



# RUTGERS

School of Social Work

Doctorate in Social Work  
Student Handbook  
2017-2018

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## **DSW Mission Statement**

The mission of the Doctorate of Social Work program is to transform seasoned social workers into practitioner-scholars. Students build on their practice experience to develop new knowledge for the field and then disseminate this knowledge through peer-reviewed journal articles, national and international conference presentations, teaching, and innovative digital projects.

## **DSW Program Objectives**

As a result of this program, graduates will develop and disseminate social work practice knowledge that:

- 1) Examines and applies professional and ethical standards to identify and resolve complex ethical dilemmas in practice.
- 2) Applies multidisciplinary theoretical and empirical lenses to practice with individuals, families, groups, and/or communities.
- 3) Incorporates theory, research, practice, and policy to advance social justice.

## **Mission of the School of Social Work**

To develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens family and community well-being in this diverse and increasingly global environment of New Jersey and beyond.

## **School-Wide Learning Goal:**

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

- 1) Demonstrate Ethical and Professional Behavior
- 2) Engage, Assess, and Intervene With Individuals, Families, Groups, Organizations, and Communities
- 3) Engage Diversity and Difference in Practice.

## Curriculum

### Overview

The Rutgers DSW Program challenges students to contextualize their practice using theories and research drawn from multiple disciplines. Because multidisciplinary knowledge and social justice intertwine at the heart of social work scholarship, we challenge students to grow beyond loyalties to one modality or perspective. The DSW builds on seasoned clinicians' practice experience by cultivating their ability to present, publish, and create multimedia projects (MMPs) to disseminate their practice-relevant scholarship. The successful student tolerates ambiguity, engages with scholarly critique, thinks critically and creatively about clinical practice, and shares their insights in a professional manner.

Coursework, which is conducted during weekend residencies and through online modules, is grounded in three integrated sequences: foundation (training in theory development and research skills), clinical practice (use and critique of clinical theories), and engaged scholarship (writing, clinical, and research proseminars). Graduation requires successful completion of 54 credits. The program builds on students' initial case studies. Formulating the case study helps students to develop critical thinking skills needed to draw on the scholarly literature and to understand case material in a new way. This becomes the foundation for developing qualitative inquiry skills and enhancing writing skills in the second year of the program. The final year culminates in a multimedia project that allows students to disseminate their work while also engaging with the greater scholarly community. The DSW doctoral degree prepares graduates to address complex practice issues using critical perspectives and nuance, enabling social workers to become more sophisticated practitioners, teachers, and/or consumers and creators of scholarly work.

The DSW curriculum is designed to help students:

- Recognize the links among theory, research, practice, and policy
- Engage in critical thinking and analysis
- Directly apply scholarly knowledge to various clinical practice contexts
- Tolerate uncertainty and ambiguity and view these elements as part of the process of knowledge development
- Be socialized to scholarly processes and practices
- Develop clinical expertise with a particular population or in an substantive area

## Modular Philosophy

In the Rutgers DSW Program, courses are delivered in a modular format. Each module typically lasts three hours. The modular format allows the program to evolve and adapt by adding and subtracting topics as we learn what students need and want. This approach not only provides the flexibility to calibrate instruction to the subject matter, but also allows students to learn from a wide variety of expert faculty. Modules allow faculty to focus instruction on what they know and do best. The modules focus on clinical practice; theory and knowledge development; trauma; culture, race, and ethnicity; grief and loss; sexual and gender identity; social justice; teaching and social work pedagogy; and qualitative inquiry. Discussion of these topics enhances and refines students' practice skills, introduces students to the scholarly process (e.g., theory development, critiquing the literature, and writing case studies), and prepares students to publish, present at professional conferences, and teach social work courses.

## Grading Policy for Modules

Students are responsible to module faculty for completing readings and engaging with the material (readings and lecture) actively. Module faculty assess students' understanding of the material using quizzes, written assignments, and other activities. Doing so ensures that readings have been completed and that the student has a grasp on the material related to each module. Those who fail more than two module assessments in one semester are placed on academic probation. Therefore, if they fail an additional module in the following semester, they will be dismissed from the program pending review by the DSW Director. Students will also be given a failing grade if 1) they miss the module and do not make it up by submitting a position paper (see attendance policy for further details) or 2) they engage in unprofessional behavior such as using cell phones during class, demeaning others, or otherwise disrupting the classroom learning environment. Students may appeal these judgments. See the appeals process on page 15.

## **Engaged Scholarship**

Engaged scholarship requires students to actively engage with ideas, texts, and colleagues in a scholarly way. Using writing, clinical, and research proseminars, students learn to critically assess relevant ideas, texts, and scholarly writing, as well as those of their fellow students and colleagues. Students also learn to engage with critique of their own work by DSW faculty and fellow students in professional and non-defensive ways. The engaged scholarship sequence consists of three assignments that make up the DSW portfolio. The portfolio replaces the traditional dissertation and is a culmination of students' work in the program. It demonstrates DSW students' abilities to explore topics in-depth, produce clinical knowledge and scholarly work, and manage projects from beginning to end.

### Case Study

The first-year intensive writing experience is a unique opportunity to engage in guided clinical writing and revision practices. The main goals of this assignment are: 1) to gain a comprehensive understanding of what a case study is by way of example, 2) to learn how to write a literature review that provides a frame for the case study, 3) to understand the need for connective thinking when preparing scholarly manuscripts, 4) to receive and provide constructive criticism of clinical practices and writing samples in a proseminar setting, and 5) to participate in the process of composition through a series of short writing assignments that each student will revise in order to be proficient in an array of writing skills, such as thesis writing, paragraphing, using traceable scholarship, developing research skills, employing APA format correctly, and demonstrating grammatical proficiency.

The first year writing instruction helps set the foundation for writing the case study. Students will be introduced to scholarly writing process, from conceptualization and literature exploration to the writing and publication process. Students will begin by preparing an in-depth literature review in the fall semester. This review will then be used in the second semester to frame the students' case study, which is due at the end of their first year. In addition to proseminar feedback, "one-on-one" conferences with DSW faculty are an opportunity for feedback about writing and development of the case study. Final case study papers should be of publishable quality and no more than 25 pages including abstract, title page, and references. We strongly encourage students to submit their final papers for publication consideration in peer-reviewed journals.



### Grading Policy for Case Study

Students must receive a grade of PASS on their literature review and case study assignments in order to continue in the program. If a student fails one of these assignments, they will have one opportunity to redo the assignment. Students who receive another failing grade on the revised assignment will be dismissed from the program.

### Qualitative Inquiry and Report

During year two, students learn the skills of qualitative inquiry, including research question formulation, study design, data collection and analysis, writing results, and preparing a scholarly manuscript reporting results. Students also learn how to assemble application materials to get research protocols evaluated and approved for review by the Rutgers University Institutional Review Board (IRB). In the fall semester, students develop a literature review that forms the context for their qualitative project. This review is to include literature about the population or problem of interest, and identify gaps in the research or literature, and justify the method of qualitative inquiry the student chooses for their project. Throughout the year, one-on-one conferences with DSW faculty are an opportunity to receive mentoring and guidance in completing the research process and written report. By January, the student will start the IRB process and begin data collection. Students will execute a small scale qualitative study (5-7 participants) and submit the manuscript as a component of their portfolio. Papers should be of publishable quality and no more than 25 pages including abstract, title page, and references. We strongly encourage students to submit their final papers for publication consideration in peer-reviewed journals.

### Grading Policy for Qualitative Project

Students must receive a grade of PASS on their literature review and qualitative research report assignments in order to continue in the program. If a student fails one of these assignments, they will have one opportunity to revise the assignment. Students who receive another failing grade on the revised assignment will be dismissed from the program.

## Multimedia Project (MMP)

In year three, students pursue the work of recontextualizing their text-based case studies and qualitative projects through the world of online resources. We provide a rich, flexible template that allows students to devote all of their energies to composing with the appropriate multimedia resources. The multimedia projects focus on scholarly dissemination of information about a particular population or problem that was source material for the case study and/or the qualitative inquiry. This means that the students disseminate their work in the online environment that supports the use of text and blogs, still and moving images, animation, graphics, and sound.

We want our students to design MMPs in a format that is ready for immediate, global circulation. While many text-based materials can meet this standard, the multimedia project is designed for the screen and for a readership that assumes engagement with others through blogs, likes/dislikes, and other interactions. It is the intent of the DSW program to ensure that our students are literate, not only in traditional scholarly text-based venues, but also in the culture's most powerful means of communication, the internet.

### Grading Policy for Multimedia Project

Students must receive a grade of PASS on their multimedia project in order to graduate. If a student fails the assignment, they will have one opportunity to revise the assignment. Students who receive another failing grade on the revised assignment will not be able to graduate.

## Summary of Engaged Scholarship Assignments

**Year One:** Complete a contextualized and theorized case study worthy of publication

**Year Two:** Conduct a qualitative study and prepare as a scholarly article worthy of publication

**Year Three:** Create a multimedia project

### Grading for Engaged Scholarship Assignments

- Pass [P]: Pass will be used for performance reflecting acceptable competency for doctoral-level work.
- Fail [F]: Fail will be used for performance which demonstrates unacceptable competency for the doctoral-level, including failure of two modules, unprofessional demeanor in classes, or absenteeism without making up the module with appropriate position papers.
- Temporary Fail [TF]: A TF is used when a student's semester performance is not sufficient or not yet complete and a specified plan for finishing has been devised and completed.

## **Academic Policies and Procedures**

### **Repository of Portfolio**

The School of Social Work requires that the two written projects, the case study and the qualitative report, be archived in the Rutgers University Library Electronic Thesis and Dissertation (ETD) website. Each student, however, can request an embargo on their case study, meaning that only the author's name, the title, and the abstract is open access: the text (case study) itself is not visible. Students can first choose embargo and release the embargo at any time. They can first choose not to embargo and later choose to embargo. Rutgers open access means the case studies are free to anyone searching the Internet and could be found when searching Google Scholar, for example--in short, the RU library assures that the case studies are picked up by search engines.

This does not preclude a student from publishing their case study elsewhere. However, some journals may not publish if the library is giving open access to the case study; in such a case, the student would embargo the RU Library text and this should satisfy a publisher. If a student publishes their case study in a journal, RU library administrators will put a link from the embargoed location pointing the researcher to the journal that has the print case study. (Most journals are not open access--free of charge- meaning one has to access most journal articles through libraries. Therefore, most journals require outside researchers to pay a fee to access the article.) If students change the case study significantly from the DSW version, via the journal publishing revision process (which is likely), then the journal may give an author permission to allow Rutgers to permit open access to the original DSW version; thus, the student could lift the embargo because it no longer affects their right to publish elsewhere. However, in most cases, once an author signs copyright to a journal, the journal owns the copyright. The latter has always been contentious--when authors want to publish a journal article as a book chapter, for example, the journal publisher must agree. Within the RU Library open access, however--the student author maintains copyright ownership; students are merely signing an agreement to transfer it to an open access format.

The School of Social Work requires that the multimedia project be distributed via the DSW website in the interests of making the multimedia projects readily available both to other scholars and to other practitioners in the field. Students are copyright owners of their multimedia projects and can have their multimedia project embargoed--only the title, author, and abstract would be posted.

Although students can embargo one or all of their products, it is our hope that students will complete portfolio products that respect the goal of engaged scholarship, that is, producing new knowledge that is open access---free to everyone.

## **The Role of DSW Faculty Mentor**

DSW faculty mentors are assigned to each student at the beginning of their first year in the program. The mentor (together with the writing faculty member) will be available to help guide the student in developing the case study and also give it a final grade. The same faculty member may follow the student into subsequent years depending on availability, but all students will have a DSW faculty mentor for each year they are matriculated. The DSW faculty mentor collaborates closely with the DSW Director regarding any academic matters of concern. DSW faculty mentors work closely with the writing instructors and other DSW faculty to assure that students are progressively completing their writing assignments and course work. It is the responsibility of the student to keep their DSW mentors up to date on all academic concerns. Students are responsible for keeping DSW mentors apprised of concerns about their projects as well as their progress in the program. They are also to be in touch with them regularly to arrange meetings regarding the portfolio products.

## **Attendance Policy**

The DSW faculty and staff works hard to recruit expert faculty from Rutgers and from around the world. Our principle aim is to create a unique intellectual community, where faculty and students interact with researchers and practitioner-scholars. These interactions have been designed to provide maximize exposure to new developments and intellectually rich ideas in clinical social work. In addition, students and faculty often have the chance to meet with the instructors individually. These meetings are useful for getting to know visiting scholars, to ask more detailed questions about their work, and to share ideas. Workshop and proseminar modules, including those covering writing instruction and MMP skills are highly interactive and “hands-on” making in-class attendance essential.

We require that students attend all on-campus residencies and modules. This policy is intended to emphasize the importance of your complete participation. Students are required to sign in and out of each residency.

Students are not permitted to miss modules. Although rare, it is understood that extremely extenuating circumstances may result in a missed module. In these circumstances, requests for exceptions will be considered. Such requests must be sent to the DSW Director before the residency weekend. With the approval of the Director, the student may be offered the opportunity to make up the module by submitting a position paper to the DSW Director by the start of the following residency. Position papers are to be 2-4 pages, single-spaced, with a reference list. They must summarize (in detail) the readings for the module, and include discussion of the student’s understanding and critique of the material. This must be completed and submitted before the residency following the student’s absence.

A student will not be able to make up more than 6 modules for the entirety of the program. If a student misses more than six modules for any reason, and the student cannot account for any reasonable health or family extenuating circumstance, the student is subject to termination from the program. If a student experiences extenuating circumstances that would require missing more than 3 modules a year, that student must alert the DSW Director and consider the need for a leave of absence. Workshop, proseminar, and experiential modules cannot be made up with a position paper and count as absences that cannot be made up. Check with the Director to see whether or not a module can be made up.

### **Classroom Etiquette Regarding the Use of Technology**

While the DSW program recognizes that some students must maintain a cell phone on “vibrate” for emergency calls, we expect that students will have cell phones out of sight during each module. If a student is expecting an emergency call, they must notify the instructor and fellow classmates that they may need to leave the classroom to take a call. However, this should be done only in extenuating circumstances.

Texting is not permitted in class under any circumstances. Students should make all efforts necessary to have personal and professional responsibilities covered while in class. The use of laptops/iPads for note taking is permitted, but if an instructor or peer notices that chatting, web surfing, or texting is taking place via laptop, the student will be counted as absent for that module. The module may not be made up.

### **Course Sequencing**

Due to the unique modular structure of the DSW program, there is one standard course sequence that all students must adhere to. Transfer credit from other institutions or doctorate programs will not be accepted.

Year 1: Fall

19:910:604 Foundation to Advanced Practice I

19:910:682 Clinical Practice I

19:910:695 Engaged Scholarship I

Year 1: Spring

19:910:666 Foundation to Advanced Practice II

19:910:688 Clinical Practice II

19:910:696 Engaged Scholarship II

Year 2: Fall

19:910:681 Foundation to Advanced Practice III  
19:910:689 Clinical Practice III  
19:910:697 Engaged Scholarship III

Year 2: Spring

19:910:690 Clinical Practice IV  
19:910:694 Engaged Scholarship IV  
19:910:698 Engaged Scholarship V

Year 3: Fall

19:910:691 Clinical Practice VI  
19:910:699 Clinical Practice V  
19:910:700 Engaged Scholarship VI

Year 3: Spring

19:910:692 Clinical Practice VII  
19:910:701 Engaged Scholarship VII  
19:910:702 Engaged Scholarship VIII

### **Academic Standing Issues**

The academic performance of students will be closely monitored by DSW faculty mentors and the Director to ensure that students' grades meet the academic standards specified above and that they proceed through the various stages of the DSW program. Students have the right to be informed about the procedures that will be followed in the event of substandard performance and are entitled to fairness in the procedures by which their academic performance and progress are assessed.

If sub-standard performance occurs in course work, the portfolio products, or the student fails to meet specified time frames, the student will be notified in writing by the DSW Director specifying the source of the concern, the applicable DSW program rules, and the proposed action or remedy that the student can pursue. This letter constitutes a formal warning of possible course failure and dismissal to the student. Failure to meet the specified provisions may result in termination. The student is officially terminated from the DSW program upon receipt of a termination letter from the Director of the DSW program.

## Academic Disputes

### A. Program Procedures for Handling Academic Disputes

Students have the right to bring any matters of concern to their DSW faculty mentors or to the DSW Director. Although every effort will be made informally to resolve academic disputes, students have the right to formally appeal any action taken by the program. The right to appeal covers all evaluations received for academic performance; i.e., grades received for course work (grades for modules) as well as evaluations of the portfolio products: the case study, qualitative inquiry report, and multi-media project. Any warning or dismissal notices may be appealed. All appeals should be addressed to the DSW Director.

Students have the right to voluntarily withdraw from the DSW program at any time during the process of warning or dismissal appeals. The voluntary withdrawal decision will be confirmed in writing by a letter of understanding formulated by the DSW director. If the student does not contest, in writing, the letter of understanding within one semester of its mailing, it shall be deemed to constitute the final action in the matter.

### B. Appeals

Students are entitled to appeal a failing grade on a portfolio project or a module, and may also appeal dismissal from the DSW.

In appealing their grade, students must submit a written request to the DSW Director. The DSW Director will then review the assignment to ensure that the faculty member followed proper procedures and that the assignment was not graded in an arbitrary or capricious manner. The Director will then render a judgment (Pass or Fail), which is final and binding.

Students may appeal their dismissal from the program to the DSW Program Academic Standing Committee. This committee is comprised of all members of the DSW Executive Committee, except the faculty member who failed the student, and the DSW Director. All appeals must be provided to the DSW Director in writing to disseminate to the Academic Standing Committee. The most senior faculty member of this committee will chair the appeals process. A simple majority vote is needed to uphold or overturn the student's dismissal from the program.

If this appeal is unsuccessful, the student may appeal this decision, in writing, to the Dean of the School of Social Work.

## **Academic Integrity Policy**

All work submitted in a graduate course must be your own. It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be constructed as an attempt to misrepresent the cited materials as your own. The policy is posted at <http://academicintegrity.rutgers.edu>.

Please Note: Violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Judicial Affairs. The AIF that you should contact is Antoinette Y. Farmer, (732) 932-2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved.

## **Definition of Plagiarism**

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote.

Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or part in one's own words. To acknowledge a paraphrase properly, one might state: to paraphrase Plato's comment... and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some case, be a subtle issue. Any question about what constitutes plagiarism should be discussed with a faculty member.



## **Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are taking your courses, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. Please make sure you indicate the campus where you are taking your courses on this form.

All accommodations letters should be given to the DSW Director.

## **Student Leave and Program Withdrawal**

Students admitted into the DSW degree program of the School of Social Work–New Brunswick are expected to remain registered in every fall and spring term thereafter until they complete the program and earn the degree. Normally a student registers for courses and, if necessary, may register for matriculation continued (leave of absence). Any student who fails to maintain continuous registration may not resume formal graduate study or register again in the School of Social Work–New Brunswick without first applying through the DSW office. If a student does not register for one semester, and has not taken a formal leave of absence, an Application for Readmission (see below) must be filed by the student in order to reactivate the registration process.

## **Application for Readmission**

Students who have interrupted their graduate registration without receiving a DSW degree must apply for readmission. Students should file a new application through Graduate Admissions if they have not been registered for one term and/or their program no longer has their original application.

## **Interrupted Studies: Matriculation Continued**

Students who are obliged to interrupt their studies, or for whom no other registration is appropriate for a given term, may, with the approval of the DSW Director, register for matriculation continued for a maximum of two consecutive terms. For example, students who have completed 11 residencies but are not registered for the second year would register for matriculation continued. There is no tuition fee for this registration, although a student fee is charged.

## **Leave of Absence and Withdrawal**

Students may be granted a leave of absence with the approval of the DSW Director. During the leave of absence, the student must register for ‘matriculation continued.’ The length of the absence will be determined by the circumstances. Final decision granting a leave and its length rests with the DSW Director and the DSW Executive Committee. If a student does not register matriculation continued during their leave of absence and does not follow the specified leave of absence requirements, they will be terminated from the program. At any time during the program a student may submit in writing to the DSW Director a letter stating their withdrawal from the program.

### **Withdrawals and Tuition Refunds**

Complete withdrawals may entail processing refunds, depending on the date the forms are received at either the Graduate Registrar’s Office or the Office of Academic and Student Services. Before classes begin, a 100% tuition refund will be issued; as of the first day of class (first residency), an 80% refund will be issued, and every two weeks after that date the refund drops another 20%, until the end of the second residency, at which time no further refunds will be issued. There are no refunds for dropping one or two courses when there are other courses on the same registration.

### **Inclement Weather and Backup Residency**

The DSW program will follow the policies of the university regarding closure due to adverse weather conditions. If the campus has not closed due to adverse weather, then neither will the DSW. During adverse weather conditions, accurate weather related campus information including delayed openings, class cancellation, or closings will be disseminated on the Rutgers website and New Brunswick website with links to the “Campus Status Page”. Additionally, information will be distributed via email and will be available via RU-info at 732-445-INFO (including 24-hour voice mail). Please refrain from calling the Rutgers University Police Department (RUPD) with weather status questions. For additional details, including links to University Policies and Procedures, visit the New Brunswick Campus Adverse Weather Information website at <http://emergency.rutgers.edu/weather.shtml>. We, of course, will also notify students by email if a cancellation order is issued. If an adverse weather event leads to cancellation of a residency for 1, 2, or 3 full days, the DSW faculty reserve the option to have an equivalent make up residency in the first July following the adverse event.

## **General Information**

### **Registration**

DSW students register for nine credits each fall and spring semester, amounting to three courses per semester and eighteen credits per academic year. Registration occurs online through the Rutgers WebReg system. Students login to the WebReg system using their RUID number and PAC number or using their NetID and password. The index numbers for the required classes will be communicated to DSW students prior to registration. Directions for course registration are as follows:

1. Go to [nregistrar.rutgers.edu](http://nregistrar.rutgers.edu)
2. Under “Useful Links,” click on “Web Registration”
3. Under “WebReg Login Options” on the left-hand side of the screen, click on “log into WebReg using RUID and PAC” OR enter NetID and password in the fields presented. If using NetID and password, skip to step 5
4. Enter your 9-digit RUID number and your PAC (Personal Access Code)  
\*Your PAC is the month and day of your birthday, so if you are born on January 23rd, your PAC would be 0123
5. Choose the semester you are registering for from the dropdown menu. Click “Continue.”
6. In the “Add to Registration” box on the left-hand side, add the three index codes for your courses. Keep “Pfx” selected
7. Click “Add Courses”
8. The three courses that you registered for should appear under “registered Courses” on the right-hand side of your screen.

### **Continuing Education Units**

Students can receive CEU credit for their graduate courses. The Board of Social Work Examiners regulations states that one can receive CE hours for “completion of an undergraduate or graduate course at a regionally accredited institution: five credits for each course credit, up to a maximum of one-half of the required continuing education credits.” Students are responsible for keeping records of their own completed courses in case of an audit by the Board.

### **Computer and Printing Services**

Computer labs are located on all of the Rutgers campuses equipped with Mac and PC devices. Students are also eligible to purchase computing software at a discounted price through the University Software Portal.

## **Financial Assistance**

Graduate students are only eligible for Federal Direct Unsubsidized Stafford Loans. You must fill out a FAFSA annually in order to be eligible for any type of federal financial aid. Contact the Office of Financial Aid for questions about your award letter, loan package, or other financial questions. Contact Student Accounting for specific questions about your term bill.

## **Health Insurance**

All full-time undergraduate and graduate students at Rutgers are required to have health insurance. Students must present proof of outside health insurance when fall term bills are due in order to be exempt from the Rutgers student health insurance fees. Rutgers student health insurance is provided through First Student.

## **Health Services**

Health centers and pharmacies are located on the College Avenue, Cook/Douglass, and Livingston campuses in New Brunswick. Students are also eligible to use the Counseling, ADAP, and Psychiatric Services located on College Avenue and Cook/Douglass as needed

## **Libraries**

General and area-specific libraries are located on all Rutgers campuses. Alexander Library on College Avenue is where Dr. Karen Hartman, the social sciences librarian, works. She can provide students with information on locating scholarly (peer-reviewed) materials, the ETD submission process, and using inter-library loan for hard to access materials. You can locate electronic scholarly journal articles, books, class reserves, RefWorks, and other resources on the University Libraries website and via this guide: Social Work: DSW Program.

## **PAC**

Students' PAC number is generated from their birthday. For example, if a student's birthday is January 23rd, then their PAC is 0123. PAC is used in tandem with the RUID number for university identification and online services.

## **Parking**

Parking is available for students in garages in downtown New Brunswick for a fee on Fridays. On Saturdays, students can park for free at meters in downtown New Brunswick. On Sundays, free parking is available in the parking garages and at the meters in downtown New Brunswick.

## **Program Communication**

Students will receive correspondence from the University and the DSW Program through their Rutgers University email addresses.

## **Registrar**

Students use the Registrar website to register for classes during the fall and spring semesters. Additionally, transcript requests and enrollment verifications can be processed through this office.

## **RUconnection ID Card**

Your RUconnection ID card serves as your student ID during your time at Rutgers, and allows you to check out books from any Rutgers library, use the recreation centers and computer labs, and go to football games and other Rutgers events. Additionally, your printing fees are connected to this card. When presented at some stores, you can obtain student discounts with your RUconnection ID Card.

## **RUID Number**

Students' RUID number is a primary identification tool for the university. An RUID is a 9-digit number that is generated and emailed to prospective Rutgers students once they have submitted their online application for admission.

## **Textbooks**

Information about required and recommended readings will be disseminated by the DSW staff. Textbooks are available for purchase at the local Rutgers bookstores or online through Amazon, Barnes and Noble, and other similar websites.

## **Tuition**

Term bills must be paid prior to the fall and spring semesters. Students will be contacted via email by the university when their tuition bills are available to be viewed and paid. Term bills are paid through Student Accounting.

## **Additional Resources**

Computing Services: <http://www.nbcs.rutgers.edu/index.php>

Social Work Homepage: <http://socialwork.rutgers.edu/>

DSW Program Website: <http://dsw.socialwork.rutgers.edu/>

Health Insurance for Rutgers Students:

<http://www.firststudent.com/schoos/RutgersTheStateUniversityofNeweJerseyNewBrunswickCampus.htm>.

Libraries and Catalogs: <http://www.libraries.rutgers.edu/>

MyRutgers Portal: <http://my.rutgers.edu>

Office of Disability Services: <http://disabilityservices.rutgers.edu/coordinator.html>

Office of Graduate and Professional Admissions: <http://gradstudy.rutgers.edu/>

Office of the Registrar: <http://nbregistrar.rutgers.edu/nbindex.htm>

Office of Financial Aid: <http://studentaid.rutgers.edu/>

RUconnection ID Card: <http://ruconnection.rutgers.edu/nbp/?page=content/index.php>

Rutgers Campus Maps: <http://rumaps.rutgers.edu/>

Student Accounting: <http://www.studentabc.rutgers.edu/>