



RUTGERS

School of Social Work

Doctorate in Social Work
Student Handbook
2016-2017

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Mission Statement

The DSW (Doctorate of Social Work) is a professional practice doctorate, and its primary objective within the School of Social Work is to create a new cadre of socially networked practitioner-scholars who think critically about theory and practice and who present, publish, and disseminate practitioner-scholar case studies and practice-relevant, engaged scholarship, multi-media projects.

The Rutgers DSW Program asks, in the fullest sense, two simple and yet powerfully important questions: 1) How do we study and understand what it means to be a person? And 2) Why does clinical practice matter? We seek to answer these questions, for both personal and public gain, through an intensive curriculum comprised of expert lecturers and a customized Writing Program that guides the translation of practice experience into phenomenological description and exploration--disseminated by way of the case study. Theoretically-framed narrative case studies advance clinical skills in connecting three attributes of all social work scholarship: curiosity, empathy, and doubt. The DSW Program's clinical concentration is designed to teach critical use of evidence-based practice, which is not to dismiss EBP as a valuable resource, but to use it only when applicable to narrativized case-studies that frame theory-to-practice events, dilemmas, or concerns derived from lived practical experience. And in disseminating such products of new knowledge through traditional print publication and online multimedia projects, our students produce work suitable for self-reflexivity, with inter-disciplinarity at the core of our mission--a "takeaway" that not only seeks to explain the human condition, but also how we act upon it as social workers.

Mission of the Rutgers University 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.

Curriculum

Overview

Coursework during weekend residencies and online over the course of three years is grounded in three linked and integrated content areas: foundation, clinical practice, and the writing program's engaged scholarship component. Graduation requires successful completion of 54 credits: 18 required courses, each 3 credits; 10 foundation and clinical courses; and 8 engaged scholarship courses. These traditional courses translate into 121 foundation and clinical practice modules, and 95 engaged scholarship modules. Students enroll in 9 credit hours per semester (the 9 credits for the Spring semester includes the June residency).

Our modular format means that curriculum content is based on the depth and breadth of a particular topic. Three-hour, sequential cluster modules deliver content, and may include one, two, or fifteen modules, distributed over the course of three years. The modular format allows us to evolve and adapt in integrate ways, by adding and subtracting topics as we learn what students need and want, as we observe social and political shifts in practice environments, and as we critically and thoughtfully analyze ever-changing clinical knowledge and paradigm shifts.

Modular Philosophy

The typical 15-week semester course is organized under the umbrella of a single subject and taught by one instructor, which has worked well for undergraduate education and for some graduate programs where students matriculate directly from undergraduate programs. However, this approach is often related to efficiencies and administrative functions. In the Rutgers DSW Program, the subject matter determines the time allocated for instruction, and is delivered in sequenced and adaptable content Clusters and Modules.

Moreover, in traditional doctoral education, students are often limited to a handful of faculty who regularly teach the same classes. Our modular approach not only provides the flexibility to calibrate instruction to the subject matter and objects of study, but also allow students to learn from a wide variety of expert [faculty](#). And, in turn, modules provide faculty the ability to focus instruction on what they know and do best.

Foundation

Foundation cluster modules examine the meta-analytical skills that case study knowledge production and advanced clinical practice requires. Philosophy of mind prepares students to link mind/body debates to their cases: psychopharmacology, meditation interventions, body movement interventions, neuroscience. How does one think about the possible ways that psychosocial interventions affect brain/body/mind? How do we argue interactional affects?

Critical neuroscience investigates the assumptions of neurobiology and how these articulate with social work. “It examines the ways in which the new sciences and technologies of the brain lead to classifying people in new ways, and the effects this can have on social and personal life. It studies both the methods used to gain new knowledge, and the ways in which the knowledge is interpreted and used” (<http://www.critical-neuroscience.org>).

Philosophy of science examines how clinical interventions suppose specific ontological and epistemological commitments. Does one, for example, assume the existence of an unconscious? If so, why? If not, why? What constitutes a causal argument? What are the limits and potentials of using case studies to make causal arguments?

Phenomenology develops a critical perspective of medical diagnostic assumptions (i.e., DSM) and focuses upon the subjective experience of mental suffering, thus giving emphasis to the value social work places on the idea of “starting where the client is.” The ‘is’ points to the nature of the client’s disturbance and assumes that ‘listening to’—instead of ‘listening for’ pre-loaded diagnostic categories—is foundational to social work practice.

Narrative theory recognizes the role and structure of language and talk in clinical interventions. How does narrative theory relate to clinical theory? If cognitive interventions result in cognitive reframing, how is this understood within and outside of narrative theory? So-called ‘talk therapies’ make particular ontological and epistemological commitments to narrative theory and are the reason the latter is essential for developing meta-analytic understandings of clinical work.

Foundation Module Clusters:

- Philosophy of Mind
- Critical Neuroscience
- Philosophy of Science
- Phenomenology
- Narrative Theory

Clinical Practice

These modules focus upon integrating the foundational content with one’s current clinical practice. Foremost, through learning to write a quality and rigorous narrativized case study, the curriculum seeks student integration as its primary aim. Students learn to write close descriptions of their clinical work while placing it within multiple contexts, including their philosophical and theoretical commitments. Three umbrella content areas comprise the clinical curriculum: phenomenology of psychopathology, the overarching elements of clinical practice, and the narrativized case study.

Phenomenology of psychopathology breaks down the typical subject/object dualism of medical diagnostic categories and replaces it with an intersubjective, subject/object pair. A phenomenological case study aligns itself with twentieth-century philosophy, science, and social science (e.g., anthropology, psychology, and ecology), a body of work that rejects the separately acting, discrete agent, rationale-choice actor (i.e., the dualist view of subject/object or mind/body). Ecologists, for example, have argued that our existence is inevitably intertwined with our natural environments. Anthropologists and sociologists have shown how our seemingly essentialist identities, gender, sexuality, and ethnicity are constitutive of how we perform and engage with each other. In numerous ways, psychological theories have challenged the idea of free agency and its corollary assumption that we possess an absolute power to make choices—surely, to posit unconscious motivations is to directly challenge the idea of absolute autonomy. As a whole, however, a commonsense view dominates in social work: a client makes a choice to engage social workers and social workers, in turn, make intervention choices. In the dominant view, both practitioner and client are seen as mutually distinct subject/object entities. Phenomenological approaches critique this traditional view by recognizing the importance of experience and the role of interpretation.

Phenomenology posits that meaning making is intersubjective and therefore extremely dependent on the context. Our narrativized case studies include contextual factors that make the case unique. So what is meant by context? From fifteenth century Latin, we have contextus, “a joining together”, originally of contexere, “to weave together.” A further elaboration on the definition of context includes, “The surroundings, circumstances, environment, background or settings that determine, specify, or clarify the meaning of an event or other occurrence. For example, in what context did your attack on him happen? – We had a pretty tense relationship at the time, and when he insulted me I snapped. In linguistics, context includes the text in which a word or passage appears and which helps ascertain its meaning. In archaeology, context includes the surroundings and environment in which an artifact is found and which may provide important clues about the artifact’s function and/or cultural meaning” (<http://en.wiktionary.org/wiki/context>).

Large survey studies and controlled behavioral science studies typically erase context to achieve the goal of generalization; to generalize means to find a law that applies to everyone in spite of a particular context. Social work realities assume that client and clinician “surroundings, circumstances, environment, background or settings” do matter and case studies, then, must demonstrate how and why the context should not be erased. In short, context is essential to our knowledge of clinical meaning making. In social work generally, we do not work in or encounter closed context or systems. In short, the mind, the interpersonal world, the family, the neighborhood, the school, are all open systems. Closed systems exist only when we can and do take action to control the variables (e.g., controlling the effects of temperature or pressure or other potentially intervening causes in a laboratory experiment, for example). Social work researchers do, of course, design random controlled trials and the results may be rigorous, but usually they lack relevancy, that is, their findings do not account for how contexts set the backdrop for meaning making between client and social worker.

The third major content area includes topics related to the common elements of social work practice. These topics are integrally related to phenomenological perspectives, most specifically to meaning making and interpretation. Culture is more than being culturally competent; it is understanding that a client's cultural context matters a great deal in how the social work encounter creates, in-vivo, meaning. Assuming an intersubjective perspective also means that social workers must theorize, practice, and reflect upon the nature of a therapeutic relationship or alliance. We can no longer take up traditional conceptualizations of gender and sexuality; instead we must carefully listen and observe the unique ways these are expressed and performed. Humans attach and separate, and are forever engaged in such processes throughout life; thus, understanding grief and loss across the lifespan is essential to properly contextualize client suffering. The domestic household, however constituted, includes contextual dynamics and includes the role of parenting. As ways to experience and re-experience the body, increasingly, clients turn to yoga, dance, acupuncture, massage, and one could argue body piercing and tattooing. Thus, how is the body conceptualized in social work practice? There is perhaps nothing more common in many social work contexts—or in mental health vernacular co-morbidity—than having an addiction along with other disturbances. Moreover, humans often deny, project, rationalize, and routinize experience; therefore theories of psychological defenses are relevant to understanding experience. We are always confronting our desires, impulses, emotions and feelings. And finally, clinical work assumes practitioner and client reflexivity, but what is it and how is it achieved?

Clinical Practice Clusters:

- Narrativized Case Study
- Phenomenology of Psychopathology
- Schizophrenia
- Schizoid Personality
- Dissociative Self-States and Trauma
- Mood Disorders
- Anxiety

Elements of Clinical Work:

- Culture
- Therapeutic Alliance
- Gender and Sexuality
- Grief and Loss across the Lifespan
- Body
- Addictions
- Family and Parenting
- Attachment
- Reflexivity
- Psychological Defenses
- Affect Regulation
- And more...

Engaged Scholarship

The DSW Writing Practicum

The reading and writing intensive experience of the Rutgers DSW program is a unique opportunity to engage in guided reading, writing, and revision practices. The main goals are: 1) to gain a comprehensive understanding of what a case study is by way of example, 2) to learn reading comprehension and close reading through a combination of case study examples and theoretical framing texts, 3) to understand the pedagogy of case framing, which includes connective thinking, synthesis, and textual analysis, and 4) 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, narrativizing through creative craft elements, using traceable scholarship, developing research skills, employing APA format correctly, and demonstrating grammatical proficiency.

The first half of the first year writing program helps set the foundation for writing the DSW portfolio products: one case study that considers a single case, one case study that considers multiple cases, a book review, teaching resources, and a multi-media project. In order to achieve these goals, students will be introduced to the ways of scholarly research.

Curriculum Details

The first three writing practicum residencies will be devoted to the basic skills of reading comprehension, connective thinking, and case framing with a series of assignments geared toward thesis writing, paragraphing, narrativizing through creative craft elements, using traceable scholarship, and employing APA format. The revision process is key to grasping these goals.

In November of the first year, we embark upon the first case study, which is to be completed via a series of revisions and writing workshops by the end of June.

In the first semester of the second year, students write the second case study, which is to be completed via a series of revisions and writing workshops by mid-February.

As the second case study wraps up, students write a book review and begin, in earnest, working on their multi-media projects. Students also compose a series of questions to be used as teaching resources in the Spring of year 2.

Timeline of Writing Program Assignments

Year One, Fall Semester

Monday, September 19: Short Paper #1 Due

Monday, October 17: Short Paper #2 Due

Monday, November 7: Case Study #1, Rough Draft of Proposal Due

Year One, Fall Semester Continued

Monday, November 14: Short paper #3 Due

Monday, December 5: Case Study #1, Final Draft of Proposal Due

Year One, Spring Semester

*Case Study #1, revisions due once per month

Monday, May 23: Penultimate Draft of Case Study #1

Friday, July 1: Final Case Studies and Case Study #2 Proposals Due

Year Two, Fall Semester

*Case Study #2, revisions due once per month

*Begin Short Assignments for MMP

Year Two, Spring Semester

Monday, January 9: Penultimate Draft of Case Study #2

Monday, February 15: Final Case Studies Due

Monday, March 7: Book Reviews Due, Teaching Resources Due

Year Three

MMP, deadlines TBD

Assessment

Students receive written feedback and marginal commentary to be used for revision and improvement. In the first year, student effort is what counts most, so students may receive a passing grade for the writing portion of each semester if effort is high, meaning students meet with the instructor individually if necessary and are intent on revision.

The Language of Engaged Scholarship

Close Reading: The careful, sustained interpretation of a brief passage of text. Such a reading places great emphasis on the particular over the general, playing close attention to individual words, syntax, and the order in which sentences and ideas unfold as they are read. This requires the definition of key terms and phrases and a *response* to them.

Case/Frame: Using a theoretical idea from one reading to “frame” (or create a paradigm for interpreting) the “case” (or example). The case should ideally complicate the frame or vice versa. Terms or practice models might be used as frames in a paper of dueling paradigms.

Creating New Knowledge: Using connective thinking and synthesis as a means to assert one’s own, new point. This involves making an argument for how and why something matters, and it involves thinking about the implications of new knowledge.

The Multi-Media Project

Students will pursue the work of re-contextualizing their text-based case studies in the world of resources the web makes available. We will provide a rich, flexible template that will allow the students to devote all their energies to composing with the appropriate multimedia resources. Our graduates learn how to compose with and for the screen and will leave our program prepared to share the fruits of their research with fellow practitioners the world over. In practice, this translates into requiring that the students produce their work in an online composing environment that supports the use of still and moving images, animation, graphics, and sound, as well as text.

There are a number of pedagogical reasons for having our students submit multi-media projects. First, and foremost, our highest goal is to have the portfolio engage with multiple contexts that are trans-disciplinary in their range of reference. The advantage of the multi-media project is that it can engage with non-text-centric contexts and sources, including still and moving images, sound files, as well as all the ephemeral evidence available on the web itself. Second, we want our students to be composing in a format that is designed for immediate global circulation. While any text-based project that has been converted to a .pdf can meet this standard, the multi-media project is designed from the outset for the screen and for a readership that assumes that any important contemporary document is born digital. Third, we want our students to all be literate in the culture's most powerful means of communication and to be conversant with the challenges that digital technology poses for young and old alike.

Overall Requirements for Writing Program Work

Bring a hard copy of all readings to class.

Writing Program ASSIGNMENTS are due THREE WEEKS POST RESIDENCY.

Work must be posted on time and must meet length requirements.

***All written work, including my feedback on your assignments, is public so that this class can work on writing collaboratively.**

ALL assignments must be completed.

Make up assignments for missed modules should be completed in a timely manner.

Most assignments are not “graded” because the build up of skills is a process that requires revision. If an instructor determines that a student requires extra tutoring or extra revision to meet the expectations of the program, the student will be given a provisional pass mid-year for the Writing Program modules. If the DSW Directors decide that,

barring extenuating circumstances, a student has not met the writing competencies required by the end of each year, then that student will fail the Writing Practicum, thus the Engaged Scholarship Course.

A committee of DSW faculty reviews all portfolio products and assigns a passing grade. No student can graduate without receiving a passing grade on all portfolio products.

The School of Social Work requires that the two print case studies be archived in the Rutgers University Library Electronic Thesis and Dissertation website. Each student, however, can request an embargo on their case study, meaning that only the author's name, the case study 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 would be 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, a very nice feature. 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. (However, almost all journals are not open access--free of charge. One has to access most journal articles through libraries, which means you need student or faculty library privileges; to access the article otherwise, most journals require the researcher to pay a fee--usually a handsome amount.) 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. This is not true of the RU Library open access--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. Finally, the book review is required to be distributed via the DSW website in the interests of making the reviews readily available to other scholars and practitioners in the field. Students are copyright owners of their book reviews and can have their review 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.

Academic Procedures and Policies

Grading Policy

All modules and portfolio products will be issued pass/fail grades in accordance with the categories defined below:

- Pass [P]
Pass will be used for performance reflecting acceptable competency for doctoral-level course and module content.
- Fail [F]
Fail will be used for performance which demonstrates unacceptable competency for doctorate-level course content.
- 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.

A module will be given a failed grade if: 1) the student misses the module and does not make up a position paper (see attendance policy for position paper description); and, 2) the student does not actively and satisfactorily participate in Writing Workshop/Reading Seminars and the Integrative Seminar.

If a student fails one course (the equivalent of 12 modules), the failed course is grounds for termination from the program. In addition, no student can graduate if any one of his or her portfolio products was graded as failed.

Performance Evaluation

DSW advisors will discuss with students any performance concerns that could lead to a failed module(s). For any module, cluster of modules, or course that student performance is deemed insufficient, the DSW advisor will produce, in collaboration with the student, a remedial plan. All students must receive a Pass for a course to continue progression and a Failed course could lead to termination from the program. Students are responsible for knowing and meeting the requirements of each module.

Attendance Policy

The DSW faculty and staff work hard to recruit 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 maximize exposure to new developments and new ideas in clinical social work. Attendance enhances professional development and engagement. 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.

To emphasize the importance of your attendance, we require that students attend all on-campus residencies. This policy is intended to emphasize the importance of your complete participation, though we recognize that special situations will arise and requests for exceptions will be considered. Requests must be sent to the Program Director before the residency weekend. Students are required to sign in and out of each residency.

If you miss a module, you must consult with your DSW advisor about the process for completing the module material. This will require producing position papers (2-4 pages, single-spaced, with reference list) for each module, summarizing (in detail) the reading for the module, the discussions, and the lecture material. This must be completed and submitted before the next residency.

Students are permitted to miss 3 individual modules per year for emergencies. A student who wishes to make-up a missed module must submit position papers (see above) to a DSW Advisor by the start of the following residency. If a student misses more than 3 modules in one year, 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, he should discuss with the DSW Director the need for a leave of absence. Workshop modules and experiential modules cannot be made up with a permission paper and count as automatic absences. Check with your advisor 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, the expectation is that students should have cell phones out of sight during each module. If a student is expecting an emergency call, he should notify the instructor and his fellow classmates that he may need excuse himself to take a call outside the classroom.

Texting is not permitted in class under any circumstances. Students should make all efforts necessary to have out of classroom responsibilities taken care of by someone who can cover them. The use of laptops/iPads for note taking is permissible, 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 Clinical Practice V
19:910:698 Engaged Scholarship IV

Year 3: Fall

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

Course Sequencing Continued:

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 advisors and the director to ensure that students' grades meet the academic standards specified above (evaluation and grading policy sections) and that they proceed through the various stages of the DSW program. Although there is rarely a need to follow the procedures described in this section, students have the right to be informed about the procedures that will be followed in the event of sub-standard 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 or portfolio products, or if 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 proposed action or remedy that the student can pursue. This letter constitutes a formal warning to the student. Failure to meet the specified provisions may result in termination. A vote of the full time faculty members of the DSW program is required before a student can be terminated from the program. 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 advisors 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 department. 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 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 processing 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

Efforts to settle academic disputes are made within the DSW program's Academic Standing Committee. If such attempts are unsuccessful, the student may appeal the dispute in writing to the Dean of the School of Social Work.

C. Academic Standing Committee

A student appeal will first be heard by the DSW director and if not successful, the student can, in writing, appeal to the DSW Academic Standing Committee. The Academic Standing Committee is comprised of School of Social Work faculty who are appointed to the DSW Executive Committee.

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

Students that believe they may need an accommodation due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue (dfoffice@rci.rutgers.edu, or 732-932-2847). Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations.

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, 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. Appropriate forms are available from the DSW office. This form is to be processed any time a graduate student has missed one or more semesters of registration and wants to continue matriculating in the same program. The form is to be filled out by the student and forwarded to the Program Director. Upon the Director's approval, the form is sent to the Office of the Dean of the School of Social Work. Students should file a new application through Graduate Admissions if they have not been registered for two terms and/or their program no longer has their original application.

Restoration of Active Status

Any student who has not been registered for one or more semesters must also file an Application for Restoration of Active Status form. Both the Application for Readmission and Restoration forms must be taken to the cashier's office. Students will make payment at that time equal to one (1) credit of in-state tuition at the current rate per semester missed, up to a maximum of five (5) semesters. The cashier will stamp both the Readmission and Restoration form, and the student must bring them to the Graduate Admissions office where, at that time, they will be re-admitted. A term bill will be sent to the student for the semester they register for.

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 Program 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 can be granted a leave of absence as long as it is approved by the Program Director and the DSW advisor. During the leave of absence, they 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 Program 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 Program 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 voicemail). 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 nbregistrar.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. Each student has \$30 in printing fees associated with their RUconnection ID Card that will allow them to print from these labs. 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 of up to \$20,500. 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 where Dr. Karen Hartman, the social sciences librarian, works. You can locate scholarly journal articles, books, class reserves, RefWorks, and resources from other universities through the University Libraries website.

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 ScarletMail email addresses. Though, please note that we also ask you to create and maintain an additional professional Gmail account for DSW Curriculum purposes.

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 numbers are 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.

Students with Disabilities

The Office of Disability Services is located on the Livingston campus. To request accommodations, students must contact the office directly, speak with a coordinator and provide documentation for the necessary accommodations.

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/>