



MONMOUTH  
UNIVERSITY

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SCHOOL *of*  
SOCIAL WORK

## Student Handbook

### Doctor of Social Work in Human Rights Leadership

Monmouth University School of Social Work  
West Long Branch, New Jersey 07764  
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### **Applicability of Student Handbook**

The information outlined in this Handbook does not constitute a contract between Monmouth University and any student, parent, guardian, or individual acting on a student's behalf. The information in this Handbook also does not constitute an unconditional promise of any kind. Monmouth University reserves the right, in its sole judgment, to make changes to any policy, procedure, academic program, curricular information, class schedules, class delivery method, class content or available courses, and any other published information without prior notice. If Monmouth University makes changes, it may provide for alternatives when reasonably practical under the circumstances. This reservation of rights includes changes the University makes that are necessary to address the global pandemic, unforeseen circumstances or acts of God.

*The information in this document is subject to change. The Monmouth University School of Social Work reserves the right to change any policy or procedure without notice.*

***The Doctor of Social Work (DSW) in Human Rights Leadership at Monmouth University offers practicing social workers a program where they can distinguish themselves in the profession as leaders by championing human rights and acting as agents of change across local, national, and global communities.***

## **Introduction**

Welcome to the Doctor of Social Work in Human Rights Leadership. As you enter the School of Social Work, you will be participating in a dynamic, people-oriented, academically rigorous program of preparation for a profession calibrated to present realities and complexities relevant to social work practice today. In our efforts to offer the most comprehensive doctoral education the School of Social Work at Monmouth University is under continuous evaluation and revision.

This Handbook is intended to assist you as you become a student in the School of Social Work. It includes School of Social Work policies and procedures, and student rights and responsibilities. Additionally, the School of Social Work strictly adheres to the policies and procedures of Monmouth University and the Monmouth University Graduate School. Further information can be found in the MU Graduate Catalog [Graduate Catalog | Academic Catalog | Monmouth University](#) and in the MU Student Handbook [Student Handbook | Monmouth University](#)

Even the most complete handbook cannot tell the whole story. After studying this information, please feel free to ask questions. The Social Work faculty, administration, and staff are available to help you. Many questions can also be answered on our School of Social Work website: [www.monmouth.edu/socialwork](http://www.monmouth.edu/socialwork).

## **Program History**

Social Work was introduced at Monmouth University in 1968. The baccalaureate Social Work Program was established in response to diverse needs with a common theme: a growing awareness of an economy of human welfare. This was represented by an ever-increasing demand within the social work community for efficient and accountable uses of resources. The BSW program was first accredited by the Council on Social Work Education in 1977, and has received continuous reaccreditation every 8 years.

During academic year 1997-98, Monmouth University received notice from the Council on Social Work Education (CSWE) that the MSW Program was accepted into candidacy for accreditation. The fall semester of 1998 saw the first MSW class enrolled in the program. In June of 2001, the Program received full accreditation. Both the BSW and MSW programs have been continuously accredited by the CSWE.

In July of 2008, President Paul Gaffney elevated the Department of Social Work, located in the Wayne D. McMurray School of Humanities and Social Sciences to the Monmouth University School of Social Work.

The Social Work Programs at Monmouth University have been designed to prepare students for careers in social work that advance social justice and human rights. Our commitment to evolve and meet the needs of our global community is unceasing. Effective December 22, 2021, the School of Social Work successfully completed the approval process with the State of New Jersey, Office of the Secretary of Higher Education, to commence a Doctor of Social Work in Human Rights Leadership.

## **Monmouth University Mission**

Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world

## **School of Social Work Mission**

Prepare graduates for professional social work practice that strives to secure Human Rights by advancing social, economic, and environmental justice for vulnerable populations. Embodied in our mission are an emphasis on social work values of service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence (NASW Code of Ethics: Guide to the Everyday Professional Conduct of Social Workers, Washington, DC: NASW).

## **Monmouth University School of Social Work Anti-Racism Statement**

MUSSW denounces systems of racism and structural oppression that produce visible and invisible violence and allow hatred and horrific brutality to persist. We stand in solidarity with Black Lives Matter and other movements to end the dehumanization of people based on the color of their skin and to promote equitable and humane treatment for all people. Racism has been interwoven into U.S. systems and structures since enslavement and colonization, with longstanding consequences to Black, Indigenous and People of Color and their families and communities. We stand ready to advance the fight to promote equitable and humane treatment for all people as an expression of our ongoing commitment to human rights and social justice and will facilitate the active advancement of antiracism in the classroom and field.

## **Doctor of Social Work Mission**

Enable social work practitioners to distinguish themselves in the profession as leaders by championing human rights and acting as agents of change across local, national, and global communities.

## **DSW Goals and Objectives**

1. Engage in systematic scholarly inquiry to advance human rights for individuals, families, groups, organizations, and communities.
2. Translate and use critically appraised, best evidence into practice
3. Develop and disseminate knowledge that advances social, economic, and environmental justice for vulnerable populations through teaching, scholarship, professional presentations, mentoring or administrative roles.
4. Demonstrate human rights by acting as agents of change across local, national and global communities.
5. Sustain and deepen substantive expertise in human rights leadership.

## Doctor of Social Work and the Council on Social Work Education

The Doctor of Social Work (DSW) is an advanced practice social work degree program focusing on a professional area of practice. According to the Council of Social Work Education (2018), “practice doctoral programs, regardless of focus, should prepare doctoral practitioners to:

- engage in systematic inquiry that adheres to scholarly conventions;
- use and critically evaluate advanced-level evidence-based practice;
- develop and disseminate practice-relevant knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration;
- demonstrate leadership in social work practice and education;
- and develop and maintain substantive expertise in one or more areas of social work practice.

Council on Social Work Education	Monmouth University
Engage in systematic inquiry that adheres to scholarly conventions	Engage in systematic scholarly inquiry to advance human rights for individuals, families, groups, organizations and communities
Use and critically evaluate advanced-level evidence-based practice	Translate and use critically appraised, best evidence into practice
Develop and disseminate practice-relevant knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration	Develop and disseminate knowledge that advances social, economic, and environmental justice for vulnerable populations through teaching, scholarship, professional presentations, mentoring or administrative roles
Demonstrate leadership in social work practice and education	Demonstrate human rights leadership by acting as agents of change across local, national and global communities
Develop and maintain substantive expertise in one or more areas of social work practice	Sustain and deepen substantive expertise in human rights leadership

## **Definition of Leadership**

The Council on Social Work Education and the National Association of Social Workers developed a definition of leadership specific to social work, “Social work leadership is the communication of vision, guided by the NASW Code of Ethics, to create proactive processes that empower individuals, families, groups, organizations, and communities” (Rank & Hutchison, 2000, p. 499).

## **Professional Ethics**

Students are responsible for understanding and complying with the NASW Code of Ethics and the IFSW Statement on Ethical Principles and Professional Practice. In addition, students are required to act in a manner consistent with the principles put forth in the UN Universal Declaration of Human Rights.

[Code of Ethics \(socialworkers.org\)](http://socialworkers.org)

[Global Social Work Statement of Ethical Principles – International Federation of Social Workers \(ifsw.org\)](http://ifsw.org)

[Universal Declaration of Human Rights | United Nations](http://un.org)

Professional Standards for Monmouth University Social Work Students (See Appendix A)

## **Nondiscrimination Statement**

The School of Social Work programs embrace and uphold all of the nondiscrimination and affirmative action policies of Monmouth University. It is the policy and practice of Monmouth University to comply with the laws, regulations, and orders that provide for and impose obligations on employers with respect to the management of their equal employment opportunities and affirmative action programs.

## **Pronoun Policy**

Monmouth University School of Social Work is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity and encourages a climate that values and nurtures human rights and social justice. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Asking each individual student to confirm their pronouns and preferred name helps to normalize the practice and foster acceptance for those students who may wish to be identified by pronouns not corresponding with the sex assigned to them at birth.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. Instructors will gladly honor a request to address students by an alternate name or gender pronoun. Please advise of this preference early in the semester so that appropriate changes may be made to the roster.



## Program Overview

Monmouth University School of Social Work's Doctor of Social Work (DSW) in Human Rights Leadership is designed to prepare graduates to be agents of change at the executive level. The practice-based curriculum consists of 48 credits completed in three years. Students enter the program yearly in cohorts and take two courses in each term, fall, spring, and summer for a total of 18 credits per year.

### Coursework

There are 12 courses that are specific to social work (36 credits) and four courses (12 credits) that are interdisciplinary. Interdisciplinary/interprofessional learning benefits the leadership qualities expected of a doctorate professional.

All courses are delivered online synchronously on Saturday mornings in a hybrid format. There is also an asynchronous online component for each course. Throughout the program students utilize an electronic portfolio as they research and create a multimedia human rights capstone project. Using the case study as a catalyst, students collaborate with faculty advisors as they design, implement, and evaluate an effective human rights leadership capstone project.

### Required Residencies

There are two residencies each academic year (6 total during the course of the program) where students and faculty will gather together. These annual residencies, one in-person and one online enable students to bond with their professors and their peers across cohorts.

In-person residencies are facilitated on the Monmouth University campus typically during the first week of August and are characteristically four to six days in length. Winter residencies are facilitated online in January typically convening over one weekend (two days in length).

All residencies are a required component of the DSW program. For in-person/on-campus residencies, students will travel to campus and attend scheduled workshops and events each day. This also includes opportunities to meet with faculty in-person for feedback on coursework and/or support in advancing through the DSW program. The residency will also offer students that completed their first and second years in the program the opportunity to share their work publicly with the DSW and Monmouth community.

\*Housing and meals are available on the Monmouth University campus for a fee. Those choosing to stay in on-campus housing will have access to all of the campus resources.

Since the DSW is a completely online program, international students will only come to campus for summer residencies and may not stay in the U.S. between residency programs.. For more information regarding appropriate Visas, international students should contact the Monmouth University, Global Education Office [Global Education Office | Monmouth University](#)

	<b>Year One Critical Thought for SW Leaders</b>	<b>Year Two Foundational Tools for Change as SW Leaders</b>	<b>Year Three Implementation of SW Leadership in HR</b>
Fall	Herstory and the Evolution of Social Work's Contributions to Leadership and Human Rights	Elective*	Mentored Preparation of Transformative Human Rights Leadership Project
Fall	Leader Portfolio Development and Strategic Planning for Career Trajectory	Geographic Information Systems (GIS)	Choose One: Policy Leadership in HR I Or Education Leadership in HR I
Spring	Comparative Theories and Practices of Leadership and Human Rights Across Disciplines	Research: Choose One Design and Basic Analysis (Quantitative) Or Research as Leadership in HR (Qualitative)	Choose One: Policy Leadership in HR II Or Education Leadership in HR II
Spring	Theories of Social Innovation and Change	Social Work Leadership Portfolio Development	Mentored Implementation of HR Project
Summer	Intersecting Ethics of Social Work, Leadership, Scholarship, and Human Rights	Elective**	
Summer	Social Justice Approaches to Executive Leadership and Strategic Management	Organizing and Managing as Leadership in HR. Choose from one of the following: Health Environmental Justice Education	

\*Choose from one of the following areas: History, Political Science, Nursing, Education

\*\*Choose one elective from Department of History. U.S. Women's History, Civil Rights Black Power Era, Harlem Renaissance, and the New Negro Era

## Communication, Technology, and Virtual Classroom

Email: Students are responsible to check their Monmouth University regularly. All communication between the School of Social Work and students is conducted using the student's university email account.

Equipment: Hardware and Software. Please view the Monmouth University Distance Learning webpage for minimum computer and broadband requirements for online learning.

[Requirements and Skills | Distance Learning | Monmouth University](#)

Virtual Classroom: Ecampus (Desire2Learn) is the Learning Management System (LMS) used at Monmouth University. Each course that you take has its own virtual ecampus classroom with zoom meeting integration. Faculty will set up the ecampus page at the beginning of the semester. This is where the course syllabus, assignments, online discussion posts, and important course requirements and announcements will be housed.

## Goals of Curriculum

**Year 1: Foundation of Critical Thought for Social Work Leaders:** This series of courses is intended to provide students with a conceptual foundation for understanding many areas of social work including: social problems, social systems, social dynamics and change, and of course, leadership. Collectively, these courses will integrate three core aspects of students' developing professional identity: social work practitioner, leader, and scholar, all with a focus on human rights and social justice.

**Year 2: Foundational Tools for Change as Social Work Leaders:** This series of courses is intended to prepare students with a variety of tools to support effective social work leadership in the creation of innovation and sustainable change as they transform our profession. The course on data usage is meant to be both foundational and integrative (as we use data as leaders across all other courses in this series). All students will be required to take the research sequence of courses and the organizing and managing sequence of courses. Students will then need to choose either the policy sequence or the education sequence, depending on their preference for desired area of professional development. The education sequence is designed to prepare future social work academicians.

**Year 3: Implementation of Social Work Leadership in Human Rights:** In combination with the policy or education leadership sequence, students collaborate with a faculty mentor to prepare and implement their human rights leadership project over the course of 2 semesters. The capstone project is informed by and extend from the leadership portfolio work. This mentored experience concludes with an exposition of the project that is designed by the candidate and approved by the candidate's doctoral committee.

## DSW Sequence Chart

[D.S.W. Doctorate in Social Work in Human Rights Leadership \(DSW\) \(monmouth.edu\)](http://monmouth.edu)

### D.S.W. Doctorate in Social Work in Human Rights Leadership (DSW)

Code	Title	Credits
<b>Requirements (48 credits)</b>		
<a href="#">SW-710</a>	Intersecting Ethics of Social Work, Leadership, Scholarship, and Human Rights	3
<a href="#">SW-715</a>	Herstory and the Evolution of Social Work's Contributions to Leadership and Human Rights	3
<a href="#">SW-720</a>	Social Work Leadership Portfolio Development	3
<a href="#">SW-725</a>	Leadership Portfolio Development and Strategic Planning for Career Trajectory	3
<a href="#">SW-730</a>	Comparative Theories and Practices of Leadership and Human Rights	3
<a href="#">SW-735</a>	Theories in Social Innovation and Change	3
<a href="#">SW-740</a>	Social Justice Approaches to Executive Leadership and Strategic Management	3
<a href="#">SW-745</a>	Quantitative Research Methods and Analysis	3
OR <a href="#">SW-750</a>	Qualitative Research	
Select one option listed below:		6
<a href="#">SW-755</a>	Educational Leadership in Human Rights Tool I	
<a href="#">SW-760</a>	Education Leadership in Human Rights Tool II	
OR		
<a href="#">SW-765</a>	Policy Leadership in Human Rights Tool I	
<a href="#">SW-770</a>	Policy Leadership in Human Rights Tool II	
<a href="#">SW-775</a>	Mentored Preparation of Transformative Human Rights Leadership Project I	3
<a href="#">SW-780</a>	Mentored Preparation of Transformative Human Rights Leadership Project II	3
Special Topics in Social Work 700+ Level		3
Electives - Choose 9 credits from the following:		9
<a href="#">EDD-710</a>	Leadership, Diversity and Equity	
<a href="#">EDD-720</a>	Contemporary Issues in Education	
<a href="#">NU-702</a>	Health Promotion in Diverse Populations	
Special Topics in Social Work 700+ level		
Special Topics in History 700+ level		
<a href="#">SW-LPE</a>	Social Work Project Exposition	0
<b>Total Credits</b>		<b>48</b>

Code	Title				Credits
Course Codes and List					
<b>First Year</b>					
<b>FALL</b>		<b>CREDITS</b>	<b>SPRING</b>	<b>CREDITS</b>	<b>SUMMER</b>
					<b>CREDITS</b>
<a href="#">SW-715</a>	Herstory and the Evolution of Social Work's Contributions to Leadership and Human Rights	3	<a href="#">SW-730</a> Comparative Theories and Practices of Leadership and Human Rights	3	<a href="#">SW-710</a> Intersecting Ethics of Social Work, Leadership, Scholarship, and Human Rights
<a href="#">SW-725</a>	Leadership Portfolio Development and Strategic Planning for Career Trajectory	3	<a href="#">SW-735</a> Theories in Social Innovation and Change	3	<a href="#">SW-740</a> Social Justice Approaches to Executive Leadership and Strategic Management
<b>Semester Credits</b>		<b>6</b>	<b>Semester Credits</b>	<b>6</b>	<b>Semester Credits</b>
					<b>6</b>
<b>Second Year</b>					
<b>FALL</b>		<b>CREDITS</b>	<b>SPRING</b>	<b>CREDITS</b>	<b>SUMMER</b>
					<b>CREDITS</b>
SW-Elective		3	<a href="#">SW-745</a> Quantitative Research Methods and Analysis OR <a href="#">SW-750</a> Qualitative Research	3	SW-Elective
					3
HS 798-Introduction to GIS		3	<a href="#">SW-720</a> Social Work Leadership Portfolio Development	3	
<b>Semester Credits</b>		<b>6</b>	<b>Semester Credits</b>	<b>6</b>	<b>Semester Credits</b>
					<b>6</b>
<b>Third Year</b>					
<b>FALL</b>		<b>CREDITS</b>	<b>SPRING</b>	<b>CREDITS</b>	
<a href="#">SW-755</a>	Educational Leadership in Human Rights Tool I	3	<a href="#">SW-760</a> Education Leadership in Human Rights Tool II	3	
<b>OR</b>			<b>OR</b>		
<a href="#">SW-765</a>	Policy Leadership in Human Rights Tool I	3	<a href="#">SW-770</a> Policy Leadership in Human Rights Tool II	3	
<a href="#">SW-775</a>	Mentored Preparation of Transformative Human Rights Leadership Project I	3	<a href="#">SW-780</a> Mentored Preparation of Transformative Human Rights Leadership Project II	3	
			<a href="#">SW-LPE</a> Social Work Project Exposition	0	
<b>Semester Credits</b>		<b>6</b>	<b>Semester Credits</b>	<b>6</b>	
					<b>6</b>
<b>Total Credits 48</b>					

## Course Codes and Descriptions

### **SW 710: Intersecting Ethics of Social Work, Leadership, Scholarship, and Human Rights**

In this course, we will review the spiritual, philosophical, and historical foundations of modern ethics. This will include gaining insight into how ethics are reflected in social work values and principles that guide practice behaviors. We will examine the intersection between ethics and the mission of social work to address social justice and human rights for vulnerable populations. Over the course of semester various lenses will be used to examine how ethics translate into practice behaviors. Leadership will be explored as an expression of ethics, considering dilemmas that may exist between the mission of service providers and the environmental, economic, and social context within which agencies provide services to individuals and communities. We will examine how ethics influence our response to various social issues such as global climate change and experiences related to gender identity, race/ethnicity, spirituality, and culture. We will conclude the course by exploring ethical dilemmas associated with service provision and methods for evaluating and responding to these dilemmas.

### **SW 715: Herstory and the Evolution of Social Work's Contributions to Leadership and Human Rights**

The aim of this course is to provide a foundation on the history of social work, social work education and human rights along with current illustrations of human rights leadership in the social work profession. The frameworks of the Universal Declaration of Human Rights and the Global Agenda are used to support progress toward just policies and practices. This course will prepare students with a foundation of knowledge and tools to critically assess and envision human rights leadership in the social work profession, social welfare policies, human service organizations, and the outcomes of social work delivery systems. As the name, "Herstory," suggests, this class will be taught through the lens of anti-racism, intersectional feminism, and global justice. Students will examine the tensions, achievements and possibilities within the profession including professionalization, the micro-macro divide, and practices of racism and anti-racism.

### **SW 720: Social Work Leadership Portfolio Development**

This course is designed to provide students with structured support, guidance, and feedback as they develop their DSW portfolio and begin the planning phase of their Capstone Project. Students will learn to write a human rights focused case study and be able to frame it within the context of a literature review. The course will also assist students in narrowing the scope of their DSW research interests and will engage them in the process of thinking critically about how it can lead to eventual actionable change. In doing so, the course will introduce and explore how digital forms of advocacy and activism have been utilized to influence political and social change. Students will then learn the foundational skills that are necessary to effectively use digital technology and social media for this purpose. Students will later apply these skills in their Capstone Project to inform, educate, and engage a public audience on a human rights issue specific to their area of social work practice that requires attention and/or change.

### **SW 725: Leadership Portfolio Development and Strategic Planning for Career Trajectory**

This course introduces leadership by focusing on the practice of leadership at the micro and mezzo levels. Attention is given to helping students understand and improve their own leadership

performance as they begin to build a portfolio and develop a vision and strategic plan for career trajectory.

### **SW 730: Comparative Theories and Practices of Leadership and Human Rights**

The aim of this course is to introduce students to advanced theories and practices of leadership using the framework of universal declaration human rights in developing social development perspectives across the disciplines. This course will address the contemporary, philosophical, and theoretical underpinnings of leadership, human rights, and social, economic, and environmental justice. More specifically, it will examine various leadership models and strategies in advanced human rights issues to ensure social, economic, and environmental justice. The course will not only prepare students to acquire the necessary knowledge base but will also teach students the skills to become advocates for the vulnerable constituents of our global population.

### **SW 735: Theories in Social Innovation and Change**

This course is grounded in foundation social work courses and is designed to build on and apply previous course knowledge with a special emphasis on socially innovative program and community development utilizing a design thinking approach.

### **SW 740: Social Justice Approaches to Executive Leadership and Strategic Management**

This course focuses on questions of mission and vision ("What areas should an organization be working in and what should the organization's future look like?) and on questions of strategy and operations ("How can we perform effectively and how do we measure and define success?"). The course will cover key skill areas such as mission statements, creating organizational goals, assessment of outcomes, strategic planning, building boards and committees, along with an overview of fundraising skills.

### **SW 745: Quantitative Research Methods and Analysis**

In this course, will present quantitative research methods in the context of human rights and rigorous ethical standards. Students will review quantitative research methods and design allowing the social work practitioner to be able to discern and design quality research encompassing strong internal, external and measurement validity. A range of quantitative techniques will be presented leading to the development of a research proposal that addresses issues common to social work leadership.

### **SW 750: Qualitative Research Methods**

This course provides a review the various methods associated with qualitative research. This course will also provide an examination of the philosophical, epistemological, and methodological foundations that currently define qualitative research. Examples of qualitative methods in practice will be provided with a focus on how a method is determined and developed by a given research question.

### **SW 755: Education Leadership in Human Rights Tool I**

The aim of this course is to further students' knowledge of education leadership, continuing to use the overarching framework of advancing human rights and advocating for social, economic, and environmental justice. This course is one of a pair of courses for students wanting to use education as a leadership tool, and it is offered in the third and final year of the DSW program.

Placement of this pair of courses coincides with students' preparation and implementation of their transformative human rights leadership project. Students must take this course prior to taking its sequel Education Leadership in Human Rights Tool II.

### **SW 760: Education Leadership in Human Rights Tool II**

The aim of this course is to further students' knowledge of education leadership, continuing to use the overarching framework of advancing human rights and advocating for social, economic, and environmental justice. This course is the second of a pair of courses for students wanting to use education as a leadership tool, and it is offered in the third and final year of the DSW program. Placement of this pair of courses coincides with students' preparation and implementation of their transformative human rights leadership project. Tool II provides students with an opportunity for experiential learning through completing a teaching practicum and aims to deepen students' understanding of global issues in educational leadership.

### **SW 765: Policy Leadership in Human Rights Tool I**

This course will address the contemporary, philosophical, and theoretical underpinnings of leadership in policy development from a human rights lens to ensure social, economic, and environmental justice. There will be a special emphasis on knowledge of the policy process, with skills focusing on policy analysis, policy development and implementation.

This course is one of a pair of courses on the use of policy as a human rights leadership tool, offered in the third and final year of the DSW program. Students must take this course prior to taking its sequel, Policy Leadership in Human Rights Tool II.

### **SW 770: Policy Leadership in Human Rights Tool II**

This course provides opportunities for experiential learning through the completion of policy advocacy work in the student's community/workplace. Throughout the course, there will be an emphasis on the impact of values and professional ethics on policy analysis and program planning and development. Emphasis is given to the impact of social welfare policy decisions upon oppressed groups including their implications for human rights and social, economic, and environmental justice.

### **SW 775: Mentored Preparation of Transformative Human Rights Leadership Project**

Similar to a dissertation, the capstone provides students with a guided opportunity to demonstrate the knowledge, skills, and understanding they have acquired throughout their course of study. Students are expected to identify a problem of importance connected to the Sustainable Development Goals and develop an innovative proposal for an immediately actionable social change effort. Students will work in close consultation with their doctoral committee to build upon the research question. They will gain institutional approval to conduct their independent research and will conduct the research under the supervision of a faculty mentor. Students will present the findings develop of a multimedia project that presents applied knowledge relevant to the social work profession.

## **Capstone Project Overview**

Doctoral candidates will design, implement, and present a transformative human rights leadership project that reflects their professional goals and personal interests. You will begin to develop your leadership portfolio in the first year of the program. As practitioner-scholars, you



will continue to build your leadership portfolio with a comprehensive literature review, a case study on your area of exploration and interest, and a multimedia presentation that culminates with a final capstone project in human rights leadership. You will share your progress with your peers during summer residencies, and upon completion of your portfolio, you will defend your final project to your professors and peers. You will work closely with mentors to prepare and implement your human rights leadership project over the last two semesters of the program.

### **Institutional Review Board**

[Institutional Review Board | Monmouth University](#)

If the Capstone project involves human subjects, you must complete the Collaborative Institutional Training Initiative (CITI) as well as obtain approval (or a waiver) of your research by the Monmouth University Institutional Review Board (IRB). The IRB is responsible for reviewing and approving or exempting all research involving human subjects by students and faculty at Monmouth University.

### **Role of the Capstone Advisor and Readers**

Doctoral candidates will work closely with advisor designing, implementing, and presenting a transformative human rights leadership project that reflects their professional goals and personal interests. The advisor is an expert in your area of investigation and will assist you in connecting with needed resources such as personnel, organization, and administration if necessary. You will begin to develop your leadership portfolio in the first year of the program. You will continue to build your leadership portfolio with appropriate artifacts as necessary including comprehensive literature reviews, case studies on your area of exploration and interest, and multimedia presentations that culminates with a final capstone project in human rights leadership.

Capstone Advisor – must be a member of the Monmouth University faculty and have the Ph.D. or the DSW.

Capstone Readers – can be a member of the Monmouth University faculty and have either the Ph.D., DSW or MSW or other appropriate graduate degree. Two readers are allowed for each capstone project. One of the two readers can be a professional from outside the Monmouth University community.

The Capstone Advisor form must be submitted to the DSW Program Director by the end of the 2<sup>nd</sup> semester of the program (Appendix D).

“A faculty member shall undertake no more than a combined total of 9 credits of independent studies, cooperative education, and thesis supervisions with at most five (5) different students in any one semester. Exceptions shall be made in extraordinary cases requiring the prior approval of the Chair and School Dean” (FAMCO Union Contract, pg.88).

## Capstone Project Timeline

Timeline	Activities
Second Semester of First Year	Select Capstone Project Committee: Advisor and two Readers. Complete the form and submit it to DSW Director
Second Year no later than the Summer Residency	Defend Capstone Project Proposal
Second Year no later than the Summer Residency	Work with Capstone Advisor for IRB Approval
Third Year of the program	Defense of the Capstone Project. The Defense must be successful to move into the Candidacy
Third Year	Defend Final Capstone Project
Third Year	Complete all degree requirements

### Advising

Upon entering the DSW program students are assigned to an academic faculty advisor. All faculty advisors in the DSW program have graduate faculty status. Students should meet at a minimum each semester with their faculty advisor to discuss progress in the program and career goals. Prior to the end of the first year of course work, students should meet with the DSW Program Director for guidance on selecting a Capstone Project Chair that best fits with the students' anticipated project. The decision on who the student pursues to be their Capstone Project Chair is up to the student.

Once the student begins to work on the capstone project proposal, the Capstone Project Chair will take primary responsibility to provide guidance to the student throughout the project as well as assist the student with choosing their Capstone Readers.

### **Program Assessment**

Assessment is an integral component of the DSW program. Program assessment involves the methodical gathering of data about student performance and other quality benchmarks. Assessment information is used to guide student learning, measure student outcomes, evaluate and improve effectiveness of the curriculum, and strengthen the assessment methods used. Given that social work practice and scholarship are complex and multidimensional, the assessment methods and the data collected may vary by context.

The DSW program has the responsibility to ensure that students achieve doctoral level competence as practitioner-scholars who demonstrate leadership in addressing diversity and difference; scholarship; professional behavior and ethics; and human rights and social, economic, and environmental justice. Aggregate data assessing core expertise, knowledge base, and skills are collected during specific milestones through the program, such as, the capstone proposal which includes a multimedia case study, and the final capstone project. Additionally, the program collects data on retention and graduation rates, time to completion of degree, and alumni employment (see Appendix B Outcomes Assessment and DSW Learning Objectives).

### **Admission Requirements**

[D.S.W. Doctorate in Social Work in Human Rights Leadership \(DSW\) \(monmouth.edu\)](http://monmouth.edu)

**Master's degree:** All applicants must have an earned master's degree in social work or social services (preferred). Official transcripts are required from each institution in which bachelor's and master's level credits were earned. Applicants who have a social work degree from outside of the United States must have their degree evaluated by the Council on Social Work Education.

Applicants with a graduate degree from another area of the social sciences will have to complete four core MSW courses in social work before entrance into the DSW. These courses are:

- SW 503 SW Practice with Individuals and Families or SW 513 SW Practice with Groups or equivalent
- SW 518 Global Community Practice or equivalent
- SW 627 Implications of Social Justice and Human Rights (must be completed at Monmouth University)
- SW 669 Applications of Social Justice and Human Rights (must be completed at Monmouth University)

When the CSWE accreditation standards for DSW programs are operational, we will seek an exemption on the CSWE accreditation standards for these students as this requirement is outside of the proposed DSW accreditation standards.

**Grade Point Average:** Applicants must have a minimum grade point average of 3.00 out of 4, in a nationally/globally accredited Master's Program.

**Resume/Curriculum Vitae:** A current resume/curriculum vitae should outline the applicant's educational background, employment history, professional activities, and other activities that provide support for admission.

**Three letters of recommendation:** These letters should address the applicant's readiness for doctoral study.

**Personal statement:** This 800-1,000-word essay should describe the applicant's preparation for study in the program and personal objectives for graduate study.

**Interview:** Candidates may be selected for an interview by one or more members of the advisory board to determine the candidate's level of interest, aptitude, and career goals.

**Writing sample:** At or near the time of their interview, candidates will be asked to provide a writing sample to be evaluated by the admission committee.

**Post-MSW Experience:** Applicants are expected to have at least 3-5 years post-MSW professional work experience before undertaking doctoral work.

**Admissions Requirements for International Students:** Required English proficiency test – A test of English as a Foreign Language (TOEFL) or International English Testing Systems (IELTS) score report is required for non-native English-speaking applicants.

\*The DSW is a completely online program, therefore international students will only come to campus for summer residencies and are not allowed to remain in the U.S. in between residencies. For more information regarding appropriate Visas, international students should contact the Monmouth University, Global Education Office [Global Education Office | Monmouth University](#)

**Transfer Students:** Students who wish to transfer into the DSW program, can transfer up to 2 courses with a B or better from their current or past (within 5 years) doctoral program. Students would need to submit their doctoral syllabi to the DSW Program Director along with a justification as to how these courses fit with the Monmouth DSW curriculum.

### **Doctoral Academic Standing, Grading, and Appeal**

A grade of "B" or better in each doctorate course is required to satisfy the course work in the curriculum. The students who earn less than a 'B' in a course will be allowed to repeat that

course only once. Two grades below a 'B' in any individual course or two grades below 'B'; in different courses will be grounds for dismissal from the program. If a student is required to repeat a course for academic reasons, a formal request to repeat the course and continue in the program should be filed with the director of the program. If a student earns less than a 'B' in a repeated course, the student will be academically dismissed from the program. All courses must be completed with a grade of 'B' or better before starting the capstone sequence. A student in a doctoral program is required to maintain a minimum cumulative average of 3.00 during the program and meet all other academic standards of Graduate Studies.

Students who have been academically dismissed have the right to appeal that decision in writing to the Monmouth University, Graduate School, Graduate Academic Standards and Review Committee.

### Grading

Grade	Grade Point Value	Description
A	4.0 (96 – 100%)	Excellent
A-	3.7 (92 – 95%)	
B+	3.3 (88 – 91%)	
B	3.0 (84 – 87%)	Satisfactory
B-	2.7 (80 – 83%)	
C+	2.3 (76 – 79%)	
C	2.0 (72 - 75%)	
C-	1.7 (68 – 71%)	
F	0 (below 68%)	

The general guideline for use of the letter grade system for graduate students is as follows:

Grade	Description
A, A-	<b>Exceptional performance</b>
B+, B, B-	Average (for graduate courses)
C+, C, C-	<b>Poor</b> (for graduate courses)
F	<b>Failing performance.</b> This grade is given for failure in a course; for unofficial withdrawal from a course after the deadline (see “W” grade); or, in some instances, when an Incomplete grade is not changed by the end of the next regular semester (see “I” grade).

### Grade Appeal

Students do have the right to appeal a grade they believe is inappropriate. They should discuss this point with the professor who issued the grade. Without a resolution, the Program Director should be consulted next, followed by the Dean.

## Monmouth University Student Resources

Monmouth University provides numerous resources to assist students and alumni on their road to success. You can review the available resources for the Center for Student Success using this link [Center for Student Success | Monmouth University](#). Some resources of interest for doctoral students include:

- Writing Services
- Career Development
- Military Students
- Disability Services
- Adult Student Services

### Academic Honesty

Monmouth University encourages its students to grow intellectually as well as to become responsible citizens in our complex society. To develop their skills and talents, students are asked to conduct research, perform experiments, write papers, work individually, and cooperate in group activities. Academic dishonesty subverts the University's mission and undermines the student's intellectual growth. Dishonesty in such academic practices as assignments, examinations, or other academic work cannot be condoned. A student who submits work that is not original violates the purpose of Monmouth University and may forfeit his/her right and opportunity to continue at the University.

The University has an obligation as an educational institution to be certain that each student's work is his/her own. Note that Monmouth University faculty members have access to [Turnitin](#) a Web-based plagiarism-detection resource that compares the text of student papers to an extensive electronic database. This database includes current and archived Internet resources, periodicals, journals and other publications, and past student papers from Monmouth and other educational institutions. All student assignments may be subject to submission for textual similarity review to [Turnitin](#) for the detection of plagiarism. All submitted papers may be included as source documents in the Turnitin reference database (solely for the purpose of detecting plagiarism of such papers). Faculty are expected to inform students in advance about which assignments will be checked for originality using Turnitin. Use of the Turnitin service is subject to the Usage Policy posted on the [Turnitin](#) site.

### Time Limitations for Completion of Degree Requirements

The requirements of a particular graduate program must be satisfied within a period not exceeding **five calendar years** and not including a period of service in the Armed Forces. The graduate catalog in effect at the time of admission, readmission, or change of major (whichever is later) shall normally be the student's official catalog of record. However, faculty and curriculum changes may require related changes in a student's program. If after following a curriculum of record for five calendar years a student has not completed the requirements of the curriculum, the student must update the curriculum of record (including all requirements) to the most recent one that exists. Requests for exceptions to a curriculum update should be made to the respective program director. The director's recommendation is then forwarded to the academic school dean and director of graduate studies for final approval. The acceptance of graduate

courses taken at Monmouth or elsewhere beyond five years is at the discretion of the program director and is made on a case-by-case basis.

### **Leave of Absence**

A leave of absence (LOA) enables students to maintain the same curriculum of record if they intend to be away (no active registration) from the University for a full semester. Interested students should submit an LOA request e-FORM in order to be placed on a leave; e-FORMS are accessible through the Monmouth University student portal, myMU. The deadline to submit this request is by the conclusion of the course change (add/drop) period. Please consult the official University academic calendar for specific dates. All degree requirements must be completed as specified in the “Time Limitation” section of the Graduate Catalog. Students on a LOA may not attend another institution and transfer credits back to Monmouth University.

## **Appendix A**

### **Professional Standards for Monmouth University Social Work Students**

Monmouth University School of Social Work expects students to demonstrate professional behavior that reflects a commitment to the ethics and values of the social work profession as codified by the NASW Code of Ethics. These expectations are different from those you find in non-professional educational programs. In accredited social work programs such as the one at Monmouth University, academic standards are inclusive of both scholastic achievement and professional competence. In order to ensure continued enrollment in a social work program, both scholastic achievement and professional competence must be demonstrated. The standards for professional behavior, and specific expectations related to those standards, are outlined below.

#### **Accountability**

- Attend class on a regular, on-time basis
- Come prepared for class, with assignments completed
- Return from break in a timely manner
- Actively participate in class discussions, group activities and assignments at a comparable level to peers
- Have familiarity with the syllabus and the instructions for all assignments
- Complete all assignments in a timely manner
- Request help in a timely manner when necessary
- Adhere to the academic calendar

#### **Respect**

- Treat yourself, your peers, instructors, supervisors, clients, and all those you come into contact with, with dignity and respect at all times
- Treat the content of classes and assignments with dignity and respect at all times
- Be attentive to non-verbal behavior and engage in active listening (no side-talk)
- Raise relevant questions and comments. Facilitating discussion, and participate in constructive and respectful class dialogue with the instructor and other students
- Build on and respectfully respond to the other students' comments
- Draw classmates into discussion (share the floor)
- Work collegially with others, encourage colleagues, show initiative, be responsive to feedback
- No phone/text use in class
- Use computer for note taking purposes and only if discussed with the instructor in advance

#### **Communication**

Maintain strong verbal and written communication skills by the following:

- Use Monmouth University email for sending and receiving professionally written messages to and from faculty, staff and administrators
- Respond to administrators, faculty, staff and peers in a timely manner
- Follow appropriate channels and protocols for resolving any concerns
- Demonstrate an ability and willingness to listen to others
- Give and use feedback constructively
- Receive feedback (including grades) exhibiting professional attitude and demeanor

#### **Emotional Stability and Maturity**



- Deal effectively with stress both from within and in others
- Exhibit an ability to handle stress of workload
- Demonstrate a genuine interest in hearing feedback

### **Self-awareness**

- Exhibit an understanding of the effect of one's statements and behaviors on others
- Demonstrate appropriate presentation of self (maintaining boundaries) in actions, dress, sharing and language
- Display a willingness to examine one's beliefs, values and assumptions and adjust behavior to ensure ethical professional practice
- Be open to new ideas, differing opinions and feedback from others and integrate-these into professional and student roles and performance

### **Academic**

- Commit yourself to learning and following the rules of APA
- Understand and comply with the university and school policies on plagiarism and its consequences
- Accept and use constructive feedback
- Critically evaluate and apply-knowledge and research findings to professional performance
- Participate in the classroom in a way that promotes academic freedom
- Engage in respectful classroom behavior, and comply with instructor's directives

### **Integrity**

- Practice honesty with yourself, your peers and your instructors
- Constantly strive to improve your abilities
- Do your own work and contribute your fair share to group projects.

### **Competence**

- Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by instructors

### **Social Justice**

- Strive to deepen your commitment to social justice for all at-risk populations
- Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups
- Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo and macro levels

### **Consequences**

MU School of Social Work bears the responsibility to the community at-large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work codified in the NASW Code of Ethics. Given this context, all students in the program are expected to maintain the above ethical standards of professionalism in their coursework, in fieldwork/internship, and in the university. Behavior contrary to these ethics standards will be cause for review of the student's admission to the program or continued participation in the program (Monmouth University School of Social Work Handbook, 2020). Please review the student handbook for details on the Student Performance Assessment and Monitoring Committee Policy for Corrective Action, Academic Suspension and Dismissal.

**Through your continued enrollment, you are agreeing to follow the above statements**

**Appendix B**  
**Outcomes Assessment**

The outcomes assessment of the DSW will be comprised of three parts:

- The annual summer in-person residencies will have focus groups conducted with each DSW cohort, which will be run by School of Social Work Advisory Council members to garner student’s opinions and suggestions about the program as well as their satisfaction with the curriculum.
- At the end of the second year of the program, students need to proceed into candidacy. The program faculty will be evaluating their leadership portfolio as well as evaluating their presentation of their final capstone project.
- The capstone project that each student completes by the end of year three will be the final assessment of student competency of the DSW Learning Objectives.

**DSW Learning Objectives**

1. Engage in systematic scholarly inquiry to advance human rights for individuals, families, groups, organizations, and communities.
  2. Translate and use critically appraised, best evidence into practice
  3. Develop and disseminate knowledge that advances social, economic, and environmental justice for vulnerable populations through teaching, scholarship, professional presentations, mentoring or administrative roles.
  4. Demonstrate human rights by acting as agents of change across local, national, and global communities.
  5. Sustain and deepen Substantive expertise in human rights leadership.

Course	Semester	Year	LO #1	LO #2	LO #3	LO #4	LO #5
SW 715	Fall	1	x	x			x
SW 725	Fall	1	x				x
SW 730	Spring	1	x	x			x
SW 735	Spring	1				x	x
SW 710	Summer	1	x	x			x
SW 740	Summer	1				x	x
SW 745/750	Spring	2	x	x	x		
SW 720	Spring	2	x	x			x
SW 755	Fall	3	x	x	x		x
SW 765	Fall	3	x	x	x	x	x
SW 775	Fall	3	x	x	x	x	x
SW 760	Spring	3	x		x		x
SW 770	Spring	3	x	x	x	x	x

## Appendix C

### Library Resources

1. APA PsycINFO   
<https://ezproxy.monmouth.edu/login?url=https://search.ebscohost.com/login.aspx?profile=ehost&defaultdb=psyh>
2. Encyclopedia of Social Work   
<https://ezproxy.monmouth.edu/login?url=http://socialwork.oxfordre.com>
3. Family & Society Studies Worldwide   
<https://ezproxy.monmouth.edu/login?url=https://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=ehost&defaultdb=flh>
4. PAIS Index
5. ProQuest Social Science Premium Collection (more detail, below)
6. Psychiatry Online
7. Social Sciences Abstracts
8. ProQuest Dissertations & Theses Online   
<https://ezproxy.monmouth.edu/login?url=https://search.proquest.com/pqdtglobal/index?accountid=12532>

### Additional MU subscriptions

1. **Social Works Abstracts**  - Abstracts for articles on homelessness, AIDS, child and family welfare, aging, substance abuse, and community organization  
<https://ezproxy.monmouth.edu/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&MODE=ovid&PAGE=main&NEWS=n&D=swab>
2. **SociINDEX with Full Text (EBSCO)**  -full-text scholarly journals in sociology and related areas of study. These include criminology & criminal justice, demography, ethnic & racial studies, gender studies, marriage & family, political sociology, religion, social development, social psychology, social work, and socio-cultural anthropology.  
<https://ezproxy.monmouth.edu/login?url=https://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=ehost&defaultdb=sih>
3. **United Nations Official Document System**  <https://search.un.org/>
4. **CIAO – Columbia International Affairs Online**  Theory and research in international affairs from 1991 onward, and includes working papers from university research institutes, occasional papers series from NGOs, foundation-funded research projects, proceedings from conferences, books, journals and policy briefs.  
<https://ezproxy.monmouth.edu/login?url=http://www.ciaonet.org>
5. **Ethnic Newswatch**  Ethnic NewsWatch is an interdisciplinary, full text collection of news articles from publications of the minority, ethnic, and native press. The database is searchable in both English and Spanish,

covering 240 periodical titles in both languages.

<https://ezproxy.monmouth.edu/login?url=https://search.proquest.com/ethnicnewswatch/socialsciences/fromDatabasesLayer?accountid=12532>

6. **HeinOnline**  Provides topic specific databases including all of the world's constitutions, all U.S. treaties, collections of classic treatises and presidential documents, Criminal Justice,

Religion and the Law, and Women and the Law among others. Full text of state and federal case law powered by Fastcase is included.

<https://guides.monmouth.edu/heinonline>

#### ProQuest Social Science Premium Collection

International scope, including not only journal content but also specialist full-text publications, dissertations, county reports and gray literature. Subjects include: Anthropology, Criminology, Economics, Education, International Relations, Library Science, Linguistics, Political Science, Public Policy, Social Work, and Sociology.

Over 2,400 full-text titles and over 24,000 full-text dissertations. More than 13,000 indexed journals covering over 17 million records.

#### Other Sociology Databases and Journals We Have at MU

1. Social Science Database (ProQuest)   
<https://ezproxy.monmouth.edu/login?url=https://search.proquest.com/socscijournals/fromDatabasesLayer?accountid=12532>
2. Sociology Full Text (SAGE)
3. Journals all 
  - a. [Child & Youth Development](#) (132)
  - b. [Criminology, Penology & Juvenile Delinquency](#) (277)
  - c. [Disabilities](#) (76)
  - d. [Family Violence](#) (8)
  - e. [Gerontology](#) (51)
  - f. [Social Welfare & Social Work - General](#) (260)
  - g. [Substance Abuse](#) (58)

Appendix D



Doctor of Social Work in Human Rights Leadership
Proposed Committee Members for Capstone Project

Student Name: \_\_\_\_\_ Email: \_\_\_\_\_

Proposed Focus of Project: \_\_\_\_\_

I have met with the following faculty members and/or professionals and they have agreed to become part of my Capstone Committee.

Name (Committee Chair) Signature Date

Name (1st Reader) Signature Date

Name (2nd Reader) Signature Date

Capstone Advisors need to have the Ph.D. or DSW and can be from the School of Social Work or another School or Department at Monmouth University. Readers can have the doctorate or the master's degree in their discipline, but must be knowledgeable with the content area of the capstone project.

Please attach a statement as to how the capstone Advisor will be a support to this service along with a recent copy of the professional's curriculum vitae. Final approval of the capstone advisor and readers lies with the DSW Program Director

Adviosr and readers approved: \_\_\_\_Yes \_\_\_\_No \_\_\_\_NA \_\_\_\_\_

DSW Director Initials

Email this form to the DSW Program Director, Dr. Golam Mathbor at gmathbor@monmouth.edu