



MONMOUTH
UNIVERSITY

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.

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 except elective courses. 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 June (currently, 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 (one day 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](#)

DSW Curriculum

	Year One Critical Thought for SW Leaders	Year Two Foundational Tools for Change as SW Leaders	Year Three Implementation of SW Leadership in HR
Fall	Herstory and the Evolution of Social Work’s Contributions to Leadership and Human Rights	Data Science Course	Mentored Preparation of Transformative Human Rights Leadership Project I
Fall	Leader Portfolio Development and Strategic Planning for Career Trajectory	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	Comparative Theories and Practices of Leadership and Human Rights Across Disciplines	Leadership Track: Choose One: Policy Leadership in HR I Or Education Leadership in HR I	Mentored Implementation of HR Project II
Spring	Theories of Social Innovation and Change	Social Work Leadership Portfolio Development	Elective*
Summer	Intersecting Ethics of Social Work, Leadership, Scholarship, and Human Rights	Elective*	
Summer	Social Justice Approaches to Executive Leadership and Strategic Management	Elective*	

*Choose any 500+ level courses from Monmouth University that is relevant to your capstone project or work with a faculty member to conduct independent studies maximum two.

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 Curriculum and 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
Requirements (48 credits)		
SW-710	Intersecting Ethics of Social Work, Leadership, Scholarship, and Human Rights	3
SW-715	Herstory and the Evolution of Social Work's Contributions to Leadership and Human Rights	3
SW-720	Social Work Leadership Portfolio Development	3
SW-725	Leadership Portfolio Development and Strategic Planning for Career Trajectory	3
SW-730	Comparative Theories and Practices of Leadership and Human Rights	3
SW-735	Theories in Social Innovation and Change	3
SW-740	Social Justice Approaches to Executive Leadership and Strategic Management	3
SW-745	Quantitative Research Methods and Analysis	3
OR SW-750	Qualitative Research	
Select one option listed below:		6
SW-755	Educational Leadership in Human Rights Tool I	
SW-760	Education Leadership in Human Rights Tool II	
OR		
SW-765	Policy Leadership in Human Rights Tool I	
SW-770	Policy Leadership in Human Rights Tool II	
SW-775	Mentored Preparation of Transformative Human Rights Leadership Project I	3
SW-780	Mentored Preparation of Transformative Human Rights Leadership Project II	3
Special Topics in Social Work 700+ Level (Data Science)		3
Electives - Choose any 500+ level courses from Monmouth University relevant to your capstone project		9
SW-LPE	Social Work Project Exposition	0
Total Credits		48

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

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 I & II

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

The DSW program requires the successful completion of a Capstone Project to meet the program requirements of doctoral education in this practice degree. Because the DSW is not a research degree, the emphasis is not upon conducting original empirical research and demonstrating mastery of research design and analytical methodologies such as a dissertation. Instead, the emphasis is on mastery of evidence-based academic literature in a particular area of social work practice and policy and the demonstration of knowledge, skills, and values in implementation of those practices in existing community or agency settings. In the Monmouth DSW program, our emphasis is on demonstrating social work human rights leadership in implementation of knowledge for the betterment of clients, organizations, and communities by acting as agents of change across local, national and global communities. The Capstone represents the culmination of the student's work in the DSW program. Thus, planning begins early in the curricular process so students can be purposive about assignments and self-directed readings during their course work in preparation for their final projects.

A Capstone Project is a large-scale, culminating assignment developed over multiple semesters by which students demonstrate application and synthesis of theoretical concepts as well as advanced social work practice skills and professional values and ethics. Throughout the Capstone process, faculty evaluate student mastery of program learning goals, and students demonstrate professional growth and identity as scholarly practitioners. Final products of the Capstone Project include a formal written report along with an oral defense of the project.

Reflecting the far-ranging fields and scope of social work human rights leadership, policy and practice, topics of the Capstone Projects will vary widely. The precise form of the Capstone Project is not prescribed but will, instead, be informed by students' professional interests and the problem of practice under study. In their various forms, all projects must demonstrate intellectual and academic rigor befitting and expected of practice doctorate education. Through their Capstone Projects, students will demonstrate achievement of DSW program goals developing knowledge and skills in human rights leadership, translational and implementation sciences, and social work education. Capstone Projects are practice-focused and may take any number of forms such as a community change initiative, pilot study, intervention development and evaluation, measurement development for outcomes evaluation, program evaluation, evaluation of a clinical practice model, or quality improvement related to practice, organizations, or community services. The DSW student must demonstrate synthesis of the process of scholarly inquiry and plan for the initiation and development of a research and/or change effort that aims to inform and improve practice outcomes, process experiences, or social conditions.

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 which must include:

1. comprehensive literature review on your area of interest;
2. a case study on your area of exploration and interest;
3. a multimedia presentation that culminates with a final capstone project in human rights leadership.

Leadership Portfolio - Beginning with the fall semester courses in year one, those enrolled in the DSW program will plan and gather evidence to be compiled in a leadership portfolio as mentioned above. This evidence will come from their individual coursework, their integrated course assignments, and papers associated with the development of their transformative human rights leadership project. The evidence will serve as a demonstration of their leadership skills, the quantitative and qualitative analysis skills, their ability to read and write scholarly articles, and their understanding of human rights leadership. The Leadership Portfolio will house the information gathered by the DSW student that will lead to the development of their final capstone project. The capstone project will be a culmination of their work in the DSW program and will be implementable by either the student or their workplace and will reside as a multi-media format that can be disseminated widely. The capstone project can include any of the following (in consultation with the student's capstone advisor and readers):

- webinar that is open for public information
- podcast
- documentary/film
- curriculum development and training that has a sustainable outcome
- legislative policy development

Additional capstone artifacts listed in Appendix-D.







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 including a presentation during Scholarship Week at Monmouth University, usually the 3rd week of April.

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.

DSW Capstone Project Timeline

Year 1	Task	Notes
Fall  Spring & Summer 	Begin Leadership portfolio. Enlist Capstone Project Committee <ul style="list-style-type: none"> • Select Capstone Project Advisor. • Select 2 readers. • Submit completed “Proposed Committee Members” form to DSW Director. 	The “Proposed Committee Members” form must be submitted by the end of the summer semester.
Year 2	Task	Notes
Fall & Spring  Summer Residency 	Develop and complete “Capstone Project Proposal.” Defend capstone project proposal (defense must be successful before beginning the 3 rd year). If a research project includes human participants, following a successful defense, submit the IRB proposal to the IRB for approval.	If proposing a research project, use the spring research courses to complete the IRB proposal. If the proposal is not defended successfully the student can amend the proposal before the 3rd year begins in order to continue in the program.
Year 3	Tasks	Notes
Fall  Spring 	<ul style="list-style-type: none"> • Continue work on capstone project. • Defend Capstone Project • Present capstone project during Monmouth University Scholarship Week (typically 3rd week of April) • Present the capstone project during the DSW Leadership Session (date TBD) 	Schedule the defense of the capstone project during the spring semester.

Role of the Capstone Advisor and Readers

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.

Formation of the Doctoral Capstone Committee

During the first year of the DSW program, students will work on class assignments that will begin to assist them in formulating their ideas for their final capstone projects. In doing so, they will also begin to think about who their Capstone Advisor and Capstone Readers should be. The DSW Director will have individual discussions (via zoom or in person) with each DSW student to talk about who should be on their capstone committee (one advisor and two readers). By the end of the first year (spring semester), each DSW student should have their main capstone advisor identified, along with their 2 readers and should submit the “Proposed Committee Members for Capstone Project Form” to the DSW Director, who will maintain a file on each student’s advisor and readers.

Qualifications of advisors and readers

Capstone Advisor – must be a member of the Monmouth University faculty and who has a Ph.D. or a DSW or a doctorate in their discipline (for example Ed.D. DNP, DBA etc.).

Capstone Readers – can be a member of the Monmouth University faculty and have either the Ph.D., DSW or MSW or other equivalent graduate degree. Two readers are required for each capstone project. One of the two readers can be a professional from outside the Monmouth University community but must have at least a master’s degree.

The Capstone Advisor form must be submitted to the DSW Program Director as well as upload it to the ecampus portfolio by the end of the 2nd semester of the program (see attached form).

Faculty limitations regarding number of Independent Studies

According to the agreement between Monmouth University and Faculty Association of Monmouth University (FAMCO): “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).

Role of the Capstone Advisor and Readers

The DSW Program Director is the academic advisor of all doctoral students. The Capstone Advisor is the main individual working with and advising the DSW student to help frame their capstone project. The Capstone Advisor is expected to meet with the DSW student several times during each year of the program to read documents associated with the capstone project, and to suggest resources, materials, and people the student should work with to help lead to the final capstone project. The number of times that the student and advisor meet will be determined by the advisor, but it is expected that these meetings can be done via phone, via zoom or in person – depending on what works best for the advisor and student. The Capstone Advisor and Capstone Readers will work together during the 2nd year residency to listen to the DSW student’s capstone defense and determine whether the student moves forward to DSW Candidacy in the 3rd year of the program. Both the advisor and readers must be available during the DSW summer residency (usually the first week of August) to listen to these defenses. The Capstone Advisor and Capstone Readers will work together again in the spring of the 3rd year of the DSW Program to listen to the final defense of the final Capstone Project to determine if the student has met all the requirements of the DSW program and is approved to graduate. This final defense will be completed by the end of April. Capstone Advisors and Readers are strongly encouraged to also attend the presentations made by the DSW students during Scholarship Week in a DSW capstone showcase session.

In accordance with the regulations set out in the FAMCO union contract, the Capstone Advisor will be paid \$1,000 for their work with the DSW student and this sum is paid once the student has been approved for graduation. The DSW Director is responsible for submitting the paperwork through the Monmouth retrieve system for this stipend.

The Capstone Readers are secondary advisors for the DSW student and should be chosen because of their particular expertise on the capstone project area of issue. Capstone Readers should be consulted at least once or twice a year to suggest resources, materials to read or people to network with on the project. The main work of the Capstone Readers will be in the 2nd year of the program to review the Capstone Defense with the Capstone Advisor and then again in the 3rd year of the program to review the final capstone project with the Capstone Advisor.

In accordance with the regulations set out in the FAMCO Union contract, the Capstone Reader will be paid \$250 for their work with the DSW student and this sum is paid once the student has been approved for graduation. The DSW Director is responsible for

Guidelines for Capstone Project Proposal and Final Project

Doctoral candidates will design, implement, and present a transformative human rights leadership project that reflects their professional goals and personal interests. The student will begin to develop their leadership portfolio in the first year of the program. As practitioner-scholars, student will continue to build their leadership portfolio which must include:

- 1. comprehensive literature review on your area of interest;**
- 2. a case study on your area of exploration and interest;**
- 3. a final capstone project in human rights leadership that culminates with a multimedia presentation.**

The proposal will be written as a paper that will be distributed to the committee at least two weeks before the defense. The expectation is that you have been working with your advisor prior to finalizing and distributing the proposal. At the proposal defense, doctoral candidates will orally defend their proposal.

Final products of the Capstone Project will include both a formal written report along with an oral defense of the project. This written report will be submitted at least two weeks in advance to your committee before the defense. The expectation is that you have been working with your advisor prior to finalizing and distributing the final report. At the final defense, doctoral candidates will orally defend their final project.

DSW Program Learning Outcomes:

- 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.**

Needs to be completed by the advisor, committee members. IRB protocol required to be attached when applicable

Name of the student:

Student ID:

Project title:

Date:

Capstone Project Committee

Advisor:

Readers:

IRB

Capstone Project: Proposal/Final

Guideline items	Met/Not Met	Comments
1. The title of the capstone project is clear, concise, succinct and relevant.		
2. The literature review is well aligned with the problem, purpose, and research questions within the context of the inquiry. The literature review addresses what has been the current role of social work with this inquiry, and how this capstone project will enhance, inform, and/or influence social work's involvement with this problem/inquiry.		
3. The rationale of the project aligned with NASW code of ethics and social work ethical principles identified by other organizations (e.g., International Federation of Social Workers)		
4. The student clearly explains social work role with this problem, how this project will inform, enhance, and/or change the role of social work related to this problem, and how student will share/disseminate information to a social work audience.		

<p>5. The capstone project adequately addresses and describe the theoretical framework, constructs, and social work theories used related to the project.</p>		
<p>6. The capstone project outlines selection of capstone artifacts, data sources/collection methods, structure of data analysis and presentation.</p>		
<p>7. The tangible deliverables and the implications of the expected findings of the project has the potential to advance social work leadership, education, and/or practice as agent of change across local, national and global communities.</p>		
<p>8. Identified a case study regarding the student’s area of exploration and interest; and proposed a multimedia presentation that culminates with a final capstone project in human rights leadership.</p>		
<p>9. The project demonstrates a social justice and human rights leadership perspective on the issue being addressed; develop and disseminate knowledge that advances social, economic, and environmental justice for vulnerable populations through teaching, scholarship, professional presentations, mentoring or administrative roles.</p>		
<p>10. The capstone project follows a flow-chart that includes project goals, objectives, methods and artifacts to be used, implementation plan, timeline, and anticipated outcomes.</p>		

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-	Exceptional performance
B+, B, B-	Average (for graduate courses)
C+, C, C-	Poor (for graduate courses)
F	Failing performance. 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

Artifacts for Capstone Project

A capstone project is a multifaceted academic experience typically required for students during the final year of an academic program. It is a comprehensive and interdisciplinary project that often requires students to apply the knowledge and skills acquired throughout their academic careers to solve real-world problems or issues. Capstone projects come in all shapes and sizes, including research papers, case studies, creative works, internships, and field placement projects. They are designed to challenge students to think critically, solve complex problems, and demonstrate their readiness for work in their field. Capstone projects are often a highlight of a student's academic career and can provide valuable experience and skills for their future endeavors (Retrieved from <https://www.nu.edu/blog/what-is-a-capstone-project/> accessed in 09/19/2023).

Examples of capstone project are listed below.

- webinar
- podcast
- documentary/film
- leadership portfolio for practice
- articles/book chapters
- resource book
- revising syllabuses
- curriculum development
- outcomes assessment
- program planning and development
- program evaluation
- needs assessment study
- case studies
- mini thesis
- multimedia project/presentation
- advocacy project
- digital storytelling
- art-based approaches
- virtual reality studio and virtual immersion studio
- conversation circles and Focus Group

Students are open to choose one or more of above listed capstone artifacts in consultation with and approved by their committee. Students are encouraged to choose capstone artifacts based on their area of interest.

Appendix E



**Doctor of Social Work in Human Rights Leadership
Capstone Project Committee Selection Form**

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 (Capstone Advisor)	Signature	Date
_____	_____	_____
Name (1 st Reader)	Signature	Date
_____	_____	_____
Name (2 nd Reader)	Signature	Date

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

Final approval of the capstone advisor and readers lies with the DSW Program Director

Advisor and readers approved: ____ Yes ____ No _____ DSW Director Initials

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

Appendix F



Doctor of Social Work in Human Rights Leadership

**Defense of Capstone Project to move to Candidacy
(Evaluated by Advisor and Readers)**

Name of the Student and ID:

Title of the capstone project:

Goals and objectives: Consideration should be given to suitability and achievement of project objectives proposed.

Methodology (selection of artifacts): Consideration should be given to the technique of research adopted and the extent of work involved in terms of laboratory and/or field work, interviews, library research and so forth and the evidence of the amount of data collected. Consideration should also be given to the difficult nature of a subject, the availability, the accessibility of relevant information and statistical data/qualitative evidences in the assessment.

Significant findings: Consideration should be given to the extent to which the objectives of the project have been achieved.

DSW Student should continue to Candidacy: ____ Yes ____ No

Reasons to move or not move to Candidacy:

Name of the Reader/Advisor

Signature and date

Appendix G



**Doctor of Social Work in Human Rights Leadership
Defense of Final Capstone Project**

This is to certify that

a candidate for the Doctor of Social Work in Human Rights Leadership degree

Passed or Failed

the final defense of their capstone project in partial fulfillment of the requirements.

Date

Student ID

Committee Names and Signatures

_____	_____
Name (Committee Chair)	Signature
_____	_____
Name	Signature
_____	_____
Name	Signature
_____	_____
Name	Signature