



**NYU**

SILVER SCHOOL  
OF SOCIAL WORK

# MSW PROGRAM FACULTY MANUAL 2017-2018



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## Welcome to the Silver School of Social Work

As a faculty member at the Silver School of Social Work, you are instrumental in each student's academic and professional development. You will work collaboratively with other faculty and administrators to help students navigate academic and professional social work systems, and to ensure that students are meeting the school's expectations and requirements in their transition through graduate study to a professional social work career. Faculty assist and mentor students throughout their education by providing a supportive, enriching, and challenging academic environment. Therefore, clarity regarding academic expectations and educational policies is essential for students to progress toward successful completion of the MSW program. This manual should be used as a reference to help you in your teaching role.

Sincerely,

A handwritten signature in cursive script that reads "James I. Martin". The signature is written in a dark ink and is positioned above the printed name and title.

James I. Martin, PhD  
Associate Dean for Academic Affairs and Director, MSW Program

## **About the Silver School of Social Work**

The mission of the Silver School of Social Work at New York University is to educate professionals in a global perspective for social work practice with individuals, families, groups, and communities and to provide leadership in the development of knowledge relevant to social work practice in a complex urban environment.

The School seeks to fulfill its mission by building and transmitting knowledge that will help to alleviate human suffering, enhance the vitality and caring capacity of communities, and promote the ideals of a humane and just world.

The School is committed to the core social work values of: belief in the dignity and worth of all individuals; the centrality and power of caring human relationships; a commitment to social and economic justice that includes freedom from all forms of oppression and access to social goods; and a dedication to practicing with integrity and the highest level of competence. The School offers programs at the undergraduate, master's, and doctorate level.

The **Bachelor of Science in Social Work (BS)** provides students with the knowledge, skills, and ethical standards necessary for beginning social work practice. The BS program is grounded in the liberal arts and emphasizes human rights, social justice and advocacy, which establishes the foundation graduates need to effectively address the social problems of today's world.

The **Master in Social Work (MSW)** educates professionals for the pursuit of social justice with an emphasis on direct social work practice that aims to improve biopsychosocial functioning through helping relationships. Dedicated to excellence in integrating teaching and learning in both classroom and community contexts, the MSW Program prepares its graduates to apply critical thinking, research-based knowledge and practice wisdom to restore, maintain, and enhance the functioning and well-being of individuals, families and communities, and promote effective and equitable social policies and social services.

The **Doctor of Philosophy in Clinical Social Work (PhD)** prepares its graduates to be the intellectual leaders of the social work profession. Students in the PhD program learn to engage in practice-based research and the development of theories relevant to practice, to disseminate new knowledge through professional writing and speaking, and to educate future generations of social workers.

The **Doctor of Social Welfare Program in Clinical Social Work (DSW)** trains advanced clinical social work practitioner-scholars to assume leadership positions in clinical social work education and agency-based behavioral health practice settings. Through the promotion of practice-relevant scholarship, the program prepares graduates to develop new clinical social work knowledge and skills to advance social work practice and education benefiting client populations-at-risk.

The School is committed to the education of its students in collaboration with community partners and the advancement of the social work profession through the scholarly contributions of its faculty.

## **Campus Information**

The NYU Silver School of Social Work has four sites. The main campus is located in Manhattan, at Washington Square. The other three sites are in Sparkill, NY at St. Thomas Aquinas College; in Bronxville, NY at Sarah Lawrence College; and at NYU Shanghai in China. Students can complete all requirements for the MSW degree at all sites other than Shanghai.

The Washington Square campus is comprised of 1, 2, and 3 Washington Square North. While the 1830s townhouses – part of the famous “Row” described in several Henry James novels – have been modernized and the interiors combined, many attractive architectural details have been preserved. Of particular historical note is the Hopper Studio on the fourth floor, in which can be seen Edward Hopper’s easel and other artifacts, as well as photos of the famous artist.

## Pathways to the MSW Degree

### *Two-Year Program*

The traditional path to the MSW degree, this is the option that attracts the greatest number of students. The period of study is four semesters: fall-spring-fall-spring, including 1,200 hours of Field. Study during the summer is not required. Students spend two semesters in each of two different agencies, which are selected from among the more than 500 social service agencies throughout the metropolitan area that are affiliated with the School.

<b>Fall (Year 1)</b>	<b>Credits</b>
Social Work Practice I	4
Social Welfare Programs and Policies I	3
Human Behavior in the Social Environment I	3
Diversity, Racism, Oppression, and Privilege	3
Field Instruction I	4
	<b>Total: 17</b>
<b>Spring (Year 1)</b>	
Social Work Practice II	3
Human Behavior in the Social Environment II	3
Social Work Research I	3
Practice with Groups	3
Field Instruction II	4
	<b>Total: 16</b>

<b>Fall (Year 2)</b>	<b>Credits</b>
Human Behavior in the Social Environment III	3
Social Work Practice III	3
Elective	3
Social Work Research II	3
Field Instruction III	4
	<b>Total: 16</b>
<b>Spring (Year 2)</b>	
Social Work Practice IV	3
Advanced Social Policy	3
Elective	3
Elective	3
Field Instruction IV	4
	<b>Total: 16</b>

*16 Month Accelerated Program*

An accelerated route to the MSW degree, the 16 Month option is identical to the Two Year pathway in the sequence of courses. Students begin study in the spring semester and complete the program in four consecutive semesters, including an intensive summer term. The period of study is spring-summer-fall-spring, with two 600-hour Field placements.

<b>Spring (Year 1)</b>	<b>Credits</b>	<b>Fall (Year 2)</b>	<b>Credits</b>
Social Work Practice I	4	Human Behavior in the Social Environment III	3
Social Welfare Programs and Policies I	3	Social Work Practice III	3
Human Behavior in the Social Environment I	3	Social Work Research II	3
Diversity, Racism, Oppression, and Privilege	3	Elective	3
Field Instruction I	4	Field Instruction III	4
	<b>Total: 17</b>		<b>Total: 16</b>
<b>Summer (Year 1)</b>		<b>Spring (Year 2)</b>	
Social Work Practice II	3	Social Work Practice IV	3
Human Behavior in the Social Environment II	3	Advanced Social Policy	3
Social Work Research I	3	Elective	3
Practice with Groups	3	Elective	3
Field Instruction II	4	Field Instruction IV	4
	<b>Total: 16</b>		<b>Total: 16</b>



*Advanced Standing (ASOS) Program*

This accelerated route to the MSW degree is available to graduates within the past 5 years of a CSWE accredited undergraduate social work program. Study is nearly identical to the specialized practice level (2<sup>nd</sup> year) of the Two Year pathway. The period of study is two semesters: fall-spring, including 600 hours of Field learning at one Field placement.

<b>Fall</b>	<b>Credits</b>
Human Behavior in the Social Environment III	3
Social Work Practice III	3
Social Work Research II	3
Practice with Groups	3
Field Instruction III	4
	<b>Total: 16</b>

<b>Spring</b>	<b>Credits</b>
Social Work Practice IV	3
Advanced Social Policy	3
Elective	3
Elective	3
Field Instruction IV	4
	<b>Total: 16</b>

*Extended One-Year Residency (OYR) Program*

For employed social workers, this option combines 37 credits of part-time study (fewer than 10 credits per semester) with two semesters of full-time study (minimum of 10 credits per semester), including one Field placement of 900 hours. A work-study plan is available to students employed in agencies that provide an appropriate educational experience as determined by the Field learning and Community Partnerships Office. The period of study ranges from 3 to 4 years.

<b>Fall (Year 1)</b>	<b>Credits</b>	<b>Fall (Year 3)</b>	
Social Welfare Programs and Policies I	3	Field Instruction OYR-A	6
Human Behavior in the Social Environment I	3	Human Behavior in the Social Environment III	3
<b>Spring (Year 1)</b>		Social Work Practice III	3
Human Behavior in the Social Environment II	3	<b>Spring (Year 3)</b>	
Social Work Research I	3	Field Instruction OYR-B	7
<b>Summer (Year 1)</b>		Social Work Practice IV	3
Diversity, Racism, Oppression, and Privilege	3	Advanced Social Policy	3
Elective	3	Elective	3
	<b>Total: 18</b>		<b>Total: 28</b>
<b>Fall (Year 2)</b>			
Social Work Practice I	4		
Practice with Groups	3		
<b>Spring (Year 2)</b>			
Social Work Practice II	3		
Elective	3		
<b>Summer (Year 2)</b>			
Social Work Research II	3		
Elective	3		

	<b>Total: 19</b>		
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### *Extended MSW Program*

This flexible option enables students to complete an individualized study plan arranged with their academic advisor. Two semesters of full-time study (minimum of 10 credits per semester), is required. The period of study ranges from 3 to 4 years, with two 600-hour Field placements. Most students in this program take advantage of the option for study during the summer term.

<b>Fall (Year 1)</b>	<b>Credits</b>	<b>Fall (Year 3)</b>	<b>Credits</b>
Social Welfare Programs and Policies I	3	Human Behavior in the Social Environment III	3
Human Behavior in the Social Environment I	3	Social Work Practice III	3
<b>Spring (Year 1)</b>		Elective**	3
Human Behavior in the Social Environment II	3	Field Instruction III	4
Social Work Research I	3	<b>Spring (Year 3)</b>	
<b>Summer (Year 1)</b>		Social Work Practice IV	3
Diversity, Racism, Oppression, and Privilege	3	Advanced Social Policy	3
Elective	3	Elective**	3
	<b>Total: 18</b>	Field Instruction IV	4
<b>Fall (Year 2)</b>			<b>Total: 26</b>
Social Work Practice I	4		
Field Instruction I	4		
<b>Spring (Year 2)</b>		**One of these electives may be postponed to a final (post-commencement) summer.	
Social Work Practice II	3		
Field Instruction II	4		
<b>Summer (Year 2)</b>			
Social Work Research II	3		
Practice with Groups	3		
	<b>Total: 21</b>		

### 32 Month Program

Designed for those who work full time, this option allows students to earn an MSW degree over a 32-month period through evening, weekend, and summer study. This pathway is open only to new first-year MSW students. Students in each entering cohort take their first year of courses together. They also participate in a Practice Lab during the first 2 semesters that prepares them for the Field placement, which begins in the third semester. Field placements will be arranged primarily during evenings, weekends, and summers. The period of study for this option is 8 semesters including summer, with 1,100 hours of Field learning.

<b>Generalist Practice (Semesters 1 – 5)</b>			
<b>Fall (SEM 1)</b>	<b>Credits</b>		<b>Spring (SEM 5)</b>
Social Welfare Programs and Policies I	3		Human Behavior in the Social Environment III
Human Behavior in the Social Environment I	3		Elective
Social Work Practice Lab	1		Field Instruction 32 Month III
	<b>Total: 7</b>		<b>Total: 9</b>
<b>Spring (SEM 2)</b>			<b>Specialized Practice (Semesters 6 – 8)</b>
Human Behavior in the Social Environment II	3		<b>Summer (SEM 6)</b>
Diversity, Racism, Oppression, and Privilege	3		Social Work Practice III
Social Work Practice Lab II	2		Elective
	<b>Total: 8</b>		Field Instruction 32 Month IV
<b>Summer (SEM 3)</b>			<b>Total: 6</b>
Social Work Research I	3		<b>Fall (SEM 7)</b>
Social Work Practice I	4		Elective
Field Instruction 32 Month I	3		Social Work Research II
	<b>Total:</b>		Field Instruction 32 Month V
<b>Fall (SEM 4)</b>			<b>Total: 9</b>
Practice with Groups	3		<b>Spring (SEM 8)</b>
Social Work Practice II	3		Advanced Social Policv
Field Instruction 32 Month II	2		Social Work Practice IV
	<b>Total: 8</b>		Field Instruction 32 Month VI
			2

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	<b>Total: 8</b>
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*MSW Program in Shanghai and New York*

This study away option is a variation on the Two Year pathway, in which students attend the two semesters in China, at NYU Shanghai, and the final two semesters at Washington Square. Extended immersion in Shanghai and New York allows students to critically reflect on cultural, social, and economic similarities and differences between these two environments, and it enhances their learning about and capacity for culturally appropriate practice. All courses are taught in English. The first 600-hour Field placement is in either Mandarin or English, depending on the student's language capability, at social service agencies and hospitals in Shanghai. The second 600-hour Field placement is in the greater New York metropolitan area, where a wide variety of agency settings are available. English fluency is required for the second Field placement.

First Year in Shanghai	
Fall (SEM 1)	Credits
Social Work Practice I	4
Social Welfare Programs and Policies I	3
Human Behavior in the Social Environment I	3
Writing Seminar (for non-native English speakers) <sup>a</sup>	3
Conversational Chinese (for non-native Mandarin speakers) <sup>b</sup>	2
Field Instruction I	4
	<b>Total: 17<sup>a</sup></b>
Spring (SEM 2)	
Social Work Practice II	3
Human Behavior in the Social Environment II	3
Practice with Groups	3
Social Work Research I	3
Field Instruction II	4
	<b>Total: 16</b>

Second Year in New York	
Fall (SEM 3)	Credits
Social Work Practice III	3
Human Behavior in the Social Environment III	3
Diversity, Racism, Oppression, and Privilege	3
Social Work Research II	3
Field Instruction III	4
Elective <sup>b</sup>	1
	<b>Total: 16<sup>a</sup></b>
Spring (SEM 4)	
Social Work Practice IV	3
Advanced Social Policy	3
Electives	3
Electives	3
Field Instruction IV	4
	<b>Total: 65</b>

**Note: The total credits for required courses is 56 with another 9 credits toward electives.**

Writing Seminar is an elective that is recommended for non-native English speakers. Conversational Chinese is an elective that is recommended for non-native Mandarin speakers. The number of other elective credits available depends on which of the above electives students have taken. Students who take Conversational Chinese have an additional 1-credit elective. Even though it is listed here in the third semester, it can be taken at any point during the New York portion of the program: first year January term or spring break, summer semester between the first and second year, or during the second year.

### *Non-Matriculated Program*

This is an exploratory option for people who have not been admitted to the MSW degree program. A maximum of 12 credits (or 4 courses) may be taken without making a commitment to a degree program. No more than 2 courses may be taken per semester. Students later admitted to the MSW program may receive credit for these courses if they earn a grade of B or higher. Non-Matriculated students can take the following courses:

- Social Welfare Programs and Policies I
- Diversity Racism Oppression and Privilege
- Human Behavior in the Social Environment I
- Human Behavior in the Social Environment II

\*At sites other than Washington Square, students can also take SW Research I as a non-matriculated student.

### **Dual Degree Programs**

#### *MSW/MA in Child Development*

The School has joined with Sarah Lawrence College to offer a dual degree in Social Work and Child Development. Students in this program can pursue study leading to an MSW degree and a master's degree in Child Development. Admission to both programs is required. By taking courses that are acceptable for transfer credit in each of the schools involved, and through careful course planning, the dual degree student can complete both degrees full-time in three years. The program can also be completed on a part-time basis.

All classes in Child Development are held at Sarah Lawrence College in Bronxville, New York. Students must begin this program at Sarah Lawrence College, completing one year of course work in developmental theory and an observational fieldwork placement. Social work classes begin after the completion of this first year and can be taken at any campus.

#### *MSW/JD Law*

The School and the NYU School of Law offer a program in which students may simultaneously pursue study leading to an MSW degree and a Juris Doctor (JD) degree. By taking courses that are acceptable for transfer credit in both of the schools involved and through careful course planning, the dual degree student can complete both degrees within a four-year period.

Admission to both programs is required, and neither degree will be conferred until the requirements for both degrees are fulfilled.

#### *MSW/Executive MPA*

The School and the NYU Robert F. Wagner Graduate School of Public Service offer a program in which a student may simultaneously pursue study leading to an MSW degree and an Executive Master of Public Administration (MPA) degree. By taking courses that are acceptable for transfer credit in both of the schools and through careful course planning, the dual degree student can complete both degrees in two years, including two summers.

Students have flexibility to take courses in either the Public and Nonprofit Management and Policy or Health Policy and Management programs at Wagner. Neither degree will be conferred until the



requirements for both degrees are fulfilled.

### *MSW/Global MPH*

This interdisciplinary, three-year program with the NYU College of Global Public Health is for students who seek to combine social work and public health with a global focus. At completion of the program, students will have earned an MSW degree and a Master of Public Health (MPH) degree. Courses are taught by faculty from relevant programs across five schools at NYU, including the Silver School of Social Work; Robert F. Wagner Graduate School of Public Service; School of Medicine; College of Dentistry, and Steinhardt School of Culture, Education and Human Development.

Students in the MSW/MPH dual degree program enroll as full-time students taking courses within each program concurrently. Neither degree will be conferred until the requirements for both degrees are fulfilled.

### *MSW/MA in Health Advocacy (currently on hiatus)*

The School has joined with Sarah Lawrence College to offer a dual degree in Social Work and Health Advocacy. Students in this program can pursue study leading to an MSW and an MA in Health Advocacy.

Students must begin this program at Sarah Lawrence College with one year of course work in health advocacy. Social work classes begin after this first year; a final year includes courses in both fields. Admission to both programs is required. All classes in health advocacy are held at Sarah Lawrence College in Bronxville, New York. MSW classes can be taken at the Washington Square, Rockland, or Westchester campuses.

## **Conceptualization of the MSW Curriculum**

The MSW curriculum consists of a generalist practice level and a specialized practice level. Both levels are organized according to five curriculum areas: Social Work Practice, Human Behavior in the Social Environment, Social Welfare Programs and Policies, Social Work Research, and Field Instruction. In addition, each curriculum area addresses social work values and ethics, diversity, social and economic justice, and populations at risk. Students must complete the generalist practice content of the MSW Program, including Field, before continuing on to the specialized practice content.

### **Generalist Practice**

The generalist practice curriculum emphasizes the importance of working across a range of systems that includes individuals, couples, families, groups, agencies, and communities. There is particular emphasis on knowledge of and identification with the social work profession, social work values and ethics, self-awareness, and building a foundation for the development of culturally competent practice with diverse and at-risk populations. At this level the curriculum maintains a focus on the interaction between systems (person-in-environment perspective) and emphasizes a strengths perspective as well as specific theories such as systems theory and empowerment theory. Students learn about and are expected to demonstrate the ability to carry out a range of social work roles, including but not limited to, case manager, advocate, mediator, and counselor.

As part of the generalist practice curriculum students undertake an integrated set of final assignments which focuses on demonstrating competencies in engagement, assessment, and practice with individuals, families, and communities, including a policy/service organization assessment and improvement project. These assignments are designed to facilitate the integration of a generalist social work perspective with an improvement project conducted at the Field placement site.

The generalist practice curriculum consists of the following courses:

- Social Work Practice/Field Instruction I
- Social Work Practice /Field Instruction II
- Human Behavior in the Social Environment I
- Human Behavior in the Social Environment II
- Diversity, Racism, Oppression and Privilege
- Social Welfare Programs and Policies I
- Social Work Research I
- Practice with Groups

### **Specialized Practice**

The specialized practice curriculum is designed to deepen knowledge and skills and add breadth, depth, and specificity to content learned at the generalist practice level. Students are expected to deepen and extend their assessment, intervention, and evaluation skills with diverse and at-risk populations, demonstrating a critical understanding of the major theories that inform practice with individuals, families, and larger systems. Students are also expected to demonstrate understanding of the biopsychosocial and cultural factors underlying the concepts of mental health and illness. The links between practice and research and practice and policy are integrated throughout the curriculum, as is the attention to social and economic justice and the importance of practicing competently with diverse and at-risk populations.

Socialization to the profession also continues at the specialized practice level. Students are expected to consolidate their identification as a professional social worker, recognize and manage personal values in a way that allows professional values to guide practice, implement strategies for applying ethical principles to decision-making processes in practice, practice self-awareness and respect for its importance to the therapeutic process, and demonstrate reflection, independence, and accountability for professional behavior, practice, and lifelong learning.

The specialized practice curriculum consists of the following courses:

- Social Work Practice III
- Social Work Practice IV
- Field Instruction III
- Field Instruction IV
- Human Behavior in the Social Environment III
- Advanced Social Policy

- Social Work Research II
- Electives (3)

Note that Field Instruction must be taken concurrently with the associated Practice course (e.g., Field III and Practice III).

### Curriculum Area Chairs and Teaching Support

The Curriculum Area Chairs are responsible for course development and review, recommending for hire new adjunct faculty, and supporting new faculty in their respective area. They also work together to ensure integration of content across curriculum areas. For course content-specific questions or concerns, feel free to contact your curriculum area chair.

Curriculum Area	Name of Chair/Coordinator	Office	Contact
Field Learning	Dr. Peggy Morton	109	(212) 998-5916 peggy.morton@nyu.edu
Human Behavior in the Social Environment	Dr. Diane Grodney	410	(212) 998-5918 diane.grodney@nyu.edu
Social Work Practice	Dr. Diane Mirabito	210	(212) 992-9732 diane.mirabito@nyu.edu
Social Work Research	Dr. Ellen Tuchman	402	(212) 998-5915 ellen.tuchman@nyu.edu
Social Welfare Programs & Policies	Dr. Robert Hawkins	304	(212) 998-5939 robert.hawkins@nyu.edu

Many new faculty members may have concerns and anxieties about their knowledge of the course subject matter and feel less than confident about their teaching skills. As well, they might never have designed an exam or assigned grades. We strongly recommend frequent consultation with your curriculum area chair throughout the semester. In addition, the NYU Center for Teaching Excellence <http://www.nyu.edu/cte> has many practical suggestions. New adjunct faculty should attend the Adjunct Teaching Seminar offered once a month throughout the semester. For more information about the Adjunct Teaching Seminar contact the MSW Program Office at 212-998-5925.

## **Academic Procedures**

### **Communication with Students**

At the beginning of each semester please be explicit about how students should communicate with you (e.g., phone, email, discussion board) for various purposes. Please respond to students in a timely manner (at least within one business day of receipt of voice mail or email) throughout the semester, as well as for one month after the end of the semester for grading issues. You are also expected to inform students at the beginning of each semester about expectations for handing work in on time; the School's procedures for requesting extensions for late papers; and the consequences for not following the proper procedures according to the School's grading system.

### **Student Attendance**

Students are required to attend all classes and to notify the instructor if they will be absent. It is the student's responsibility to make up for missed material. To make up for missed classes, students may be required to do additional work at the discretion of the instructor.

## **Classroom Performance**

When academic and/or performance problems arise in the classroom, the instructor should notify the Curriculum Area Chair to discuss the student's performance and possible resolutions. These situations may include:

- Excessive absences
- Inconsistent performance or classroom behavior
- Chronically late or missed assignments

Students who have concerns related to course content or instruction should speak directly with their instructor as a first step. If this proves to be insufficient they should be encouraged to contact the Chair of the Curriculum Area.

### **Course Evaluations**

The NYU Silver School of Social Work uses an online survey for students to evaluate each course, course instructor, field advisor, field instructor, and field placement. Students complete the survey anonymously by near the end of the semester; all data are confidential. You will have the opportunity to review your evaluations, including students' comments. Evaluation results are also available to the MSW Program Director, Curriculum Area Chairs, and students.

In addition to the evaluation at the end of the semester, the instructor and field advisor may choose to conduct a mid-semester evaluation. If you choose to do so, we suggest allotting at least 10 minutes at the end of a class for completion. Mid-semester evaluations are for individual faculty use only. Discuss the feedback with the students the following week, and include in your discussion any changes that may need to be made. If you have questions about the course evaluation process or the evaluation itself, contact the Curriculum Area Chair or the MSW Program Director.

## **Assignments**

It is important to inform students at the beginning of each semester about expectations for handing work in on time; the School's procedures for requesting extensions for late papers; and the consequences for not following the proper procedures according to the School's grading system.

Courses should have at least 2 required assignments. It is important to inform students at the beginning of the semester about the basis for grading in your course. In your discussion with students regarding assignments, it is important to clearly convey your expectations and the need for careful attention to general presentation (grammar, spelling, and requirements for citing sources). If you are concerned about a student's writing abilities, feel free to refer the student to the Writing Center (which is free of charge), and let the student's academic advisor know about your recommendation.

Please note that students may need several weeks to complete midterm and final assignments, especially since they typically have assignments from multiple courses due around the same times. Assignments should be given as early as possible. Student who need an extension must discuss it with the instructor, who must fill out an Incomplete Grade Request Form (see Appendix). Final assignments can be returned to students in a self-addressed stamped envelope, which students should provide when submitting their assignment.

## **Grading**

Faculty have a responsibility to provide feedback to students on their performance at appropriate intervals throughout the course, and to respond promptly to questions and concerns about grading. Students have the right to consult with a faculty member about how the grade for a particular assignment or the final grade was determined. Final course grades can include a combination of paper grades, attendance, and participation. You should let your students know your expectations about this at the beginning of the semester. The ultimate responsibility for grades belongs solely to you, but feel free to consult with the relevant Curriculum Area Chair regarding grading issues.

The attached guidelines, adopted by the faculty, are the culmination of a lengthy process aimed at objectifying the basis for grading. The guidelines do not mandate a rigid formula for grading students, but they offer guidance for determining grades. Individual faculty members have discretion within the scheme of attributes to weigh factors differentially as they see fit. However, instructors should make a clear contract with their class about the following components:

- Clarity in the way that attributes included in the guidelines will be weighted.
- Clarity in the basis for demonstrating performance (in other words, what evidence will be utilized) in regard to attributes.
- Clarity on the process that will be used by the instructor for offering feedback on performance.

In grading students' papers it is helpful to students if you write comments that reflect areas of both strength and weakness. In addition, at the end of the paper you should make a final statement summarizing your analysis of their work. Comments should convey how you arrived at the grade.

Students sometimes request an opportunity to re-write mid-term papers. You are under no obligation to grant this request. It should be done only if you feel that the benefit of doing so outweighs the drawbacks. Students should not routinely be permitted to re-write final papers. This decision is up to each instructor. Some students may want to meet with you to go over their paper in more detail or because they are upset about their grade. Please make every effort to meet with the student.

***Note that letter grades range from A to C and F. We do not use A+, C+, C- or D grades.*** Here are guidelines for the determination of letter grades:

A

- Excellence in integrating conceptual learning with practice situations.
- Consistently superior performance in dealing with conceptual material.
- Excellence in written expression and scholarship.
- Evidence of self-direction in learning with substantial reading activity in depth and breadth.
- Resourceful, intelligent participation in class discussion. Might include leadership in class projects.

A-

- Attributes would be similar to the above, but to a lesser degree.
- There might be somewhat more unevenness than in the “A” performance.

B+

- Performance on attributes would be somewhat above “B” level, but less than “A-” level.
- One might find more unevenness and more gaps than in an “A-” student in an otherwise good level of functioning.

B

- Expectations for graduate level work acceptable in terms of self-direction, reading activity dealing with conceptual material, integration of conceptual-practice dimensions of learning, class participation, oral and written expression.
- Stress would be on acceptable performance.

B-

- Barely acceptable performance in attributes described in “A” and “B” categories.
- Some area might be below expectation.
- The work has been done but there are a number of gaps and some superficiality in grasp of material.

C

- There is minimal grasp of concepts and minimal integration of conceptual and practice learning.
- Student might repeat some content areas on mechanical, rote basis but the student's understanding is unclear or questionable.

- The grade is "passing" but the student is considered marginal in important areas of learning.
- The gaps in learning are more extensive than in the case of a "B-" grade.
- The grade of "C" should serve to alert the student that his/her work is borderline and should improve.

#### F

- Work is unsatisfactory in most of the attributes considered and does not warrant receiving credit for the course.
- A student receiving an "F" grossly misunderstands course content and/or is deficient in its mastery.
- Failure to submit assignments or other required materials is clearly unacceptable.

Non-matriculating students who receive an "F" grade are not eligible for future registration.

#### I (Incomplete)

- Grade given for incomplete course work due by a date the student and instructor agree upon (see Policy on Late Assignments and Incomplete Grades below).

#### N (No Grade)

- No grade or credit given because the student never attended the course.

#### NR (No Record)

- Grades not entered by the course instructor within 60 days from the grade due deadline will lapse to NR. NR grades can be later changed by class instructors using the standard grade change process. Courses with NR grades do not count toward earned credit and do not factor into the GPA, but do count as credits attempted and do impact academic progress evaluations used for financial aid eligibility. Students may not graduate with NR grades on their record without a formal documented exception approved by the Academic Dean.

#### *Postscript Note*

Other factors that might be utilized in distinguishing between a higher and lower grade would include:

- Student's progress during the semester in his/her own professional development reflected in course performance
- Extent of absences and/or lateness; excessive unacceptable absences and/or lateness would be taken into consideration.

The guidelines presented do not represent a perfect continuum in scaling attributes. Nor are the categories mutually exclusive. Yet they provide a point of departure for guiding School grading which may prove more reliable than otherwise.

#### **Withdrawals and Refunds for Three or Four-Credit Courses**

Students can withdraw from any course, with full refund, during the Add/Drop period at the

beginning of each semester. Following this period, students can withdraw until the 9th week of classes during the Fall and Spring semesters but will be held responsible for related tuition and fees according to the Bursar's Refund Schedule. For the Summer semester, the 9th week equivalent is used. After this deadline students must receive a grade for the course, which could be F or another letter grade, including N if they fail to attend any part of the course.

Students who are considering withdrawal from a course after the Add/Drop deadline should discuss this decision with the course instructor. The next step is to contact the academic advisor to facilitate the withdrawal process. Students who withdraw from a course cannot audit the same course at a later time; if it is a required course it must be taken at another time at the student's own expense.

### **Withdrawals and Refunds for One-Credit Electives**

Students who wish to withdraw from a one-credit elective can do so, with full refund, until 9:00 am on the day following the first class session. Students who withdraw by the deadline will receive a W on their transcript to indicate withdrawal. After this deadline students must receive a grade for the course, which can be P or F, or N if they fail to attend any part of the course. Following the deadline no refunds will be allowed.

### **Policy on Late Assignments and Incomplete Grades**

#### *Late Assignments*

Students are expected to complete all course assignments on time. Instructors of each course may inform students of specific guidelines regarding the consequences of handing in assignments late.

#### *Incomplete Grades*

Students who are unable to complete all of the assignments for a course by the time the course ends can request an I (incomplete) grade from the instructor by submitting an Incomplete Grade Form (see Appendix J), which is available on the Silver School's website:

<http://socialwork.nyu.edu/content/dam/sssw/students/pdf/registrationincompleteform.pdf>

Note that instructors are not obligated to grant a request for an I grade. If the instructor does agree to it, students must prepare three copies of the form:

1. one copy for their own records;
2. one copy to give to their instructor; and
3. one copy for their academic advisor (MSW Program Office for Washington Square, Campus Coordinator for other campuses).

If the instructor grants the request, the student will receive a grade of "I." If the student does not submit a request for an I grade or if the instructor denies the request, the student will receive a grade of "F."

It is the obligation of the student who has received an I grade to complete all late assignments by the deadline that is agreed upon with the instructor. The recommended time for completion is no more than 6 weeks from the original due date of the assignment.



Once the assignments have been completed and graded, the instructor will issue a change of grade for the course. The recommended time for instructors to submit grade changes is within 4 weeks of receipt of the late assignment. Grades will convert to F in cases when students fail to submit the assignment by the agreed-upon deadline.

Students with any outstanding I grades (not resolved by the end of the next semester) will be blocked from registering for the following semester. Student with an academic block are responsible for contacting the Associate Director of the MSW Program. At that point, the student's educational plan will be assessed and registration approval for the next term may be granted on a case-by-case basis.

### **Procedure for Appealing a Grade**

Student who wish to appeal a grade must first contact their instructor. If no agreement is reached with the instructor, students may then contact the Chair of the curriculum area for consultation. The Chair may consult with the instructor concerning the grade. The final decision on the grade appeal will be made by the instructor.

## **Administrative Procedures**

### **Building Operations at Washington Square**

- The building is open and staffed by a receptionist or an NYU Protection Services guard from 8:00 a.m. until 10:00 p.m., Monday through Friday.
- The Student Lounge, located on the garden level, is open from 8:00 a.m. until 10:00 p.m., Monday through Friday. The Lounge entrance to the building is locked. Use the main entrance on University Place.
- The School is wheelchair accessible via an alternate ramp entrance on University Place and an elevator. Since the elevator is quite small, those who can should try to use the stairs next to it so that the elevator is available for those who really need it.
- No smoking is allowed in the building, and University policy prohibits the consumption of food and beverages in classrooms.
- All persons may be required to show an ID card to gain access to campus facilities, including the School building.
- It is imperative that all faculty and students exit the building promptly by the nearest marked exit should the fire alarm sound unless otherwise instructed by School personnel, even if they think it is a fire drill.

### **Office Space and Computer Accessibility**

At the Washington Square campus, adjunct faculty or faculty advisors do not usually have an assigned office or telephone number. At the beginning of the semester you should give students the phone numbers or email address where they can reach you. The space outside the Hopper Studio on the 4th floor of 1 Washington Square North is a space open for adjuncts to hold brief meetings with students or to prepare for class.

### **Onboarding**

To review our onboarding process please click on the following link – [New Adjunct Faculty Checklist for Onboarding](#).

### **Administrative Services Policies**

An employment letter will be emailed to initiate adjunct and faculty advisor appointments to the Silver School of Social Work. All adjuncts must follow the steps listed below:

- To be established on the University's payroll, you must meet with Administrative Services as soon as possible to complete the W-4 form and I-9 form (Employment Verification), as required by the Immigration Reform and Control Act of 1986.
- You must complete the Emergency Notification Sheet.
- Obtain your ID card from the NYU ID center (see instructions below). Note that your University Identification (UID) number and Net ID will be on back of the ID card.
- Once you have obtained your ID card, you must email your UID number and net ID to Administrative Services, who in turn will email the web site necessary to activate your Net ID.
- Appointment letters will be sent from Administrative Services with appointment information before each semester.
- Pay check issues must be channeled to Administrative Services through the Faculty Services supervisor.

### **Adjunct Faculty Reappointment Requests**

In adherence to the ACT-UAW collective bargaining agreement, adjunct instructors and faculty advisors wishing to be reappointed during an academic year must advise us in writing. Notifications must be received by December 15, 2017 in order to be considered for reappointment in the 2018-2019 academic year and must be submitted in the format outlined in the bargaining agreement. Reappointment requests for academic courses should be directed to Dr. James Martin ([james.martin@nyu.edu](mailto:james.martin@nyu.edu)), Associate Dean for Academic Affairs & Director, MSW Program. Faculty Field Advisors should direct their requests to Dr. Peggy Morton ([peggy.morton@nyu.edu](mailto:peggy.morton@nyu.edu)), Assistant Dean for Field Learning and Community Partnerships.

### **Adjunct Confirmation Letters**

Once adjuncts and faculty advisors confirm their availability to teach, they will receive a confirmation letter from Faculty Services and Field Learning, respectively, which includes course information (i.e., course title and course number, or number of groups of students they will advise). Note that the course confirmation letter does not automatically guarantee that you will teach the course(s) assigned. Teaching assignments are based on full-time faculty scheduling, registration figures, room availabilities, curriculum needs, and course offerings.

### **Obtaining an NYU ID Card**

Once on-boarded, please visit the NYU Card Center located at 7 Washington Place, on the corner of

Mercer Street, to obtain your ID card. You will need a valid form of identification (e.g., State Driver's License, State Photo ID, or Passport) to have your picture taken for the ID card. This must be done by the beginning of the semester. Replacements for lost or stolen cards require an ID authorization form completed by the School that confirms your current status as faculty. On the back of your I.D. card is your library code. As faculty you can borrow material from Bobst Library for up to 4 months. You are also eligible for a 10% discount at the NYU Book Store.

### **NYU Net ID**

To activate your NYU [NetID](#), and to set your password, visit the [NYU Start page](#). Once your Net ID is activated, you can return to this page to change your password and make a variety of other NYU account- related requests.

### **NYU Email**

NYU provides email services to faculty, staff, and students in degree or diploma programs, both in the United States and overseas. For information on policies relating to email at NYU, visit the [ITS Policies](#) website. Please note:

- You are required to set up your NYU email address. If you wish to use another account for your email, you can set up your NYU email account to automatically forward all email to your preferred account. We recommend that you check your email frequently.
- Email can be accessed via a web browser at [email.nyu.edu](mailto:email.nyu.edu), or via [NYUHome](#). You can set up your e- mail alias using `firstname.lastname@nyu.edu` through NYU Home.

### **Updating Contact Information**

Make sure that you update your contact information with your support staff, Curriculum Area Chair, and the Administrative Services Office. You can easily update your contact information using PeopleSync. To do so, logon to NYUHome using your NYU NetID and password, click on the *Work* tab, and then click *PeopleSync Login*. After logging onto PeopleSync, click on *Personal Information*. Then you will be able to select the information you wish to update. Your new information will be in the Human Resources/Payroll database within two days.

## **Faculty Resources for Teaching**

### **Mailboxes**

At Washington Square, adjunct faculty and faculty advisor mailboxes are located at the end of the hallway on the 1st floor. We strongly recommend that you check your mailbox on a regular basis.

### **Course Schedule and Room Assignments**

At Washington Square, not all classes are held at 1 Washington Square North. For the most up-to-date information on your course, please be sure to review your classroom assignment and class roster through the [Faculty Center on Albert](#). For an NYU Campus Map, visit <https://www.nyu.edu/footer/map.html>

## Faculty Center on Albert

The Faculty Center on Albert is an online system that allows you access to the most current room assignment, class meeting times, and class roster. For the Faculty Center visit NYUHome > Academics > Albert. Faculty Center help guide:

[https://www.nyu.edu/registrar/sis/docs/Albert\\_Faculty\\_Center\\_Help.pdf](https://www.nyu.edu/registrar/sis/docs/Albert_Faculty_Center_Help.pdf)

## Important Dates Calendar

The Important Dates Calendar for the current semester can be found here:

<http://socialwork.nyu.edu/content/dam/sssw/students/registration-and-advisement/pdf/Important%20Dates%20Fall%202017%20Semester.docx.pdf>

## Support Staff

Faculty resources support staff are assigned by curriculum area (see chart below). Support staff members are able to assist with administrative issues such as material preparation for your class and setting up your NYU Classes course site. Please submit all requests to support staff in a timely manner.

Faculty Resources Administrator	Curriculum Area(s)
Niurvys Hechavarria <a href="mailto:niurvys.hechavarria@nyu.edu">niurvys.hechavarria@nyu.edu</a> 212.998.5929 Room 313	All Electives
Support Staff	
Jack Osea <a href="mailto:jack.osea@nyu.edu">jack.osea@nyu.edu</a> 212.998.4352 Room 406	Practice III, IV
Tamela Sue <a href="mailto:ts2462@nyu.edu">ts2462@nyu.edu</a> 212.992.6212 Room 305	SWPP HBSE (including DROP)
Maria Ponce <a href="mailto:maria.ponce@nyu.edu">maria.ponce@nyu.edu</a> 212.998.5969 Room G04A	Research, Clinical Practice with Groups
Aleksandra Necakov <a href="mailto:necaka01@nyu.edu">necaka01@nyu.edu</a> 212.998.5912 Room 106A	Practice I, II Field Learning

General Inquiries: [silver.facultyservices@nyu.edu](mailto:silver.facultyservices@nyu.edu)

The support staff person at the Rockland Campus is Loriana Aviles; she can be reached at (845) 398- 4129 or by email at [loriana.aviles@nyu.edu](mailto:loriana.aviles@nyu.edu). If you teach at Sarah Lawrence and need administrative help, contact Dr. Susan Gerbino or Ms. Nancy Rentel at (914) 323-6201 or by email at [susan.gerbino@nyu.edu](mailto:susan.gerbino@nyu.edu) or [nancy.rentel@nyu.edu](mailto:nancy.rentel@nyu.edu)

## **Enrollment Procedures**

### **Class Roster Confirmation Procedures**

- Students who are not registered for your class section are not permitted to remain in the class. Additionally, it is essential that the student be advised to attend the class for which he or she is actually registered.
- For the first three weeks of class, you should print your class roster from the Faculty Center on Albert.
- When taking attendance, please indicate the name of any registered student on the list who has not attended the class session.
- Please email [silver.registration@nyu.edu](mailto:silver.registration@nyu.edu) when a student on your class roster has not attended the first two meetings of your class.

### **Student Waitlist Policy**

Students are not allowed to attend a course for which they are waitlisted. As faculty, you are required to ask students to leave if they are not officially enrolled in the course. Students who do not appear on your class roster should be directed to Enrollment Services (1 Washington Square North, Room 102).

### **Class Cancellation Policy**

In the event that you need to cancel a class, you must contact your support staff person, who will post a notice on the classroom door and an email an announcement via NYU Classes stating that your class has been canceled. For evening classes, instructors must notify the support staff person before 5:00 pm. The Curriculum Area Chair must also be notified and apprised of your plan to make up the missed class. A make-up plan is also required for classes canceled for religious holidays.

### **NYU Policy on Religious Holidays**

Whereas, as a matter of long-standing University policy members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations, and

Whereas, given the various religious faiths represented on campus and acknowledging the nonsectarian nature of the University, present calendar policy is intended to apply equitably to all

religious groups and to provide opportunities to all to meet their religious obligations.

The University Senate reaffirms its long-standing calendar policy and **RESOLVES**:

- That students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence.
- That, whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of his/her religious beliefs shall not be penalized for any class, examination, or assignment missed on that day or days.
- That if examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be permitted the opportunity to make up any examination or to extend any assignment deadline missed on that day or days. No fees of any kind shall be charged by the University for making available to the student an opportunity to make up examination or to extend assignment deadlines.
- That no adverse or prejudicial effects shall result to any student who avails him/herself of the provisions of the resolution. A violation of these policies and principles shall permit any aggrieved student to bring a grievance, provided under University Grievance Procedure.

### **Faculty Adherence and Special Accommodations**

All instructors adhere to University and School policies regarding accommodations for students with disabilities, religious holidays, incomplete grades, and plagiarism. Students requesting reasonable classroom and/or field placement accommodations due to disability must register with the Moses Center for Students with Disabilities. They can start the process by clicking the New Student Registration button on the [Moses Center website's landing page](#). Students requiring services are strongly encouraged to register prior to the upcoming semester or as early as possible during the semester to ensure timely implementation of approved accommodations. Disability Specialists are available at the Moses Center for consultation upon request.

### **Online Grading**

Final grades are submitted online via the Faculty Center on Albert. Generally, final grades must be submitted within 72 hours of the last class meeting. Specific dates will be communicated each semester by the Office of the Associate Dean for Academic Affairs.

- For an overview of online grading visit:  
[http://www.nyu.edu/registrar/pdf/Albert\\_Faculty\\_Grading\\_Help.pdf](http://www.nyu.edu/registrar/pdf/Albert_Faculty_Grading_Help.pdf).
- For additional help with grading please contact Niurvys Hechavarria (niurvys.hechavarria@nyu.edu), Faculty Resources Administrator.

### **Course Materials**

#### **NYUClasses**

The School currently uses NYU Classes, a web-based course management system. This system enables the administration of course content, class rosters, and communication with students. NYU Classes is available within the NYUHome Academics tab ([home.nyu.edu/academics](http://home.nyu.edu/academics)). A valid

[NYU Net ID and password](#) are required to log into both NYUHome and NYU Classes. In general, course sites are set-up by support staff, but individual faculty can maintain them. We strongly encourage faculty to upload their course materials on NYU Classes, including course outlines, assignments, and relevant resources.

- Instructions for NYU Classes are available at: <http://www.nyu.edu/nyuclasses/faqs.html>
- Here are videos explaining how to you NYU Classes: <https://www.youtube.com/user/NYUClasses/playlists>
- For individual training on NYU Classes, please contact Niurvys Hechavarria ([niruvys.hechavarria@nyu.edu](mailto:niruvys.hechavarria@nyu.edu)).

## **Library Facilities**

You can obtain information about the libraries in New York University's Library System by visiting <http://library.nyu.edu>. Bobst Library, the University's main library and location of most of the social work books and journals, is located at 70 Washington Square South. To visit the library, you must present your NYU ID. Most journals are available online. Here are some useful links:

- For a guide to general Social Work resources: <http://guides.nyu.edu/content.php?pid=162151>
- For putting materials on Reserve: <https://library.nyu.edu/services/teaching-learning/teaching/place-materials/>

## **Textbooks and Articles**

Adjuncts may request and receive complimentary copies of required text(s) for the course(s) in which they have been confirmed to teach. Recommended texts must be purchased at the adjuncts' expense. If you would like to recommend textbooks or articles for use in a course, discuss your recommendation with the relevant Curriculum Area Chair.

## **Photocopies**

Please provide reasonable time for support staff to fulfill copy requests, including assignments and handouts. If you would like to make your own copies, there are copiers on the 2nd, 3rd, and 4th floors for your convenience. Note that all photocopying of published materials are subject to copyright regulations, and support staff and work-study employees can decline request for copying in lieu of these regulations.

In general, you are not allowed to make copies of book chapters, journal articles, or newspaper articles for students in your class (see below).

## **Copyrighted Materials**

The following steps can help you to determine whether copyright clearance is needed in order to distribute written or graphical materials to your students. Always start with step one; if your use of the materials meets these criteria there is no need for copyright clearance. Go to step two if

your situation does not meet the criteria in step one, since you might need copyright clearance; this step involves the most restrictive criteria. Go to step three if your situation fails to meet the criteria in step two; this step involves the most nuanced criteria. If your situation does not meet the step three criteria you must get copyright clearance. You can consult NYU Libraries for assistance at any step by sending email to <[fairuse@nyu.edu](mailto:fairuse@nyu.edu)>.

Note that written works are copyrighted as soon as they are created in a fixed form in which people can recognize them; a copyright symbol is not needed. Often, the publisher of a work, not the author, is the owner of the copyright. If you are the author of a published work you may have expanded rights to make copies of it for use in teaching, depending on your contract with the publisher. The following information is adapted from [NYU's Policy Statement on Educational and Research Uses of Copyrighted Materials](#).

### Step One

When preparing reading materials for your course, you or your support staff should determine if copying or posting the materials meets any of the following conditions for which there is no need for copyright clearance:

1. The materials are in the public domain and can be used freely without permission. Public domain materials typically no longer have copyright protection, including works published in the US (but not necessarily other countries) before 1923. Works that never had copyright protection are also in the public domain, including works created by the US federal government.
2. You are providing a link on NYU Classes to legally posted web materials, and not posting a copy of these materials or making hard copies of them.
3. You are using materials already licensed by NYU. You or your support staff should determine whether the University has paid for or obtained a license to use the materials for teaching purposes. This information is available from NYU Libraries. In general, it is safest to provide links to these materials rather than copying them onto NYU Classes.
4. You are using Open Source or Open Access materials, which refer to materials whose use is governed by a standard license rather than copyright laws. You should examine the specific terms of the license before using the materials, which may be noted on the website where the materials are located.

### Step Two: Safe Harbor Guidelines

If you cannot rule out the need for copyright clearance in step one, you should use the following "Safe Harbor" guidelines, which have been used since the 1970s to determine whether materials that are being used for educational purposes require copyright clearance.

According to Safe Harbor guidelines you do not need copyright clearance if you are making a single copy of a chapter from a book; an article from a periodical or newspaper; a short story, short essay, or short poem, regardless of whether it is from a collective work; or a chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

Safe Harbor guidelines also allow you to make multiple copies (but not more than one copy per student in your course) without copyright clearance if your use of the materials meets the tests of



brevity, spontaneity, and cumulative effect, as described below. When it does, you must include a notice of copyright (e.g., Copyright © 2015 by George Washington) on each copy.

*Test of brevity.* Use of materials meets this test if you are copying a complete article, story, or essay of less than 2,500 words, or a portion of that work that is 1,000 words or less, or no more than 10% of the complete work, whichever is less. Note that this is the guideline for works of prose, and that guidelines differ for works of poetry.

*Test of spontaneity.* Use of materials meets this test if the decision to use them is your own, and the inspiration and decision to use them is so close in time to the moment of using them for maximum teaching effectiveness that obtaining permission for use would not be feasible.

*Test of cumulative effect.* Use of materials meets this test if you are using them for only one course, and they consist of only one short poem, article, story, essay, or two excerpts from the same author, or no more than three from the same collective work or periodical volume during one class term. For one course during one class term you cannot have more than nine instances of such use of multiple copying.

Note the following strict limits according to Safe Harbor guidelines:

1. You cannot make copies that in effect will replace or substitute for published anthologies, compilations, or collective works.
2. You cannot make copies from materials that are intended to be “consumable,” such as workbooks in which students write answers.
3. You cannot make copies of materials that will substitute for the purchase of books, or publishers’ reprints or periodicals.
4. You cannot make copies of the same item from term to term.
5. If students are charged for the copied materials, they cannot be charged an amount that is beyond the actual cost of the copying.

### **Step Three: Determining “Fair Use”**

If your use of materials fails to meet Safe Harbor guidelines it might still qualify for “Fair Use,” which refers to certain uses of copyrighted works that are allowed without obtaining the copyright holder’s permission. Determining whether use of a work is Fair Use is case specific, so a Fair Use analysis should be conducted each time you plan to copy materials. Four factors determine Fair Use, each involving several questions that must be answered. Not all factors need to weigh in favor of or against Fair Use. For example, if the second factor weighed against Fair Use but the other 3 weighed in favor, Fair Use would likely apply. The 4 factors are: (1) The purpose and character of the use; (2) the nature of the copyrighted works; (3) the amount and substantiality of the use in relation to the whole work; and (4) the effect of the use on the market for the work.

*Factor 1 questions:*

- a. Is the use “transformative?” In other words, does the use change, repurpose, or recontextualize the original work (such as a parody or satire) or add value to it? If so, this weighs in favor of Fair Use.
- b. Will there be any charge for accessing the work, such as copying charges? If so, the

use may be “commercial,” and thus not Fair Use.

- c. Will access to the work be restricted to students enrolled in the course where you are using it? Is it password protected? To be considered Fair Use your answer to both questions should be “yes”.

*Factor 2 questions:*

- a. Is the work mainly factual or informational? The copying of such works is more likely to be Fair Use than mainly creative works like poetry or music.
- b. Is the work published or unpublished? In general, copying of unpublished works is less likely to be considered Fair Use.
- c. Is the work “consumable,” such as a workbook or form that is intended to be for purchase? If it is, copying it is unlikely to be considered Fair Use.

*Factor 3 questions:*

- a. Are you copying the entire work, or just some of it? In general, the smaller and less important the portion used in relation to the whole work, the more likely it is to be considered Fair Use. But if that portion is critical to the original work, even if it is brief, copying it will not be considered Fair Use.
- b. Is the particular amount of the copying closely tailored to the educational purpose for using it? If you need to use even a large portion of the work to achieve the educational purpose, this might be Fair Use.
- c. If you are copying an image, what is the size and resolution? A smaller or lower-resolution copy is analogous to a smaller amount of the original work.

*Factor 4 questions:*

- a. Does providing copies of the work substitute for purchasing it or licensing it from the copyright owner? If it does, and the market for the work is thus adversely affected, this is unlikely to be Fair Use.
- b. Would similar uses of the work on a larger scale, even within NYU, impact the market for the work? If so, it is less likely to be Fair Use.

## **Videos/DVDs**

Please complete the [Video Library Request Form \(click here\)](#) to reserve a video or DVD from the School’s library for use in your class. Requests must be made 24 hours in advance. After viewing the video, please return it to your support staff member’s mailbox within 48 hours.

## **Information Technology Services (ITS)**

At Washington Square, all classrooms are equipped with various technologies. If you need access to and/or support related to specific types of media for classrooms at 1 Washington Square, contact our School’s IT Department at [silver.it@nyu.edu](mailto:silver.it@nyu.edu) or call 212-998-5984. For Washington Square classrooms outside the Social Work building, you should contact Campus Media Services at (212) 998-2655 if you encounter a problem with technology or media set up. You can reach Campus Media Services by using NYU phones located on most floors of classroom buildings.

If you encounter equipment problems at one of the other campuses, please be in touch with the respective support staff and/ or coordinator for your campus. Please note requests for specific technology or media devices must be made one week in advance.

For more information about IT services at NYU, visit the IT web site at <http://www.nyu.edu/it/services/>.

## Information for Practice

We strongly recommend that faculty and students visit the Information for Practice website <http://ifp.nyu.edu>, a free resource for social work students, faculty, and working professionals that aggregates relevant news and new scholarship. Information for Practice was developed by Dr. Gary Holden in partnership with the Division of Social Work and Behavioral Science, Mount Sinai School of Medicine. Dr. Holden continues to be the editor of the site. We think you will find Information for Practice to be a source of valuable resources for your teaching and scholarship.

## Academic Advising

All students are assigned an academic advisor generally by program pathway or campus, as indicated below.

<b>Washington Square</b>		
Takako Kono	<a href="mailto:takako.kono@nyu.edu">takako.kono@nyu.edu</a>	Two Year, 6 Month, Non-Matriculated, Dual-Degree, Probationary
Susan Egert	<a href="mailto:susan.egert@nyu.edu">susan.egert@nyu.edu</a>	Extended, OYR
Anne Dempsey	<a href="mailto:anne.dempsey@nyu.edu">anne.dempsey@nyu.edu</a>	32 Month (Field)
Dr. Mara Gottlieb	<a href="mailto:mara.gottlieb@nyu.edu">mara.gottlieb@nyu.edu</a>	Advanced Standing, IYBH, International, 32 Month (pre-Field)
<b>Rockland</b>		
Dr. Aminda Chomanczuk	<a href="mailto:aminda.chomanczuk@nyu.edu">aminda.chomanczuk@nyu.edu</a>	All Rockland Students
<b>Westchester</b>		
Dr. Susan Gerbino	<a href="mailto:susan.gerbino@nyu.edu">susan.gerbino@nyu.edu</a>	All Westchester Students
<b>Shanghai</b>		
Dr. Minchao Jin	<a href="mailto:minchao.jin@nyu.edu">minchao.jin@nyu.edu</a>	All Shanghai students

## **Academic Advisement Procedures**

### **Students**

In most cases, academic advisement is not mandated, but students are strongly encouraged to meet with their academic advisor to discuss academic plans, course sequencing, credit loads, leaves of absence, program changes, cross-school registration, and referrals to university resources, or other issues as needed.

### **Probation Advisement**

Academic advisement is especially important when a student is admitted or placed on academic probation. Therefore, any student on probation is encouraged to contact the Associate Director of the MSW Program for resources and guidance. Students must meet the following criteria in order to come off probation and return to good academic standing:

- A 3.0 cumulative grade point average
- No F (failing) grades
- No W (withdrawal) grades
- No I (incomplete) grades.

At the end of the probationary period, the student will be either removed from probation or academically dismissed. The student will be made aware of this outcome in a probation outcome memo.

### **Transcript Review**

At the end of each semester student transcripts are reviewed to assess MSW students' academic standing. Students who have outstanding incompletes, or low or failing grades, are placed on probation and may be required to meet with their academic advisor.

### **Classroom Performance Concerns**

When academic and/or performance concerns arise in the classroom, you should notify the relevant Curriculum Area Chair to discuss your concerns and possible resolutions. These situations may include:

- Excessive absences
- Inconsistent performance or classroom behavior
- Chronic lateness or missed assignments.

## **Field Learning**

Field learning is an integral component of the student's social work education and lies at the core of the student's professional development. Field learning takes place in agency settings selected by the school that reinforce students' identification with the purposes, values, and ethics of the social work profession. The purpose of the field learning curriculum is to facilitate the development of a

professional social worker who can enter the practice arena in any setting of practice and be able to apply the profession's knowledge base, perform direct social work practice skills and act according to social work ethics and values. In field placement students have the opportunity to integrate theory and practice and, as such, connect the theoretical and conceptual contributions of the classroom with the world of practice.

### **Evaluation and Grading**

Grades for Field Instruction (pass, fail, incomplete) are given at the end of each semester. The Field Instruction course grade is assigned by the faculty advisor, based on the student's professional conduct and full participation in Field Learning at the agency placement, which includes submission of process recordings, project assignments, reflective recordings, and participation in individual meetings with the Faculty Advisor. The Initial Educational Statement, Mid-Year Evaluation, and Final Evaluation completed by the field instructor are key sources of information for the assignment of a grade. The initial educational statement, mid-year evaluation, and final evaluation,

are signed by both field instructor and student and then submitted to the School via email to [silver.fieldlearning@nyu.edu](mailto:silver.fieldlearning@nyu.edu), or else faxed or hand-delivered; the Field Learning office then forwards them to the Faculty Advisor.

The **Initial Educational Statement** is completed by the field instructor after the first 6 weeks of the placement, shared with the student, and signed by both. The statement is an early indicator of progress toward meeting learning objectives specific to the agency, a learning plan that includes practice tasks related to the learning objectives, and student performance in the placement setting.

A **Mid-Year Evaluation** is completed at the end of the first semester of either the Foundation Year or the Advanced Practice Year and after the student has finished the 300 hours required for Field Instruction. The evaluation is completed by the field instructor in collaboration with the student, and signed by both.

The **Final Evaluation** is completed at the end of the second semester of either the Foundation or Advanced Practice placement, after the student has finished the 300 hours required for Field Instruction (and a total of 600 hours for each of the Foundation and Advanced Practice placements). The evaluation is completed by the field instructor in collaboration with the student, and signed by both.

### **Attendance**

In general, students are expected to be in the agency for a total of 1200 hours over the course of the foundation and Advanced Practice years and as per agency requirements (schedule to be worked out with the field instructor at the beginning of each semester with final approval of the faculty advisor). Exceptions are the Advanced Standing (600 hours), OYR Extended (900 hours), and 32 Month (1100) programs. Students are not allowed to work more than 7 hours per day or more than 28 hours per week. If a student must miss field placement for jury duty or religious observance, the time must be made up. In the event of inclement weather, students should check with their agency/field instructor to see if they are operating on a normal schedule, and they should use their own discretion on whether it is safe to travel.

NOTE: Students are expected to contact both the field instructor and the faculty advisor immediately (via e-mail or phone) if they are not able to be in attendance at their agency on any given day.

If a student is absent for more than 3 days during the academic year, the time must be made up. Arrangement for making up such missed time must be worked out with the field instructor and faculty advisor and approved by the Assistant Dean for Field Learning. In cases in which students have not completed the required hours by the end of the semester, or have not fulfilled all requirements for Field Instruction, they must request a grade of Incomplete (I).

Should a student leave school, either voluntarily or by request, the field instructor should submit a final evaluation. Subsequently, the faculty advisor will write a final summary for the student record.

Students are excused from their field learning site for Common Days, which are organized each academic year by the Graduate Student Association. In addition, Advanced Practice students are excused from field learning and classes to attend the Career Fair that takes place during the spring semester.

### **Advisors, Field Learning Faculty, and Field Instructors**

The Social Work Practice I and II Instructor serves as the Faculty Advisor in the Generalist Practice year. For Specialized Practice students, a **Faculty Advisor** is assigned at the beginning of the academic year. The advisor, who is employed by the Silver School of Social Work, oversees the student's progress in field, and assists the student, the field instructor, and the field learning site to meet the educational goals and objectives established for the student's field learning. The Faculty Advisor, in the capacity of educational consultant, assists the student and the field instructor in the development of an educational plan, identifying and accessing educational resources as well as facilitating the integration of the curriculum content with social work practice in the field. The Faculty Advisor is responsible for assigning the grade for the semester. Faculty Advisors, either full-time faculty or adjunct faculty, are master- and doctoral-level social workers who have extensive experience working in the field, and most have themselves been field instructors.

Advanced Standing students at the Washington Square campus enroll in an enhanced section of Social Work Practice III in which the instructor may also serve as the faculty advisor. The advisor meets individually with students as needed and performs the other advisement duties described above. At the Rockland and Westchester campuses, intensive advisement is provided to advanced standing students.

**Field learning faculty** oversee field placements for all students in the MSW program. These faculty match students to field learning sites based on students' academic program, professional interest, past experience, requirements of the field learning site, and where the student lives in relation to the field learning site.

**Field instructors** carry the responsibility for the student's overall training at the field learning

site. They have at least 3 years of post-master's experience and have successfully completed a Seminar in Field Instruction (SIFI); they are usually employed by the agency in which students do their field learning. The SIFI is a 13-session (26 hour) course which provides training for new field instructors, endowing them with the skills necessary to effectively meet the educational responsibilities in their new supervisory role and focusing on the development of competencies in the areas required of all field instructor.

In some field learning sites a student may be assigned to a task supervisor to learn specific tasks or modalities. A task supervisor may not be a social worker, but may work in other disciplines, e.g., a nurse, or a policy analyst. The task supervisor must communicate regularly with the primary field instructor and will participate in the evaluation of the student's performance.

## **Student Responsibilities and Rights**

### **Essential Abilities and Attributes for Social Work Students**

Students at the New York University School of Social Work are expected to possess the following abilities and attributes at a level appropriate to their year in the program. These physical, cognitive, emotional and character requirements provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice. Students are expected to meet these standards in the classroom, in their practica, and elsewhere. Attention to these standards will be part of evaluations made by faculty during students' course of study. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student's ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

**MOTOR ABILITIES:** Social work students need to have sufficient motor abilities to attend class and practicum placement with or without technical accommodation. Reasonable accommodation through technology for limitations in motor abilities will be allowed. The Moses Center for Students with Disabilities may be consulted regarding reasonable accommodations.

**SENSORY ABILITIES:** Social work students need to have the ability through their senses to participate in classes and practicum placement and to acquire and integrate data through use of their senses with or without technical accommodation. Reasonable accommodation through technology for limitations in sensory abilities will be allowed. The Moses Center for Students with Disabilities may be consulted regarding reasonable accommodations.

**COMMUNICATION SKILLS:** Social work students need to communicate effectively with other students, faculty, staff, clients and other professionals. Students should be able to express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand program content.

**PROFESSIONAL COMMITMENT:** Social work students need to possess a commitment to the values and ethical standards of professional social work. They are expected to be knowledgeable about and adhere to the National Association of Social Workers Code of Ethics.

**KNOWLEDGE BASE OF SOCIAL WORK PRACTICE:** Social work students need to

recognize the distinctive components of the biopsychosocial perspective of social work practice and social work methodologies. They are expected to use this knowledge in guiding their work with clients and other professionals.

**SELF-AWARENESS:** Social work students need to know how their values, attitudes, beliefs, emotions and past experiences affect their thinking, behavior and relationships. Students must be willing to examine and change their behavior when it interferes with working with clients and other collaborative professional relationships.

**EMPATHY:** Social work students need to comprehend another individual's way of life and values. They must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

**OBJECTIVITY:** Social work students need to be objective in systematically evaluating clients and their situations.

**VALUING DIVERSITY:** Social work students need to appreciate and value human diversity. They must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation, gender and its expression, ability, sexual orientation and value system.

**INTERPERSONAL SKILLS:** Social work students need to demonstrate the interpersonal skills to relate effectively and sensitively to students, faculty, staff, clients and other professionals.

**LEADERSHIP:** Social work students need to show initiative in making professional contributions in their practice setting.

**SELF-CARE:** Social work students need to recognize the signs of stress, develop appropriate means of self-care, and seek supportive resources if necessary.

**PROFESSIONAL BEHAVIOR:** Social work students need to behave professionally by knowing and practicing within the scope of social work, adhering to the Code of Ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.

## **Professional Misconduct and Discipline**

### **Policy on Plagiarism and Academic Integrity**

A professional social work degree should represent genuine learning and readiness to undertake responsibilities that include adhering to the social work Code of Ethics. The degree's integrity must be carefully safeguarded. Faculty is responsible for helping students learn to understand and value other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify their own thinking. In addition, all the usual academic norms addressing honesty in academic performance, such as following all of the rules involving examinations of any kind, must be scrupulously followed.

Failure to do so can result in dismissal from the program.



All students are expected to pursue the highest standards of academic excellence and integrity. Students must adhere to the norms of a serious professional community. A student's responsibilities include the following:

- A duty to respect the efforts of others by submitting his or her own academic work and case recordings.
- A duty to acknowledge properly the efforts of others.
- A duty to safeguard and respect the property and rights of others.

The following is a link to the University Policy on Academic Integrity for Students:

[www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html](http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html).

### **Definition of Plagiarism**

In order to make the rules with regard to what does and does not constitute a breach of academic ethics as clear as possible, the faculty has formally clarified the definition of plagiarism for NYU School of Social Work as follows:

- Plagiarism constitutes both academic misconduct and a breach of professional trust.
- Plagiarism is presenting someone else's work, either academic or field related, as though it were your own.
- More specifically, plagiarism is to present as your own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer's work; facts or ideas gathered, organized, and reported by someone else, orally and/or in writing, without attribution.
- Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of sources be accurate and complete.
- Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

### **Advisory Committee on Academic Integrity**

#### *Purpose*

The purpose of the Advisory Committee on Academic Integrity (CAI) is to review and provide a disposition of problems or issues related to academic integrity. All faculty, students, and other parties may refer matters concerning student or faculty academic integrity. All referring parties may consult or file a formal complaint with the Committee. If filing a formal complaint against a student or faculty member the CAI will inform the relevant student, academic advisor, or faculty member. All matters referred to the CAI will be considered confidential.

#### *Procedures*

##### *1. Consultation with the Committee*

- a. Parties who wish to consult with the Committee may do so by sending a memo to the chairperson of the CAI setting forth the basis for the request.
- b. The CAI will review the memo requesting consultation within two weeks.
- c. The CAI will transmit an opinion in writing to the party requesting

consultation and any other relevant party within two weeks of their review.

## *2. Filing a Formal Complaint Concerning a Student*

- a. A party who wishes to lodge a formal complaint may do so by sending a memo and documentation to the chairperson of the CAI. Formal complaints must be accompanied by documentation in support of the allegation concerning the violation of academic integrity. A student against whom a complaint is filed may submit a written response to the allegation.
- b. The CAI will review the allegation and supporting documents within thirty days.
- c. The CAI will forward a written recommendation to the Dean for action within two weeks of their completed review.
- d. A copy of the recommendation will be sent to the party who filed the complaint.
- e. The Dean will inform the CAI of the decision.
- f. A written summary will be given to the student and be placed in the student's permanent file.

## *3. Filing a Formal Complaint Concerning Faculty*

- a. A formal complaint may be lodged by sending a memo and documentation to the chairperson of the CAI. Formal complaints must be accompanied by documentation in support of the allegation concerning the violation of academic integrity. A faculty member against whom a complaint is filed may submit a written response to the allegation.
- b. The CAI will review the allegation and supporting documents within thirty days.
- c. The CAI will forward a written recommendation to the Dean for action within two weeks of their completed review.
- d. A copy of the recommendation will be sent to the individual who filed the complaint.
- e. The Dean will inform the CAI of the decision.
- f. A written summary will be given to the faculty member and be placed in the faculty member's permanent file.

## *4. Appeal Process*

- a. If a student wishes to appeal the decision of the Dean, the student can submit a written appeal to the NYU Office of Student Affairs in order to invoke a Student Grievance Procedure.
- b. If a faculty member wishes to appeal the decision of the Dean, the faculty member can request that a five member ad hoc committee be appointed by the Office of the Vice Provost (NYU Faculty Handbook – p. 92 ff).

## **Policy on Academic Probation and Dismissal**

MSW students will be placed on automatic probation if their academic performance reflects any of the following:

- Less than a 3.0 GPA
- A grade of F
- An Incomplete (I) grade that lasts for more than one semester

Students whose academic performance does not improve sufficiently to meet the minimum criteria for remaining in good standing after one semester will be dismissed from the Program. These criteria are: a GPA of at least 3.0, no Incomplete grades, no F grades and completion of all course credits for which students are registered, meaning no W grades or withdrawal from courses during the probationary semester.

### **Dual Relationships**

As stated in the NASW Code of Ethics, dual professional/personal relationships must be avoided whenever possible. Because of the clinical nature of the BSW, MSW, PhD, and post-graduate programs of the School, the faculty adopted the following statement in 1991:

- In order to avoid even the semblance of a conflict of interest, full-time faculty members may not take any student into treatment, whether enrolled in the School of Social Work as a full-time or part-time, undergraduate, master's, or doctoral student.
- Students in treatment with members of the full-time faculty prior to admission to the School may not enroll in classes taught by or become advisees of their therapists. It is the responsibility of each faculty member to ensure compliance with this policy.
- In addition, any student who is in an uncomfortable situation regarding a dual relationship of any kind can seek guidance and assistance from his/her faculty advisor, Program Director, or other faculty members of the School.

### **Bullying, Threatening and Disruptive Behavior**

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to

advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behavior that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Although any action that is interpreted as being disrespectful, distracting, or even disorderly can be disturbing to others, it may not constitute a form of Disruptive

Behavior that is actionable under this policy.

For more information visit: <https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/bullying--threatening--and-other-disruptive-behavior-guidelines.html>.

## **Student Review Procedures**

### **Student Standing Committee**

### *Purpose*

The Student Standing Committee reviews students enrolled in BS and MSW programs who have been referred for reports of unethical or unprofessional behavior in the classroom, field setting and school community at large. Upon review if the committee determines that a student's behavior meets the standards of unprofessional or unethical behavior the committee recommends appropriate action to the Dean.

### *Rights and Responsibilities of Each Party*

1. The Chair will inform the student that he or she has the right to exclude either or both student members from the hearing and that the exercise of that right must be made in writing to the Chair.
2. Any member of the SSC who has a conflict of interest or the appearance of such a conflict should excuse himself or herself from a specific case.
3. The student will be given a copy of the written complaint in advance of the hearing.
4. The student has the right to submit a written response to the written complaint in advance of the meeting.

### *Procedures*

1. All members of the School community (faculty, field instructors, students, and staff) can make a referral to the SSC. A party who wishes to lodge a complaint may do so by sending a memo and documentation to the chairperson of the SSC. Referrals must include any stated School/University policy or professional conduct violations and any attempts that have been made to resolve the issue.
2. The SSC Chair will inform the student, the complainant, and the other directly relevant parties regarding the referral, information regarding the SSC procedures, and the rights and responsibilities of all parties. In addition, the Chair will encourage the student to seek support from the Student Affairs Office.
3. The Chair will convene the hearing as soon as it can be arranged, with every effort being made to convene it within ten (10) working days. The SSC will consist of five (5) elected faculty members (two tenured, one tenure track, and two clinical full-time faculty members) plus two student members (one graduate and one undergraduate student). The five elected faculty members will elect a Chair. The Office of Student Affairs will coordinate with a relevant group to select the two student members. The members of the SSC shall serve staggered 2-year terms. In addition to the SSC committee members, parties who may participate in the hearing include the faculty advisor, the field instructor if the alleged violation occurred in a field setting, and/or the course instructor if the alleged violation occurred in a classroom or course. The Chair may invite additional relevant participants as necessary.
4. The student shall be advised that she or he may invite a person to attend the hearing in an advisory or support capacity. The student shall not be permitted to bring an attorney or law student. The student's invited supporter is not allowed to question, cross-examine, or voluntarily contribute directly in the SSC hearing. Participation as an advisor/supporter is voluntary and any faculty, student, or staff member can decline the student's invitation to attend the meeting. The SSC Chair must be notified in advance if such a person will be present.

5. Prior to the hearing, the SSC will review all material submitted. At the hearing, the SSC will hear oral presentations from the participating parties, deliberate in private, and determine whether a student's behavior meets the standards of unprofessional or unethical behavior.
6. If the SSC determines that a student's behavior meets the standards of unprofessional or unethical behavior, according to University and professional social work standards, the committee will convey their conclusion about the allegation and recommend appropriate action to the Dean. Recommendations may include, but are not limited to: placement on probationary status, a change in field placement, a leave of absence or dismissal from the program.
7. The Associate Dean makes the final decision regarding the alleged violation.
8. Notification: Within five (5) working days, a written summary of the hearing and recommendations will be prepared and sent to the Dean. A copy of the Dean's decision will be sent to the SSC, the student, the complainant and others who meet the "need to know" policy. A copy of the written summary and decision will also be included in the student's permanent file.

#### *Submission of Materials in Preparation for the Hearing*

1. Materials pertaining to a student's performance while enrolled at the School shall be assembled and made available to the SSC.
2. Written material for the hearing will be prepared and submitted by the student, the complainant, and when appropriate, by the field instructor, classroom instructor, or other relevant parties.
3. All materials, except the student's statement, must be submitted to the SSC at least five (5) working days before the hearing. Copies of written materials submitted to the SSC must be given to the student at least four (4) working days before the hearing. Student response statements must be submitted to the Chair at least two (2) working days before the hearing.
4. In order to protect confidentiality, all materials used by the SSC shall be returned to the Chair by all participants, including the student, with the exception that the student may retain his/her own notes. The Dean's Office will retain one (1) set of all material in a confidential file.

#### *Appeal Process*

1. The student or complainant may appeal the decision of the Dean by following the University's Student Grievance Procedure, available through New York University's Student Community Standards Office/the Division of Student Affairs.
2. According to the University Student Grievance Procedure, only matter of process, not the substance of the decision, can be appealed.

### **Student Grievance Procedures**

1. **Application.** These grievance procedures are available to any New York University student registered at the Silver School of Social Work to resolve any grievance involving an alleged violation directly affecting that student, by any member of the School community, of any of the written policies of the University or the School. Complaints of sexual harassment should be filed under the provisions of the formal procedure in such cases as set forth in the *University Policy on Sexual Harassment* and referenced in this manual (p.44).

2. **Informal Resolution.** Students wishing to grieve an alleged violation of School or University policy shall first contact, within fifteen (15) working days of any occurrence giving rise to the grievance or the time they could reasonably have learned of the occurrence, the person responsible for the matter being grieved (the respondent) and attempt to resolve the grievance informally. Students uncertain how to proceed may consult with the Assistant Dean for Student & Alumni Affairs. At the request of the student (grievant) or respondent, the Assistant Dean or other appropriate member of the School's faculty or administration shall assist the student grievant in this attempt at resolution by arranging a meeting of the parties, attending such meeting(s), and otherwise working toward resolving the grievance. This initial step in the procedure shall be handled privately and confidentially.
  
3. **Formalizing the Grievance.** If the matter is not resolved to the grievant's satisfaction within fifteen (15) working days after the initial notification of the complaint and the attempt at informal resolution, the grievant may obtain formal review of the matter by submitting a written complaint within twenty(20) working days to the respondent and to the Assistant Dean for Student & Alumni Affairs, or, in the case that the Assistant Dean for Student & Alumni Affairs is a respondent, to the person appointed by the Dean of the School. The complaint must:
  - a. state the written School or University policy that allegedly has been violated;
  - b. describe the evidence supporting the alleged violation;
  - c. indicate what redress or remedy the grievant seeks; and
  - d. provide a brief history of the informal attempts made to resolve the grievance.
  
4. **Initial Review of the Grievance.** If the grievance arises out of a program or educational activity of the School, the Dean's office will designate a Grievance Officer to review the complaint, who ordinarily will be director of the educational program in which the student is enrolled or his or her designee. If there is doubt about who the Grievance Officer should be, the Dean's office will determine who is the highest ranking person, with the exception of the Dean, to handle the matter.

The Grievance Officer shall meet with the complainant and with such other persons as he or she shall deem appropriate for the purpose of ascertaining the facts and attempting to resolve the complaint.

Within twenty (20) working days, the Grievance Officer shall render a written decision on the merits of the grievance to the grievant and to the respondent, with copies to the Dean of the School. The review conducted by the Grievance Officer and the written decision on the merits of the grievance shall be handled privately and confidentially.

5. **The Judicial Board.** If the grievant or the respondent does not accept the decision of the Grievance Officer, he or she may decide, within ten (10) working days of receipt of the Grievance Officer's written decision to bring the matter before the Judicial Board of the School. The Judicial Board shall consist of five (5) members, two (2) of whom shall be students, two (2) of whom shall be tenured faculty members, and one (1) of whom shall be a clinical faculty member. All members of the School's Judicial Board shall be appointed annually by the Dean. Any member of the Judicial Board who has a conflict of interest or the

appearance of such a conflict shall excuse themselves from a specific case, and a replacement member shall be appointed by the Dean for that case.

6. **Powers of the Judicial Board.** If the School's Judicial Board finds that there would be no violation of School or University policy even if all of the alleged facts and circumstances were as described by the grievant, the Board may dismiss the grievance.
- a. The Board may also choose to conduct any further proceeding that it deems is needed, provided that:
  - b. It shall decide what is and is not relevant to the complaint and consider only matters relevant to the complaint being heard.
  - c. It shall permit the grievant and the respondent to be accompanied by another person from within the School community during any proceeding if he or she wishes to have such a person present. However, the Judicial Board (Grievance Officer) must be notified in advance if such a person will be present.

The Judicial Board shall render a written decision to the Dean of the School within twenty (20) working days of receiving the written request for review, with copies to the grievant, and the respondent. The decision shall include findings of fact, a statement of the School or University policy that is alleged to have been violated, an opinion on the validity of the grievance, and, if appropriate, recommendations for corrective action.

7. **Procedures of the Judicial Board.** The Judicial Board shall select one of its members to preside over each hearing of a grievance. Both parties (grievant and respondent) shall have access to all documents reviewed by the Board. They shall also have the right to be present at any hearing conducted by the Board and to question anyone who is asked to speak to the Board on the matter.
- a. The Judicial Board shall conduct its proceedings and deliberations privately and confidentially.
  - b. Final deliberations of the Board shall be in closed session. Judicial Board decisions shall be by majority vote.
8. **Appeal of the Decision of the Judicial Board.** The grievant or the respondent may appeal the decision of the School's Judicial Board following the University's Student Grievance Procedure, Section IV "University Judicial Board", outlined in the New York University Student's Guide.

## University Policies

### Affirmative Action and Anti-Discrimination Policies

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and anti-discrimination policies and procedures at New York University may be referred to the Vice Provost Frances White at 212.998.2181. Inquiries may also be referred to the Director of the Office of Federal Contract Compliance, U.S. Department of Labor.

## **Family Educational Rights and Privacy Act of 1974 (FERPA)**

Among its several purposes, the Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to:

- protect the privacy of students' educational records;
- establish the rights of students to inspect and review their educational records;
- provide students with an opportunity to allow inaccurate or misleading information in their educational records to be corrected.

For more specific information, see the NYU [FERPA](#) webpage. You can also contact Student Affairs, 1 Washington Square North (212-998-5926).

## **Sexual Misconduct, Relationship Violence, and Stalking Policy**

New York University, including its Schools and other units, Global Network University sites, and all University Affiliates (together, “NYU”) seeks to maintain a safe learning, living, and working environment. To that end, this policy prohibits Sexual Misconduct, which includes

Sexual or Gender- Based Harassment, Sexual Assault, and Sexual Exploitation. This policy also prohibits Relationship Violence, Stalking, and Retaliation against an individual for making a

good faith report of conduct prohibited under this policy. These prohibited forms of conduct are unlawful, undermine the character and purpose of NYU, and will not be tolerated.

NYU adopts this policy with a commitment to: (1) preventing Sexual Misconduct, Relationship Violence, Stalking, and Retaliation (together, “Prohibited Conduct”); (2) fostering a community in which such conduct is not tolerated; (3) cultivating a climate where all individuals are well-informed and comfortable in reporting Prohibited Conduct; and (4) identifying the standards by which violations of this policy will be evaluated. This policy defines Prohibited Conduct; outlines available resources and reporting options available to students and employees; and references the applicable investigative and disciplinary procedures. NYU will take prompt and equitable action to eliminate Prohibited Conduct, prevent its recurrence, and address its effects. NYU also conducts prevention, awareness, and training programs for students and employees to facilitate the goals of this policy.

NYU does not discriminate on the basis of sex or gender in its education or employment programs and activities.

### **TO WHOM THE POLICY APPLIES**

This policy applies to NYU students (“Students”); NYU employees, including faculty and visiting faculty, professional staff, and administrators (“Employees”); contractors, vendors, or other third parties within NYU’s control (“Third Parties”); and visitors or guests of NYU (together, “Covered Persons”). This policy pertains to acts of Prohibited Conduct committed by Students, Employees and Third Parties when:

- (1) the conduct occurs on NYU premises;



(2) the conduct occurs in the context of an NYU employment or education program or activity, including, but not limited to NYU-sponsored study abroad, research, or internship programs; or

(3) the conduct occurs outside the context of an NYU employment or education program or activity, but (i) has continuing adverse effects on NYU premises or in any NYU employment or education program or activity or (ii) occurs in close proximity to NYU premises and is connected to volatile conduct on NYU premises.

Other forms of discrimination, including discrimination based on race, religion, and disability, as well as any other form of sex-based discrimination not covered by this policy, are addressed by the [Non-Discrimination and Anti-Harassment Policy and Complaint Procedures for Students](#).

NYU strongly encourages Covered Persons who become aware of an incident of Prohibited Conduct to report the incident to local law enforcement by contacting 911 (or equivalent in other jurisdictions) and to NYU by contacting NYU's Title IX coordinator at 212-998-2352. Students may discuss the circumstances of their complaint confidentially.

For more information, see the [Sexual Misconduct, Relationship Violence, and Stalking Policy](#) webpage.

### **New York University Non-Discrimination and Anti-Harassment Policy**

New York University is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment - an environment that supports, nurtures, and rewards career and educational advancement on the basis of ability and performance. Harassment based upon race, gender, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, citizenship status, or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such harassment is illegal and against University policy, and will not be tolerated.

This policy covers all members of the University community and those who affect the University community such as vendors, visitors or agencies. The University encourages everyone to report all incidents of harassment regardless of who the offender may be. Students in the Silver School of Social Work may refer instances of harassment to the Assistant Dean for Student and Alumni Affairs, 1 Washington Square North (Room 212) or by calling 212.998.9189.

Students may discuss the circumstances of their complaint confidentially.

To learn more about the policy including definitions of prohibited harassment, confidentiality, etc., visit <https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/anti-harassment-policy-and-complaint-procedures.html>

### **New York University Policies on Substance Abuse and Alcoholic Beverages**

New York University believes that the best way to maintain an appropriate campus environment with respect to drugs and alcohol is through preventive education about the

dangers of drug abuse and compassionate attention to the needs of those who may require help with alcohol or other drug-related problems. To that end, the University provides on-campus support programs and services as well as information about related services that are available in the local community. Information about these programs and services may be obtained at <https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/substance-abuse-and-alcoholic-beverages.html> or by calling 212.443.1234.

In addition to policies and practices that emphasize concern for the welfare of individuals, the University also recognizes the importance of maintaining the safety and wellbeing of the community as a whole.

University policy on substance abuse and alcohol can be found at <https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/substance-abuse-and-alcoholic-beverages.html>.

## **Student Services**

### **Office of Student and Alumni Affairs**

The Office of Student Affairs is located in room 212A and plays a vital role in maintaining and enriching the school's community. Student Affairs plans initiatives to improve student life, facilitate student achievement, and welcome and orient new students. It also offers support for a variety of student concerns, including personal and academic concerns. Students may seek assistance, advocacy, and satisfactory resolutions to problems. Student Affairs provides the following resources:

- advising
- career services
- community development
- counseling & student support
- international student support
- housing
- orientation and transitions
- accommodations for students with disabilities
- student community development
- student leaves
- NASW liaison.

For more information, and to get up-to-date information on School happenings and events, visit the Student Affairs blog: <http://blogs.nyu.edu/socialwork/student.affairs/>

### **The Henry and Lucy Moses Center for Students with Disabilities**

The center provides information and services to students with disabilities. Any student with a documented disability (e.g., physical, learning, visual, psychiatric, hearing, etc.), who needs to arrange reasonable accommodations, must contact the Center for Students with Disabilities Office. Students requiring services are strongly encouraged to register prior to the upcoming semester or as early as possible during the semester to ensure timely implementation of

approved accommodations. Disability Specialists are available at the Moses Center for consultation upon request.

726 Broadway, 2nd Floor

[www.nyu.edu/csd/](http://www.nyu.edu/csd/)

212.998.4980

### **University Counseling Services**

All NYU students enrolled in any degree program are entitled to use University Counseling Services, which is sensitive to racial, cultural and language concerns, and is LGBT affirmative. Students may call to make an appointment or visit during the walk-in hours.

726 Broadway, 4th Floor

[www.nyu.edu/shc/counseling/http://www.nyu.edu/shc/counseling/](http://www.nyu.edu/shc/counseling/http://www.nyu.edu/shc/counseling/)

212.998.4780

### **Wellness Exchange**

The Wellness Exchange is NYU's extensive network of health and mental health resources. A 24/7 hotline centrally links all of these services and puts students in touch with professionals who can help them to address day-to-day challenges as well as other health-related concerns, including medical issues, academic stress, depression, sexual assault, anxiety, alcohol and other drug dependence, sexually transmitted infections, and eating disorders.

If you have questions at any time, or wish to consult about a student, do not hesitate to contact the Wellness Exchange by calling the hotline number listed below. If an immediate assessment of a student is necessary the Wellness Exchange can send a counselor to your classroom to assist you. In addition, the Student Health Center has an excellent on-line resource available at its website to assist faculty members in dealing with an NYU student who may be having mental health problems or is in crisis.

726 Broadway, 4th Floor

<http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html>

212.443.9999

## **Emergency Procedures**

### **Fire, Police, and Emergency Medical Service**

- Call 911 to reach New York City emergency services
- Then call [NYU Public Safety](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) at 212-998-2222 (8-2222 from campus phones) to report the emergency

### **Non-life threatening medical needs on campus requiring first aid or urgent care**

- Call NYU Public Safety at 212-998-2222

## Urgent mental health needs

- Call the Wellness Exchange 24/7 hotline at 212-443-9999
- Or call NYU Public Safety 24/7 at 212-998-2222

After notifying emergency personnel or in non-emergency situations contact Mark Callahan, Associate Dean for Administration & Finance at 212-998-5952 or Courtney O’Mealley, Assistant Dean for Student & Alumni Affairs at 212-998-9189.

## Incidents Involving Students' Well-Being (All campuses)

- If a student is in immediate danger of hurting him/herself or others, call 911.
- If a student expresses (either verbally or in written work) thoughts or impulses to hurt him/herself or impulses to harm others without any immediate, visible plan or intent, keep the student where he or she is, call the [Wellness Exchange](tel:212-443-9999) at 212-443-9999 (24 hours hotline) and request an urgent assessment.
- After emergency services have been notified or a direct referral to wellness services, please notify [Courtney O’Mealley](mailto:courtney.omealley@nyu.edu), Assistant Dean for Student & Alumni Affairs at [courtney.omealley@nyu.edu](mailto:courtney.omealley@nyu.edu) | 212-998-9189.
- If the student is not at imminent risk, but you are worried about the student's or the community's well-being, please reach out to the [Wellness Exchange](tel:212-443-9999) at 212-443-9999 in order to seek advice on how to help the student. You may also consult with Courtney O’Mealley, Assistant Dean for Student & Alumni Affairs (contact information above).

## Incident / Injury Protocol

- For a non life-threatening injury, but requiring first aid or urgent care:
  - On campus, contact Public Safety (8-2222)
  - Off campus, seek medical attention at an urgent care center.
- If near the Washington Square (New York) campus, the [NYU Student Health Center - Urgent Care Clinic](#) is located at 726 Broadway, Third Floor. If possible, contact the Urgent Care Reception Desk at 212-443-1007 to notify them that an injured student or employee is coming.
- The NYU SHC Urgent Care Clinic hours vary by semester. Visit their [website](#) for current contact information.
- In the event that urgent care is needed after NYU Student Health Services Urgent Care
- center is closed, identify a nearby Urgent Care facility.
- If a student is injured during their field placement, all injuries should be reported to their faculty advisor. Advisors will report all field placement injuries and incidents to Assistant Dean Peggy Morton at 212-998-5916.
- All student injuries, accidents, or near-miss incidents (an accident where no injury may have occurred but potential for injury is high) should be reported to Mark Callahan, Associate Dean for Administration & Finance at [mark.callahan@nyu.edu](mailto:mark.callahan@nyu.edu) or 212-998-5952.

## Facilities-Related Emergencies

If the problem is urgent call the FCM Help desk immediately at 212-998-1001. Then report the emergency to Mark Callahan, Associate Dean for Finance & Administration.

This might include situations such as flooding or a dangerous structural or other environmental issue. Please consider the personal safety of yourself and others around you—evacuate in the event of a dangerous situation and contact NYU Public Safety.

### **Weather Alerts and Other Emergencies**

NYU maintains several systems to alert employees and students of emergencies and provide updates and instructions. These include:

- *Texts to your mobile phone.* Please make sure that your mobile telephone number is up to date via ePass Self-Service.
- *Information Alerts.* Bookmark this site for updates on and detailed information about University operations when disruptions or emergencies occur.
- *Email.* In the event of a disruption or emergency, monitor your University email account for important messages.
- *Twitter.* Follow [@nyuinfoalert](https://twitter.com/nyuinfoalert).
- *Facebook.* [www.facebook.com/NYU](https://www.facebook.com/NYU)
- Information Hotline: 212-998-1220 (8-2222 should be reserved for reporting medical or mental health emergencies)

### **Westchester Campus (Sarah Lawrence)**

- For medical emergencies call 911.
- In case of other emergencies the campus number to call is 914-395-2222.
- For non-emergency security issues, the campus number to call is 914-323-2209.

After emergency personnel have been notified, or in non-emergency situations, please contact Susan Gerbino, Coordinator, NYU Sarah Lawrence at [susan.gerbino@nyu.edu](mailto:susan.gerbino@nyu.edu) or 914-323-6201.

### **Rockland Campus (St. Thomas Aquinas)**

- [STAC Public Safety](#) at 845-398-4080
- Nyack Hospital at 845-348-2000
- Good Samaritan Hospital at 845-368-5000
- NYU Wellness Exchange 24/7 hotline at 212-443-9999

After emergency personnel have been notified, or in non-emergency situations, please contact Aminda Heckman Chomanczuk, Coordinator, NYU Rockland at [aminda.chomanczuk@nyu.edu](mailto:aminda.chomanczuk@nyu.edu) or 845-398-4120.

NYU Rockland Campus maintains several updates and instructions. These include:

- [Emergency Preparedness](#) at St. Thomas Aquinas College
- [Office of Safety and Security](#)