committee as outlined in the Student Bill of Rights (<https://www.stthomas.edu/deanofstudents/studentpolicies/studentbillofrights/>) using the appropriate video-assisted conferencing.

- If the grievance is non-academic, and it is not satisfactorily resolved in steps 1-4, the student may appeal to the Dean of Students who will in turn address possible submission to the Grievance and Discipline Committee. Communication will take into consideration the online nature of the DSW Program and use the appropriate video-assisted conferencing to proceed.

Grievance Appeal Procedure

The DSW program follows the Grievance Policy as outlined by the University of St. Thomas' [Student Bill of Rights](https://www.stthomas.edu/deanofstudents/studentpolicies/studentbillofrights/).

Either interested party (defendant or plaintiff) may appeal a decision of the Grievance and Discipline Committee to the provost of the university within five days from the receipt of the decision. The provost will choose an appeal board of three members. The appeal board will not rehear the case, but will consider evidence of a violation of the proper procedures or manifest partiality. The appeal board will bring its recommendation to the provost, whose decision will be final.

<https://www.stthomas.edu/deanofstudents/studentpolicies/studentbillofrights/>

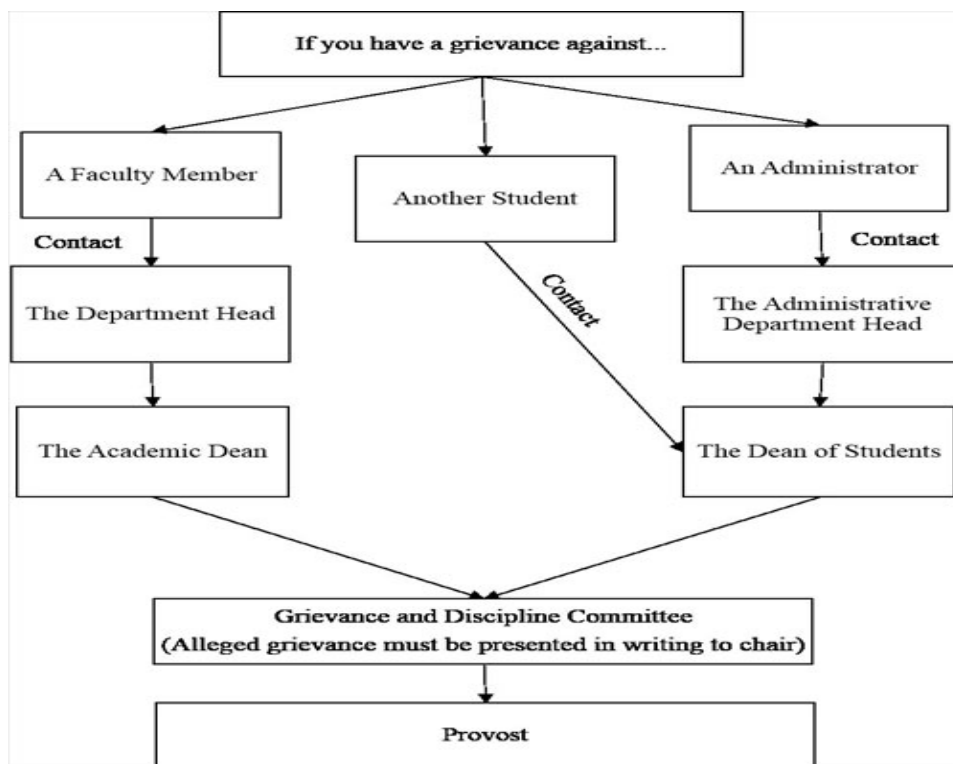


Figure 3: Grievance Appeal Procedure

<https://www.stthomas.edu/deanofstudents/studentpolicies/studentbillofrights/>

Incompletes

Students must request an incomplete from their instructor *before* the date grades are due, detailing the work to be completed and the completion date. The mark of 'I' should not be used without prior arrangement between instructor and student. In order

to be granted an incomplete, the student must have completed a minimum of 50% of the required course work and the work must be "B" quality or above. The mark of 'I' is not to be used to allow a student to improve a grade by additional work over and above that ordinarily expected for the course or by repetition of work already submitted to the instructor.

An instructor reporting a mark of 'I' will complete an Assignment of Incomplete form and submit it to the DSW Program Manager. One copy will be sent to the student as an indication of the terms under which the work is to be completed. When the student has completed the work, the instructor will sign the form, with the final grade filled in. The form is kept on file with the DSW Program Manager.

The student must complete the designated work and submit it to the instructor no later than the middle of the next course. Students may not carry an "I" beyond the end of the next course. Students may not register for additional courses if they have more than one outstanding Incomplete. In the absence of a final grade report on or before the deadline, the mark of 'I' will be automatically changed to a grade of F or R.

Permission to extend the time allowed to finish the requirements of the incomplete may be granted through the DSW Program Director only in cases of mitigating circumstances. Extension requests must be received by the DSW Program Director two weeks before the incomplete deadline. Students with more than one incomplete must obtain permission of the DSW Program Director before beginning the next semester's courses. Courses must be completed in sequence in order to proceed in the program. For example, DRSW 700 must be completed before starting DRSW 710.

Independent Study

An independent study course in the online DSW Program provides an opportunity for students who wish to undertake a well-defined research project or clearly outlined and carefully delineated course of study in an area relevant to their scholarship agenda. Independent study courses are restricted to students of proven ability who have sufficient background in the subject and are able to complete their work under the guidance of a faculty member. The student is responsible for identifying a faculty member to supervise the independent study work; the faculty member will provide the student with the Independent Study Contract Form to be completed, along with a syllabus by the student.

Independent study is characterized by a reduction in formal instruction and an increase in the individual student's responsibility and initiative in the learning process. Students conduct the project in an independent manner as articulated in the Independent Study Application Form: *Purpose of Independent Study, including relevance to the student's scholarship agenda; Learning Objectives; Reading Requirements; Project Activities; and Project Outcomes.* The Independent Study contract is accompanied by a syllabus which outlines the plan in the framework of other DSW courses, including the organization of

modules in the learning management system. The student must present sufficient evidence that the topic, the method of acquiring the knowledge, and the demonstrated outcomes are commensurate with doctoral level scholarly work that contributes to the profession and is relevant to the DSW course of study. Approval of an independent study course by the faculty sponsor and DSW Program Director attests to the academic value of the study and to the ability of the student to master a body of knowledge with faculty guidance. It is expected that the Dean is consulted as necessary.

DSW students may take one Independent Study in place of an elective course. Independent study courses are typically offered for three credits, are graded, and must be taken in the sequence of elective courses. Independent Study courses may not substitute for required curricula or other electives offered by the DSW program. Independent Study courses are subject to the time and calendar parameters of the term within which the Independent study will be taken.

Approval for an independent study is not complete until the faculty sponsor and DSW Program Director have signed and approved the contract form which must be completed prior to the registration period for the term when it will be taken. Registration for an independent study course is done through the DSW Program Manager at the University of St. Thomas. The DSW Program Manager maintains a copy of the completed contract. The completion of Independent Study courses is subject to the same timelines as other courses in the DSW curriculum.

Note: If the enrollment within the cohort falls below 10, the number of Independent Studies will be determined on a limited basis or may NOT be accessible as an option due to enrollment numbers guidelines for courses as determined and set forth by University policy.

Leave of Absence

A leave of absence may be granted to a student who wishes to interrupt her/his education temporarily, that is, for no more than one academic year (two semesters). An official leave means that student is kept on the active list, receives materials regularly, and can register without going through a readmission process. Students considering a leave of absence must consult with their academic advisor and submit to the DSW Program Director a formal request accompanied by a clear program of study outlined on the Leave of Absence Request form.

A leave of absence is effective only after the student's written request has been considered and approved by the DSW Program Director. In the event that a student must take a leave of absence, the student, academic advisor and DSW Program Director will consult about the implications for the student's progression/continuous progress in the program. The DSW Program Director, after consultation with the advisor, reviews the impact on course enrollment, as well as on the student, before making a decision. The student, academic advisor, and DSW Program Manager are advised of the decision

in writing. Because of the cohort program progression, courses must be taken in order. Students who take a leave of absence may re-enter the program, no more than one year later, at the place in the program sequence they left.

The student must confirm the return date with the program before returning to classes. Failure to notify the program and return to classes after the approved duration of the leave of absence will result in the cancellation of the student's enrollment in the program. Re-entry into the program requires reapplication.

Students are required to make consistent progress toward the completion of their degree. This includes active enrollment in courses and/or an approved Leave of Absence (policy above). Students who fail to register for courses in the DSW Course Sequence and are not on an approved leave will be terminated from the program. The termination status will be effective on the first day of the next 8-week course, unless otherwise noted. Re-entry into the program after termination requires reapplication.

Continuous Enrollment

Students must maintain continuous registration enrollment from the time of matriculation to graduation, with the exception of formal leave of absence status, which may be granted for one year. If a student does not complete the doctoral program requirements for courses and the banded dissertation by the end of the third year this policy goes into effect. Continuous registration is defined as registering for a minimum of one credit per summer or 8-week session until completion of all degree requirements, within the four-year limit.

Policy Related to Career Opportunities While a Doctoral Student

We support that doctoral students while in the DSW Program will have opportunities to advance their careers in academic institutions. The DSW Program supports and mentors' doctoral students centered on their career development in our roles as academic advisors, banded dissertation advisors, and professors. Concurrent with [UST employment policies](#) and observant of conflicts of interest however, DSW students will only be eligible for student employment opportunities and limited adjunct positions, not part or full-time faculty positions at the University of St. Thomas while they remain doctoral students.

Online Learning Expectations

A student registering for online courses is expected to have access to a computer with the required hardware, software, internet connection speed, AND the ability to control settings on the computer. Therefore, the use of computers in your workplace, at public libraries, or other locations where you have no control over computer settings, firewall settings, etc., is not recommended.

The School of Social Work can assume no responsibility for the inability of computers to connect to University of St. Thomas websites or course delivery sites. Students are

responsible for keeping computers in good working order and notifying instructor(s) when any computer issue interferes with their ability to participate fully in course activities. The student must address these participation issues promptly to maintain active status in the program.

Browsers

A student should have at least two working internet browsers on your computer (Firefox, Safari, Chrome, etc.) so that if there is a problem with one browser you have a backup. Please keep browsers updated to head off software “challenges”.

Class Attendance/Engagement

Regular attendance at synchronous sessions is expected. Attendance is measured by active, consistent and thoughtful participation in the work of the course and interaction with the instructor and student colleagues, e.g. discussion board posts, team-based assignments, etc. The instructor may determine specific attendance/engagement requirements and/or sanctions for absences. Full participation, preparation, and attendance/engagement are expected in all courses as a reflection of professional commitment. The time in synchronous sessions is key to effective communication and learning. Students are expected to adjust their schedules to accommodate the synchronous schedule and to promptly notify the instructor when conflicts arise. The School of Social Work recognizes that an unexpected circumstance beyond a student’s control may occur that makes attendance impossible, such as serious illness, family emergency, or other circumstances. When students must miss a synchronous session, they are expected to contact the faculty to discuss how to meet the expectations for that class. The student carries the primary responsibility for timely contact with the instructor and arranging any make-up work to be performed and dates for completion of that work.

Computer Checklist

Registering for online implies that a student has access to a computer with the recommended hardware, software, and internet connection speed. Refer to the [Tommie Tech Online Canvas site](#) to ensure you meet the minimum requirements.

Computer Requirements

Students will need a computer that can be accessed frequently and for blocks of time. The computer needs a fast internet connection that allows you to watch videos and listen to voice recordings. A dial up connection will not be fast enough for these needs. In addition, students should have a back-up plan in case of power outage or if your computer should crash. It would be a good idea to locate a library, coffee shop, or friend with a good computer connection that you could use in case of emergency. A non-functioning computer will not be accepted as an excuse for a late assignment. Please review the comprehensive list of computer requirements for any online course taught at UST. This comprehensive checklist should help make sure you are ready

for online learning and have the appropriate software, computer memory and media players to be successful in the course.

Be in touch with ITS at (651) 962-6230 or webhelpdesk@stthomas.edu if you have technical difficulty with any of the activities.

Information Technology Services (ITS)

The University of St. Thomas ITS department offers a myriad of services and support for students, including tutorial videos. The School of Social Work encourages you to thoroughly read their [website](#) to learn more about what is available to you.

- The School of Social Work is aware that occasional systems interruptions may occur during use. If this happens, we will work to get any information out to you in a timely manner via the Canvas Orientation Site or through your University of St. Thomas email.
- ITS posts any news and alerts pertaining to University-wide systems to their [OneStthomas ITS News and Updates site](#).
- If you experience an issue, **FIRST** check the ITS site for the most recent news in addition to reporting the issue to webhelpdesk@stthomas.edu. This is good practice for tracking issues and concerns.
- Notify your instructor and the DSW Program Manager about extenuating circumstances that may affect your participation.

Learning Management System

The DSW program uses Canvas for online assignments and to communicate updates, reminders, changes, and web links to journal articles. Helpful information about our version of Canvas and how to access Canvas from a mobile device is provided on the [ITS site](#). As a student, if you are new to Canvas, you may be interested some [tutorials](#) to help you get started with how to use various features in the course, like submitting assignments, checking your grades, taking a quiz or using the discussion board.

Netiquette Policy

Students are expected to use common courtesy and standards for professional behavior whenever emailing, posting, or chatting online. The following etiquette rules apply for online learning (Netiquette).

- Follow the same guidelines for respect and dignity as you would in a face-to-face classroom.
- Recognize that conveying meaning through words is important since online communication lacks the visual cues of seeing someone's facial expression, hand gestures, tone, and other forms of nonverbal communication. Emoticons can convey some of the nonverbal, but not all.
- Use common sense and good manners at all times.
- Remember that humor is OK if it is respectful and not excessive.

- Realize that chat rooms and discussion boards are not anonymous. The faculty has access to all chat rooms and discussion boards, even those set up for specific groups.

Reference Virginia Shea's "[The Core Rules of Netiquette](#)"

Synchronous Session Times

Synchronous sessions are offered on weekday evenings, typically on Wednesdays, from 7-8/8:30 p.m. CST timeframe, unless otherwise noted in the syllabus; e.g. some sessions involve student presentations and may be scheduled for longer periods of time and in some courses, other schedules may be deemed advantageous to the work of the course, or mutual agreement. Courses will have up to four synchronous sessions; schedules are posted in the syllabi, and students are notified of the synchronous dates for each course about one month prior to the beginning of each course. Synchronous sessions require participation through a university-approved web-conferencing tool, the use of a headset and a stable internet connection. Students are responsible for having and using technology that meets the criteria established to facilitate online interaction.

Zoom

The School of Social Work uses Zoom to meet synchronously throughout all courses. Zoom is a web conferencing application that offers a way to bridge the physical and virtual classroom space by using real-time audio and video, chat tools, and application and file sharing. To get familiar with Zoom, review some [tutorials](#) to help you get started. For the most part, you will be functioning as a participant during meetings.

Headset Requirement

The use of a headset with microphone and audio capability, and a USB connector, is a critical element of an enriching synchronous experience for all students in the session.

VoiceThread

VoiceThread is an interactive alternative to using discussion boards because it allows you to post your comments using audio, video or text. We realize that everyone may have a different preference for how they like to respond to discussion topics, and VoiceThread allows the instructor to provide an alternative way to lecture on different topics. Here are additional, searchable [support topics](#). If you are using a screen reader, there is an accessible version of VoiceThread called VoiceThread Universal. Consult information on how to access [VoiceThread Universal](#) and set it up as your default. If you have any problems with VoiceThreads not loading, please refer to this [Troubleshooting Guide](#).

Video

Courses require the use of videos. Students are responsible for downloading the appropriate player to view videos.

Plagiarism (see Academic Integrity)

Professional Commitments (see Retention in the DSW Program)

Registration Policies

The registration process follows the University of St. Thomas guidelines and is handled by the DSW Program Manager through the University of St. Thomas and Murphy online. Returning and newly admitted students will receive registration materials two to three weeks prior to registration via email. Complete instructions on how to register for courses are included in the registration materials. Timely registration is critical to engagement.

Attending class is prohibited unless the student is officially enrolled in that class. Admission to a class or particular section of a class is the sole prerogative of the registration process as administered by the Dean, DSW Program Director and the DSW Program Manager. All instructors have been notified to admit only those students whose names are on the class roster unless the student has proof of enrollment. Under no circumstances will credit be issued to anyone who attends a class for which he/she is not officially registered.

Class registrations may be cancelled for students who fail to complete registration or otherwise fail to begin the work of the class as evidenced by non-attendance in class or otherwise not undertaking course requirements in a timely fashion. Students should not assume that non-attendance of a class will automatically result in their being dropped from the class. To officially withdraw from a class, after consultation with the Program Director and the Academic Advisor, notify in writing your decision to withdraw from a course and submit to the Program Manager. If no official withdrawal is received after the term begins and registration still exists for the term, the student may be responsible for all billing associated with the course and a notation of F will appear on the academic transcript.

Refund Schedule

In the event that students drop a course or withdraw officially from the program, the tuition and fees refund will be calculated according to a schedule set by the DSW program (subject to federal regulations regarding Title IV federal financial aid). Refund schedules are posted for summer and semester terms in your online community site, and on the SSW website.

The effective date of tuition refunds will be the date of Murphy transactions or the date of written notification to the academic advisor, DSW Program Director, or the DSW Program Manager.

Required Textbooks

The program uses a set of required textbooks throughout the curriculum. They are:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. American Psychological Association.
- Boyer, E. L. *Scholarship reconsidered: Priorities of the professoriate*. (2016). Updated and Expanded by Drew Moser, Todd C. Ream, John M. Braxton, and Associates. Carnegie Foundation Jossey-Bass, ISBN: 978-1-118-98830-5
- Rocco, T. S., Hatcher, T., & Associates (2011). (Eds.). *The handbook of scholarly writing and publishing*. Jossey-Bass. (ISBN 978-0-470-39335-2)
- Rubin, A. & Babbie, E. (2009). *Research methods for social work (7th Ed.)*. Cengage. ISBN-13: 978-0495811718, ISBN-10:0495811718

Students are expected to purchase these texts prior to orientation.

Retention in the DSW Program

Standards for Continuance and Graduation

The following standards apply to all DSW students enrolled in the University of St. Thomas School of Social Work. Standards are broader than academic performance due to the nature of Social Work practice and the expectations of a professional doctoral program. In addition to the *DSW Student Handbook*, all DSW students are required to comply with each term's registration policies, the University of St. Thomas *Graduate Student Policies*, and the *NASW Code of Ethics*.

Faculty regularly evaluates professional behavior and scholastic performance in several areas, including, but not limited to, the demonstration of basic professional practice skills, stress management and emotional self-awareness, professional judgment, and scholastic performance. Along with the relevant competencies and practice behaviors outlined in this handbook, criteria defining each of these four primary areas are identified below. Any student who fails to meet the non-academic standards of the program may be suspended or terminated from the DSW program. The criteria identified are examples.

Professional Behavior

A. Basic Professional Practice Skills:

1. Communication: practices effective oral and written skills; uses existing technologies as appropriate; employs effective interpersonal skills including the ability to take appropriate responsibility for one's own actions and decisions and understands their potential impact on others; and possesses the ability to identify and acknowledge limitations; communicates clearly and respectfully in the online environment with attention to Netiquette; initiates timely communication with peers and instructors on matters related to academic responsibilities.

2. Ability to exercise critical thinking: demonstrates the ability to plan, monitor and evaluate course material and its implication for practice; is able to articulate and participate fully in problem-solving processes.
3. Physical skills: demonstrates sufficient motor, sensory and speech and language skills to actively attend and participate in program requirements and the online environment with or without accommodations (refer to section with Disability Statements).

B. Stress Management and Emotional Self-awareness:

1. Effective self care and coping skills: handles stress appropriately by use of self-care techniques and supportive relationships; recognizes personal needs and plans accordingly; renegotiates commitments appropriately and in a timely manner, taking into account the needs of classmates and course timelines.
2. Emotional maturity: demonstrates understanding of appropriate self-disclosure; maintains respectful relationships with peers, colleagues, faculty, and others; demonstrates empathic support to peers; and uses assertive problem solving strategies rather than aggressive or passive actions. Seeks professional help for medical or emotional issues that interfere with professional and scholastic performance.

C. Professional Judgment:

1. Comprehension of ethical behavior: demonstrates adherence to the *NASW Code of Ethics*, state licensing laws, and university policies and procedures; practices within the competencies and limits of a graduate practitioner and doctoral student.
2. Committed to professional learning: takes responsibility for learning and seeks feedback and/or supervision from faculty, peers and colleagues; participates in classroom discussions and stays engaged in learning; holds oneself accountable for work assigned and following through on recommendations from faculty and advisors.
3. Self awareness: demonstrates awareness of one's own attitudes and beliefs (e.g. economic status, age, ethnicity and lifestyle differences) and their impact on professional practice; acknowledges when personal values and/or capacities interfere with professional practice and client relationships, or academic engagement; and makes appropriate referrals or takes appropriate action as needed.

Scholastic Performance

1. Students must earn a grade of C or better in each doctoral course. Students must also maintain a cumulative GPA of at least 3.0 (B). Students who have a cumulative GPA less than 3.0 will automatically be placed on academic probation. If students earn more than one grade of "C" or lower, they may be suspended or asked to withdraw from the program.

2. Students must adhere to the academic integrity statements at the University of St. Thomas and in this handbook when completing individual and group academic assignments.
3. Any student who fails a required course twice or receives more than one "F" and/or "R" on their transcript may be terminated from the DSW program. Failing a course with an "F" or an "R" results in automatic suspension.

Policies & Procedures for Academic or Disciplinary Probation, Suspension or Dismissal

The DSW Program Director and faculty works closely with the MFCOH Dean's office on issues related to academic, disciplinary probation, suspension or dismissal. All faculty are involved in the formation of students' professional identity and performance and are responsible for reporting concerns to the DSW Program Director and other faculty as appropriate to assure ethical practice and successful academic achievement, including concerns related to academic integrity. The specific process employed for reporting and reviewing a concern relative to a student's performance will be based on the severity of the issue.

In most situations a faculty member will address concerns directly with a student and establish a plan of action with that student to resolve the concern. Faculty will inform the student's advisor and DSW Program Director of the concerns so that any pattern of behavior or issues is identified and addressed in a timely manner. Any other DSW program faculty may be informed of these concerns on a consultative basis. Documentation of individual meetings, concerns addressed, and plans of action will be completed if appropriate and maintained by the concerned faculty member. As needed, the student's academic advisor and DSW Program Director will be informed and consulted.

In the event the concerns are unresolved or are of a more serious nature, an online meeting will be conducted with the student, faculty member(s) and/or the academic advisor, and the DSW Program Director. The student will be advised in writing of the performance and/or behavioral concerns to be addressed and will be requested to attend. Disciplinary action can include:

1. Continuation in the program with no restrictions,
2. Probationary status (academic and/or disciplinary),
3. Suspension with criteria for reinstatement, or
4. Termination from the program with no readmission.

Subsequent to the meeting, a letter will be written by the DSW Program Director documenting the outcome of the meeting and any determination of action. In the event of probationary status or suspension, the student will be advised in writing of the actions they must take to address the concerns and a timeframe for doing so in order to regain active program status. Examples include: meeting minimal GPA requirements in accordance with DSW program policies, taking into account financial aid parameters, and program sequence; achieving specific performance levels; participating in future

meeting with their advisor; seeking outside assistance; and/or re-evaluating academic readiness for the program.

This letter will be sent to the student, the concerned faculty member, the academic advisor, the Director of the School of Social Work, and the Dean of the MFCOH as needed. This summary letter and any related documentation will be maintained in the student's record.

A student who is suspended is not eligible to register for courses. A suspended student must apply in writing for readmission to the next cohort sequence or as specified in the suspension letter. To be readmitted, the student must submit a petition to the Dean of the MFCOH via the DSW Program Director describing how they will be successful if readmitted and address any other stipulations included in the suspension. The Dean will confer with the DSW Program Director and faculty. The student will be informed of the decision in writing.

There may be consequences for financial aid for students who are placed on probationary status, suspended or terminated. Students are advised to check with Financial Aid to determine how their status in the program will impact their financial aid. **It is the responsibility of the student to contact the University of St. Thomas Graduate Financial Aid Office.**

A readmitted student is automatically placed on probation (academic and/or disciplinary), and the terms of probation will be provided in writing to the student. A readmitted student must achieve a minimum GPA of 3.0 in the next 3-credits of coursework taken and meet the professional behavior and scholastic performance standards for continuance and graduation. Should the student fail to achieve a 3.0, or meet the professional behavioral performance standards, he or she will be terminated from the DSW program with no option for re-admission.

Compliance with other Policies, Laws and Regulations

Institutional policies of the University of St. Thomas define student misconduct as student behavior that is in violation of regulations established by the Boards of Trustees, of university regulations and of rules governing residence on university property. 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 terminated from the DSW program for violating said laws, rules or regulations. Social work students may also be suspended or dismissed from the program for violations of the NASW Code of Ethics.

Students who are placed on probationary status, suspended or terminated may use the institutional grievance policy and procedures of the University of St. Thomas to appeal that decision. See *Grievance Appeal Procedure* section in this handbook. This DSW policy does not supersede or replace any applicable University-wide process or policy.

There may be circumstances that warrant immediate discipline including termination from the program. At all times, the School of Social Work has the right to discipline or terminate a student during the course of or in lieu of the process described herein.

Rules of Conduct for Graduate Students

The University of St. Thomas is a private, Catholic, liberal arts university. As such, they expect all members of its community, regardless of age, to act reasonably, maturely and appropriately at all times both on and off campus. Students are subject to disciplinary sanctions for conduct that occurs on or off campus when that conduct is detrimental or disruptive to the purposes and/or goals of the university. More information can be found at <https://www.stthomas.edu/deanofstudents/studentpolicies/>.

Schedule Changes

The University of St. Thomas reserves the right to change the schedule of class offerings at any time during the registration period and reserve the right to cancel any class that has insufficient enrollment.

Sexual Misconduct Policies and Procedures

The DSW program follows the Sexual Harassment Policy as outlined by the University of St. Thomas.

The University of St. Thomas mission and convictions embody the University's commitment to promote and protect the personal dignity and well-being of every member of the St. Thomas community. Sexual harassment, sexual assault and other forms of sexual misconduct are antithetical to that commitment. Moreover, they constitute unlawful sex discrimination. All forms of sexual misconduct are prohibited by St. Thomas.

The St. Thomas mission and convictions also embody the University's strong commitment to academic freedom, rigorous thinking and the free and full pursuit of knowledge and truth by every member of the St. Thomas community. The prohibition on sexual misconduct is critical to and consistent with these commitments. St. Thomas cannot achieve its educational objectives in an environment in which sexual harassment or other forms of sexual misconduct are tolerated.

This policy defines the forms of sexual misconduct prohibited by the University, describes reporting options, and identifies the procedures the University will use to resolve reports of sexual misconduct. This policy reflects the University's commitment to: (1) fostering an environment where sexual misconduct is not tolerated and where all members of the community are well-informed and supported in reporting sexual misconduct, and (2) resolving reports of sexual misconduct in a prompt, impartial and equitable manner.

The Sexual Misconduct Policies and Procedures can be found in its entirety at <https://www.stthomas.edu/title-ix/sexualmisconduct/>.

The University of St Thomas is committed to promoting and protecting the personal dignity and well-being of every member of our community. To that end, we are requiring that all

students view *Not Anymore*, an online interpersonal violence prevention and awareness program from Student Success. In September 2015 all registered students were required to complete the training. Currently, only incoming graduate and undergraduate students are required to complete the course. Any currently enrolled student who has not completed the training will receive a course registration hold placed on their account, preventing registration for future courses. This includes returning undergraduate and graduate students who did not complete the program in 2015 or 2016.

This video-based program will provide critical information about how to support someone who's experienced sexual assault, dating violence or stalking, as well as ways you can intervene in high-risk situations to help keep people safe. These videos will also cover the University of St. Thomas policies prohibiting sexual misconduct and resources students can access should they encounter such a situation. We hope you will find this information useful and that it can serve as a starting point for discussion on interpersonal violence and misconduct with your classmates, friends or loved ones.

More information regarding the online training component can be found at <https://www.stthomas.edu/title-ix/onlinetraining/onlinetrainingforstudents/>.

Resources

St. Thomas On-campus Resources	Off-campus Resources
<i>24-hour Emergency</i> (651) 962-5555	<i>St. Paul or Minneapolis Police</i> 911
<i>Department of Public Safety</i> (651) 962-5100	<i>United Hospital SANE</i> (Sexual Assault Nurse Expert) (651) 241-8755 (directly to the emergency room)
<i>Dean of Students</i> (651) 962-6050	<i>St. Paul SOS</i> (Sexual Offense Service) (651) 298-5898
<i>Associate Dean of Students</i> (651) 962-6052	<i>Minneapolis Sexual Violence Center</i> (612) 871-5111
<i>Assistant Dean of Students /University Ombudsperson</i> (651) 962-6076	<i>Rape & Sexual Assault Center</i> (612) 825-4357
<i>Health Services & Counseling</i> (651) 962-6750	

Social Media Guidelines

The purpose of these guidelines is to highlight the importance of attention to conscientious use of social media; it is not intended to be comprehensive, since the definition of social media is ever evolving. Students in the DSW program are expected to comply with all social media policies of our sponsoring institutions and the profession (E.g. *NASW Code of Ethics*, the *Minnesota Board of Social Work Code of Ethics/Ethical Standards*). Compliance is grounded in the basic principles of ethical practice in the use of social media. Universal principles include honesty, transparency, thoughtful

consideration of what you do and say online, and respect for the law and professional relationships. Likewise several basic assumptions need to be kept in mind: assume nothing stays private; assume everything is permanent and that you can be held responsible for what is said and done.

In addition to these basic principles, as a doctoral student you have responsibilities related to your professional identity and status as a social worker. It is important to keep in mind your professional social work role when posting or communicating anything through social media including “private” sites such as Facebook. In the social media world, your personal and professional identities are likely to intersect. Guidelines from professional organizations and agencies continue to evolve; students are expected to adhere to those relevant to their status.

Social Work Licensure

In Minnesota, teaching is a licensed practice. For specific information regarding social work licensure, contact: Minnesota Board of Social Work, <http://www.socialwork.state.mn.us/> or the governing board in your state.

Syllabi

All course syllabi are posted on their respective course Canvas sites.

Student Rights and Responsibilities

The DSW program follows the [Student Bill of Rights and Responsibilities](#) as outlined by the University of St. Thomas, as adapted for the DSW program and when relevant.

Student Rights

1. Students have the right to receive regular and organized instruction and guidance consistent with the aims of the course for which they have registered.
2. A student's grade in a course would be determined only by academic achievement consistent with the aims and content of that course. At the beginning of the course, the instructor should make known the factors that will be considered in determining the grade such as class attendance, class participation, papers, examinations, projects and/or presentations.
3. A student has the right to have papers and tests graded and returned within a reasonable amount of time, generally before the next assignment is due. In the case of final exams, students should be allowed access to their exam scores and final grades.
4. A student has the right to meet with his or her instructor to ask questions about or discuss course material, either during office hours or during a scheduled appointment.
5. All students have the right to use the educational resources of the university in accordance with the rules concerning their use.
6. A student has the right to the opportunity to participate in student government, athletics and other activities on campus as set forth in the student policies.
7. The University of St. Thomas recognizes that free inquiry and free expression are indispensable elements for the achievement of the goals of an academic community.

Students have the right to freedom of expression, including the right to dissent, protest and/or take reasoned exception to the information and views offered in any course.

8. Financial regulations are set forth in the university catalog and the award form. Financial aid offered and officially accepted according to these conditions will not be revoked except for serious cause after a hearing by an ad hoc Financial Aid committee. The students will be notified and/or allowed to be present at this hearing. An exception to the above may occur when the funding for any kind of aid does not cover the amounts awarded. In this case, the Committee may modify awards without a hearing in order to reduce awards to the amount of funds available.
9. Each student has the right to fair and reasonable treatment by other members of the university community.
10. All students have the right to the opportunity to participate in and receive the benefits of the programs at St. Thomas. No one may be excluded on the basis of disability, race, ethnicity, national origin, creed, gender, age, sexual orientation or economic status.
11. If a student feels that his/her rights have been violated in the process of attempting to resolve a grievance, he or she has the right to bring the case before the University Grievance Committee (see "Grievance Process" in the student policies).

Adopted from: <https://www.stthomas.edu/deanofstudents/studentpolicies/studentbillofrights/>

Student Responsibilities

1. Each student is responsible for learning the content and the skills required by his or her courses.
2. Each student is responsible for being honest in all of his or her classes. Students will not cheat on examinations, copy another student's work, plagiarize from secondary sources or from other students or engage in any other forms of academic dishonesty.
3. Students have the responsibility to attend their classes; the student is expected to arrive by the beginning and remain for the class period. Attendance policies will be stated in the course syllabus. The student has the responsibility of notifying Academic Counseling and his or her instructors of extended absences due to illness or other allowable reasons. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day.
4. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due.
5. The student is responsible for arranging with faculty any modifications of class requirements necessitated by special needs, such as medical conditions, physical disabilities, or learning disabilities. Students with physical or learning disabilities who desire accommodations are required to provide documentation of their disability before accommodations are provided.
6. Each student has the responsibility to treat other members of the university fairly, and respect their rights.
7. Students must use library and all educational resources of the university in a responsible manner. Students may not deface or vandalize books, periodicals, and/or computer resources in the St. Thomas libraries as well as computer lab hardware, software and related equipment.
8. While students have the right to freedom of expression, including the right to dissent, protest, or take reasoned exception to the information and views offered in any course, this expression cannot interfere with the rights of others, impede the progress of

instruction, or disrupt the processes of the university. Students have the responsibility to express views in a reasonable and orderly fashion as further described in the student policies.

9. Each student has the responsibility to know and abide by what is contained in the student policies of the University of St. Thomas and all other applicable university regulations and policies.

Adopted from: <https://www.stthomas.edu/deanofstudents/studentpolicies/studentbillofrights/>

Transfer of Credit - Admitted Students

Students who wish to have a course transferred for credit to the St. Thomas DSW program must contact the DSW Program Director. Due to the resources required, evaluations for transfer for credit will be considered only after admission to the DSW program. Each course will be evaluated for congruence with the DSW program's curriculum focus and mission and specific DSW course content. Decisions are made in the context of the request.

Students may only request transfer of credits for courses taken in a social work doctoral program at another **regionally accredited institution**. Only courses with a letter grade of "B" (3.0) or better will be accepted, assuming that they meet criteria of the program for relevancy. No credits taken on an ungraded basis (S/N) may be transferred. Only doctoral level credits may be transferred. *A minimum of 30 credits must be taken at the University, thus, a maximum of 15 credits may be transferred toward the awarding of the DSW degree from the School of Social Work. Only one elective course may be taken outside the School of Social Work and transferred in.

Doctoral social work credits must have demonstrated relevance to social work in the context of St. Thomas DSW program and include unique content not replicated by other electives. This will be determined by the DSW Program Director's review.

Some courses are not eligible for substitute, e.g. DRSW 700 History of Social Work and Social Work Education, residency courses, and the requirement for the banded dissertation. Since the banded dissertation may not include previously published work we expect students to be creating the work that meets this requirement during their time in the program. Work published as part of any transferred credit is not eligible for meeting this program requirement.

For credits completed prior to admission to the DSW program, it should be understood that courses to be transferred would be applicable to the DSW degree only if they have been completed within the four-year period normally allowed for the completion of the degree. To request an exemption to this policy, the student should consult with the DSW Program Director and submit a written request to the Director of the School of Social Work for a decision.

If you are requesting a transfer from another DSW program, your coursework must first meet ALL of the following criteria:

- Courses were taken in a doctoral social work program at another regionally accredited institution.
- Courses are doctoral level.
- A letter grade of B or better was earned for each course requesting transfer. Pass/Fail courses will not transfer.
- Credits were earned no later than 4 years prior to admission to the St. Thomas DSW program.

Procedure for Obtaining Transfer of Doctoral Credit - new students:

1. Submit for each course for which you're requesting transfer of doctoral credit:
 - a. Completed Petition for Transfer of Doctoral Credit form
 - b. Course description, course number and course title
 - c. Course syllabus, including description of assignments
 - d. Official transcript reference
2. Email the materials to the DSW Program Director at dsw@stthomas.edu with the subject line "Petition to Transfer Doctoral Credit Request"

The review process can take 30-60 days. An email will be sent to student's UST email address informing them of the outcome.

Tuition and Fees

Effective 2022-2023 academic year - subject to change annually

Cost per credit.....	\$1165.00/credit
Technology Fee (when taking 6 or more credits).....	\$120.00/semester
Health Fee (when taking 6 or more credits)	\$60.00/semester
Writing Fee (when taking 6 or more credits)	\$15.00/term
Summer Residency Rate.....	\$65.00/night billed to Fall semester

See the DSW webpage [Admissions and Financial Aid](#) for more information.

University Credit Transfer

The University of St. Thomas is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institutions. Credits earned at the institutions may not transfer to all other institutions.

University Graduate Student Policies

In addition to the policies in this section, please refer to the list of policies, which can be found at <https://one.stthomas.edu/sites/its/student-data-registrar-office/SitePage/42175/graduate-policies>.

Withdrawal from Courses

Students who wish to withdraw from a course should do so by officially notifying the DSW Program Director and DSW Program Manager in writing. Grades and refunds for withdrawals will be determined by each semester's refund/withdrawal policy deadlines set in the Academic Calendar for the DSW Program. Implications for continuation in the program will be addressed, e.g. leave of absence, withdrawal from program.

Withdrawal from a course has implications for financial aid. Students planning to withdraw from a class or from the program are advised to check with Financial Aid to determine how the withdrawal will impact their financial aid status. **It is the responsibility of the student to contact the University of St. Thomas Graduate Financial Aid Office when they request the withdrawal from a class.**

Withdrawal from the Program

Students who plan to withdraw from the DSW program should confer with their academic advisor and/or the DSW Program Director to assess decision options (change of program, leave of absence, withdrawal, etc.). If a student is withdrawing from the program, the student must notify the DSW Program Director and the DSW Program Manager in writing to be considered officially withdrawn from the institutions. Once students withdraw, re-entering the DSW program requires re-application.

Withdrawal from the program has implications for financial aid. Students planning to withdraw from a class or from the program are advised to check with Financial Aid to determine how the withdrawal will impact their financial aid status. **It is the responsibility of the student to contact the University of St. Thomas Graduate Financial Aid Office when they request the withdrawal from a class.**

Writing Assistance and Support

The Morrison Family College of Health offers a writing assistance and support service to current graduate students of the School of Social Work and Graduate School of Professional Psychology. Our Graduate Writing Assistant (GWA) will consult on a one-to-one basis with you by providing student support and confidence building related to writing ability, learning to find your own voice and to interpret assignments, apply rubric evaluation tools, and self-reflect upon overall writing within the context of coursework, banded dissertation and broader graduate studies. For more information and to schedule an appointment, visit our [COH OneStthomas Graduate Writing Support](#) page.

Graduate Student Services

Athletic Facilities

The athletic facilities available to students at the Anderson Athletic and Recreation Complex (AARC) are a weight room, swimming pool, racquetball courts, squash courts and field house-which includes volleyball, badminton, tennis, basketball, a jogging

track, cardio equipment and fitness classes. Graduate students are charged a membership fee to use the AARC. For more information call (651) 962-5900 or check out <http://www.stthomas.edu/aarc/membership/graduate/>

Bookstores

The St. Thomas bookstore is located on the lower level of Murray-Herrick Campus Center. In addition to books needed for classes, the bookstore carries a wide variety of office supplies, clothing, cards and gifts, as well as magazines and best-selling novels. When commencement is held at St. Thomas, caps and gowns are picked up at the bookstore. For hours of operation call, call (651) 962-6850 or check the [web](http://www.stthomas.edu/bookstore) at <http://www.stthomas.edu/bookstore>.

Box Office

A sampling of the ticket offerings includes but is not limited to: General Cinema, Mann and United Artist movie tickets, Guthrie Theatre, Ordway, Timberwolves, Hey City Theatre, Valleyfair, Renaissance Festival, Minnesota State Fair, Minnesota Twins, Science Museum and Children's Museum plus numerous St. Thomas campus events.

In addition to ticket sales, Tommie Central also rents - at very minimal cost - outdoor and recreational equipment. A sampling of the rental offerings includes but is not limited to: camping tents, backpacks, snowboards, in-line skates, golf clubs, basketballs, and mountain bikes. Tommie Central is located at the main information desk in Anderson Student Center. Contact Tommie Central by phone (651) 962-6137 or online at <https://www.stthomas.edu/student-life/campus-highlights/anderson-student-center/facilities-services/>.

Business Office - Tuition Payments and Refunds

Questions about the student payment agreement for the DSW program should be directed to the Business Office at the University of St. Thomas. Refunds are made on a pro-rated basis, depending upon the date on which a course is dropped. Complete information for DSW students on refunds and deadlines are noted on the refund schedule available on the DSW Canvas Orientation site. Particular attention should be paid to deadlines and procedures. For more information, please call (651) 962-5816.

Campus Maps

A campus map for St. Thomas can be found at <https://www.stthomas.edu/campusmaps/stpaul/>

Career Development

The Career Development Center serves students and alumni with their vocational and career learning. Our services have been designed to assist students in all stages of career planning. We work with undecided students on choosing their majors, and later

assist students from all major fields to develop required skills as they seek internships, employment or graduate education.

St. Thomas Career Development maintains a job bank database that includes social work postings. You can find the job search site at <http://www.stthomas.edu/careerdevelopment/> and click on Job/Internship Listings.

Center for Campus Ministry

The mission of the Office for Pastoral Care & Worship is to invite and encourage all to encounter the presence of God in the world. Marked by faith, hope, and charity we invite people of all faiths to join us in prayer and worship as we move and act to transform ourselves and the world.

Rooted in the Roman Catholic Tradition, we worship as a Eucharistic community and work to connect those of other faiths to worship opportunities that feed them. See the St. Thomas Center for Campus Ministry webpage at <https://www.stthomas.edu/ministry/> for additional information.

Center for Well-Being

The Center for Well-Being is an integrated health care model partnering the following service areas:

- Health Services
- Counseling and Psychological Services
- Health Promotion, Resilience, and Violence Prevention

By integrating our services, we can better support students, faculty and staff from a single location. The Center for Well-Being provides compassionate care, expertise and resources to help members of our community thrive in and out of the classroom.

Please call (651) 962-6750 or check their webpage at <https://www.stthomas.edu/center-for-well-being/>.

Computing Services/Tech Help

The University provides a variety of computing services free to students, faculty and staff. Through computer labs on all campuses, Information Technology Services makes a combination of hardware and software packages available for word processing, spreadsheets, database management, statistics, electronic mail and computer assisted instruction. Computing labs are located in second floor Summit Classroom Building and in the libraries on the St. Thomas campus. Labs vary in the equipment they offer and the hours they are open. For hours of computer labs, call the Tech Desk at (651) 962-6230. You can also check the Web at <http://www.stthomas.edu/irt/> for further information.

Copy Machines

Students will receive a supplied print/copy quota (allotment) of 400 pages for each semester of the academic year, (Fall, J-term/Spring, Summer). Copiers are located in Summit Classroom Building - lower level and O'Shaughnessy-Frey Library Center (lower level, level one and level two). Other machines are located throughout campus.

Counseling and Psychological Services

Counseling & Psychological Services promotes the mental health, interpersonal relationships, and academic performance of University of St. Thomas students. We contribute to a healthy campus learning environment by providing psychological services to all who work, train, and study at the University. Our staff includes Psychologists, Counselors, Doctoral Interns, and Counseling Practicum Interns. Our services include individual and group counseling, crisis counseling, intervention, alcohol assessment, consultation/outreach, and referrals. For more information, visit <https://www.stthomas.edu/center-for-well-being/about/caps/index.html>.

Disability Resources

The mission of Disability Resources at the University of St. Thomas is to make reasonable effort to provide all qualified students with disabilities equal access to all university courses, services, programs, employment and facilities. Our goal is to enable students with disabilities to maximize their educational potential and to develop their independence and self-advocacy skills to the fullest extent possible within the standard university curriculum.

Students qualify for services through Disability Resources upon self-disclosure of a disability and the presentation of documentation. Reasonable academic accommodations are arranged on an individual basis in order to provide students with disabilities equal access to all university programs. The University of St. Thomas is committed to compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Disability Resources is located in the Academic Counseling & Support suite in Murray-Herrick 110. [Disability Resources](#) can be reached by calling (651) 962-6315.

Financial Aid

All financial aid and student loans for DSW students are allocated and administered through the Graduate Financial Aid office at the University of St. Thomas, (651) 962-6550. When a student withdraws from a course or from the program, the student should check with University of St. Thomas Graduate Financial Aid Office to determine how withdrawal affects his/her financial aid status. Students who receive financial aid are responsible for knowing and complying with all relevant policies. Any questions should be addressed directly with the University of St. Thomas Graduate Financial Aid Office. The web address for financial aid is <http://www.stthomas.edu/financialaid/>

Health Insurance

The University of St. Thomas no longer offers a student health insurance plan. *Full-time, degree-seeking domestic students are no longer required to complete the Health Insurance Verification in Murphy Online each fall.*

As a result of the Affordable Care Act, all students are required to have health insurance coverage. Most St. Thomas students can obtain coverage through age 26 under health care policies purchased by their parents. Students who do not have health insurance may purchase policies through a Health Insurance Exchange/Marketplace. The Affordable Care Act provides tax credits and subsidies for qualified individuals to help pay for insurance purchased in the Marketplace. In some states, the Marketplace is run by the state. In others it is run by the federal government. [MnSure](#) is the Marketplace where Minnesotans can shop, compare and choose health insurance coverage that meets their needs.

Health Services

Health Services provides high quality, patient-centered health care that promotes the health and well-being of the entire St. Thomas community.

Our services include Primary Care, Psychiatric Care, Women's Health, Physical Therapy, Sports Physicals, Travel Clinic, Urgent Care and Wellness Services. Visit the [Center for Well-Being's web site](#) for more information.

We believe that every individual has the right to address their concerns, issues, or situation privately, and federal laws hold us to those standards. Therefore, HIPAA law protects patient health information, including both physical and mental health. [HIPAA and other health forms](#) are available online and in person through the Center for Well-Being.

ID Cards

DSW students get their St. Thomas photo ID cards at the Card Office, Anderson Student Center, Room 253 in their first year during the onsite new student orientation. This ID card is required for libraries, athletic facilities, purchasing parking permits, check cashing, and any shuttles. For hours of operation, please call (651) 962-6069.

Your St. Thomas ID number is a randomly generated nine-digit number that appears on the front of your ID card. The number listed on the back of your ID card is your library identifier. If you have any questions about ID numbers, please call the DSW Program Manager at (651) 962-5816.

Students are able to charge purchases on their St. Thomas ID card at the University of St. Thomas bookstore. To do so, students must open an "eXpress Account" at St. Thomas, which works similar to a debit card and bills your student account. eXpress Account

information is available at the ID card office or online at their [OneStthomas Card Office](#) page.

Intercampus Shuttle Information

St. Thomas operates a shuttle service between the St. Paul and Minneapolis campuses. Students are required to show their ID cards. St. Thomas (St. Paul/Mpls) shuttle schedules are available by calling (651) 962-5100 or checking the website at <https://www.stthomas.edu/visit-us/parking-transportation/options/campus-shuttle/index.html>.

International Student Services

The Office of International Students & Scholars strives to provide high quality services and support to students and scholars from around the world. Currently, over 500 international students and scholars representing over 70 countries are studying at the University of St. Thomas. OISS staff members are proud to advocate on behalf of international students and scholars at St. Thomas and in the community. OISS co-leads an International Student Retention Group to help minimize barriers for international students and enhancing their success. For more information, please call (651)962-6650 or check the Web at <http://www.stthomas.edu/oiss/>

Libraries

The locations of the libraries are as follows:

O'Shaughnessy-Frey Library Center, St. Paul, main campus
(651) 962-5494 (circulation), (651) 962-5001 (reference), (651) 962-5400 (hours)

Charles J. Keefer Library, Minneapolis campus
(651) 962-4642 (circulation), (651) 962-4664 (reference), (651) 962-4640 (hours)

Archbishop Ireland Memorial Library, South campus (651) 962-5450

For assistance in searching electronic databases and for further information regarding services available, please consult the reference librarians.

The Social Work librarian liaison is Merrie Davidson, and she offices at the O'Shaughnessy-Frey Library on the St. Paul campus. The St. Thomas libraries are accessible on the web at <http://libguides.stthomas.edu/socialwork>.

Lost and Found

For any lost items during the onsite orientation and/or residency component, check with the [Campus Safety Office](#), located on the first floor of Morrison Hall at (651) 962-5100.

Student Diversity & Inclusion Services

The Student Diversity & Inclusion Services office exists to enhance the campus climate and holds deep commitment in developing and sustaining a diverse campus community in the broadest sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability, through programs and initiatives aimed at UST students. Our work is based on four pillars: education, leadership, advocacy, and community.

For more information, please call (651) 962-6460 or check the web at <http://www.stthomas.edu/studentdiversity/>

Parking

Students should be aware of the City of St. Paul residential permit regulations in the neighborhoods surrounding both campuses if they choose to forego a permit and park on St. Paul city streets. Check the street signs carefully!

Security

Students can contact Public Safety by calling (651) 962-5100 or stop by their office on the first floor of Morrison Hall. Public Safety is open 24 hours, 365 days a year. For emergencies call (651) 962-5555. For additional information go to <https://www.stthomas.edu/campus-safety/index.html>.

Additionally, safety and security personnel provide the following services:

Emergencies and First Aid: A security officer will be dispatched to all emergency situations. All security officers are trained in First Aid and CPR and can administer aid until further help arrives. The security dispatcher will call 911 to summon police, fire and ambulance as needed. Emergency call boxes are located throughout campus and are denoted by a tall blue light on top of the call box. You are encouraged to use the call boxes in times of emergency. A security officer will respond immediately to a call from any of these locations. For calling in an emergency from a cell phone on campus, dial (651) 962-5555.

Escort Service: Escorts are provided upon request for students and employees on campus or to an adjacent street during the hours of darkness.

Students are urged to register their cell phone numbers with the St. Thomas's Emergency Notification system. This system will only be used by the department of public safety to notify the community during weather closings or extreme cases involving the safety of the University community. To learn more and how to setup your cell phone, visit <https://www.stthomas.edu/campus-safety/crime-reporting/emergency-notification-system/index.html>.

The security of the campus and the safety of its residents and daily visitors is a responsibility shared by the entire community. In addition to creating safety programs and emergency guides, we closely track and report on all campus safety incidents via ongoing notices and an Annual Security and Fire Report. We believe this transparency helps keep our campus community informed and aware and better able to maintain their own security and personal safety on campus.

If you are the victim of a crime or have witnessed one, call Public Safety immediately:

- Emergency: 651-962-5555
- Non-emergency: 651-962-5100
- Report a Crime (non-emergency)

Veteran Resource Center

The University of St. Thomas salutes veterans and military-affiliated families as we work to be the most military-friendly university in the Upper Midwest. While here, veterans get the resources they need to succeed academically – and the career support needed to thrive after graduation. The [Veterans Resource Center](#) serves as a one-stop shop where veterans can find information about resources available to them, obtain academic and career services, connect with a counselor, and meet with other veterans.

The center also provides guidance and support for students who are called to active military service or whose spouses are called into active military service and to students who are veterans with a service-connected disability.

School of Social Work Directory

Frequently Called Numbers

Founding Dean, Morrison Family College of Health Dr. MayKao Hang - maykao.hang@stthomas.edu	(651) 962-4727
Director, School of Social Work Dr. Ande Nesmith - nesm3326@stthomas.edu	(651) 962-5805
DSW Program Director Dr. Catherine Marrs Fuchsel - marr5716@stthomas.edu	(651) 962-5852
DSW Program Manager Hiyana Yang - hiyana@stthomas.edu	(651) 962-5816
School of Social Work Summit Classroom Building (SCB)	(651) 962-5800 phone (651) 962-5819 fax
Bookstore http://www.stthomas.edu/bookstore	(651) 962-6850
Business Office (billing related questions) http://www.stthomas.edu/businessoffice/	(651) 962-6600

Center for Well-Being https://www.stthomas.edu/center-for-well-being/	(651) 962-6750
Counseling and Psychological Counseling https://www.stthomas.edu/center-for-well-being/	(651) 962-6750
Financial Aid Office https://www.stthomas.edu/admissions/index.html	(651) 962-6550
Health Services http://www.stthomas.edu/center-for-well-being/	(651) 962-6750
Libraries http://www.stthomas.edu/libraries/	(651) 962-5400
Parking Services http://www.stthomas.edu/parking	651-962-PARK (7275)
Public Safety http://www.stthomas.edu/publicsafety	(651) 962-5100 (651) 962-5555 24-hour Emergency
COVID-19 Dashboard https://www.stthomas.edu/covid19/dashboard/index.html	

For a complete directory listing of School of Social Work full-time faculty, adjunct faculty and staff, please visit <https://health.stthomas.edu/about/faculty-staff/directory/index.html?department=School%20of%20Social%20Work>.

Appendices

A. National Association of Social Workers (NASW) Code of Ethics Preamble

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to

promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

To view and read the most current [Code of Ethics](#) of the National Association of Social Worker, visit the NASW site at <http://www.socialworkers.org/>.

B. Global Definition of Social Work

The following definition was approved by the IASSW General Assembly and IFSW General Meeting in July 2014:

Global Definition of Social Work: Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing.

The above definition may be amplified at national and/or regional levels.

To view and read the most current [Global Definition of Social Work](#), visit the IASSW-AIETS site at <http://www.iassw-aiets.org/global-definition-of-social-work-review-of-the-global-definition/>.

C. Course Descriptions

DRSW 700 History of Social Work & Social Work Education

This course will examine the history of social work and social work education. By reading and discussing influential historic social work texts, students will understand and consider the enduring tensions, achievements, and possibilities of the social work profession. The influences of socioeconomic class, race, and gender on the

development of social work and social work education are considered. The longstanding tensions between theory and practice and between micro and macro practice are also addressed. The historical legacy of leadership provided by educators and other influential persons in the social work profession are examined. Students will take on the role of professor by presenting historic texts and leading thought-provoking and engaging discussions. Students will conduct a scholarly historic analysis of archival materials on a topic related to social work education that culminates in a research paper and review a peer's final paper, as well. Students will develop a consciousness of their identity as a social work instructor and scholar and be able to identify and articulate the historic antecedents that have influenced this development. **3 credits**

DRSW 710 Social Work Education

This course provides a foundation for analyzing the continuum of social work education in the United States from baccalaureate to masters, through the doctoral degree. It explores the philosophy and process of accreditation both professional and regional. It examines generalist and specialized curriculum models (explicit curriculum) and context, faculty, financial resources (implicit curriculum). Special emphasis is placed on understanding the history, philosophy and values of social work education. The role of professional social work educational associations and their relationship to professional practice associations is reviewed. International social work education is explored. **3 credits**

DRSW 717 Pedagogies in Social Work Education: Theory & Practice

This course provides a container for discerning one's paradigm for teaching and learning, and for selecting teaching methods that are most congruent with that paradigm. Alternative pedagogies for teaching and learning have emerged in social work education, and four pedagogies representing the most traditional to the most radical will be examined. The ontological, epistemological and axiological assumptions of each will be explored as well as other pedagogical issues such as focus of teaching/learning, role of teacher, course structure and methods of evaluation. **3 credits**

DRSW 718 Curriculum Development: Manifestation of Mission and Purpose

The purpose of this course is to explore and address the role of curriculum - implicit and explicit - in operationalizing the mission and purpose of a social work program, regardless of level - BSW, MSW, and Doctorate. Social work programs 'live' in larger institutional, societal and cultural contexts. Based on the grounding provided in previous courses, students will consider the influences on and the role of curriculum in the institution at large, including faculty governance structures that guide curriculum development and changes, the influences of mission and goals on curriculum development at multiple levels, and the unique role of accreditation in the development of social work curriculum. Students will demonstrate their ability to participate in curriculum development through the application of current CSWE Education Policy and Standards (EPAS) to curriculum (explicit and implicit) development activities. Students will independently, and as a team member, implement and map this process from

mission and purpose through delivery to include assessment and ongoing improvement. **3 credits**

DRSW 720 Social Work Theoretical Perspectives

The intent of this course is for students to gain a mastery in the selection and application of theories, concepts and frameworks that serve as the grounding of social work and social work teaching. This course will provide the opportunity for students to identify their own bias in the selection and application of theory and the factors that contribute to this process. This course serves to inform the teaching of all social work practice courses (micro through macro), providing students the opportunity to develop skills in deconstructing and reconstructing key theories and frameworks that are utilized in both practice and classroom settings. This course will provide opportunities for students to critically analyze and compare theories from a variety of frameworks including ethics, diversity and social justice. These critical thinking skills will be exercised through students selecting potential theories and/or frameworks for use in their banded dissertations. **3 credits**

DRSW 721 Scholarship of Teaching and Learning (SoTL) in Social Work Education

The purpose of this course is for students to understand and apply the scholarship of teaching and learning (SoTL) to social work education. We will examine the teaching and assessment practices of exemplar teachers in higher education. We will explore important social justice principles in SoTL generally and teaching evaluation methods specifically, including: multiple learning styles, developmental needs of students, and diversity. Simultaneously, students will develop a scholarship of teaching and learning project throughout the semester, which will consist of detailed and ongoing instructor feedback. For this project, students will create a research proposal consisting of a literature review, conceptual/theoretical framework, sample, measure(s), and analysis plan. This project will arm students with a framework for conducting a scholarship of teaching and learning in their future social work education practice.
. 3 credits

DRSW 722 Mixed Methods of Social Work Research

This course will provide an overview of mixed methods research, with an emphasis on its application in social work research. Students are expected to have a basic understanding of quantitative and qualitative research methods prior to beginning this course. "Mixed methods" refers to the intentional mixing of quantitative and qualitative approaches within one study or across a program of research. Engagement in mixed methods research is intended to enhance the researcher's ability to study complex social phenomena holistically, while minimizing some of the limitations posed by mono-method (qualitative or quantitative) designs. The foundation for conducting mixed methods research in social work is laid by exploring the historical, philosophical, and epistemological, roots of this emerging research methodology. Methods for collecting, analyzing and presenting data will also be discussed. **3 credits**

DRSW 723 Engaged Scholarship

The purpose of this course is to engage directly with scholarly activities such as writing for publication, peer-review, and ongoing assessment of a scholarship agenda as the grounding for a student's development of an identity as a scholar. The work of this course is grounded in the student's Banded Dissertation Plan. Strategies and techniques for establishing, improving and maintaining types of scholarly activities are examined, discussed and implemented. Emphasis in this course is on the development and creation of a ready to submit for publication article. Each student will develop an outline for a proposal for a peer-reviewed presentation at professional conference(s), based on the topic of the manuscript. Professional ethics in scholarly activities such as writing for publication are addressed. Grant writing is described within the context of writing for publication. Students are expected to come to this course with a plan for writing based on their Banded Dissertation Plan. **3 credits**

DRSW 724 Interprofessional Education in Social Work Education

Social Work has a critical role in the development and practice of Interprofessional Education (IPE) grounded in its historical roles in interdisciplinary and multidisciplinary practice settings. In this course, students will explore and analyze the relationship of social work competencies with those currently articulated in IPE in both medical and non-medical settings. Students will consider these intersections in community settings such as the Interprofessional Center for Counseling and Legal Services (IPC) at the University of St. Thomas where faculty, staff and students from law, psychology and social work collaborate to address the needs of underserved clients. Students will analyze the challenges and opportunities provided by Interprofessional education and practice in the academy, the profession and practice. **3 credits**

DRSW 725 Career Development Practicum

In this course, students will articulate the dimensions of their identity as social work educators in preparation for seeking a teaching position in higher education. Grounded in their experience and previous coursework and input from students, classmates and instructor, students will develop and analyze their teaching skills through in vivo teaching opportunities in the classroom. Students will articulate their educator identity through seminar-based consultations with the instructor, peers, faculty development and other career-focused experts. Students will develop updated teaching and scholarship statements; formulate a curriculum vitae showing their teaching, scholarship and service/leadership accomplishments. Guided by the instructor, and with supporting evidence/detail, students will articulate their scholarship agenda and teaching philosophy through practice colloquium presentations. **3 credits**

DRSW 726 Writing for Publication

This course serves as a project-focused seminar with the goal of preparing students to write for scholarly publication. Building on previous coursework, the seminar takes the form of a writing group and emphasizes later parts of the writing process (i.e. writing as

rewriting, refining, and finalizing). The seminar will give attention to topics such as ways to strengthen one's methodology and considerations in choosing and writing with a journal's focus and specifications in mind. The seminar focuses on one paper, offers a social context for writing, and culminates in the finalization of a manuscript, suitable for publication, that can serve as one of the three scholarly products required for the banded dissertation. **3 credits**

DRSW 727 Banded Dissertation and Scholarship

In this course students will identify their primary area of scholarship and research inquiry and develop the proposal for their Banded Dissertation (BD). Students will evaluate a continuum of methodological approaches to consider for their scholarship that are both congruent with social work practice realities and representative of models of inquiry that incorporate multiple world views of knowing and understanding the human experience. Students will learn about how conceptual frameworks guide research and scholarship and identify the conceptual framework that will guide their banded dissertation. Students will learn about the role and management of the institutional review board and the effective management of research projects. Students will explore and critically analyze Boyer's four areas of scholarship: the scholarship of discovery, scholarship of integration, scholarship of application and scholarship of teaching. Students will develop an understanding of the process for publication requirements for scholarship works in peer-reviewed journals and presentation of scholarship at regional and national conferences. **3 credits**

DRSW 728 Research and Scholarship I (Quantitative Methods)

This course introduces students to quantitative research methods in social work. This course introduces students to ways of conducting social work inquiry in natural or controlled settings based on quantitative methods and reasoning. In this course, students will explore the philosophical, epistemological, methodological, ethical and socio-political issues that underlie and influence quantitative research. Students will learn about the role, use and application of apriorism in designing, conducting, analyzing and reporting quantitative studies. We will address reliability and validity as requirements of rigor in the conduct of quantitative research studies. Students will learn the basic elements of statistical analysis and hypothesis testing focused on processes and problems that are the focus of social work practice and education. This course provides the necessary knowledge needed to work on a research-based article that is a requirement of the banded dissertation. Prerequisite: DRSW 720. **3 credits**

DRSW 729 Research and Scholarship II (Qualitative Methods)

This course introduces students to qualitative research methods in social work. Students will learn to gain insight and explore phenomena in their natural settings, interpreting the meaning people attribute to them. Students will learn about the methodological, cultural, ethical and political issues that underlie qualitative research. Students will learn about the unique role of qualitative research for knowledge development, including epistemology, theory, conceptual frameworks, and designs. Students will learn

approaches for generating, interpreting and reporting qualitative data, including strategies for addressing rigor in the analysis of data. Students will learn about reflexivity in the research process and how their culture and place in society affect research methods and the interpretation of data. This course will provide students with a working knowledge of how to use qualitative approaches and methods to understand the perceptions, behaviors, processes and problems that are the focus of social work practice and education. This course provides the necessary knowledge needed to work on a research-based article that is a requirement for the banded dissertation.

Prerequisite: DRSW 728. **3 credits**

DRSW 731 Grant Writing

Developing effective grant writing skills is essential to acquiring competitive funding from internal institutional resources, government agencies or private foundations for research or program evaluation/ development. The ability to write grants is a highly marketable skill that is a blend of both science and art. It requires content knowledge, writing proficiency, strong research skills, creativity, organizational ability and patience. The purpose of this course is to address the essential knowledge and skills of grant writing and provide the experience of writing a grant application from the development of an idea through the submission process for either an academic research proposal or a community-based collaboration. Students will learn and demonstrate the basics of grant writing including identifying and analyzing potential funding sources, creating project goals/study aims, choosing study designs and evaluation plans, addressing budgets and timelines, and responding to grant reviews. **3 credits (Elective)**

DRSW 732 Program Evaluation & Assessment

The purpose of this course is to address the essential knowledge and skills of program evaluation and assessment needed for faculty to actively participate in assessment in their university, college and program. This course also addresses the application of this knowledge and skill set to guide evaluation of programs in the community. Programs of all types are increasingly under pressure to demonstrate their effectiveness and accountability to a variety of internal and external constituencies and stakeholders. They need to demonstrate how they are meeting specific performance objectives and program outcomes, the achievement of which may be linked to continued program funding. This course will provide an overview of approaches and essential skills to participate in program evaluation and assessment for programs in higher education and in the community. **3 credits (Elective)**

DRSW 733 Program Administration

Social work programs operate in the context of a rapidly changing higher education environment. In order to remain responsive to environmental changes, organizational structure and function must have sufficient flexibility to adapt, while maintaining a consistent focus on institutional and program mission. Designing and administering programs which have these qualities requires a knowledge and value base which, while drawing on traditional management theories, is in many important ways unique to social

work. This course is designed to enable students to understand the knowledge base required for program management and to apply it in a manner consistent with social work values. **3 credits (Elective)**

DRSW 734 Leadership, Mentoring & Faculty Development

This course provides opportunities for students to conduct independent explorations of each of three areas that are integral to developing leadership roles: Supervision, mentoring, and faculty development. Using resources provided and those identified through their own research, students will continuously examine their competencies and demonstrate preparation for supervision, mentorship and faculty development in the academic setting. Applications may focus on work with students, colleagues, and/or self-development. **3 credits (Elective)**

DRSW 735 Independent Study

Independent study refers to a type of learning contract in which a registered student and/or professor have the responsibility for defining, organizing and evaluating a special project of limited scope (limited in content and in the time designated for its completion). Independent study provides an opportunity for students to receive one-to-one instruction and guidance, while pursuing a subject of special interest. This work is completed independently under the professor's personal direction. **1-3 credits (Elective)**

DRSW 790 Topics

The topics course will vary each semester and provide an in-depth study of particular issues, concerns and trends in social work practice at all levels and in social work education. Topics may address areas such as emerging trends; the roles and responsibilities of social work educators in leadership in the profession, community, and academy; and the development of scholar-practitioner identity. **1-3 credits (Elective)**

DRSW 800 Banded Dissertation

This course provides doctoral candidates with the framework, final considerations and instructions for the completion of the written DSW Banded Dissertation. Candidates for graduation will have completed three scholarship products which are subject to the peer review process and are linked by issue, theory, theme, pedagogy, or population. The practical aspects of conceptual framing and writing of the dissertation will be addressed. A peer review process will be completed during the course and the students will begin initial consideration of the defense process for their completed dissertation. **3 credits**

DRSW 801 Banded Dissertation II (Defense)

This course is a continuation of Banded Dissertation I. In this course students will prepare for and complete their Banded Dissertation (BD) defense. A public defense is a peer-review process. The purpose of a defense is for the student to explain, describe, and critically analyze and defend their choices for their BD products. Students will

discuss and defend their overall topic, scholarly agenda, the conceptual model for their BD, research method, ideas, and relationship to social work education and/or practice. Students will have the opportunity to publicly present their scholarly work and emerging scholar-identity amongst the faculty, colleagues, and the community at large and engage in public discourse. In this course, students will finalize their BD products and be well prepared for a public defense. Students will experience a public peer-review process, be challenged as they respond to criticism, demonstrate the ability to critically analyze questions and respond to questions, and expect revisions as part of this academic exercise. Prerequisite: DRSW 800. **3 credits**