

WURZWEILER SCHOOL OF SOCIAL WORK
Yeshiva University



STUDENT MANUAL
FOR THE
Ph.D PROGRAM IN SOCIAL WELFARE

Approved by Faculty, December 10, 2002
Revised August 15, 2007

STUDENT MANUAL FOR THE DOCTORAL PROGRAM IN SOCIAL WELFARE

YESHIVA UNIVERSITY WURZWEILER SCHOOL OF SOCIAL WORK

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**STUDENT MANUAL FOR THE Ph.D. PROGRAM IN SOCIAL WELFARE
YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK**

INTRODUCTION

Through the years, policies and procedures have been developed that define and describe the rights and responsibilities of doctoral students and the Wurzweiler School of Social Work's Ph.D. Program. This *Manual* details these policies and procedures in one document that can be easily referenced. It is a "living document," in that changes to it are anticipated as new policies and procedures are developed.

This *Manual* provides statements about policies and procedures which are currently operative and it is intended primarily as a source of information for doctoral students. The School, however, reserves the right to change policy and procedures without prior notice and to notify all parties of such changes. In regard to curriculum requirements, students will be governed by the *Manual* in the year in which they entered the program.

All requests for reasonable accommodations under the Americans with Disabilities Act of 1990 should be made to the Director of the Doctoral Program.

SECTION I: DOCTORAL PROGRAM DESIGN

A. INTRODUCTION

The Doctoral Program of the Wurzweiler School of Social Work (WSSW) was initiated in 1968. It is now one of the largest doctoral programs in social work in this country. To date about 200 graduates have received the degree of Doctor of Social Welfare (DSW) or PhD in Social Welfare and have moved on to distinguished careers in the profession of social work. As of April 2000, and with the approval of the New York State Department of Education, the degree offered by WSSW is a PhD in Social Welfare.

For the past several years, the number of doctoral students has averaged about 75 in all stages of study. Incoming class size adheres to a target of 8-12 students.

B. CORE CONCEPTS AND STRUCTURE

The core of all of the educational programs at WSSW lies in its mission to prepare students to undertake competent practice in the profession of social work at the direct practice, middle and upper management levels and in teaching and research. In the Ph.D. Program, the preparation of "the scholarly practitioner" represents the extension of this core concept.

The WSSW doctoral program is grounded in practice. Students are expected to have an MSW degree (although exceptions can be made for those with a Master's degree in another preferably related field), to be employed in a social work position during their studies or, for those not eligible to work in the United States, to engage in volunteer work in a human services agency. This last expectation reflects the need for doctoral students to maintain their involvement in practice and to link the academic knowledge learned in classes to practice.

All students take the same program courses in the prescribed sequence. There are no

"tracks" which separate students by area of interest or level of practice. Individualization within the program occurs naturally as a result of the close student-faculty advisor relationship and the individual research interests of each student which are given recognition in the choice of a dissertation topic.

Preparation of the "scholarly practitioner" means that there is no one standard or uniform version of a professional role for which students are prepared. Rather, it is anticipated that the excellence and depth of their professional contributions will be recognized wherever graduates choose to work. Two major career patterns have emerged from the variety of career choices of the program's graduates. Many have moved ahead as social work educators and some have assumed significant leadership positions in policy and management roles.

Each course in the program revolves around different aspects of the profession of social work. Guided by a clear educational philosophy, the program is designed to support interaction and integration of theory and practice. This dialectical relationship between theory and practice creates the program's learning environment.

C. DOCTORAL PROGRAM RATIONALE

On the occasion of the 18th Anniversary of the Wurzweiler School of Social Work in 1975, the *Jewish Social Work Forum*, a scholarly journal produced by WSSW and now entitled the *Social Work Forum*, devoted an entire issue to the doctoral program. Dr. Lloyd Setleis, then head of the Doctoral program, defined the assumptions on which the program was based. Dr. Setleis quoted a report, written in 1970, which explained that the Doctoral program was designed to be responsive to:

.....the rapid and vast social changes...which have generated and heightened the struggle of individuals, groups and communities to find meaningful and responsive relationships to those social institutions which are essential for creative and satisfying living. The character of contemporary social life has intensified the need for the social work practitioner who is capable of a scholarly undertaking that reflects a capacity and ability to engage himself [herself] with

those social issues that are relevant to the purposes and objectives of professional social work. In this regard, the scholarly social work practitioner is needed to account for a changing social work practice in connection with the continuities and discontinuities which inhere in the historical development of the profession; the knowledge upon which professional activity depends; an ideology that gives professional activity its ethical and value-laden meaning; a methodology that provides order and form to professional activity. The establishment of the doctoral program is the School's response to the social and professional need for scholarly practitioners...

Changes continue, with ongoing need for professional leadership and vision.

D. THE STUDENTS

The students are professional social workers currently in practice who have earned the MSW degree at this or other schools. The Doctoral Program Committee has the right to approve the admission of students who are working as social workers but have a Master's degree in a related field. Such applicants may be required to complete specific courses in the MSW Program as a prerequisite for admission to the Doctoral Program.

The students represent diverse ethnic and religious backgrounds and ages. They come from all the fields of professional social work practice. The classes usually contain many different levels of practitioners, from the clinical social worker to executive director or director of social services/social work.

To be considered for admission, students are strongly urged to have at least two years of social work practice experience beyond the master's degree. WSSW may, however, selectively admit students directly from the MSW program based on an individual assessment of their readiness to undertake doctoral studies.

Features of the program designed to be “student friendly” include:

1. The program is built on the foundation of professional social work practice. Students are encouraged to relate their practice experiences to the theoretical constructs developed and

explored in class.

2. The hours of classes permit the continuation of full time social work employment. Classes are held on the Main Campus, with easy access to the library and parking.
3. Faculty advising is part of the educational process at every stage of the program. The doctoral advising structure permits a high degree of individualization and relatively easy access to faculty.
4. Students complete the program! Their presence on almost every social work faculty in the metropolitan area is known and appreciated. Others who have gone on to significant service related positions serve as effective role models for potential applicants.

SECTION II: THE CURRICULUM

A. OVERVIEW

The scholarly practice nature of the WSSW program builds upon students' professional experiences. The program aims to generate demonstrated proficiency in practice-relevant theory, knowledge, and understanding. This "practice-based" nature can be seen in the topics of the dissertations which students undertake and the central research questions that they seek to address.

The curriculum is designed so that course work can be completed in three years. However, with approval, students may enter the program on a part-time basis and elect to complete their first year of study over a two-year period. *Methodology Lab I & II* is offered in the third full-time year to assist students who are working on their dissertation proposals or the methodology section of their dissertation; this course is in the form of individual consultation, the schedule of which is determined between student and instructor. Students also have the option of taking one of two electives (one semester each): *Social Work Education* or *Administrative Practice* in their second or third year. In recent years, we have also instituted elective labs to assist students with the processes of completing their proposals and/or addressing the methodological components of their dissertation studies. A sample program format appears on pages 10 - 12. In addition, other electives may be offered from time to time in such areas as advanced quantitative methods, advanced qualitative methods, comparative social welfare policies, and the like.

The curriculum can be divided into three stages, roughly corresponding to the years of study:

First Year Curriculum

The first stage is concentrated in the first year which can be characterized as a time of "directed and structured study". The competent social work professionals who are students

acquire the skills and standards of doctoral scholarship. They integrate new learning with their existing knowledge, learning how to question favored assumptions and to formulate questions as a basis for inquiry. They acquire a foundation of social work theory which can help to analyze the dilemmas and contradictions of social work practice.

This first year consists of three courses which cover two semesters and two courses which are one semester each. The courses are designed to help students acquire competencies, including skills of critical thinking, necessary for scholarly work on a doctoral level.

The courses are: *Ideology I & II* (2 semesters), *Fundamentals of Applied Statistics* (one semester), *Social Work Practice Theory* (one semester), *Strategies of Inquiry* (two semesters), and *Theoretical Foundations* (two semesters, one on social change & social justice, the other on organization and administration theory). A description of the content of these courses appears in Appendix B at the end of this manual. Faculty members seek to help students acquire the competencies in the use of theory, research and writing that will facilitate the successful completion of course work and, later, the proposal and dissertation. In this sense, each class paper is seen laying the groundwork for the later dissertation proposal, eventually leading to the successful completion of the larger work.

At the end of the second semester of the first year, students take a comprehensive exam which assesses mastery of the first year content. (See pages 8 & 9 for a discussion of this requirement.) Enrollment in second year classes is contingent upon passing the comprehensive exam.

Second Year Curriculum

This is the year of movement from structured study toward "independent scholarly study", in which the student acquires technical & methodological skills requisite for quantitative and/or qualitative data analysis while thinking about a topic for the dissertation. The open-ended expansion of knowledge and discovery which is the focus of the first year becomes much more targeted as students work with their advisors to develop their dissertation topic and to identify the faculty member who will chair the student's dissertation proposal committee and who will work

with the student on preparing the dissertation proposal during the third year of study. In their course work, the conceptual frameworks and research incorporated in course papers become part of the foundation necessary to initiate and complete the dissertation proposal.

The second stage also includes "preparation for career pathways". Students in their second (and in some instances their third) year of classes take one of two courses -- *Administrative Practice* or *Social Work Education*. Each of these courses is one semester, but is offered in alternate years. These courses prepare students to take on teaching responsibilities in social work education and to assume advanced positions in the administration of social welfare organizations. As noted earlier, students may opt to take these electives in their third year. Students who wish to take both *Administrative Practice* and *Social Work Education* may do so, with the credits counting toward the 60 required for the degree.

The Fall semester of the second year consists of four required courses: *Social Policy I: Policy Practice; Research Methodology; Social Work Education* or *Administrative Practice*; and *Qualitative Methods I*. These courses and their assignments are meant to help students obtain sufficient knowledge about their substantive areas of interest and the requisite methodological skills for collecting and analyzing related data.

The Spring semester of the second year consists of at least three courses: *Social Policy II: Policy Analysis; Research Methodology II; Qualitative Methods II*. An elective may be taken as a fourth course during this semester. These courses are designed to have a direct impact on the student's ability to prepare and complete an acceptable dissertation proposal. By the end of the second year, students should have a fairly good idea of the topic they want to pursue. It is advisable to spend the summer between the second and third year of full time study preparing a publishable review of the literature on their topic as preparation for the *Dissertation Proposal Seminar* that they will be taking in the Fall semester of their third year. The section on literature reviews in the *Guide to the Preparation of the Dissertation Proposal* can be quite helpful in this regard.

Third Year and Beyond

In the Fall semester of full-time study, students must register for *Dissertation Proposal Seminar*. This course provides students with the first formal opportunity to draft their dissertation proposals. Having completed the literature review over the previous summer would go a long way toward enabling students to focus more on the theory that will guide their research, the development of a researchable question with appropriate hypotheses, and the appropriate methodology. The school's expectations are made clear through a detailed examination of the *Guide to the Preparation of the Dissertation Proposal* which serves as a basic text for the seminar. The final course assignment is completion of a draft of the dissertation proposal.

Students can also register for any electives that are offered. Please note that students must register for at least two electives prior to graduation. Independent studies with individual instructors are not considered electives for this purpose. Students are required to secure the approval of the faculty member with whom they plan to register for an independent study well in advance of registration. Students may register for independent studies for either one or two credits. Independent studies for three credits or more must be made in writing to the Director at least two weeks prior to the start of the semester. The Director may request a description of learning objectives and study assignments.

From here on, the program can best be characterized as "autonomous study" in which the student works on improving the dissertation proposal and, after receiving committee approval and clearance from the University's Committee on Clinical Investigations (CCI), on the dissertation itself. Once the proposal has been approved, the actual conduct of the research and completion of the full dissertation can be expected to take from one to two years.

To provide assistance to students in the preparation of their proposals and/or the conduct of the dissertation studies, *Methodology Lab I & II* are offered to third year students in the Spring semester and to fourth year students in the Fall semester respectively. *Methodology Lab I & II* are **REQUIRED** for all students, are tailored to their specific needs, and provide consultation and technical assistance specifically oriented to the dissertation proposals or dissertations. Most of the sessions of *Methodology Lab I & II* are on an individual consultation

basis with the instructor.

Electives

All students are required to take at least two electives. Because some students need or desire a more structured environment in which to complete their proposals, two related elective courses are offered from time to time. The first, the *Dissertation Proposal Writing Lab*, builds on the content covered in the *Dissertation Proposal Seminar*. Intensive instructor and peer-to-peer review and feedback are offered on the preparation of the proposals. This course is offered intermittently in the spring semester, contingent on the number of students who anticipate requesting or actually request it. Since it relies on peer-to-peer review, a minimum of five students is necessary for the course.

Another proposal-specific elective offering is *Methodology Lab III & IV* which is open to students in their fourth year or beyond. Students working on their proposals or dissertations may enroll in this course, in which one-on-one consultation and assistance are offered in study design and data analysis, whether quantitative or qualitative.

Other electives, such as Advanced Data Analysis Using STATA; Coding, Analyzing and Presenting Qualitative Data; Global Issues in Social Work and Social Policy; Public Health and Social Work; and Advanced PhD Seminar in Applied Social Work Ethics will be offered from time to time and may require prerequisites. In general, such courses will be open to third-year and beyond WSSW students and they may be course-referenced with other programs throughout the YU community. Course descriptions can be obtained from the Doctoral Program's Executive Secretary and students can expect to see them on the Program's Internet site prior to the semester in which they are to be offered.

To follow is the sequencing of courses for full and part-time students:

SAMPLE PROGRAM FORMAT - DOCTORAL PROGRAM

FIRST YEAR FULL-TIME STUDENTS (FALL SEMESTER)

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8821	IDEOLOGY I	Fall	2 Cr.
SWK 8406	FUNDAMENTALS OF APPLIED STATISTICS	Fall	2 Cr.
SWK 8811	THEORETICAL FOUNDATIONS I: SOCIAL CHANGE & SOCIAL JUSTICE	Fall	2 Cr.
SWK 8421	STRATEGIES OF INQUIRY I	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.

FIRST YEAR FULL-TIME STUDENTS (SPRING SEMESTER)

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8822	IDEOLOGY II	Spring	2 Cr.
SWK 8362	SOCIAL WORK PRACTICE THEORIES	Spring	2 Cr.
SWK 8812	THEORETICAL FOUNDATIONS II: ORGANIZATIONS & ADMIN. THEORY	Spring	2 Cr.
SWK 8422	STRATEGIES OF INQUIRY II	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr.

8 Credits per Semester (Fall and Spring) will give the student a total of 16 Credits at the end of the academic year.

FIRST YEAR PART-TIME STUDENTS (FALL SEMESTER)

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8821	IDEOLOGY I	Fall	2 Cr.
SWK 8811	THEORETICAL FOUNDATIONS I: SOCIAL CHANGE & SOCIAL JUSTICE	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.

FIRST YEAR PART-TIME STUDENTS (SPRING SEMESTER)

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8822	IDEOLOGY II	Spring	2 Cr.
SWK 8812	THEORETICAL FOUNDATIONS II: ORGANIZATIONS & ADMIN. THEORY	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr.

FIRST YEAR PART-TIME STUDENTS CONTINUING THEIR STUDIES

FALL SEMESTER

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8406	FUNDAMENTALS OF APPLIED STATISTICS	Fall	2 Cr.
SWK 8421	STRATEGIES OF INQUIRY I	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.

SPRING SEMESTER

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8362	SOCIAL WORK PRACTICE THEORIES	Spring	2 Cr.
SWK 8422	STRATEGIES OF INQUIRY II	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr.

4 Credits per Semester (Fall and Spring) will give the student a total of 16 Credits at the end of two academic years.

SECOND YEAR FULL-TIME STUDENTS (FALL SEMESTER)

(Prerequisites: Successful completion of all first year courses and Comprehensive Exam)

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8291	SOCIAL POLICY I	Fall	2 Cr.
SWK 8401	RSRCH METHODOLOGY I	Fall	2 Cr.
SWK 8xxx	QUALITATIVE METHODS I	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.
SWK 8696	<i>SOCIAL WORK EDUCATION I*</i>	<i>Fall</i>	2 Cr.
EITHER/OR			
SWK 8681	<i>ADMINISTRATIVE PRACTICE & POLICY I *</i>	<i>Fall</i>	
	2 Cr.		
SWK 8xxx	ELECTIVE**	Fall	2 Cr.

* *Social Work Education I and Administrative Practice & Policy I are offered alternating years*

SECOND YEAR FULL-TIME STUDENTS (SPRING SEMESTER)

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8292	SOCIAL POLICY II	Spring	2 Cr.
SWK 8402	RSRCH METHODOLOGY II	Spring	2 Cr.
SWK 8***	QUALITATIVE METHODS II	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr.
SWK 8xxx	ELECTIVE**	Spring	2 Cr.

** Electives will vary from semester to semester.

Credits vary per Semester (Fall and Spring) during the student's second year. However, at the end of the academic year the student should accumulate a total of 14 – 18 credits.

THIRD YEAR & BEYOND STUDENTS

(Prerequisites: Successful completion of all second year courses)

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8920	DISSERTATION PROPOSAL SEMINAR	Fall for 3 rd year students	2 Cr.
SWK 8413/14	METHODOLOGY LAB I & II	Spring for 3 rd yr students	
	2/2 Cr.	Fall for 4 th yr students	
SWK 8923/24	PROPOSAL LAB I & II (Elective)	Spring for 3 rd yr students Fall for 4 th yr students	2/2 Cr.
SWK 8911	PROPOSAL PLANNING I	Fall for 3 rd yr students	2 Cr.
SWK 8912	PROPOSAL PLANNING II	Spring for 3 rd yr students	2 Cr.
or, if proposal has been accepted			
SWK 8971	DOCTORAL RESEARCH	Fall	4 Cr.
SWK 8972	DOCTORAL RESEARCH	Spring	4 Cr.
SWK XXXX	OTHER ELECTIVES	Fall or Spring	2 Cr.

Depending on the student's level of academic achievement (whether Third year or beyond), credits will vary per Semester (Fall and Spring). At the end of the academic year the student should accumulate from 8 – 16 credits.

Note: Students must re-register for Proposal Planning until they have their proposal accepted and then **APPROVED by CCI** - only then can they go on to Doctoral research. Likewise, at the dissertation stage, students **MUST** register for Doctoral Research until the Dissertations are **ACCEPTED** by their dissertation committee members **AND APPROVED** then signed off on by the Doctoral Program Director, the Dean of the School of Social Work, and the librarian at the Pollock Library- even if they go well over the 60 credits required as a minimum for program completion.

Third-year and third-year + students may register for an **Independent Study** with one of our faculty members in the event they want additional assistance beyond that provided by all other courses offered. Electives will vary from semester to semester.

From time to time, a student may complete all course and dissertation requirements, but still fall short of the 60 credits needed for graduation. In these circumstances and only in these circumstances, students will register in the semester they are expected to graduate for the course offering entitled **Finalization**, which

will be given a special course number **and** whose number of credits will be determined by subtracting the number of credits already fully paid for from 60.

B. THE COMPREHENSIVE EXAM

What is the Comprehensive Exam?

The comprehensive exam is designed to assess students' learning and mastery of the first year course work and readiness to enter the second year. The exam is administered at WSSW and students are provided access to computers. Five hours are allotted for the exam, with time for breaks and for lunch. It is a "closed-book" exam: no notes, no papers, etc. Students are asked to respond to several questions which cover and directly relate to the material covered in each of the courses taken during the first year of study: *Ideology I and II*, *Social Work Practice Theories*, *Fundamentals of Applied Statistics*, *Strategies of Inquiry I and II*, and *Theoretical Foundations I and II*. The questions are sufficiently broad to allow the student to apply concepts from class to particular areas of practice or problem-focused interest.

Students will not be allowed to sit for the exam unless course work is satisfactorily completed. Therefore, "incompletes" should not be considered an option. We expect that you will have finished all of the requirements for each of your courses. It is in this process that you will also have prepared for the exam. The major preparation for the exam lies in diligent attention to your course work.

Assuming you have applied yourself to your studies prior to this point, you should possess all the content knowledge that is required for the comprehensive exam. It is necessary to review course work and thinking, organize knowledge and thoughts in a scholarly way, and communicate them effectively. Preparation time should consist of reviewing your papers and class notes.

Procedure

A committee of three, chaired by the student's faculty advisor, is formed and each member of the committee will read the document. A copy is retained as a permanent part of the student's file. A grading sheet, using a Likert-type scale, is used by the three readers so that they

are guided by the same criteria. The grade on the exam is an average of the scores given by the three readers. Oral exams will be scheduled only if, in the opinion of your committee, the exam is either a failure or very marginal. In this case, your advisor will be in contact with you about scheduling an oral exam, the intent of which is to provide another opportunity to test your knowledge of the first year course work. You will be informed about the outcome of the written exam in writing within 14 days of the exam. If an oral exam is required, you will be notified within 10 days.

Criteria for Grading

Criteria for evaluating the exam include:

In regard to each question:

- Responsive to question: How well did the student respond to the specific question posed?
- Integration of practice and theory: To what extent was the student able to accurately and thoughtfully link practice concerns with appropriate theory?

Overall:

- Adequacy of incorporation of course content: to what extent did the responses reflect, overall, the learning from the first-year courses?
- Quality of writing: To what extent did the writing communicate ideas effectively and lucidly?
- Development of a scholarly style: To what extent did the writing reflect the qualities of maturity, sophistication, and command professional and scholarly communication?
- Overall assessment: To what extent did the total exam convey adequacy of learning during the student's first year of doctoral study and a readiness to move ahead to the second year?

There are three possible outcomes to the comprehensive exam: pass, pass with oral, fail. A student who fails the exam will not be eligible to register for second year courses and will be dismissed from the program.

C. THE DISSERTATION PROPOSAL

All course work taken in the first and second year of doctoral study shares the objectives of helping students think through and focus on a feasible dissertation topic. As the student proceeds through the course work, this focus should become increasingly more specific. The focus should lend coherence to the course work and also to how the courses are used. In conceptualizing a proposal, students should review several proposals of past dissertations from those that are made available in the *Dissertation Proposal Seminar*. A list of completed dissertations is also available through the Doctoral Program Office.

The proposal sets forth the study questions, hypotheses, research methodology, literature search of relevant theory and empirical studies, and the practice and/or policy implications of the proposed inquiry. Approval of the proposal takes place at a hearing chaired by the student's advisor in which two additional members of the faculty serve as readers and evaluators. The selection of the two additional members is made by the director of the doctoral program in consultation with the student's advisor.

The proposal is a form of contract between the faculty and the student. Students should keep in mind that advisors and readers must reach a consensus regarding the merits of the proposal and may require changes at several points in the process of their reviews. The high standards of the dissertation proposal and consensus among reviewers increase the probability of subsequent approval of the proposal by the Committee on Clinical Investigations (see below), and, of eventual completion of the dissertation. Increased probability of CCI acceptance of the proposal and eventual completion of the dissertation do not mean such outcomes are guaranteed. Ultimately, the proposal and dissertation reflect the caliber of a student's work.

There is a well structured guide to the writing of the proposal which is revised periodically, drawing upon the learning of students and faculty as the basis for modification. Please refer to this document as you prepare your proposal. A copy of the *Guidelines for the Writing of the Dissertation Proposal* is used as a course text in the *Dissertation Proposal*

Seminar. Students are held responsible for following the guidelines in effect at the time that they enroll in the *Proposal Seminar* (first semester of third year of course work) unless they specifically elect to come under any new guidelines which may be available at a later date.

The proposed research is expected to be a significant contribution to the building of the knowledge base of the social work profession. The writing of the proposal and the dissertation itself will demonstrate the student's mastery of scholarly research at the doctoral level.

References

All proposals and dissertations must adhere to APA style. (See: American Psychological Association. (2001). Publication manual of the American Psychological Association [5th ed.]. Washington, DC: Author.) APA style is also required for all course assignments.

Approval by the Committee on Clinical Investigations

All proposals are reviewed by the Yeshiva University Committee on Clinical Investigations (CCI) to determine whether human subjects who participate in the research are adequately protected against harm as a consequence of their participation and that informed consent has been obtained. All research projects approved in this process must include strict measures to protect the confidentiality of the responses by the human subjects at the time of inquiry and thereafter. *Under no circumstances can the research commence until the CCI has rendered a decision in writing.*

Effective October 1, 2000, the National Institutes of Health require that all investigators who submit applications or proposals involving human subjects provide in their applications "A description of education completed in the protection of human subjects." To meet this requirement, WSSW is incorporating relevant educational components into several doctoral level courses: *Strategies of Inquiry, Research I and II*, and the *Dissertation Proposal Seminar*. In addition, all doctoral students, prior to submission of the proposal to the CCI, are to complete and pass an on-line exam regarding research on human subjects. Information about signing up for this exam is available from the Doctoral Program Office and/or your second year

research professor.

D. THE DISSERTATION

After the proposal has been accepted and has been approved by the Committee on Clinical Investigations, work on the dissertation study can begin. Your guide for writing the dissertation is the *Dissertation Proposal Guide*, which is periodically updated. Be sure you have the most recent copy. The *Guide* has been written in such a way as to ease the transition from the proposal to the dissertation. While the student will ordinarily update and expand upon the material in the proposal for the dissertation, given the new knowledge and experience stemming from the actual conduct of the inquiry, the central concepts are similar, permitting an easy translation to the dissertation form. Keep in mind that the members of your dissertation committee may be working with other students at varying stages in the program. When submitting drafts of chapters to the chair and members of your committee, allow 4-6 weeks turn around time for each version. Faculty members are well aware of the need for feedback. They nonetheless need sufficient time to review your work so as to provide the most helpful feedback. If six weeks pass without some feedback, you can inform the Program Director who will then inquire into the situation and respond to you accordingly.

SECTION III: ACADEMIC STANDARDS

A. GRADING SYSTEM

1. Grade assignments are determined solely by individual instructors.
2. Students are graded using letter grades of A,A-,B+,B,B-,C+,C,F. Students are required to maintain a "B" average overall and in each semester.
3. A student who has not satisfied an "Incomplete" grade for a course may not register for the next semester. An "Incomplete" in the first semester of a year-long course must be completed before the student can begin the second half of the course.

B. INCOMPLETES

Students are expected to satisfactorily complete all requirements before the last class session of the semester. Extensions will be allowed only within the following guidelines:

1. Incompletes should be considered exceptional; students are expected to complete their course work in a timely manner.
2. The instructor may grant up to 3 weeks after the last class session of the semester to complete work for which the student received an "incomplete."
3. If the "incomplete" is not changed within the 3 week grace period, the Registrar's Office is authorized to automatically convert the grade to an "F."
4. At the student's initiation, the student may petition the course instructor from which the "I" grade was received for an additional extension. *Such*

an extension is contingent upon: (1) approval in writing of the instructor, with specification as to the date upon which all course work will be submitted; and (2) approval of the director of the doctoral program. As noted above, students may not enroll in course work for the next semester until such time as the "I" grade is changed. Therefore, the maximum time frame for an additional extension is subject to the academic calendar. Any incomplete grade will automatically become a failing grade at the end of the extension period.

C. MAINTENANCE OF ACADEMIC STANDARDS

Students are required to maintain satisfactory standards of scholastic performance and progress. Any grade less than a "B" (that is, B-, C+, or C.) in a course raises questions as to the student's ability to continue in the program and places the student on academic probation. A student is considered to be in academic jeopardy in any of the following situations:

- Degree candidates must maintain a B average (3.0). If an overall 3.0 grade point average is not maintained in a given semester, the student shall automatically be placed on academic probation. A grade lower than "B" (that is, B-, C+, or C.) in any one course places the student on academic probation and results in an automatic academic review of the student's progress.
- A student on academic probation must raise his or her overall grade point average to a 3.0 level by the following semester. Failure to achieve the required 3.0 average after being placed on academic probation is grounds for dismissal.
- A student who receives more than one grade below a "B" will be dropped from the program.

- A student who fails any course (that is, receives a grade of F) will be automatically dropped from the program.
- A student who receives two or more incompletes in a given semester will be placed on academic probation for the following semester. If an incomplete is received in any course at the end of that semester, the student may be dropped from the program.

D. PROGRAM TIME FRAMES

Expected time frames for completion of each phase of the doctoral program include:

- Completion of course work with the exception of the Quantitative Lab and electives: Two and one-half years (full-time students); three years and one-half years (part-time students).
- Completion and acceptance of dissertation proposal; three years from the date that course work is completed (except for electives and the Quantitative Lab).
- Completion and defense of dissertation: three years from date of proposal acceptance.

Students are expected to complete the full program, including the dissertation, within ten years of initial entrance into the program, or sooner if possible. The time frames are maximum ones; students are encouraged to complete their work as quickly as possible. A five to six year time frame is considered appropriate. In some circumstances, students need extra time. Limited extensions may, at the discretion of the faculty, be granted in special or unusual circumstances upon student petition.

All students in the second semester of their fourth year (if not earlier) and beyond will be working on their dissertations and many students will be able to bring their studies to a successful conclusion during the fifth or sixth year, if not sooner. *Once the dissertation proposal is accepted, the student must be continuously registered for Dissertation Research, even if the required 24 credit hours of research have been completed.*

Those students who require additional time beyond the sixth year will request an extension for one year. If recommended by their faculty advisor, the extension will generally be granted. The Doctoral Committee has the authority to grant such extensions up to and including a tenth year of study. Each year, the advisor must request an annual extension based upon the continuing productivity of the student's work. The intent of this policy is to hold both student and advisor accountable for the appropriate fulfillment of their respective roles in ensuring progress on the dissertation.

Students are strongly encouraged to complete their dissertations within five to six years of their enrollment in the program and extensions should be exceptions. Note: under some exceptional circumstances, students are able to complete and defend their dissertations prior to the points at which they have earned the 60 credits required for graduation. Under no circumstances can this credit requirement be waived. It is the responsibility of the student to plan for and pay all applicable tuition and fees.

E. POLICY AND PROCEDURE ON TRANSFER CREDITS

Credit may be transferred for a doctoral level course taken before entry into the WSSW doctoral program and within the past five years at another accredited institution of higher education if the course grade is a "B" or higher. Grades of B- are not accepted for credit. In general, WSSW does not accept transfer credits to replace required course work; this is because the WSSW program is highly structured toward (1) the comprehensive exam; and (2) preparation of the dissertation proposal. It is extremely unlikely that courses taken elsewhere will be identical or equivalent to the required courses in the WSSW doctoral curriculum. Transfer

credits may, however, be applied against the total of the 60 credits required for the degree, but in addition to rather than instead of the required course work. Transfer credits are not entered on a student's permanent record until the student has satisfactorily completed at least 12 credits at Yeshiva University, and may be revoked, either in whole or in part, if subsequent work, either generally or in a particular subject, is not satisfactory.

The maximum total credits that may be transferred from another doctoral program is four (4). The Wurzweiler PhD is a 60 credit degree.

Since courses at Wurzweiler are two (2) credits, courses which may have been more than two credits at another institution will be accepted in transfer as two credits. Students will not be given more credits than earned. Courses transferred from another institution appear on the student's record with credit value only; grades earned elsewhere are not entered on the records of Yeshiva University.

The evaluation of credits for transfer will begin after the applicant has been accepted to the Wurzweiler School of Social Work and paid his or her deposit:

1. Students must complete an Application for Transfer Credit Towards a Graduate Degree (Form T21.5) and submit it to the Director of the Doctoral Program.
2. Students must have an official transcript(s) sent directly to the Doctoral Office no later than two months after beginning their studies at Yeshiva University.
3. Students must supply the Doctoral Office with copies of the course description, school catalogue and course syllabi.

When all the necessary paperwork is received and completed, the materials will be forwarded to the Office of the Registrar. The student will be notified, in writing, by the Office of the Registrar when a decision has been reached. The Office of the Registrar makes the final decision as to whether credits are transferred.

Once matriculated, students may no longer receive credit for any course work at another University taken after acceptance into the WSSW doctoral program.

SECTION IV: SCHOOL-RELATED EXPECTATIONS

A. CLASS ATTENDANCE

Students are expected to attend all classes as scheduled. Students unable to come to a class session are responsible for notifying the classroom instructor that they will be absent. The student is responsible for making up the missed content through borrowing notes, contact with the professor, etc.

More than two absences from a class raise concerns as to the student's ability to complete the course requirements and may result in a failing grade for the course. At the discretion of the instructor and as the instructor will explicate in the course syllabi, more than two absences may result in automatic failure.

B. ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT

Doctoral students are expected to show seriousness of intellectual dedication; respect for the views and convictions of others; concern for the impact of advanced knowledge on society at large; regard for instructors, fellow students and the school as a whole; and, above all, adherence to the highest ethical standards in their professional lives.

Students should be aware that the school will not condone plagiarism, falsification, or fabrication in any form and will sanction acts of such misconduct. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea

or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited.

A student's affirmation of any examination, course assignment, or degree requirement is assumed by the School to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary may result in failure in the course, disciplinary dismissal, or such other penalties as are deemed proper.

Falsification means manipulating, changing or misrepresenting research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. Fabrication means making up data, experiments or other significant information in proposing, conducting, or reporting research.

Maintenance of good standing while a student at the School is, in part, dependent on developing and maintaining standards of ethical and professional conduct. Students are expected to adhere to the *Code of Ethics* of the National Association of Social Workers (NASW, 1996).

Specific sections of the *Code of Ethics* are of particular import to doctoral students and are, therefore, highlighted below.

Section 4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work and the contributions made by others.

Section 5.01

- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

Section 5.02

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research in order to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully utilize evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation of research should consider carefully possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain prior voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate, without undue inducement to participate, and with due regard for participants' well-being, privacy and dignity. Informed consent should include information about the nature, extent and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to them, obtain the participant's assent, and obtain consent from an

appropriate proxy.

- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and/or archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific yield, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their rights to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate support services if needed.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with persons professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosures.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

- (o) Social workers engaged in evaluation or research should be alert to and avoid conflict of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and colleagues about responsible research practices.

C. SABBATH POLICY

The school calendar is organized so that the educational program does not conflict with the Sabbath and major Jewish Holy Days.

D. HOLIDAYS

See the annual School calendar for a listing of holidays and school closings.

SECTION V: ACADEMIC COMMUNITY AND SUPPORTS

A. FINANCIAL AID

The Doctoral Program offers or encourages several sources of financial aid for its students:

- a) The tuition remission option for field instruction. WSSW provides tuition remission of approximately \$2,500 per year for each of the first two years of doctoral study for field instructors of MSW students.
- b) The Leiferman Fund, for students practicing in the area of aging or conducting research related to older people.
- c) The Yeshiva University loan/grant program of \$1000 per year based on income.
- d) The government-backed student loan program available through banks.
- e) The General Scholarship Fund which provides assistance to students in financial need in the first two years of doctoral study drawing on contributions received from graduates and friends of the program.

Usually, only students taking a full course load of four courses per semester are eligible for financial aid. Except in an unusual circumstance, scholarships are available only for the first two years of study. In general, the School provides a small amount of aid in the form of tuition remission to a larger number of students, rather than large awards to a small number of students. This practice reflects the fact that most if not all doctoral students are employed.

We will be seeking to make provision for supported research by doctoral students in other grant proposals being developed by the school. In addition, when possible, doctoral students will be invited on a selective basis to serve as adjunct teaching faculty. Such opportunities depend on available funds and the needs of the school and the university. Teaching

opportunities, in general, are offered to doctoral students only after they have completed the two courses in *Social Work Education*. When possible, students enrolled in the second of the two-course sequence of *Social Work Education* may have an opportunity for supervised paid teaching instruction, contingent on the needs of the school and the university.

A limited number of paid field instructorships of MSW students are available. Three years of post-MSW experience is required for doctoral students to be eligible to serve as field advisors. Decisions regarding eligibility and selection are made by the School's Director of Field Placements.

B. LOANS AND SCHOLARSHIP ASSISTANCE

In order to be considered for Wurzweiler loan and/or scholarship assistance (resources coming from the WSSW Board, the University, special programs, and certain agencies), students must do the following:

- a) Fill out the "Financial Aid" package of forms received from the University's Financial Aid Office. This application is usually distributed shortly after the first of the year. It may also be obtained from your bank. The application includes a Free Federal Student Aid Form (no fee). These applications require that you submit a tax return from the previous year.
- b) Stafford Loan applications are to be submitted to your bank. You need not take this loan or may take only a part of what is offered to you. If you have an outstanding undergraduate or graduate loan, you must use the same bank for your graduate loan.
- c) A separate, brief application form for WSSW scholarships will be provided to students upon their acceptance. Applications submitted by June 15 will be considered for Wurzweiler scholarships. Those submitted after June 15 may be considered for these monies depending on available resources.

- d) If you have ever defaulted on a student loan, you may not be eligible for any additional financial assistance.

Loans are generally for one year only and re-application is needed on an annual basis.

C. FACULTY ROLES AND FUNCTIONS

The policies governing the doctoral program and its curriculum are recommended by the Doctoral Program Committee which consists of all full-time faculty members serving as teachers of doctoral courses and at least three additional full-time members designated by the WSSW faculty as a whole. Part-time faculty may be asked to serve either by faculty as a whole, by invitation from the Program Director, and/or by invitation of the Dean of WSSW. Policy recommendations, in turn, are presented to and approved by the full faculty. Every faculty member who possesses the doctorate is eligible to serve on the committee.

The Dean serves as an ex-officio member of the Doctoral Program Committee but will not participate in or be present for discussions concerning student progress or status, student complaints, or appeals.

The Doctoral Program Committee meets regularly during the academic year (September - May) to coordinate curriculum changes and discuss student progress and issues. Policies are recommended to the faculty as a whole by majority vote of the members of the Doctoral Program Committee.

Most WSSW doctoral faculty carry teaching and advising responsibilities in the Master's and Ph.D. programs; thus ensuring the highest level of distribution of faculty skills and expertise across the continuum of social work education. This faculty assignment pattern has helped to ensure that adequate time is available to meet the needs of students and facilitate their progress. The availability of all WSSW faculty members to serve as advisors for doctoral students

supports the ability of the program to undertake the wide range of scholarly inquiry reflected in the diversity of dissertation topics and approaches.

D. TEACHING AND LEARNING

The School views each student as having a wealth of capacities, resources, and life experiences that can be developed and enhanced through classroom and field learning opportunities. To encourage engagement in the learning process, WSSW provides an educational environment that is challenging and supportive. In this environment, students are encouraged to take risks necessary to become advanced social work practitioners and scholars.

The classroom arena is student centered. Though this approach does not preclude a more formal presentation of substantive material, by way of either didactic presentation or more formal lecturing, the classes at Wurzweiler have an experiential learning structure. Students are challenged to engage each other and the instructor around specific issues in a deliberately reflective, challenging, and authentic manner. The instructor, in keeping with a humanistic-based educational philosophy, facilitates a learning environment that is both flexible and safe, in order to support and encourage student centered inquiry and exploration.

The approach to doctoral education described above is consistent with principles of adult education and is intended to maximum student involvement in and responsibility for his/her learning and professional development.

E. ROLE OF THE FACULTY ADVISOR

First Year Doctoral Advisement: (Full and part-time students)

- Socializing the student to the school and program
- Providing support/mentoring
- Becoming informed about the student's background
- Establishing with the student his/her needs and interests
- Encouraging the development of the student's intellectual interests pertinent to doctoral scholarship
- Monitoring academic progress and sharing this with students
- Participating in faculty meetings concerning student issues/progress
- Clarifying/interpreting course requirements
- Registration planning
- Serving as liaison to other faculty and external resources, as needed (e.g., editors, consultants)
- Chairing Comprehensive Examination Committee
- Documenting issues affecting student's progress in the program in the student's record
- Providing feedback to the Doctoral Program Director and Doctoral Program Committee about issues that go beyond any one student and reporting on this student's progress.

Role of the Advisor for Second Year Doctoral Students

- Providing consultation and monitoring the process of proposal development
- Helping the student to identify a dissertation research area and the central questions to be addressed
- Providing support/mentoring

- Monitoring academic progress
- Participating in faculty meetings concerning student issues/progress
- Clarifying/interpreting course requirements
- Registration planning
- Serving as liaison to other faculty and external resources, as needed (e.g., editors, consultants)
- Serving as liaison to the Doctoral Program and instructor for the Dissertation Proposal Seminar concerning student's progress in proposal development
- Chairing Proposal Review Committee
- Working with the student on any needed revisions to the proposal
- Documenting problems/issues for the student's record
- Providing feedback to the Doctoral Program Director and the Doctoral Program Committee about issues that go beyond any one student
- Overall evaluation of student progress or lack thereof

Note: Students new to the program are assigned an advisor. At the end of their first year of course work and successful completion of the comprehensive exam, students are asked for input regarding their preference for an advisor to guide their second year of study, proposal development, and dissertation. Although no promises can or will be made, student preferences will be tried to be honored, depending on faculty availability.

Third Year Advisement and Beyond

The advisor serves as chair of the student's Doctoral Dissertation Committee. Most students will have completed all of their course work by the end of their 3rd full-time year. All efforts are thus focused on the dissertation once the proposal has been accepted. Until such time as the proposal is accepted, of course, efforts are focused on proposal completion. Accordingly, advisement is concentrated on:

- Setting schedules and timetables for completion of the proposal and/or

dissertation

- Reviewing drafts of the proposal and/or dissertation
- Recommending changes/directions
- Providing suggestions about internal and external resources (e.g., editorial, methodological consultation, etc.)
- Monitoring progress and adherence to timetables
- Clarifying procedural requirements regarding dissertation format and style
- In consultation with the student, recommending a committee to the Doctoral Program Director, including an outside person
- Notifying the Doctoral Program Director when the student is ready to defend
- Chairing the defense
- Ensuring that the final dissertation meets university style requirements.
- Encouraging scholarly writing based on the dissertation

Advisors and student are expected to meet at the beginning of each semester to discuss the content and scope of advisement. The frequency and focus of advisement should reflect the status of the student in the program, his/her strengths and weaknesses, and the individual needs of the student as seen from the perspective of the advisor and student. An informal “contract” would include, as appropriate to the situation:

- Frequency of meetings
- Focus of meetings
- Agreement as to schedule and timetables for proposal completion and/or dissertation
- Assistance to be provided by the advisor (what type of feedback will be provided on drafts)
- Student responsibilities (adherence to manual; consultation with the Registrar, etc.)

F. REFERENCES/RECOMMENDATIONS

Doctoral students often request letters of recommendation from faculty for scholarships, honors and awards, and jobs. Students should first obtain the permission of the faculty person before indicating his/her name as a reference. This is common courtesy. There may be reasons why a faculty member cannot or may not wish to serve as a reference. For example, the faculty member may have already provided a reference for another student for the same scholarship or job.

Unless there are compelling reasons otherwise, the WSSW reference should be requested from and prepared by the student's academic advisor. If more than one reference is needed, the academic advisor should be consulted in regard to requesting a second reference.

**SECTION VI: GROUNDS FOR DISMISSAL AND RESOLUTION OF PROBLEMS
(GRIEVANCE PROCEDURE)**

A. GROUNDS FOR DISMISSAL

Grounds for dismissal include, but are not limited to, the following:

- a. Any student whose class performance makes his or her continuance in the program inadvisable in the opinion of the faculty.
- b. Failure in one course.
- c. Failure to maintain a 3.00 GPA.
- d. Two or more grades under a B.
- e. Failure to satisfactorily complete requirements of a “contract” when on academic probation.
- f. Unprofessional behavior, including, but not limited to, violating the *NASW Code of Ethics*.
- g. Cheating, exercising dishonesty or plagiarizing.
- h. Consumption, influence or possession of alcohol or illicit drugs in class or on the Yeshiva University premises.
- i. Failure to meet generally accepted standards of personal integrity, professional conduct or emotional stability, or inappropriate or disruptive behavior toward colleagues, faculty or staff, or any other individual.
- j. Failure to make satisfactory progress toward a degree within the time frames detailed in Section IIIId.

B. DIFFICULTIES OR PROBLEMS ENCOUNTERED BY STUDENTS

Should a problem arise in regard to the student's academic performance or progress, the following process is available for resolving the problem:

- a. If a problem is encountered in the class, the student is expected to take responsible action by talking to the classroom teacher involved.
- b. If the issue remains unresolved or there is a desire for further clarification, the student should speak with his or her faculty advisor.
- c. If the issue is still unresolved, the student can arrange to see the Director of the Doctoral Program.
- d. If the above steps have been taken and the student feels that the issue or problem remains unresolved, the Dean is available, by appointment for further consultation. Such consultation may be in person or in writing at the Dean's option. The Dean's decision as to whether to review the matter and his determination of the issues shall be final, and if to review, the decision on proper action will also be final.

The above procedure should be initiated within the semester in which the problem or incident occurs and no later than 30 calendar days beyond the final day of classes in any given semester.

C. FAILURE TO REGISTER

Students who fail to register by the last day to add or drop a course, as specified on the WSSW annual calendar and in the registration materials, will be considered to have withdrawn. Reinstatement is not automatic; students must re-apply to the program (see Section VII-D, below). It is the responsibility of each student to abide by the registration deadlines.

D. REVIEW AND APPEAL PROCESS

If there are questions about the capacity, performance, or the continuation of a student in the Program, these concerns will be brought by a faculty member to the attention of the student's advisor. The faculty advisor, after meeting with the student, may request consultation with the Director of the Doctoral Program. Such concerns about academic progress and/or suitability for the program may be raised by faculty whether or not the student is formally on probation (see Section IV-A).

If it is felt that there are serious questions about the student's performance or continuation in the program, the following procedure is utilized:

- A letter of notice is sent to the student by the faculty advisor and/or Director of the Doctoral Program indicating the nature of the difficulties and the requirements to be met by the student;
- A probationary period may be provided for the student to meet requirements as set forth in the above-mentioned letter. During this period, there will be regular meetings between the faculty advisor and the student designed to help the student to meet the requirements. At approximately the midpoint of the period, an appraisal of progress will be made.

- In the event that the student has not successfully met the requirements specified in the letter of notice, he or she will be dropped from the Program. The student who is to be dropped from the program will have the decision conveyed to him or her in writing.
- A student who has been notified in writing that he or she will be dropped from the program may make a request to the Doctoral Program Committee for a review and reconsideration of this decision.
- The Doctoral Program Committee or, depending on the timing of the review request and the availability of faculty, the Doctoral Program Director, will designate an ad hoc review sub-committee. This sub-committee will include members of the faculty as a whole and at least one member of the Doctoral Program Committee who has had no direct participation in the situation under review.
- The Ad Hoc Sub-Committee may, at its option, request that the student submit relevant documents and/or meet in-person with the committee members. The student may request an in-person meeting.
- The Ad-Hoc Sub-Committee will make a recommendation to the Doctoral Program Committee, options of which can include upholding the original decision, reversing the original decision, or suggesting a remedial plan of action that details what must be accomplished within a specified timetable to reverse the decision.
- The Doctoral Program Committee will confirm the decision of the sub-committee, but may modify or clarify the remedial plan of action to ensure compliance with the provisions of this Manual for the Ph.D. Program in Social Welfare, as appropriate.

- If the decision is to uphold the original decision, the student may request in writing that the Dean review the action/decision of the Ad Hoc Subcommittee and the Doctoral Program Committee, clearly stating the reasons for such a further review. The Dean may grant or deny the request. If the Dean grants the request, he will evaluate all the available materials as to the facts and circumstances, including any recommendation from the Doctoral Program Committee and Ad Hoc Subcommittee and may request a personal interview with the student. The Dean's decision shall be final as to whether to review the determination.

THE FACULTY HAS SOLE AUTHORITY TO GIVE GRADES. A student may appeal a final course grade directly to the Director of the Doctoral Program only after first discussing the matter with the instructor and his or her advisor. Upon recommendation of the Doctoral Program Director, the Dean may override a faculty member's grade only if the Dean finds extreme and egregious unfairness.

SECTION VII: PROCEDURES FOR CHANGING STATUS

A. WITHDRAWAL

When withdrawing, students are expected to make all necessary provisions for responsible separation from classes. The following procedures should be adhered to:

- a. notification and discussion with advisor;
- b. notification to instructors;
- c. written notice to the Director, Doctoral Program; and
- d. filing of Official Withdrawal Form with the Registrar. (Students are responsible for contacting the Office of Student Finances regarding deadlines for tuition reimbursement.)

B. WITHDRAWAL FROM INDIVIDUAL COURSES

Students may withdraw from individual courses in exceptional situations without penalty based on the deadlines designated in the School calendar. After those dates, a "W" will appear on the transcript. In case of withdrawal from individual courses, the following procedure should be adhered to:

- a. notification and discussion with advisor;
- b. notification to class instructor; and
- c. filing of Program Change and Withdrawal forms with the Doctoral Office and Registrar.

Note: Courses are offered on a planned and sequential basis. Withdrawal from a course should be considered only under unusual circumstances and with prior consultation with the advisor and, as appropriate, the Director of the Doctoral Program. Withdrawal from a course will have implications for completing the required course work in accord with the time frames

discussed above. In addition, some courses must be taken concurrently, such as Research and Statistics Lab, and withdrawal from one will require withdrawal from the other.

C. LEAVE OF ABSENCE

Students who expect to return at some future time should file a request for a formal "Leave of Absence", the form for which is available from the Office of the Registrar. Such leaves are granted for a maximum of twelve months and must be approved by the Director of the Doctoral Program. (If the student is entering full-time service in the uniformed services or in ACTION -- Peace Corps and VISTA -- no charge will be made for the leave during the time of actual service.) Leaves of absence, except for the purpose of government service, do not extend the time limits set for completion of degree requirements. Exceptions to extending time limits may be granted if an advisor so requests on behalf of the student and obtains approval from the Doctoral Faculty Committee.

In addition to the above:

1. Leaves are only available to students who have earned credits at WSSW. Therefore, first semester students are not eligible for a leave of absence. They must withdraw from the School and apply for readmission when they wish to return or defer enrollment for a period of one year.
2. Leaves are only granted under extraordinary circumstances.
3. A student may only be granted a total of 12 months of leave during his or her entire time at WSSW. If the need for a leave extends beyond 12 months (two semesters taken together or separately), the student must withdraw and apply for readmission. The course requirements in place at the time of readmission are the requirements which the student will need to meet for a degree. Under unusual circumstances, such as prolonged illness of someone working on a dissertation, an

advisor may request that the Doctoral Faculty Committee extend the leave of absence.

4. Granting of a leave does not alter or negate the requirements, conditions, or expectations in effect at the time the leave was approved.
5. Students may not complete incomplete grades while on a leave of absence or work with their advisor or other faculty on their proposal or dissertation. In instances where extended leaves of absence are granted, students must be formally registered in the semester during which they work on incomplete grades or with their advisors or other faculty on the proposal or dissertation.

D. MAINTENANCE OF REGISTRATION

Students are required to maintain continuous registration with the University until they complete all the requirements for a degree. There are three mechanisms for doing so:

1. Registering for at least one academic course in each semester;
2. Requesting a Leave of Absence; and
3. Registering for Dissertation Proposal or Doctoral Research; as applicable.

A student who neither registers nor secures an official leave of absence for any semester will be considered to have withdrawn from the School. A student who wishes to resume studies will be required to apply for "READMISSION."

Students who withdrew from the School and wish to apply for readmission must follow the regular admissions procedure. Their admission will be subject to the usual admissions criteria in effect at the time of application for readmission.

SECTION VIII: STUDENT GOVERNANCE

Students enrolled in the Doctoral Program are encouraged to organize themselves and to elect representatives. Student representatives from each doctoral class are invited to meet at regular intervals with the Director of the Doctoral Program to discuss issues and problems. In addition, student representation will be invited when ad hoc committees or task forces are established to accomplish specific purposes.

SECTION IX: EPILOGUE

If you have questions or need clarification of the issues covered within this *Manual*, be sure to consult with your faculty advisor. The faculty and staff of the Doctoral Program are prepared to help you to make your educational experience at the Wurzweiler School of Social Work meaningful and fulfilling. Here are some relevant phone numbers and email addresses:

Dean's Office, Room 912

212-960-0820

wsswdean@yu.edu

Associate Dean Hendricks's Office, Room 909

MSW Program

212-960-0808

wsswwinter@yu.edu

Career Development & Scholarship Assistance Office, Room 906

Joel Karpp

212-960-0838

careers@yu.edu

Field Instruction Office, Room 905

Dr. Ronnie Glassman

212-960-0803

wsswfield@yu.edu

Office of Alumni Affairs, Room 725

212-960-5779

wsswalumni@yu.edu

Student Health Insurance, Room 1011

212-960-5360

Parking, Room 216

Jacob Blazer

212-960-5340

Registrar's Office

500 West 185th Street

Furst Hall, Room 114

212-960-5274

wilfregistrar@yu.edu

Student Finance

500 West 185th Street

Furst Hall, Room 121

212-960-5269

studentaid@yu.edu

Pollack Library

2520 Amsterdam Avenue

between 185th and 186th Streets on Amsterdam Avenue

212-960-5379

APPENDICES

APPENDIX A

YESHIVA UNIVERSITY PROGRAM PURSUANT TO THE SEXUAL ASSAULT PREVENTION AND CAMPUS SECURITY ACT OF 1990

THE YESHIVA UNIVERSITY COMMUNITY

During the 1990 Legislative session, the New York State Legislature passed, and the Governor signed into law as Chapter 739 of the Laws of 1990, new requirements for colleges and universities regarding campus security.

The law requires each college to provide specific information to incoming students about sexual assault prevention, the legal consequences of sex offenses, the college's policies, available counseling and support services and campus security procedures.

Students in need of assistance regarding sexual assault and/or campus security should immediately contact the Security and Safety Department, 24-hour emergency phone (212) 960-5330.

Students can obtain confidential counseling at the following offices:

Students on the Wilf Campus and Beren Campus - Yeshiva University's Office of Student Services, (212) 960-5330 and Yeshiva University's Counseling Center, (646) 685-0112.

Cardozo Law School - Office of Student Affairs, (212) 790-0313.

Albert Einstein College of Medicine and Sue Golding Graduate Division - Student Health Service, (212) 430-3141.

Ferkauf Graduate School of Psychology and Wurzweiler School of Social Work - Ferkauf Psychological Services Center, (212) 430-2218.

YESHIVA UNIVERSITY

MEMORANDUM

TO: *The Yeshiva Community* DATE: *October 2006*

FROM: *President Richard M. Joel* 

SUBJECT: *Policy Statement on Non-Discrimination, Affirmative Action and Unlawful Workplace Harassment*

As an integral part of the Affirmative Action Program of Yeshiva University, the University periodically issues a formal statement reaffirming the University's long-standing commitment to affirmative action and equal opportunity. As President of Yeshiva University I want to take this opportunity to reaffirm our commitment to apply every good faith effort in achieving nondiscrimination and equality of opportunity in employment and in all spheres of academic life.

All University-wide decisions with regard to faculty, staff and students are based on equitable and equally applied standards of excellence. Affirmative action procedures have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. This policy is designed to insure that recruitment, hiring, training, promotion, and all other personnel actions take place and all programs involving students, both academic and non-academic, are administered without regard to race, religion, creed, color, national origin, sex, age, disability, veteran or disabled veteran status, marital status, sexual orientation or citizenship status as those terms are used in the law. In addition, this policy is designed to maintain a work and academic environment free of harassment and intimidation. The Equal Employment Opportunity Commission (EEOC), defines sexual harassment as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

The responsibility for the University's affirmative action/equal opportunity and anti-harassment policy lies with all associate and assistant deans, chairpersons, department heads, directors, administrators, managers and supervisors in their areas of responsibility and requires the commitment of the entire University community. Administrative and investigative responsibility has been assigned to the Affirmative Action Administrator. If you have any questions relating to affirmative action or equal opportunity issues or wish the University to pursue a possible violation of the policy, you should contact the University's Affirmative Action Administrator located at the Albert Einstein College of Medicine, 1300 Morris Park Avenue, 1206 Belfer, Bronx, NY 10461, (718) 430-2552. When warranted, the University will take appropriate corrective action to remedy all violations of this policy, up to and including termination and/or expulsion. Where appropriate, the University may also report discriminatory conduct to licensing boards. Yeshiva University prohibits any form of retaliation against any employee or student for filing a bona fide complaint or for assisting in a complaint investigation.

APPENDIX B

PHD PROGRAM IN SOCIAL WELFARE

The PhD in Social Welfare program is designed for the working social work professional. The program's objective is to further the education of professionals for scholarly and creative leadership in social work practice, education, social policy, planning, research, and administration. Practice and policy issues, both historic and contemporary, provide a focus for studying social work as an institutionally based profession.

Students explore social work theory, philosophy, knowledge, ethics, and values within the context of current and past practice experiences. Each course provides different and complementary opportunities to examine the relationship between theory and practice, knowledge and action.

Courses are offered Wednesday and Thursday evenings.

DOCTORAL PROGRAM MANUAL

Entering students are provided with Doctoral Program Manual, which describes the program, its rules and regulations, expected performance and responsibilities of students in detail. Students are guided by and must adhere to the requirements in the manual of the year in which they begin the program.

ADMISSION

Requirements

1. A Master's degree in social work from an accredited college or university. Applicants with other related master's degrees may be considered for admission, but will be required to complete specified course work at the MSW level before admission.
2. Intellectual competence, as evidenced by academic performance. The GRE exam is required for all applicants as is the TOEFL for all international applicants.
3. At least two years of professional social work experience. This requirement may be waived for more recent WSSW (only) graduates with outstanding academic records and related experience.
4. Attributes suitable for scholarship, including conceptual ability and writing skills.

Procedure

Two/Three interviews are scheduled for all applicants: the first with the director of the doctoral program, the second/third with another member of the doctoral faculty. Applicants should begin the application process in the fall semester prior to the year in which they wish to enroll. Admission is on a continuous basis until the limited number of places in the doctoral program are filled.

THE CURRICULUM

The curriculum is designed to allow the completion of coursework within three years; however, with approval, students may elect to complete their first year of study over a two-year period. A sample program format appears on page two.

The curriculum consists of three stages, roughly corresponding to the years of study. In the first stage, courses are designed to help students acquire the competencies - including skills of critical thinking - necessary for scholarly work on a doctoral level. The students integrate new learning with their existing knowledge, learning how to question favored assumptions and to formulate questions as a basis for inquiry. They acquire a foundation of social theory that can help analyze the dilemmas and contradictions of social work practice and assess the merits of portended resolutions of social problems.

The second stage of increasingly "independent study" is concentrated in the second year. The open-ended expansion of knowledge and discovery that is the focus of the first year becomes much more targeted as students work with their advisors to define and develop their dissertation topics. In course work, the conceptual frameworks and research incorporated in course papers become part of the foundation for each student's dissertations plans, which are included in the formal dissertation proposal.

FIRST YEAR FULL-TIME STUDENTS (FALL SEMESTER)

SWK #	COURSE TITLE	SEMESTER	CRED
SWK 8821	IDEOLOGY I	Fall	2 Cr.
SWK 8406	FUNDAMENTALS OF APPLIED STATISTICS	Fall	2 Cr.
SWK 8811	THEORETICAL FOUNDATIONS I: SOCIAL CHANGE OF & SOCIAL JUSTICE	Fall	2 Cr.
SWK 8421	STRATEGIES OF INQUIRY I	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.

FIRST YEAR FULL-TIME STUDENTS (SPRING SEMESTER)

SWK #	COURSE TITLE	SEMESTER	CRED
SWK 8822	IDEOLOGY II	Spring	2 Cr.
SWK 8362	SOCIAL WORK PRACTICE THEORIES	Spring	2 Cr.
SWK 8812	THEORETICAL FOUNDATIONS II: ORGANIZATIONS & ADMIN. THEORY	Spring	2 Cr.
SWK 8422	STRATEGIES OF INQUIRY II	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr.

8 Credits per Semester (Fall and Spring) will give the student a total of 16 Credits at the end of the academic year.

FIRST YEAR PART-TIME STUDENTS (FALL SEMESTER)

SWK #	COURSE TITLE	SEMESTER	CRED
SWK 8821	IDEOLOGY I	Fall	2 Cr.
SWK 8811	THEORETICAL FOUNDATIONS I: SOCIAL CHANGE OF & SOCIAL JUSTICE	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.

FIRST YEAR PART-TIME STUDENTS (SPRING SEMESTER)

SWK #	COURSE TITLE	SEMESTER	CRED
SWK 8822	IDEOLOGY II	Spring	2 Cr.
SWK 8812	THEORETICAL FOUNDATIONS II: ORGANIZATIONS & ADMIN. THEORY	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr.

FIRST YEAR PART-TIME STUDENTS CONTINUING THEIR STUDIES**FALL SEMESTER**

SWK #	COURSE TITLE	SEMESTER	CRED
SWK 8406	FUNDAMENTALS OF APPLIED STATISTICS	Fall	2 Cr.
SWK 8421	STRATEGIES OF INQUIRY I	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.

SPRING SEMESTER

SWK #	COURSE TITLE	SEMESTER	CRED
SWK 8362	SOCIAL WORK PRACTICE THEORIES	Spring	2 Cr.
SWK 8422	STRATEGIES OF INQUIRY II	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr.

4 Credits per Semester (Fall and Spring) will give the student a total of 16 Credits at the end of two academic years.

SECOND YEAR FULL-TIME STUDENTS (FALL SEMESTER) (Prerequisites: Successful completion of all first year courses and Comprehensive Exam)

SWK #	COURSE TITLE	SEMESTER	CRED
SWK 8293	SOCIAL POLICY I	Fall	2 Cr.
SWK 8401	RSRCH METHODOLOGY I	Fall	2 Cr.
SWK 8411	QUALITATIVE METHODS I	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.
SWK 8696	SOCIAL WORK EDUCATION I*	Fall	2 Cr.

EITHER/OR

SWK 8681	ADMINISTRATIVE PRACTICE & POLICY I *	Fall	2 Cr.
SWK 8xxx	ELECTIVE**	Fall	2 Cr.

*Social Work Education I and Administrative Practice & Policy I are offered alternating years

SECOND YEAR FULL-TIME STUDENTS (SPRING SEMESTER)

SWK #	COURSE TITLE	SEMESTER	CRED
SWK 8294	SOCIAL POLICY II	Spring	2 Cr.
SWK 8402	RSRCH METHODOLOGY II	Spring	2 Cr.
SWK 8412	QUALITATIVE METHODS II	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr.
SWK 8xxx	ELECTIVE**	Spring	2 Cr.

**Electives will vary from semester to semester.

Credits vary per Semester (Fall and Spring) during the student's second year. However, at the end of the academic year the student should accumulate a total of 14 – 18 credits.

THIRD YEAR & BEYOND STUDENTS (Prerequisites: Successful completion of all second year courses)

SWK #	COURSE TITLE	SEMESTER	CRED
SWK 8920	DISS. PROPOSAL SEMINAR	Fall for 3 rd year students	2 Cr.
SWK 8413/14	METHODOLOGY LAB I & II	Spring for 3 rd yr students Fall for 4 th yr students	2/2 Cr.
SWK 8923/24	PROPOSAL LAB I & II (Elective)	Spring for 3 rd yr students Fall for 4 th yr students	2/2 Cr.
SWK 8911	PROPOSAL PLANNING I	Fall for 3 rd yr students	2 Cr.
SWK 8912	PROPOSAL PLANNING II	Spring for 3 rd yr students	2 Cr.
or, if proposal has been accepted			
SWK 8971	DOCTORAL RESEARCH	Fall	4 Cr.
SWK 8972	DOCTORAL RESEARCH	Spring	4 Cr.
SWK XXXX	OTHER ELECTIVES	Fall or Spring	2 Cr.

Depending on the student's level of academic achievement (whether Third year or beyond), credits will vary per Semester (Fall and Spring). At the end of the academic year the student should accumulate from 8 – 16 credits.

Note: Students must re-register for Proposal Planning until they have their proposal accepted and then APPROVED by CCI - only then can they go on to Doctoral research. Likewise, at the dissertation stage, students MUST register for Doctoral Research until the Dissertations are ACCEPTED by their dissertation committee members AND APPROVED signed off on by the Doctoral Program Director, the Dean of the School of Social Work, and the librarian at the Pollock Library- even if they go well over the 60 credits required as a minimum for program completion.

Third-year and third-year + students may register for an Independent Study with one of our faculty members in the event they want additional assistance beyond that provided by all other courses offered. Electives will vary from semester to semester.

From time to time, a student may complete all course and dissertation requirements, but still fall short of the 60 credits needed for graduation. In these circumstances and only in these circumstances, students will register in the semester they are expected to graduate for the course offering entitled Finalization, which will be given a special course number and whose number of credits will be determined by subtracting the number of credits already fully paid for from 60.

The second stage also includes “preparation for career pathways.” Second-year (or, if they prefer, third-year) students choose either Administrative Practice or Social Work Education. These courses prepare students to take on teaching responsibilities in social work education and to assume advanced positions in the administration of social welfare organizations.

The third stage begins at the Fall term of the third year, when each student is expected to have completed at least the first draft of the dissertation proposal. This stage can be characterized as “autonomous study,” in which the student works on the dissertation itself. Each student is assigned a faculty approval, on the dissertation itself. Each student is assigned a faculty advisor who will assist him/her throughout the process. For most students, this stage can be expected to demand three years for completion.

Methodology Laboratory I & II are offered to third year students to provide consultation and technical assistance in the preparation of their dissertation proposal and/or study. Students working on data analysis beyond the third year will have access to individualized assistance through electives Methodology Laboratory III & IV.

REQUIREMENTS

- Credit requirement:** A minimum of 60 credits is required, including course work, and doctoral proposals and dissertation research.
- Enrollment:** Unless approval is granted for enrollment in the first phase of doctoral study on a part-time basis, all students enroll for full-time studies.
- At the conclusion of the first year, students are required to take a 6 hour comprehensive examination. This written exam provides students with the opportunity to demonstrate their understanding of the first year course work and to apply acquired concepts to social work practice. Entrance into the second year of doctoral studies is contingent upon successful completion of the comprehensive exam. Failure of the exam will result in an oral hearing

which will consist of the student, the student's advisor and the exam readers who will meet to discuss the student's written exam and determine if he/she can advance to the second year of doctoral studies.

d) *Faculty Advising*: Each Student is assigned a faculty advisor for the first two years of study and may request a new advisor either after the completion of the comprehensive exam or during the second year of study. During the third year, the advisor works closely with the student in the preparation of the dissertation proposal. The advisor serves as the chair of the committee that reviews the dissertation proposal. Approval of the proposal is based on the judgment of a committee convened by the director of the doctoral program as to whether the work meets the School's standards. All committee members must concur in this judgment. Approved proposals are then reviewed by the University's Institutional Review Board (IRB), the Committee for Clinical Investigations (CCI) for final disposition.

e) *Dissertation Requirements*: Preparation and approval of the dissertation is required in order to receive the PhD degree in social welfare. The dissertation advisor serves as the chair of the dissertation committee. The director of the doctoral program appoints the other members of the committee, with input from the faculty advisor and student. Professionals in the field on which the study focuses who are not members of the faculty serve on such committees at the invitation of the director of the doctoral program. Such professionals must possess an earned doctorate in social work or a related field.

f) *Time Limitation*: All coursework requirements—with the exception of the Methodology Laboratory I & II; Social Work Education and/or Administrative Practice (at the

student's option)—should be completed within three years of admission. The dissertation proposal must be completed and approved within five years of admission and the dissertation study completed and approved within three years of the proposal's acceptance. The student may, in unusual circumstances, petition the doctoral program committee for an extension.

COURSE DESCRIPTIONS

SWK 8293

Social Policy: Policy Practice

(2 credits)

This two semester course has a four-fold focus: to build knowledge and skills related to (1) the factors influencing social policy development and the role of the public, the media, interest groups, and institutions of government in defining the policy agenda; (2) the analysis of social welfare policies using a variety of theoretical frameworks (3) application of these frameworks to specific substantive areas associated with students' dissertation areas; and (4) application of the tools and results of policy analysis to influencing social policy development and change. The intent is to enable students to learn those aspects of policy analysis that center around a problem-policy-program paradigm and, as advanced practitioners, to develop strategies to influence and impact upon the policy-making process. An understanding of the historical context in which social problems are defined and strategies developed serves as a fundamental basis in the policy analysis process.

SWK 8294

Social Policy: Analysis

(2 credits)

This course aims to build knowledge and skills related to (1) the analysis of social welfare policies using a relevant theoretical framework and (2) the application of the tools and

results of policy analysis to develop strategies to influence the policy-making process. The course also builds on Social Policy I, SWK 8293 that focused on historical and contextual influences of the policy-making process within legislative, judicial, and executive spheres of government. It equips students with methods and approaches to policy analysis necessary to generate an adequate description of a social policy or program and, more importantly, to develop criteria by which to arrive at a judgment about them, that is, whether they are, in a particular sense, "good," "right," or "appropriate." Course content includes, among other things, evaluating goals and objectives of specific policies and programs against traditional economic criteria of adequacy, equity, and efficiency and assessing the merits of criteria for evaluating the merit of benefit and service types in light of stigmatization, cost-effectiveness, substitutability, target efficiency, and "trade-offs."

SWK 8XXX

Social Work Practice Theories

(2 credits)

This course explores, from an epistemological perspective, the evolution of the social work knowledge base. Early social work theorists and their contributions are examined, with attention to the disciplines from which theories were drawn and how they were modified to form a uniquely social work perspective. Also examined is the evolution of the social work profession – the developments and events that shaped the profession and the intellectual base that guided its growth. The various codes of ethics (past and present) are used as a base for understanding the growth and change that has characterized social work in the past 100 years. In addition, students will explore contemporary social work theory within the context of its applicability

and relevance to social work practice. The focus is on an in-depth examination of the role and use of practice theory within the social context in which it is practiced and the interface between political, cultural, and national issues that influence the development, selection, and use of practice theory. Finally the efficacy all practice theories will be explored.

SWK 8406

Fundamentals of Applied Statistics

(2 credits)

The course provides a comprehensive introduction to applications of statistics in the social sciences. Topics include: the design of studies; data collection and description, classical and modern graphing techniques; univariate point estimates of central tendency and variability; an introduction to probability and probability distribution, including the binomial and Gaussian distributions; statistical inference based on sampling distributions; confidence intervals and hypothesis testing; comparing sample estimates to populations and to other sample estimates; bivariate relationships and linear regression. Problems and data from the social sciences will be employed.

SWK 8421

Strategies of Inquiry I

(2 credits)

Social work research draws substantially from the research methodologies developed in the social and behavioral sciences. Students who have mastered conceptual and analytic research skills are likely to contribute to the generation of new knowledge and engage in systematic analyses of social problems, social interventions, and social policies. A key part of becoming a scholar is learning to select and ask those questions that hold the greatest practical and theoretical importance for social work practice and public policy.

Application of analytic skills to practice-related problems. Beyond the selection of research questions, per se, this course provides a thorough grounding for students in the design of inquiries, systematic data collection, and analysis of information related to a research issue. There are a diverse set of knowledge building methodologies; this first semester is focused on qualitative methods, beginning with the underlying philosophical connections between theory and method and the principles that govern ethical research. Such methods include analysis of historical documents, field observations, survey research, ethnography, and participant observation. The major focus is on the application of modern theories and research methods to understanding and interpreting the social world and the role of social work in improving the lives of people.

SWK 8422

Strategies of Inquiry II

(2 credits)

Social work research utilizes both qualitative and quantitative methods.

In the first semester the focus of the Strategies of Inquiry course is on the qualitative methods. In the second semester the emphasis is placed on quantitative methods. Students should, however, understand that researchers often combine the two to produce research that is both “in-depth” and highly generalizable. It is therefore crucial that students think about research strategies in the larger frameworks of design, method, implementation, outcome, and relevance. In the second semester of the Strategies of Inquiry course quantitative methods is the subject of study. To this end topics to be studied include, survey research, sampling theory, experimental and quasi-experimental designs, validity and reliability, and an introduction to statistical analysis. Additionally,

students will review the ways to read and understand quantitative studies in their own areas of interest. In the study of social work research, application to matters that are meaningful to social work practice are crucial. There can be no social work research outside the boundaries of legitimate social work context. Therefore, the work for this semester will continue to be grounded in concerns of the profession.

SWK 8811

Theoretical Foundations I: Social Change & Social Justice

(2 credits)

This course provides an overview of theoretical approaches to the identification and resolution of problems related to social welfare. It draws upon the humanities, social science, and professional literature from such fields as anthropology, economics, history, law, philosophy, political science, sociology, social work, women’s studies, and ethnicity/race relations. Course content builds on the practice experience and knowledge of students in order to arrive at a greater understanding of the development and use of theory to advance the knowledge base of the social work profession, its missions, and its role in the social fabric of the United States. Finally, the course explores the nature and importance of theory to macro-level social work practice, with particular attention given to the dynamic relationship of macro- and micro-level processes on the structure, development, and function of social welfare primarily in the U.S. and to a lesser extent elsewhere.

SWK 8812

Theoretical Foundations II: Organizations & Administrative Theory

(2 credits)

This course provides a theoretical orientation to the study of organizations. It examines the range of organizational theories, their purposes, and applications to human

service systems, structures, and processes. The relevance and use of theory to social work management is considered, as well as the manager's leadership role in organizational dynamics and organizational change. Theories related to how organizations change are also explored, including the role of leadership in change efforts. Included for analysis are classic bureaucratic theory, rational theory, systems theory, motivational and behavioral theory, humanistic theory, exchange theory, conflict theory, and others. The utility of various theories of organizations and organizational change are compared and contrasted as they apply to the attributes and realities of human service organizations. Emphasis is on public and nonprofit organizations, through which the practice of social work is largely, though not exclusively, carried out.

SWK 8821

Ideology I

(2 credits)

Ideology is regarded, for the purpose of this course, as a constellation of ideas, beliefs, and values, ethics or orientations that influence individual or collective planning, action, and evaluation. The study of ideology, values, and ethics in the doctoral program reinforces the school's commitment to prepare scholarly social work practitioners, regardless of ethnic and religious persuasion, for leadership positions in schools of social work education agencies. These positions require the ability to reason and think through complex conflicts of ideology, values and ethics in social policy, between professional staff, staff and clients, and agency and community. This is a yearlong course, divided into two semesters. The emphasis in the fall is on ideology and values and, in the spring, on ethics. In the fall semester, social work ideology is located in the context of political ideology and the sociology of knowledge. One of the

key components of ideology is the study of values. Values are studied from the perspectives of social work, social workers and clients, and personal and professional values. Models of value classification and ideology are applied to conflict situations in social policy, direct practice, and agency service.

SWK 8822

Ideology II

(2 credits)

Having studied ideology and values in the fall semester, we move to the study of ethics and ethical decision making this semester. Models of ethical decision making and justification are applied to concrete issues and cases, thus combining theory with practice in ethics. Students learn how to discern value conflicts and ethical dilemmas that arise in their work with clients, in social policy and social welfare, and the process of making ethical decisions and justifying them. The study of ethics in the doctoral program reinforces the school's commitment to prepare scholarly social work practitioners to learn how to reason and deal with the complexities of moral and ethical issues in practice, policy, and society. Ethical dilemmas arise when conflicts in values emerge when working with culturally diverse groups, populations at risk, clients of different ages, genders or pathologies. Appreciating the pervasiveness of value and ethical conflicts in social policy and practice and learning how to resolve and justify them are the prime learning achievements in this course.

SWK 8950

Doctoral Advising

(0 credits)

Faculty advising for students in their first and second year of doctoral studies.

SWK 8411

Qualitative Methods I

(2 credits)

The goal of this course is to help doctoral students master data analysis techniques for qualitative studies and to become sophisticated consumers of social work research in preparation for their own dissertation research. The first semester of this course provides doctoral students with a weekly opportunity to practice, refine, and clarify the concepts learned in Strategies of Inquiry. In that course, students learned about qualitative methodology through readings, discussions, and written assignments.

In this class, the focus will be on conducting a qualitative study which will provide students with opportunities to experience the full cycle of a research project--from initiation to development of conclusions. This includes engaging in the problem formulation process, developing a data collection instrument appropriate to the research question, administering the interview and being a research participant who is interviewed by a fellow classmate, transcribing the data and preparing it for data analysis, conducting data analysis and writing up the results. Students will learn basic skills in qualitative interviewing and will be introduced to cutting-edge qualitative research software for data management and analysis. In addition, students will have the opportunity to experience collaborative participation in a research team.

SWK 8920

Dissertation Proposal Writing Seminar

(2 credits)

The purpose of this course is to facilitate the development of the dissertation proposal. At the end of the semester, each student is expected to have completed the first draft of the proposal. The content focuses on the nuts and bolts of dissertation proposal development.

The topics covered follow the sequence that students normally encounter in the dissertation process. The development of the proposal is addressed as a building process that involves gradual steps. Completed assignments for other second year courses are expected to be applicable to and incorporated into the development of the proposal. Feedback from the instructor and student colleagues is intended to provide perspective and concrete help.

SWK 8413

Methodology Lab I

(2 credits)

This course is intended to assist students as they work on their dissertation proposal. The focus of this help will be Section V Research Questions & Hypotheses, Section VI. Critical Concepts and Key Terms and Section VII. Methodology. Many students, however, are not that far along and we often have to work together on earlier sections such as the Problem Statement, Literature Review, or Theoretical Section. The later sections of the proposal usually cannot be completed without having the earlier sections satisfactorily completed. The checklist developed will serve as a key guideline for our work together. We will collaborate with the student's advisor and coordinate this course with any other related to the development of the proposal.

SWK 8414

Methodology Lab II

(2 credits)

This course is a continuation of Methodology Lab I. The focus of this help will be Section V. Research Questions & Hypotheses, Section VI. Critical Concepts and Key Terms and Section VII. Methodology. However, when needed our work in this course will address earlier sections of the proposal. The checklist developed will continue to serve as a key guideline for our work

together. The work in this course will be closely coordinated with student's work with the student's dissertation advisor.

SWK 8417

Methodology Lab III (elective)

(2 credits)

This course is a continuation of Methodology Lab II or Independent Study. The course is intended to help those who have not yet completed their proposals to do so and those who have had their proposals approved, to carry out their dissertation research. For those who have not yet completed their proposals, the focus of this assistance will be Section V, the Research Questions and Hypotheses; Section VI. Critical Concepts and Key Terms; and Section VII, Methodology. We will also review the first four sections of your proposal. For those who have had their proposals approved, this help will be directed toward guiding the student in carrying out the research. This will encompass data analysis, using SPSS, the presentation of data, and interpretation of findings. The student's work in this course will be coordinated with the work and with the student's advisor.

SWK 8418

Methodology Lab VI (elective)

(2 credits)

This course continues the work of Methodology III. The course is intended to help those who have not yet completed their proposals to do so and those who have had their proposals approved, to carry out their dissertation research. For those who have not yet completed their proposals, the focus of this assistance will be Section V, the Research Questions and Hypotheses; Section VI. Critical Concepts and Key Terms; and Section VII, Methodology. For those who have had their proposals approved, this help will be directed toward carrying out the research, data analysis, using

SPSS, the presentation of data, and interpretation of findings. As always the student's work in this course will be coordinated with the work and with the student's advisor.

SWK 8401-8402

Research Methodology I & II

(2 credits each semester)

This two semester course will address itself to the following issues: 1) the purposes of social research in social work; 2) the process of initiating research with emphasis on problem formulation; 3) strategies of carrying out research; 4) the application and consequences of research methodologies; 5) advantages, dangers, ethical and legal implications of using research findings; 6) the importance of critical reading of research; 7) the application of computer techniques of research. In addition to the cognitive aspects, the course will also concentrate on two practical areas; the application of research principles through students' participation in a class or individual research project, and the development of library and research writing skills.

SWK 8696

Social Work Education

(2 credits)

This course is for doctoral students who aspire to become social work educators or who wish to become familiar with educational issues and their probable impact on the future development of social work professionals. The goal of this course is to provide doctoral students with the opportunity to try on the role of social work educator and to familiarize themselves with the relationship between social work education and agency-based practice. Social work education exists in formal academic structures at the bachelors, masters and doctoral level. It exists in formal agency structures in the form of field instruction and supervision, and it exists in

continuing education structures that include case conferences, professional conferences, post-graduate short- and longer-term courses, and topical symposiums. At all levels of the educational continuum, social work education seeks to facilitate the acquisition of social work skills, the preservation of a knowledge base that informs the application of skills, and adherence to professional values and ethics.

SWK 8681

Administrative Practice & Policy

(2 credits)

This course is designed for the advanced practitioner who occupies or intends to occupy high level management positions in human service organizations. The intent is to provide doctoral-level practitioners with knowledge about and skills in effective leadership and management practices. Emphasis is on nonprofit organizations through which the practice of social work is largely, though not exclusively, carried out. Depending on student interests and experience, however, content related to the public and private for-profit sectors will be incorporated, as appropriate.

It is assumed that students have a working knowledge of organizational theory and the classic theoretical work from the two-semester Theoretical Foundations course. Building on that base, this course is oriented to the practical aspects of management work within human service organizations. How social workers practice, what they do, the resources they have available, the technologies they use, the barriers they face in providing quality services, are all influenced by the organizational setting. However, managers also have the opportunity to influence the culture and operating modes of these organizations. This is what constitutes leadership.

Social work, as acknowledged in the Code of Ethics (NASW, 1996) is an organizationally based profession,

but working within organizations poses potential ethical conflicts between good practice (at all levels) and organizational needs. A key example is managed care. Students will be expected to identify some of the practical and ethical conflicts that can emerge when the interests or ways of doing business of the organization are in opposition to the dictates of good practice and the best interests of the clients served. This will be accomplished by looking at different organizational levels - boards of directors, top level management, mid-level management, and line workers.

SWK 8850

Advanced Ph.D. Seminar in Applied Social Work Ethics (elective)

(2 credits)

This applied ethics course will be devoted to examining ethical issues in practice and policy. The course integrates classical ethical theory and contemporary literature in social work ethics, philosophical and business ethics. This course builds on the two semester sequence of courses SWK 8821 and SWK 8822, Ideology I & II, which students take in their first year of full-time study. In the Seminar in Applied Social Work Ethics, students will apply their knowledge of ethical theory and decision making models, personal and professional values and knowledge, to concrete ethics problems.

The course will apply values and ethical decision-making frameworks to develop practical strategies to respond to some of the most complex ethical problems facing practitioners today. The course is organized around compelling ethics problems related to direct and indirect practice and are examined through the lens of the literature, the NASW Code of Ethics, and personal values and ethics. Each issue encountered will be dissected for its direct/indirect practice and policy implications. Issues such as termination of life

(abortion, euthanasia), diversity/equality, rights/ justice, welfare/ labor, poverty/ hunger, technology/ globalization, genocide/ human and natural disasters, war, immigration, and terrorism/homeland security are studied.

SWK 8297

Global Issues in Social Work and Social Policy (elective)

(2 credits)

This course will begin with the premise that we can more fully comprehend American social policies – how and why they originated and developed, what they do, what effects (positive and negative) they have – by comparing them to policies in other nations. So, for examples: What can we learn about childcare policy from the French? What does Chile’s experience with old age pension privatization tell us about American efforts to reform Social Security? What effects do Sweden’s more “woman-friendly” policies have upon women’s workforce participation, their wages relative to men, and the extent to which men share domestic caregiving responsibilities? Is Canadian-style universal health care a good model for expanding coverage and reducing costs in American health delivery systems? We will push this analysis further by asking: of those foreign policies we may judge more effective at furthering our notions of social justice or well-being, which are more likely to be adopted in the United States, and which would be improbable – and why? The course is divided into three sections: (a) a theoretical overview of the welfare state -- its origins, development, functions, and competing explanations for variation across developed nations; (b) an examination of that variation across a range of substantive domains (poverty and inequality, health care, old age pensions, unemployment, children and family support policies), and policies in less developed

nations, the former Soviet republics, and East Asia; and (c) finally, we will pay some attention to questions of welfare state “retrenchment” – the claim made by some that the forces of “globalization” will force other nations with more generous and universal welfare states to begin reshaping their programs along the more limited American model.

SWK 8530

Coding, Analyzing and Presenting Qualitative Data (elective)

(2 credits)

This course is the third course in the doctoral curriculum to deal with qualitative data. It builds upon the 1st semester of Strategies of Inquiry, which is an introduction to, and overview of, Qualitative Research; and the Qualitative Research Lab which is taught in the second semester, which involves actual skills of interviewing, coding, and content analysis.

This is a course for students who have completed the two previously mentioned courses and are seriously thinking about, or are involved in, writing a qualitative dissertation. The former group will be expected to “pilot” the kind of research they intend to use in their dissertation; the latter group will actually work on their dissertation research in the class. Both groups will be occasionally required to complete assignments which may or may not be adaptable to their specific research project.

SWK 8250

Public Health and Social Work

(MSW and PhD jointly offered course, 2 credits)

Public Health and Social Work introduces students to the concepts of intervening with individuals and populations with the goals of

understanding the nature, the causes, and the prevention of physical and mental illnesses. Its’ focus is biopsychosocial using an evidence-based, interdisciplinary approach. The linkage between public health and social work is emphasized.

SWK 8901

Independent Study

(1-2 credits)

One semester course arranged on an individualized basis between student and instructor on a topic related to a specific educational need of the student. Permission of both the director of the doctoral program and the instructor is required.

SWK 8911-8912

Dissertation Proposal Planning I & II

(2 credits each semester until proposal is accepted)

Involved individualized study for third year students and beyond when necessary, with an assigned faculty advisor. Focus is on the student’s area of dissertation interest. With attention to problem formulation and research design as it pertains to the preparation of the proposal.

SWK 8971-8972

Doctoral Research I & II

(4 credits each semester until dissertation is accepted)

Students register for Doctoral Research after the acceptance of their dissertation proposal. Involves guided interaction between the student and his/her faculty advisor in the conduct of the dissertation study and the completion of the written dissertation.

SWK 8971B-8972B

Doctoral Finalization I & II

(Number of credits needed to complete the 60 credit requirement)

Designed for those students who complete the process before the end of five years and need additional

credits.

Of the minimum 60 credits that is required for the PhD degree, 24 are linked to the conception, research and writing of the dissertation. Students whose dissertations are accepted before the end of their fifth year need to register for additional dissertation credits in their last semester. Those completing their dissertation within a five year time frame will have met the 60-credit minimum through regular registration. All students are encouraged to complete their dissertations by the end of five years. Those extending their dissertation research beyond the fifth year will register for Dissertation Research (4 credits) each semester until the dissertation is accepted. There is a three-year limit, beyond the date of approval of the proposal, for completion of the dissertation.

SUBMISSION OF DISSERTATION AND DEFENSE

The following forms must be filed with the Office of the Registrar and the director of the doctoral program in conjunction with the submission of the dissertation:

- Request for Oral Defense and Appropriate Reader Forms
- Results of Oral Defense
- Submission of Doctoral Dissertation and Abstract to both Doctoral Office and Registrar’s office

(in proper form and with the appropriate number of copies)

For more information regarding Dissertations, see the Yeshiva University, WSSW - Guide to Writing the Dissertation and contact the director of the doctoral program and the Office of the Registrar (212-960-5274).