

**WURZWEILER SCHOOL OF SOCIAL WORK**  
*Yeshiva University*



**STUDENT MANUAL  
FOR THE  
Ph.D PROGRAM IN SOCIAL WELFARE**

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## 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  
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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 first to the Yeshiva University Office of Disabilities and then 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 or social service research position during their studies or, for those not able or eligible to work, to engage in volunteer work in a human services related field.

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. Several 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 research, theory and practice. This dialectical relationship between research, 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 and or working in allied professions who have earned the master's degree at this or other schools.

The students represent diverse ethnic and religious backgrounds and ages. They come from all the fields of professional social service-related practice.

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 an MSW program based on an individual assessment of their readiness to undertake doctoral studies. First year Wurzweiler MSW students may apply for the MSW/PhD program that offers the MSW degree plus the first year of the PhD courses in a two year sequence.

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 research methods and theoretical constructs developed and explored in class.
2. Classes are held during hours that permit the continuation of full-time social work employment. Many classes are on-line or hybrid (on-line and in class) which further makes it possible for students to continue with their 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 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 research, 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. We encourage students to review dissertations that past students have produced. These are available through the ProQuest Dissertations and Theses Database using search term "Wurzweiler."

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. As the need arises students may, with the permission of the Director, postpone taking full-time classes during the second and third year. However, it is strongly encouraged that students complete the course work as quickly as possible in order to devote their energies to their dissertation. A Leave-of-Absence may be applied for to the Director who has the discretion to approve.

The courses described are those typically offered. The Program Director reserves the right to make changes in the courses offered and the schedule of courses based on program resources. Occasionally the Program Director with the consultation of the Doctoral

Committee will up-date or substitute a course as needed. Students who are affected by such changes will be notified.

*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; these courses are in the form of individual consultations, the schedules of which are determined between student and instructor. Students are required to take three elective courses. Students also have the opportunity to enroll in elective labs that assist in completing their proposals and/or addressing the methodological components of their dissertation studies. Methodology Labs III and IV do not count toward the three required course electives required for the degree. Students must complete a minimum of 60 approved credits before they can become eligible for the PhD degree. After a total of six years in the program without completing the requirements for the degree, the Director, and the Doctoral Committee will review the student's tenure in the program. At that time the student will either be granted additional time to complete the degree or be dismissed from the program.

A sample program format appears on pages 10 - 12.

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

### **First Year Curriculum**

The first - year courses are set for all students. They are intended to introduce students to doctoral level course work and the standards of doctoral scholarship. They integrate new learning with students' existing knowledge. Students acquire a foundation of social work research and theory that can help them analyze the dilemmas and contradictions of social work practice.

The courses are: *Ideology* (one semester), *Fundamentals of Applied Statistics* (one summer semester), *Social Work Practice Theories* (one semester), *Strategies of Inquiry I & II* (two semesters), *History & Philosophy of Social Work* (one semester), *Legal Foundations of Social Work* (one semester), *Social Policy* (one semester), and *Research Based Interventions* (one semester). 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 research, theory, and writing that will facilitate the successful completion of course work and, later, the proposal and dissertation.

At the end of the second semester of the first year, or the second year for part-time students, a Comprehensive Exam is given that assesses mastery of the first- year content. (See page 13 for a discussion of this requirement). Enrollment in the second- year course work is contingent on passing the comprehensive examination.

### **Second Year Curriculum**

This is the year of movement from structured study toward "independent scholarly study" when students acquires technical and methodological skills requisite for quantitative and qualitative data analyses 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 dissertation proposal committee. The dissertation proposal chair person becomes the individual student's mentor and will work with the student on assessing the scholarly literature and preparing the dissertation proposal during the third year of study. The conceptual frameworks and research incorporated in course

research papers become part of the foundation necessary to initiate and complete the dissertation proposal. The second- year curriculum also allows students to choose one elective course each semester.

The fall semester of the second year consists of four required courses: *Research Methodology I; Qualitative Data Analysis ; Legal Topics in Social Work; and Administrative Practice and Policy*. 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 four courses: *Research Methodology II; Grant Writing and Administration; Social Work Education; and Dissertation Proposal Planning Seminar I*. By the end of the second year, students should have a fairly good idea of the topic they want to pursue.

Students are advised to complete the Internal Review Board (IRB) on-line eligibility course over the summer of the second year. Eligibility is good for 6 years before it has to be renewed. Once this is completed, students should print a copy of the record and submit it to the doctoral office.

### **Third Year and Beyond**

In the fall semester of full-time study, students must register for *Dissertation Proposal Planning Seminar II*. This course provides students with the first formal opportunity to draft their dissertation proposals. At this time students should be aiming to complete their literature review and beginning to focus on the theory and research sections of their proposal. This includes identifying a theory(s) that will guide their research, and the development of a researchable question with appropriate hypotheses and research methods. 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.

*Social Work Education* will be offered either in the fall or spring semesters for third year students. This course helps prepare students for teaching, and conference and project presentations.

To provide assistance to students in the preparation of their proposals and/or the conduct of the dissertation studies, *Methodology Labs I & II* are offered to third year students in the spring semester and to fourth year students in the Fall semester respectively.

*Methodology Labs I & II* are required for all students and are tailored to their specific needs by providing consultation and technical assistance specifically oriented to the dissertation proposal or dissertation. Most of the sessions of *Methodology Labs I & II* are on an individual consultation bases with the instructor and are conducted either in person or on-line.

Another proposal-specific elective offering is *Methodology Labs III & IV* which are open to students in their fourth year or beyond. Students working on their proposals or dissertations may enroll in these courses in which one-on-one consultations are offered in study design and data analysis, whether quantitative or qualitative. Please note that *Methodology Labs III & IV* do not count toward the three electives students are required to take prior to graduation. Also, please note that faculty cannot be expected to perform data analyses for students. On occasion, outside consultation may be needed at students' expense. In all cases, faculty retain the final determination of the accuracy and appropriateness of data analyses that become part of the dissertation.

Electives that count toward the three required electives are listed on a yearly basis in the program's course offerings. The program cannot guarantee that any one course will be offered on any one year but typical course offered include: Advanced Data Analysis Using STATA; Advanced Seminar in Social Policy, Public Health and Social Work; Evidence-based Mental Health Practice, Advanced Seminars in Health Care, Mental Health Care, Administration, and Addiction Studies. Students may also apply to take courses in other schools within the Yeshiva University Community by contacting the Director of the Doctoral Program. Course descriptions can be obtained from the Doctoral Office and students can expect to see the list of electives on the Program's Website prior to the semester in which they are to be offered.

The following sample program format describes the sequencing of courses for full and part-time students:

**SAMPLE PROGRAM FORMAT - DOCTORAL PROGRAM**

**FIRST YEAR FULL-TIME STUDENTS (SUMMER SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8406	FUNDAMENTALS OF APPLIED STATISTICS	Summer	2 Cr.

**FIRST YEAR FULL-TIME STUDENTS (FALL SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8823	IDEOLOGY	Fall	2 Cr.
SWK 8425	HISTORY & PHILOSOPHY OF SOCIAL WORK	Fall	2 Cr.
SWK 8296	SOCIAL POLICY	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 8809	LEGAL FOUNDATION OF SOCIAL WORK	Spring	2 Cr.
SWK 8362	SOCIAL WORK PRACTICE THEORIES	Spring	2 Cr.
SWK 8883	RESEARCH BASED INTERVENTIONS	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 (SUMMER SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8406	FUNDAMENTALS OF APPLIED STATISTICS	Summer	2 Cr.

**FIRST YEAR PART-TIME STUDENTS (FALL SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8823	IDEOLOGY	Fall	2 Cr.
SWK 8425	HISTORY & PHILOSOPHY OF SOCIALWORK	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.

**FIRST YEAR PART-TIME STUDENTS (SPRING SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>
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		<u>SEMESTER</u>	<u>CRED</u>
SWK 8809	LEGAL FOUNDATIONS OF SOCIAL WORK	Spring	2 Cr.
SWK 8883	RESEARCH BASED INTERVENTIONS	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr.

**FIRST YEAR PART-TIME STUDENTS CONTINUING THEIR STUDIES (SUMMER SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8406	FUNDAMENTALS OF APPLIED STATISTICS	Summer	2

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 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.

2-4 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 8401	RESEARCH METHODOLOGY I	Fall	2 Cr.
SWK 8415	QUALITATIVE DATA ANALYSIS	Fall	2 Cr.
SWK 8681	ADMINISTRATIVE PRAC. & POL.	Fall	2 Cr.
SWK 8190	ADVANCED LEGAL TOPICS IN SOCIAL WK	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.

**SECOND YEAR FULL-TIME STUDENTS (SPRING SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>
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		<u>SEMESTER</u>	<u>CRED</u>
	Spring	2 Cr.	
SWK XXXX	GRANT WRITING & ADMINISTRATION	Spring	2 Cr.
SWK 8402	RESEARCH METHODOLOGY II	Spring	2 Cr.
SWK 8904	DISSERTATION PROP. SEMINAR I: Lit Review	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr.

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 8696	SOCIAL WORK EDUCATION	Fall or Spring	2 Cr.
SWK 8920	DISSERTATION PROP. SEMINAR II	Fall 3 <sup>rd</sup> yr.+	2 Cr.
SWK 8413/14	METHODOLOGY LAB I & II	Sp. 3 <sup>rd</sup> yr.+ Fall 4 <sup>th</sup> yr.+	2 Cr. 2 Cr.
SWK 8923/24	PROPOSAL WRITING LAB I & II (Elective)	Sp. 3 <sup>rd</sup> yr.+ Fall 4 <sup>th</sup> yr.+	2Cr 2 Cr.
SWK 8911	PROPOSAL PLANNING I	Fall 4 <sup>th</sup> yr.+	2 Cr.
SWK 8912	PROPOSAL PLANNING II	Sp. 3 <sup>rd</sup> yr.+	2 Cr.
<b>Or, if proposal has been accepted</b>			
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 6 – 18 credits.

**Note:** Students must re-register for Proposal Planning until they have their proposal accepted and then **APPROVED by the university's Institutional Review Board (IRB)** - only then can they go on to Doctoral research. The IRB is a university committee that evaluates the ethical soundness of research.

Please note that protocols such as dissertation proposals must be submitted to the IRB electronically using IRIS software. Information is found on the following website: (<http://www.einstein.yu.edu/administration/institutional-review-board/education/iris.aspx>). IRIS is the electronic system used for IRB submissions. It is used by investigators to submit research proposals for review by IRB staff members who communicate acceptances or needed revisions. At the dissertation stage, students **MUST** register for Doctoral Research until the Dissertations are **ACCEPTED** by their dissertation committee members **AND APPROVED** and signed off on by the Doctoral Program Director, and the Dean of the School of Social Work,- even if they go well over the 60 credits required as a minimum for program completion.

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 **Doctoral Research Finalization (SWK 8971B\_Fall / SWK 8972B\_Spring)**, which will be given a special course routing number (CRN) **and** whose number of credits will be determined by subtracting the number of credits already fully paid for from 60. All students must complete the required courses and 3 electives in order to graduate and the Doctoral Research Finalization course does not substitute for this requirement.

## **B. 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. Students take the exam in the school's computer lab. Six 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, Social Work Practice Theories, Strategies of Inquiry I and II, History & Philosophy of Social Work, Legal Foundations in Social Work, Social Policy, and Research Based Interventions*. The questions are sufficiently broad to allow the student to apply concepts from class to particular areas of practice or problem-focused interest. Questions must be answered to the satisfaction of the faculty

reviewers. Students receive a study guide to help them prepare for the exam.

Students will not be allowed to sit for the exam unless all first- year required course work is satisfactorily completed or when the Director calls for exceptions. Grades of “I” or “incomplete” are not considered to be indicators of having satisfactorily completed coursework. Students having “incompletes” for first -year course work may not sit for the exam, except in unusual cases with the Director’s permission.

### **Procedure**

The comprehensive exam is graded by professors teaching in the doctoral program and over-seen by the Director and Associate Director of the Program. Oral exams will be scheduled only if, in the opinion of the professors grading the exam and the Director, that the exam grade is either a failure or a very marginal pass. In this cases, the Doctoral Program Office will contact the student to schedule an oral exam.. The intent of the oral exam is to provide the student with an additional opportunity to demonstrate knowledge of the first-year course work. Students taking the oral exam will be notified in writing of the outcome within 14 business days of the exam.

### **Criteria for Grading**

Criteria for evaluating the comprehensive exam include:

#### **In regard to each question:**

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

Overall:

- X Adequacy of incorporation of course content: To what extent did the responses reflect, overall, the learning from the first-year courses?
- X Quality of writing: To what extent did the writing communicate ideas effectively and lucidly?
- X Development of a scholarly style: To what extent did the writing reflect the qualities of maturity, sophistication, and command professional and scholarly communication?
- X 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, and, fail. A student who fails both the written and oral exams 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 the relevance to the student's dissertation topic. 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 and through the ProQuest Dissertations and Theses Database using the search term "Wurzweiler."

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. All proposals must have substantial social work content to be assessed by the student's advisor. Approval of the proposal takes place at a hearing chaired by the student's advisor and two additional Proposal Committee members who are Wurzweiler faculty. There may be times when a part-time member of the WSSW faculty or a faculty person from either another department at Yeshiva University or from an outside school will serve as one of the Proposal Committee members. We also allow Proposal Committee members that are non-academics such as professionals or practitioners; at least one Proposal Committee member must be a full-time WSSW faculty member. All outside the university Proposal Committee members must be approved by the Director of the Doctoral Program.

The dissertation proposal is a detailed description of the proposed research project. The proposal serves as a contract between the student and Wurzweiler School of Social Work. 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 during the review process. The high standards of the dissertation proposal and consensus among reviewers increase the probability of subsequent approval of the proposal by the Institutional Review Board (see below), and, of eventual completion of the dissertation. However, neither are guaranteed by a successful proposal hearing.

There is a 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 with permission of their advisor and the Director of the Doctoral Program they specifically elect to come under any new guidelines which may be available at a later date. Occasionally students may want to begin planning their proposal sooner than the 3<sup>rd</sup> year of study. In these cases a copy of the guidelines will be made available upon request.

The proposed dissertation 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 American Psychological Association (APA) style. (See: American Psychological Association). *Publication manual of the American Psychological Association, Seventh Edition*. Washington, DC: Author.) At the time of this writing, APA 7<sup>th</sup> edition style citations and references are also required for all course assignments. However, when and if the American Psychological Association updates or changes its style format, students will be notified and expected to make the changes in their work, including papers, proposals and dissertations. It is important that students use the latest APA style so that their work conforms to what is currently being used by the discipline's journals and professional publications.

## **Approval by the Committee on Clinical Investigations**

All proposals are reviewed by the Yeshiva University Institutional Review Board (IRB) to determine whether human subjects who participate in the research are adequately protected against harm as a consequence of their participation and that adequate 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 IRB has rendered an affirmative 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 IRB, are to complete and pass an on-line examination regarding research on human subjects. Information about signing up for this exam is available from the Doctoral Program Office and/or your research professor.

### **D. THE DISSERTATION**

Only after the proposal has been accepted and approved by the Yeshiva University IRB (officially known as the Committee on Clinical Investigations or CCI), can research work begin on the dissertation study. The *Guide for the Writing of the Dissertation* is periodically updated and the most recent copy is available in the Doctoral Office. The *Guide* has been written in such a way as to ease the transition from the proposal to the dissertation. New knowledge gained through the dissertation study may make it necessary to make changes in some or many of the concepts outlined in the proposal. Students are responsible for making these changes so that the dissertation reflects the most up-to-date

knowledge in the field. After the IRB approval is obtained, if there are substantial changes in the research method, the student's advisor who will determine if additional IRB approval is needed.

When submitting drafts of chapters to the dissertation committee members, students should allow approximately 4 weeks turn-around time for each version. Faculty members are well aware of the need for feedback. They nonetheless need sufficient time to review students' work to provide the most helpful feedback. If four weeks pass without feedback, the student can make an additional request to the faculty member, and only then if there is no response should the Program Director be informed. The Program Director will inquire into the situation and respond to the student accordingly. All students are required to have a Dissertation Committee member from outside the WSSW faculty, regardless of whether or not an outside person served as a member of the Proposal Committee. Students who had only WSSW faculty as Proposal Committee members should discuss with their advisors prospective scholars outside WSSW to serve on the Dissertation Committee. Students can suggest but cannot invite an outside reviewer; outside reviewers can only be approved by the faculty and the Program Director. The outside reviewer's *Vita* should be sent to the Director of the Doctoral program. Upon approval, the Director of the Doctoral program will invite that individual to become a Dissertation Committee member.

#### **E. GRADUATION**

Currently, there are two graduation date options, one at the end of the regular academic year in May and the other at the end of the summer program in July. In order to be seated and hooded at the May commencement, the final version of the dissertation must have been successfully defended, all revisions made, and final written approval given to the dissertation committee, by the date announced each year. In order to be seated and hooded at the July commencement, the final version of the dissertation must have been successfully defended, all revisions made, and final written approval given by the dissertation committee by the date announced each year. Approximately six weeks lead time is needed to ensure that accurate information goes to the publisher of the commencement program, and for diplomas to be prepared in a timely manner.

## **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.
3. A student who has not satisfied an ‘Incomplete’ grade for a course may not register for the next semester.

### **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 by the end of the semester.
2. The grade of “incomplete” or “I” is given only at the discretion of the instructor. If the instructor chooses not to give an “I” grade, he or she may determine the student’s grade based on the work completed. If the instructor gives the student the grade of “I” 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. 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.

The only exception to this policy is with written approval of the Director of the Doctoral Program, when the student presents exceptional circumstances that warrant additional time. Extensions can be no longer than 3 months.

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 on the advisement of the professor, academic advisor and Director of the Doctoral Program. The final decision is made by the Director of the Doctoral Program. Appeals to such decisions may be made to the Dean of the School of Social Work who has the authority to reverse such decisions.

### **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:

- X Degree candidates must maintain a B average (3.0). If an overall 3.0 grade point average is not maintained the student shall be placed on academic probation.
  
- X 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.

- X A student who receives more than one grade below a “B” at any point in the program will be dropped from the program.
- X A student who fails any course (that is, receives a grade of F) will be dropped from the program.
- X A student who receives a grade of “unsatisfactory” or “U” for any course will be placed on academic probation.
- X A student who receives more than one grade of “unsatisfactory” or “U” will be dropped from the program.

**D. PROGRAM TIME FRAMES**

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

- X Completion of required course work including three (3) electives: Three years (full-time students); four to five years (part-time students).
- X In some cases exceptions will be made for students requiring additional time or when students need to change from full-time to part-time due to circumstances beyond their control. Exceptions are made only with the approval of the Doctoral Program Director.
- X Completion and acceptance of dissertation proposal by the dissertation committee and the IRB; three years from the date that required course work is completed (except for electives).

- X Completion and defense of dissertation: three years from date of proposal acceptance by the IRB.

Students are expected to complete the full program, including the dissertation, within ten years of initial entrance into the program, or sooner. The time frames are suggested ones; students are encouraged to complete their work as quickly as possible. A five to eight-year time frame is considered appropriate. In some circumstances, students need extra time. Limited extensions may, at the discretion of the doctoral faculty, be granted in special or unusual circumstances upon student petition. Extensions must have the approval of the doctoral faculty and the Director of the Doctoral Program.

All students in the second semester of their fifth 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, with the recommendation of the faculty advisor. The Doctoral Faculty Committee which the Director of the Doctoral Program chairs, has the authority to grant such extensions up to and including a tenth year of study. Each year, the student's 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 (60 credits) and fees. All required courses must be

taken as well as 3 doctoral level electives.

#### **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 number of 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 be more than two credits at another institution will be accepted in transfer as two credits. 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.
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.

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## **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 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 a failing or reduced grade.

For on-line classes, students are expected to complete assignments in a timely manner and participate in group discussions as indicated in the syllabus and by the instructor. This applies both to real time participation as well as weekly discussion forums. More than two absences may result in a failing or reduced grade at the discretion of the instructor.

### **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 and university 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 one's own. It is not plagiarism to formulate a presentation of an idea or concept as a reaction to someone else's work; however, the work that is reacted to should be discussed and appropriately cited.

A student's affirmation of his or her work on 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 of a course, disciplinary dismissal from the program, or such other penalties as are deemed proper by the doctoral faculty chaired by the doctoral Program Director and/or the Dean.

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.

. Any student who can be shown to have plagiarized, falsified or fabricated any assignment in a course or in writing the proposal or dissertation will be subject to disciplinary action that may include expulsion.

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, 2008).

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.

In addition to the *Code of Ethics* students should take note of HIPPA regulations as follows:

### **HIPPA**

In line with the HIPAA regulations concerning protected health information, it is important that any case information presented from the student's professional work needs to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

**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.

Class schedules and other semester information can be accessed on the WSSW Doctoral Program web site.

**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 partial tuition remission, the amount to be determined each year, for field instructors of MSW students.
- b) The government-backed student loan program available through banks.
- c) The General Scholarship Fund may provide limited assistance to students in financial need drawing on contributions received from graduates and friends of the program.

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 grant proposals being developed by the school. In addition, doctoral students will be invited

on a selective basis, when possible, to serve as teaching assistants and adjunct teachers. Such opportunities depend on available funds and 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. Any student interested in serving as a field instructor who has the MSW degree, the three –year post MSW requirement, is currently licensed and has completed and has certification from the Seminar in Field Instruction (SIFI) should contact the school’s Director of Field Education. Decisions regarding eligibility and selection are made by the school’s Director of Field Education.

## **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 the student’s bank. Students do not have to take this loan or may take only a part of what is offered to you. If a student has an outstanding undergraduate or graduate loan, he or she must use the same bank for the graduate loan.
- c) If a student has ever defaulted on a student loan, he or she may not be eligible for any additional financial assistance.

- d) Please refer to the Scholarship and Financial Assistance Sources for Doctoral Candidates made available through the doctoral office.

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 is chaired by the Doctoral Program Director. This is sometimes referred to in this Manual as the doctoral faculty. Part-time faculty may be asked to serve on the Doctoral Program Committee either by the full-time Doctoral Program Committee membership or by invitation from the Program Director, and/or by invitation of the Dean of WSSW. Every faculty member who possesses the doctorate is eligible to serve on the committee if he or she is teaching in the doctoral program.

The Dean serves as an *ex-officio* member of the Doctoral Program Committee and at the Committee's suggestion will be recused from discussions concerning student progress or status, student complaints, that may result in 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 by the 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 course instruction, field learning opportunities, and time spent with mentors. 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 scholars, researchers, and practitioners.

#### **E. ROLE OF THE FACULTY ADVISOR**

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

- X Socializing the student to the school and program
- X Providing support/mentoring
- X Becoming informed about the student's background
- X Establishing with the student his/her needs and interests
- X Encouraging the development of the student's intellectual interests pertinent to doctoral scholarship
- X Monitoring academic progress and sharing this with students
- X Participating in faculty meetings concerning student issues/progress
- X Clarifying/interpreting course requirements
- X Registration planning
- X Serving as liaison to other faculty and external resources, as needed

(e.g., editors, consultants)

- X Participating in the assessment of the Comprehensive Examination
- X Documenting issues affecting student's progress in the program in the student's record
- X 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:

- X Providing consultation and monitoring the process of proposal development
- X Helping the student to identify a dissertation research area and the central questions to be addressed
- X Providing support/mentoring
- X Monitoring academic progress
- X Participating in meetings or providing information to the Doctoral Program Committee concerning student issues/progress
- X Clarifying/interpreting course requirements
- X Registration planning
- X Serving as liaison to other faculty and external resources, as needed (e.g., editors, consultants)
- X Serving as liaison to the Doctoral Program and instructor for the Dissertation Proposal Seminar concerning student's progress in proposal development
- X Chairing Proposal Review Committee
- X Working with the student on any needed revisions to the proposal
- X Documenting problems/issues for the student's record
- X Providing feedback to the Doctoral Program Director and the Doctoral Program Committee about issues that go beyond any one student

- X 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 encouraged to provide 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, there will be an effort honor student preferences, 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 3<sup>rd</sup> 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:

- X Setting schedules and timetables for completion of the proposal and/or dissertation
- X Reviewing drafts of the proposal and/or dissertation
- X Recommending changes/directions
- X Providing suggestions about internal and external resources (external resources may include, editorial, methodological consultation, etc.)
- X Monitoring progress and adherence to timetables
- X Clarifying procedural requirements regarding dissertation format and style
- X In consultation with the student, recommending a dissertation committee to the Doctoral Program Director, including an outside person
- X Notifying the Doctoral Program Director when the student is ready to defend
- X Chairing the defense

- X           Overseeing any needed corrections based on the defense hearing.  
Encouraging scholarly writing based on the dissertation.

Advisors and students are expected to meet each semester, preferably at the beginning, 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:

- X           Frequency of meetings
- X           Focus of meetings
- X           Agreement as to schedule and timetables for proposal completion and/or dissertation
- X           Assistance to be provided by the advisor (what type of feedback will be provided on drafts)
- X           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)**

**SECTION VI**

**GROUNDS FOR DISMISSAL AND APPEALS PROCEDURES**

**A. GROUNDS FOR DISMISSAL**

A grade lower than a “B” (including B-) earned in a course places a student on probation. More than one grade lower than a “B” (including B-) is grounds for dismissal.

- a. An “F” grade is grounds for dismissal.
- b. Professional behavior is an academic requirement *not* separate from the educational component of the Program. Unprofessional behavior, and any violation to the NASW Code of Ethics, is grounds for dismissal.
- c. Cheating, exercising academic dishonesty and/or plagiarizing are grounds for dismissal.
- d. Consumption, influence or possession of alcohol or other controlled substances in class are grounds for dismissal.
- e. Failure to meet generally accepted standards of personal integrity, professional conduct, or inappropriate or disruptive behavior toward colleagues, faculty or staff or any other individual may subject students to dismissal.
- f. Students are required to complete their degree within eight years of admission. Failure to do so is grounds for dismissal. After eight years students may apply

for an extension, the outcome to be determined by the Program Director in consultation with the student's advisor.

**B. CONCERNS RAISED BY STUDENTS**

Should a problem arise with a faculty advisor, classroom teacher, or other faculty member, the following process is available for resolving the problem:

- a. If a problem is encountered in a 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.

If the issue is still unresolved, the student can arrange to see the Program Director.

- c. If the above steps have been taken and the student feels that the issue or problem remains unresolved, the student can request in writing a Doctoral Committee hearing for further consultation. The Committee's decision as to whether or not to review the matter and make a determination of the issues shall be final.
- d. **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. CONCERNS RAISED BY FACULTY**

If there are questions about the capacity, performance, or the continuation of a student in the

Program, these concerns will be brought by the faculty member to the attention of the student's advisor and the Program Director and/or Associate Director. The faculty advisor, after meeting and discussing his or her concerns with the student, may request consultation with a specially appointed ad hoc Doctoral Committee which consists of two faculty members chosen by the Program Director and the Program Director and/or the Associate Program Director. The specially appointed Doctoral Committee is chaired by either the Program Director or the Associate Program Director.

The specially appointed ad hoc Doctoral Committee acts as an advisory group of colleagues to any faculty member who wishes to utilize it for consultation and advice in regard to any student with whom they are working. The Committee may also be consulted by students (see Section B, above). 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. In cases or situations which may pose the risk of imminent danger, the School may immediately suspend the student with proceedings to follow
- b. In cases of plagiarism and/or cheating, students may be dismissed from the Doctoral Program
- c. In any case in which there are academic performance issues, a **Letter of Notice of Concern** is sent to the student indicating the nature of the difficulties and the academic requirements to be met by the student
- d. 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 meet the requirements. At the midpoint of the period, an appraisal of progress will be made, including identification of the steps that still need to be taken in order to meet the academic requirements

In the event that the student has not successfully met the requirements specified in the **Letter of Notice of Concern**, he or she may be dismissed from the Program. The student who is to be dismissed from the Program will have the decision conveyed to him or her in writing and signed by the Program Director and the Dean of the School

- e. A student who has been notified in writing that he or she has been dismissed from the Program may request in writing a review of this decision by an Appeals Committee prior to a final determination by the Dean of the School. Only the Dean of the School can make the final determination of dismissal. The Appeals Committee shall review situations in which a student appeals his or her dismissal from the School for academic or disciplinary reasons. The Appeals Committee shall have the responsibility to review documents pertaining to the dismissal, to meet with the student and appropriate faculty and to make recommendations to the Program Director and the Dean of the School.

**D. APPEAL OF DISMISSAL**

- (1) Any student, who has been dismissed from the Program may appeal this action, in writing, within 30 days of the written notice of dismissal. The request should be submitted to the Dean's Office.
- (2) An Appeals Committee, consisting of three (3) faculty members from the Doctoral Program chosen by the Doctoral Director, will convene and elect a chair. Each Committee member will have one vote. Members of the ad hoc advisory Committee assisting with faculty concerns for a particular student (see above), will not serve on the Appeals Committee for this same student.
- (3) The Appeals Committee will provide a full review of the factors leading to dismissal. It will review the student's file including , but not limited to the following:
  - a. Probation letters and Letters of Notice of Concern

- b. Correspondence with faculty or administration
  - c. Any other relevant material.
- (4) The Appeals Committee will give the student the opportunity to be heard. The student will be invited to address the Committee orally and may present written material if she or he chooses. The student may name witnesses and/or advisors for the Appeals Committee to speak with for relevant information. Witnesses and/or advisors will not be present at the appeals meeting.
- (5) The Appeals Committee may meet with any faculty member, administrator, student or others who may have relevant information to offer. The Committee will decide who to meet with and may or may not meet with those named by the student undergoing the appeal process.
- (6) After review of all the material, facts and circumstances, the Appeals Committee will reach a recommendation by majority vote. The standard will be whether the appropriate procedures were followed and whether the student was treated fairly.
- (7) The Appeals Committee will communicate its recommendation to the Dean, in writing, as follows:
- a. It may support the determination to dismiss the student, or
  - b. It may recommend overturning the determination to dismiss the student.
- (8) The Dean will make the final decision and notify the student in writing. The Dean may exercise his or her discretion and impose a sanction short of dismissal. The decision of the Dean is final.

**E. APPEAL OF GRADES**

- (1) The Faculty has the sole authority to give Grades.
- (2) Grades of B or higher are not appealable.
- (3). Grades lower than a B may be appealed in the following manner:
- a. The student should first discuss the grade with the instructor and the advisor.

- a. The student may then (within 30 days of the posting of the grade) appeal in writing to the Program Director.
- b. The Program Director may recommend to the Dean that the grade be changed.
- c. If the Program Director elects not to recommend a change in the grade, the student may appeal directly to the Dean.
- d. The Dean will change the grade if she or he finds extreme and egregious unfairness.
- e. The Dean's decision is final.

## **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 of the 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.

## **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:

- a. 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.
- b. Leaves are only granted under extraordinary circumstances.
- c. 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 Program Committee extend the leave of absence.
- d. Granting of a leave does not alter or negate the requirements, conditions, or expectations in effect at the time the leave was approved.
- e. 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:

- a. Registering for at least one academic course in each semester;

- b. Requesting a Leave of Absence; and
- c. 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.

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## **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 a student has questions or needs clarification of the issues covered within this *Manual*, he or she should consult with the faculty advisor. The faculty and staff of the Doctoral Program are prepared to help enrolled Doctoral students make their educational experiences at the Wurzweiler School of Social Work meaningful and fulfilling.

**Dean's Office, Room 912**

212-960-0820  
[chendri1@yu.edu](mailto:chendri1@yu.edu)

**Associate Dean Docherty's Office, Room 913MSW Program**

212-960-0829  
[docherty@yu.edu](mailto:docherty@yu.edu)

**Career Development & Scholarship Assistance Office, Room 906**

212-960-0838

[careers@yu.edu](mailto:careers@yu.edu)

**Field Instruction Office, Room 905**

Dr. Ronnie Glassman  
212-960-0803  
[wsswfield@yu.edu](mailto:wsswfield@yu.edu)

**Office of Alumni Affairs, Room 725**

212-960-5779  
[wsswalumni@yu.edu](mailto:wsswalumni@yu.edu)

**Student Health Insurance (Risk Management)**

212-960-6739

**Security/Parking**

212-960-5221

**Registrar's Office**

500 West 185th Street  
Furst Hall, Room 114  
212-960-5400 ext. 6667  
[wilfregistrar@yu.edu](mailto:wilfregistrar@yu.edu)

**Student Finance**

500 West 185th Street  
Furst Hall, Room 121  
212-960-5269  
[www.yu.edu/osf](http://www.yu.edu/osf)

**Pollack Library**

2520 Amsterdam Avenue  
Between 185th and 186th Streets on Amsterdam Avenue  
212-960-5

# APPENDICES

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## 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 constitutes 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 may 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 graduates with outstanding academic records and related experience. This does not apply to students accepted into the MSW/PhD Program.
4. Attributes suitable for scholarship, including conceptual ability and writing skills.

##### **Procedure**

Interviews are scheduled for all applicants: interviews may be with the Director of the Doctoral Program, and/ or with another member of the doctoral faculty. Applicants are encouraged to begin the application process at least 3 months prior to admission time. Admission is on a continuous basis until the limited number of places in the doctoral program is filled.

#### **THE CURRICULUM**

The curriculum is designed to allow the completion of coursework within three years for full-time

students; however, with approval, students may elect to complete their first year of study over a two-year period and with permission of the Director of Doctoral Program, this period may be extended. A sample program format follows. .

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 and basic research skills - 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, legal foundations, and evidence-based practice that can help with analyzing 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 dissertation plans, which are included in the formal dissertation proposal.

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:**

a) *Credit requirement:* A minimum of 60 credits is required, including course work, and doctoral proposals and dissertation research.

b) *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.

c) At the conclusion of the first year courses, 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 courses 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 and doctoral faculty members 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 and have considerable professional credentials. The Director of the Doctoral Program determines the suitability of the professional from outside the school.

f) *Time Limitation*: All coursework requirements—with the exception of the Methodology Laboratory I & II; and Social Work Education should be completed within three to four years of admission. It is strongly suggested that the dissertation proposal be completed and approved within five years of admission and the dissertation study completed and approved within three years of the proposal's acceptance. There is a ten –year limit to all doctoral work in the program. The student may, in unusual circumstances, petition the doctoral program committee for an extension.

**SAMPLE PROGRAM FORMAT - DOCTORAL PROGRAM**

**FIRST YEAR FULL-TIME STUDENTS (1<sup>st</sup> or 2<sup>nd</sup> SUMMER SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8406	FUNDAMENTALS OF APPLIED STATISTICS	Summer	2 Cr.

**FIRST YEAR FULL-TIME STUDENTS (FALL SEMESTER)**

SWK 8823	IDEOLOGY	Fall	2 Cr.
SWK 8425	THE HISTORY & PHILOSOPHY OF SOC. WORK	Fall	2 Cr.
SWK 8421	STRATEGIES OF INQUIRY I	Fall	2 Cr.
SWK 8296	SOCIAL POLICY	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 8809	LEGAL FOUNDATIONS OF SOCIAL WORK	Spring	2 Cr.
SWK 8814	SOCIAL WORK PRACTICE THEORIES	Spring	2 Cr.
SWK 8883	RESEARCH BASED INTERVENTIONS	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) plus SWK 8406 will give the student a total of 18 Credits at the end of the academic year.**

**FIRST YEAR PART-TIME STUDENTS (1<sup>st</sup> or 2<sup>nd</sup> SUMMER SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8406	FUNDAMENTALS OF APPLIED STATISTICS	Summer	2 Cr.

**FIRST YEAR PART-TIME STUDENTS (FALL SEMESTER)**

SWK 8823	IDEOLOGY	Fall	2 Cr.
SWK 8425	THE HISTORY & PHILOSOPHY OF SOC. WORK	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 8809	LEGAL FOUNDATIONS OF SOCIAL WORK	Spring	2 Cr.
SWK 8812	SOCIAL WORK PRACTICE THEORIES	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr.

**FIRST YEAR PART-TIME STUDENTS CONTINUING (FALL SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8421	STRATEGIES OF INQUIRY I	Fall	2 Cr.
SWK 8296	SOCIAL POLICY	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.

**SPRING SEMESTER**

<u>SWK #</u>	<u>COURSE TITLE</u>
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		<u>SEMESTER</u>	<u>CRED</u>
SWK 8883	RESEARCH BASED INTERVENTIONS	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) over the span of 2 years, plus SWK 8406 will give the student a total of 18 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 8681	ADMINISTRATIVE PRACTICE & POLICY	Fall	2 Cr.
SWK 8401	RSRCH METHODOLOGY I	Fall	2 Cr.
SWK 8415	QUALITATIVE RESEARCH	Fall	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.
SWK 8xxx	ELECTIVE**	Fall	2 Cr.

**SECOND YEAR FULL-TIME STUDENTS (SPRING SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8696	SOCIAL WORK EDUCATION	Spring	2 Cr.
SWK 8109	ADVANCED LEGAL TOPICS IN SOCIAL WORK	Spring	2 Cr.
SWK 8402	RSRCH METHODOLOGY II	Spring	2 Cr.
SWK 8010	GRANT WRITING AND ADMINISTRATION	Spring	2 Cr.
SWK 8904	DISSERTATION PROPOSAL SEMINAR I: Lit	Spring	2 Cr.
SWK 8950	DOCTORAL ADVISING	Spring	0 Cr
SWK 8xxx	ELECTIVE**	Fall	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 16 – 20 credits.**

**THIRD YEAR (FALL SEMESTER)**

(Prerequisites: Successful completion of all second year courses)

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8696	SOCIAL WORK EDUCATION	Fall or Spring	2 Cr.
SWK 8920	DISSERTATION PROPOSAL SEMINAR II	Fall for 3 <sup>rd</sup> yr	2 Cr.
SWK 8950	DOCTORAL ADVISING	Fall	0 Cr.
SWK 8xxx	ELECTIVE**	Fall	2 Cr.

**THIRD YEAR (SPRING SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>	<u>CRED</u>
SWK 8912	DISSERTATION PROP PLANNING II	Spring for 3 <sup>rd</sup> yr	2 Cr
SWK 8413	METHODOLOGY LAB I	Spring for 3 <sup>rd</sup> yr	2 Cr.
SWK 8xxx	ELECTIVE**	Fall	2 Cr.

**FOURTH YEAR & BEYOND (FALL SEMESTER)**

<u>SWK #</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>
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			<b><u>CRED</u></b>	
SWK 8911	DISSERTATION PROPOSAL PLANNING I	Fall for 4 <sup>th</sup> yr		2 Cr
SWK 8414	METHODOLOGY LAB II	Fall for 4 <sup>th</sup> yr		2 Cr.
SWK 8xxx	<i>ELECTIVE**</i>	<i>Fall</i>		2 Cr.

**Or, if PROPOSAL has been accepted by the YU-IRB**

SWK 8972	DOCTORAL RESEARCH II	Spring		4 Cr.
SWK 8971	DOCTORAL RESEARCH I	Fall		4 Cr.
SWK XXXX	<i>OTHER ELECTIVES</i>	<i>Fall or Spring</i>		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 the IRB** - 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.

Electives will vary from semester to semester. Independent Studies do not count toward the three required electives.

**COURSE DESCRIPTIONS**

**SWK 8296**

**Social Policy: Policy Practice**

*(2 credits)*

This course introduces students to the world of policy analysis. It addresses postmodern challenges to scientific ethos and their implications for social workers seeking to undertake policy analysis in a credible, constructive, and critical manner. The course also provides working knowledge and requisite skills to enable social workers and other helping professionals to analyze policies and programs, with client advocacy, professional integrity, and social justice in mind. The course uses a framework (dubbed the 3Ps) that classifies policies as Products (legislation, bills), Processes (making policy, implementing policy), and Performance (policy outcomes, program evaluation).

**SWK 8814**

**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 are reviewed. 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 8425**

##### **The History and Philosophy of Social Work**

*(2 credits)*

This course provides students with a background in the history of the profession beginning in the early 20<sup>th</sup> Century up to the present. Inherent in the history is are the changes in the philosophy of social work that began as “charity” work and later evolved through various stages including “helping work,” “clinical work,” and today’s focus on prevention. and outcome monitoring. Students will bring their experiences in their various settings to discussions on how their work has changed from its first implementation.. The future of social work is very much based on its ability to evolve as needs change and knowledge of its history and philosophy is essential for an in-depth understanding of where we came from and where we have the capabilities to go.

#### **SWK 8809**

##### **Legal Foundations of Social Work**

*(2 credits)*

Legal Foundations of Social Work provides students with an understanding of how social work and legal studies is related and how to conduct legal research. Students will be introduced to the basic concepts of legal studies as they apply to social work practice. Additionally, topics that are relevant to social work practice will be utilized as examples of the interrelation of these two areas of study. Students will have the opportunity to conduct and report on legal research on topics that are important to social work practice and policy.

### **SWK8883**

#### **Research Based Interventions**

*(2 credits)*

This course integrates the concepts inherent in evidence-based practice and social work research. It utilizes a toolkit that helps students focus on specific interventions for clients, ones that have been shown to be statistically with a client population with similar functioning and symptomatic challenges. Students will have the opportunity to research their areas of interest using the evidence-based model and report on findings.

### **SWK 8823**

#### **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 research, policy analysis, administration, and higher education. 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.

### **SWK 8950**

#### **Doctoral Advising**

*(0 credits)*

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

### **SWK 8415**

#### **Qualitative Research**

*(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. In this course students have the 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 8904****Dissertation Proposal Seminar I: Lit Review*****(2 credits)***

Literature reviews are an essential component of dissertations and if done in an exacting manner they can often stand alone on their merits as substantive scholarly contributions to the professional knowledge base. This course aims to build knowledge and skills related to (1) evaluating and synthesizing research primarily in academic publications and secondarily in government documents and other sources of information related to one's dissertation topic and (2) writing literature reviews that can be potentially successfully subjected to the peer review process.

**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 (not required)*****(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 (not required)*****(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.

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.

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 8109**

**Advanced Legal Topics in Social Work**

*(2 credits)*

This course continues the work of SWK 8809, Legal Foundations of Social Work and affords students the opportunity to delve further into legal concepts associated with important topics in social work. Students will read legal cases, and discuss how these cases have affected today's social work practice and policy. Topics will be chosen by the instructor for teaching purposes and students will select topics for their research that are of interest to them in their professional work.

### **SWK 8010**

#### **Grant Writing and Administration**

***(2 credits)***

This on-line, experiential course will introduce social work doctoral students to the grant-seeking process. The focus will be on grant mechanisms to support research (as distinct from program or evaluation) grants in health and mental health. The course will familiarize students with the National Institutes of Health (NIH), and offer them opportunities to: identify grant opportunities, plan and conceptualize a grant geared for a specific funding mechanism, write selected components of the grant narrative, write ancillary documents (budget and budget justification, biographical sketch, facilities & other resources, and/or human subjects), and understand the review process. Students will develop their own draft sections of a grant application. This will enable students, with instructor feedback, to sharpen their conceptualization and writing skills. The emphasis will be on federal research funding, specifically the National Institutes of Health small grant (R03 and R21), doctoral (R36, F31), and early career funding (T and K awards).

### **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. This 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).

## **APPENDIX C**

# JOINT MSW/PH.D. PROGRAM, DESCRIPTION & LIST OF REQUIREMENTS

## (Equivalency courses with suggested time-frame)

Revised 9/10/14

<u>FIRST SEMESTER (Fall)</u>	<u>SECOND SEMESTER (Spring)</u>
SWK 6101- HBSE I SWK 6201- Social Welfare Organization SWK 6003- Foundation Practice I SWK 6531C- Foundation Field Work I  <p style="text-align: right;"><i>12 credits</i></p>	SWK 6102 -HBSE II SWK 6135- Cultural Diversity SWK 6004 -Foundation Practice II SWK 6532C -Foundation Field Work II SWK 6401 – Practice and Evaluation  <p style="text-align: right;"><i>14 credits</i></p>
<b>1<sup>st</sup> / 2<sup>nd</sup> SUMMER SEMESTERS</b>	
*Required GRE Exam / Writing Sample / Recommendation from Adviser + 1 / Interview with Dr. S. Lang (MSW) & Dr. S. Mason (PhD) /PhD Application, Personal Statement	
SWK 6133- Jewish Social Philosophy <span style="float: right;">2 credits</span> SWK 8406- Fundamentals of Applied Statistics (MSW Elective) <span style="float: right;">2 credits</span>  <p style="text-align: right;"><i>4 credits</i></p>	
<u>THIRD SEMESTER (Fall)</u>	<u>FOURTH SEMESTER (Spring)</u>
SWK 6013 <b>OR</b> 6023 <b>OR</b> 6033 -Advanced Practice I SWK 6535C- Advanced Field Work I SWK 6111 -Psychosocial Pathology <b>OR</b> SWK 6252Administration  SWK 8421 Strategies of Inquiry I (SWK 6401) SWK 8425 History & Philosophy of SW (MSW Elective) SWK 8823 Ideology ( <i>Online</i> ) (SWK 6134) SWK 8296 Social Policy (SWK 6210)  <p style="text-align: right;"><i>18 credits</i></p>	SWK 6014 <b>OR</b> 6024 <b>OR</b> 6034 Advanced Practice II SWK 6536C Advanced Field Work II  SWK 8814- SW Practice Theories SWK 8422- Strategies of Inquiry II SWK 8809 - Legal Foundations (elective) SWK 8883 - Research Based Interventions (elective) PhD Comprehensive Examination (Instead of 6900 Essay)  <p style="text-align: right;"><i>16 credits</i></p> <p style="text-align: center;"><b>MSW DEGREE CONFERRED = 64 CREDITS</b></p>
In two years, students can earn an MSW and complete the coursework for the <u>first</u> full-time year of the PHD program. Students must meet admissions criteria for both MSW and PHD programs. After their first year, students <b>must pass</b> the Comprehensive Examination in order to continue with their Doctoral studies.	