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MESSAGE FROM THE DIRECTOR

Congratulations on your enrollment in the NYU Silver School of Social Work DSW Program in Clinical Social Work. On behalf of the Dean, DSW Committee and Faculty Members, DSW Program Administrator, and other members of the New York University Silver School of Social Work Community, I am delighted to welcome you into our community of dedicated social work professionals. We look forward to participating in your development as future clinical social work leaders.

Please familiarize yourself with the contents of the DSW Student Manual, as well as the NYU Students Guide (www.nyu.edu/student.affairs/students.guide), which articulates the University’s Policy on Student Conduct and many other important policies. Students at the Silver School of Social Work are also expected to adhere to the National Association of Social Workers’ Code of Ethics (2008), which is available at (www.socialworkers.org/pubs/Code/code.asp). All forms mentioned in this manual are available in the DSW office. Please do not hesitate to contact the DSW Program Office at (212) 998-4352 or silver.dsw@nyu.edu if you have any questions, concerns, or feedback. We wish you the best of luck in your academic and professional pursuits.

Carol Tosone, Ph.D., LCSW
Associate Professor and Director, DSW Program
THE SCHOOL’S FACILITIES

The School’s faculty and administrative offices are located within three historically significant Greek Revival buildings located at 1, 2, and 3 Washington Square North. While these 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 the famous artist Edward Hopper’s easel and other artifacts can be seen.

Regarding building operations, please note the following guidelines:

The entrance to the School is located on University Place. The building is open and staffed by a receptionist or Protection Services guard Monday through Friday from 8:00 am until 10:00 pm. Students are required to show ID cards at all times to gain access to all campus facilities including the Silver School.

The School is wheelchair accessible via an alternate ramp entrance on University Place and by an elevator inside. Since the elevator is small, we ask those who are able to please use the stairs so the elevator will be available for those who truly need it.

The student lounge is located on the garden level of the School. Since the direct entrance from the street is locked at all times, the lounge can only be accessed through the School’s main entrance on University Place.

Smoking is strictly prohibited inside the School, and University policy prohibits the consumption of food and beverages in classrooms.

Although the University rarely closes or cancels classes there are occasions such as weather emergencies when it is necessary to close the building. For relevant information updates, call (212) 998-1220 or consult the University website (www.nyu.edu).

If the fire alarm should sound it is imperative that students exit the building promptly via the nearest marked exit unless otherwise instructed by School personnel. If students, faculty and staff do not leave, the School will be in violation of the University’s fire code and may be subject to a fine. All occupants must leave the building even if they think it is a fire drill.
SCHOOL AND UNIVERSITY RESOURCES

Student ID
All students must have an NYU ID Card. You will need the NYU card to access all buildings, the library, computer labs and gyms. In addition, you can use your NYU Card as a debit card, but you must open a Campus Cash debit account. Campus Cash accounts are good at the Campus Bookstore, Coles Athletic Shop, Campus Eateries, some off-campus eateries and for discounted MetroCards. For more information about Campus Cash accounts please contact the NYU Card Center at 212.443-CARD or visit the Web site at www.nyu.edu/nyucard/.

NYUHome
NYUHome is the portal to all of the University’s electronic resources and services. To activate your NYUHome account from any computer, go to http://start.nyu.edu and follow the instructions.

Albert
Albert is used to register for classes. In addition, access to information about grades, class schedule and location, tuition balance due, and other information from the Registrar and Bursar is available through Albert. Albert can be accessed through the Academics tab on NYUHome.

Email
All students must have internet access and an NYU email powered by Google Education Applications account in order to keep current with information from the DSW Program, the Silver School, the University, and to complete work for some courses. NYU email is on the Google Mail server, so students can access it from any technology that supports G-Mail. It is absolutely critical that students check their NYU email as regularly as they check any other account. To help facilitate this, students may set up mail forwarding in their NYUHome preferences, so that email sent to their NYU address is forwarded to their preferred account. Note that most of the communication between the DSW Program Office and students is conducted via email.

Information Technology Services (ITS)
ITS is the University’s central organization for technology-based services, including computer, telephone, and Internet. It is strongly recommend that students familiarize themselves with the description of services and information for students provided on the ITS website (www.nyu.edu/its/students).

University Libraries
The portal for library services and information about NYU libraries is library.nyu.edu. Bobst Library, the main NYU library, is located at 70 Washington Square South (212-998-2500). Many of the library’s services are accessible electronically through its portal on the web, such as the library catalogue (BobCat), numerous bibliographic databases including PsychInfo and Dissertation Abstracts, and Interlibrary Loan services. In addition, students can access the catalogues of the NYU Medical and Law libraries through the main library portal. NYU libraries subscribe to many journals that allow full text electronic access, allowing students to read and print a copy of articles from their home computer.

Bobst Library has individual study carrels that can be rented for use by doctoral students who have approved dissertation topics (i.e., a student must be in the dissertation phase of the program to rent). Information about renting study carrels is available at library.nyu.edu/services/lockers.html. Note that
because demand for study carrels far exceeds the supply, there is a waiting list. The librarian assigned to the Silver School is Arthur Tannenbaum (212-998-2604; arthur.tannenbaum@nyu.edu), who is available to assist students in accessing materials or learning to use library facilities.

**Bookstores**
Information about NYU Bookstores is available at [www.bookstores.nyu.edu](http://www.bookstores.nyu.edu). The Main Bookstore, which carries texts for all social work courses, is located at 726 Broadway (212-998-4667). The Bookstore also contains a café and event space. You can exchange or refund book purchases from the Bookstore within 14 days provided that they are in their original packaging. After that, books can be sold back for a minimal price.

The Computer Store is located at 242 Greene Street (212-998-4672). The store sells computer hardware, software, and accessories, and it also has a repair/service department. The store offers interest free loans for computers.

**The Henry and Lucy Moses Center for Students with Disabilities**
The Moses Center, located at 726 Broadway, 2nd floor (212-998-4980 phone, TTY; [www.nyu.edu/csds](http://www.nyu.edu/csds)), provides information and services to students with disabilities. Any student with a documented disability who needs to arrange reasonable accommodations must contact the course instructor and the Moses Center at the beginning of the semester. Accommodations cannot be made by an instructor without official documentation from the Moses Center.

**Student Health Insurance**
Most students are automatically enrolled in one of the University's student health insurance plans when they matriculate in a degree program (students with outside health insurance will need to file a waiver). Information about coverage options, including waiver from coverage, is available on the Student Health Center webpage ([www.nyu.edu/shc/about/insurance.html](http://www.nyu.edu/shc/about/insurance.html)). Student Health Insurance Services is located at 726 Broadway, suite 346; you can contact the office via email (health.insurance@nyu.edu) or phone (212-443-1020).

**The Student Health Center**
The Student Health Center offers routine and walk-in Primary Care and Women's Health Services at either no cost or reduced cost to all matriculated NYU students. The Student Health Center is located at 726 Broadway, on the third and fourth floors. For hours, contact information, or to learn more about the services offered, visit the website ([www.nyu.edu/shc](http://www.nyu.edu/shc)).

**Wellness Exchange/Counseling and Behavioral Health Service**
The Wellness Exchange encompasses the University’s mental health, support, and recreational services for students. Visit the Wellness Exchange website ([www.nyu.edu/999](http://www.nyu.edu/999)) to see its array of services. In an emergency, students are encouraged to call the Wellness Exchange Hotline (212-443-9999), which is available any time of day or night, seven days a week.

All NYU students enrolled in a degree program can access Counseling and Behavioral Health Services, located at the Student Health Center at 726 Broadway, Suite 471. Information is available on its webpage ([www.nyu.edu/shc/counseling](http://www.nyu.edu/shc/counseling)). Services include short-term individual and group counseling, referrals, and psychiatric medication. All services are confidential. Students may call to make an appointment (212-998-4780) or visit during walk-in hours. Students can also contact CBH via email ([wellness.exchange@nyu.edu](mailto:wellness.exchange@nyu.edu)).
NATIONAL ORGANIZATIONS IN SOCIAL WORK

Council on Social Work Education (CSWE)
The Council on Social Work Education is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for undergraduate and master’s level social work education in the United States. Its main responsibility is therefore to promote and maintain the high quality of social work education. Members are encouraged to become active in social work education leadership by volunteering to serve on standing Commissions or Councils, or by holding elected office on the Board of Directors or National Nominating Committee. CSWE’s conference, the Annual Program Meeting, is held in late October-early November. Doctoral students can attend the APM free of charge by working as a student volunteer for six hours. Anyone wishing to present a paper or poster session at the conference should follow the detailed instructions on the CSWE website (www.cswe.org). The deadline for submitting conference abstracts is usually in late March. The CSWE website also maintains job listings for those seeking academic positions. CSWE members receive the quarterly Journal of Social Work Education. Information about joining CSWE can be found on its website.

Group for the Advancement of Doctoral Education in Social Work (GADE)
The Group for the Advancement of Doctoral Education in Social Work promotes doctoral education in social work and provides a structure for enhancing doctoral programs through information exchange. GADE sponsors an annual conference that is attended by doctoral program directors. Of particular interest for doctoral students are the GADE Student Award for Social Work Research and the GADE Student Award for Leadership and Service, which are presented annually. Each award includes $500 cash and an additional $500 stipend to offset travel costs to attend the conference where the award will be presented (either CSWE or GADE conference). More information about GADE can be found on its website (www.gadephd.org).

NASW
The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 130,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. Members are provided professional development opportunities and access to specialty practice sections. NASW holds a National Conference where students can present papers or posters on a broad array of topic related to social work practice. Details can be found on the NASW website (www.naswdc.org).

Society for Social Work and Research (SSWR)
The Society for Social Work and Research is dedicated to the advancement of social work research. It promotes advances in the knowledge base of the social work profession and provides formal recognition of significant contributions to research by social workers. Those who wish to present a paper or poster session at the conference should follow the guideline detailed on the SSWR website (www.sswr.org). The deadline is in late April. Students who volunteer eight hours of work at the conference receive free registration. The SSWR website maintains job listings for academic and research positions. SSWR members can elect to receive either Research on Social Work Practice or Social Service Review free as a benefit, and they are eligible for a discounted membership to Qualitative Social Work. SSWR also publishes the open-access Journal of the Society for Social Work and Research. Information about joining SSWR can be found on the website.
**SWRnet**

Every student in the DSW program should subscribe to the SWRnet listserv. Each week the listserv emails an invaluable list of opportunities for research funding and fellowships, conferences, calls for papers, and important new research findings. Information about SWRnet can be found at (www.bu.edu/swrnet). Students can subscribe through the webpage or via email (swrnet@bu.edu).

**Information for Practice**

Long before the Global Network University emerged, long before such phrases as translational research or implementation science appeared, the forerunner of Information for Practice (IP) was conceived. Beginning in 1993 as a resource for social workers using Gopher space, the thread that was to become the current Information for Practice emerged. This service has constantly evolved over the past 20 years into a unique international resource for social care/social welfare/social work professionals, that focuses on aggregating news and new scholarship for professional practice. IP is a constantly updated, free service.

**Journals affiliated with NYU Silver School of Social Work**

Established in 1973, the *Clinical Social Work Journal* publishes original peer reviewed articles on clinical practice, theoretical developments, practice-based research, and policies that impact clinical practice.

The *Journal of Family Social Work* publishes policy, clinical practice, and research directed to the needs of social workers working with couples and families. By uniting clinicians and researchers from social work, family therapy, family psychology, public health and child welfare, the journal advances the capacity of practitioners to integrate research, theory building, and practice wisdom into their services to families. As an interdisciplinary forum, the journal provides a creative mix of clinical innovation, practice wisdom, theory, and academic excellence.

*The Journal of Social Work Practice in the Addictions* is designed to help social work practitioners stay abreast of the latest developments in the field of addictions. This journal publishes refereed articles on innovative individual, family, group work, and community practice models for treating and preventing substance abuse and other addictions in diverse populations. The journal focuses on research findings, health care, social policies, and program administration directly affecting social work practice in the addictions.
OVERVIEW OF THE DSW PROGRAM

Program Description
The DSW Program in Clinical Social Work is a practice-oriented doctoral degree designed to prepare students, already professionally licensed, for leadership roles in academic and agency settings. Building on the NYU Silver School of Social Work’s reputation for excellence in clinical social work education, the DSW program offers students state-of-the-art theoretical, evidence-based practice, research, and policy coursework, as well as writing workshops and a choice of a teaching or supervisory internship geared toward the enhancement of advanced clinical practice knowledge and skills. The unique aspects of our program are designed to develop clinical academic leadership skills and include internships in academic teaching or supervision in agency-based settings, as well as intensive writing workshops to assist in the development of publishable papers and preparation for professional conference presentations. The executive-style program allows students to continue working full-time. Students take 19 courses/workshops for eight semesters over a 3-year period conveniently scheduled on Wednesday evenings during the fall and spring semesters, and Monday and Wednesday evenings during a compressed summer session. All classes contain an online component. In lieu of a dissertation, the Capstone Project consists of the development of 2 publishable papers under the direction of an advisor and committee, as well as presentation of one’s work at a professional conference.

Upon completion of the program, graduates will be social work practitioner-scholars able to assume leadership positions in clinical social work education and agency-based behavioral health practice. Through the promotion of practice-relevant scholarship, graduates will develop new clinical social work knowledge to advance social work practice and education, which will also benefit the populations-at-risk that graduates will be serving. Graduates will be able to meet the need for clinically-oriented faculty members who can assume academic and organizational leadership in colleges and universities, the non-profit sector, and governmental agencies. Schools of social work are constantly seeking qualified clinically-oriented faculty members who can assume academic leadership in clinical theory and practice areas, and agencies are looking for leaders with advanced knowledge of social work practice and evaluation research.

Note that unlike a psychoanalytic training institute that generally requires students to see clients for the duration of their education and focuses primarily on the development of analytic skills, the NYU DSW Program is intended for advanced social work practitioners who are interested in furthering their knowledge and skills in theory, evidence-based and evidence-informed practice models, clinical research and policies that impact direct practice. Students are not required to see clients concurrent with the program.

DSW Program Committee
The DSW Program Committee advises the Director of the program on curriculum, policies, and other issues. In addition, the DSW Program Committee will determine admissions to the program. The Director is the Chair of the Committee, and 6 tenured, tenure-eligible, and/or clinical faculty members are appointed by the Dean for three-year terms. Doctoral students elect three representatives to the Committee each year for a two-year term, one from each cohort.
**CURRICULUM**

**Course of Study**
The curriculum will consist of both modular and traditional semester formats. On-line hybrid technology will be developed as suitable for specific courses or modules. Students will take a total of 16 required courses plus 2 electives and a required internship in either supervision or teaching. Students will take 2 or 3 courses in the fall and spring, and 2 courses in the summer over the course of 3 years. Additionally, there will be 3 writing workshops offered during the fourth and fifth semesters, and third year fall semester.

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<tr>
<th>Semester</th>
<th>Course</th>
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<tr>
<td><strong>Year I</strong></td>
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<tr>
<td>Fall I</td>
<td>Philosophies of Knowledge and Mind</td>
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<td>Social Theories and their Relationship to Clinical Practice</td>
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<td>Spring I</td>
<td>Social Work Practice Research</td>
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<td></td>
<td>Contemporary Theories of Clinical Practice I</td>
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<td>Summer I</td>
<td>Contemporary Theories of Clinical Practice II</td>
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<td>Clinical Social Work and Social Policy: Past and Present</td>
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<td><strong>Year II</strong></td>
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<td>Fall II</td>
<td>Implementing Evidence-Based and Evidence-Informed Practices</td>
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<td>Contemporary Understandings of Human Development and Well-Being</td>
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<td>Publication Development Workshop I</td>
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<td>Spring II</td>
<td>Theories of Human Rights and Social Justice</td>
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<td>Publication Development Workshop II</td>
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<td>Elective I*/Independent Study</td>
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<td>Summer II</td>
<td>Trauma-Informed Treatment and Treatment of the Addictions</td>
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<td>Executive Leadership</td>
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<td><strong>Year III</strong></td>
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<td>Fall III</td>
<td>Teaching and Learning in Social Work</td>
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<td>Teaching or Field-Based Learning Internships</td>
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<td>Publication Development Workshop III</td>
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<td>Spring III</td>
<td>Elective II*/Independent Study</td>
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<td>Capstone Course</td>
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*Electives

Selected in collaboration with student interest and educational needs, and may include but not be limited to the following:

- Specialized Clinical Research Approaches: Clinical Data Mining
- Specialized Clinical Research Approaches: Case Study Methods
- Psychopharmacology and Clinical Social Work Practice
- Attachment Theory and Research
- Trends and Directions in Clinical Practice: Primary and Behavioral Health Integration
- Global Perspectives on Diagnosis: A Critical Examination of the ICD and DSM

Electives and/or Independent Studies

Students are expected to take two courses that are any combination of electives or independent studies.

Electives

Students should select courses that will add to their knowledge in substantive areas related to what will likely be their Capstone topic. Students should discuss their elective options with their mentor prior to registration. Electives should be doctoral courses taken at Silver or other Schools at the University. Students most often locate appropriate electives in the Global Public Health Program, Steinhardt School of Culture, Education, and Human Development (especially in departments of Applied Psychology or Humanities and Social Sciences in the Professions); the Wagner School of Public Service; or in some departments of the Graduate School of Arts and Sciences (especially psychology and sociology). Courses in other schools of the university are not likely offered on the same course schedule as are those in the DSW program.

Independent Study Electives

Students can design an Independent Study in a particular substantive area if the material that will be covered is not available in any existing course and it is clearly relevant to the student’s Capstone topic. Students wishing to take an Independent Study must find a full-time faculty member within the Silver School to supervise it.

The student and faculty member should meet to discuss plans for the Independent Study, and they should develop a learning contract for the course. Once the contract has been agreed upon, the student must complete an Independent Study Approval Form, and submit it for approval to the Director of the program, who will then forward it to Enrollment Services. You must provide the DSW program Administrator with all completed forms and keep him/her apprised of all changes and choices related to curriculum committee composition.

Teaching or Field Based Internship

A choice of teaching or field based internship will be required and must be taken either concurrently with the Teaching and Learning Social Work course or within a three year period prior to taking the course. In-person, hybrid, or online teaching at a CSWE accredited graduate or undergraduate program is acceptable, as is current supervisory work in an agency-based setting. With permission from the Program Director, students may use their existing place of employment if it provides opportunity for the supervision of students and/or social work staff, as well as other mental health professionals or trainees. In coordination with the course, students will be evaluated on the achievement of respective learning
goals and their ability to reflect upon the internship experience productively for their continuing professional development.

THE CAPSTONE PROJECT

In order to satisfy the degree requirements of this program, students must successfully defend a Capstone Project. This project will consist of two articles that have been approved by the Capstone committee as being of publishable quality and an abstract and PowerPoint of a presentation that has been given at a professional conference. During the final semester, the student will present the completed capstone project to a committee comprised of the student’s advisor/mentor and two other members of their committee. The student will also present their work to a group of their student peers and interested members of the SSSW community.

1) Two Publishable Articles

The students will submit a portfolio that consists of two publishable articles. The mentor/advisor and the two other committee members should review the two papers to determine that they are ready for submission to a professional journal. Students will be expected to identify a primary and secondary venue for journal submission. It is not necessary that the papers have been submitted to a professional journal, but rather that the mentor/advisor and other committee members have reviewed the papers and determined that they are ready for submission to a professional journal. However, should the papers have already been submitted to a journal post review by all members of their committee, students should include correspondence with journals, including comments made by the reviewers and the editor should be included in the portfolio. If either of the papers has been rejected, the articles need to be revised and resubmitted in consultation with the student’s advisor/mentor and other committee members. The student must also demonstrate how the points raised by the reviewers have been addressed. The journal articles cannot have been submitted for publication prior to the student’s entry into the program. At least one manuscript must list the student as sole author, and the other article must list the student as sole or first author.

The articles should present an area of interest that is related to the student’s clinical experience. Examples of suitable topics include, but are not limited to:

- A comprehensive literature review on an area of concern to social work clinicians, researchers or educators
- The characteristics and needs of a specific population
- A theoretical concept and its application to clinical practice
- Specific aspects of human behavior and functioning (individuals, families, groups)
- The development or extension of practice models or techniques
- A review of evidence based practice for a specific problem area
- Emerging approaches to specific populations or problem areas
- Practice processes, including use of self
- Supervisory, teaching, or training techniques and processes
- Administration and/or managerial issues
- Application and illustration of specific interventions
- Critique of existing models or approaches to problem areas

The student will work with his/her advisor/mentor to select suitable topic(s). Three writing seminars are scheduled at different points throughout the academic curriculum to ensure that students will receive guidance and support in preparing their scholarship.
2) Professional Presentation
The student must submit the abstract and presentation that has been presented at a professional forum during the time in the program. The selection of the professional forum/conference should be discussed with and approved by the student’s advisor/mentor. Examples of appropriate forums include professional conferences in which abstracts are blind peer-reviewed, such as the local, state chapter or national NASW conferences, the Clinical Social Work Society, the Annual Program Meeting of the Council of Social Work Education, or another professional conference approved by the mentor. See relevant professional organization websites, SSWR, Information for Practice, and professional listservs for Call for Abstracts. In addition to presenting at a professional conference, the student is also expected to present their work at a forum at the NYU Silver community as part of the capstone course.

The Capstone Project Process

Selection and Composition of the Capstone Committee
It is anticipated that students will work with their mentors/faculty advisors in the capacity of chairperson of their Capstone Project. Students must formally select a Capstone chairperson and two other members of the committee, all of whom must be approved by the Director of the DSW program by the fall semester of the second year. The Request for Approval for Capstone Committee Members Form must be completed and approved at this time. In order to make this selection, students are encouraged to become acquainted with the faculty and their interests. Choosing an area of study that relates to the expertise and interests of the faculty will facilitate the Capstone process. In general, faculty are open to consultation with students concerning their areas of expertise and potential mutual interests.

At least two members of the committee must be full-time members of the Silver School’s faculty, which includes tenured faculty, as well as clinical and non-tenured tenure-track faculty. The chair must be a tenured, tenure track or clinical member of the School’s faculty. Among the members of the committee there must be substantive expertise on the major aspects of the topic as well as expertise in the research methods that will be used if applicable. In lieu of another faculty member from Silver, the student may elect to add as a third member someone from outside the School’s faculty who has expertise relevant to the student’s subject area. Outside members must have a doctoral degree either in social work, a related mental health field or the social sciences. Students are expected to provide the program director with the potential member’s Curriculum Vitae in consideration for serving on the committee. Outside members cannot serve as chair of the committee.

The person chosen to chair the committee should have expertise in the content areas and/or study methods that the project will involve. Generally, the mentor is the chair of the committee but the student may choose another Faculty member in discussion with the DSW Program Director. A meeting with prospective chair to discuss the study topic, styles of working, and other expectations is usually helpful. Some faculty members may request a written summary of the student’s scholarly interests in order to decide whether it would be appropriate for them to Chair the committee.

Changes in the committee chair is possible when a change in topic calls for different expertise, when the chair’s availability is substantially reduced, or when the student feels that there is no longer an effective teaching/learning relationship between them. In these cases the student should first discuss the desired change with the current chair. Any such changes must be approved by the DSW Program Director.

Students should select other members of the committee in consultation with their chair, taking into
account areas of expertise and compatibility. Although students do not have to select all of their committee members until the fall of the second year, it is usually helpful to draw upon the expertise of a full committee throughout their course of development of the Capstone project.

Members of the committee may be changed for the same reasons as the chair. Before requesting any change in committee member, the student must discuss the change both with those being dropped and those being added. As with the chair, any such changes must be approved by the DSW Program Director. The Request for Approval for Capstone Committee Members form must be used to request all additions or changes to the committee’s membership. Once the Director signs the form, indicating approval of the request, a copy will be sent to the student and each committee member. Note that students must obtain agreement to serve on the committee from each person listed on the request form prior to submitting it for approval. As noted previously, when students request the addition of a committee member who is not on faculty at NYU, a copy of that person’s Curriculum Vitae must be attached to the form.
ADVISEMENT

Advisement
Upon beginning the program, DSW students will have the opportunity to choose a faculty mentor who serves in an advisement capacity. Should the potential mentor be unavailable, another faculty mentor will be assigned (in discussion with the student and DSW Program Director). Students should take the initiative to get to know their mentor at the beginning of the first semester, and they should meet with their mentor a minimum of once per semester, except in the summer. It is the responsibility of the student to initiate contact and follow up with the mentor each semester.

It is anticipated that the faculty mentor will serve in the capacity of advisor and chair of their capstone project for the duration of the student’s involvement in the DSW Program. Should the student and/or mentor request, the student may change mentors provided that there is a prior discussion between the mentor and student, and that the change is discussed in collaboration with the DSW Program Director.

Role of the Mentor
Mentors are expected to meet with the student a minimum of once each semester, and it is the student’s responsibility to initiate contact with the mentor. Mentors may offer guidance and suggestions on independent studies and electives (anywhere within NYU), and also be available to discuss career questions and direction. If possible and interested, mentors may provide students with opportunities for research, co-publication and/or a teaching assistantship.

Mentors are also expected to serve in the role of primary advisor to the student who is expected to produce 2 publishable papers and present at a professional conference. The mentor serves as chair of the student’s committee and oversees the committee review process. Students are expected to discuss with their mentor the selection of the other two committee members based on the student’s subject area and potential committee members’ areas of expertise. The mentor reviews the student’s two papers and makes recommendations to enhance the papers for publication. It is essential that the mentor provide timely feedback to the student on their papers so that the papers may be reviewed by other members of the committee following approval by the chair (or the chair signaling readiness for other members to review the papers). Other committee members also review the papers, and once all three committee members concur, the student may submit the papers for publication. The mentor is expected to communicate with the other committee members to determine when the paper is ready for publication submission. The student presents the body of their work to their committee during the capstone course.

ACADEMIC GUIDELINES

Degree Requirements
The requirements for the DSW degree are completion of a minimum of 56.5 credits in coursework and the successful completion of a Capstone project. Students must also maintain a passing grade for all courses and meet the completion deadlines described below.

Deadlines for Completion of Degree Requirements
Part-time students must successfully complete their Capstone Project within 5 years of enrollment in the program, except for medical leave which may stop the clock. Extensions to these deadlines for up to one year may be granted at the discretion of the Director of the program only when there is demonstrated progress toward the completion of the Capstone Project with documented support of this progress from
the student’s advisor and committee. For DSW students or committees requesting an extension past the maximum allowed time in the DSW Program, the student’s Capstone committee must submit a request, signed by the student and all members of the committee, to the DSW Program office that includes:

1. A brief outline that clearly demonstrates tangible and articulated progress towards completing the remaining requirements.

2. The recommended amount of time needed past the original extension granted by the DSW program director (the period should be within 3-6 months unless there is a significant reason for a 12-month request).

3. A full, documented consensus from the members of the committee that the student is likely to complete the remaining requests at the end of the requested period.

4. In instances in which timely completion is not possible, the committee should convey that there is no evidence of progress, no reasonable plan for completion, that the work is substandard, etc.

5. The student and the committee agree and confirm that no additional extensions will be requested.

Once the signed request is submitted, the DSW Program office will review the request and arrange meeting with the DSW student.

**Attendance**
To receive credit for a course, a student must be in regular attendance, and satisfactorily complete all examinations and other assignments prescribed by the instructor. Students may not miss more than two classes.

Please note that as a matter of long-standing University policy, members of any religious groups may, without penalty, absent themselves from classes when required in compliance with their religious Obligations.

**Guidelines for Course Grading**
The following guidelines, adopted by the faculty, are the culmination of a lengthy process aimed at operationalizing the basis for grading. These guidelines do not mandate a rigid formula for grading students but rather offer some guidance to faculty members in determining the various grade levels. Individual faculty members have discretion within the scheme of attributes presented to weigh factors differentially as they see fit. However, it is intended that each instructor has a clear contract with his/her class which would include the following components:

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

**Assignments**
Instructors will inform students at the beginning of each semester about expectations for the course, 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.
The grading for the DSW program is as follows:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td>Expectations for doctoral level work acceptable in terms of integration of conceptual and practice learning, integration of conceptual-practice dimensions of learning, class participation, oral and written expression.</td>
</tr>
<tr>
<td>FAIL</td>
<td>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. Work is unsatisfactory in most of the attributes considered and does not warrant receiving credit for the course. A failure to submit assignments or other required materials is clearly unacceptable.</td>
</tr>
</tbody>
</table>

Other factors that might be utilized in distinguishing between pass/fail includes extent of absences and/or lateness; excessive unacceptable absences and/or lateness would be taken into consideration.

**Policy on Incomplete Grades**
The policy outlined below will be enforced for all graduate courses taught at the Silver School of Social Work. In some courses, faculty may choose to develop additional requirements or may choose not to permit incomplete grades.

1. It is expected that doctoral students will complete all course requirements on time. Papers and other assignments not turned in by the due date may result in a lower grade for the specific assignment or the course.
2. Under special circumstances, students may request an “incomplete” grade from the instructor. Such circumstances should generally be extraordinary, such as a medical emergency. Incompletes may be granted at the discretion of the instructor, but are not to be considered an automatic entitlement.
3. In order to receive an Incomplete, the student must submit a Request for Incomplete Grade Form, signed by the student and the appropriate faculty member, to the Office of Enrollment Services before grades are due. The written approval will include the reason for the request, the specific plan for completing requirements, and a due date for completion of requirements. The student and the course instructor will each retain a copy and the Office of Enrollment Services will provide a copy to the faculty advisor and retain a copy on file.
4. A student is automatically placed on academic probation if an incomplete grade remains for more than one semester.
5. If course requirements are not met on time and the student has not requested and received approval for an incomplete grade, the instructor will assign an N (no credit) or a Fail when grades are due.
6. Students with an incomplete grade will be blocked from registering for the next semester. The faculty advisor will be responsible for assessing the student’s individual education plan and may approve registration for the next semester on a case-by-case basis. Incomplete grades are to be used infrequently and only for extraordinary circumstances.

**Policy on Repetition of Courses**
1. Students must repeat a required course in which they receive a Fail in order to receive credit for that course.
2. Students can repeat a course only once.
3. Students may not repeat courses in which they receive a Pass.
Policy on Academic Probation

A DSW student who is on academic probation is considered not to be in good academic standing. Students will be automatically placed on academic probation for any of the following reasons:
1. Receiving a “Fail” in a course.
2. Failure to complete course requirements (as within one semester following the end of the semester in which the course was taken).
3. Inadequate performance in internship.

Academic probation triggers the formation of a Status Committee, which serves to help the student identify obstacles to remaining in good academic standing and provides guidance and support for helping the student plan for improvement. Status Committees consist of three faculty members: the student’s advisor/mentor, a member of the DSW Program Committee, and the Director of the DSW program.

Students who do not improve their academic performance sufficiently within one semester of being placed on academic probation will be dismissed from the program. The criteria for sufficient improvement are as follows: 1) adherence to standards for attendance, 2) completion of all incomplete and/or failed coursework, and 3) satisfactorily addressing other issues as indicated by the Status Committee, and no additional failures to complete course and workshop requirements (including internship) in the probationary semester. When academic probation is triggered in a student’s final semester of coursework, a status committee will determine the requirement(s) for returning to good academic standing.

Withdrawal from 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 Program Director 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.

Guidelines for Student Leaves of Absence

Voluntary vs. Involuntary Leaves/Withdrawals

Most leaves and withdrawals are voluntary. Involuntary leaves and withdrawals are used in cases of academic/performance dismissal and as an option in cases of danger to self, others or property.

Psychological Medical Leave

Psychological medical leaves and/or withdrawals are warranted when students are: (a) psychologically unable to perform academically or live in the residence halls; (b) dangerous to themselves, others or property; or (c) in need of treatment that prevents their current or future continuation at the School. The psychological medical leave option requires approval from the NYU Wellness Center.

To return from a psychological medical leave of absence, students must fulfill certain conditions: (a)
sufficient time away from the School; (b) a course of treatment the entire time away from the School; (c) a Certificate of Readiness to Return Form sent from the outside therapist to the NYU Wellness Center; and (d) an evaluation with the NYU Wellness Center.

Students who plan to return must notify the University at least 2 months prior to the start of classes. The limit for consecutive leaves of absence is one academic year (or 2 semesters). If students need to extend their leave, they must formally request an extension by repeating the original request procedure.

Physical Medical Leave of Absence
An illness may prevent students from participating in class. Depending on when students become ill and how quickly they recover, they may not be able to make up missed work; in this case, a physical medical leave of absence is recommended. The physical medical leave option requires approval from the NYU Student Health Center.

To return from physical medical leave of absence, students must notify the University at least 2 months prior to the start of classes. The limit for consecutive leaves of absence is one academic year (or 2 semesters). If students need to extend their leave, they must formally request an extension by repeating the original request procedure. Students must complete an evaluation with the NYU Student Health Center before they can re-matriculate.

Personal Leave of Absence or Maintenance of Matriculation
Students may be experiencing personal or family problems and may not be able to function at the School as a result. Depending on the nature of these issues, students may request a personal leave of absence. OR Maintenance of Matriculation (MoM). Students must follow the procedure for a personal leave of absence or MoM for each semester of absence. Students are responsible for paying the MoM fee, which is determined by the NYU Office of the Bursar.

To return from a personal leave of absence or MoM, students must notify the University at least 2 months prior to the start of classes. The limit for consecutive leaves of absence is one academic year (or 2 semesters). If students need to extend their leave, they must formally request an extension by repeating the original request procedure.

PLEASE NOTE: Students should review the Leave of Absence forms for additional policies and procedures.

Withdrawals from the DSW Program
Students who are considering withdrawal from the DSW program should contact the Program Director of the DSW Program to arrange an exit interview. Students will be required to turn in their University ID Card at the time of the exit interview. Following the interview, students should submit an online withdrawal form via Albert.

Students must contact and notify the Financial Aid Office if they have been receiving financial aid, and they should consult the Refund Schedule for Complete Withdrawals. Students may also contact the Office of Enrollment Services and any applicable University offices to obtain information with respect to grades, classes, and refunds policies

Readmission to DSW Program
Students who wish to return to the DW program after withdrawing will be required to submit a new application for admission. At minimum the School reserves the right to require a full application to the program after an absence of one year or longer for any reason. Readmission to the program is
reviewed on a case-by-case basis.

**Reapplication**
Some applicants may wish to reapply if they are not admitted to the DSW Program. The School strongly recommends waiting a minimum of one academic year before initiating a new application.

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**REGISTRATION AND BILLING**

**Registration**
Please view the New and Continuing student registration webpages and the University Academic Calendar for important registration dates and instructions.

**Student Records**
The Albert system may be used to access most student records including class schedules, enrollment verifications, and unofficial transcripts. Official transcripts may be requested from The University Registrar.

**Financial Aid**
The first step to applying for financial aid (including federal, state, or private aid) is to complete the FAFSA – the Free Application for Federal Student Aid – and submitting the NYU school code: 002785. It is important to complete a FAFSA for each year that you would like aid. The FAFSA may be found at www.fafsa.ed.gov.

The NYU Office of Financial Aid will send you your financial aid offer and you may use Albert to accept or reject the entire offer or sections of the package. For further questions, contact the NYU Office of Financial Aid at 25 West 5th Street, or at 212.998.4444.

Information about externally funded scholarships and fellowships, and research assistant opportunities within the School, is posted on the DSW Program’s website when available. For further questions, contact Admissions at 212.998.5910 or in room 102 in the Silver School Building.

**Billing and Payment**
Students receive bills electronically from the Office of the Bursar and may pay online or in person at 25 West 4th Street.
Essential Abilities and Attributes for Social Work Students

Students at the Silver School of Social Work are expected to possess the following abilities and attributes at a level appropriate to their 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**: 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, and practice 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.
• 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:
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 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.

Ways to Avoid Plagiarism
• When taking notes from any written material (published or not) summarize, do not paraphrase. If you are not sure about this, check with your instructor. Even summaries should be acknowledged in your presentation since the idea and often the manner in which the material is organized is the work of
someone else.

- When someone else has said something so well that you want to include it in your work, be sure to copy it exactly, follow APA quotation guidelines and cite the copied portion(s) appropriately.
- A student is fully responsible for any work he or she submits. If the work is typed by a typist, the student must read the finished work to be sure that no references or quotation marks have been omitted.
- If you allow another student to copy your work (including computer programs and research data) and submit it as his/her own, or if you submit a copy of someone else's work and claim it as your own, you have plagiarized.
- Understand that your reader will want to know the sources you used in your research/writing and may be concerned about phrasing that is not like your usual writing style. Online material must be clearly referenced as well.
- It is recommended that you cite electronic sources in the same manner you would non-electronic sources. Additionally, you must include all the electronic retrieval information needed for others to locate the sources you cited (i.e. web URLs or DOIs).

For more specific information on citing electronic sources please visit http://www.apastyle.org/apa-style-help.aspx.

**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**
   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.
   a. The CAI will review the memo requesting consultation within two weeks.
   b. 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 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.
   a. The CAI will review the allegation and supporting documents within thirty days.
   b. The CAI will forward a written recommendation to the Dean for action within two weeks of their completed review.
   c. A copy of the recommendation will be sent to the party who filed the complaint.
   d. The Dean will inform the CAI of the decision.
   e. 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 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.
   a. The CAI will review the allegation and supporting documents within thirty days.
   b. The CAI will forward a written recommendation to the Dean for action within two weeks of their completed review.
   c. A copy of the recommendation will be sent to the party who filed the complaint.
   d. The Dean will inform the CAI of the decision.
   e. A written summary will be given to the student and be placed in the student’s permanent file.

4. **Appeal Process**
   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. 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).

**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, DSW, 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 at the School.

**Student Grievances**
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.

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. The Board may also choose to conduct any further proceeding that it deems is needed, provided that:
   a. It shall decide what is and is not relevant to the complaint and consider only matters relevant to the complaint being heard.
   b. 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.
   c. 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. The Judicial Board shall conduct its proceedings and deliberations privately and confidentially. Final deliberations of the Board shall be in closed session. Judicial Board decisions shall be by majority vote.

Appeal of the Decision of the Judicial Board.
The student or complainant may appeal the decision of the Judicial Board by following the University’s Student Grievance Procedure, available through New York University’s Student Community Standards Office/the Division of Student Affairs.

University Policies

Statement and Guidelines on Bullying, Threatening and other forms of 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.

Examples of disruptive behavior can be found within the statement guidelines. Students can report bullying, threatening and other forms of disruptive behavior to the Assistant Dean for Student Affairs at courtney.omealley@nyu.edu or 212.998.9189.

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, you can go the NYU FERPA webpage. You can also contact Student Affairs, 1 Washington Square North, 212.998.5926.

**New York University 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-Harrassment 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.

*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 www.nyu.edu/nyuhc/ 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 well-being of the community as a whole.

*University Student Conduct Policies*

All university student conduct policies and general rules of conduct for students can be found at

[https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/universitypolicy-on-student-conduct.htm](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/universitypolicy-on-student-conduct.htm)
GRADUATION PROCEDURES

Please consult the Registrar’s website (www.nyu.edu/registrar/graduation/apply.html) for information about preparing for graduation. After it has been determined by the Capstone chair that a student is likely to graduate, students should contact the Registrar (212.995.4747) to register for graduation. Pay particular attention to the deadlines listed on the Registrar’s website, since students must register on time in order to graduate.

The Silver School of Social Work holds its Convocation each May to honor students graduating from all of its programs. Graduating DSW students will have a doctoral hood conferred on them by their Capstone chair to commemorate their achievement. Students who graduated in the previous September or January can participate in the May Convocation. Information about Convocation, including instructions for ordering caps and gowns, is available at http://socialwork.nyu.edu/students/graduation/graduation-faqs.html.

Degrees are conferred by the University President at the Commencement ceremony, which is usually held at Yankee Stadium. Information about Commencement can be found at www.nyu.edu/commencement. Note that the Registrar will mail the diploma approximately 8-12 weeks after it is conferred. It is of the utmost importance that the student’s permanent address listed on Albert is correct, since this is the address to which the diploma will be mailed.
REFERENCES


