SocialWork@Simmons

Student Policy Handbook and Program Information

2018-2019
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The SocialWork@Simmons Student Policy Handbook and Program Information is the student’s guide to the SocialWork@Simmons program.

Students are responsible for knowing the policies and procedures in this document, as well as Simmons School of Social Work Policies and the Policies of Simmons University, which are available on the Simmons University Web site.

The information in this document is subject to change. The Simmons SSW and SocialWork@Simmons reserve the right to change any policy or procedure without notice.
SOCIALWORK@SIMMONS PROGRAM ADMINISTRATION 2018-2019

Faculty

- Stephanie Berzin, Dean, College of Social Sciences, Policy, and Practice
- Cheryl Parks, Director and Professor, Simmons School of Social Work
- Carly Burton, Associate Professor of Practice
- Lindsey Baughman-Dalton, Associate Professor of Practice and Assistant Director of Field Education Evaluation and Planning
- Silvana Castañeda, Associate Professor of Practice and Director of Field Education
- Melinda Gushwa, Associate Professor and MSW Director, Simmons School of Social Work
- Eugenia Knight, Associate Professor of Practice and Assistant Director of Field Education for Campus and Online Programs
- Julia Riley, Associate Professor of Practice and Associate Director, Faculty-Facing
- Shari Johnson, Professor of Practice
- Elena Sandler, Associate Professor of Practice and Assistant Director of Field Education Community Partner Engagement
- Leah Hart Tennen, Associate Professor of Practice and Associate Director, Student-Facing
- Elizabeth Whitney, Associate Professor of Practice and Assistant Director of Field Education Curriculum and Training

Staff

- Tanya Barker, Academic Advisor
- Michael Cicone, Assistant Director of Operations
- Lauren Fallon, Academic Advisor
- Allison Horton, Academic Advisor
- Andrew Kiritsy, Academic Assessment Analyst, Simmons Online
- Latoya Oliver, Administrative Assistant
- Anna Williams, Academic Advisor
ATTENDANCE

Classroom Attendance

Instructors are permitted to and will consider individual class attendance when determining a student’s final grade for a course. In addition to lowering a grade, excessive absences may justify a non-passing grade for the entire course. In SocialWork@Simmons courses, “excessive absence” is typically defined as missing 20% or more of combined asynchronous and synchronous work.

Note: attendance differs from participation; expectations for each are spelled out in the syllabus.

Asynchronous Course Work Policy for Academic Courses

The asynchronous course work is an essential component of student acquisition of knowledge, values and skills related to course content and professional development. The asynchronous course work and the live session comprise at least three hours of contact time for each course, per week. This is necessary to meet the credit requirements for the School of Social Work.

A student who submits asynchronous course work late, submits incomplete work, or does not submit asynchronous course work for the week has effectively been absent from class. Unless a student has negotiated an extension in a timely manner with their instructor or has accommodations that enable them to submit work after the deadline, missing 20% or more of combined asynchronous and synchronous work will automatically result in a non-passing grade. (Note: this policy applies only to academic courses. There is a separate asynchronous attendance policy for field courses. Please consult the Field Manual.)

Asynchronous course work includes responding to all prompts requiring either a written or video recorded response, as well as assignments that are to be completed and brought to live sessions. While readings and videos are not graded, all students are expected to have read and viewed all readings and videos before attending each live session.

Auditing Classes

Auditing classes is not permitted in SocialWork@Simmons courses.

Religious Observance/Student Absence

Simmons abides by the Massachusetts law on Religious Observances. Students who are unable, because of their religious beliefs, to attend classes or to participate in an examination, class, or work requirement on a particular day shall be excused from the class, study, or work requirement and shall be provided with an opportunity to make up the examination, study, or work they may have missed consistent with Massachusetts General Law Chapter 151c, Section 2b. That law states:

Any student in an educational or vocational training institution, other than a religious or a denominational education or vocational training institution, who is unable, because of their religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any
such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work missed because of such absence on any particular day; provided, however, that such make-up examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of their availing themselves of the provisions of the sections.

A student should inform the instructor prior to missing a class if they expect to miss class as a consequence of their religious observances.

Students in Field Placement should consult the Field Manual for procedures and policies governing the request of release time for religious holidays.

Students who need to be excused from field placement attendance due to religious observance should make arrangements with their field instructor prior to the anticipated absence. Students will be provided the opportunity to make up missed time at a later date. Students should consult the SW@S Field Manual for further details.

Questions about absences for religious observances should be directed to the Associate Dean or the Office of Student Life.

Important Information Regarding Class and Clinical Placement Attendance for Students Who Are on Active Duty in the U.S. Military

The Simmons School of Social Work (SSW) is committed to supporting students who are enrolled in the SSW while on active duty in the U.S. Military.

We recognize that active-duty students are subject to unexpected and unavoidable changes in their schedules and that you may be deployed to areas where internet access is unreliable or unavailable. Because we know it is not uncommon for students in the military to miss one or more live sessions or clinical placement hours due to military obligations, we ask our active military students to take the following steps to ensure their success:

**Duty to Notify Faculty in Advance of Anticipated Absences**

In most instances, we expect students will know in advance when they will need to report for duty and how the nature and location of the deployment may impact their ability to attend live sessions or to participate in field placement. Thus, when students have advance notice that they will be absent from a class or clinical placement due to a military assignment, they are asked to provide the following in writing to their instructor (if missing a class) or to both their Field instructor and Field Liaison (if missing field placement hours):

- A list of all the dates/times of live sessions and/or field placement hours from which the student anticipates being absent due to military service obligations.
- If the student cannot specify a precise date of absence but know of circumstances or conditions that might preclude them from attending one or more live sessions or to report at their clinical placement site, students must provide their faculty member with as much information as they can regarding the potential absence and how it
will affect completion of course
work or requirements.

Requesting Supplemental or Replacement
Work
Once the student has notified their faculty
member of the planned absences, they are
asked to talk with their faculty member no
later than the end of the first week of the
term to discuss how they will make up the
missed class and/or clinical placement
hours.

For Missed Classes
When a student is absent for one or more
live sessions due to military duties, it is
likely that their faculty member will assign
them one or more supplemental or
replacement assignments. The decision to
assign supplemental or replacement work
for absences due to military deployment
rests in the sound discretion of the faculty
member as is the decision regarding the
nature and kind of supplemental or
replacement academic work that may be
submitted by the student to fulfill the
course requirements. Agreements by
faculty and students on whether and how
replacement or supplemental work will be
done, and the dates of completion, are to be
reduced to writing to confirm expectations
and to avoid misunderstandings.

For Missed Clinical Hours
If the student will be absent from field
placement, they must discuss their
anticipated absences with their field
instructor and Field Liaison. See the Field
Manual for the policy relating to absences
that exceed the 40 hours of excused
absence time per clinical placement.

When Students Have No Notice of Changes
in Deployment
For urgent military matters in which
students are called to service, they are
required to notify all relevant faculty, the
Academic Advisor, and the Program
Director as soon as they know when they
will be absent from class or clinical
placement. To the extent feasible, the same
process for determining expectations
related to make-up work will be employed.
If a student’s deployment requires them to
be disconnected from the internet, or with
limited or no access to the internet, they
must notify their Academic Advisor, their
instructors, and, if in field, their field
instructor and Field Liaison of these
extenuating circumstances.

GRIEVANCE POLICY
Students have the right to appeal a final
grade, a dismissal, or an Honor Board
finding by following the procedures and
guidelines outlined in the grade and
dismissal appeal sections of this handbook.
Students can appeal honor board findings
by following the honor board finding
appeal process. Students who believe they
have encountered bias, harassment or
discrimination can follow the Simmons
Bias Response Protocol by filing a bias
claim.

GRADING
Students are expected to maintain a B (3.0)
grade average throughout their program in
the SSW. Courses are graded using the A-F
grading system. School of Social Work
students must take all classes for a letter
grade with the exception of social work
field education courses, in which case Pass,
Marginal Pass or Fail are used instead of a
letter grade. Students should refer to the
Field Education Manual for grading
guidelines. The numerical equivalent for
each grade is as follows:
Faculty members have the right to set grading standards in their courses and the responsibility to advise students of their grading standards at the outset of the course; to use their best judgment in applying those standards; and to assign grades based on methods of evaluation they deem appropriate so long as those methods are not arbitrary or capricious or the product of prejudice or discriminatory animus.

Simmons faculty are strongly encouraged to advise students in writing of their grading methods and standards at the beginning of each term in each course they teach, preferably as part of the course syllabus. Students are encouraged to raise questions about how the instructor will calculate the final grade at the beginning of the semester.

Discussion with Instructor
Students should talk to their instructor about any grade concerns or questions before initiating the Grade Appeal Process described below.

Within one week of the posting of the course grade, students should meet (or speak on the phone/email) with their instructor and express their concerns about their course grade, providing information the faculty member would need to reconsider the grade. If the faculty member agrees to change a grade, they will complete the Registrar’s Change of Grade form. If, after the discussion, the faculty member decides to let the grade stand, a student may wish to initiate a formal grade appeal.

Basis of Grade Appeal
Simmons formal grade appeal process addresses situations in which a student believes a grade has been assigned for one of the following reasons:

Appeal of Final Course Grade
Students have the right to be awarded grades that are calculated correctly and assigned based on a fair evaluation of work. Students have the right to understand how a grade was calculated and why the faculty member evaluated the work as they did.

The School is guided by the principles of academic freedom and respects the integrity, expertise, and professional judgment of its faculty in the evaluation of students’ academic work. Faculty members’ right and obligation to evaluate students’ academic work and determine student grades are fundamental to this principle.

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA Equivalent</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>100-94</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>83-80</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>73-70</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>69-68</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>67-64</td>
</tr>
<tr>
<td>D-</td>
<td>.67</td>
<td>63-60</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59 or below</td>
</tr>
</tbody>
</table>
• Computational error
• Arbitrariness or capriciousness (including where grading criteria have changed after assignment submission and without explanation)

If a student believes that one of these reasons applies to a grade they have received, they should follow the procedures and timelines outlined below.

Only the final grade in a course is subject to this process. As a result of the process, the final grade may be raised, lowered, or stay the same. No new or revised course work can be requested by the student or accepted by the faculty member as part of the grade appeal process.

**Grade Appeal Process**

**Overview**

As noted above, before initiating a formal grade appeal, students are encouraged to meet with their faculty member and discuss their concern and/or ask questions about the grade. Grade concerns are frequently resolved through these “informal” (i.e., before formal appeal) discussions, most often when there is a computational error.

A grade appeal at Simmons has two stages: to the Program Administrator (Associate Program Director (Student-Facing) Leah Tennen); and to the Director of the School of Social Work.

Appeals must be submitted within one (1) week of posting of the grade that is the subject of the appeal. At each level of appeal, a denial of the appeal means that the grade will not be reviewed or changed. Granting of an appeal may mean the final grade may be raised, lowered, or stay the same.

**Process and Deadlines**

If the student’s discussion with the instructor has not reached a satisfactory conclusion, the following process and timeline are to be followed for a formal grade appeal:

**Step 1: Appeal to Program Administrator**

Obtain the Grade Appeal Form from the Academic Advisor, complete it, and submit the form with any supporting information.

Upon receipt of the appeal, the Program Administrator will review the appeal and may consult the instructor and student to reach a determination. Within one business week of receiving the appeal (excluding holidays) the Program Administrator will notify the student and faculty member in writing. Appropriate to the outcome, the Program Administrator will complete and submit a Change of Grade form to the Registrar.

**Step 2: Appeal to the Director of the School of Social Work**

If the student is not satisfied with the response in Step 1, within one week they may appeal to the Director of the School of Social Work (or the Director’s designee). The Grade Appeal Form, faculty response, and Program Director outcome determination are then forwarded to the Dean.

Within one week of receiving the required materials, the Director will decide whether the appeal should move to the next stage. If the appeal is granted, the Director will appoint a three-person faculty panel to review the appeal and related information. The panel may seek additional information from the student and/or the instructor. Within two weeks, the panel will forward a decision to the Director who will inform the instructor and student of the outcome.
and, if the appeal results in a change of grade, complete and submit the change of grade to the Registrar.

The grade appeal policy respects the privacy of students and faculty. All parties are responsible for maintaining confidentiality.

**Bias Response Protocol**

Simmons is committed to inclusive excellence in all aspects of an individual’s community experience. Our values, vision and mission mandate that we strive to create an environment that is free of bias, prejudice, discrimination and hurtful acts. Individuals who believe they have experienced or encountered bias, harassment or discrimination can utilize the Simmons bias response protocol to have their concern addressed. Information about protocol can be accessed at [http://www.simmons.edu/about-simmons/why-simmons/diversity-and-inclusion/bias-response-protocol/](http://www.simmons.edu/about-simmons/why-simmons/diversity-and-inclusion/bias-response-protocol/).

**Extensions for Assignments**

Students are expected to complete coursework assignments on time; instructors should clearly articulate policies regarding extensions on the course syllabus and their grading policy for work/assignments passed in after the deadline. In most cases, an extension must be requested by a student prior to the due date of the assignment and a revised date for submission of work must be approved by the instructor. A student who submits work late even with the instructor’s permission, may nonetheless receive a lesser grade from the instructor to reflect the missed deadline.

**Rewriting of Graded Papers**

Students may, at the instructor’s sole discretion, be given the option of rewriting a paper that has received a grade of “B minus” or below. However, final course assignments may not be rewritten.

**Registration Policies and Procedures**

**Prerequisites and Plans of Study**

When registering for classes each term, students must follow the plan of study provided to them by Student Success Specialists or Academic Advising. Students must successfully complete all required foundational courses before registering for advanced courses, including advanced clinical courses (ACCs). All ACCs have prerequisites. Detailed information about course sequencing, plans of study and prerequisites is available on the SocialWork@Simmons website and through student support and academic advising. Students are strongly encouraged to consult these resources before registering.

Exceptions to the above are rarely allowed and only under highly exceptional circumstances. A request to enroll in an ACC, or any course out of sequence, before completion of required foundation course work must be discussed with the Academic Advisor and receive final approval from the Program Administrator (Associate Program Director (Student-Facing) Leah Tennen). An exception may be granted only after the student has completed at least one term of Foundation Field Education.

**Waitlist Policy**

Students must use the AARC automatic waitlist system when they wish to be placed in line for a closed/full class.
Professors cannot override the system and add students to their classes. The student should **not** contact the professor to be put into the class.

Waitlisted students should monitor their Simmons email for further information and for notification that they may enroll in an open seat. Students have 72 hours from when notified via Simmons email to make the change and register for the open seat or they will be automatically removed from the waitlist and the seat will be offered to the next student on the waitlist.

**Drop/Add**

Prior to the start of classes and until the end of the second week of the term, students may add or drop by e-mailing the Office of the Registrar. Requests to add courses will be processed based on enrollment availability. Students are responsible for informing the instructor and for making up any missed course work in an added class. For courses dropped after week two, students must complete and submit a Course Withdrawal Form. Students may not add a class after week two. Courses dropped after the second week of the term will appear on the student’s transcript with a grade of “W.”

Students who change their schedule by dropping or adding a course should consult with their Academic Advisor to ensure that they will continue to meet degree and graduation requirements. Students should also consult with the Student Financial Services to be fully apprised of the impact of course changes on their financial aid.

**Withdrawal from a Course**

Student transcripts will show a “W” grade for “withdrawn” for any courses withdrawn from after the 2nd week and up to the end of the 10th week. No withdrawals are permitted after week 10; the instructor will record the grade the student has earned. Students are not allowed to withdraw from the same course more than once.

Students must meet with their Academic Advisor and must submit the relevant form before withdrawing from a course.

**Drop/Withdrawal from Field Placement**

After the Add/Drop Period

To withdraw from field placement after the add/drop period, students must receive approval from the Director of Field Education. Students who perform poorly and/or are not making sufficient progress, and withdraw after the add/drop period may be given a grade that reflects their performance at the time of their withdrawal. Students should consult the SW@S Field Manual.

**Changing Sections of Two-Term Courses**

Students are required to remain in the same section of the two-term classes for which they are registered (SWO-446 A&B, SWO-447 A&B, and SWO-421 A&B). Students will be automatically registered in the second term for each of these courses.

**Courses That Must Be Taken Concurrently**

Students are required to register for the appropriate field and practice classes concurrently, as follows:

- 446A with 421A
- 446B with 421B
- 447A with 424
- 447B with 425

See the SW@S Field Manual for more information.
Incomplete Policy

Required coursework must ordinarily be completed by the last day of final examinations. In extenuating circumstances, students may request an "incomplete" by obtaining approval from the course instructor and Program Administrator (Associate Program Director (Student-Facing) Leah Tennen), which will be facilitated by the Academic Advisor. The advisor will distribute the Petition for Incomplete Grade form electronically to the student. The form must be completed and submitted in order for the student to be officially granted an incomplete grade in the course. Once the form is submitted, a grade of "I" will be entered by the Office of the Registrar. It is the student's responsibility to monitor their progress and complete all work so that the instructor can submit a final grade by the date set. Students can only extend their final grade with an incomplete until one week before the beginning of the following term. If a student does not submit required work by the new due date, the instructor will grade the student based on work done up until that point. The grade earned will be assigned accordingly on the due date listed. Grades not submitted by the instructor to the Office of the Registrar on the approved deadline will automatically be converted to a grade of "F."

Incompletes for field placements may be extended beyond the typical deadline with Field Director or Program Administrator approval.

LEAVES OF ABSENCE AND WITHDRAWALS FROM SIMMONS

Voluntary Leave of Absence

From time to time, students may take a voluntary leave of absence from their studies as a result of medical, mental health, or other personal matters that compromise their ability to continue in an academic program. A student may apply for a Leave of Absence (LOA) at any time after enrolling. The maximum combined duration of all leaves of absence is one year. All degree requirements must be completed within five years of matriculation.

To request a Leave of Absence, students should contact their Academic Advisor and consult the process listed on the Registrar's web page.

If the student chooses to take a voluntary leave of absence in order to receive intensive clinical health care treatment, the Associate Dean of Student Life or designee will assist with processing this request. In some instances the student may be asked to complete the Process for Returning from an Involuntary Leave of Absence as a requirement of returning to the College.

Involuntary Leave of Absence

Simmons is committed to the safety and wellbeing of its community members and to the integrity of our living and learning environment. Our goals therefore are to maintain the health and safety of every member of the Simmons community and to enable all enrolled students to participate fully in the life of the community.

As noted above, we recognize that from time to time, students may take a voluntary leave of absence from their studies as a result of medical, mental health, or other personal matters that compromise their ability to continue in an academic program. However, we also recognize that sometimes it will be necessary for Simmons to require a student to take an involuntary leave – a leave, which Simmons has concluded, is in the best interest of the...
student but which the student may object to.

In instances where a student’s mental, emotional, or medical health pose a threat to themselves and/or others, or where health circumstances or conditions become a barrier to appropriate or prescribed levels of self-care, or when a student’s health condition causes significant disruption to the activities of the Simmons community, students may be required to take an involuntary leave of absence for a specific period of time.

In instances when a student’s mental, physical or emotional health may pose a direct, imminent threat to the safety and well-being of the Simmons community, or the student has been admitted to a healthcare setting to undergo medical or psychological treatment (hospitalization, intensive outpatient or inpatient program), the Associate Dean of Students or designee, as an interim measure, can place the student on an involuntary leave of absence from the College. When applicable, the student will be informed in writing of the actions that lead to her/him being placed on leave and direct the student to the process for return. The student’s parent/guardian/emergency contact person may also be notified that the student is in a potentially dangerous situation.

In circumstances when the student has not met direct threat/inpatient criteria, the Associate Dean of Students or designee may, based on observable/recorded behavior, still require a student to undergo an individualized psychological and/or medical assessment to make an informed decision regarding the student’s ability to meet the academic, social, and emotional requirements of a Simmons student. This evaluation can be conducted by a member of the Simmons clinical staff, or by an external health care provider who is treating the student. The student will be required to sign a release that gives permission to the designated clinical personnel at Simmons to speak with their external evaluating health care provider and to allow for the release of any relevant medical reports as part of the assessment. If the student chooses not to engage in the process above, then they will be required to take an involuntary leave of absence and if applicable, an immediate removal from the residence halls.

If, following the evaluation, a leave is deemed unnecessary, the Associate Dean for Student Life or designee may impose other conditions and/or requirements which the student would be required to comply with as a condition of continued enrollment.

In any instance in which a leave is required, the Associate Dean for Student Life or designee will provide written notice to the student, including the specific requirements that must be met as a condition of eligibility for re-enrollment, the timeline for initiating and completing the return process, as well as the procedure for appealing the decision.

The duration of the leave is typically no fewer than six months, although the specific length of the leave will be based on the individualized assessment and determined by the Associate Dean of Student Life or designee on a case-by-case basis. The Program Administrator will be consulted about the duration of the leave. When a student takes a leave before the end of a semester, whether voluntary or involuntary, Simmons’ standard tuition refund schedule applies.
Process for Returning to Simmons After an Involuntary Leave

Simmons students who have been placed on an Involuntary Leave of Absence will be required to undergo an individualized assessment to be cleared to return to Simmons, prior to their return. They are also required to sign an authorization form that enables the hospital, treatment facility, and/or all pertinent external healthcare providers to release information necessary for the review process. The review process will involve an interview with the appropriately licensed Simmons clinical staff member as well as the Dean of Student Life or designee.

Following the interview with the clinical staff, a recommendation based on the student’s report, their treatment history, information gathered from the external treatment facility, and/or a student’s personal health care provider, will be shared with the Associate Dean for Student Life or designee regarding the student’s readiness to return. Then, on a case-by-case basis the Associate Dean of Student Life or designee will make a determination if the student shall be permitted to return to the Simmons community. If it is determined that the student can return, the student will meet with the Associate Dean for Student Life or designee to establish a plan to return and identify community resources. The appropriate academic Program Administrator will be consulted for purposes of establishing the plan to return to active student status. As a condition of continued enrollment and, if applicable, as a condition of re-admittance to the residence halls, the following criteria must be met:

1. The consulting health care provider must find that the student has maintained a significant level of physical, mental, or emotional stability along with the skill set necessary to successfully engage in the student’s academic program, including clinical and professional internships, field placements, teaching practica and all activities associated with being a Simmons student.

2. The student and the consulting Simmons clinical staff member, in conjunction with all relevant external health care providers, must establish and agree upon a plan for continued managed care after returning to the College.

3. The student must commit to follow the recommended and established treatment plan.

If, after reviewing all pertinent information, the Associate Dean of Student Life or designee denies a student’s request to return from an involuntary leave of absence, or the student disagrees with the conditions established as part of the return process, the student can appeal the decision in writing to the designated Student Life Administrator.

Withdrawal from the Simmons School of Social Work

Students who withdraw from Simmons should first meet with their Academic Advisor for an exit interview as part of the withdrawal process. Recipients of financial aid should also notify the Office of Student Financial Services. Students who withdraw from school and who wish to seek re-admission at some later time must apply for readmission through the standard Admissions process applicable to all candidates seeking admission. Admission once does not guarantee that admission will be granted a second time.
SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL FINANCIAL AID

To be eligible to continue to receive Federal Student Aid (FSA), students must make satisfactory academic progress toward achieving and completing their program of study as measured using qualitative (GPA) and quantitative (completed credits) standards.

- **Qualitative Standard**: Students enrolled in a graduate degree program must maintain a minimum cumulative GPA of 3.0

- **Quantitative Standard**: A graduate student must complete at least 50% of all credits attempted. This is calculated by dividing the total credits earned by the total credits attempted.

- Graduate students are required to complete within the timeframe established by Simmons. All credits attempted will count towards this timeframe. Graduate degree candidates should consult their program as the number of credits required varies per program

- Note: Withdrawals after the add/drop period count as attempted but not completed credits.

For more information on Satisfactory Academic Progress (SAP), please see the complete information and policies on Student Financial Services Website.

INDEPENDENT STUDIES

Due to limited faculty resources, independent study for course credit is not available to SocialWork@Simmons students.

MSW DEGREE COMPLETION POLICY

Students enroll in one of four program tracks:

- Extended (8 terms)—completed in approximately 2.5 years
- Full-time (6 terms)—completed in approximately 2 years
- Accelerated (4 terms)—completed in approximately 16 months

Any changes in program status (e.g., full-time to extended or vice versa) must be discussed with and approved by the Academic Advisor. The student should schedule a meeting with his or her advisor to create an alternative plan for program completion.

CHANGE OF PROGRAM STATUS/PROGRAM COMPLETION

All degree requirements must be completed within five years of matriculation. At five years or more prior academic coursework must be repeated.

MSW TRANSFER AND WAIVER POLICIES

Transfer Credits from another MSW program—Non-matriculated students

Students entering the MSW program may request to transfer up to six course credits taken as a non-matriculated student at a CSWE accredited MSW program. The student must provide an official transcript and relevant syllabi from that program and request transfer credits during the admissions process.

Transfer credits will not be accepted after the first semester in the program. To be transferred, a grade of "B" or better must be received in the course. Courses for transfer must be at least 3 credits, and they
must be taken on a graduate level. All degree requirements must be completed within 5 years of matriculation. At 5 years or more prior academic coursework must be repeated. Syllabi and other support material are required for the review of transfer requests. Requests will be reviewed by the Program Administrator or their designee.

The School Social Work does not accept transfer credits for courses taken in a program that is not an MSW degree program that is CSWE accredited. Neither certificate programs nor continuing education programs, even when taken in an MSW program, are eligible for transfer.

Transfer Students Applying to Simmons from other MSW Programs

Transfer students are those who apply to leave their current MSW program and matriculate as an MSW student at Simmons. Applicants must be in good standing with the school from which they are transferring and must have a minimum GPA of 3.0. Additional information for transfer applicants:

- A maximum of 32 credits may be requested for transfer
- The student must provide an official transcript and a letter of good standing from the Dean or Associate Dean of the MSW program
- A syllabus for each course must be submitted for transfer credit
- Courses in which the student receives a “B-” or lower will not be transferred
- A field evaluation for first-year field education is required
- All coursework including transfer credits must be completed within 5 years

Transfer of an Advanced Clinical Course Taken at Another Institution

Matriculated students with special interests may be given permission to take one Advanced Clinical Course (ACC) at another institution or in another Simmons graduate program if:

- It is a Master’s level course at an accredited, degree-granting institution
- The course content shows clear relevance to the social work degree
- The course is not offered by SocialWork@Simmons
- The course earns a minimum of 3 credits and meets for at least the equivalent contact hours as the SW@S course

Students must notify their Academic Advisor of such a proposal prior to the registration period. The Associate Program Director (Student-facing) must review and approve the plan prior to its submission in writing to the MSW Program Director.

If permission is granted, the student is responsible for the transfer of credit to Simmons at the end of the semester. Non-receipt of a transcript and the executed Petition to Transfer Credits form by the proper deadline in the final year could affect the student’s ability to graduate on time. Students must receive a grade of “B” or better to transfer credit. The form can be obtained from the SW@S Assistant Director of Operations.

Matriculated students may not take any required courses outside of the School of Social Work.
Waiver of Requirement (Research or Assessment and Diagnosis)

On occasion, a student may petition the Associate Program Director to waive a requirement in Research (SWO-441) or Assessment and Diagnosis (SWO-414) due to a graduate level course(s) taken in these areas in a non-social work program. The course(s) must have been taken within five years of admission and be closely equivalent to Research (SWO-441) and Assessment and Diagnosis (SWO-414).

The course syllabi and/or any other documents requested by the MSW Program Director must be presented for review. **If the course requirement is waived, then the student must take another course of their choice in place of the waived requirement.** These requirement waivers will only be considered at the time of admission until the end of the first semester of a student’s matriculation into the program.

GRADUATION POLICY

Students who have completed all degree requirements must submit a Petition to Graduate form to the Registrar’s Office. Failure to complete the required paperwork, or selecting the incorrect graduation date, could affect participation in the May graduation ceremony, diploma availability, and the student’s conferral (graduation) date.

Students who plan to graduate in March, May, July, August, October, or January must complete coursework by the official grade deadline provided by the Registrar’s Office.

SIMMONS UNIVERSITY HONOR CODE

All SSW students are expected to adhere to the Honor System of Simmons University, which can be found at: https://www.simmons.edu/student-life/handbook/rights-responsibilities/honor-system

Honor Code Violations

Violations of the Simmons University Honor Code, specifically, academic dishonesty, plagiarism and cheating are referred to the Associate Dean for Student Life and the University Honor Board. Also referred are situations involving sexual misconduct the damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

PROFESSIONAL STANDARDS AND POLICY FOR PROFESSIONAL PERFORMANCE

*NASW Code of Ethics*

Students are expected to adhere to the *NASW Code of Ethics* and established norms, values, and behavior both during their field placement and while earning their Social Work degree. The *NASW Code of Ethics* outlines behaviors and responsibilities expected of all professional social workers. The NASW considers students to be professional social workers from the time they enroll into a social work program. Students should obtain a copy of the *NASW Code of Ethics* and become familiar with its contents.

Simmons School of Social Work Standards for Professional Practice Policy

SocialWork@Simmons students are also expected to be familiar with and abide by the *Simmons School of Social Work Standards for Professional Practice* (see Appendix 1) and SocialWork@Simmons Live Session Protocol and Online Etiquette
(see Appendix 2). Students are informed about the Standards for Professional Practice prior to and during new student orientation (the Foundations module in the LMS); they are instructed to read the Standards of Professional Practice as a required component of orientation. At orientation, students are informed about the consequences of not meeting the standards for professional practice. Specifically, failure to meet generally accepted standards for professional conduct, ethics and personal integrity requisite for professional social work practice, as outlined in the NASW Code of Ethics and the SSW Social Work Standards for Professional Education, may constitute grounds for a Level Three Review or a referral to the Simmons University Honor Practice Board and could result in dismissal or other academic sanctions.

POLICIES, PROCEDURES AND CRITERIA FOR REVIEW AND EVALUATION OF PROFESSIONAL PERFORMANCE ISSUES AND ACADEMIC PERFORMANCE

The SSW is committed to supporting student success and the achievement of academic and practice proficiency while also upholding professional standards and the expectations set forth by the University-wide code of conduct. A three-level review process is used to address student academic performance and professional conduct issues. The specific level of review depends upon the severity of the concern. Information shared by the student with faculty and school administrators related to the concerns being reviewed will not be treated as confidential if the information shared raises concerns about professional performance or student safety. Students are advised that faculty or administrators will share pertinent information with each other on a need to know basis for the purpose of identifying student issues and enhancing problem solving about those issue and concerns. A student will be reviewed at the level (1, 2 or 3) that is appropriate to the concern.

Reviews of students can occur for the following reasons:

- To identify need for academic support
- To determine a remediation plan for an Honor Board violation
- If a student fails to meet or maintain academic requirements
- If a student is terminated from a field placement or internship either by the placement or by SSW administrators due to performance issues
- If a student is rejected by three agencies during the field placement process in one term
- If a student exhibits behavior judged by faculty to be in violation of professional ethics and/or Simmons University and/or SSW policies
- If a student exhibits consistent pattern of unprofessional behavior in the classroom or in field placements

The Three Levels of Review

In the SSW, there are three levels of review to address student academic performance and conduct issues. A student can be reviewed at any level, and consecutive level review is not required. Specifically, a student may have undergone a Level 1 review and then may be asked to engage in a Level 3 review, without having engaged in Level 2 review.
Level 1: Student/Instructor Consultation

A Level 1 review involves a consultation between a faculty member and a student, typically at the request of the faculty member. When a faculty member has concerns about a student meeting any of the academic criteria, whether related to professional behavior or academic performance, that faculty member will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
- Apprise the Academic Advisor of the concerns
- Summarize plans and or recommendations in an email to the student

If a problem arises in an external training site (i.e., field placement) the supervisor is expected to discuss promptly concerns directly with the student and with the Field Liaison. It is the responsibility of the Field Liaison to appraise their Field department contact of the concern.

The purpose of the Level 1 review is to provide the student an opportunity to receive feedback from their instructor about areas of concern and suggestions for addressing the concerns.

The outcome of many Level 1 consultations is that, together, the faculty and students resolve the concerns and no further reviews are desired or required. Examples of situations triggering a Level 1 review are attendance issues, a poor grade or missed assignment.

Level 2

A Level 2 meeting can be convened when concerns have not been resolved at Level 1 or when a student appears to be developing a pattern of not following academic or program standards, policies, or procedures. All students on academic probation will have a Level 2 review meeting.

A Level 2 review usually involves a meeting with the appropriate faculty member, student, and appropriate program administrator and the student’s Academic Advisor. If a problem arises in an external training site, the external supervisor and Field Liaison can also be included.

The student will be informed of the Level 2 review by their advisor or their instructor. In preparation for the Level 2 meeting, the advisor or program administrator will gather information about the nature of the concern. The meeting will be used to discuss the concerns and to develop a Corrective Action Plan to address that concern. If the outcome of the meeting is that no further action is needed, the meeting will be documented to the student and the program director but no Corrective Plan will be created. When a Corrective Plan is determined to be appropriate next steps, the Corrective Plan may address the need for the student to modify their behavior and/or seek appropriate help or academic assistance. All parties to the Level 2 meeting, including the student, shall receive a copy of the Corrective Plan.

The purpose of a Level 2 review is to assist students in fully understanding and addressing the academic or behavioral concerns that are negatively impacting their success in the program. Examples of issues that may lead to a Level 2 review are repeated attendance problems, poor
grades, and other difficulties meeting the standards and expectations of a course.

The administrator overseeing the Level 2 review may consult with the MSW Program Director, SSW Associate Director or SSW Director to determine if the Level 2 assessment is sufficient or whether it would be in the Student’s and Simmons’s best interests to conduct a more comprehensive review, pursuant to Level 3.

Level 3

A Level 3 review involves the Associate Director of the School, members of the Academic Standards Committee and the student. Generally, the Level 3 review is called when serious or complex problematic patterns are identified with students or when the issues are serious enough to require formal consultation with faculty and the student. The Associate Dean for Academic Affairs, in consultation with the committee, decides whether or not a Level 3 meeting shall be convened. The Associate Dean informs the Simmons University Associate Dean for Student Life about the decision to convene a Level 3 review.

A Level 3 review may be conducted when concerns have not been fully resolved at prior Level 1 or Level 2 meetings; when a student continues to not meet the criteria for academic performance or when a student exhibits unprofessional or unethical behaviors in a classroom, field placement or other clinical setting.

When a Level 3 review is called, the Associate Director of the School will convene a meeting with the appropriate faculty and the student. Information will be provided by the student and by appropriate faculty to determine the nature of the problem and to identify alternatives for its remediation.

The student will be notified in writing of the concerns and meeting date by the Associate Director, with sufficient time to prepare for and attend the meeting. If a student chooses not to attend, a finding can be made with the available information in the student’s absence.

Once an understanding has been reached, the student will be excused from the meeting. Faculty conducting the Level 3 review will confer and agree on recommendations, which will then be made to the Associate Director who will implement a course of action based on the recommendations.

The Associate Director or designee will inform the student of the decision, which can include one of the following:

- Continue the student in the program with no conditions.
- Establish written conditions for the student’s continuance in the program.
- Consult with or referral to the Simmons University Associate Dean for Student Life
- Dismiss student from the program

In any Level 3 review, there must be clear, concise documentation of the problem areas as well as verification that the concerns have been discussed with the student and attempted to be ameliorated when appropriate. Students must be notified of the decision in 10 business days of the review.

Level 3 Reviews and Referral and/or Consultation with the Simmons University Associate Dean for Student Life

In some instances, depending on the nature of the problem, the Simmons University
Associate Dean for Student Life may be consulted to determine whether a Level 3 Review or a referral to the Simmons University Associate Dean for Student Life, and/or Honor Board is the most appropriate course of action.

After consultation, if it is determined that a referral to the Associate Dean for Student Life and/or Honor Board is appropriate, the student will be notified in writing about the nature of the concern and that the referral is taking place. Situations that may result in referral to the Associate Dean for Student Life and/or Honor Board include: academic dishonesty, plagiarism, cheating, gender-based misconduct (which includes unlawful harassment), damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, campus visitor or member of the Simmons community and conduct that disrupts the functioning of the University as an open, educational community.

Cases that are referred directly to the Honor Board and/or the Associate Dean for Student Life may be referred back to the SSW Associate Director for the purpose of developing an implementation plan (Corrective Plan) for sanctions that have been determined by the Honor Board or Associate Dean for Student Life. The Associate Director may consult with the Academic Standards Committee for guidance in the sanctions implementation plan.

Mid-Semester Academic Review

Faculty who have concerns about a student's academic or field performance, attendance or professional behavior will first discuss these concerns directly with the student and may notify the student's Academic Advisor. If the concern or difficulty persists, the student's Academic Advisor must be informed.

Mid-semester academic reviews will take place regularly, during which faculty will be asked to identify any student who is experiencing field or academic difficulties. If a faculty member intends to include a student's name in the mid-semester academic review, the faculty member must inform the student and the student’s Academic Advisor. The concern will be “flagged” for further exploration. The advisor will be in contact with the student, and generally a Level 2 review, convened by the student’s Academic Advisor, will follow.

USE OF TURNITIN

TurnItIn is similarity-detection software that locates areas in student writing that closely resemble or exactly match the data source from which ideas are extrapolated. TurnItIn will be utilized for major written assignments in SWO-401, SWO-409 and SWO-411. The purposes of this tool include providing students with feedback when:

- Their citations are not in compliance with APA 6th edition guidelines;
- They are incorrectly representing their work as original ideas or meaning making informed by reliable evidence and literature;
- They are drawing verbatim from text sources, but either not citing appropriately or at all.

TurnItIn generates a similarity index. This report indicates that a percentage of the student’s work is not “original” and/or may indicate inadequate or incorrect use of citations. When the index generates a similarity finding of 30 percent or greater, the following process will ensue:
1) The instructor will review the paper with the student to discuss the student’s thought process and understanding of academic responsibilities with regards to academic integrity.

2) If advisable, the instructor will contact the Program Director. They will review the similarity index. The Program Director will then review the paper and report independently before determining whether or not a meeting with the student is necessary to gather additional information and context.

3) If a further meeting is deemed necessary, the Program Director will meet with the student to gather additional information and context, and to determine whether or not the student needs to be referred to the Associate Dean of Student Affairs and Chair of the Simmons University Honor Board for further review and adjudication.

4) If it is determined that a further referral is necessary, the Associate Dean of Student Affairs and Chair of the University Honor Board will review the paper and arrange to have a conversation with the student to gather information and adjudicate the assignment to determine whether or not the student has violated the Simmons University Honor Code. If found in violation of the Honor Code, the student will receive a letter from the Associate Dean of Student Affairs outlining the findings and any consequences.

ACADEMIC STANDING AND DISCIPLINE

Note: Some of the policies below are new beginning September 2017. Unless noted otherwise, all policies below apply to all students regardless of when they entered the program.

Course Grades below a “B”

Any student earning a grade lower than a B in a course is required to have a Level 2 review, no later than the first day of the subsequent term. The purpose of the meeting is to discuss the grade, the reasons for the low academic performance, and to develop a Corrective Plan, which will be sent to the student. Possible actions include a stipulation that the student retake the class and earn a passing grade. Any student earning a grade below a B minus is required to retake the class and earn a B or better. A student’s failure to attend the Level 2 review will result in the administrative withdrawal of the student’s registration.

When a Student Is Required to Retake a Class

When a student is required to retake a class, both grades remain on the transcript and are accounted for in the GPA. All students are required to earn the requisite number of unique degree credits to graduate.

A student is allowed to repeat a maximum of two courses in which they have earned a grade of below a B. The same course cannot be enrolled in more than twice. A student is not permitted to re-submit any work submitted in the prior class. This includes asynchronous work as well as written papers and exams. Students required to retake a class will do so at their own expense.

Academic Probation

Poor academic performance, and poor performance in external internships are grounds for a student to be placed on
academic probation. For the purposes of academic probation, poor performance is defined as: two grades below a B, a cumulative GPA of less than 3.0, or an MP in field placement. A student on academic probation will have a Level 2 review no later than the end of the first week of class of the subsequent semester. The purpose of the meeting is to develop a Corrective Plan. A copy of the plan, written by the advisor or field liaison, must be forwarded to the appropriate program administrator. A student’s failure to attend a Level 2 review meeting and to develop such a plan may result in the administrative withdrawal of the student’s registration.

Academic Probation Due to Academic Performance for SSW Students Enrolled and Registered as a Degree Candidate for Classes Prior to Fall (September) Term 2016

For students who enrolled prior to Fall term 2016, this policy remains the same as it was when they enrolled: Students who earn two grades below a B will be placed on academic probation.

Academic Probation or Dismissal Due to Field Education Grades

Field grades (P, MP, F) are not factored into the cumulative GPA, however a grade of MP will result in academic probation, a grade of Fail (F) will result in dismissal; two marginal passes will result in dismissal. See the Field Manual for full field education grading policy.

Removal from Academic Probation

To be removed from academic probation, a student must achieve a cumulative GPA of 3.0 or higher by the following term. A student will be informed by the Associate Director when they are removed from academic probation.

Program Progression

A student is allowed to repeat a maximum of two courses in which they have earned a grade below a B. The same course cannot be enrolled in more than twice. Students who have utilized their repeat allowances and then go on to earn a grade below a “B” will be dismissed from the program. Students are not allowed to withdraw from the same course more than once. Students must complete the program in five years.

Students who do not register for classes in consecutive terms and are not on an official leave, or have not officially withdrawn, will be administratively withdrawn by Simmons. A new admissions application is required to be considered for return to the active student status.

GPA Required for Graduation

Students must achieve a cumulative point average of B (3.0) to be eligible for graduation.

Academic and Conduct Issues Leading to Dismissal

Dismissal Due to Academic Performance

The following circumstances lead to dismissal:

- Earning a cumulative GPA falling below a 3.0 for two consecutive terms
- When it is determined that a student cannot return their cumulative GPA to at least a 3.0 at the conclusion of the following term
- Earning three grades below a B
- Failure to progress as described in course progression policy
- Failure to gain a field placement after three interviews in one term
• Earning two grades of MP or one grade of F in field education
• In the case of conditional admission, failing to meet the conditions determined.

Dismissal Due to Academic Performance for SSW Students Enrolled and Registered as a Degree Candidate for Classes Prior to Fall (September) Term 2016

For students who enrolled prior to September term 2016, this policy remains the same as it was when they enrolled: Students who earn three grades below a B, or one F, will be dismissed.

Professional Performance and Conduct Issues Leading to Dismissal

- Simmons University Honor Board violation leading to dismissal
- Behavior judged to be in violation or Simmons University Policies
- Behavior that is deemed unprofessional per the NASW Code of Ethics and the Simmons School of Social Work Standards of Professional Practice Behavior
- Any threat or attempt to harm someone else inside or outside of the Simmons community
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study at Simmons or occurring prior to admission to the School of Social Work and becoming known after admissions

Notification of Dismissal

A student who is dismissed will be informed in a letter from the Associate Program Director (Student-Facing) or designee. The reasons for the dismissal will be outlined in the letter.

Appeal of Dismissal

The student may appeal the decision, in writing, to the Associate Program Director (Faculty). A written appeal must be received within three (3) calendar days of the date of the letter from the Associate Program Director (Student-facing) or designee. This appeal does not constitute a new review process. Rather, it is a request from a student to have the Associate Program Director (Faculty) review the original record of the dismissal on either one or more of the following three grounds: (1) one or more errors in the dismissal process; or (2) new evidence or information material to the case that was not available at the time of the dismissal process; or (3) a substantive error occurred because the decision maker misinterpreted evidence used in the dismissal process. The appeal letter should include an explanation regarding the grounds for appeal and should reference one or more of the three grounds for appeal listed in this policy. The student should provide to the Associate Program Director (Faculty-facing) all documentation necessary for the appeal to be considered. The Associate Program Director (Faculty-facing) will respond to the student appeal within 10 business days of its receipt. The decision of the Associate Program Director (Faculty-facing) is final.

If the appeal is premised on a grading dispute, a grade appeal must be completed before the dismissal appeal will be reviewed. In this case, the time frame for response to the dismissal appeal will begin at the conclusion of the grade appeal.

Reapplying after Dismissal

Students who are dismissed from the program and have been denied reinstatement must wait at least one year...
from the date of program dismissal before submitting a new application.

COURSE EVALUATIONS
Each course is evaluated by students by the end of the last class meeting. The evaluations can be reviewed by the instructor only after student grades have been submitted. Evaluations are reviewed by the instructor, the Associate Program Director(s) and the Director.

TUITION REFUNDS
Tuition Refund Schedule
Please consult the Student Financial Services representatives or see online at http://www.simmons.edu/admission-and-financial-aid/student-financial-services/student-accounts/course-refunds
for the exact dates for all semesters and a description of the financial implications. Please note: The schedule may differ from semester to semester.

ADMISSIONS

MSW Program Admission Criteria
• Applicants must hold a bachelor's degree from an accredited college or university, achieving at least a B (3.0) average; it is desirable that applicants have a balanced liberal arts education on the undergraduate level.
• Relevant experience through summer employment, volunteer work during/after college, and/or full-time employment in the human services field after college graduation is required.
• Applicants must show a commitment to social work values and personal qualifications for social work, evidenced in the applicant's Statement of Professional and Educational Intent, and the applicant's letters of recommendation.
• No standardized test scores are required.
• An interview is not required; however, under certain circumstances the school may require an interview with the Director of Admission after application review.
• No course credit is given for life or work experience.

For additional information, please visit https://socialwork.simmons.edu/

Process and Procedure for Evaluating Applicants
Application files are read by the Program Director and members of the admissions team. Each applicant’s file is reviewed against the criteria for admissions. Based on the evaluation of application materials, an applicant is accepted or rejected. An application can be given an additional review if requested by the first reader. On occasion, an applicant may be offered conditional admission.

Other Admissions Requirements

Final Transcripts
Accepted applicants who are in the process of completing a degree program must send a transcript with final grades in order for the acceptance to be finalized.

Other Requirements
An applicant who does not meet admissions requirements may be offered conditional admission. A student admitted conditionally is required to take two first-
term MSW courses and earn grades of B or better. Students who meet this requirement will be fully admitted to the MSW program for the next term.

STUDENT PARTICIPATION IN GOVERNANCE

Students participate in the governance of SocialWork@Simmons through the Student Advisory Board.

STUDENT ORGANIZATIONS

Students can initiate the formation of a new organization at any time. Current student organizations are listed on 2SW.

NOTICE REGARDING HEALTH INSURANCE

Many affiliated agencies in which Simmons students are placed for their field experience hours expect students to have current health insurance coverage. Please be advised that students are responsible for obtaining this coverage and maintaining such coverage during their course of study at Simmons.

OTHER SIMMONS UNIVERSITY POLICIES

Information on the Family Educational Rights and Privacy Act (FERPA) can be found at http://www.simmons.edu/academics/registrar/resources/student-record-privacy.

Please visit http://www.simmons.edu/student-life/handbook/ for University Policies on the following topics:

- Honor System
- Prohibited Conduct
- Judicial System
- University Policies & Procedures
- Notice of Non-Discrimination and Grievance Procedures
- Students with Disabilities
- Hazing Policy
- Gender-based Misconduct
- Student Rights and Responsibilities Statement
- Policy on Valuing Diversity
APPENDIX 1

Simmons School of Social Work Standards for Professional Practice

Introduction
These standards are presented in a social work framework that values diversity of perspective and experience, understands there is diversity between and within cultures, and respects difference. Achieving professionalism in social work requires a commitment to and demonstration of the values of the social work profession.

The Simmons School of Social Work (SSW) is committed to preparing its graduates to be highly competent and ethical social work practitioners. Faculty make a commitment to provide students with a curriculum that supports their educational and professional development and that assists them in adherence to these standards. Additionally, the SSW is mandated by the Council on Social Work Education (CSWE) to promote and evaluate professional development for students in Social Work programs (BSW, MSW). Likewise, the SSW is responsible to the community at large for graduating knowledgeable, ethical, and skilled social work professionals whose practice reflects the competencies, skills, and values of the social work profession.

This document outlines eight professional performance standards: Communication, Electronic Communication, Self-Awareness, Openness and Willingness to Learn, Physical and Cognitive Ability, Presentation of Self, Emotional Stability and Stress Management, and Professional Values and Ethics. Each professional standard is accompanied by descriptions of behavioral expectations. Students must satisfy the professional standards to enroll in, progress through, and graduate from the SSW. Specifically, students are expected to act in a manner that is consistent with the values, ethics, and conduct required for professional social work practice in the classroom, in field placements, and in the broader school community. Becoming a professional is a gradual process; as a result, the SSW faculty, field instructors and administrators will continually assess students in accordance with these standards, which constitute the criteria for professional performance.

In addition to the standards outlined in this document, SSW students are expected to abide by the NASW Code of Ethics (NASW, 2017), the Simmons University Honor Code, and the policies outlined in the SSW Student Handbook and in the Simmons University Handbook. Procedures for addressing a violation of the Standards for Professional Practice or any of the ethics, codes, or policies identified above are outlined in the SSW Student Handbook. The ultimate goal of the SSW Standards for Professional Practice is to help you have a successful experience at the SSW and to be prepared for post-graduate practice. This document does not include the complete NASW Code of Ethics or the CSWE Educational Policies, however it highlights particular ethics and competencies to serve as a framework for professional and ethical behaviors to abide by while a student at the SSW. As an SSW student, you will be informed of the Standards for Professional Practice at the time of application to the SSW and at new student orientation. The standards are on the SSW web site and also in the SSW Student Handbook.

To participate in a degree program, you are expected to satisfy program requirements, including these professional standards, with or without accommodations. If you seek reasonable accommodations for
disabilities, you must contact the Simmons Office of Disability Services. This office will determine your eligibility for accommodations and recommend accommodations and/or services.

Professional Standards

1. **Self-Awareness**
   Expectations to meet the standard:
   a. Accurately assess your own strengths and limitations and display a willingness to examine and change behaviors that interfere with your work in field placement, in the classroom, on campus, and in the larger community.
   b. Actively examine your own biases.
   c. Seek supervision and use constructive feedback to inform practice.
   d. Take responsibility for your own actions and consider the impact of these actions on other.
   e. Demonstrate a willingness to examine and assess the relationship between your own personal values/socialization and their alignment with expected professional ethics.
   f. Reconcile conflicts between your personal values and those of the profession, as required by the NASW Code of Ethics.

2. **Communication**
   Expectations to meet the standard:
   a. Express ideas, thoughts, and feelings clearly in the classroom and in field placement.
   b. In written work, communicate clearly and at a level that reflects the academic standards of SSW programs.
   c. Demonstrate a willingness and ability to actively listen to others with objectivity and openness.
   d. Communicate responsibly and respectfully, with speech that is free of bias, discriminatory language, or stereotyping in all interactions with colleagues, faculty, field instructors, staff, and clients.
   e. Advocate for yourself in an ethical, direct, respectful, and responsible manner using SSW and agency-specific channels for conflict management.

3. **Electronic Communication and Use of Social Media**
   Expectations to meet the standard:
   a. Demonstrate respect for the privacy of your clients; refrain from gathering information about clients from online sources without the client's consent (i.e., googling client history, accessing client social media); photographing clients; or publishing client information on social media.
   b. Communicate about and with colleagues and peers with respect and accuracy, avoiding cyberbullying, harassment, or making derogatory or defamatory comments, or disclosing personal information without consent.
   c. Follow relevant laws, field education agency policy, NASW Code of Ethics (1.07) pertaining to social media and in use of technology in all aspects of service delivery.
   d. Maintain awareness of how personal communications using social media could affect professional relationships with clients, colleagues, and agencies.
4. **Openness and Willingness to Learn; Flexibility and Adaptability**

Expectations to meet the standard:

1. Demonstrate openness learning new ideas and perspectives
2. As required by the demands of professional practice, be flexible and adaptable in new situations and as circumstances change
3. Assume the stance of a learner with humility; avoid solely relying on current or past professional experiences to inform your judgment or decision-making in the field and in the classroom
4. Demonstrate a willingness to effectively communicate your learning needs and request clarification to understand requirements

5. **Physical and Cognitive Ability, Critical Thinking**

Expectations to meet the standard:

1. Attend and participate in classes and field placement as scheduled, demonstrating punctuality, dependability, accountability, and the ability to prioritize responsibilities
2. Navigate transportation needed to attend field and classroom requirements
3. Use the technology required to engage in scholarship and effective practice including, but not limited to, use of computers, telephones, and agency electronic records and databases
4. Demonstrate the ability to acquire knowledge and reflect on experiences to inform practice
5. Demonstrate the capacity to think critically and to apply effective problem solving skills that are well reasoned, examine multiple perspectives and world views, integrate evidence and knowledge, and lead to well-supported decisions and conclusions

6. **Emotional and Mental Stability, and Stress Management**

Expectations to meet the standard:

1. In accordance with the *NASW Code of Ethics* (4.05), demonstrate the ability to honor the best interests of people for whom you have professional responsibility by keeping personal life circumstances or problems from interfering with judgment or performance
2. Recognize current life stressors that may interfere with scholastic or professional performance; seek and effectively use help for medical or emotional problems such as those problems stemming from psychosocial distress, substance misuse, and mental health difficulties
3. Demonstrate professional boundaries, including ethical use of self-disclosure
4. Maintain respectful relationships with all colleagues, faculty, field instructors, staff, and clients consistent with *NASW Code of Ethics* (2.01)

7. **Professional Values and Ethics**

Expectations to meet the standard:

1. Exhibit judgment and conduct that is consistent with the values and ethics of the profession as stated in the *NASW Code of Ethics*, as well as with established laws, policies and professional standards
2. In accordance with *NASW Code of Ethics* section on: Dishonesty, Fraud,
and Deception (4.04), you should not participate in, condone, or be associated with dishonesty, fraud, or deception

3. Demonstrate professional and academic integrity, including exhibiting truthfulness in fulfilling program requirements. Students should remain aware of, and abide by, the Simmons Honor Code

4. Follow Federal and State laws and agency policies regarding confidentiality and mandatory reporting

8 Respect for Diversity and Social Justice

Expectations to meet the standard:

1. Exhibit a willingness to relate and work nonjudgmentally across difference with others

2. Demonstrate knowledge of, and sensitivity to: diversity, oppression, and privilege, including a willingness to examine personal beliefs, values and assumptions that perpetuate oppression

Meeting the academic degree requirements is not sufficient to successfully complete the program. If you meet the academic requirements, but fail to adhere to the NASW Code of Ethics and/or the Standards for Professional Practice, you are at risk for dismissal or other disciplinary action.

Acknowledgements to UNC Chapel Hill School of Social Work Technical Standards Document

Approved by SSW Faculty 5/10/2018
APPENDIX 2

Live Session Protocol

Live sessions occur each week in all SocialWork@Simmons courses. Your attendance is required. The live session class time is intended to deepen your understanding of the asynchronous materials and any clinical work you have experienced in a given week. It also offers a time to discuss, demonstrate and analyze skills that will be applied in nursing practice.

Below is a list of required expectations for live-session classes:

- **Be on Time**
  Log in to the session early enough to have your audio and camera setup. Be ready to work when the class time begins.

- **Be Professional**
  SocialWork@Simmons is a professional education program in an applied field. The live classroom is an extension of the field and therefore you are expected to treat live class time as you would a professional setting.

- **Respect the Classroom**
  - **Dress**: Be appropriately dressed - comfortable clothing is fine but you should not attend class in your pajamas or beachwear.
  - **Setting**: Set your live session classroom space in a quiet private area where you know family, pets and other distractions will not interrupt your learning (or the learning of your classmates).
  - **Lighting**: Be sure your camera has the appropriate lighting on your face. Be careful you do not have too much backlight, such as a bright window behind you, making it difficult for your face to be seen.

- **Be Prepared**
  Each week you are expected to prepare for the live session prior to class time; specific details on work to be completed before live session can be found in the course work area for each week. Section Instructors will review this prior to the live session and use it to inform discussion and deepen learning.

- **Be Engaged**
  You are expected to be ready to work during your live session. Live session is not a passive experience—it requires your full presence and commitment to learning. Each week you must be prepared to listen to your classmates, offer feedback and engage in a lively discussion.

Online Etiquette

All students are expected to demonstrate the same professional behavior and mutual respect for teachers and colleagues in the online environment as they would demonstrate face-to-face. The expected standards of behavior for interacting with others online are generally referred to as netiquette. Netiquette is addressed in the Foundations module of the Learning Management System (2SW), and there are a wide variety of resources available on the Internet. Some general guidelines:

- **Respect confidentiality.** To facilitate shared communication in a teaching and learning environment and to respect privacy, refrain from disclosing private information.
- Adhere to standards of behavior. Be polite, sincere, and respectful of others. Avoid gossiping about others online.
- Make yourself look good online. Proof for grammatical and spelling errors. Format e-mails for easy responses. Refrain from including content of e-mail in the subject line. Portray the image of an advanced degree student. Avoid sending flaming messages ("Flaming," means to send an angry, hostile or abusive electronic message).
- Cite properly. Attribute the materials and ideas of others, whether spoken or written.
- Be careful when expressing with emotion. When using bold typeface or capital letters, be mindful of how this may be received.
- Read messages prior to sending (e-mail or chat). Consider their overall reception and impact.
- Help keep “flames” under control. Use appropriate language online. If others “flame,” refrain from making inappropriate comments.
- Show respect for your colleagues and for dialogue among classmates.
- Share expert knowledge. Be willing to share your expertise

Recording of Live Sessions
Simmons and/or Simmons’s technology partner may record and store any session conducted through the Learning Management System (2SW) in accordance with the Terms of Use and Privacy Policy.

Technology Requirements
It is the student’s responsibility to assure proper technology (i.e. computer, webcam, etc.) and reliable access to the internet/technology prior to synchronous sessions, and exams in particular in order to complete course work (i.e. exams, synchronous/asynchronous sessions, assignments, etc.). If a student anticipates a technology issue prior to any of these situations, they should notify both their Section Instructor and Student Support proactively.
THE MASTER OF SOCIAL WORK (MSW)
The Master of Social Work degree prepares graduates for advanced practice in clinical social work. Students can complete the SocialWork@Simmons degree in as few as 16 months or as many as 2.5 years. The MSW degree requires 65 credit hours, consisting of 48 credit hours of classroom courses 17 credit hours of field placement.

Mission Statement
The mission of the MSW program is to prepare masters level professional practitioners with skills for clinical social work practice in a complex, multicultural world using knowledge based on evidence-informed and field-informed practice, in which clinical practice is defined, in part, as a disciplined process for collaboration, in service of social, emotional and behavioral change for individuals, groups, families, organizations and communities. This educational experience, consistent with the history and philosophy of the social work profession, is grounded in a values perspective that emphasizes client strengths, actively opposes all forms of oppression and supports social, economic and environmental justice. The curriculum is designed to help students develop competence, critical thinking and the ability attend to clients’ presenting concerns and build on their strengths, as well as cultural responsiveness and self-awareness.

Goals
Students learn multiple social work roles and skills necessary to be effective within evolving fields of practice. Graduates will be able to work with a variety of populations and social issues, using a broad and flexible array of evidence-informed interventions at an advanced level. They will have the ability to work with individuals, families, groups and communities to facilitate development and change in the service of social, economic and environmental justice. Graduates will be prepared to practice with an appreciation for the dignity and worth of the person and the importance of human relationships; with a sense of integrity and a commitment to supporting human rights and actively opposing structures and practices that oppress and marginalize individuals, groups and communities. The MSW program goals are directly linked to our mission statement.

1. Provide high quality education for generalist practice and a concentration in clinical social work.
2. Create and sustain a learning environment that encourages critical thinking and problem-solving, promotes cultural responsiveness and self-awareness, and values the contributions of all stakeholders to the educational experience.
3. Enact a program culture that creates and sustains a learning environment in which we critically self-reflect on issues of human rights, race, gender identity, sexual orientation, age, disability, ethnicity, class, national origin, immigration status, religion, the intersection among these factors and the roles they play in education and the practice of social work.
4. Infuse all activities of the MSW program including the implicit and explicit curricula, with the values and ethics of the social work profession.
5. Prepare students for competent ethical practice in a complex, multicultural world and a rapidly changing global environment. Promote the development of professional knowledge and skills and accountability through the use of evidence-informed practice and a commitment to lifelong learning.

A DEFINITION OF CLINICAL SOCIAL WORK PRACTICE

A disciplined process for collaboration in service of social, emotional and behavioral change for individuals, groups, families, organizations and communities. Clinical social work draws on knowledge of human development, relational and group process, cultural learning and social policies. It employs evidence-informed methods that facilitate change through dialogue and collective action. It is grounded in a history of commitment to social justice and guided by a professional code of ethics.

The School of Social Work

The Office of the Director of the School of Social Work (SSW) provides leadership for the MSW, BSW and PhD programs. The Director’s Office develops and implements policies and procedures regarding admissions, academic standing and student requests and petitions. The director is responsible for the faculty and budgets. There are also associate directors, a program director and a field director who oversee curriculum development, student services, admissions, field education and special programs.

CORRESPONDENCE FROM SSW

Students must activate and maintain a Simmons University e-mail account. All school-related correspondence will take place only through the Simmons e-mail. Simmons e-mail can be forwarded to a personal e-mail address, but it is the student’s responsibility to make certain that Simmons e-mail is checked at least once per day regularly year-round (including during breaks between terms).

ADVISING

Academic Advising

The Academic Advisor provides guidance in regards to concerns or conflicts that might arise with course progression, plans of study, and leave(s) of absences. In addition, the Academic Advisor might assist with clarification of your learning styles and needs, along with guidance with materials found in any of the student handbooks. The Academic Advisor serves as an advocate during a student’s tenure as a graduate student and helps to connect students with academic and other support.

Field Advising

Each year students in field placements are assigned a Field Liaison who serves as a liaison between the student and the field placement agency. The liaison collaborates with field agency instructors in evaluating student progress and learning and, when necessary, serves as a mediator in problem situations. The liaison also participates in discussions, as needed, about concerns or problems in field placement or academic course work as it pertains to field education.
OPTIONS FOR COMPLETING THE ONLINE MSW DEGREE

The Accelerated Program
Students in the Accelerated SocialWork@Simmons program typically require 16 months (four terms) to complete their degree. Internships are two days (16 hours) per week for the Foundation Year and three days (24 hours) for the Advanced Year. Students take a total of four courses concurrently on the other days.

The Full-Time Program
Students in the Full-Time SocialWork@Simmons program typically require two years (6 terms) to complete their degree. Internships are two days (16 hours) per week for the Foundation Year and three days (24 hours) for the Advanced Year. Students take three to four courses concurrently on the other days.

The Extended Program
The Extended Program (8 terms) offers students the option to expand the full-time program into two-and-a-half years. In the first year, students take two classes a week. In the subsequent years, students take between two and four classes per week for classes and field placements. Most students complete the program in three years. Internships, taken during the second and third years of the program, are two days (16 hours) per week in terms four and five, and three days (24 hours) per week in terms seven and eight.

Working and the SW@S Program
We understand the multitude of reasons that students work while completing the MSW program. However, we do not recommend working full-time when completing the two required field placements.

For some Extended-track students it is possible to continue full-time work during the first year, but students should explore all options available to work less than full-time when completing the field placements and taking concurrent courses. For many students, the amount of time spent attending classes and reading and writing outside of class is significantly higher than was necessary in their undergraduate program. This level of responsibility is substantial. You may need to make accommodations in your non-SSW life during your enrollment in the MSW program in order to maintain good academic standing. Since this may mean a decrease in income, it is recommended that you start early in the program to make plans. Be sure to consult with the Office of Financial Aid about all options available to you.
4-Term (Accelerated) Track
approx. 16 months to completion

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>(14 Weeks)</td>
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<td>(14 Weeks)</td>
<td>(14 Weeks)</td>
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<tr>
<td>401 Social Welfare Policy &amp; Services (3)</td>
<td>409 Dynamics of Racism &amp; Oppression (3)</td>
<td>500 Advocacy &amp; Social Action (3)</td>
<td>509 Evaluation in Social Work Practice (3)</td>
</tr>
<tr>
<td>577 Social Work with Groups (3)</td>
<td>414 Assessment &amp; Diagnosis (3)</td>
<td>Advanced Clinical Course (3)</td>
<td>Advanced Clinical Course (3)</td>
</tr>
<tr>
<td>441 Social Work Research (3)</td>
<td>411 Human Behavior in the Social Environment (3)</td>
<td>Advanced Clinical Course (3)</td>
<td>Advanced Clinical Course (3)</td>
</tr>
<tr>
<td>421A Social Work Practice (3)</td>
<td>421B Social Work Practice (3)</td>
<td>424 Advanced Clinical Practice (3)</td>
<td>425 Capstone Seminar (3)</td>
</tr>
<tr>
<td>446A Field Education I (5)</td>
<td>446B Field Education I (4)</td>
<td>447A Field Education II (4)</td>
<td>4478 Field Education II (4)</td>
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Field Placement

6-Term (Full-Time) Track
approx. 16 months to completion

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 5</th>
<th>Term 6</th>
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<tr>
<td>(14 Weeks)</td>
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<td>(14 Weeks)</td>
<td>(14 Weeks)</td>
<td>(14 Weeks)</td>
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<tr>
<td>401 Social Welfare Policy &amp; Services (3)</td>
<td>411 Human Behavior in the Social Environment (3)</td>
<td>414 Assessment &amp; Diagnosis (3)</td>
<td>441 Social Work Research (3)</td>
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<tr>
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<td>421A Social Work Practice (3)</td>
<td>421B Social Work Practice (3)</td>
<td>500 Advocacy &amp; Social Action (3)</td>
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<td>4478 Field Education II (4)</td>
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<td>577 Social Work with Groups (3)</td>
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<td>Advanced Clinical Course (3)</td>
<td>509 Evaluation in Social Work Practice (3)</td>
<td>Advanced Clinical Course (3)</td>
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<tr>
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<td>446A Field Education I (5)</td>
<td>446B Field Education I (4)</td>
<td>Advanced Clinical Course (3)</td>
<td>509 Evaluation in Social Work Practice (3)</td>
<td>Advanced Clinical Course (3)</td>
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Field Placement

8-Term (Extended) Track
approx. 16 months to completion

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<th>Term 5</th>
<th>Term 6</th>
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<td>409 Dynamics of Racism &amp; Oppression (3)</td>
<td>414 Assessment &amp; Diagnosis (3)</td>
<td>421A Social Work Practice (3)</td>
<td>421B Social Work Practice (3)</td>
<td>500 Advocacy &amp; Social Action (3)</td>
<td>424 Advanced Clinical Practice (3)</td>
<td>425 Capstone Seminar (3)</td>
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<td>441 Social Work Research (3)</td>
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<td>446B Field Education I (4)</td>
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<td>509 Evaluation in Social Work Practice (3)</td>
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Field Placement

* Students who began the program before March 2018 may follow a course sequence different from those listed here.
SocialWork@Simmons
STUDENT COURSE CREDIT CHECKLIST

Name: __________________________
Status: Accelerated ____ Full-time ____ Extended ____ Anticipated Graduation Date: ________________

It is the student’s responsibility to plan schedule according to requirements. Students who have selected to complete a specialization should consult specialization course lists for requirements.

Required Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Term/Yr</th>
<th>Spec/Req</th>
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<tbody>
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<td>Human Behavior in the Social Environment</td>
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<td>3</td>
<td></td>
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<tr>
<td>Social Welfare Policy and Services</td>
<td>401</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Work Practice (First Term) <em>Must be taken concurrently with 446A.</em></td>
<td>421A</td>
<td>3</td>
<td></td>
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<tr>
<td>Social Work Practice (Second Term) <em>Must be taken concurrently with 446B.</em></td>
<td>421B</td>
<td>3</td>
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</tr>
<tr>
<td>Field Education Year I (First Term)</td>
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<tr>
<td>Field Education Year I (Second Term)</td>
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<td>Social Work Research</td>
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<td>3</td>
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<tr>
<td>Dynamics of Racism and Oppression</td>
<td>409</td>
<td>3</td>
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<td>Introduction to Social Work with Groups</td>
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<td>Assessment and Diagnosis</td>
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Advanced Classes

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<tbody>
<tr>
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<td>Field Education Year II (Second Term)</td>
<td>447B</td>
<td>4</td>
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<td>Advanced Clinical Practice <em>Must be taken concurrently with 447A.</em></td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>Capstone Seminar <em>Must be taken concurrently with 447B.</em></td>
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<td>3</td>
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<tr>
<td>Evaluation in Social Work Practice</td>
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<td>Advocacy and Social Action</td>
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Advanced Clinical Courses

<table>
<thead>
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<td>Open Advanced Clinical Course</td>
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</tbody>
</table>

| Total Credits | 65 | |

For students who have completed a specialization:
To graduate with a specialization designation a student must complete all specialization requirements. List the specialization courses you have already completed and the courses you will complete by graduation.

Specialization ________________________________

Advanced Clinical Course title & course number ________ term taken

Advanced Clinical Course title & course number ________ term taken

Advanced Clinical Course title & course number ________ term taken

Advanced Clinical Course title & course number ________ term taken
FIELD EDUCATION
Please see the Field Manual for complete information.

REGISTRATION
Course registration for SocialWork@Simmons students typically will open five weeks prior to the first day of classes for any given term. Students will receive a registration notification e-mail on the Friday prior to registration opening. This e-mail will include the classes that students will be registering for, the term to select and screen shots showing how to register.

All registration is done on AARC, the Simmons University online registration system. Students should consult with their Academic Advisor about course selections and course sequencing, the Simmons Service Desk (617-521-2222) for AARC technical issues, and the Registrar’s Office (617-521-2111 or aarsupport@simmons.edu) regarding AARC registration error codes and registration issues. Other questions should be directed to their Academic Advisor or Student Support representative.

PREREQUISITES
The SSW Curriculum Committee determines the needed prerequisites for the SSW courses. When students register for a course, they must have satisfactorily completed the required courses prior to the start of the next semester. There are no exceptions to this policy.

It is the student’s responsibility to understand the necessary prerequisites prior to registration and be certain they are in the proper courses. If a student is in a course for which they have not met the prerequisites, they may be asked to drop the course or take the course again at a later date.

GRADUATION INFORMATION
The Faculty and the Board of Trustees grants degrees six times per academic year. The dates are the last business days of January, March, July, August and October, and the third Friday in May. The University has one on-campus graduation ceremony, held in May on the third Friday. In addition, online graduation ceremonies (“Virtual Commencements”) are held in September and March; the exact dates and additional information will be sent to eligible graduates.

Diplomas
For all students graduating in August, October, January, March, and July, diplomas will be mailed directly to the address listed in AARC approximately four to six weeks after degree conferral. It is important that the student’s address is correct on AARC.

For students graduating in May, your diploma will be available for pick up at Commencement. For students who do not attend Commencement or claim their diploma, it will be mailed in mid-June to the address listed in AARC. It is important that the student’s address is correct on AARC.
Replacement diplomas can be ordered through the Registrar’s Office. Diplomas will not be ordered for students who do not return completed Petitions to Graduate. Late petitions may delay the availability of your diploma.

TRANSCRIPTS
Transcripts can be ordered through the Registrar’s Office at any time after the conferral of degrees. To order, log onto AARC, click “transcript requests” and follow the directions.

AARC will remain operational for students until approximately two months after graduation and transcripts will be free during this period. If you need to order transcripts after that time, visit the Simmons Registrar’s web page (http://www.simmons.edu/academics/registrar/transcripts-and-diplomas) and follow the directions listed there. There will be a fee depending on your choice of options, such as expedited service.

GRADUATION REQUIREMENTS
Please refer to the chart below.

<table>
<thead>
<tr>
<th>SocialWork@Simmons Courses Required for Graduation</th>
<th>Advanced Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Classes</strong></td>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td>Social Welfare Policy and Services</td>
<td>SWO-401</td>
</tr>
<tr>
<td>Human Behavior and the Social Environment</td>
<td>SWO-411</td>
</tr>
<tr>
<td>Social Work Research</td>
<td>SWO-441</td>
</tr>
<tr>
<td>Social Work Practice (Term 1)</td>
<td>SWO-421A</td>
</tr>
<tr>
<td>Social Work Practice (Term 2)</td>
<td>SWO-421B</td>
</tr>
<tr>
<td>Field Education Year I (Term 1)</td>
<td>SWO-446A</td>
</tr>
<tr>
<td>Field Education Year I (Term 2)</td>
<td>SWO-446B</td>
</tr>
<tr>
<td>Dynamics of Racism and Oppression</td>
<td>SWO-409</td>
</tr>
<tr>
<td>Social Work with Groups</td>
<td>SWO-577</td>
</tr>
<tr>
<td>Assessment and Diagnosis</td>
<td>SWO-414</td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td></td>
<td>SWO-447A</td>
</tr>
<tr>
<td></td>
<td>SWO-447B</td>
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<tr>
<td></td>
<td>SWO-424</td>
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<td>SWO-425</td>
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<td>SWO-509</td>
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<td>SWO-590</td>
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<td></td>
<td>Open Advanced Clinical Course</td>
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<td></td>
<td>Open Advanced Clinical Course</td>
</tr>
</tbody>
</table>

Students are responsible for tracking their own credit requirements. Regular meetings with Academic Advisors and review of AARC transcripts are encouraged to keep track of credits completed and needed.

STUDENTS WITH DISABILITIES
The Simmons University Office of Disability Services provides support services and reasonable accommodations when requested by students who qualify for them. If a student is interested in accessing the services of the Disability Services Office, they should contact the Disability Services office (617-521-2474 or e-mail Timothy Rogers at timothy.rogers@simmons.edu). Students can seek assistance in contacting Disability Services by meeting with their Academic Advisor. Students are encouraged to inquire about these services if they are interested in learning more about accessing services.
SPECIALIZATION INFORMATION AND DESCRIPTIONS

As students move into advanced curriculum, they can choose to develop skills in different ways through the selection of advanced clinical courses. All students choose four advanced clinical courses to deepen their clinical social work knowledge and skill. Course selection is organized by choosing one of five curricular pathways: The Individualized Course of Study or one of the four clinical specialized courses of study. **Students who select a specialized course of study will be required to take courses specific to their specialization.** Specializing may mean that students will have less flexibility in their schedule, as they will need to register for specific classes that are only scheduled on certain days or evenings. Students should take this into consideration as they make their decision. Students who select the Individualized Course of Study can select advanced clinical courses from the full list of available online advanced clinical courses.

Curricular Pathways: Individualized Course of Study and Specialization

Students are encouraged to speak with their academic advisor regarding any questions they have about selecting a Specialized Course of Study (SCS) or choosing the Individualized Course of Study (ICS). To specialize, students will need to complete three advanced clinical courses from the specialization; two must be from the required list, and one from the recommended list. Students will also be required to integrate their specialization into a capstone project, which will be completed during SWO-424B. The fourth advanced clinical course can be of the student’s choosing.

Students must choose one of the following curricular pathways:

- Individualized Course of Study (ICS)
- Child and Family
- Health and Aging
- Mental Health and Substance Abuse
- Trauma and Interpersonal Violence

Frequently Asked Questions

**If I select the Individualized Course of Study (ICS), how do I select advanced clinical courses?**

If students choose the ICS, they will choose advanced clinical courses based on their interests, career goals, and schedules. Students may engage their academic advisor to discuss course selections.

**If I select a Specialized Course of Study (SCS), how do I select advanced clinical courses?**

Each SCS has a list of required courses from which students must choose. As a result, students will be required to take certain courses at designated times on certain days, which may limit flexibility in their schedules.

**Do I need to complete any forms?**

Students who select the ICS are not required to submit any additional paperwork. Students who elect SCS, however, must submit a completed Request for Specialized Course of Study form to their academic advisor by **week 7 (midterm) of their first term in the field.**

**What if I change my mind?**

Students can change their curricular path after declaring by completing the Request to Change Specialized Course of Study form and submitting it to their academic advisor. A student may change to another course of study if they can complete the coursework associated with that specialization, or they
can change to the Individualized Course of Study.

**How does specializing impact my field placement?**
A student’s specialization choice does NOT dictate a specific placement, but the placement team will consider students’ interests when searching for a placement. There are many types of placements that will meet the learning needs for each specialized course of study, and students can engage their field liaison and field instructor to think about how to integrate their specialization at their placement. Students will also have the opportunity to integrate their learning from their field placements with their advanced clinical courses through a capstone project at the end of the program.

**Specialized Course of Study Descriptions**

**Individualized Course of Study (ICS)**
Students who select the ICS will select their advanced clinical courses based on their interests and career goals, and have a wider choice of courses. Students who select this option will develop advanced clinical skills in the areas of practice where they have the most interest, or explore new interests related to practice approaches or fields of practice.

**Child and Family**
Students who specialize in the area of child and family will engage in study that helps them prepare to engage with children, adolescents and family systems coping with addiction, mental illness, attachment-related problems, and trauma. Students who follow this course of study will learn about the impacts of attachment and trauma on development, functioning and interpersonal relationships. Students will study various clinical approaches that are applicable to practice with children, adolescents and families across agency contexts with an array of presenting problems.

**Trauma and Interpersonal Violence**
Social work practitioners who specialize in trauma and interpersonal violence build on their required courses and field placement. Practice settings where social workers provide care to survivors of trauma include, but are not limited to, health and mental health care settings, schools, family agencies, advocacy agencies, residential treatment facilities, and criminal justice settings such as courts, jails or prisons. The advanced curriculum for this specialization includes a focus on evidence-based practice approaches to trauma-informed care such as Cognitive Behavioral Therapy and Child-Adolescent Trauma. Students will also gain an understanding of how traumatic attachments inform interpersonal relationships, self-perception, and emotional regulation throughout one’s lifecycle. Moreover, recommended courses focus on the acquisition of advanced clinical skills in group work or narrative therapy, or co-morbid problems such as addiction or mental illness that are often the result of traumatic stress.

**Mental Health and Substance Abuse**
This SCS prepares students for careers in mental health and/or addictions. This includes work with clients struggling with severe and persistent mental illness; those with addictions and those with co-occurring mental illness and substance use disorders. Through advanced clinical courses, students will develop skills in rapid assessment and more thorough evaluation. They will learn to use several treatment modalities and will become skilled at developing treatment relationships and differentially using
themselves with a wide range of clients over time or in brief encounters. Social workers who specialize in mental health and substance abuse often work in acute care settings such as inpatient units, detoxification settings, and partial or day hospitals, as well as mental health clinics and family agencies. Most social workers treat clients whose lives intersect with mental illness or addiction, or both. Knowledge of a variety of evidence-based approaches for practice, and understanding of assessment, treatment, and application of models of change will help students be more effective when intervening with individuals, families and groups.

Health and Aging
Social work practitioners who specialize in this area may focus on social work practice in health-related settings and settings devoted to providing services to older adults. This will entail understanding interprofessional practice and interventions in larger systems, as well as an understanding of the policy contexts that shape health care delivery and the social work role in interdisciplinary collaboration. Social workers who specialize in health or aging work in a variety of settings including acute care hospitals, medical specialty clinics, community health clinics, schools, skilled nursing facilities, senior centers, hospice, and integrated healthcare settings. Additional coursework such as advanced group work or cognitive behavioral therapy will enable students to learn specific practice approaches that are commonly used in the aforementioned settings to help clients increase coping skills and reduce the stigma that attends chronic illness or being elderly.