CUSSW Student Handbook 2012-13

The Columbia University School of Social Work Student Handbook 2012-2013 is the student’s guide to Columbia University School of Social Work. It contains the most up-to-date information available on:

- MS Program requirements
- Special programs
- Dual degree and minor programs
- Enrollment and registration procedures
- Resources and services for students
- Academic policies and procedures
- Course descriptions
- Sample study plans

Students are responsible for knowing the School and University’s policies and procedures as published in this Handbook, the Field Education Manual, and Essential Policies for the Columbia Community. Please take the time to read all three carefully.

If students cannot find the answers to their questions in this Handbook, the Field Education Manual or another publication mentioned here, it is then appropriate to call:
- 212/851-2364 - regarding educational policy and procedures
- 212/851-2307 - regarding student field education

Students are encouraged to review both this Handbook and the Field Education Manual carefully when planning their program.

This Student Handbook is intended only to provide information for the guidance of the Columbia University School of Social Work students. The information is subject to change, and the Columbia University School of Social Work reserves the right to depart without notice from any policy or procedure referred to in this handbook. This handbook is not intended to be and should not be regarded as a contract between the Columbia University School of Social Work and any student or other person.

This Handbook is published by the Columbia University School of Social Work Office of Enrollment & Student Services, in conjunction with the Office of Academic Affairs.
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The Policy of the University is to respect its member’s beliefs. No students will be penalized for absence due to religious beliefs and alternative means will be sought for satisfying the academic requirements involved.

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<td><strong>July</strong></td>
</tr>
<tr>
<td>30 Mon</td>
</tr>
<tr>
<td>31 Tues</td>
</tr>
<tr>
<td><strong>August</strong></td>
</tr>
<tr>
<td>27-31 Mon-Fri</td>
</tr>
<tr>
<td>31 Friday</td>
</tr>
<tr>
<td><strong>September</strong></td>
</tr>
<tr>
<td>3 Mon</td>
</tr>
<tr>
<td>4 Tues</td>
</tr>
<tr>
<td>10 Mon</td>
</tr>
<tr>
<td>14 Fri</td>
</tr>
<tr>
<td><strong>October</strong></td>
</tr>
<tr>
<td>17 Wed</td>
</tr>
<tr>
<td>22 Mon</td>
</tr>
<tr>
<td><strong>November</strong></td>
</tr>
<tr>
<td>6 Tues</td>
</tr>
<tr>
<td>9 Fri</td>
</tr>
<tr>
<td>22 Thurs</td>
</tr>
<tr>
<td>23 Fri</td>
</tr>
<tr>
<td><strong>December</strong></td>
</tr>
<tr>
<td>7 Fri</td>
</tr>
<tr>
<td>13 Thurs</td>
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<tr>
<td>14 Fri</td>
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## SPRING 2013

### January

<table>
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<tr>
<th>2</th>
<th>Wed</th>
<th>Field education begins (continuing students)</th>
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<tbody>
<tr>
<td>14-18</td>
<td>Mon-Fri</td>
<td>January Orientation (16-Month students)</td>
</tr>
<tr>
<td>17</td>
<td>Thurs</td>
<td>Preparation for the Profession (16-Month &amp; 5-term International Students Program students entering field) <em>Tentative</em></td>
</tr>
<tr>
<td>21</td>
<td>Mon</td>
<td>Martin Luther King Day observed</td>
</tr>
<tr>
<td>22</td>
<td>Mon</td>
<td>First day of classes</td>
</tr>
<tr>
<td>27</td>
<td>Fri</td>
<td>Last day to add/drop courses without penalty</td>
</tr>
<tr>
<td>30</td>
<td>Mon</td>
<td>Field instruction begins (16-Month &amp; 5-term International Students Program students entering field)</td>
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### February

| 4  | Mon   | Field Education Placement Fair |

### March

| 18-22 | Mon-Fri | Spring Break |

### April

| 1  | Mon   | Community Day |

### May

<table>
<thead>
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<th>2</th>
<th>Thurs</th>
<th>Last day of classes</th>
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<tr>
<td>3</td>
<td>Fri</td>
<td>Field instruction ends &amp; Field Evaluations due (graduating 2-Years, Reduced Residency [4d/wk], and Advanced Standing students)</td>
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<tr>
<td>6-10</td>
<td>Mon-Fri</td>
<td>Capstone Project (all graduating students)</td>
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<td>10</td>
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<td>Field Instruction ends &amp; Field Evaluations due (continuing first-years, 16-Month &amp; 5-term International Students Program students)</td>
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<td>10</td>
<td>Fri</td>
<td>Spring field instruction ends (16-Month &amp; 5-term International Students Program students)</td>
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<td>22</td>
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<th>28 Tues</th>
<th>Summer session begins</th>
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<td>28 Tues</td>
<td>Summer field instruction begins [16-Month, 5-term International Students Program and Reduced Residency (3d/wk) students]</td>
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<td>August</td>
<td>27 Fri</td>
<td>Field instruction ends &amp; Field Evaluations due</td>
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Please view the [CUSSW Academic Calendar](#) online for the most up-to-date version.
mission of the columbia university school of social work

CUSSW develops leaders in social work practice and research whose work advances professional values, knowledge and skills through programs and policy that enhance well-being and promote human rights and social justice at the local, national and global level. (Approved by the faculty March 7, 2011)

Columbia University School of Social Work (CUSSW) derives its mission from the University’s goal to advance knowledge and learning at the highest level and to use that knowledge for human betterment and societal advancement. Recognizing the importance of New York as a global city, the School seeks academic relationships with many countries and regions.

To that end, the School aims to:

1. prepare graduate students for advanced social work practice and professional leadership within a diverse learning environment;
2. advance knowledge for effective social work practice and education;
3. enhance the well-being of the people and communities of New York City, the nation, and around the world; and
4. further the goals of the University and the social work profession through collaboration, consultation, and public service.

More specifically, the School’s educational and research programs draw on social work values and a multi-disciplinary body of knowledge and skills in seeking to:

1. reaffirm the importance of respectful, meaningful, collaborative relationships as a core element of social work practice;
2. strengthen practices, programs, and policies that support and enhance the opportunities, resources, and capacities of people to achieve their full potential;
3. prevent and alleviate personal, interpersonal, and societal problems;
4. redress conditions that limit human development and quality of life; and
5. promote human rights, social justice, and respect for human diversity. (Approved by the faculty March 3, 2010)
M.S. Program Educational Goals and Objectives

GOAL 1. Prepare graduate students to be competent, ethical advanced social work practitioners.

Objectives:

1. Explain the historical and contemporary mission, purpose, structures, and issues relevant to the social work profession.
2. Demonstrate knowledge of and practice in accord with the social work profession’s value base and ethical standards and principles.
3. Understand and apply principles and processes of critical thinking to social work practice.
4. Demonstrate respectful and appropriate use of knowledge and skills related to the histories, experiences, needs, strengths, and beliefs of persons from diverse backgrounds in practice.
5. Explain how structures and processes of oppression and discrimination affect the daily lives and opportunities of individuals, social groups, and societies, and apply advocacy and social change strategies to strengthen client capacities and service systems and advance social and economic justice.
6. Analyze theoretical and empirical knowledge about biological, psychological, and sociocultural aspects of human development, behavior and change across the life course.
7. Use a systems perspective to apply knowledge about how various system sizes, e.g., families, groups, organizations, and communities, influence human development, interactions, behavior and opportunities in practice.
8. Apply the knowledge and skills of a generalist perspective in practice with systems of all sizes.
9. Explain the impact of social policies on client systems, social workers and service delivery in organizations and demonstrate skills to formulate and influence social policies and social work services.
10. Describe the principles and methods of scientific research and evaluate the credibility and relevance of research findings for practice.
11. Monitor and evaluate the process and outcomes of social work practice.
12. Use appropriately differential communication skills with clients, colleagues, and communities.
13. Make appropriate use of consultation and supervision in practice.
14. Function as social workers within the structure of organizations and systems and seek necessary change.
15. Explain and critique the core features and structures of a specific field of social work practice or substantive area.
16. Use theoretical frameworks supported by evidence-based knowledge in a specialized advanced social work practice method.

17. Use theoretical frameworks supported by evidence-based knowledge in a specific field of social work practice or substantive area.

**GOAL 2. Advance the development and application of scientific and professional knowledge for social work practice and education.**

**Objectives:**

1. Disseminate knowledge through faculty publications and presentations.
2. Support disciplinary and interdisciplinary knowledge development and application through institutional policies and activities.
3. Promote research and educational collaborations with government, community, and social service agencies.
4. Contribute to research and scholarship on social work education, e.g., curriculum and teaching innovations, cutting-edge educational technologies.

**GOAL 3. Serve as a resource for and collaborator with local, national and international communities and with the university community.**

**Objectives:**

1. Contribute faculty expertise to research and training partnerships designed to assess social welfare needs and strengthen the capacity of communities to meet these needs.
2. Develop and implement new technologies to facilitate the dissemination and exchange of knowledge and services with communities.
3. Provide a full range of social services to over 400 social welfare agencies and entities through supervised field education.
4. Sponsor public events and activities for social workers and other professionals in the community and university.
5. Contribute to and provide leadership in university-wide and interdisciplinary educational and research collaborations in traditional and emerging fields.
6. Contribute to University-wide governance through the development and implementation of administrative, educational and research policies.
7. Support the University’s commitment to diversity in educational and research endeavors.
GOAL 4. Serve and strengthen the social work profession locally, nationally, and internationally.

Objectives:

1. Provide faculty leadership in local, national, and international professional organizations and their functions.
2. Sponsor public presentations by eminent scholars and educators on topics relevant to the profession and its purposes.
3. Graduate students who will assume leadership roles in the profession in the United States and abroad.
4. Support the profession’s commitment to a diverse professional workforce through efforts to recruit and retain a diverse student body, faculty, administration, and staff.

PROFESSIONAL COMPROMENT

Key Attributes of a CUSSW Social Worker

The following standards, distinguished from academic standards, describe the physical, cognitive, emotional, and character requirements to provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student’s ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

Students in the Columbia University School of Social Work are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom, in their practica, and elsewhere. Attention to these standards will be part of evaluations made by faculty responsible for evaluating students’ classroom and practicum performance.

Communication Skills

The social work student must communicate effectively and sensitively with other students, faculty, staff, clients, and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand the content presented in the program.

Self-Awareness

The social work student must know how his/her values, attitudes, beliefs, emotions, and past experiences affect his/her thinking, behavior, and relationships. The student must be willing to examine and change his/her behavior when it interferes with his/her working with clients and
other professionals and must be able to work effectively with others in subordinate positions as well as with those in authority.

**Professional Commitment**

The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work which are the dignity and worth of every individual and his/her right to a just share of society’s resources.

**Knowledge Base for Social Work Practice**

The professional activities of social work students must be grounded in relevant social, behavioral and biological science knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions and evaluation of practice.

**Objectivity**

The social work student must be sufficiently objective enough to systematically evaluate clients and their situations in an unbiased, factual way.

**Empathy**

The social work student must endeavor to seek to comprehend another individual’s way of life and values. He/she must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

**Energy**

The social work student must be resistant to the undesirable effects of stress, exercising appropriate self-care and developing cooperative and facilitative relationships with colleagues and peers.

**Acceptance of Diversity**

The social work student must appreciate the value of human diversity. He/she must serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation and value system.

**Interpersonal Skills**

The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include compassion, altruism, integrity, and the demonstration of respect for and consideration of others.

**Professional Behavior**

The social work student must behave professionally by knowing and practicing within the scope of social work, adhering to the profession’s code of ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.
The Council on Social Work Education: Ten Core Competencies of Master’s Level Social Work Education

The Council on Social Work Education, the accrediting agency for social work programs in the United States has identified ten (10) core competencies with which master’s level social workers must graduate. Each of the 10 competencies is defined by a series of practice behaviors that are more specific in nature.

Within the CUSSW curriculum, these competencies and their practice behaviors are embedded in multiple course locations as they are linked to learning outcomes across course areas. The CUSSW Office of Institutional Research and Evaluation uses a range of student-level data, including class assignment and field education scores and grades and other instructor ratings, to evaluate the extent to which the CUSSW student body within the foundation and concentration years is achieving mastery of these competencies. Data are reviewed in aggregate form only. These data allow the faculty to monitor the overall effectiveness of the curriculum in the preparation of CUSSW graduates with respect to these competencies. The competencies and their operational practice behaviors are listed below with the foundation and concentration curriculums.

**Foundation Curriculum**

*Competency 1: Identify as a professional social worker and conduct oneself accordingly.*

**Practice Behaviors** *(applied to all students in the foundation curriculum)*

- Advocate for client access to the services of social work.
- Practice personal reflection and self-correction to assure continual professional development.
- Attend to professional roles and boundaries.
- Demonstrate professional demeanor in behavior, appearance, and communication.
- View oneself as at the start of a life-long learning process as a professional social worker.
- Use supervision and consultation.

*Competency 2: Apply social work ethical principles to guide professional practice.*

**Practice Behaviors** *(applied to all students in the foundation curriculum)*

- Recognize and manage personal values in a way that allows professional values to guide practice.
- Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles.
- Tolerate ambiguity in resolving ethical conflicts.
- Apply strategies of ethical reasoning to arrive at principled decisions.
Competency 3: Apply critical thinking to inform and communicate professional judgments.  
**Practice Behaviors** *(applied to all students in the foundation curriculum)*  
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
- Analyze models of assessment, prevention, intervention, and evaluation.  
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency 4: Engage diversity and difference in practice.  
**Practice Behaviors** *(applied to all students in the foundation curriculum)*  
- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  
- Recognize and communicate their understanding of the importance of difference in shaping life experiences.  
- View oneself as a learner and clients as informants.

Competency 5: Advance human rights and social and economic justice.  
**Practice Behaviors** *(applied to all students in the foundation curriculum)*  
- Understand the forms and mechanisms of oppression and discrimination.  
- Advocate for human rights and social and economic justice.  
- Engage in practices that advance social and economic justice.

Competency 6: Engage in research-informed practice and practice-informed research.  
**Practice Behaviors** *(applied to all students in the foundation curriculum)*  
- Use practice experience to inform scientific inquiry.  
- Use research evidence to inform practice.

Competency 7: Apply knowledge of human behavior and the social environment.  
**Practice Behaviors** *(applied to all students in the foundation curriculum)*  
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.  
- Critique and apply knowledge to understand person and environment.

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.  
**Practice Behaviors** *(applied to all students in the foundation curriculum)*  
- Critically analyze policies that advance social well-being.  
- Collaborate with colleagues and clients for effective policy action.

Competency 9: Respond to contexts that shape practice.  
**Practice Behaviors** *(applied to all students in the foundation curriculum)*
• Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

• Recognize the leadership role that professional social workers play in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**A) Engagement**

*Practice Behaviors (applied to all students in the foundation curriculum)*

- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.
- Use empathy and other interpersonal skills.
- Develop a mutually agreed-on focus of work and desired outcomes.

**B) Assessment**

*Practice Behaviors (applied to all students in the foundation curriculum):*

- Collect, organize, and interpret client data.
- Assess client strengths and limitations.
- Develop mutually agreed-on intervention goals and objectives.
- Select appropriate intervention strategies.

**C) Intervention**

*Practice Behaviors (applied to all students in the foundation curriculum)*

- Initiate actions to achieve organizational goals.
- Implement prevention interventions that enhance client capacities.
- Help clients resolve problems.
- Negotiate, mediate, and advocate for clients.
- Facilitate transitions and endings.

**D) Evaluation**

*Practice Behaviors (applied to all students in the foundation curriculum)*

- Critically analyze, monitor, and evaluate interventions.
Concentration Curriculum

**Advanced Clinical Practice**

**Competency 1:** Identify as a professional social worker and conduct oneself accordingly.  
*Practice Behaviors (applied to ACP students only)*
- Apply professional use of self.
- Demonstrate professionalism and respect for client systems and colleagues.
- Make appropriate use of supervision to guide and further develop clinical practice.

**Competency 2:** Apply social work ethical principles to guide professional practice.  
*Practice Behavior (applied to ACP students only)*
- Identify and address ethical dilemmas typically encountered in advanced clinical practice in the specialized field of practice.

**Competency 3:** Apply critical thinking to inform and communicate professional judgments.  
*Practice Behavior (applied to ACP students only)*
- Critically analyze specific client and/or organizational issues from a multi-systemic and strengths-based perspective grounded in current theories that explain underlying causes.

**Competency 4:** Engage diversity and difference in practice.  
*Practice Behavior (applied to ACP students only)*
- Identify and address a broad range of variables (e.g. age, class, culture, ethnicity, race, country of origin, immigration status, gender, sexual orientation, physical or mental disability, socioeconomic status) that can affect the person(s) seeking help, the service provider, and the helping relationship.

**Competency 5:** Advance human rights and social and economic justice.  
*Practice Behavior (applied to ACP students only)*
- Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide assessment, treatment, and evaluation planning.

**Competency 6:** Engage in research-informed practice and practice-informed research.  
*Practice Behavior (applied to ACP students only)*
- Identify and apply empirically-based assessment and evidence-based intervention and prevention strategies in best practice for psychosocial problems faced by individuals, families, groups, and communities in the context of the specialized field of practice.

**Competency 7:** Apply knowledge of human behavior and the social environment.  
*Practice Behavior (applied to ACP students only)*
- Synthesize and differentially apply theories and/or research of human behavior and social environments to guide advanced clinical practice.
Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
   Practice Behavior (applied to ACP students only)
   • Critically analyze the relationship between social policy, organizational structures, and the impact on the organization and implementation of clinical social work services.

Competency 9: Respond to contexts that shape practice.
   Practice Behaviors (applied to ACP students only)
   • Effectively negotiate ethical, political, and other contextual issues that may impinge on clinical practice.

Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
   Practice Behaviors (applied to ACP students only)
   • Apply advanced engagement skills.
   • Apply advanced assessment and case formulation skills.
   • Apply advanced intervention skills.
   • Apply advanced transitioning and termination skills.
   • Apply advanced case evaluation skills.

**Advanced Generalist Practice and Programming**

Competency 1: Identify as a professional social worker and conduct oneself accordingly.
   Practice Behaviors (applied to AGPP students only)
   • Apply professional use of self.
   • Demonstrate professionalism and respect for client systems and colleagues.

Competency 2: Apply social work ethical principles to guide professional practice.
   Practice Behavior (applied to AGPP students only)
   • Identify and address the ethical and value dilemmas associated with advanced generalist practice with individuals, groups, organizations, and communities whose interests may diverge both within and across systems.

Competency 3: Apply critical thinking to inform and communicate professional judgments.
   Practice Behavior (applied to AGPP students only)
   • Critically adapt practice evidence or contextual information to understand and/or meet specific population assets and needs.

Competency 4: Engage diversity and difference in practice.
   Practice Behavior (applied to AGPP students only)
• Identify and address issues (e.g. age, class, culture, ethnicity, race, country of origin, immigration status, gender, sexual orientation, physical or mental disability, socioeconomic status) that may impact the development and execution of AGPP practice.

Competency 5: Advance human rights and social and economic justice.

Practice Behaviors (applied to AGPP students only)
• Identify strengths and limitations of evidence-based and best practices for use across multiple populations and systems, taking into account issues of power and privilege to guide AGPP practice.
• Use knowledge of the effects of oppression, discrimination, and historical trauma on social work populations to guide the development, implementation and evaluation of social services and/or programs.

Competency 6: Engage in research-informed practice and practice-informed research.

Practice Behaviors (applied to AGPP students only)
• Utilize evidence to make recommendations or decisions about hypotheses about possible planned change methods.
• Use practice knowledge to inform data collection.

Competency 7: Apply knowledge of human behavior and the social environment.

Practice Behavior (applied to AGPP students only)
• Synthesize and differentially apply theories and/or research on human behavior and social environments to guide AGPP practice.

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behavior (applied to AGPP students only)
• Critically analyze the relationship between social policy, organizational structures, and stakeholders (federal, state and local) and the impact on the organization and implementation of clinical social work services.

Competency 9: Respond to contexts that shape practice.

Practice Behavior (applied to AGPP students only)
• Effectively negotiate ethical, political, and other contextual issues involved in the development, implementation, and/or evaluation of programs, organizations, and social services.

Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors (applied to AGPP students only)
• Apply advanced engagement and other relational skills.
• Apply advanced assessment and case formulation skills across system levels.
• Apply advanced intervention skills working with and across multiple system levels
• Apply advanced transition and termination skills
• Apply advanced program evaluation skills.

**Social Enterprise Administration**

**Competency 1: Identify as a professional social worker and conduct oneself accordingly.**

*Practice Behavior (applied to SEA students only)*

- Demonstrate professionalism and respect for stakeholders, including client systems, colleagues, partners, communities, and organizations.

**Competency 2: Apply social work ethical principles to guide professional practice.**

*Practice Behaviors (applied to SEA students only)*

- Identify and analyze the ethical and value dilemmas as they arise within or across systems.
- Engage in the development and critique of management functions and service delivery that uphold ethical standards and social work values.

**Competency 3: Apply critical thinking to inform and communicate professional judgments.**

*Practice Behavior (applied to SEA students only)*

- Critically evaluate data in the context of the organization or community that pertain to management issues in order to inform decision making.

**Competency 4: Engage diversity and difference in practice.**

*Practice Behaviors (applied to SEA students only)*

- Identify issues (e.g. age, class, culture, ethnicity, race, country of origin, immigration status, gender, sexual orientation, physical or mental disability, socioeconomic status) that may impact the development and execution of practices within an SEA context.
- Consider and address management practices related to social and structural inequities from an inclusive perspective.

**Competency 5: Advance human rights and social and economic justice.**

*Practice Behavior (applied to SEA students only)*

- Analyze, design, implement, and/or evaluate programs in order to promote human rights and social and economic justice and counter discrimination.

**Competency 6: Engage in research-informed practice and practice-informed research.**

*Practice Behavior (applied to SEA students only)*

- Use evidence-based practice in the design and/or implementation of social and community programs and agency management.

**Competency 7: Apply knowledge of human behavior and the social environment.**

*Practice Behavior (applied to SEA students only)*
• Synthesize and differentially apply theories and/or research on human behavior and social environments to guide SEA practice.

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors (applied to SEA students only)
• Critically analyze the relationship between social policy, organizational structures, and the interests of all stakeholders and the impact on the organization and implementation of social programs.
• Design and implement social programs that respond to the social and economic needs of stakeholders through diverse and innovative methods utilizing an entrepreneurial lens.

Competency 9: Respond to contexts that shape practice.

Practice Behavior (applied to SEA students only)
• Effectively negotiate ethical, political, and other contextual issues involved in design, implementation, and/or evaluation of management processes, programs, organizations, and/or social services.

Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors (applied to SEA students only)
• Engage with staff members, community constituents, and/or organizations and their representatives.
• Assess the development and performance of employee, organizational, or community functioning.
• Plan, design, and/or manage social agencies and enterprises at the individual program level, the agency/organizational level, and the systems level.
• Apply advanced program evaluation skills.

Policy Practice

Competency 1: Identify as a professional social worker and conduct oneself accordingly.

Practice Behaviors (applied to Policy students only)
• Apply professional use of self.
• Demonstrate professionalism and respect for client systems and colleagues.

Competency 2: Apply social work ethical principles to guide professional practice.

Practice Behaviors (applied to Policy students only)
• Identify and analyze the ethical issues and values underlying policy choices.
• Engage in the development and critique of policy that upholds ethical standards and social work values.
Competency 3: Apply critical thinking to inform and communicate professional judgments.
  Practice Behavior (applied to Policy students only)
  • Critically analyze policy problems using analytical approaches such as the application of microeconomic principles and effectively communicate results.

Competency 4: Engage diversity and difference in practice.
  Practice Behavior (applied to Policy students only)
  • Identify and address a broad range of variables (e.g. age, class, culture, ethnicity, race, country of origin, immigration status, gender, sexual orientation, physical or mental disability, socioeconomic status) that affect the development of social welfare policies.

Competency 5: Advance human rights and social and economic justice.
  Practice Behavior (applied to Policy students only)
  • Analyze, design, implement, and/or evaluate policies in order to promote human rights and social and economic justice and counter discrimination.

Competency 6: Engage in research-informed practice and practice-informed research.
  Practice Behaviors (applied to Policy students only)
  • Locate, collect, and analyze data relevant to a social policy problem.
  • Develop and/or use existing research-based evidence in policy analysis or development.

Competency 7: Apply knowledge of human behavior and the social environment.
  Practice Behavior (applied to Policy students only)
  • Apply knowledge of human behavior and the social environment to analyze the determinants and distributions of social problems and their likely influence on public policy responses.

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
  Practice Behaviors (applied to Policy students only)
  • Assess the feasibility of alternative policy options.
  • Prepare and present policy analyses and/or proposals.

Competency 9: Respond to contexts that shape practice.
  Practice Behaviors (applied to Policy students only)
  • Effectively negotiate ethical, political, and other contextual issues that shape the development, implementation, and analyses of social welfare policy.
  • Take into account prior policy efforts to address social issues in the development and analyses of new policy options.

Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
  Practice Behaviors (applied to Policy students only)
• Engage with policy makers, community constituents, and/or organizations.
• Assess evidence relevant to social welfare policy.
• Advocate for policy recommendations.
• Evaluate policy recommendations in social and/or economic terms.
Degree Programs

The Master’s Program prepares students for entry into advanced social work practice. The curriculum emphasizes promoting social and economic justice, particularly for populations-at-risk; practicing with diverse populations; and evaluating practice outcomes.

The Master of Science (M.S.) degree from Columbia University School of Social Work is earned by completing a progressive sequence of courses designed in accordance with the standards of the Council on Social Work Education (CSWE), the School’s accrediting body. All students are required by the CSWE to take courses in human behavior and the social environment, social welfare policy and services, research, social work practice, and field education. For a more complete description of courses, see the Course Offerings section in this Handbook.

The specific requirements and format for each of the School’s degree programs - the full-time Two-Year and 16-Month programs, Reduced Residency and Extended programs, Advanced Standing program, and Transfer program – can be found below.

Master of Science in Social Work Requirements

A combined total of 60 points from coursework and field education are required to earn the M.S. in Social Work at Columbia. Most students complete this requirement by earning 42 points in course work and 18 points in field education. All requirements for the degree must be completed within four (4) years of the date of the student’s matriculation into the program.

With few exceptions, the following foundation year courses are required of all M.S. students:

- T6010 Field Education (two terms).

Based on student’s selection of method (see “Method Concentrations” below), they take the following courses during their advanced year:

- Two additional practice courses in the student’s chosen advanced practice method.
➢ A required course in the student’s field of practice and an advanced research course, taken in the third term.
➢ T6020 Field Education (two terms).
➢ The remaining classroom courses are taken as electives.

**ADVANCED PRACTICE METHOD CONCENTRATIONS**

Prior to the second year, students select one of four advanced practice method concentrations. This student-directed individualization of study allows students to structure a program of study that enables them to acquire advanced knowledge and skills for practice.

The student’s choice of advanced practice method concentration determines the type of second-year field placement they will have, and the series of second-year practice courses, including the research course, for which they will register. The School’s four practice method concentrations:

**Advanced Clinical Social Work Practice** emphasizes assessment, intervention, and evaluation within a field of practice, using individual, family, group, and case management strategies; clinical application of risk and resiliency theories and research to at-risk populations; and clinical issues with specific client populations.

**Advanced Generalist Practice and Programming (AGPP)** ensures the balance and flexibility that successful social workers in the 21st century require. It emphasizes direct practice; community practice; movement from case to cause; and development of innovative and responsive social programs and of program resources, including staffing and funding.

**Policy Practice** explores policy analysis and policy advocacy, including the development of knowledge, values, and skills needed to define policy issues from a social work perspective, collect and analyze relevant data, develop policy options, prepare testimony, and present recommendations.

**Social Enterprise Administration (SEA)** builds knowledge, skills, and values in administering social service programs including social planning and program development, program evaluation, financial management, staff development and training, human resource management and supervision, and management information systems.

**FIELDS OF PRACTICE**

In addition to selecting an advanced practice specialization, students will select one of seven fields of practice in which they will complete a field placement:

**Aging** focuses on the role, status, and social problems of the elderly; sociology of the family; age stratification; policies providing financial support, health, and social care for the elderly; and social service provisions for the aged.
**Contemporary Social Issues (CSI)** explores emerging social problems, their etiology, epidemiology, and interconnections; relevant policies, programs, and practices; and coordination or lack thereof among service systems that seek to address these problems. CSI, via advocacy and a forensic approach, addresses the impact of issues and problems in the criminal justice system, homelessness, domestic violence/violence, and substance abuse and their impact on individuals, groups, couples, families, communities, and society.

**Family, Youth, and Children’s Services** addresses the economic and social status and service needs of families, youth, and children; laws, funding, and service organizations; family support and child care services; preventive and protective services; school-related and/or school-based services; and adolescent issues.

**Health, Mental Health, and Disabilities** identifies health factors and social stressors that affect clients; program development and evaluation; fiscal, legal, and organizational sanctions and influences, including managed care; assessment of system entry points for client care and advocacy.

**International Social Welfare and Services to Immigrants and Refugees** examines global social problems; international trends in social policies and programs, including response to disasters; needs of immigrants and refugees; community development; and activities of major international organizations and voluntary agencies working internationally. *Students who select this field must have at least 9 months experience working, volunteering or interning outside of the students’ country of origin; or primarily with immigrants and refugees in this county.* A written application that includes information about experience outside of country of origin, and anticipated skills and goals is required. Enrollment is limited and preference in acceptance will be given to those fluent in a second language.

**School-based and School-linked Services** explores practice issues in public education; problems of school failure; design, administration, financing, delivery, and evaluation of school-based or school-linked child and family services; and interdisciplinary collaboration.

**World of Work** focuses on the composition, status, and needs of the labor force; conditions interfering with work roles; services for clients as workers and for their dependents; collective bargaining; discrimination and unequal opportunity; interdisciplinary initiatives; and legislation related to work and social welfare.
Credit Requirements

Specific study plans may be found in this Student Handbook.

Two-Year Program

Most students follow the full-time Two-Year Master of Science degree program structure in which the required 60 points are earned during four consecutive terms of full-time study. Students begin their program in the Fall. Each consecutive term is spent taking three or four classroom courses and field education; two days in the classroom and three days (21 hours) at their field education site each week.

16-Month Program

An alternative to the Two-Year program is the full-time 16-Month Program. Students begin their studies in January and complete the program requirements in May of the following year. Students accelerate the completion of the requirements for the Master of Science in Social Work degree by beginning full-time study in the Spring, completing their second term during the Summer session, and finishing the advanced concentration year requirements during the next two (Fall and Spring) terms.

The curriculum and field education offerings of the 16-Month Program replicate those of the Two-Year Program that begins each September, with some exceptions.

The Law Minor, SEA Management Fellows and Accelerated Policy programs are not an option available to 16-Month Program students.

Please note there is less building access during the Summer semester than in the Fall and Spring Semesters.

Special Programs

CUSSW's Special Programs offer alternatives to the full-time Two-Year and 16-Month Program structures for completing the M.S. degree requirements. See the credit requirements for the Reduced Residency, Extended, Advanced Standing and Transfer programs below.

The coordinator of Special Programs is Karma Lowe, Director of Student Services & Financial Aid, Room 523, 212/851-2364. The academic advisor for the Extended Program is Natasha Dachos (nad38@columbia.edu; 212/851-2317) and for the Reduced Residency Program the academic advisor is Yesika Montoya (ym2411@columbia.edu; 212/851-2392). The field education advisor for all Special Programs is Moira Curtain, Interim Director of Advising, Room 529, 212-851-2469.
REDUCED RESIDENCY PROGRAM

Students must request to be admitted to this program when they apply to CUSSW. Students may not transfer into this program from other matriculated school programs. (ex. An Extended Program student cannot apply to transfer into the Reduced Residency Program after they have completed coursework.) The application and admission process is specific to this program. As stated on the CUSSW Admissions site, in addition to the General Requirements, the Reduced Residency Program requires:

- Full-time employment in a human services organization for at least two years or half-time for at least four years prior to application;
- Employment during the pre-residency phase of the program at a human services organization in which the student is providing direct practice services. Students who are employed at a human services organization during the pre-residency phase but not providing direct practice services will be responsible for establishing a mechanism that would allow them to meet the direct practice requirements of the program (e.g. volunteering);
- Choice of a method compatible with current work responsibilities.

Individuals who are currently working for a human social services organization, and who have been working for such organizations full-time for at least two years, or part-time for four, may apply to the Reduced Residency Program. Students in this program fulfill the same 60-point degree requirement as other students enrolled in the School, and earn their Master of Science in Social Work degree through a combination of part-time and full-time study over a period of no fewer than four terms and no longer than four years. In consultation with CUSSW Student Services, the Field Education Department and the Office of Advising, Reduced Residency students develop an academic plan that meets the program requirements.

Only students enrolled in the Reduced Residency program may qualify to use their place of employment as their field placement site. However, this is not guaranteed; all Reduced Residency sites must meet the CUSSW Field Education Department criteria as outlined in the Reduced Residency Guide.

The Reduced Residency Program is structured into two periods: the pre-residency period (usually two years of part-time enrollment while continuing to work full-time at a social services organization), and the residency period (a year of full-time enrollment).

PRE-RESIDENCY PERIOD

During the pre-residency period, students register for a minimum of one course each term. In the first year of the program, Reduced Residency students usually complete the required background courses. The foundation sequence and field education seminar are taken during their second pre-residency year. Students in this program are not allowed to take advanced practice courses during their pre-residency period.
**Residency Period**

During the residency year, students enroll in the advanced practice method concentration practice courses, a field of practice course as determined by their field placement, a second-year research course, and any remaining electives. During this period, students attend school on a full-time basis during the day and complete 900 hours of field education, enrolling for 12 points over the year.

Students may choose the three-day-a-week field education model, and take T6020 (Field Education) in the Fall, Spring and Summer terms. Or they may choose the four-day-a-week field education model, and finish T6020 in the Spring. See the Reduced Residency Guide for more information.

Though every attempt will be made to arrange for appropriate field placement at a student’s place of employment, the School is not able to guarantee it. If such an arrangement is not possible, the School will provide a placement, but cannot arrange employment at the placement site.

**Extended Program**

The Extended Program offers students the opportunity to pursue the M.S. degree in a manner that combines full- and part-time status. Extended Program students meet the same course and field education point requirements as Two-Year Program students, except they complete the program in three or four years. Upon admission, in consultation with the Extended Program academic advisor (Ms. Natasha Dachos), students select the option most suitable to their needs. While the School does offer select classes in the evening, it is not possible to complete all program requirements by only taking evening classes. Extended Program students generally are able to take all background courses in the evening (6-8 p.m.), however most practice courses are only offered during the day or early afternoon. Additionally, once an Extended student begins Field Education, they must plan to be at their placement site three days per week (21 hours). Weekend or evening only placements are not available.

The Extended Program is divided into three phases: pre-field, field, and post-field education. For each term of registration, the Extended student must register for a minimum of one course or 3 points. A maximum of six courses (18 points) points may be completed prior to entering field education. Students who are admitted and who have matriculated in this program are not able to transfer to the Reduced Residency Program.

**Pre-Field Education Phase; First Year – Part-Time**

In the part-time pre-field education phase, students normally complete four required background courses -- T660A-B Human Behavior and the Social Environment I & II, T6501 Social Work Research, and T6801 Social Welfare Policy. (NOTE: If students have taken graduate
Courses elsewhere and are granted transfer credit, they may only enroll in course work that, in combination with the transfer credit, totals 15 points. Thus, if they receive 9 transfer points, they may only register for 6 points [two courses] in the pre-field education period.

FIELD EDUCATION PHASE; SECOND YEAR AND THIRD YEAR – FULL-TIME

During this two-year period, students enroll in 18 points of field education (four terms for two consecutive academic years, September to May); three foundational practice courses (take while completing first-year field education); the social work practice courses in their method area; a second-year field of practice course that is determined by their field placement; and an advanced research course.

Extended Program students are to enter a field placement in the second year of their program.

POST FIELD-EDUCATION PHASE; FOURTH YEAR (IF REQUIRED)

During this post-field education year, Extended students enroll in any remaining elective courses.

ADVANCED STANDING PROGRAM

The Advanced Standing program offers graduates of CSWE-accredited B.S.W. programs in the United States the opportunity to accelerate their pursuit of the Master of Science degree. Advanced Standing students may receive up to 27 transfer credits and matriculate at the School of Social Work as second-year students, enabling them to earn their degree in three terms. Advanced Standing students complete a minimum of 33 points at CUSSW (21 in course work and 12 in field education). Please note that BSW graduates from Canadian institutions will not receive credit for T6801 Social Welfare Policy. To be eligible for the program, Advanced Standing students must have earned a B or better in all of their undergraduate social work classes.

Advanced Standing students begin their course of study with an intensive four-week program in late July-early August. During this time, the students take two courses: T6012 Advanced Standing Field Education Seminar and T7102 Direct Practice with Individuals, Families & Groups. They then enroll in the CUSSW second-year sequence of practice courses and complete their course work and field education requirements in the subsequent Fall and Spring terms. Advanced Standing students generally take three or four classroom courses per term. Taking more courses may be required if a student does not receive 27 transfer points from his/her undergraduate coursework or if he/she decides to pursue certain minors. (When evaluating transfer credits, the School is looking for equivalent coursework to T660A-B Human Behavior and the Social Environment I & II, T6501 Social Work Research, T6801 Social Welfare Policy, T7100 Foundations of Social Work Practice, T7103 Advocacy in Social Work Practice, T6010 Field Education (two terms worth no more than 6 credits), and an elective.)
Individual programs and field education assignments are based on advanced practice method concentration and field of practice choices, which Advanced Standing students make prior to beginning their course of study. Students work with the Field Education Department to choose a second-year field placement. Advanced Standing students have one field placement for two terms (Fall and Spring), and spend three days a week at the field agency.

*Advanced Standing students are not permitted to pursue dual degrees; they may pursue some minor programs (not the Law minor) if they are willing to register for additional points beyond the required 33.*

*Students in the Advanced Standing Program may not be employed by their field education agency.*

**TRANSFER PROGRAM**

Students who have completed a full year of field and course work at another CSWE-accredited graduate school of social work in the United States within five years of the term for which they are applying may apply to CUSSW’s Transfer Program.

A maximum of 30 points, earned while a full-time degree candidate, may be granted toward the M.S. degree. In order to earn the 60 points required for the M.S. degree, at least 30 points must be completed at CUSSW (regardless of the number of transfer credits eligible for transfer). These points include 9 points in field education and 21 points in social work classroom courses.

Students who are accepted into the Transfer Program can expect to complete their studies within one year.

Transfer students enter the School as second-year students and follow the second-year course of study in their chosen method area and field of practice. Transfer students are not permitted to pursue Dual Degrees. They may pursue some minor programs (not the Law Minor).

*The specific study plans for Transfer Program students may be found in this Student Handbook.*

These plans may vary slightly for Transfer students who receive less than 30 transfer credits. In such cases, the student should meet with the Director of Student Services & Financial Aid, Ms. Karma Lowe, in Room 523, to discuss an adjusted plan of study.

**Dual Degree and Minor Programs**

- Advanced Standing and Transfer students are not permitted to pursue dual degrees.
• Detailed information about the specific requirements of these programs is available from Karma Lowe, Director of Student Services & Financial Aid (Room 523, 212/851-2364) or Colin Sullivan, Manager of Enrollment and Student Services (Room 520, 212/851-2634). Dual degree partner school requirements should be secured from the admissions office or dual degree coordinator of the other participating program.

• The School of Social Work’s Dual Degree programs with Columbia University graduate schools, affiliates, and the Bank Street College of Education provide CUSSW students with the opportunity to combine study in two professional disciplines.

• **Dual degree students are not eligible to enroll in a minor program.**

• Students who elect to drop out of the dual degree program and remain in CUSSW as a Two-Year MS student, must meet with the Director of Advising to discuss course requirements. Certain courses taken at the other school may be transferred as electives, but transfer credits will not be granted to satisfy required social work courses.

• Comprehensive recommended plans of study can be in the Student Handbook.

• Students may consult the faculty mentor to the dual degree program when planning their academic program.

*The M.S. in Social Work degree is conferred only when all requirements for both programs are completed. Both partner schools must confer each degree concurrently.*

**ADMISSIONS**

Dual Degree status is established when a student is admitted to both CUSSW and the participating institution. Students may apply for a dual degree with a participating institution prior to, concurrently with, or following matriculation at the School of Social Work, but no later than the second term of the first year of field education. Separate applications must be made to each school, and enrollment in the dual degree program is contingent on acceptance by both schools.

Each participating institution requires students to maintain a residency at the institution for a particular period; CUSSW requires a residency minimum of three full-time terms (not including Summer, unless in the 16-Month Program).

Students must inform the Office of Student Services and the Field Education Department of their acceptance at a participating school. A copy of the acceptance letter must be submitted to the Office of Student Services: sw-studentservices@columbia.edu; Room 520; fax 212.932.7817.
**FIELD EDUCATION POLICIES FOR DUAL DEGREE PROGRAM STUDENTS**

Students applying to any and all partner schools should participate, fully, in the placement planning process (i.e., attending the annual Placement Planning Fair, availing themselves of seminars and information sessions, and completing and submitting their Field Education Placement Form by the stated deadline). They are required to stipulate, on the Second Year Placement Selection form, the name of the partner school to which they are applying, or have applied. When possible, an expected notification of status date should be indicated. Once an acceptance decision has been received from the partner school, if necessary, students will be placed. Students are required to inform the Field Education Department of status decisions within two weeks of acceptance. All Dual Degree students are expected to contact Moira Curtain, Interim Director of Advising, on intended start of their final year field placement in order to stay informed with the placement planning process.

**ACADEMIC REQUIREMENTS**

Each dual degree program has specific course requirements, and students are encouraged to keep in contact with the faculty mentor for that specific dual degree program each term. Mentors are listed in the Student Advising section of this Handbook.

The typical dual degree program is a total of 90 points: a minimum of 45-48 points with the School of Social Work (27-30 points in course work and 18 points in field education) and 42-45 (or more) with the dual degree school. There is variation across the programs.

In general, CUSSW field of practice and elective point requirements are met at the participating institution. Therefore, with the exception of the Union Theological Seminary and Bank Street, dual degree students are not required to take the second-year field of practice course (T69**).

To complete the Social Work component of the curriculum, dual degree students should do the following:

- Officially register through CUSSW for a minimum of three full-time terms, not including the Summer session (unless in the 16-Month Program);
- Complete all background and foundation practice courses;
- Complete all practice courses in the chosen method area;
- Complete the program’s field education requirements;
- Notify the respective schools’ coordinators, advisors and financial aid office of the coming year’s course plan each year.
- File the appropriate registration and financial aid documents with the respective participating schools each term or year, as required.
EXEMPTIONS AND REQUIREMENTS

SIPA, Law and Public Health dual degree students are exempt from taking T6501, T7501, and T6416. SIPA and Public Health students complete the equivalent courses at their respective schools.

ONLY the following dual degree programs are required to take electives as part of their degree requirements: International Affairs, Law, Public Health, Public Policy and Administration, and Urban Planning. Students in other dual degree programs may take electives, but they will not count toward fulfilling degree requirements.

Students enrolled in a dual degree program may be required to take additional points at CUSSW depending on their advanced practice method concentration requirements. For Policy Practice and Social Enterprise Administration dual degree students, the total point requirement for those programs may exceed the typical 90 points because of the special requirements for these method areas. There may be some other program variations for students entering the dual degree program after having already been enrolled at CUSSW.

DUAL DEGREE PROGRAMS

SOCIAL WORK AND BUSINESS ADMINISTRATION
By completing 90 points (45 in social work and 45 in business), the student can earn a Master of Science in Social Work and a Master of Business Administration. At the Columbia Business School, dual degree students may include a combined maximum of three credits of independent study and field studies in their required 45 credits. While students generally register for 15 credits per term, they may take up to 18 credits. Dual degree candidates must fulfill Columbia Business School’s core curriculum requirements. Courses from other schools are not accepted as a substitute. However, students may exempt out of core courses by passing an exemption exam. This does not reduce the total number of credits required for the MBA degree (45); it enables students to take additional electives. Dual degree students must complete their first two Business School terms of residence consecutively, to receive the full benefit of our core curriculum and cluster system. After those two terms, students may take courses in either school, regardless of where they are in residence.

Students typically complete the dual degree in three academic years. Dual degree students must register for at least three terms at each school.

SOCIAL WORK AND PUBLIC HEALTH
By completing 84-90 points (with at least 45 points in social work) the student can earn the Master of Science in Social Work and the Master of Public Health at the Mailman School of Public Health. Students must enroll at each school for three terms. (For Mailman, one term includes Summer, when students generally complete a practicum.) Students choose the public health concentration most compatible with their career goals. Choices include general public
health, epidemiology, health policy and management, population and family health, and sociomedical sciences. All students are required to take public health core courses.

Dual degree students are required to take at least 39 public health credits. Most of these students will complete the majority of their PH program in their first year of residence at the Mailman School and complete some requirements in their second year (when students are in residence at partner schools). The requirements in year two potentially include some coursework and the student's capstone/thesis. More information about program details can be found online.

**SOCIAL WORK AND JEWISH STUDIES**

By completing 45 points in social work and at least 24 points at the Jewish Theological Seminary, students can earn the Master of Arts in Jewish Studies and the Master of Science in Social Work. The degree-granting school will accept as transfer credits the number of credits earned at the other school to meet the appropriate requirements. As an example, the School of Social Work will accept 15 elective course points taken at Jewish Theological Seminary, and Jewish Theological Seminary will accept up to nine elective course points taken at the School of Social Work.

For students with adequate undergraduate training in Jewish studies, it is possible to complete all requirements in two calendar years (four consecutive terms, including one Summer). On average, students need five terms and two summers to complete the program. Students must be admitted to both programs at the time of matriculation in order to pursue this dual degree. Classes must be taken at both schools concurrently.

**SOCIAL WORK AND LAW**

By completing 45 points at the School of Social Work and 73 points at Columbia Law School, a student earns both the Master of Science in Social Work and the Juris Doctorate in four calendar years.

**SOCIAL WORK AND DIVINITY**

By completing 45 points in social work and 59 points at the Union Theological Seminary, students can earn the Master of Divinity from the Union Theological Seminary and the Master of Science from the School of Social Work. This dual degree program takes four years to complete. You may download a UTS degree planner that illustrates how the 104 credits are to be completed. Students must complete their coursework at Union Theological Seminary before beginning the social work portion of the degree.

**SOCIAL WORK AND URBAN PLANNING**

By completing 90 points (45 in social work and 45 in urban planning) the student can earn degrees in social work and in urban planning. Columbia’s Graduate School of Architecture, Planning, and Preservation (GSAPP) Urban Planning students are required to complete a thesis, which will be carried out in the final year of study. Planners in dual degree programs where the
complementary program also requires a thesis are welcome to develop a thesis topic that bridges both disciplines and satisfies requirements for both programs. The program takes six terms to complete; the student must register for at least three terms in each school.

**SOCIAL WORK AND PUBLIC ADMINISTRATION OR SOCIAL WORK AND INTERNATIONAL AFFAIRS DUAL DEGREE PROGRAM**

Students in the public administration (M.P.A.) dual degree program combine their social work program with the study of social policy formulation and administration in the public arena at the School of International and Public Affairs. Those enrolled in the International Affairs (M.I.A.) program receive a valuable base in social work education, international politics and economics. Students increase and enhance their professional skills by uniting theoretical and client-based instruction in the social services and academic preparation in U.S. and international social policies and programs.

By completing 90 points (45 in social work and 45 in public policy and administration or international affairs at SIPA) the student can earn both degrees. For both the M.P.A. and M.I.A. dual degree programs students must enroll at each school for three terms; both programs take six terms to complete.

**SOCIAL WORK AND SPECIAL & GENERAL EDUCATION**

Students in this program earn the degrees of Master of Science in Social Work and Master of Science in Education, with specialization in special education, by completing 48 points at the School of Social Work and 48 to 54 points in the Special Education Programs at Bank Street College of Education. The number of points required depends on which age band is selected: **Childhood Special and General Education** or **Early Childhood Special and General Education**. The program offers supervised field education both in special education and social work in addition to the required courses in each school.

**MINORS**

Students can enhance their program by choosing to add a minor in Business Administration, International Social Welfare, Law, or Public Policy and Administration.

The School’s minor programs provide students with an opportunity to combine their required social work studies with a concentration in a second discipline. These courses count as part of the elective requirement of the CUSSW M.S. Program. A description of each minor program follows.

Students who decide to pursue a minor program must notify the Office of Student Services, by completing the online **Minor Declaration Form**, and the faculty mentor of the program (given below).
BUSINESS ADMINISTRATION MINOR
The Business Administration minor is open to any student who seeks to enhance his/her social work practice skills with managerial and quantitative business skills.

To complete a minor in Business Administration, students must complete a minimum of nine (9) points of business-related coursework at Columbia Business School, the School of International Affairs, the School of Public Health or the Graduate School of Arts and Sciences.

Students should meet with the coordinator for the Business Administration Minor to get approval for selected courses. The faculty coordinator for this minor is Professor James Mandiberg (212/851-2253).

FAQ: Frequently Asked Questions

Q: How do I identify courses that are offered through the Business School?
A: Prior to registration each term, the Columbia Business School (CBS) will send a list of courses open to cross-registrants to the Office of Enrollment and Student Services. All CUSSW students will be emailed a copy of this list when it becomes available. The email will include the policies and procedures for submitting course preferences to CBS. After identifying courses that are of interest, meet with faculty coordinator Professor James Mandiberg (212/851-2253), who works directly with CUSSW students pursuing the business minor to make sure that the selected courses are academically appropriate.

CUSSW cannot guarantee entry into preferred courses at the Business School. The Business School coordinator decides into which courses to grant Social Work students entry. Students who are strongly encouraged to select business-related courses at other Columbia graduate schools, rather than rely on entry into 9 credits of Business School courses to complete the minor, as gaining entry to those courses could be difficult.

Q: Will I be able to cross-register online when I register for my Social Work classes?
A: No. Each school has its own cross-registration procedures, which are compiled and posted online each term. Generally, students are not able to cross-register for courses at another school until that school’s students have begun – or completed – their registration process. Cross-registration is usually processed on a first-come, first-served basis so students are encouraged to submit their cross-registration requests as soon as they will be accepted by the other Columbia school.

Q: How do I cross-register for a Business School course?
A: Once the Business School emails you to tell you that you have been given a slot in a particular course, either the CBS or School of Social Work Student Affairs/Student Services office will register you for the approved course.

Q: If I am not able to register for a Business School course, what other classes will count towards the Business Minor?
A: Students may register for business or management related courses at other Columbia graduate schools in order to fulfill the Business Minor. All courses must be approved by the faculty coordinator for this minor, Professor James Mandiberg. Eligible classes may include U6033 Decision Models & Management, U8203 Project Management, or U6310 Budgeting for Non-Profits, all offered at the School of International and Public Affairs. (These are just examples of possible courses.) Students are encouraged to seek out applicable courses from any of the Columbia graduate schools, and then submit them for approval to Professor Mandiberg.

For help in selecting appropriate courses, contact:
Professor James Mandiberg
Faculty Coordinator
Room 832
jmm2151@columbia.edu
(212) 851-2253

For details on cross-registering and to submit forms, contact
Columbia University School of Social Work
Office of Student Services
Rooms 520 or 523
sw-studentservices@columbia.edu

NOTE: Cross-registration at a partner school is not guaranteed.

INTERNATIONAL SOCIAL WELFARE MINOR
The International Social Welfare minor is open to any student who wants to increase his/her knowledge of international social welfare policy and practice. Choosing International Social Welfare and Services to Immigrants and Refugees as a field of practice is different from minoring in International Social Welfare. The former is a determinant in a student’s second-year field placement and requires Field Education Department approval; the latter allows students to use their electives to take classes that focus on international issues.

To pursue a minor in International Social Welfare, students must:
➢ Enroll in T6925 International Social Welfare and Services to Immigrants and Refugees, in the Fall term of the second year;
➢ Take 6 credits of graduate-level courses at Columbia University that focus on international issues.

These graduate-level classes may be chosen from courses and tutorials offered at CUSSW or from relevant courses at the School of International and Public Affairs, the Graduate School of Arts and Sciences, or the School of Public Health. Students should meet with the faculty coordinator for the International Social Welfare Minor (Professor Neeraj Kaushal, nk464) to get approval for selected courses.

💡 Frequently Asked Questions

Q: How do I identify courses that are offered through the other graduate schools at Columbia?
A: Each term, the Office of Student Services posts online the policies, procedures and links to course offers at participating Columbia graduate schools. Carefully review this information and
then meet with the faculty coordinator who works directly with CUSSW students pursuing the minor, to make sure that the courses you have selected are approved for the minor.

Q: Will I be able to cross-register online when I register for my Social Work classes?
A: No. Each school has its own cross-registration procedures, which are compiled and posted online each term. Generally, students are not able to cross-register for courses at another school until that school’s students have begun – or completed – their registration process. Cross-registration is usually processed on a first-come, first-served basis so students are encouraged to submit their cross-registration requests as soon as they will be accepted by the other Columbia school. Questions regarding cross-registration may be emailed to sw-studentservices@columbia.edu.

Q: When should I start preparing for cross-registration?
A: Because you will need a professor’s or an administrator’s signature, it is highly recommended that you identify the course(s) that you want to take and make contact either with the faculty member or a school administrator before the start of the new term. Because a class in which you are interested may be full, choose two or three classes that you would be interested in taking and get the necessary signatures to increase your chances of being able to cross-register.

To check that a particular course is approved for the minor, contact:
Professor Neeraj Kaushal
nk464@columbia.edu (Fall)
Professor Marcus Lam
ml3260@columbia.edu (Spring)

For details on cross-registration and to submit forms, contact:
Office of Student Services
Room 520 or 523
sw-studentservices@columbia.edu

LAW MINOR
The Law minor is open to students who are interested in better understanding how the law affects social work practice. (This minor option is not available to Advanced Standing, 16-Month or 5-term International Students Program students.) Students who are interested in pursuing the law minor must declare their intention when they fill out their pre-registration form after they have been admitted to CUSSW. A student will not be able to pursue the law minor after the add/drop period in the Fall term of his/her first year has ended.

To pursue a minor in law, students must:
- Enroll in T660B HBSE B for Law Minors in the Fall term of their first year at CUSSW. Those pursuing the Law Minor are exempt from taking T660A HBSE A;
- Enroll in T7901 Legal Foundations for Social Workers I in the Fall term of their first year at CUSSW;
- Enroll in T7902 Legal Foundations for Social Workers II in the Spring term of their first year at CUSSW (T7901 is a pre requisite);
- Register for a minimum of six (6) points at the Columbia University Law School in the second year of study at CUSSW.
Only 10-15 students will be selected to complete the Law Minor. Selection will be based on academic performance in both T660B HBSE B for Law Minors and T7901 Legal Foundations I.

Law Minor students do not enroll in a field of practice course in their second year.

Frequently Asked Questions

Q: What if I am not one of the 10-15 students selected to take classes at the Law School and complete the minor?
A: Those who are not one of the 10-15 students selected to take classes at the Law School can take Legal Foundations II as an elective if they choose. Those students who are not selected to complete the Law Minor will not be required to take HBSE A but are required to take a HBSE elective if they choose not to take Legal Foundations II as an elective.

Q: How do I identify courses that are offered by the Law School?
A: Carefully review information regarding non-Law students seeking to enroll in Law School classes. After identifying several courses that are of interest, meet with the faculty coordinator for that minor to decide which courses will best meet your needs. Because a class in which you are interested may be full, choose two or three classes that you would be interested in taking to increase your chances of being able to cross-register.

Q: Will I be able to cross-register online for a law class when I register for my Social Work classes?
A: No. You will add the law course during the drop/add period at the start of the term in which the class you want to take is offered. You will need to register for the course at the Law School in the Student Affairs Office. Once you have been registered for the course at the Law School, you will need to bring a copy of your registration to the Office of Student Services, Room 520 or 523, so that you can then be registered for the course in the CUSSW system. Since most Law School courses are 2-point classes, you will need to register for a 1-point Supervised Research course at the same time that you register for the 2-point course. Submit the “JD Research and Writing Form” for the 1-point Supervised Research. Registration and Add/Drop Forms are available online.

NOTE: The Columbia Law School has specific add/drop dates and policies that differ from the School of Social Work. Please be mindful of these add/drop deadlines and registration procedures. Registration memos for each semester are posted on the Law School’s Registration Services website: http://www.law.columbia.edu/academics/registrar. Please carefully review this information.

For help in identifying relevant courses, contact:
Professor Vicki Lens  
Faculty Coordinator  
Room 732  
v2012@columbia.edu  
212/851-2236

For details on cross-registration and to submit forms, contact:
Office of Student Services  
Room 520 or 523  
sw-studentservices@columbia.edu
PUBLIC POLICY AND ADMINISTRATION MINOR
The Public Policy and Administration Minor is open to any student who wants to increase
his/her competency in social policy and analysis. To pursue a minor in Public Policy and
Administration, students must take 9 credits in the Public Administration track at the School of
International and Public Affairs (course code PUAF) or 9 credits of graduate-level policy-related
courses offered at other Columbia graduate schools. Students should meet with staff in the
Office of Student Services to get approval for selected courses.

FREQUENTLY ASKED QUESTIONS

Q: How do I identify courses that are offered through the School of International and Public
Affairs?
A: Log on directly to SIPA’s registration site for non-SIPA students to view the courses that are
offered by SIPA. Courses in the Public Administration track are designated as PUAF in the
course listings. After identifying courses that are of interest, contact the faculty coordinator,
Professor Neeraj Kaushal, who works directly with CUSSW students pursuing the minor to make
sure that the courses you have selected are approved for the minor.

Keep in mind that there are three types of SIPA classes - SIPA Open Enrollment, SIPA
Application classes, and SIPA Limited Enrollment classes:

Open Enrollment Classes - All Columbia students can enroll in Open SIPA classes
beginning on the Thursday of the first week of classes. You can receive permission to register at
the SIPA Registration site on the 6th floor of the International Affairs Building.

SIPA Application Classes - All Columbia students can submit a SIPA Application form for
consideration. If admitted, students can receive permission to register in an application class at
the SIPA Registration site on the 6th floor of the International Affairs Building.

Limited Enrollment Classes - These classes are limited to SIPA students only.

Q: Will I be able to cross-register online when I register for my Social Work classes?
A: No; SIPA does not begin accepting cross-registration requests until Thursday of the first week
of classes each term. You will need to get either the course professor’s signature or the
signature of the administrator who oversees cross-registration at SIPA. You will need to register
in person at SIPA, on the 6th Floor of the IA building. Registration and Add/Drop Forms are
available online. Hard copies

Q: When should I start preparing for cross-registration?
A: Because you will need a professor’s or an administrator’s signature, it is highly
recommended that you identify the course(s) that you want to take and make contact either
with the faculty member or a school administrator before the start of the new term. Because a
class in which you are interested may be full, choose two or three classes that you would be
interested in taking and get the necessary signatures to increase your chances of being able to cross-register.

To check that a particular course is approved for the minor, contact:

Professor Neeraj Kaushal
nk464@columbia.edu (Fall)

Professor Marcus Lam
ml3260@columbia.edu (Spring)

For details on cross-registering at SIPA and to submit forms, contact:
Office of Student Services
Room 520 or 523
sw-studentservices@columbia.edu

Other Programs

Bilingual School Social Work

Students who are bilingual and wish to pursue a career in school social work in New York State and students who are Bilingual Scholarship recipients of the Board of Education of the City of New York, should contact the Office of Incentive Programs, 65 Court Street, Room 102, Brooklyn, N.Y. 11201, 718-935-2449, for information on applying for the New York State School Social Work Certificate with Bilingual Extension in Pupil Personnel Services. Application materials are available in the Resource Center. New York State considers this a teaching credential.

The NYS Office of Teaching Initiatives maintains a website to help students understand the requirements for a teaching credential and for completing the application.

As part of their studies for the Master of Science degree at CUSSW, students must complete the following courses to meet the NYS Board Certificate with Bilingual Extension in Pupil Personnel requirements:

- Field Education (T6010 or T6020) in a bilingual school-based service setting;
- T6960 School-based & School-linked Services: Issues, Programs and Policies field of practice course in the second year of coursework;
- T7380 Social Work Practice in Bilingual Contexts in the Spring term of their second year.

Upon a student’s completion of these requirements and receipt of the Master of Science degree, the Office of Enrollment and Student Services will send verification to the student and to the New York State Office of Teaching Initiatives and to the New York City Board of Education. The student must submit this verification with the application for the New York State School Social Work Certificate, with the application for the Bilingual Extension in Pupil Personnel Services, and with the application for certification by the New York City Board of Education.
Students pursuing the New York State School Social Work Certificate with Bilingual Extension in Pupil Personnel Services must self-identify to both the Director of Admissions, Debbie Lesperance, dl635@columbia.edu, and the Director of Student Services, Ms. Karma Lowe, Room 523, KNL3@columbia.edu, at the start of each academic year.

**INTERNATIONAL STUDENTS PROGRAM**

The International Students Program is an institutional support system for international students at CUSSW. This five-term program will enhance cultural understanding and education among students, staff and faculty members.

This program has been designed for international master’s students who hold an F1 or J1 visa and for recent permanent residents who may not be familiar with social work and how it is practiced in the United States. Students in the program are required to participate in the International Student Orientation and Professional Immersion Seminar (T6007), which meets bi-weekly during the Fall and Spring terms of the first year. The seminar offers lectures by guest speakers, video presentations, and group discussion on topics of special interest.

In addition, international students in this program begin field education in the Spring term and continue field and required practice coursework in the Summer session. Detailed information about this 5-term International Students Program, including requirements and frequently asked questions (FAQs) can be found [online](#).

**American Language Program Requirement**

In addition to the Professional Immersion Seminar, students are required to take a proficiency exam in spoken and written English during Orientation Week. These exams are administered by the American Language Program at Columbia University. Those who score below an advanced level will be required to take an English as a Second Language course that has been specifically designed by the American Language Program to help international social work students better prepare for classes and the field. This course will be taken during the Fall term at no additional charge to each student for whom it is required.

**Minors**

Because the requirements of this Program conflict with the requirements for the Law Minor Program, students in the International Students Program are not eligible to do the Law Minor Program. However, minors in Business, International Social Welfare, and Public Policy and Administration are available.

**Additional Resources**

In an effort to meet international students’ needs, the school provides a variety of services, including instruction in the U.S. social welfare system, access to the Columbia University
International Students and Scholars Office’s programs and information, referral to city and local resources, and peer group support. International students are strongly encouraged to review *Coming to Columbia: Essential Information for New International Students* once they’ve been accepted to the School.

CUSSW also offers international students orientations in American social work practice, and human service organizational life in New York City. The Alumni/ae International Committee serves as a liaison between alumni/ae and current international students and hosts varied programs and events throughout the year. The Student Union and Student Caucuses also provide international students with cultural and social experiences.

**International Students Contact Information**

**CUSSW International Students Program (ISP) Coordinator**  
Karma Lowe  
*Director of Student Services & Financial Aid*  
KNL3@columbia.edu  
Room 523  
212/851-2364

**The International Students and Scholars Office (ISSO) Services and Programs**  
Sarah Taylor  
*Acting Director*  
524 Riverside Drive, Suite 200  
212/854-6359

**International Students and Scholars Office**  
Columbia University  
524 Riverside Drive, Mail Code 524,  
New York, New York 10027  
www.columbia.edu/cu/isso/

The International Students and Scholars Office (ISSO) offers many services to international students as well as to American citizens and permanent residents who have received their education in a foreign country. Services for international students include pre-admission counseling, immigration-related document services, and International Students Orientation, social and cultural activities, and a program for the spouses of students. The ISSO also provides credential analysis services to the admission offices of the University. The ISSO is open year-round, and international students are urged to make use of its services during their stay at the University.

The staff of the International Students and Scholars Office is available for personal advisement and for help in learning about the campus and New York City. The staff can also help solve problems with the Immigration and Naturalization Service and assist with many other non-academic matters. The ISSO provides information about the many international student clubs at Columbia and cultural activities in the New York area, and has reduced-rate tickets for plays, concerts, and other events.
International House (“I-House”)

Through a contract negotiated annually, the University’s enrolled international students enjoy the privilege of complimentary Affiliate Membership in International House. “I-House,” founded in 1924 by John D. Rockefeller Jr., located at 500 Riverside Drive, is a world-renowned residential community of American and international students that offers a wide, intellectually stimulating array of cultural and social programs and events.

The Orientation program for new international students arriving for the September term takes place during Orientation Week, usually either the last week in August or the first week in September. International students are encouraged to visit the ISSO at 524 Riverside Drive.

International Service Charge

All international registrants in non-immigrant classifications F or J and full-time registrants in other nonresidential classifications are charged an International Service Charge of $50 per term.

Field Education

Clarener Moultrie, MSW
Assistant Dean and Director of Field Education
Room 509
212/851-2312

Field education is a central component of the total educational program of the School, where practice experiences promote the integration of theoretical content from the classroom and the development of knowledge, skills and values for social work practice. Students learn to work within agency structure and function as they are afforded opportunities to develop the skills of the clinician, planner, organizer, researcher, supervisor, or administrator. Students receive individual, weekly supervision at their agency from a field instructor with a master’s degree in social work and who have completed a 12-week Seminar in Field Instruction (SIFI).

The following material summarizes field education requirements and policy. For a detailed discussion, refer to the Field Education Manual or review the field placement FAQs for each applicable program.

Field Education Requirements

All students registered for Field Education (T6010 or T6020) must be registered concurrently in the appropriate corresponding practice course. All students, with the exception of those
admitted under the Advanced Standing, Transfer and Reduced Residency programs, have field education in two settings or fields – a different setting in each year.

Most students attend their field education placements for 21 hours per week - three days a week, 9 a.m. – 5 p.m., excluding an hour for lunch or dinner. Students in their first year of placement are in the field on Monday, Tuesday and Friday. Second-year students are in the field on Monday, Thursday and Friday. Where agencies require evening hours, they are included in the total number of field education hours. Alternative field education schedules or hours must be approved by the Field Education Department through the advisor and assistant/associate director who manages that placement.

Field education requirements for the various programs are outlined below:

**Two-Year Program**
Students are assigned three days per week for four terms, for a total of 1,200 hours.

**16-Month Program**
Students entering CUSSW in January complete their first year of field education by spending 3 days per week in placement during the Spring and Summer term. The second year they attend three days/week for Fall and Spring terms, and earn another 600 hours, for a total of 1,200 hours.

**Extended Program**
During the field education phase of this program, students are assigned field education three days per week for four terms, for a total of 1,200 hours.

**Advanced Standing Program**
Students attend field for only one year. They are assigned three days per week for the Fall and Spring terms, for a total of 600 hours.

**Reduced Residency Program**
Students complete field education requirements in either 4 days per week in extended Fall and Spring terms, or 3 days per week in extended Fall, Spring and a modified Summer term. Nine-hundred (900) hours of field education must be completed to satisfy degree requirements.

**Transfer Program**
Students attend field for only one year. They are assigned three days per week for the Fall and Spring terms, for a total of 600 hours.

**Dual Degree Program**
Dual degree program students are assigned three days per week for four terms, for a total of 1,200 hours (300 hours per term).
Students must make up any time falling below the requirement because of holidays, illness, or emergencies. Cumulative planned overtime cannot be carried over from term to term, but in instances of prolonged illness or other emergencies, exceptions may be made by the Director of Field Education. **Students may not change their regularly scheduled hours in field without the written authorization of their Advisor & assigned Assistant/Associate Director of Field Education.** For example, the student may not broker time off from their placement with their Field Instructor. They must first discuss any changes with the Advisor and Assistant/Associate Director.

Students do not attend field education on agency holidays but do attend on school holidays (i.e., Election Day) if their agency is open on their usual day in the field. During winter and spring break students do not attend field education.

**NOTE:** All students registered for field education are covered in their field placement by the School’s liability insurance.

**Field Instructors**

Each student in field education can expect individualized, weekly supervision with a field instructor at the agency. Field instructors are responsible for evaluating each student they supervise. At mid-term, each student receives an oral evaluation from his/her field instructor based on established criteria found in the *Field Education Manual*. This criteria also is used as basis for the written evaluation, which must be sent to the School before the end of each term. This written report is read first by the student and then discussed with the field instructor. If there is any difference of opinion, a statement to this effect may be attached to the report.

**CUSSW Field Education Grading Policies**

1. **Students who fail to meet the minimum requirements prior to the 8th week:** The Field Education Department may remove a student from placement, as recommended by the Advisor, due to their inability to meet the minimum requirements of passing work, once a corrective action plan has been implemented. If this takes place prior to the mid-semester evaluation of their 1st semester in field or prior to the 8th week of a new placement, the student will be replaced in another internship.

2. **Students who fail to meet minimum requirements subsequent to the 8th week:** The Field Education Department may remove a student from placement, as recommended by the Advisor, due to their inability to meet the minimum requirements of passing work. If this takes place subsequent to the end of the 8th week of 1st semester field instruction or the 8th week of a new placement, the student will receive an “F” in Field for that semester and will be concurrently withdrawn from their associated practice course(s).

3. **Student-initiated withdrawal from field not following the official process**
Any student who withdraws from field without following the official process will receive a grade of F in Field Education for the semester and be concurrently withdrawn from their associated practice course(s).

The official Field Education withdrawal process requires a 3-way meeting at the agency with the student, their Field Instructor and Advisor, and may include the Educational Coordinator. The purpose of the meeting is to discuss all the attending issues, and, if necessary, develop a plan for professional termination from students’ work in the agency.

In each case:
- The Advisor will notify the Assistant/Associate Director of Field Education and the Director of Advising.
- A grade of F in Field Education terminates the student’s admission into CUSSW and prohibits reapplication.
- Any student who receives a failing grade in Field Education may appeal to the Assistant Dean, Director of Field Education and/or the Associate Dean for Academic Affairs.
- The Advisor will submit a written summary of the situation, proceedings and decisions, which the student will sign.
- The student is required to contact the Director of Advising to discuss academic planning or termination from the program.

Student Advising

All students enrolled in CUSSW are supported in their academic and professional career planning by the School’s advising system. Students are provided with policy, practice and academic requirement information during orientation and other group meetings throughout the year, and should also refer to the information in this Handbook and the Field Education Manual for guidance.

Students in the Two-Year Program
All first-year students are assigned to an advisor who serves as a point person to address general academic issues as well as to assist the student in meeting the educational objectives particular to the field experience. The focus of the advisor is the professional development of his/her advisees and student success in the Master’s program.
First-Year Advising

First-year advising focuses on orienting students to the profession and expectations of the school. Advisors serve as the link between the School and the Field and in this way support the integration of theory and practice. In this first year, each advisor is linked to the student through the student’s Foundation of Social Work Practice course (T7100) to assist in the integration of classroom learning at the Field placement. Advisors can counsel students on course planning, assist them in appraising their capacities and professional interests, and advise those who experience class and field performance difficulties or other issues related to their professional education. Finally, the advisor plays a focal role in assisting the student to select his or her area of specialization in the second year. Because the advisor is significantly involved in monitoring and supporting a student’s field performance, the advisor assigns the grade for Field Education students.

Second-Year Advising

The role of the second-year advisor is similar to that of the first-year advisor in that he/she serves as a resource to the student around academic and field issues. In the second year, students are assigned a new advisor tailored to their area of specialization. In addition to having an advisor, Second-Year students are assigned to a Faculty Mentor whose role is to advise students regarding their professional development. The Faculty Mentor is available to discuss how a student may best use their degree in the professional world.

The Office of Advising

The Office of Advising staff are available to support students with their academic life while they attend CUSSW. While the advisor is able to help with general curricular and academic issues, the student and/or the advisor may find it beneficial to work with the Office of Advising on addressing specific school concerns. Office of Advising staff can help students think through the decisions regarding courses and academic plans, explore and problem-solve issues that require specific attention, and refer to other members of the CUSSW faculty and staff that can provide further assistance. Questions regarding advising should be forwarded to swadvising@columbia.edu.

Students in the Special Programs

Students in various programs. All advisors will be available during the orientation period.

- International students on F1 and J1 visas    Sara Miller (sl3089)
- Students entering the Reduced Residency Program    Yesika Montoya (ym2411)
Students entering the Extended Program  Natasha Dachos  (nad38)

Students entering the Advanced Standing Program  Moira Curtain  (mac17)

**Students in a dual degree/minor program:**

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<tr>
<th>Program</th>
<th>Mentors</th>
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<tr>
<td>Bank Street</td>
<td>Professor Jane Waldfogel</td>
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<tr>
<td>Business Administration</td>
<td>Professor Jim Mandiberg</td>
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<td>International Affairs</td>
<td>Professor Neeraj Kaushal</td>
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<tr>
<td>Jewish Theological Seminary</td>
<td>Dean Marianne Yoshioka</td>
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<tr>
<td>Law</td>
<td>Professor Vicki Lens</td>
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<td>Public Health</td>
<td>Professor Lucia McBee</td>
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<td>Public policy and Administration</td>
<td>Professor Neeraj Kaushal (Fall);</td>
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<td>Marcus Lam (Spring)</td>
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<tr>
<td>Union Theological Seminary</td>
<td>Professor Barbara Simon</td>
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<tr>
<td>Urban Planning</td>
<td>Professor Jane Waldfogel</td>
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**Minors**

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<tr>
<td>Public Policy and Administration</td>
<td>Professor Neeraj Kaushal</td>
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**Policy on Switching Advisors**

On occasion, a student may wish to switch advisors. Following current procedures used when a student has conflict with any other instructor at CUSSW, the student should meet with their advisor to address their concern directly.

If this does not resolve the issues, the student should inform Interim Director Moira Curtain (mac17@columbia.edu) to schedule a 3-way meeting with the student, advisor, and Ms. Curtain.

If the problem continues beyond this point, the student will be switched to a different advisor only if there are sound pedagogical reasons. In many cases, the advisor will have made a visit to the field site and/or met with the student about their academic planning. It may not always be possible or advisable for a new advisor to take over this role.

**ENROLLMENT POLICIES AND REGISTRATION PROCEDURES**

New students receive information on orientation and registration by email prior to the start of the academic year. Information is also posted on the School of Social Work website. Students may complete and return pre-registration enrollment forms electronically to the Office of Enrollment and Student Services. The Office of Enrollment and Student Services registers all students for their first semester of classes, which students receive on the first day of Orientation.
Continuing students register online via Student Services Online according to instructions they receive via their Columbia University email accounts. Registration information for continuing students also is available on the School of Social Work website. Each student is randomly assigned to one of three registration groups for the duration of her/his studies at CUSSW. Each term, a student’s registration appointment time is rotated among three groups to ensure that each student has an equal chance to have high, middle, and low priority for choosing classes. Course schedules are available via the Columbia University website.

Complete registration instructions are available online on the School of Social Work’s Student Resources web page. Office of Student Services staff (on the 5th floor of the SW building or via email at sw-studentservices@columbia.edu) also are available to help students once they have tried the online registration system.

**Reservation of University Rights**

The Faculty of the School of Social Work reserves the right to dismiss or to deny admission, registration, readmission, or graduation to any student who, in the judgment of the Faculty of the School of Social Work, is determined unsuited for the study or practice of social work. Admission decisions cannot be appealed.

**Program Planning**

Students plan their programs in accordance with the policies and requirements described in this Handbook and the Field Education Manual. The first year of study is prescribed by required practice and background courses that form the foundation for advanced study in the second year. All students are encouraged to plan their program with their academic advisor.

Students also are encouraged to consult with their academic advisor about issues or questions relating to any and all requirement(s), including the selection of method area concentration and field of practice. The student is responsible for tracking and meeting all degree requirements.

**Registration Policy and Implementation**

The University Registrar is responsible for procedures related to registration and for setting the dates of registration. The CUSSW Office of Enrollment and Student Services works closely with the Registrar’s Office in overseeing the registration process and distributing the materials necessary for students to register.

For questions about registration requirements or scheduling, please contact the Office of Enrollment and Student Services, sw-studentservices@columbia.edu. Room 520 or 523.
Exceptions to Policy

Policies are established by the School to ensure that the same procedures and standards are applied to everyone. As with any rule or policy, there are exceptions. Such exceptions are made after careful evaluation. Students who want an exception to School policy, including one pertaining to the completion of background course requirements and enrollment in courses at other universities for credit toward the Columbia degree, must discuss their request with their advisor prior to submitting the online Exception to Academic Policy Request Form, which is reviewed by the Associate Dean for Academic Affairs, often in consultation with the Office of Enrollment and Student Services, Office of Advising and Field Education Department, as applicable and needed.

Audit Policy

CUSSW policy permits a full-time student to unofficially audit one non-required course at the School per academic year, not including the Summer session. Auditors must meet course prerequisites. Audit requests are approved only if there is space in the course after students registering for credit have been admitted and the Office of Enrollment and Student Services obtains instructor approval. If students want to audit a course, they need to complete an Audit Request Form prior to the beginning of the term for which they are requesting the audit. Students will be notified of approval of the audit via email by the end of the add/drop period.

NOTE: When a student audits a course at the School of Social Work, they are not registered for the course, do not receive credit for the course and are not charged for the course (for per-credit rate students). Once the audit request is approved, the student will meet with the professor to discuss attendance and course requirements, as well as to secure access to course materials via NewCourseWorks.

Because other schools in the University are not under the School of Social Work’s purview, students who wish to audit a course in another school of the University, will need to obtain a “Permission to Audit” form from the University Registrar (205 Kent Hall, 212/854-4330), after completing registration. The Office of Student Affairs at the school offering the course students want to audit must approve the form, and it must be presented to the instructor at the first class session. Matriculated M.S. students do not generally register for an official audit, which carries a designated “R” credit by the University.

Students registering for “R” credit must pay for the course, and it will appear on the student’s transcript.

Transfer Credit Policies

Students who have completed graduate-level courses in social work or in related disciplines may request, and in some cases be granted, transfer credits for eligible courses completed with a grade of B or above, within five years of the date of matriculation at CUSSW. Courses taken at
other institutions after a student has matriculated at CUSSW are not eligible for transfer credit. Please note that this "Transfer Credit" option is not the same as the CUSSW Transfer Program (described earlier, under Special Programs.)

For further information regarding transfer credits, please contact the Office of Student Services sw-studentservices@columbia.edu.

**Credit For Prior Graduate Course Work**

A maximum of nine (9) points may be transferred from CSWE-accredited schools; only six (6) of these may be for electives. These points can be for first-year background courses in areas such as human behavior and the social environment, social welfare policy, and social work research. These points may also be social work electives, or a combination of social work electives and background courses.

A maximum of six points from a related discipline (i.e., other than social work) may be eligible for transfer credit. Normally these points are counted toward electives required for the CUSSW degree. Students who receive transfer credit for electives are still required to meet all degree requirements for their chosen method area. In some instances (e.g. the Social Enterprise Administration method area), transfer credits cannot be used to fulfill degree requirements.

Please note that no additional credit beyond the maximum of nine is granted for graduate courses either in a related field or in social work, separately or in combination, whether earned prior to or during the period of enrollment, except as noted for Dual Degree, Advanced Standing and Transfer candidates.

It is the responsibility of the admitted student to request transfer credit. The [Transfer Credit Form](#) must be submitted to the Office of Enrollment and Student Services no later than the Friday of the first week of classes of the term in which the student matriculates. All requests are reviewed for relevance of the course(s) to social work, grade(s) earned, and date of completion. The Office of Enrollment and Student Services, in conjunction with the Associate Dean’s office, determines whether graduate social work credit taken at another school of social work is to be transferred as “elective” credit or as the equivalent of a particular required Columbia course. Courses may be accepted as electives with the approval of the curriculum area chair or coordinator if the content is reasonably related to the professional and educational objectives of social work study at Columbia.

Students may receive transfer credit for the following required Columbia courses only if they were earned at an [accredited U.S. graduate school of social work](#):

- T660A-B Human Behavior and Social Environment A and B
- T6501 Social Work Research
- T6801 Social Welfare Policy
Because of the difficulties in evaluating international transcripts, no transfer credits can be granted for course(s) taken at international universities. Courses taken at another school cannot be transferred to fulfill the requirement for a course waived at CUSSW.

*Columbia University School of Social Work does not give academic credit for life experience or previous work experience, in whole or in part, in lieu of the field practice or of courses.*

**DUAL DEGREE AND MINOR PROGRAM STUDENTS**

If students elect a Dual Degree or Minor Program, or plan to take courses outside of the School during their enrollment period, they must take a minimum of 42 points at Columbia University School of Social Work; therefore, these students may transfer a maximum of 3 points in addition to those awarded for study at the participating school. Students enrolled in a minor must take a minimum of 51 points at Columbia University School of Social Work.

**ADVANCED STANDING STUDENTS**

Students accepted into the Advanced Standing Program are usually granted 27 transfer points for work completed for their B.S.W. degree. Students must take a minimum of 33 points at Columbia University School of Social Work, regardless of the number of credits eligible for transfer.

**APPLYING FOR TRANSFER CREDIT**

Completion of a [Transfer Credit Form](#) is not required for Dual Degree, Advanced Standing and Transfer students. All other students must complete a [Transfer Credit Form](#).

To apply for transfer credit, students must do the following:

- Request that a transcript of their graduate studies be sent to the Admission Office, if one was not submitted with the admission application.
- Submit course descriptions or syllabi for all courses for which transfer credit is requested.
- Complete a Transfer Credit Form before the deadline.

**Waiver Policy**

The following courses may be waived by successfully passing an examination: T6501 Social Work Research and T6801 Social Welfare Policy. Students are encouraged to seek the appropriate waivers and to broaden their knowledge base by taking electives in areas that represent new content for them. Students must contact the Director of Student Services to determine which courses are appropriate to fulfill this requirement.

Waiver exams are offered five times per year:

- During *Introduction to CUSSW* sessions held in June, July and August;
➢ During Fall orientation; and
➢ In early January.

Students may sit for each waiver exam only once; they will be notified by email whether they have passed. If a course is waived by examination, an elective for the same number of points must be taken. Elective credit cannot be transferred in to satisfy the requirement for a waived class.

To facilitate preparation for the waiver exams, the major content themes of required courses follow.

**T6501 SOCIAL RESEARCH WAIVER REQUIREMENTS**

Students may waive T6501 Social Work Research Methods by successfully passing a waiver exam. Contact the Office of Enrollment and Student Services for information about the waiver exam ([sw-studentservices@columbia.edu](mailto:sw-studentservices@columbia.edu)).

**MAJOR CONTENT THEMES OF T6501**

1. Scientific approach to knowledge building, including problem formulation, development of research strategies, and evaluation of service delivery.
2. Ethical standards of scientific inquiry, particularly with regard to protecting and promoting the well-being of research participants.
3. Logic and process of scientific inquiry – access, critically evaluate, and apply research findings to formulate and conceptualize research questions; operationalize relevant variables, select appropriate measures for hypothesis testing, plan appropriate sampling and data collection strategies, and formulate a data analysis plan.
4. Research designs for generating knowledge and evaluating practice.
5. Data analytic strategies, including descriptive and inferential statistical procedures.
6. Standards for reporting research in reports and publication.

**T6801 SOCIAL WELFARE POLICY WAIVER REQUIREMENTS**

Students who successfully pass the Policy waiver examination must complete an advanced-level policy course in lieu of T6801.

**MAJOR CONTENT THEMES OF T6801**

1. A panoramic view of the scope, purposes and dimensions of the American Social Welfare system; definition of social policy and theories regarding its function; social, economic and political determinants of policy.
2. The nature of social benefits (e.g. cash, voucher) and the terms of entitlement thereto.
3. Characteristics and policy issues of the major income maintenance programs (retirement; disability and survivors insurance; unemployment insurance; public assistance; supplemental security income); negative income tax techniques.

4. Problems in the development, design and financing of health and mental health policies.

5. The general social services: methods of organizing social services at the local level; problems of access and accountability; federal, state and local responsibilities.

GENERAL REGISTRATION INFORMATION

Class Scheduling

At the School of Social Work, most courses are offered Tuesday, Wednesday and Thursday. (First-year classes are offered on Wednesday and Thursday. Second-year classes are offered on Tuesday and Wednesday. The T6007 Professional Immersion Seminar for International Students Program students is offered on Friday mornings, and English for Social Workers class sections are offered on various days, Monday-Friday.) Most classes meet between 9:00 a.m. and 6:00 p.m. with a limited number of classes offered in the evenings (from 6-8p.m.).

Class Attendance

Students are expected to attend all of their classes. Excessive absences may lead to a failing grade and by standard procedure are to be brought to the attention of the student and the advisor by the instructor.

Credits

Full-time students in the Two-Year program at CUSSW usually enroll for 13.5-16.5 points each term. Full-time students who wish to register for more than 19.5 points or fewer than 10.5 points, must secure the approval of their advisor and complete the Exception to Academic Policy Request Form, which is reviewed and approved by the Associate Dean for Academic Affairs. To maintain full-time status, students must register for a minimum of 10.5 points.

Prerequisites

Students are permitted to register for a course provided they meet all of the prerequisites. This includes all program changes subsequent to registration. If students register for a course but
have not met the prerequisites, they will be withdrawn from the course and will still be responsible for the tuition (if paying per-credit).

**Class size limits**

These enrollment limits are determined by the Curriculum Committee and are monitored by the Office of Enrollment and Student Services. Each term, a sufficient number of sections of the required courses and electives are scheduled to permit students to meet course requirements. While the School offers a wide array of electives, it is not always possible to schedule multiple sections of an elective course.

Only students officially registered for a course and section are permitted to attend that class. By school policy established by the faculty, individual professors do not have the authority to accept a student into a full course.

**Summer Session**

In addition to the Fall and Spring terms, the School offers select M.S. courses during its Summer session, which begins the Monday following the May commencement. Offerings include a limited number of required courses and electives. Courses are held either once or twice a week. Courses meeting once a week conclude in late July. Courses meeting twice a week conclude the last week of June.

**REGISTRATION PROCEDURES AND POLICIES**

**General Overview**

The Office of Enrollment and Student Services will register new students for their first term of classes. For all other terms, students will register online via Student Services Online (sslol.columbia.edu). (See below, How to Register.) All registration information will be sent via email and the course schedule will be available on the Web only.

Each student is assigned to a registration group for the duration of her/his studies at CUSSW. Each term, a student’s registration appointment time for online registration is rotated among the three groups to ensure that each student has an equal chance to have high-, middle- and low-priority for registration for classes. For example, if students receive a late appointment time (3:30 p.m.) in the Spring, they will receive either an early (9:30 a.m.) or a middle (12:30 p.m.) appointment time in the Fall. Therefore, every student will receive first priority for registration one out of three terms.

Each term, information about registration – including links to a semester-specific registration webpage, the Directory of Classes and Box Schedule – can be found online under “Student Resources” on the School’s website.
Course Information

CUSSW course offerings, listings and descriptions are available in this *Handbook* and online.

- For course listings (by term): [http://socialwork.columbia.edu/student-resources](http://socialwork.columbia.edu/student-resources)
- For course descriptions: Check “Course Offerings at CUSSW” in this *Handbook*.

Registration information for CUSSW

To access the CUSSW course schedule on the Web:

- Log onto the [Student Resources](http://socialwork.columbia.edu/student-resources) section of the School’s website
- Scroll down to “Enrollment and Student Services: Key Links” to view current term course listings.

OR

- Click on “Courses.”
- Click on “Directory of Classes.”
- Under Course Listing by Department, click on “S” for Social Work.
- Under the Social Work listing, select a term.

The Web site is also directly accessible: [www.columbia.edu/cu/bulletin/uwb/](http://www.columbia.edu/cu/bulletin/uwb/)

**How to Register for CUSSW Courses**

Students must register for classes via the [Student Services Online](https://ssol.columbia.edu) system. They will need to have the five-digit CALL NUMBER in order to register for classes. Call numbers are found in the Directory of Classes. (See instructions above on accessing the Directory of Classes.)

To register via Student Services on-line, students will:

- Go to the SSOL Website: [https://ssol.columbia.edu](https://ssol.columbia.edu)
- Enter their University Network ID (UNI) (This is the CUNIX email account without the “@columbia.edu”) and Network Password (email password).
- Under “Your Academic Records” click on “Registration Appointments and PIN” to view the first time the online registration system will be accessible.
- Then click on “Registration” under the menu of choices on the left-hand side of the screen during that assigned registration appointment time. Follow the system prompts.

Additional Registration Information:

- An appointment time is actually a period of several hours. The system will not permit students to register prior to their appointment time. Students are advised to access the
online registration system at their earliest appointment time to make sure they have the best chance to get their first choices.

- The courses students select will be considered their courses for that term’s registration period. Students may add/drop courses while logged in for their initial registration time. The list of appointment times is a list of other times students may make changes to their schedule. If students wish to change selections after initial input, there is no guarantee that the courses they wish to take will have slots available.

- Students going into their second-year method and field of practice classes must register for the appropriate courses that correspond with their field placement. Students who register incorrectly for method and field of practice courses will be withdrawn from all of the courses and risk being locked out of desired courses. Students will then have to wait until the add/drop period resumes to re-register for courses.

- Students are automatically registered for field education by the Office of Enrollment and Student Services; they need only register for academic courses.

- Each section of each course is assigned a five-digit identifying call number, which is listed on the course schedule. This is the number that must be entered to register for the course. If the section of the course that students want to register for is full, the system will automatically prompt them to an open section. Before accepting the system’s section, students should check the course schedule to make sure it is offered on a day and time that they want.

- If students have trouble with the Web site, or have any other technical difficulty, they should call the Office of Student Services at 212/851-2364 or 212/851-2436, or complete an online Trouble Registering Form.

- The Office of Student Services, located on the 5th Floor of the School of Social Work, will always be able to help with any registration-related questions.

- Students will receive verification of their course registration as they register. Students may obtain a copy of their schedule by printing it out via the Student Services On-line System (SSOL). NOTE: Registration changes will not be reflected under “Schedule” on SSOL until the next day, after the system refreshes overnight.

- NewCourseWorks will not update with course changes until one to two days after the scheduling change was made. Students who are not able to see their current schedule of classes on CourseWorks at least two days after registering for the course should send an e-mail to askcuit@columbia.edu and courseworks@columbia.edu.
**Holds**

There are three types of holds that may prevent students from registering or changing their program (if they have already registered):

- An outstanding student account balance of $1,000 or more;
- A Health Services hold for not documenting immunity measles, mumps and rubella (see Immunization Requirements on p. 71); and/or
- A Dean’s hold. Deans can prevent students from registering who fail to meet the academic requirements of their school or if who are no longer in good standing.

Students may check to see if any holds have been imposed on their record online via SSOL. If students have an outstanding student account balance, they should call 212/854-4206 on the Morningside campus; for a Health Services hold, call 212/854-7210 or 212/854-3286.

**Registration for Courses in Other Divisions of the University**

When registering for courses in other divisions of the University, students may be required to secure approval from the academic department or instructor of the course using an Add/Drop Form.

Each term, the Office of Student Services posts online a compiled list of cross-registration procedures for participating Columbia schools. This information will be posted in the “Forms and Documents Library” under “Registration Documents.”

Note: Students who cross-register at TC will be charged the TC tuition rate per credit, which may be more than the CUSSW rate. Classes taken at TC are not covered under CUSSW’s flat-rate tuition plan. Any student registering for a TC course will be charged separately for the cost of that course. Students who are cross-registering at all other Columbia divisions are charged the CUSSW tuition rate per credit. These courses will be covered by CUSSW’s flat rate tuition plan, as long as the student is registering for no more than 19.5 credits.

Completed registration forms should be delivered to the Office of Student Services, Room 520 or 523. Students submitting forms online will receive a response in 24-48 hours.

*NOTE: Tutorials cannot be created in order to circumvent school registration and curriculum policies, such as to take a practice course outside of your method area or field of practice. Any such forms submitted to the Associate Dean for Academic Affairs will be automatically rejected.*

**Registration for a Tutorial (Independent Study)**

A tutorial or independent study offers students an opportunity to study content not offered in the regular program. Students wishing to register for a tutorial (independent study) - T6002-T6003 - arrange the tutorial with a full-time faculty member who agrees to serve as instructor for the tutorial. The faculty member and the student’s advisor must sign an Independent
Study/Tutorial Form, which is available online as part of the School’s “Forms and Documents Library.” The form is then submitted to the Associate Dean for Academic Affairs for approval.

A description of the proposed tutorial, including the content, objectives, time frame, assignments and plan for evaluation must accompany the form. Once the tutorial is approved, the Associate Dean for Academic Affairs sends a copy of the form to the Office of Enrollment and Student Services for processing. For more information, stop by the Office of Enrollment and Student Services or contact them via email at sw-studentservices@columbia.edu.

Creating an independent study that may count toward LCSW education requirement
Occasionally a student will create an independent study with a clinical focus and would like this course to contribute toward the 12 educational credits required for LCSW licensure. In these cases it is important to take the following steps.
1. Make sure the tutorial has a title that clearly describes the clinical focus of the content.
2. Make sure a syllabus is developed that clearly outlines the clinical content. The most important sections are:
   a. description;
   b. learning outcomes;
   c. And reading list.
3. Make sure a copy of this syllabus is uploaded to the CourseWorks page that is created for the tutorial and submitted to swcourses@columbia.edu.

Registration at Non-Columbia Graduate Schools

Once students matriculate at CUSSW, they are not permitted to enroll in courses at non-Columbia graduate schools for credit toward the M.S. degree. While they may apply for exception to this policy, using the Exception to Academic Policy Form, such exceptions are rarely granted.

Class Schedule Changes

Once registered, students may change their classes during their appointment times, using the online system during the Add/Drop period. Students may change course(s) or section(s) as long as the desired course(s) or section(s) are open.

Students’ appointment times can be found on Student Services Online (SSOL).

Once the add/drop period has ended, students may drop courses up to and including the Friday of the 10th week of the semester. For students under a per-credit billing program, a course dropped during the official add/drop period, will result in the student receiving a credit equal to the cost of that course. No refund or credit is given for courses dropped after the add/drop period has ended. Students who wish to drop a course after the end of the add/drop period, must e-mail sw-studentservices@columbia.edu, swadvising@columbia.edu and their advisor with the class information they wish to drop.
Failure to attend classes or to notify the instructor does not constitute a formal withdrawal or drop of a class. In such cases, students will be financially responsible and will receive a mark of UW (Unofficial Withdrawal) for the course.

Students are not allowed to add or make changes to their schedule after the official Add/Drop period has ended. Students needing to add a course after the official Add/Drop period must get approval from the Office of Enrollment and Student Services, who will consult with the Associate Dean of Academic Affairs and any other related offices prior to responding to the student’s request. Students may only drop field education and their practice course after consulting with and receiving approval from the Director of Advising and the Field Education Department. An Add/Drop Form must be completed and returned to Room 520 or 523.

Withdrawal from class

Students who do not formally drop a class will be financially responsible and will receive a mark of UW (Unofficial Withdrawal) for the course.

Students may drop a course using the online system during the add/drop period. To drop a course after the official add/drop period, the student needs to complete an Add/Drop Form that must be signed by his/her advisor, or the Director of Advising. Forms are available online: http://socialwork.columbia.edu/student-resources/forms-documents-library.

Once registered, students may drop courses up to and including the Friday of the 10th week of the semester. If a course is dropped during the official add/drop period, they will receive a full refund (applicable only to students paying per-credit). Students on CUSSW’s flat-rate tuition plan will not incur a financial penalty for dropping a course. After the 10th week, all students must accept a grade for the course.

Students seeking to drop Field Education and/or their practice course need written approval from their advisor, the Director of Advising and the Director of Field Education. If a student is granted permission to drop either Field or their required practice class the School will automatically withdraw them from the other required course. Field and the required practice classes must be taken concurrently.

Withdrawal from School

Students who withdraw from the School must meet with their advisor and Interim Director of Advising, Ms. Moira Curtain (212/851-2469 or mac17@columbia.edu) for an exit interview. Students who withdraw from the School must apply for readmission to the School. Students seeking readmission should contact the Office of Enrollment and Student Services to discuss the readmission process.

In addition, a $75 withdrawal fee is charged to all students who go down to zero (0) points. This is a University Administrative Fee and no exceptions are made.
**Leaves of Absence**

Students who are in good standing academically both in class and in field education may request a leave of absence because of personal reasons. All requests must be made in writing. Students who are interested in taking a leave of absence must meet first their advisor and the Interim Director of Advising, Moira Curtain (212/851-2469; mac17@columbia.edu).

Following this, the student must meet with staff in the Office of Student Services and the Office of Financial Aid for mandatory exit interviews. The **minimum time period for a leave of absence is one year** and the maximum is two years. The only exception to this is in the case of students in the Extended or Reduced Residency programs who have not yet enrolled in T6010 First Year Field Work or T6011 Reduced Residency Seminar. These students may take a one (1) semester Leave of Absence. Once the student has enrolled in T6010, T6011, or T6020, all leaves must be a minimum of one (1) year. All medical leaves, regardless of program, must be taken for a minimum of one (1) year. (See “Medical Leaves” below for more information.)

For further information and appropriate forms, contact the Director of Advising via email at mac17@columbia.edu or swadvising@columbia.edu. To return from a leave of absence for a Fall re-entry term, the student must notify the School no later than March 1st before the term begins, by emailing sw-studentservices@columbia.edu. For a Spring re-entry term, the student must notify the School no later than October 15th of the preceding year.

**Medical Leaves**

Requests for medical leave must follow the above Leave of Absence procedure. However, medical documentation must be provided to the University Health Services prior to approval of the leave and prior to readmission. Medical leaves will be granted for a minimum of one academic year, regardless of program of study. Students may appeal to return early. It will be approved only in situations where this is both medically and pedagogically sound.

A return from a medical leave requires a written approval from the student’s medical care provider as well as the appropriate medical personnel at the CU Health Services certifying the student’s ability to return to full-time status to the CUSSW program. The most important factor that must be taken into consideration for a return to school from a medical leave is certification that the medical condition that necessitated the leave is no longer present or is under treatment that would permit return to the rigors of the CUSSW Social Work program. The medical provider’s statement would have to acknowledge that:

- The student is able to handle a full-time course load and three days/week in a field setting.
- An evaluation from a medical and/or health care provider has shown that a return to the CUSSW program will not exacerbate any existing condition.

The student is asked to provide the necessary documentation regarding the issue from their
health care provider(s) to the appropriate authority at University’s Health Service. This can be done confidentially.

When these documents are received and the student has given written permission to the University’s Health Service to discuss the student’s condition with his/her health provider(s), an assessment of the student’s readiness to return will be made by the Associate Dean of Student Services, David I. Yam.

Please remember that a return from medical leave requires time for review and the required material is due in no later than two months before the term begins.

Students who withdraw or take a leave of absence from the program after the add/drop period has ended will be responsible for paying the tuition owed according to the University’s Refund Schedule. In addition, a $75 withdrawal fee is charged to all students who withdraw. This is a University Administrative Fee and no exceptions are made. Dropping down to zero (0) points does not constitute a withdrawal from the University. See withdrawal policy.

Students who are on the Student Medical Insurance Plan at the time of requesting a medical leave of absence, and who had been on the Student Medical Insurance Plan for a prior year, may request to remain on the Student Medical Insurance Plan for a maximum of 2 semesters. Such requests are reviewed on a case-by-case basis by the University’s Insurance Office. The cost of this extended insurance plan will be higher than the rate charged to enrolled students. That cost is determined at the time the leave is granted, but general plan information can be found online. Students must inform the Office of Student Services if they wish to request this Continuation Plan.

Students may file for an extension of up to one year (two years total) for their Medical Leave by contacting the Director of Student Services, Karma Lowe, Room 523 (KNL3@columbia.edu).

Return of Individual Course & Examination Papers

Each instructor determines how he/she will return course and examination papers. Many instructors return them during class. Others arrange for students to obtain them from CUSSW Instructional Support Services. Students who want their paper mailed, need to leave a stamped, self-addressed envelope with their instructor’s faculty assistant. Papers not picked up within the first two weeks of the following term will be destroyed.

Students should always keep a copy of any required class paper submitted to an instructor.

Student Course Feedback

CUSSW takes student input very seriously. Toward the end of each term, students are asked to complete surveys for each class in which they are enrolled. These assessments give students an
opportunity to contribute to the monitoring of the overall curriculum by sharing their feedback regarding course objectives, course implementation, and teaching methods. The survey is administered online in CourseWorks. Summary reports for multiple choice items are available to students in the Student Union Office and in the CUSSW Library. They are also made available to appropriate School administrators and committees. Responses to open-ended comment items are seen only by class instructors. However, instructors do not have access to any survey results until after grades have been submitted.
Billing and Payment

2012-2013 Cost Of Attendance

When making your financial plans, it is necessary to consider tuition and fees as well as living expenses in estimating the overall cost of attendance. Below are the actual tuition and fees for 2012-13 that have been approved by the Trustees of the University.

**Tuition and Fees per annum**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition</strong></td>
<td>$36,944</td>
</tr>
<tr>
<td>All full-time entering students are currently charged a flat tuition rate of $18,472 per semester and are eligible to enroll for 10.5 to 19.5 credit hours each semester. Students enrolled in the part-time programs will be charged $1,228 per credit. Students also are charged $1,228 per credit for credits over 19.5.</td>
<td></td>
</tr>
<tr>
<td><strong>Activity Fee</strong></td>
<td>$150</td>
</tr>
<tr>
<td>The activity fee of $75 per term is charged to all students to help cover the costs of student events, activities, and to help fund student organizations.</td>
<td></td>
</tr>
<tr>
<td><strong>University Facilities Fee</strong></td>
<td>$828</td>
</tr>
<tr>
<td>This mandatory fee of $414 per term for full-time students provides students access to the facilities at the Dodge Physical Fitness Center and Lerner Hall, and supports enhancements for the libraries and computer networks. For part-time students, this fee is $226 per term.</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Technology Fee</strong></td>
<td>$400</td>
</tr>
<tr>
<td>A cost of $200 per semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Health Service Fee</strong></td>
<td>$824</td>
</tr>
<tr>
<td>This fee, charged to all full-time students, allows for use of the campus health service clinic as needed. Students are charged $412 each semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Health Insurance</strong></td>
<td>$2,157</td>
</tr>
</tbody>
</table>
| The fee is charged to all full-time students in order to provide them with basic medical insurance throughout the academic year. This is charged as $845 in the Fall and $1,312 in the Spring. (The higher Spring rate is because insurance coverage is provided through the summer.) Students are insured from Sept. 4, 2012 until Aug. 31, 2013. A higher-level comprehensive plan is available for $2993 ($1,173, Fall: $1,820, Spring). Students having comparable medical insurance of their own may elect to waive this fee. Click [here](#) for waiver information. For additional Health Service and Medical Insurance information, please visit the [Health](#)
Service Enrollment Office or call the office at 212-854-7210.

**Student Events Fee**  
$400  
One-time fee for incoming students to cover orientation and graduation expenses.

**Transcript Fee**  
$105  
This one-time fee, assessed during the first term of attendance, renders students unlimited academic transcript service.

**Total**  
$41,808  
*Continuing full-time students will have a total estimated tuition and fees of $41,303, as they are not charged the $400 Student Events Fee and $95 Transcript Fee.

**Living Expenses**  
The following table lists estimated living expenses based upon reasonable expenditures over a nine (9) month period. To determine a more realistic cost of living, however, you will need to adjust these figures to account for the personal expenses particular to your lifestyle.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room &amp; Board (rent, utilities, food, etc.)</td>
<td>$19,350*</td>
<td>*Based on 9-month enrollment</td>
</tr>
<tr>
<td>Books</td>
<td>$1,200</td>
<td></td>
</tr>
<tr>
<td>Transportation*</td>
<td>$1,080*</td>
<td></td>
</tr>
<tr>
<td>Personal*</td>
<td>$3,510*</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$25,140</td>
<td></td>
</tr>
</tbody>
</table>

The University emails an estimated Term Invoice or bill to each student prior to the beginning of each term. Payment for all charges not covered by financial aid must be received by the date indicated on the invoice. E-bills are generated only once per month, however a student’s account will be updated more frequently and the most current information is accessible under “Student Account Details” on SSOL.

It is the policy of the University to withhold diplomas, certificates, and transcripts until all financial obligations have been met. Candidates for graduation are urged to pay their bills in full at least one month prior to graduation.

In the event a diploma, certificate, or transcript is withheld because of an unpaid bill, a student will be required to use a certified check, money order, or cash to release any of the documents.
Billing and Payments

Billing and payments are managed by central University offices, not the School of Social Work. Detailed information about the University’s billing policies and procedures as well as payment options can be found online: http://www.columbia.edu/cu/sfs/docs/billing/index.html

Information on the above site will include:
- Billing overview
- Student Account Billing and Payment Schedule
- Payment options (e.g. online check, by mail, wire transfer, payment plan, etc.)
- AmeriCorps Education Awards
- Tuition Exemption
- Stipends
- Refunds
- Withdrawals
- And more.

Late Payment Charges

If the University does not receive the total amount due for the term on or before the payment due date, students may be subject to late payment charges. A one-time charge of $150 per term may be imposed before the September and January Student Account Statements are produced if payment is not received by the payment due date for the term. In addition, a charge of one percent (1%) per billing cycle may be imposed on any amount past due thereafter.

Late Registration Fee

Students will be assessed a $50 fee if they register during the University’s late registration period. A $100 fee will be assessed if the School permits them to register after the late registration period.

Returned Check Fee

Students will be assessed a $25 fee for any check that is not honored by the bank.

Withdrawal Adjustment Schedule

Students who withdraw or take a leave of absence from the program after the add/drop period has ended, will be responsible for paying the tuition owed according to the University’s Refund Schedule. In addition, a $75 withdrawal fee is charged to all students who withdraw. This is a University Administrative Fee and no exceptions are made. Dropping down to zero (0) points does not constitute a withdrawal from the University.
Based on the week of withdrawal, the refund percentage is as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>100% tuition and fees (except transcript fee) refunded</td>
</tr>
<tr>
<td>2nd week</td>
<td>90% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>3rd week</td>
<td>80% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>4th week</td>
<td>80% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>5th week</td>
<td>70% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>6th week</td>
<td>60% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>7th week</td>
<td>60% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>8th week</td>
<td>50% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>9th week</td>
<td>40% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>After 9th week</td>
<td>0% no refund</td>
</tr>
</tbody>
</table>

**Academic Standing**

Students must complete all foundation (first-year) requirements before they may begin coursework or field work in their (second-year) method area of concentration and field of practice.

It is essential that a student has successfully completed all requirements of the foundation curriculum before he/she may proceed to the final year or concentration curriculum. If a student enrolls in concentration (or final year) courses but does not successfully complete all foundation requirements, he/she will be un-enrolled from all concentration (or final year) courses, including field education, until foundation requirements have been met.

**Grading Policy**

Students are expected to attend classes regularly and must maintain a B (3.0) grade average. Students with a grade point average below B (3.0) will not be eligible for graduation. Courses are graded using the A-F grading system. **Social Work students must take all classes for a letter grade** with the exception of the child abuse reporting course, field education courses, Professional Immersion Seminar, and the Reduced Residency field education seminars in which case Pass or Fail is used instead of a letter grade. The numerical equivalent for each grade is as follows:
A student who is registered for credit and who does not complete assignments will be given the grade of “F.” Courses taken at other Columbia graduate schools must be taken for a letter grade.

Grade Reports

The School does not give out or post grades. This is the responsibility of the University Registrar’s office, which has developed several methods by which students can obtain their grades. Grades may be accessed via the Student Services Online (SSOL) system.

Incomplete Policy

In professional education, each term’s requirements build upon those of the prior term(s). Therefore, timely completion of courses and field education is essential. Upon formal written request by the student, an instructor may use his/her discretion to assign a grade of incomplete (INC). It is permitted only when the majority of the course requirements and assignments have been successfully completed and when the student is unable to complete assignments due to extenuating circumstances.

In permitting an Incomplete, the instructor must establish a specific date for completion. The maximum extension date is four weeks from the last day of classes for the term in which the course is taken. In most instances, the INC period should not extend past 10 days. Please note that for students in the first year of the 16-Month program, the maximum extension date is three weeks from the last day of classes for the term in which the course is taken. A grade must be submitted for the course prior to the start of the next semester (Summer Session). The student’s written request must identify the extenuating circumstances and a specific plan for completing the course work by the extension date. The instructor must attach the student’s request to the Incomplete Form forwarded to the Office of Student Services at the term’s end. The student’s request will be discarded when a grade is assigned.

If the student completes the requirement(s) by the extension date, the mark of INC will be changed to a letter grade. If not, the University Registrar’s Office will automatically convert the INC to an F. Students who do not complete the requirement(s) by the extension date in a required practice course will be withdrawn from the subsequent required practice course and field education.

An INC in field education is ordinarily given only in the first term and must be changed to a P or F no later than the eighth week of the second term. Students may receive an INC in the third term of field education with the prior approval of the Associate Dean of Academic Affairs.
Once a grade has been submitted, it may be changed only if the instructor has made a recording error.

**Grade Appeals**

Students are permitted to appeal grades to the Office of the Associate Dean for Academic Affairs in the case of disputes that cannot be resolved with the instructor. Grades are not changed without first consulting with the instructor. The grounds for changing a disputed grade are very limited. The Associate Dean will authorize a grade change only when there is compelling evidence that the faculty member acted out of hostility toward the student or the student’s grade is clearly out of line with those of other students in the same course who produced work of similar quality. In the absence of such evidence, the Associate Dean will defer to the judgment of the instructor. Any questions regarding grade appeals should be directed to Associate Dean Yoshioka (mry5@columbia.edu).

**Academic Standing and Discipline**

**Academic Probation & Academic Difficulty**

**Practice Course Grades Below a “B”**

Any student earning a grade lower than a B in a required practice course is required to arrange a meeting with the Office of Advising no later than the end of the first week of the subsequent term. *(Except for those who are enrolled in the 16-Month Program, summer courses do not constitute a term at CUSSW.)* The purpose of the meeting is to discuss the grade and to develop a corrective action plan. The Office of Advising will inform the Office of Enrollment and Student Services whether the meeting has taken place and whether the corrective plan has been formulated. A student’s failure to have this meeting will result in the administrative withdrawal of the student’s registration.

**Failure in a Required Practice and/or Practicum Course**

Failure in either a required practice and/or field education requires review of the student’s situation by the Advisor and Associate Dean for Academic Affairs. Please refer to the *Field Education Manual* regarding a failing grade in field education.

**Term GPA**

Grade Point Averages (GPAs) are reviewed each term by the Office of Advising. Any student whose term GPA falls below 3.0 will be placed on academic probation. For purposes of academic probation, grades in Pass-Fail courses, including field education, are not factored into the cumulative GPA or term GPA. The Office of Advising will notify both the student and the student’s advisor regarding the student’s placement on academic probation.
If a student is placed on academic probation, the student must initiate a meeting with the office of Advising no later than the end of the first week of the subsequent term to discuss the GPA and to develop a corrective action plan, which includes noting the minimal term GPA that is necessary to earn a cumulative GPA of 3.0 at the end of the following term. The Office of Advising will inform the Office of Enrollment and Student Services that a plan has been developed, and a copy of the plan must be forwarded to the Associate Dean for Academic Affairs. A student’s failure to have this meeting and to develop such a plan will result in the administrative withdrawal of the student’s registration. To be removed from academic probation, a student must earn a term GPA of 3.0 or higher the following term.

**Cumulative GPA**

**Students in the Two-Year, 16-Month, Advanced Standing, Transfer, or Dual Degree Programs**

Any student whose cumulative grade point average falls below 3.0 for two consecutive terms will not be permitted to continue his/her studies at CUSSW. The Office of Advising will notify the student in writing of their GPA and of their automatic dismissal. A copy of this notice will be forwarded to the Associate Dean for Academic Affairs and the Office of Enrollment and Student Services. No further registration in course work or field work will be permitted, nor will re-application to the School be permitted.

**Students in the Extended or Reduced Residency Programs**

Students in the Extended and Reduced Residency programs who continue to have a cumulative GPA below 3.0 over the 12 credits prior to the entry into T6010 or T6011 will not be permitted to continue his/her studies at CUSSW. The Office of Advising will notify the student in writing of their GPA and of their automatic dismissal. A copy of this notice will be forwarded to the student’s advisor and to the Associate Dean for Academic Affairs. No further registration in course work or field work will be permitted, nor will re-application to the School be permitted.

**Professional Misconduct**

In all aspects of school activities, students are expected to adhere to the National Association of Social Workers Code of Ethics adopted by the Delegate Assembly of August 1996. It is the responsibility of the student to become acquainted with the Code and with relevant field education agency documents. Violations of the NASW Code of Ethics, other forms of personal misconduct and academic dishonesty will be addressed by the CUSSW Ethics Board.

**Plagiarism Policy**

Although plagiarism may not be the result of a writer’s intent to deceive, it is almost always an expression of the writer’s insecurity with the subject. CUSSW’s Writing Center provides
handouts and guidance on how to best avoid plagiarism, and on the citation form (APA Style) used by the School and the social work profession. Students should also consult their instructors and advisors on questions regarding the issue.

A student may resort to plagiarism when feeling under pressure to complete and turn in a paper on time. Also, because the Internet is increasingly being used to conduct research for papers, there is a tendency to copy and paste material from other sources, forgetting that it needs to be rewritten and properly cited. Proper citation must be made for ideas and words derived from some other source, whether quoted, paraphrased, or summarized, and for facts that are not common knowledge. Include the last name of an author(s) and the year of publication, for example: Smith (2001) stated that any reference used in this paper must appear on the Reference page. When using the exact words (a phrase, a sentence, or more) of another, the material must be enclosed within quotation marks, and the page number, if available, must also be provided: Smith (2001) stated that “all text citations must appear on the Reference page” (p. 256).

A related problem is the overuse of quoted matter in papers. A paper containing an abundance of quotations may indicate to the instructor that the student knows where certain information can be found but for not fully understand it. Quotations should be used sparingly (a ten page paper, for example, should include at most two or three quotations) and only when they are needed to 1) state an essential theory, model, or point of someone; 2) provide credibility for a point that is being made; or 3) capture how something important is expressed.

When reading a journal article, students will notice frequent reference to other authors but few quotations. The writer of that article has instead paraphrased and summarized the writings of others, providing proper citations throughout. Effective use of paraphrase and summary will help students to avoid plagiarism and grasp the full meaning of an author’s words. Written in the student’s own words, a paraphrase or summary provides the essential information and ideas of someone else. A very few important terms and phrases from the source may be included; that is, two or three consecutive words (i.e., a term, a model, a theory) may be used without quotation marks.

Developing proficient paraphrasing and summarizing skills may take time to achieve, but the long-term benefits will make the effort worthwhile. Students can practice reading a passage from an article a few times; then put it aside and, in their own words, write out a paraphrase or summary of that passage. An analogy to keep in mind may be how a piece of music can be interpreted in countless ways, showing that there are many different and unique ways of expressing the ideas of another.

**Turnitin**

Many faculty may require students to submit their work Turnitin, a Web-based learning tool to prevent and detect plagiarism. This is to protect the academic integrity of your work and also to ensure you possess the requisite academic citation skills. Once your paper is submitted, Turnitin will compare its content to content in three primary databases:
2. Commercial papers from books, newspapers and journals.
3. Any other student papers previously submitted to Turnitin.

Turnitin then produces an “originality” report that includes an indication of the proportion of your paper that has exactly matched content from another source. NOTE: Turnitin is available for all students to use prior to submitting your papers, even if your instructor hasn’t required it.

Plagiarism is taken very seriously at CUSSW and will lead to review and action by the Ethics Board.

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**CUSSW ETHICS BOARD**

Columbia University School of Social Work is an academic and professional community committed to fostering intellectual inquiry and learning in a climate of academic freedom, integrity, honesty, and respect for the rights of others. A student who engages in any form of academic dishonesty or personal misconduct in the classroom or the field is subject to formal disciplinary procedures. The CUSSW Ethics Board is responsible for handling all cases of academic dishonesty or personal misconduct as described herein.

I. Definitions of academic dishonesty and personal misconduct in the Classroom or Field

A. The following list provides examples, but is not exhaustive, of acts that, when committed by a student, shall constitute academic dishonesty:

i. **Plagiarism** (e.g., the failure to acknowledge adequately ideas, language, or the research of others, in papers, essays, dissertations, or other works).

ii. **Cheating** (e.g., cheating on exams or tests, using unauthorized notes or study aids, allowing another party to do one’s work/exams and turning in that work/exam as one’s own, or submitting the same or similar work in more than one course without permission from the course instructors).

iii. **Fabrication and/or falsification of data, research or resources**.

iv. **Deliberate falsifications** with the intent to deceive as it applies to an academic submission (e.g., submitting another’s paper or work product, or parts thereof, as one’s own.)

v. **Providing or offering rewards in exchange for a grade**, an assignment, or the aid of academic dishonesty.

vi. **Attempting to intimidate** a student, staff, or faculty member for the purpose of receiving an unearned grade.

vii. **Intentionally facilitating any act of academic dishonesty or misconduct including but not limited to knowingly assisting others in plagiarism by making one’s papers, essays, or other written work available for such use.**
B. The following list provides examples, but is not exhaustive, of acts, that when committed by a student, shall constitute personal misconduct:


ii. Harassing, coercing or intimidating any member of the community in the classroom or during activities directly related to classroom instruction, within the administrative offices of the school, or at field placement on the basis of a protected category (e.g. gender, race, ethnicity, religion, disability, age, national origin or sexual orientation).

iii. Improper disclosure through electronic or other means (e.g. email, internet websites or postings) of confidential information, including but not limited to, confidential information pertaining to clients or field placements.

iv. Improper use of the library and its resources (e.g., theft or purposely hoarding or hiding books and materials).

v. Misuse, alteration or fabrication of documents, including university records or other documents or records related to the student’s field placement.

vi. Unauthorized or improper use of University services, equipment, library or laboratory facilities, including computers, CU email or web addresses, and telephones.

vii. Failure to comply with an order of a legitimate University authority acting in the line of duty, including a security officer, faculty member, or other official.

C. While acts of academic dishonesty or personal misconduct may involve issues of academic performance, it is not within the authority of the Board to review the academic performance of a student, except as it relates to the imposition of sanctions as described in section VII.

D. Conduct that falls outside of the items described above, including, but not limited to, other behavioral concerns, academic performance, disputes over grades, and grievances that concern faculty behavior and language, shall be addressed through alternative procedures as provided for in the Columbia University School of Social Work Student Handbook.

II. Informal Resolution

A. Except for charges of serious plagiarism, charges of academic dishonesty or personal misconduct may be resolved by an individual faculty member and the student involved. Either party may wish to involve the Associate Dean of Academic Affairs, whose office includes both the Associate Dean and the Assistant Dean, at the outset of the resolution process. Discussions aimed at informal resolution must remain confidential and generally should last for no more than ten working days.

B. Charges of serious plagiarism cannot be resolved informally and must be referred to the Ethics Board for a formal proceeding. Serious plagiarism is defined as submitting
another’s work product as one’s own or using large pieces of others’ work products without citation.

C. All incidents, even if resolved informally, whether they result in sanctions or not, must be summarized and sent to the Associate Dean of Academic Affairs. All such incident reports shall be confidential and shall be segregated in a separate file and shall not be included in the student’s personal file or the student information system. In the event of successive charges of academic dishonesty or personal misconduct involving the same student, the Associate Dean may disclose previous incidents to the faculty member or administrator making the charge, and to the Ethics Board if such is convened. A record of such incidents shall be maintained, but upon graduation of the student all identifying information will be redacted.

III. Ethics Board Composition and Selection

A. The Board shall consist of two faculty members, one senior administrator, and two students. The faculty member in the second year of his or her term shall be designated as Chair of the Board.

B. The term of office for student members of the Board shall be one year, from one commencement to the next.

C. Student members shall be selected by the Executive Board of the Student Union in the Spring to serve for the following academic year. The students selected shall be second year students who have successfully completed their first year in both class and field.

D. The term of office for faculty members of the Board shall be two years.

E. Faculty members shall be selected from full time CUSSW faculty on a rotating basis. The Associate Dean is responsible for appointments to the Board, and will appoint members alphabetically from a list of eligible faculty. Faculty with less than two years of employment at CUSSW shall not be eligible to serve on the Board. The appointments shall be staggered, and for the initial appointment, one of the two faculty appointments shall be for a term of one year only.

F. If an appointed faculty member is the mentor or advisor of a student appearing before the Board the member will be excluded from serving for that case. He or she will be replaced by the next faculty member eligible to serve on the Board, chosen in alphabetical order, and who is available to attend the hearing.

G. The senior administrator shall be selected by the Dean.

IV. Filing of Formal Charges.

Charges of academic dishonesty or personal misconduct not resolved informally may be brought to the Ethics Board for a formal proceeding. Charges may only be filed by a faculty member or administrator. It is within the faculty member or administrator’s discretion to determine whether a charge is to be filed, with the exception of serious plagiarism as described in Section II (B). The faculty or administrator making allegations shall submit to the Chair of the
Board a written description of the charges. The Chair shall provide the student with written notification and description of the charges.

V. Hearing Procedures.

A. Hearings will be conducted in a timely fashion, and are to be completed within twenty working days of the date the student was notified of the charges.

B. If any member of the Board believes him or herself to be biased or to have a conflict of interest, he/she should recuse him/herself and the rest of the Board, by majority vote, may appoint a replacement. Faculty will be replaced with faculty, students with students, and an administrator with an administrator.

C. The hearing is not an adversarial courtroom-type proceeding. Rather, the proceeding is intended to enable the members of the Board to determine the truth of the charges made and to determine what sanctions, if any, should be imposed. No recording or verbatim transcript shall be made of the proceedings.

D. Hearings may involve one or more sessions, depending on how long it takes to collect, present and evaluate the evidence needed to review the charge of misconduct.

E. The student shall have an opportunity to provide a written statement, written by him/herself, in response to the complaint.

F. The Board may make any procedural decisions it deems necessary to ensure fairness and to avoid undue delay. It may look at any evidence it deems relevant and material to the proceedings, and may decide the appropriate weight that should be accorded to any evidence it considers. The Board determines the admissibility, relevance and materiality of the evidence offered, and may exclude any evidence or witnesses it deems repetitive, irrelevant or disruptive.

G. The faculty member or administrator filing the complaint may be asked by the Board to appear before it to discuss the complaint, and to answer any questions its members may have.

H. The student may be asked by the Board to appear before it and answer any questions board members may have, or if not so requested, the student may choose to appear to discuss the complaint. If the student chooses not to appear or testify he or she will be informed that the Board will proceed to a decision. The student may select a current CUSSW student to consult with during the proceedings. The person selected by the student may attend the proceeding but may not participate as an advocate. He or she may not pose questions to the board members or intervene in the proceedings in any way, and is not privy to board deliberations. Although the student is free to consult with an attorney, he or she is not permitted to have an attorney present during the proceeding or at any appeal.

I. To find the student has committed the charge alleged, the Board must be persuaded that there is “clear and convincing” evidence that an infraction of the rules for academic dishonesty or personal conduct has occurred, and must decide by majority vote. The Board will make a recommendation to the Dean as to the appropriate sanction if an infraction has occurred, however, the final sanction/discipline will be imposed by the Dean of the School.

J. The decision of the Board is rendered in a written report and includes the rationale for the decision and any supporting evidence, and the sanction recommended. The decision
should in most cases be rendered within ten working days of completion of the hearing. Notification of the Board’s decision and its written report are sent to both parties (the student and the complainant), members of the Board and to the Dean of the school.

K. All deliberations of the Board are held in private and are confidential. All deliberations of the Board are held in private and are to be treated as confidential. Information regarding the activities of the Ethics Board and/or its decision making process should be kept as confidential and only shared with University employees who have a legitimate educational need to know; moreover, such information should not be shared with external entities except where deemed necessary as described above in (j) (required notification of decisions) or if legally required (e.g., in response to a valid subpoena).

VI. Sanctions.
Sanctions shall be imposed that are appropriate to the nature and severity of the violations to which they are attached and to the student’s general character and behavior as a member of the social work school community. Previous incidents, if any, may be considered when deciding on the sanction. While the student’s overall academic performance is not at issue, it might be a mitigating factor when deciding on a sanction.

A. A non-exhaustive list of authorized sanctions includes:
   i. Warning, or a reprimand, which becomes part of the student’s official record but is not considered a formal disciplinary action.
   ii. Additional work such as writing extra papers, or accumulating extra credits in order to graduate.
   iii. Ethical probation, for a period to be specified by the Board, with or without conditions such as counseling, which is intended to serve as a serious warning to students whose conduct gives cause for concern. It is hoped that probation will cause the student to return to satisfactory behavior. The student will be relieved from probation if, at the end of the set period of time, satisfactory conduct has been maintained. Failure to meet the conditions of probation is a serious matter, and will ordinarily result in suspension or dismissal.
   iv. Suspension, which requires that the student not register for a period of one or more semesters and is recorded on the student’s permanent transcript.
   v. Dismissal, an action taken in serious disciplinary cases, which ends a student’s connection with the University and is recorded on the student’s permanent transcript.
   vi. A combination of sanctions is also authorized.

B. If the violation involves academic dishonesty in a course, the Instructor shall have sole authority to determine the grade for the course or any additional assignments that may be required. The discipline imposed by the Dean of the School shall be in addition to, and not a replacement of, any sanction imposed by the Instructor related to the course.

VII. Appeals.
An appeal may be submitted by letter to the Dean within thirty (30) days of receipt of notification of the sanctions imposed, clearly stating the grounds for appeal. The Dean shall
review the record and may consult with the members of the Ethics Board, but shall not consider new evidence. Ordinarily, the determination of an appeal will be based on procedural grounds rather than a re-examination of the facts. If the Dean finds that there is new evidence that the Board did not consider, the Dean should ask the Board to reconvene to consider the new evidence. The decision of the Dean is final. Both the complainant and student are advised of the outcome of any appeal in writing, as are members of the Board.

VIII. Annual Board Review
The Ethics Board, in conjunction with the Associate Dean of Academic Affairs, will review the operation of the Board at the end of each academic year, and prepare an annual report. The report will include information on the number and types of cases resolved informally, formally, and appeals, and recommendations, if necessary, for any modifications in procedures. The report will be presented to the faculty at the beginning of the next academic year.

“Dean’s Discipline” Procedures, CUSSW

A student charged with a disciplinary infraction subject to “Dean’s Discipline” is entitled to notice of the charges, an opportunity to be heard, and an opportunity to appeal a disciplinary decision to the Dean of this School.

The University-wide Rules of Conduct govern conduct related to demonstrations, rallies and picketing and may displace “Dean’s Discipline” in cases of serious violations.

Ordinarily, a disciplinary proceeding begins with a written communication from the Office of the Associate Dean of Enrollment and Student Service Systems, requiring the student to respond to a specified charge at a disciplinary hearing. In rare cases, the proceeding may begin with an oral communication requiring the presence of the student at a hearing. The hearing is held before at least two Deans or staff. The hearing is a fact-finding proceeding. It is not an adversarial courtroom-type of proceeding. The student may not necessarily be present to hear other witnesses and there is no formal cross-examination of witnesses or objecting to evidence. Although students are always free to consult with an attorney, they may not have an attorney present during a disciplinary hearing or at any appeal.

The student is informed of the evidence that led to the charges against him or her and is asked to respond. The student may also offer his or her own evidence. The student’s evidence may entail his or her own appearance at the hearing and may include the appearance by others (witnesses) on his or her behalf. It also may include written submissions and other relevant documents that the student may wish to submit.

After the Office of the Associate Dean of Enrollment and Student Service Systems has heard the student and others and has considered all of the evidence, it reaches a determination and notifies the student in writing of that decision. If the student is found to have committed a disciplinary infraction, the penalty can include censure, probation, suspension, and dismissal.
In general, under University policy and federal law, information about pending dean’s disciplinary proceedings against a student are confidential except for those cases that require a mandatory report to the Columbia University Student Services for Gender Based and Sexual Misconduct.

The student has the right to appeal a decision that results from a disciplinary hearing to the Dean of the School. The appeal must be made in writing within seven (7) days of the time when he or she is notified of the decision, and it must clearly state the grounds for appeal. Such appeals should be sent to:

**Columbia University School of Social Work**
Office of the Dean
Room 615, 1255 Amsterdam Avenue
New York, NY 10027

Normally, when considering an appeal, the Dean of the School relies solely upon the written record and does not conduct a new factual investigation. Moreover, the Dean focuses upon whether, in his or her view, the decision and results of discipline are reasonable in light of all of the circumstances surrounding the case. No further appeal is available within the University.

All non-academic and field education issues within the purview of the Office of the Dean are covered by the “Dean’s Discipline” Procedures.

**Committees of the School**

**School Coordinating Committee**
The School Coordinating Committee is chaired by the Dean and comprises the chairs of all elected standing committees for the duration of their terms; one representative each of the non-tenured faculty, professors of professional practice, and research scientists; M.S. and Ph.D. student representatives; and Associate and Assistant Deans. It serves as the School’s centralized committee for planning and communication. It is the venue through which School-wide accomplishments, concerns, and events can be identified, reported, coordinated, collectively addressed, and/or referred to appropriate deliberative bodies. The Committee advises the Dean and serves as an important vehicle for promoting transparency and information-sharing as well as collaboration among different constituencies School-wide.

**Curriculum Committee**
The membership of this committee includes four elected and four appointed faculty members, several ex-officio school administrators (e.g. Associate Dean of Academic Affairs, Associate Dean of Enrollment and Student Services, and Assistant Dean of Field Education), and two (2) M.S. student representatives. The Curriculum Committee is the major body providing oversight
of the school’s M.S. educational program, including curriculum policy, design and content. It is the final authority except in those matters that are the explicit responsibility of other committees or are reserved to the Dean by University statute.

**Diversity Committee**
This committee is charged with working with other school committees to enhance the systematic attention given to diversity as it is related to the curriculum, faculty, advisors, the development of field instructors, the recruitment and retention of a diverse student population and faculty, and extracurricular activities. In addition to faculty and administrators, there are student members, appointed by the Student Union, the student body’s governing body.

**Curriculum Area Concentration Committees**
Committees are established in subdivisions of the curriculum as needed; students have representation on each Curriculum Area Concentration Committee. These Committees are responsible for reviewing and making recommendations regarding educational and administrative policies within the concentration. In curriculum matters, they act as subcommittees of the Curriculum Committee and they advise the Dean in carrying out educational and administrative policies.

**Ethics Board**
The Ethics Board is a standing committee of faculty and students. The charge of the Ethics Board is to determine whether an ethical violation has indeed occurred when a complaint is brought forth with regard to a student and if so, to determine how it will be addressed. As a professional school bound by the NASW Code of Ethics, it is also important that CUSSW have a mechanism to address breaches of the Code, academic dishonesty and forms of personal misconduct. (See Ethics Board above).

**Other Committees of the School**
Students also participate on the following committees: Field Education Policy.

NOTE: Each Fall, students are emailed an invitation to apply to be a representative on various School Committees. These applications are reviewed by the Student Union Executive Board and students are appointed to committees accordingly.
RESOURCES AND SERVICES FOR STUDENTS

CUSSW Writing Center

Warren Green
Director
Room 530
212/851-2232
swwrite@columbia.edu

The Writing Center provides assistance to CUSSW students with any writing issue related to program course work. We will address conceptual matters such as how to approach a paper and how to develop, clarify, and organize ideas, research material, and writing. Questions about integrating literature, about grammar, punctuation, expression, and APA style are welcomed. The Center can be of help to students unfamiliar with American academic writing or for whom English is not their primary language. Students who wish help moving a paper along or who feel blocked may find this service helpful as well.

The Center’s mission is to work with students who wish to improve their writing. It is not a proofreading or editing service, although we can help students develop these skills. Papers brought in must be copies, typed, and double-spaced. In addition, students need to bring along a copy of the assignment they are working on as this helps the reader understand whether the issues are being appropriately addressed.

Office hours are by appointment only, which can be made utilizing an online system.

The Center also provides handouts on APA style and on various writing issues, as well as links to social work research sites, all of which can be used as aids to research and writing. The handouts can be found in racks outside the Writing Center and in the School’s online “Forms and Documents Library.”

Office of Career & Leadership Development

Kim Barberich
Director
Room 525
212-851-2321
kcb2105@columbia.edu
swcareer@columbia.edu

Donna Holder
Career Counselor
Room 526
212-851-2399
dsh33@columbia.edu
The Office of Career and Leadership Development offers guidance to students and alumnae as they cultivate and refine their career interests, experiences and goals, and provides information and tools to help them make sound professional decisions. The office offers a variety of services for professional and leadership development. Information can be found on workshops, events, graduate and post-graduate study, full time job opportunities, internships and fellowships, licensing and certification, as well as summer, part-time and volunteer social work positions that may complement, enrich and expand a student’s educational and professional experience.

WORKSHOPS

Throughout the year, the office supports students through career focused programming and events to help them plan and carry out their professional development. Workshops are offered during the Fall and Spring semesters and provide tips on writing resumes and cover letters, the job search process, interviewing, networking, licensing and salary negotiation. In addition, the office provides informational handouts or “tip sheets”, available outside Room 525 and on the Web page, covering a range of topics. Primarily directed toward master-level students, these seminars are also open to doctoral students and alumni/ae.

EDUCATIONAL MATERIALS

During Orientation master-level students will receive the CUSSW Guide to Career Development. This Guide offers information and resources to help students identify, manage and execute their professional goals over the course of their time at CUSSW. The Guide includes tip sheets and tools that will allow students, in conjunction with individual career counseling, to plan and benchmark their career development outcomes and progress.

INDIVIDUAL CONSULTATION

The office offers individual 30 minute career counseling to students and alumni both by appointment and during weekly drop in hours (Tuesdays, 12-2 and Thursdays, 4-5). Any student can make an appointment online for individual guidance. Drop-in appointments are on a first-come first-serve basis in Room 525 and 526. Alumni can make a 30-minute career counseling appointment by emailing the office.

JOB AND CAREER FAIRS

Career fairs provide the opportunity for the student to distribute his/her resume and market his/herself, while also gathering more information about various companies and organizations. Each Spring in collaboration with consortium of New York Graduate Schools of Social Work, the office Career and Leadership Development co-hosts the MSW Job Fair. Typically 40 + employers participate in the event. In partnership with CCE (CU Center for Career Education) and Teachers College respectively, CUSSW takes part in CU’s Not-For-Profit & Public Service Career Fair (Spring), International Organizations Day (Spring) and Teachers College’s PreK-12
Education Career Fair (Spring), as well as in other campus-wide professional career development activities.

**JOB LISTINGS**

Students and alumni/ae can read up-to-date job announcements on experience, the web based recruiting site. This site for students is: [http://cussw-msw.experience.com/er/security/login.jsp](http://cussw-msw.experience.com/er/security/login.jsp), and the site for alumni is: [http://cussw.experience.com/alumnus/branded_login](http://cussw.experience.com/alumnus/branded_login). These sites allow employers to post jobs and summer internships exclusively for CUSSW students and alumni/ae. Each current student is provided with a unique password, and can view the site and apply to jobs and summer internships at their convenience. Alumni can create their own log in, and sign in once she/he is approved by the office.

**LETTERS OF REFERENCE**

By University policy, faculty members must respond conscientiously to requests from students and graduates for letters of reference. Requests for letters of reference are to be made directly to faculty members. Employment references are not provided by the Office of Career and Leadership Development.

**NETWORKING ACTIVITIES WITH ALUMNI/AE AND DEVELOPMENT RELATIONS**

During the year, there is special programming for alumni/ae and opportunities for current students to meet graduates of CUSSW. Networking includes meeting/contacting people one knows (and doesn't know) to gather career-related information, advice, and support, and is one of the best ways to tap into the hidden job market.

**NEWSLETTER/E-UPDATE**

The Office of Career and Leadership Development provides a weekly email to all master-level students. Students are encouraged to read the emails for updated information on workshops, jobs, fellowships, internships and additional important career information.

**PROFESSIONAL LICENSING AND CERTIFICATION**

The office maintains current information and conducts workshops on licensing and certification of social workers. For more information, see the Professional Licensing and Certification section of this Student Handbook, below.

**REFERENCE BOOKS**

The office provides a small, but select, collection of books on career and leadership subjects, which is housed in the office in Room 525. There are books on career campaigning, on making
general career choices, as well as job source publications relative to major cities, the U.S. government, and international and minority organizations.

QUESTIONS?

Answers to most questions can be found online in the Career Services FAQs. If you cannot find your question and answer there, call the Career Services Office at 212/851-2399 or e-mail swcareers@columbia.edu.

PROFESSIONAL LICENSING AND CERTIFICATION

- **Keep and maintain personal records**: For credentialing or licensing, or to demonstrate qualifications for employment, it is necessary to present proof of experience and/or education. Typically this kind of information cannot be secured or reconstructed after the fact.
- **Collect and save**: Course syllabi, proof of hours under supervision, certificates of continuing education, internship job descriptions, etc.

**Jurisdictions and State Regulations**

Licensing and certification is a state regulatory function. Thus, every jurisdiction has its own laws and regulations. The student/alumni/ae should review the material distributed by each jurisdiction where she/he is seeking licensure to determine whether he/she meets eligibility requirements.

This information can be accessed through the Web pages of the Association of Social Work Boards (ASWB). Each jurisdiction has established criteria governing who may take an examination. After establishing eligibility to test, follow the jurisdiction’s instructions for becoming licensed.

**Licensing Examination and Regulations**

The ASWB examination for social work licensure is used in every jurisdiction except California. If an ASWB examination is required by the jurisdiction where seeking licensure, one does not have to take the test there. It is possible to take the examination wherever it is convenient. ASWB will forward the results to the jurisdiction(s) indicated. Be sure to take the level of examination that is required by the jurisdiction where licensure is being sought.

ASWB develops and maintains four categories of social work licensure examinations: Bachelors, Masters, Advanced Generalist, and Clinical. Not every jurisdiction uses all four categories, so candidates must be sure to check with individual boards to find out which examinations are appropriate for the jurisdiction in which they are seeking licensure.
Information on social work regulations for all states, D.C., Puerto Rico, Virgin Islands, and Canada, the ASWB examination, and criteria governing who may take an examination is available at: www.aswb.org. ASWB Candidate Handbook is available in Room 525.

**Licensing Information – Tri-State Area**

Application packets for NY State Licensed Master Social Worker as well as additional information regarding licensing in NY, NJ, CT and CA and exam preparation are available in Room 525.

**New York**
State Board for Social Work  
NY State Education Department  
Office of the Professions  
Division of Professional Licensing Services  
89 Washington Avenue  
Albany, NY 12234  
518/474-3817, ext. 250  
op4info@mail.nysed.gov  
www.op.nysed.gov/csw.htm

**New Jersey**
State of New Jersey  
Department of Law and Public Safety  
Division of Consumer Affairs  
Board of Social Work Examiners  
124 Halsey Street, 6th Floor  
P.O. Box 45033  
Newark, NJ 07101  
973/504-6495  
http://www.state.nj.us/lps/ca/medi a/socialwork.htm  
860/509-7567  
www.dph.state.ct.us/Licensure/licen sure.htm

**Connecticut**
Department of Public Health  
Clinical Social Worker Licensure  
410 Capitol Ave., MS#12APP  
P. O. Box 340308  
Hartford, CT 06134

**Computing Services**

**COLUMBIA UNIVERSITY TECHNOLOGY INFORMATION**

Columbia University Technology Information (CUIT) provides computing and communications systems, services, and support to the University community. CUIT maintains a Helpdesk Support Center located at 202 Philosophy Hall, a help desk phone (212/854-1919), and a general electronic mail address (askcuit@columbia.edu) where students, faculty and staff can receive assistance with a broad range of computing and data communications needs.
CUIT provides services that include the following:

- **Information**: guides, handouts, and computing courses
- **Conversion and Recovery**: a service station is available for conversion of files between data and disk formats and simple file recovery
- **Software Distribution**: free software applications including PC PhoneHome, virus prevention software* such as Symantec AntiVirus, Endnote, ProCite, and Reference Manager (a bibliographic management system) to name a few.
- **Printing Services**: PC and Macintosh stations are available for use with a Hewlett Packard laser printer; pages cost $0.10 each with $1 minimum
- **Consultation and Advice**: help regarding computer equipment and software

Detailed information about CUIT systems and services can be found on the [CUIT Web site](http://www.columbia.edu/cuit/software/nav/).

CUIT services and facilities complement the services available through the School’s Office of Computing and Instructional Technology.

*The University strongly recommends that each student, faculty and staff member has a current virus prevention application on every computer and to keep it updated at all times. CUIT has purchased a site license for Symantec AntiVirus. As a member of the Columbia University community, all CUSSW students can download and install Symantec AntiVirus on their personal computers at no charge. The download site is: [http://www.columbia.edu/cuit/software/nav/](http://www.columbia.edu/cuit/software/nav/)

**Email**

An email account is generated for every entering matriculated social work student. Information sessions about email at Columbia are offered at the School during orientation. Students can activate their email accounts at any computer that has Internet access. Informational handouts about accessing email and activating email accounts are available in the Willma and Albert Musher Student Computing Center, located in Room 105 of the Social Work Building. All students have 250 MB of storage space for Cyrus email and 20 MB for personal Web pages and CUNIX home directory.

**Wireless Network**

The Social Work building offers wireless access, which makes it possible for students using their personal laptop computer to access their email and the Internet, as well as to print to the high-speed laser jet printers in the student lounge. Students who wish to have their laptop configured to take advantage of the wireless printing, may call 212/851-2342 or stop by the Computer Lab on the 1st floor (Room 105) of the Social Work Building to make an appointment via a lab consultant.

Wireless access is also available on the Columbia Morningside campus. The wireless network is available to Columbia students, faculty and staff and offers fast and reliable data connection speeds of up to 54Mbps. Coverage is currently limited to some key outdoor common areas and various classrooms and lounge areas. Coverage will improve as the wireless network is
expanded to accommodate the entire campus. For more details, including specific locations and hardware requirements, please see the CUIT Website.

**SCHOOL OF SOCIAL WORK COMPUTER FACILITIES**

In addition to the wireless network, the Social Work Building has computer terminals in multiple locations for student access. Some such locations include:

- Willma and Albert Musher Student Computing Center (Computer Lab), Room 105
- Student Lounge, Room 214
- Electronic Classroom, Room 401
- Fourth Floor Hallway
- Fifth Floor Hallway
- Admissions Area open, office 514
- Concourse Level, open area
- Doctoral Student Computing Facilities, open area 909 and 923

**Willma and Albert Musher Student Computing Center**

The Willma and Albert Musher Student Computing Center, better known as the Computer Lab, located in Room 105 of the Social Work Building, has 57 Intel Core 2 Duo PC computers with an extensive array of built-in software, two high-definition color scanners, five hi-speed LaserJet printers and one resume printer. Among the programs available are Microsoft Office and a number of statistical and social research-related applications. In addition, the computers provide access to the University’s email system and high-speed access to the Internet.

The Computer Lab is reserved exclusively for Columbia University School of Social Work students. Therefore, students must have a valid Columbia University ID to gain entry to the Center. A CUNIX user ID and password are required to log on to lab computers and for printing.

The lab strictly adheres to a “No Smoking, No Food, No Drinks, No Cell Phones, and No Loud Noise” policy. Please respect this policy. Anyone who does not observe this policy will be asked to leave the computing lab. Furthermore, if a student does not adhere to the policy, they may lose their computing privileges at the School of Social Work.

The Lab Consultants are available to assist students with computing problems and troubleshooting during lab hours. **Lab hours are subject to change. Please check this Web page for updated computer lab hours.**

**Student Lounge, Room 214**

The Student Lounge, located on the second floor (Room 214) across from the Social Work Library, has three express terminals, one high-speed laser printer, network jacks and power for laptop connectivity to the left or right of the booth seating and, as elsewhere in the building, offers wireless connectivity.
Electronic Classroom, Room 401

The electronic classroom (Room 401) has 25 high-speed networked computers, one high-speed laser printer, one instructional computer, a DVD, VCR, speakers, and an LCD projector. There is an instructional workstation equipped with a Creston control touch panel and computer with a flat panel screen. Instructors and students may bring in their laptop to connect and project.

ColumbiaNet Kiosk Stations (Express Terminals)

ColumbiaNet kiosk stations, also known as Express Terminals, provide easy access to a wide variety of campus information, electronic mail, and the Internet. Placed on the concourse level, fourth and fifth floor lobbies and hallways in the Social Work Building, and in the libraries and lounges across campus, they are accessible to anyone at Columbia. ColumbiaNet kiosk stations are often used for quick access to services for short periods of time.

Doctoral Computing Facilities

The doctoral computing facilities are located on the 9th floor of the social work building. They include 20 Intel Core 2 Duo PC computers with an extensive array of built-in software, one high-speed laser printer. 12 of the computer workstations are located in open office area 909. The remaining eight computer workstations are located in open office area 923. The doctoral printer is located in the northeast corner of open office area 923. In addition, doctoral students are welcome to use the first floor Computer Lab, located in Room 105 of the Social Work Building.

Social Work Instructional Facilities

The instructional facilities include thirteen classrooms, three seminar rooms, five breakout rooms and two role-play rooms. All classrooms and seminar rooms have ceiling-mounted projectors, instructional computers with Ethernet connections, and multimedia equipment (e.g., DVD players, VCRs, document readers, etc.), thereby providing instructors and students with the ability to view recordings or to access network utilities (the Internet, email, mainframe software and data sets, etc.).

There are primarily two types of classrooms. The first is the case study classroom. These classrooms provide stadium-style fixed seating (two 50 seat - C05 and C06 - and one 73 seat - C03 - classrooms). The largest classroom has the capacity for video conferencing, with push-to-talk microphones, power, and Ethernet connections at every other seat, two projectors, video cameras, and an instructional podium.

The second is the flexible flat classroom of which there are ten (Rooms 301, 302, 304, 305, 311, 312, 401, 404, 405, and 406). These classrooms are furnished with either tablet chairs or chairs
and tables with casters. There is an instructional workstation equipped with a Creston control touch panel and computer with a flat panel screen.

There are three seminar rooms (C01, C02, and 402) to hold small classes. These rooms provide multimedia options for presentations.

There are two role-play rooms. The smaller role-play room (Room 412) provides soft seating for a dyad or triad interview with a video camera and 32” flat panel for recording and playback. The larger room (Room 411) can accommodate a large group (e.g., group meeting) with a wall-mounted video camera and monitor for recording and playback. The video can be controlled locally or in the centralized control room for recording and/or broadcasting live to other classrooms in the Social Work Building. Role play rooms are available for course-related assignments in which the instructor has made previous arrangements with the Office of Computing and Instructional Technology.

For a full description of the classrooms, their capacity and functionality, as well as policies regarding use, please review our Room Reservations and AV Information.

_Students interested in utilizing the instructional audio-visual equipment for class-related purposes must request an orientation two weeks in advance. To schedule an orientation session, send an email request to:_ swav@columbia.edu.

**Social Work Printing Policy**

Printing is available in the Computer Lab (Room 105), the student lounge (Room 214), the electronic classroom (Room 401), the doctoral student lab (open area 909 and 923), the Social Work Library (second floor) and the various CUIT computer labs around the campus. Students are allocated 2500 (duplex or simplex) pages on CUSSW printers per term (Fall and Spring) and 20 pages per week on CUIT and Library printers. If additional pages are required, extra pages can be purchased online.

There is wireless connectivity throughout the building, which makes it possible for students using their personal laptop computer to print to one of the available high-speed laser printers. Students who wish to have their laptop configured to take advantage of the wireless printing, may see the lab consultant in the Computer Lab (Room 105).

**Questions**

Please send questions, concerns, or suggestions about the School of Social Work computing facilities via email to the following email address: swhelp@columbia.edu.

**CourseWorks@Columbia**

The University has launched [NewCourseWorks](#) at Columbia, an instructional resource for students and faculty. For students, [NewCourseWorks@Columbia](#) serves as a single point of
entry to all the courses in which they are registered, and includes course syllabi, readings, bulletin board discussions, and also links to digital library reserves. In some cases, faculty members include their lectures and assignments.

Students will be prompted for their UNI (this is the CUNIX email account without the “@columbia.edu”) and their CUNIX password. Students will see a listing of the courses in which they are currently registered. Each CUSSW course contains a link to the course syllabus and related material.

For assistance accessing CourseWorks, students may stop by the first floor computer lab, located in Room 105, and ask the lab consultant for assistance.

SCHOOL OF SOCIAL WORK WEB SITE

http://socialwork.columbia.edu/

The CUSSW Web site is designed to be a prime resource for current students, graduates and potential students. The website provides direct access to the Social Work Library Home Page, information about admissions, financial aid, Student Services, faculty initiatives, course Web pages, and career development opportunities, as well as a link to the Field Education Manual, this Student Handbook, and various other documents and forms. It is a growing resource with new features being added and current ones updated. Students are encouraged to visit the CUSSW Website regularly.

The CUSSW Website lists current events and announcements and outlines School policies and departmental information. To post an item of school-wide interest on the CUSSW Website, please contact the School’s Webmaster via email at: swweb@columbia.edu.

COMMUNICATION

All notices, registration and course schedule information will be sent via email. Information for the week will be sent on Mondays. It is the student’s responsibility to check his or her Columbia email account on a regular basis. This information will be sent only to the Columbia email account, not “Gmail,” etc. Columbia email may be accessed at terminals located throughout the University. Personal and confidential information will not be sent electronically.

Columbia University Bookstore

CU BOOKSTORE
2922 Broadway (in the Lerner Hall building)
Phone: 212/854-4131; 212/854-4132
The bookstore carries required and recommended textbooks for Columbia courses as ordered by the faculty. It also stocks academic supplies, imprinted items, clothing, and academically priced software. Students should be certain to purchase course books before midterms whenever possible, as the bookstore begins returning unsold textbooks to the publishers at this time.

The bookstore accepts cash, checks, and credit cards. As an added convenience, the bookstore accepts the CUID for payment if students have an active bookstore account. When paying by credit card, students may use American Express, MasterCard, Visa, or Discover Card. Payment by check requires two forms of identification or a Columbia ID.

RETURN POLICY

Textbook returns are accepted during the first two weeks of each term (first week of Summer sessions) and for three days from the date of purchase thereafter. All other items may be returned for three days from the date of purchase. Register receipts and identification are required to process returns. Please note that all items must be in new condition (except used books, of course). Software is not returnable once it has been opened.

The bookstore buys back textbooks year-round during regular hours of operation. During finals week we pay one-half the purchase price for books that have been reordered for courses for the following term. If a book has not been reordered for the following term, or if books are sold back at times other than during finals week, they will be bought back at a lower price based on the national demand for each title.

BOOKSTORE HOURS

Extended hours of operation are offered at the beginning of each term. For store hours between terms or on holidays, please call 212/854-4131 or 212/854-4132.

For hours of operation, please refer to the Columbia University Bookstore’s Web site:
http://columbia.bkstore.com/
The Social Work Library, located on the second floor of the School of Social Work building, boasts a collection of more than 75,000 bound volumes including books, conference materials, reference materials, and an outstanding collection of periodicals and educational films. In addition to social work reference, research, and instructional services provided by the Social Work Librarian, students have access to the Columbia University library system’s vast archival and research collections and to the expertise of social science, humanities, and area studies subject specialist librarians.

Library orientation sessions for entering students are scheduled during the orientation period and in the early weeks of the term. The Library is a vital resource to students, and security procedures have been established to ensure the availability of reading material for all who need them. Students are expected to respect required procedures. A valid Columbia University Identification Card is required for checking out books and using the Library.

The Social Work Library Web Page provides a wealth of resources for social work students including subject guides and Internet resources organized by topic, current library hours, staff phone numbers and email addresses, and departmental services. Students may access the Web page from any computer with a web browser.

*Hours may vary in the summer and during holiday and exam periods. Check posted schedules.*

**COLUMBIA UNIVERSITY LIBRARIES**

Columbia University Libraries/Information Services is one of the top five academic research library systems in North America. The collections include over 10 million volumes, over 100,000 journals and serials, as well as extensive electronic resources, manuscripts, rare books, microforms, maps, graphic and audio-visual materials. The services and collections are organized into 25 libraries and various academic technology centers. The Libraries employs
more than 550 professional and support staff. The website of the Libraries at
www.columbia.edu/cu/lweb/ is the gateway to its services and resources.

Among the services provided by the Libraries are:

**Library Information Office (LIO)**

Located in 201 Butler Library (212/854-2271), the LIO provides a wide variety of services to
faculty, staff, students, and visiting readers, including initial requests on visitor access to the
Columbia University Libraries. The office also answers general questions about any of the
Libraries' services and resources, administers user privileges, clears library blocks due to
overdue fines/fees, and distributes publications of a general nature about the Libraries.

**SERVICES AND EQUIPMENT**

For Students with Disabilities, based on approved accommodation, the Library:
- arranges orientations designed for the individual’s situation and interest;
- assists with the use of either the card catalogue or on-line computer catalogue;
- retrieves books from the stacks;
- arranges for the renewal of books by phone;
- permits the designation of a Deputy Borrower;
- provides copiers accessible to wheelchairs in several locations, including Social Work,
  Lehman, Business, and Butler Libraries;
- Provides equipment:
  - **Lehman Library:** one work station, color monitor with Vista Magnification System
    and ScreenPower Speech synthesizer; ColumbiaNet and CLIO access
  - **Business Library:** TeleSensory Systems Vantage print enlarger
  - **Butler Library:**
    - **Milstein Undergraduate Library (2nd and 3rd floors):** IBM PC/AT with color monitor,
      3.5
    - inch and 5.25 inch drives, mouse, Vista screen enlarger, IBM ProPrinter.
    - ColumbiaNet and CLIO access, located in a 24 hour reading room.
  - **Periodicals Reading Room (4th floor):** TeleSensory Voyager XL CCD print enlarger.
  - **Reference Department (3rd floor):** One work station: color monitor with Vista
    Magnification System and ScreenPower Speech synthesizer.
  - **Law Library (available for Law School users only):** Kurzweil reading machine;
    computer with modem, set up to vocalize electronic text (ARctic Crystal) and to print
    out electronic files via a Braille printer; portable brailler for note-taking; a room for
    visually impaired students to listen to tapes or live reading.
  - **Macintosh Laboratories (CUIT):** Software to enlarge text or images on the screen and
    software that permits people with dexterity problems to use the mouse and type
    multiple sequences.
PHOTOCOPYING

Photocopiers are available in most libraries and operate either with coins or copy cards. Copy cards reduce the cost per copy. Copy cards may also be purchased from machines located throughout the Columbia Libraries.

COLUMBIA LIBRARIES ON-LINE CATALOG (CLIO)

CLIO is the online catalog for the Columbia and Barnard libraries. It includes more than 4 million records for over 92 percent of the Libraries’ collections. Books, serials, journals, newspapers, online resources, government documents, microforms, sound recordings, video recordings, archival collections are listed in CLIO. Catalog records for electronic versions of journals, newspapers, or books may contain links directly to the online full text. Records for items on order or in the process of being cataloged are also included. The collections of the Law, Jewish Theological Seminary, and Teachers College libraries are excluded from CLIO. CLIO can be accessed by any computer with a web browser, Z39.50 client, or telnet client.

NEW YORK PUBLIC LIBRARY

A valid Columbia ID card will permit student access to the New York Public Library system. A New York Public library card must be obtained to borrow books. The Morningside Heights Branch is at 2900 Broadway, 212/864-2530. The Andrew Heiskell Braille & Talking Book Library is at 40 West 20th Street, 212/206-5400.

Financial Aid

OFFICE OF FINANCIAL AID
swfinaid@columbia.edu
212/851-2293
5TH FLOOR

The office will be open during orientation, registration and graduation. Please refer to the Student Resources site for hours of operation, the link to the online appointment system and financial aid FAQs.
CUSSW does all within its power to make the enrollment of every individual accepted for degree candidacy possible. The financial resources of the School include University funds in combination with those community resources that are compatible with the educational goals of the University. University resources consist of allocations from the yearly budgets, gifts, income from endowments, and loan funds. Community resources include grants from agencies with or without work commitments, Federal Work-Study programs, state grants, and loan funds.
Need is the primary consideration in the evaluation of applications for financial aid. Family income and assets, anticipated income from employment, and funding not affiliated with the school are determining factors in the amount of aid awarded.

Students may apply for various forms of student financial aid to include school scholarship funds, Federal Work Study grants, federal and school loans, and private loans.

Applicants must complete the Free Application for Federal Student Aid (FAFSA) when requesting federal funds: Federal Direct Unsubsidized Stafford Loans, Federal Work Study, and Federal Perkins Loans.

It is the responsibility of all students seeking financial aid to complete their FAFSA by February 15th in order to ensure that your aid is processed in a timely fashion.

**Scholarship Funds**

Institutional scholarships are awarded to a limited amount of students who demonstrate financial need according to institutional guidelines. The amount of this award differs amongst students based on eligibility and the availability of funds. Students receive half of their award at the beginning of each semester and may be granted from $2,000 to $8,000 annually.

In order to qualify, students must be enrolled for at least 10.5 credits (full-time status), in field education, and have valid U.S. citizenship or permanent resident status.

**Federal Work Study Program**

Many CUSSW students receive a Federal Work-Study (FWS) award as part of their financial aid package. FWS funding is limited, so the school is not able to offer awards to every eligible student. At CUSSW, students who are awarded FWS use their field placement as their work-study job. Federal Work-Study recipients are paid $8 per hour up to a maximum of 21 hours per week. Each FWS recipient must complete and submit an online bi-weekly time sheet.

The determination of a student’s eligibility for Federal Work-Study funds is based on demonstrated need. Any change in a FWS recipient’s estimated income or funding must be immediately reported to the CUSSW Financial Aid Office. Likewise, if a FWS recipient is offered a stipend by the field placement, the student must notify the CUSSW Financial Aid Office and the Director of Field Education. The student may not be eligible to receive both awards or may be required to have their FWS reduced.

For more information, please visit the Work Study Program website.
Services for Students with Disabilities

**UNIVERSITY DISABILITY SERVICES**
2920 Broadway
Suite 802
Lerner Hall, 8th Fl. MC 2605
New York, NY 10027
Email: disability@columbia.edu

**CUSSW Liaisons**
Colleen Lewis, Director
Voice: 212/854-2388
TDD: 212/854-2378
Fax: 212/854-344

**CUSSW Liaison Officer**
David Yam, Associate Dean
Room 522, 1255 Amsterdam Ave.
212/851-2359
dy2@columbia.edu

**CUSSW Coordinators**
Karma Lowe, Director
Jenni Kurosman, Manager
Office of Enrollment and Student Services
1255 Amsterdam Ave.
212/851-2364
212/851-2367

Columbia is committed to serving the needs of students with disabilities. Services to students with permanent or temporary disabilities are coordinated by the University Office of Disability Services. Disability Services works in conjunction with the School of Social Work to support its academic program and standards and to meet students’ disability needs.

The Columbia University Office of Disability Services provides access to a wide range of services and programs to assist qualified students in reaching their potential, such as:

- **Exam and Classroom Accommodations**: including extended time (time and a half); separate, proctored exam locations; reader services; use of a computer during exams; use of a tape recorder; an amanuensis; note taking services and books on tape;
- **Advocates for Ability**: a peers-helping-peers program providing students with a roster of tutors, readers, notetakers, interpreters, aides and attendants;
- **Accessibility Tours**: of the campus and loan of keys/access cards for use of accessible routes;
- **Adaptive Equipment Loan Services**: lending tape recorders, manual wheelchair, and TDD;
- **Academic Services**: such as group and individual assistance in key areas of skill development, including time management, study skills, reading skills, and note taking skills;
- **Personal and Group Support Services**: providing individual and group counseling on disability issues, academic choices, and employment/career planning;
- **Students with Disabilities Coalition**: for graduate and undergraduate students;
- **Resource Library**: of print, audio, video and electronic materials on disability related topics and issues.

Students are expected to identify their disability and to provide current and appropriate medical or diagnostic documentation before any accommodations can be considered. In cases involving students with learning disabilities, appropriate documentation must include a current assessment of the student’s adult level of learning skills and style and also must include a report summary and complete test battery scores. To allow sufficient time for review of needs and implementation of accommodations, students with disabilities are encouraged to contact Disability Services upon acceptance to discuss their specific disability needs and to plan any academic accommodations that may be necessary. More information about the Office of Disability Services, including how to register a disability and downloadable forms for documentation, can be found on-line at: [www.health.columbia.edu/ods/index.html](http://www.health.columbia.edu/ods/index.html).

All decisions regarding accommodations for students with permanent or temporary disabilities are made by the Office of Disability Services. The CUSSW Office of Enrollment and Student Services coordinates and facilitates the accommodations once they have been approved.

### Development and Alumni/ae Relations

**STACY KASS**  
Assistant Dean of Development and Alumni Relations  
Room 626  
212/851-2370  
shk2141@columbia.edu

**GRETCHEN KNUDSEN**  
Associate Director of Alumni Relations  
Room 628  
212/851-2372  
jm1404@columbia.edu

**JENNIFER MARCH**  
Associate Director of Alumni Relations  
Room 628  
212/851-2372  
gdk2111@columbia.edu

The Office of Development and Alumni Relations fosters community among the School’s alumni and future alumni and involves them in supporting the mission and goals of the School. The Alumni Association provides a forum for the more than 16,000 alumni around the world to come together to exchange ideas and professional expertise. Through *Spectrum*, the School’s magazine, the electronic *Alumni Newsletter*, and online media such as FaceBook and LinkedIn alumni are
kept up to date on news of their classmates and colleagues, trends in the field, and current initiatives at the School. In addition, the Association promotes programs and services that provide opportunities for professional growth.

There is no annual fee to become a member of the Alumni Association. All students are immediately enrolled upon graduation from CUSSW. In order to fund the Alumni Association as well as the School’s talented students and faculty (since tuition does not fully cover the cost of attending CUSSW) alumni are encouraged to give back. It is alumni participation in giving each year — not the size of gifts — that really counts. The legacy of generous alumni can be spotted throughout the School—named locations in the building, endowed professorships, and most importantly the financial aid received by 90 percent of current students.

Students are encouraged to get involved with the Office of Development and Alumni Relations long before graduation. Participation in programs such as new student orientation, panels with alumni speakers, and networking events provide opportunities for current students to partner with alumni from various fields of social work practice. Through these programs students establish lifelong personal and professional connections. At the same time, students are invaluable partners in the stewardship and cultivation of donors to the School. There are a number of ways for students to support CUSSW’s efforts to increase its financial aid endowment and expand the resources available for student scholarships. These include writing thank you letters, attending alumni events, meeting one-on-one with scholarship endowers, and calling donors to talk about new initiatives at the School, The Office of Development and Alumni Relations can be a valuable resource throughout a student’s CUSSW career and beyond. Please visit the Alumni web site at www.socialwork.columbia.edu/alumni

CUSSW Student Union

PURPOSE

Student Union representatives are elected by the student body and meet monthly. The CUSSW Student Union serves as the official representative of the students of the CUSSW. It investigates any problems that may confront the students at CUSSW, makes recommendations to CUSSW officials and professors concerning any such problems, and promotes the desires and best interests of the students.

In addition, the Student Union considers and reports student viewpoints and opinions to the Dean. Student Union meetings are open to all students. The student activity fee of $38/term funds Student Union and Caucus events.

The Student Union Office is Room 403. The officers can be reached during office hours listed on the door of the office, via the student mail system, or by calling the Student Union Office at 212/851-2361.
STUDENT REPRESENTATION IN SCHOOL POLICY

One of the primary functions of the Student Union is to facilitate the participation of students in all decision-making bodies of the School except the Committee on Academic Appointments. CUSSW students have a one-third voting representation on the policy-making bodies of the School. This includes the School Coordinating Committee, the Curriculum Committee, and the Curriculum Area Concentration committees.

Please refer to a copy of the student voting plan, available at the Reference Desk of the Library, for a more detailed description of student responsibilities in school policy making.

RELEASE TIME

School policy permits one day per term release time from class or field education to attend meetings with student groups or in joint meetings with faculty.

One half-day per month of release time from field education is reserved for students elected or appointed to School committees or task forces. An additional two hours of release time per month is set aside for student representatives elected to the School Coordinating Committee who also carry responsibilities in other decision-making bodies.

Students are released from field education responsibilities if they attend Community Day. Under the aegis of the Student Union, this special day-long event is held in the Fall and in the Spring terms.

Student Groups and Caucuses

Student groups and Caucuses that are affiliated with the CUSSW Student Union provide programming for their members and the school community. For a complete list and more information, view our Student Life site: http://socialwork.columbia.edu/student-resources/other-resources/student-life

Student Identification Cards

Every CUSSW student is required to have a Columbia Card. Incoming students are notified via email prior to Orientation about how to submit their photo for the Columbia Card. Those who do not submit their photo prior to Orientation receive alternate instructions at Orientation.

Returning students need to have their cards validated for each new year. This may be done by stopping by the ID Office located in 204 Kent Hall. Call 212/854-4323 to check office hours or
with any questions. Problems with the Columbia Card or the loss of a card should also be
directed to the ID Office. For more information on the features of the ID card and the programs
available, visit the Columbia University ID Center Web site: www.columbia.edu/cu/id/.

University Medical, Health Services & Health Insurance

COLUMBIA UNIVERSITY HEALTH SERVICES
212/854-2284
300 John Jay Hall
(Third and Fourth Floors)

Check the health Services website for hours of operation: http://health.columbia.edu/

Students are urged to carefully review the Health Services site for details about the University
Health Service and the health insurance requirement.

Health Services is closed on University holidays. Elevator access can be arranged through the
lobby guard. When it is closed during the school year, dial 415-0120 and the Columbia
Doctor/Nurse on call will give students urgent medical advice over the phone.

The Health Service provides a comprehensive range of primary care, health education programs
and other medical services including counseling and psychological services, a rape crisis center,
women’s health, travel and wellness services, and AIDS concerns and HIV care. Essential Off-
Campus Services covered by the Health Service Fee include:

- Coverage for treatment of accidental injury or medical emergencies
- Physician services related to the treatment of accidental injury or medical emergencies
- Emergency room care
- Emergency in-patient hospital care
- Off-campus mental health services
- Out-patient treatment for substance abuse

These services are offered free or for a nominal fee to students who have paid the University
Health Service Fee.

Students who have paid the Health Service Fee do not pay any additional charges when using
services provided on-campus through Health Services at Columbia, except for certain special
services such as immunizations and travel assessments. The Health Service Fee is billed
separately for each term on the Student Account Statement, covering the period of Sept. 1
through May 31. Services are available during the summer for a nominal fee. This fee covers all on-campus services, between June 1 and Aug. 31.

*Laboratory tests and X-Rays ordered by an on-campus clinician are performed off-campus and are not covered by the Health Service Fee. Students will need to provide information about their health insurance coverage at the time these services are rendered.*

**Full-time students** (for CUSSW students, 10.5 or more points) and **Summer Session students** (6 or more points) are required to participate in the University Health Service. Billing of the University Student Health Fee is automatic.

**Dual Degree students at UTS, JTS, and Bank Street** who are taking fewer than the required number of points to be full-time at CUSSW as described in the sentence above, will not be billed automatically for the Student Health Service Fee. To avoid being uninsured, follow the instructions in the section below on *Dual Degree Students*.

Waivers may be secured as described in the section below on *Procedures for Waivers and Changes in Your Health Insurance Status*.

**Immunization Requirements**

**MEASLES, MUMPS AND RUBELLA (MMR)**

New York State requires that all college and university students enrolled for 6 or more points be adequately protected against measles, mumps, and rubella (MMR). Students born on or after January 1, 1957, must provide documentation of immunity. (Students born before January 1, 1957, are assumed to have had exposure and need not take further action.) For more information regarding the state law, students should contact the Health and Related Services Immunization Line at 212/854-7210. Details on methods of documenting immunity are provided in the Health and Related Services brochure and on the Web site (www.columbia.edu/cu/health/).

In very rare cases, a student may be granted exemption from the MMR requirements if he or she submits documentation about a medical diagnosis or religious orientation that precludes further immunization. All letters will be carefully reviewed and considered by the medical director of Health and Related Services.

*Please note: Students who cannot provide evidence that they are immune to measles, mumps, and rubella will not be permitted to register for classes and may be charged a fine.*

**MENINGOCOCCAL MENINGITIS VACCINATION DECISION**

By New York State public health law, college and university students must receive information from their institutions about meningococcal meningitis and the vaccine that protects against
most strains of the disease seen on university campuses. The law requires all students registered for 6 or more points to decide whether or not to be immunized and to provide formal certification of their decision. (Proof of immunity will NOT be required.)

Columbia University provides an online system designed to make it easy for students to comply with this requirement. The process will take only a few moments and is completed in 3 steps:

- Read the information about meningitis, then log in with the UNI and password to certify the decision.
- Choose one of the three options and click “Submit Decision.”

Upon completion of these 3 steps, students will be compliant with this New York State public health law and no further action will be needed.

Students who do not provide their meningitis vaccination decision certification within 30 days of their enrollment at the University may be denied access to certain functions, including pre-registration, registration, and online grade look-up.

Information about meningococcal meningitis and the protective vaccine is available on the Health Services at Columbia Web site: www.health.columbia.edu/cur/news/vaccines/meningitis.html.

For students who decide to be immunized, the vaccine is available by appointment in Primary Care Medical Services (fee: $65), or through other primary care providers. Questions about this process or about the vaccine may be forwarded to meningitisinfo@columbia.edu.

TUBERCULOSIS TESTING

Social Work students in field education may be required by their field placement site to have a TB (PPD - Mantoux) test within the year preceding admission to the School and place the results on file with the University Health Service. In these cases, please contact the University Health Service at 212/854-7210 for information on the TB test. Although incoming students are pre-registered, by law a student may not begin their field placement without having the TB certification on file if required.

University Health Insurance Coverage Requirements

FULL-TIME STUDENTS

Columbia University requires all full-time CUSSW students to have two forms of health coverage. One is the Student Health Service, and the other is insurance.
All students who enroll in the Health Services at Columbia must have insurance that covers hospitalization and other outside expenses. Students may choose to enroll in one of the two levels of the Student Medical Insurance Plan offered by Columbia — in partnership with Chickering Benefit Planning Insurance Agency, Inc., and underwritten by Aetna Insurance Company of Connecticut (AICC) — or to carry a comparable alternate insurance plan. To us a personal policy, students must file for a waiver as described on the next page.

**PART-TIME STUDENTS**  
(FOR CUSSW STUDENTS, FEWER THAN 10.5 POINTS/TERM)

Part-time students are not required to pay the Health Service fee unless they are electing to enroll in the University Health Insurance. If students elect to enroll in the University Health Insurance, then the insurance and the University Health Service fees will be charged automatically to their student accounts. Students may enroll online for coverage at the University Health Services Website.

**DUAL DEGREE STUDENTS**

The University’s computerized billing system charges CUSSW students for health insurance automatically when the student takes a full-time load of 10.5 points in Fall and Spring. The University’s computerized billing system will automatically bill dual degree students taking a full-time load of classes at the Business School, the Law School, the School of Public Health, the School of International and Public Affairs or the School of Architecture at Columbia University for health insurance. Dual degree students with the School of Public Health who are in their “split year” of residency and enroll in the Health Sciences Campus Student Medical Insurance in the fall must remain enrolled in this more expensive plan for the Spring. It is a year-long election. Students may not change insurance plans midyear.

Dual degree student taking classes at the Union Theological Seminary, the Jewish Theological Seminary or Bank Street College with a total point load less than 10.5 at CUSSW, even though the total number of points they are taking is 10.5 or more points, will not be billed automatically for health insurance. In this case, must manually enroll in the Student Medical Insurance Plan by completing an online form.

**UNIVERSITY HEALTH INSURANCE REPRESENTATIVE (AETNA) CONTACT INFORMATION**

Questions about the Aetna health insurance coverage should be directed to the Insurance Representative, Chickering Claims Administrators, Inc., 1/800-859-8471, or you may review the Aetna Student Health site for Columbia University.

Additional insurance FAQs may be found online.
Procedures for Waivers and Changes in Health Insurance Status

**INSURANCE WAIVER**

Students interested in requesting a waiver of automatic enrollment in the basic level of the Columbia Student Medical Insurance Plan must request a waiver online before the noted deadline and provide documentation of alternate coverage under a comparable insurance plan that means at least six criteria. All requests are considered, but approval is not guaranteed.

Please review the [Health Insurance website](#) for information about waiver deadlines, comparable coverage criteria, and more.

It is the student’s responsibility to file the waiver by the deadlines set by the Health Service and the Insurance carrier, usually the beginning of each term.

A waiver must be completed for each academic year of full-time enrollment.

**STUDENTS WHO HAVE BEEN CHARGED INCORRECTLY**

Students who have waived the University (Aetna) Health Insurance and believe they have been charged incorrectly, must contact Chickering Claims Administrators, Inc. within 30 days of the beginning of the term involved in order to receive a credit.

**CHANGING HEALTH INSURANCE STATUS**

Students who wish to change their health insurance status because they did not waive the health insurance and want to do so, or they did waive the coverage and now want to enroll in the University (Aetna) Health Insurance, must complete the appropriate paperwork at the University Health Service within the enrollment period and mail it to Chickering Claims Administrators, Inc.

If a student’s registration status changes from full-time to part-time or from part-time to full-time during the designated change-of-program period, enrollment in Health Services at Columbia and the Columbia Student Medical Insurance Plan (if applicable) will automatically be adjusted.

Students who become full-time through a change-of-program are automatically enrolled in both Health Services at Columbia and the Student Medical Insurance Plan at that time. This enrollment is retroactive to the beginning of the term. If enrollment in the Student Medical Insurance Plan is not desired, a Waiver Form must be submitted by the specified deadline for waiving coverage: September 30 (students entering in the Fall) or January 31 (students entering in January).
**COVERAGE AND WITHDRAWAL FROM CLASSES**

For any student withdrawing from classes during the first 30 days of the term, enrollment in Health Services at Columbia will be automatically discontinued, and a full refund of the Health Service Fee will be credited to the Student Account Statement. A student who has received an approved medical leave-of-absence from his/her school, and who was covered under the Student Medical Insurance Plan the previous year, may elect to continue enrollment in Health Services at Columbia and the Student Medical Insurance Plan (if applicable) for the rest of the current term or through the balance of the approved leave period. To request this special enrollment, students must visit the Enrollment Office in John Jay Hall.

Students withdrawing after 30 days will remain enrolled in Health Services at Columbia and the Student Medical Insurance Plan (if applicable) for that term. Under these circumstances, no refund will be provided.

**EMERGENCY MEDICAL ASSISTANCE (SEE ALSO EMERGENCY SUPPORT SERVICES, BELOW)**

In an emergency, call Security at Ext. 99 or 212/854-5555. During the academic year, the Columbia Area Volunteer Ambulance (CAVA) serves the campus, affiliated campuses, and Columbia Housing from 110th to 125th Street, between Morningside and Riverside Drives. Certified emergency medical technicians will provide immediate care and transportation to the nearest emergency room, usually St. Luke’s Hospital on 113th Street between Amsterdam Avenue and Morningside Drive. When CAVA is not available, call 911 for a New York City Ambulance in case of an emergency. At St. Luke’s, the Emergency Room telephone number is 212/523-3335. For the Psychiatric Emergency Room, dial 212/523-3347.

**Campus Safety and Security**

The University is required by federal law to publish an annual security report containing information about campus security policies and statistics on the incidence of certain crimes on and around our campuses. This information is available on the University’s [Department of Public Safety website](#), or by requesting a copy of the report from:

Campus Crime Report  
Department of Security  
Columbia University  
111 Low Library, Mail Code 4301  
535 West 116th Street  
New York, NY 10027

Students are advised to use good judgment at all times. To report suspicious activity at CUSSW, call Columbia Security Emergency at 212/865-5555 or the New York Police Department (NYPD), 26th precinct, at 212/678-1311. In an emergency situation call 911 directly and/or pull the nearest panic button. Groups planning an evening session, party, or other special event at the School, please call 212/854-5603 and the NYPD will provide additional presence in the area.
Uniformed and plain clothes police regularly patrol the area outside of the building on foot and in unmarked cars between the hours of 7:00 a.m. and midnight.

During the school year, Columbia University Escort Service will send two specially trained students to accompany students to their door any time from 8:00 p.m. - 3:00 a.m., seven nights a week. This service is available from West 108th Street to West 110th Street between Amsterdam Avenue and Riverside Drive, and from West 111th Street and West 122nd Street between Morningside Drive and Riverside Drive. Students may call the CU Escort Service at 212/854-SAFE (7233).

**Emergency Support Services**

Columbia University security services are available and able to contact Deans 24 hours a day. They can also arrange emergency transportation.

- New York City Police Department/Emergency: 911
- NYPD Special Victims Squad: 212/694-3010. A female officer is available if requested.
- NYPD Rape Hotline (information and advice): 212/267-7273. Staffed only by female detectives.
- Barnard-Columbia Rape Crisis Center: 212/854-HELP (6 nights/week) or 212/854-WALK (24 hours/day)
- St. Luke’s/Roosevelt Hospital Crime Victim Treatment Center: 212/523-4728
- Mt. Sinai Hospital Rape Crisis Intervention Program: (day) 212/241-5461 (night) 212/241-7164
- Bellevue Hospital Crime Victims Program: 212/562-3755
- Columbia Presbyterian Medical Center Rape Crisis Victim Services Program: (day) 212/305-9060
- New York City Victim Services Agency: 212/577-7777
- Samaritan Hotline (24 hours): 212/673-3000 (suicide hotline)
- Columbia Health Service (Morningside) Clinical Director (day) 212/854-3187
- Women’s Health Center (day) 212/854-4499
- After-hours Doctor-on-Call (night) 212/415-0120
- Counseling and Psychological Services (day) 212/854-2468
- Health Education Office (Sexual Assault Prevention Programs) (day) 212/854-5453

**Security at the School of Social Work**

Fire alarms are located next to the stairwell doors on each floor.

Three Emergency Alarms (panic buttons) are located on each floor, one in each wing and one in the main corridor of the floor. Pull the latch and the alarm will sound at Campus Security.
**Rape Crisis/Anti-Violence Support Center**

112 Hewitt Hall (enter through Brooks Hall)
(212) 854-4366
Monday-Friday
9 a.m. – 5 p.m.
http://health.columbia.edu/services/svprp/rcavsc

**Peer Counselors**
Tuesday & Thursday-Sunday
8 p.m. – 11 p.m.
(212) 854-HELP

**Peer Advocates**
7 days/week
24 hours/day
(212) 854-HELP

The Rape Crisis/Anti-Violence Support Center serves survivors and co-survivors of sexual violence, both male and female, from the Columbia and Barnard communities. The Center is a safe and supportive place for all survivors and for friends and partners of survivors. Five evenings per week trained counselors are available for in-person and telephone counseling on relationship abuse, childhood sexual abuse, incest, sexual assault, acquaintance rape and stranger rape. Trained volunteer advocates are available 24 hours a day, 7 days per week to provide assistance with the hospital emergency room, university health services, campus security, the local police department, pursuing a complaint through the on-campus disciplinary system or the criminal courts, and university mediation resources. Counselors are women from the undergraduate and graduate schools of Barnard and Columbia University.

For related information, see also “Emergency Support Services” and the University’s Policy Statement on Discrimination and Harassment, printed in full online in the *Essential Policies for Columbia Community* and in an abbreviated version in this handbook. (See Student Policies and Procedures on Discrimination, Harassment, Gender-based and Sexual Misconduct and Consensual Romantic and Sexual Relationships.

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**University Housing**

**University Apartment Housing (UAH)**
401 W 119th Street
New York, N.Y. 10027
Phone: 212/854-9300
Fax: 212/749-8816

**Off-campus Housing Assistance (OCHA)**
401 W. 119th Street, Lower Level
New York, N.Y. 10027
Phone: 212/854-2773
Fax: 212/854-5333

Because securing housing in New York City is difficult, it is important for students to arrange living accommodations early. Information on how to apply for University Housing is sent with the notification of admission to admitted students coming from outside the tri-state area.

Limited housing for graduate students registered at the Morningside Campus is available in two ways:
- **University Apartment Housing (UAH):** This office manages a variety of University-owned apartments for single students, couples and students with dependent children. Dormitory-type suites are also available. Most properties are within five blocks of campus. For more information contact UAH at 212/854-9300.

- **Off-Campus Housing Assistance (OCHA):** OCHA assists students who are looking for rooms or apartments in properties not owned or managed by the University. It also assists students who have apartments and wish to share. For more information call 212/854-2773, or visit the OCHA website.

**Dining Services**

**COLUMBIA UNIVERSITY DINING SERVICES**  
103 Wien Hall, Mail Code 3701  
411 West 116th Street  
New York, N.Y. 10027  
(212) 854-4076  
email: eats@columbia.edu

Columbia University Dining Services maintains various dining facilities on campus. They are open to students, faculty, staff and visitors on a cash or Dining Dollars basis. One of those facilities, John Jay Dining Hall, offers all-you-can-eat meals that are available on a meal plan basis. Menus, hours of operation, and other relevant information are available via the Web at: [http://dining.columbia.edu/](http://dining.columbia.edu/)

**School Bulletin Boards**

At the School of Social Work, bulletin boards are located throughout the building and provide a wide variety of information concerning School procedures and deadlines as well as announcements of upcoming events. The School bulletin boards display classroom, schedule information, and official announcements.

All notices should be forwarded to the Office of Enrollment and Student Services, sw-studentservices@columbia.edu for dating and posting. There is a two-week limit for notices on official bulletin boards. Only notices approved and dated by the Office of Enrollment and Student Services may be posted on official bulletin boards. Materials posted on walls or other areas will be removed.

The Student Union is responsible for the regulation of its bulletin board space, which is located outside of the Student Union Office on the 4th Floor.

**Student Mail**

Students are asked to use their residential address rather than the School’s address for all personal mail. Selected communications from the School will be mailed to the student’s local address.
Lost and Found

A University lost and found service is maintained by the Office of Campus Security in 111 Low Memorial Library, 212/854-2797. For items lost at CUSSW, check with the reception area or the Office of Enrollment and Student Services on the fifth floor.

UNIVERSITY & SCHOOL POLICIES & PROCEDURES

Behavioral Standards

University Regulations

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student’s connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the Dean or Director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges. No student may register after the stated period unless he or she obtains the written consent of the appropriate Dean or Director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with an unpaid debt to the University.

Rules of University Conduct

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University-wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division (“Dean’s Discipline”). A student who is charged with a serious violation of the Rules has the option of choosing Dean’s Discipline or a more formal hearing procedure provided in the Rules.
All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct. Copies of the full text are available in the *Essential Policies for the Columbia Community*.

**Columbia University School of Social Work Student Grievance Procedures**

Columbia School of Social Work believes that students, administrators and faculty have the right to express their views freely, within an atmosphere of tolerance and civility, and in an environment that is open to divergent views. Faculty and administrators must also, of course, treat students with civility and respect.

The following procedures specify how student complaints about faculty behaviors or language in the classroom, within the School, or at School-related events are to be addressed. The behaviors of concern are those that may appear to go beyond established bounds of academic decorum and that may appear to threaten or dismiss either an individual or a collective group or undermine basic understandings and recognized standards of conduct within our community.

I. Mediation

A. Students are strongly encouraged to seek resolution to their complaints by talking directly with their professors. In general, the School seeks to resolve issues in a timely manner and on an informal basis. Students reluctant to communicate a complaint directly because of a reasonable fear of reprisal have the following alternative avenues:

   i. Students who believe that a faculty member has engaged in improper behavior in an instructional setting, as defined in section II C of this statement, may report the incident to the Associate Dean for Academic Affairs. Doctoral Students may also report an incident to the Chair of the Doctoral Program.

   ii. For concerns about a field instructor or field education issues, the student may speak first to the Assistant or Associate Director of Field Education with whom she or he planned her or his field placement. If the student does not feel that the complaint has been adequately addressed, she or he may present the issue to the Assistant Dean for Field Education. The Associate Dean for Academic Affairs is another possible resource for the pursuit of a resolution, if neither the Associate Director nor the Assistant Dean for Field Education has been able to bring the matter to resolution with the student.

   iii. Matters related to general student life at the School of Social Work that nonetheless relate to a particular member of the faculty may be taken to the Associate Dean for Enrollment and Student Services who will work with the Associate Dean for Academic Affairs to resolve the matter.

B. After meeting with the student and gathering pertinent information about the complaint, the administrator will then seek to resolve the issue through a discussion with the faculty member involved. With all these options, the strictest confidence is to be maintained at all times, among both students and concerned faculty and among intermediaries such as student representatives, faculty mentors, or members of the administrative team.

C. Students may also take their problems to the University’s Ombuds Officer, who serves as an informal, confidential resource for assisting members of the University with conflict resolution. The Ombuds Officer provides information, counseling and referrals to appropriate University
offices. The Officer will also mediate conflicts if both parties are agreeable. The Officer does not have the authority to adjudicate disputes and does not participate in any formal University grievance proceedings. Further information on the Ombuds Office may be found at http://www.columbia.edu/cu/ombuds/.

II. FORMAL PROCEDURES

A. Students are encouraged, but not required to seek an informal resolution to their complaints. They may elect, instead, to file a formal grievance. They may also file a formal grievance if informal mediation fails.

B. If the faculty member holds an appointment in the School of Social Work, students may use the procedures described herein to address the issues listed below. If the faculty member belongs to another school, its procedures are applicable. Students may, however, ask for help from officials of the School in identifying and understanding relevant procedures.

C. Issues that may be grieved under these procedures include:
   i. Alleged failure to show appropriate respect in an instructional setting for the rights of others to hold opinions differing from their own;
   ii. Alleged misuse of faculty authority in an instructional setting to pressure students to support a political or social cause; and
   iii. Any other conduct in the classroom or another instructional setting that adversely affects the learning environment when that conduct displays an intolerance for different views or a lack of civility.

D. These procedures may not be substituted for extant grievance procedures that address disputes over grades, academic dishonesty, or behavioral concerns as they relate to student conduct. Students should also use alternative procedures in the following situations:
   i. If the alleged misconduct involves discrimination and sexual harassment, a student should file a complaint with the Associate Provost for Equal Opportunity and Affirmative Action. The procedures for handling such complaints are described in the statement, Polices and Procedures on Discrimination and Harassment which is online.
   ii. Complaints against the School’s faculty that allege scientific or scholarly misconduct are also evaluated using other procedures. These are contained in the statement, Guidelines for Review of Misconduct in Science for The Columbia University’s Health Sciences, which is available at www.cumc.columbia.edu/research/priv/miscond/.

E. Any student currently enrolled in the University and directly affected by the behavior of a faculty member of the School may file a formal grievance under the procedures in this statement.

F. A student initiates the formal grievance procedure by submitting a written statement to the Dean documenting the grievance. The request must be submitted no later than 30 days after the end of the term within which the misconduct was supposed to have occurred.

G. The Dean serves as the final resource for complaints within the School if all other avenues fail or if a student believes that his or her concern cannot be pursued via any other avenue. The Dean
may seek the advice of appropriate faculty, generally relying first, unless otherwise appropriate, upon the Committee of Academic Appointments for their counsel.

H. The Dean will review the complaint to determine if there are sufficient grounds to proceed or if the issues raised by the student can be resolved in another manner. If the Dean determines that a formal investigation is warranted, he or she will appoint an ad hoc committee to operate as a fact-finding body and report back on whether the complaint is justified.

I. The Dean will appoint three members to serve on the ad hoc committee. The composition of such a committee cannot be determined before the event. The Dean may seek the advice of appropriate faculty in determining the composition of the committee and for their expertise related to the issues raised. The membership will normally consist of faculty members, and, at the discretion of the Dean, could include a student and/or senior administrator.

J. The faculty member is given the student’s letter of complaint and invited to provide the ad hoc committee with a written response. The committee reviews both statements and is provided access to any other written documents relevant to the complaint. The committee will normally interview both the grievant and the faculty member and may, at its discretion, ask others to provide testimony.

K. The Committee ordinarily convenes within 10 working days of being appointed by the Dean and ordinarily completes its investigation and sends the Dean its written report within 30 working days of convening. When appropriate, the committee may also recommend remedies to the student’s complaint and disciplinary action against the faculty member. Such remedies may include an agreement to terminate the specific behavior, a letter to the personnel file, or withdrawal of the complaint.

L. The investigative committee serves in an advisory capacity to the Dean of the School. The Dean may accept or reject its findings and recommendations in whole or in part.

M. The Dean normally issues his or her decision within 30 working days of receiving the committee’s report. The Dean will inform both the student and the faculty member in writing of the decision rendered. The faculty member and the student will also have access to the committee’s report.

N. The Dean may discipline faculty members who are found to have committed professional misconduct. Any sanctions will be imposed in a manner that is consistent with the University’s policies and procedures on faculty discipline. In particular, if the Dean believes that the offense is sufficiently serious to merit dismissal, he or she will initiate the procedures in Section 75 of the University Statutes for terminating tenured appointments, and non-tenured appointments before the end of their stated term, for cause.

O. The lodging of a complaint is not in itself evidence of guilty behavior. A complaint shall not be taken into account during re-appointment, tenure, promotion, merit, or other evaluation or review unless and until the grievance process is completed, including any appeals, and unless the faculty member is found to have committed the offense charged.

III. APPEAL

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A. Either the student or the faculty member may appeal the decision of the Dean to the Provost. Findings of fact, remedies granted the student and penalties imposed on the faculty member are all subject to appeal A written appeal must be submitted to the Provost within 15 working days of the date of the letter informing them of the Dean’s decision.

B. Normally, the Provost will take no longer than 30 working days to evaluate an appeal. The Provost usually confine his or her review to the written record but reserves the right to collect information in any manner that will help to make his or her decision on the appeal.

C. The Provost will inform both the student and the faculty member of his or her decision in writing. If the Provost decides that the faculty member should be dismissed for cause, the case is subject to further review according to the procedures in Section 75 of the University Statutes, as noted above. Otherwise, the decision of the Provost is final and not subject to further appeal.

IV. CONFIDENTIALITY

All aspects of investigations of a student grievance are confidential. The proceedings of the grievance committee are not open to the public. Only the student grievant and the faculty member accused of misconduct receive copies of the decisions of the Dean and the Provost. All participants in the grievance process, including the complainant and the faculty member, witnesses, mediators, members of the administrative team, and members of the ad hoc grievance committee, shall respect the confidentiality of the proceeding. Participants are authorized to discuss the case only with those persons who have a genuine need to know.

A full description of faculty obligations and rights may be found in the Faculty Handbook.

Religious Holidays

It is the policy of the University to respect its members’ religious beliefs. In compliance with New York State law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for scheduling academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.
Columbia University is committed to providing a learning, living, and working environment free from discrimination, harassment and gender-based and sexual misconduct. Consistent with this commitment and with applicable laws, the University does not tolerate discrimination, harassment or gender-based or sexual misconduct in any form and it provides students who believe that they have been subjected to conduct or behavior of this kind with mechanisms for seeking redress. All members of the University community are expected to adhere to the applicable policies, to cooperate with the procedures for responding to complaints of discrimination, harassment and gender-based and sexual misconduct, and to report conduct or behavior they believe to be in violation of these policies to the Office of Equal Opportunity and Affirmative Action or Student Services for Gender-Based and Sexual Misconduct.

Complaints by students against students for gender-based misconduct are processed in accord with the Gender–Based Misconduct Policies for Students. Students who attend Barnard College and Teachers College as well as Columbia University are covered by these policies. The use of the term “gender-based misconduct” includes sexual assault, sexual harassment, gender-based harassment, stalking, and intimate partner violence.

Complaints by students against students for other forms of discrimination and harassment are processed in accord with the Student Policies and Procedures on Discrimination and Harassment and should be filed with the Dean of Students of the school in which the respondent is enrolled.

Complaints by students against employees and third parties engaged in University business for discrimination and harassment are processed in accord with the Employment Policies and Procedures on Discrimination and Harassment. The use of the term “discrimination and harassment” includes discrimination, discriminatory harassment, gender-based harassment, sexual harassment, and sexual assault.

Under the University’s Consensual Romantic and Sexual Relationship Policy Between Faculty and Students, no faculty member shall have a consensual romantic or sexual relationship with a student over whom he or she exercises academic or professional authority; further, no faculty member shall exercise academic or professional authority over any student with whom he or she has or previously has had a consensual romantic or sexual relationship. This policy covers all officers of instruction, research and the libraries, including student officers of instruction and research and teaching assistants.

Title IX Coordinator for Columbia University
Susan Rieger, Associate Provost
Office of Equal Opportunity and Affirmative Action, 103 Low Library
sr534@columbia.edu, (212) 854-5511

Deputy Title IX Coordinator for Staff and Faculty Concerns
Melissa Rooker, Executive Director,
Office of Equal Opportunity and Affirmative Action, 103 Low Library
mrooker@columbia.edu, (212) 854-5918
Deputy Title IX Coordinator for Student Concerns
Melissa Tihinen, Senior Manager
Student Services for Gender-Based and Sexual Misconduct, 108C Wien Hall
mt2738@columbia.edu, (212) 854-1717

Columbia offers a number of confidential resources to students who believe they were subjected to discrimination, harassment or gender-based or sexual misconduct:

Counseling Services
Columbia Morningside (212) 854-2878, CUMC (212) 496-8491

Rape Crisis/Anti-Violence Support Center, (212) 854-HELP

Office of the University Chaplain, 212-854-6242

Health Services
Columbia Morningside (212) 854-2284, Columbia Morningside clinician-on-call (212)854-9797
CUMC (212) 305-3400, CUMC clinician-on-call (212) 305-3400

Certification of Student Status

Transcripts and Certification

The amended Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits release of educational records without the written consent of the student (for certain exceptions and further restrictions, consult Essential Policies for the Columbia Community, the University student handbook). Students may obtain an official transcript of their academic records at Columbia University by writing to: Office of the Registrar, Columbia University, Mail Code 9202, 1140 Amsterdam Avenue, New York, NY 10027, Attention: Transcripts. Please include the following information with the request:

- current and former names
- Social Security number
- schools attended and dates of attendance
- degrees awarded and dates awarded
- number of transcripts desired
- complete address to which each transcript should be sent
- current address and telephone number
- signature authorizing the release of the transcript

Students may also order transcripts in person at 205 Kent Hall on the Morningside campus (9 a.m. – 5 p.m., Monday–Friday). Currently enrolled students may order transcripts for themselves and for colleges and universities via Student Services On-Line (SSOL). There is no charge for issuing transcripts; however, all students pay a one-time transcript fee of $105 upon their first registration at the University. The normal processing time for transcripts is two to three business days. Students should allow several additional days for delivery to and from the University if they request their transcripts by mail.
Students may order certifications of enrollment and degrees via mail or in person, as described above. When requesting a certification by mail, include the notation “Attention: Certifications” on the envelope. Students may also request and pick up certifications in person at Kent Hall. There is no charge for certifications.

**Documents Requiring The University Seal**

Documents requiring the raised seal of the University must to be taken or sent to the Registrar’s Office at 205 Kent Hall after being properly completed and signed at the office responsible for the information. CUSSW cannot process documents for anyone who graduated more than 10 years ago. Documents of any kind for alumni who graduated more than 10 years ago, must be requested of the Registrar’s Office at 205 Kent Hall.

**Enrollment Verification**

**FINANCIAL AID/LOANS**

In the Spring of 1997, Columbia University contracted the National Student Loan Clearinghouse to simplify the enrollment verification process. Students no longer need to bring in their deferment form(s) every term to the Information Center. However, students will still need to bring in deferment forms for Perkins and private loans.

Three times a term, the University sends the Clearinghouse a file of all registered students. The Clearinghouse acts as the school’s agent for purposes of confirming enrollment information for student financial aid recipients. Once this information is received, the Clearinghouse will distribute this information electronically to Clearinghouse members (guarantors/lenders).

For more information on the Clearinghouse, National Student Loan Data System visit their website at http://www.NSLDS.ed.gov or visit the Information Center at 205 Kent Hall.

**INSURANCE, JURY DUTY, ETC.**

Students requiring letters certifying their student status for a summons to jury duty, membership in a professional organization, insurance or similar reason, need to complete an online Letter Request Form.

**VETERANS’ EDUCATIONAL BENEFITS**

The Registrar’s Office provides certifications to the Veterans Administration: 209 Philosophy, 212/854-2515. You may review veteran’s educational benefits on the University’s Military and Veterans Affairs website.
Verification of Completion of Degree Requirements and Confirmation of Degree

Upon request from a potential employer or a student, the School will provide a letter or complete a form stating either that all requirements for the Master of Science in Social Work from Columbia University have been met or that the degree has been awarded, whichever is accurate. Thus, students who have completed course and field requirements but will not be awarded their degree until a later date (e.g. course and field education completed during the Summer but the degree is not conferred until October), can secure verification of completion of degree requirements.

To make request by mail, send a letter to the address below and include the listed information:

File Room, Room 531
Columbia University School of Social Work
1255 Amsterdam Avenue
New York, New York 10027

- student’s full name;
- any former names;
- Social Security number;
- school and dates of attendance;
- the exact address where the letter is to be sent;
- an address and phone number where student can be reached;
- student’s signature.

Those who graduated before 1983 should make their requests directly to the Registrar’s office (Columbia University, 205 Kent Hall), where records are kept on microfilm.

Replacement Diplomas

The Office of the Registrar will order replacement diplomas if the original has been damaged or lost or if there has been a change of name. Students must provide proof if their name has been changed by filing a Name Change Affidavit. Replacement diplomas display the signatures of the current Columbia President and Dean of the School but show the original date of the award. Replacement diplomas can be requested on-line at http://registrar.columbia.edu/registrar-forms/application-replacement-diploma. This form cannot be submitted electronically. Please type in the required information, print and sign the form and have it notarized. Then mail the form to:

OFFICE OF THE REGISTRAR
Degree Audit, Graduation, and Diplomas
210 Kent Hall
Mail Code 9202
Columbia University in the City of New York
1140 Amsterdam Avenue
New York, New York 10027
Enclose with the form a $100 check payable to Columbia University, as well as copies of 2 ID proofs from the following choices: passport; birth certificate; driver's license or social security card. In addition, verification of your signature by a Notary Public is required. Replacement diplomas display the signatures of the current Columbia President and Dean of your school but show the original date of the award.

**Student Access To Records**

This section explains the University’s interpretation of access to student records under the Federal Family Educational Right and Privacy Act (FERPA) of 1974. It is important to note that the Office of the Registrar is more rigorous in protecting the privacy of the student data entrusted to it than the law requires.

**DIRECTORY INFORMATION**

The only items that the Office of the Registrar considers “directory information” are: the full name of the student as it appears on the official record; a student’s dates of attendance; a student’s school or division; a student’s major; a student’s degrees and honors, and the dates they were awarded.

This is the only information that the Office of the Registrar will release without written consent except as specified in the full set of University guidelines. (See *Essential Policies for the Columbia Community* for the full set of guidelines and statement of policy.)

A student in attendance who does not want to have his/her directory information released should inquire at the Office of the Registrar, 205 Kent Hall, as to the procedures to be followed. It is important to note that such requests must be made within the first 90 days of any term.

Please note that if such a petition is filed, the Office of the Registrar will not be able to confirm attendance or degrees should a potential employer inquire about them without the student’s consent.

To rescind a request to block release of directory information, a student may go to the Registrar’s Office (205 Kent) or may write to the office making the request. The request should include the student’s name, social security number, dates of attendance, school attended and signature.

**The Federal Family Educational Rights and Privacy Act (FERPA)**

The University abides by the provisions of the Federal Family Educational Rights and Privacy Act of 1974. This act insures a wide range of rights, including but not limited to: information about
student records that the University maintains, who maintains them, who has access to them, and for what purposes access is granted. The act also permits the University to release “directory information” without a student’s consent. In addition, the act guarantees students access to their records and restricts the access of others.

Students who wish to restrict access to their directory information may do so at the Registrar’s Office, 205 Kent. This same office can provide a set of guidelines and a policy statement. The guidelines are also available online in the Essential Policies for the Columbia Community, under “Policy on Access to Student Records.” Questions about the interpretation of the guidelines should be referred to the University’s General Counsel, 412 Low Library.

**SCOPE OF THE ACT**

**General:** The Federal Family Educational Rights and Privacy Act of 1974 affords to persons who are currently, or were formerly, in attendance at the University as registered students a right of access to their “education records” which contain information directly related to such persons. Persons who unsuccessfully applied for admission to the University are not covered by the Act. An unsuccessful applicant for admission to one of the schools or divisions of the University is not considered to be a “student” of that school or division even if the applicant is in attendance at another school or division of the University.

The Act also restricts the persons to whom the University may disclose a student’s education records without the student’s written permission.

**Records Covered:** “Education Records” of a student include records, files, documents and other materials regularly maintained by the University which contain information directly related to a student, and which are maintained in connection with the student’s attendance at the University.

**Records Excluded:** There are a number of types of records which are specifically excluded from the scope of the Act. For example, a student is not entitled to examine the following:

(a) Records maintained personally by faculty members which are not available to others.
(b) Records which are created or maintained by a physician, psychologist or other recognized professional or paraprofessional which are created, maintained or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment. Thus, for example, a student does not have the right to inspect records maintained by the University Health Services. Such records, however, can be personally reviewed by a physician or other appropriate professional of the student’s choice. Records (such as those which might be maintained by the University’s legal counsel), the confidentiality of which are protected by law.
(d) Records containing financial information about his or her parents, such as information submitted in connection with an application for financial aid.
ACCESS RIGHTS OF STUDENTS

Students may obtain access to their education records by making an application to the Information Center of the Office of Academic Records and Registration. The University is required to grant the request within 45 days. The Registrar will forward copies of the request to the appropriate offices holding the requested files. These offices will then contact the student and inviting him/her to inspect them.

CONFIDENTIAL LETTERS OF RECOMMENDATION

In general, students may have access to confidential letters and statements of recommendation which are part of their education records. This right, however, does not apply to such letters and statements placed in a student’s education record prior to January 1, 1975, if such letters and statements are not used for purposes other than those for which they were specifically intended.

Students may, by signing a written waiver, relinquish their right to inspect confidential recommendations placed in their student education record on or after January 1, 1975 respecting (1) admission to any educational institution; (2) an application for employment; or (3) the receipt of an honor or honorary recognition.

In no case will any student be required by the University to waive his or her rights to access of confidential recommendations. A student may find it appropriate to do so for a number of reasons. For example, the student may feel that his or her professors will write more candid and helpful letters of recommendation if the letters are not made available to the student.

COPYING

Students will ordinarily not be provided with copies of any part of their record other than their transcript unless the inability to obtain copies would effectively prevent them from exercising the right to inspect and review their education records. In cases where copies will be provided, the department or office of the University maintaining the record in question may impose a charge for making such copies at such uniform rates as it shall determine. In general, the charges imposed will not exceed $0.10 per page.

OTHER RIGHTS

(a) A student also has the right to be provided with a list of the types of education records which are maintained by the University related to students. The University Registrar has compiled such a list and will, upon request, make copies of this list available to any student to assist such student in determining those records to which he or she may want access. Generally, education records of a student will be maintained by the Office of the Registrar, and the office of the school or department, in which the student is enrolled. In addition, the University Health Service maintains records relating to students who have utilized its facilities.
If a student has utilized a placement office of the University, such office may also maintain records relating to the student.

(b) A student may request that his/her records be amended to eliminate any information contained therein which he/she believes is inaccurate, misleading, or violates her or his privacy or other rights.

(c) If the University decides to refuse to amend the records of a student, the student is entitled to a hearing to challenge the content of her/his education records in order to insure that such records are not inaccurate, misleading, or otherwise in violation of her/his privacy or other rights. Normally an informal hearing will suffice with an officer of the University who has authority to make changes in a student’s records. If a student is dissatisfied with the results of such a hearing, the student should be referred to the General Counsel of the University.

(d) If, after a hearing, the University decides that the student’s records are not inaccurate, misleading or otherwise in violation of her/his privacy or other rights, the student has the right to place in her/his records a statement commenting upon the information and/or setting forth any reasons for disagreeing with the decision of the University.

ACCESS BY OR RELEASE TO OTHERS

General: The University will generally not permit access to or release education records or personally identifiable information contained therein to any party without the written consent of the student. The University may, however, as provided in the Act, release such data to certain persons including:

(a) Officials of the University who have a legitimate educational interest in obtaining access to the records. Such access will be granted to officers of the University who are determined by the custodian of the records to require access for a purpose which is directly related to, and in furtherance of, the educational program at the University or the student’s participation therein.

(b) Persons who require access in connection with the student’s application for, and receipt of, financial aid.

(c) Parents of a student, provided the student is a “dependent” of the parents for Federal income tax purposes. In general, the University does not make education records available to a student’s parents. Where the University believes that it is in a dependent student’s interest, information from the student’s education records may be released to the parents of such a dependent student.

(d) The University may release such information in compliance with a judicial order or pursuant to any lawfully issued subpoena. Before any information is so released, the University will first notify the student at the student’s most recent address as shown in the records maintained by the Office of the Registrar.

(e) In connection with an emergency, the University may release information from education records to appropriate persons if the knowledge of such information is necessary to protect health or safety of a student or other persons.

Release with the Student’s Consent: Upon written consent or request by a student, the University will release information from the student’s education records to third parties. The student should make a request for such release to the department or office having custody of
the record involved. The University may impose a charge for copying of a student’s records in connection with such release.

Transfer of Information to Third Parties: It shall be a condition of the release by the University of any personal information on a student to a third party, that the party to which the information is released will not permit any other party to have access to such information without the written consent of the student. An institution to which such information is released may permit its officers, employees, and agents to use such information but only for the purposes for which the disclosure was made.

Student File at CUSWW

The School of Social Work maintains an educational record on each student. These records are protected under the Federal Family Rights and Privacy Act of 1974. All material contained in the Student Folder is in the custody of the School’s File Room, Room 531, 1255 Amsterdam Ave. The records are directly accessible only to administrative officers and faculty members of the School. These records are retained for 5 years from the date of the student’s graduation. After the fifth year, the files are destroyed. The records kept at the School of Social Work include:

- Application Form(s)
- Personal Statement
- Application references
- Copy(ies) of academic transcripts
- Summary information for field training agencies
- Field work transfer summaries
- Field work evaluations
- Select memoranda prepared by faculty or staff
- Academic Progress reports
- Ethics Board hearing-related reports and correspondence
- Change of address requests
- Change of grade requests
- Course waiver requests
- Withdrawal notices/letters
- Confirmation of student status/degree award date
- Completed application for degree
- Correspondence related to student’s attendance at CUSWW

Students are free to review their education records anytime throughout the academic year. To do so, they should make a request to the Office of Enrollment and Student Services. Then, by appointment and in accordance with the above policies, students will be able to review their folder in the presence of a designated school administrator. Students will be asked to sign a form stating that they have reviewed their record, and this form will be put in their file.

Former students of the School of Social Work who wish to review their education records may make their request in writing to:

ASSOCIATE DEAN DAVID I. YAM
Columbia University School of Social Work
1255 Amsterdam Avenue, Room 522
New York, New York 10027
DY2@columbia.edu
Please note: Letters of reference and transcripts from other schools and universities that are part of the application process are the property of the School and may not be copied to be sent to other institutions. Students who want a copy of a reference or transcript will need to contact the individual and/or institution that provided it.

Change of Address

Students whose residence and/or billing address has changed since applying to or enrolling at CUSSW must update their address information in Student Services Online (SSOL). This University system allows a student to keep multiple addresses on file (e.g. permanent, local, CU real estate, etc.)

Change of Name

Students whose name has changed since applying to, or enrolling at CUSSW, who want the change reflected in the University records, must file a notarized Name Change Affidavit with the University.

Application for Degree

In order to graduate and receive a diploma, students must fill out an application for degree and indicate the month and year when all of course and field education requirements will be completed. This must be done early in the last term of enrollment in courses and/or field education. The application form is available on the University Registrar’s website. The completed form should be returned to Room 531, 1255 Amsterdam Ave.

General filing deadlines for the application for degree are:

- **December 1:** Degrees awarded in May.
- **August 1:** Degrees awarded in October.
- **November 1:** Degrees awarded in February.

The following guidelines apply:

- At CUSSW, students who will be awarded their degree in May and October are required to complete an application for degree when registering for Spring courses.

- Students will need to reapply for their degree if they do not complete their course and field requirements by the conferral date for which they applied. If they apply for a May degree but do not complete one or more courses or field education until the Summer, they must reapply for the degree to receive it degree in October.

*Please note that it is the student’s responsibility to make certain that she/he has taken and completed all requirements for the MS degree. Students with a Grade Point Average below 3.0 will not be allowed to graduate (see Academic Standing section).*
University Commencement

While the University awards degrees three times a year (February, May, and October), there is only one graduation ceremony. This ceremony is held on a Wednesday in mid-May at 10:30 a.m. on College Walk with all divisions and affiliates of the University participating. Additional information can be found [online].

All graduates are invited to participate in commencement. Tickets are necessary to attend the ceremony. Each graduating student is entitled to four (4) tickets.

Each school marches in academic robes. Following the awarding of honorary degrees, each school is asked to rise as its Dean presents his/her candidates. It is a Columbia tradition that the commencement speech is given by the President of the University.

CUSSW Graduation Ceremony

The School of Social Work generally holds its graduation ceremony in the afternoon following the University Commencement Exercises. Each graduate is called to the podium where he or she formally receives his/her diploma. Past ceremonies have included speeches by the Dean and Associate Dean, the Student Union President, a representative from the Doctoral program and a prominent individual in the social work profession. When the ceremony venue allows, a reception for graduates and guests follows the ceremony.

Students who do not attend the CUSSW graduation ceremony may pick up their diplomas at the Diploma Desk, 201 Kent Hall, the day after commencement. Otherwise, it will be mailed, usually within two weeks, to the permanent address on file for the student. Likewise, diplomas for October and February graduates are available at the Diploma Desk the afternoon of the conferral date and, if not picked up, are usually mailed within one week.
Course Offerings at CUSSW 2012-2013

FOUNDATION REQUIRED COURSES

T6007 Professional Immersion Seminar
1.5 credits. Required for students in the five-term International Students Program. This seminar addresses a wide range of issues, including acculturation and adaptation to academic study and field education in the United States and New York City; preparation for practicing social work upon return to one’s home country after graduation; cultural competence in practicing with diverse client populations and working with diverse colleagues in the United States; and study skills.

T7100 Foundations of Social Work Practice
3 credits. Students will learn introductory knowledge and skills in generalist social work, including direct practice with individuals, families, groups, organizations and communities. Emphasis is placed on self-awareness, the development of professional identity, cultural competence, practice with diverse populations, and the integration of social work values and ethics in practice. Field practice is integrated into classroom content and discussion. (Must be taken concurrently with T6010 Field Education or T6011 Reduced Residency Seminar.)

T7102 Direct Practice with Individuals, Families & Groups
3 credits. Prerequisite: 7100. This course builds upon the knowledge and skills acquired in T7100. Students learn to critically examine, select, apply, and evaluate major theoretical models of direct social work practice with individuals, families, and groups in a culturally competent manner. Particular emphasis is placed on the linkage between assessment and intervention, the critical evaluation of self in one's own practice, and the use of empirical knowledge to guide practice decisions. (Must be taken concurrently with T6010 Field Education or T6011 Reduced Residency Seminar.)

T7103 Advocacy in Social Work Practice: Changing Organizations and Communities, Influencing Social Policies and Political Processes
3 credits. Prerequisites: T7100, T6801. Students will learn to (1) critically analyze and assess organizations, communities, social policies and political systems; (2) develop interventions, advocate for, and work collaboratively to achieve change and build capacity in organizations and communities and to influence social policies and political processes, and (3) extend their understanding of distributive justice, human and civil rights and the dynamics of oppression, and the role of advocacy and social change action in pursuing social and economic justice. (Must be taken concurrently with T6010 Field Education and T7102, or T6011 Reduced Residency Seminar. RRP students may request an exception to take this course in the Summer, when not enrolled in T6011.)

T660A-B Human Behavior and the Social Environment
3 credits. (NM). This two-term course provides students with foundation knowledge for social
work practice with individuals, families, groups, organizations, and communities. Using a developmental life-course and social systems framework, the course emphasizes how environmental and historical influences, current social movements, societal belief systems, social structures, and political processes affect bio-psycho-social aspects of human development. The course then focuses on the application of these theories in tandem with a scholarly examination of social forces that shape human agency, opportunity, health, and behavior. Issues of race, ethnicity, class, culture, gender, and sexuality are examined, with particular attention to how processes of risk and resiliency, immigration, work, citizenship, and poverty impact developmental trajectories of people in the U.S. and in other countries.

T6501 Social Work Research
3 credits. (NM). Course can be waived by examination. If waived, student will need 3 additional credits in graduate-level coursework. Students will understand and appreciate a scientific, analytic approach to building knowledge for practice and for evaluating service delivery in all areas of practice. Different theoretical bases and methodological procedures for social work research are addressed, as are basic statistical procedures and technological advances in quantitative and qualitative designs. Ethical standards of scientific inquiry are emphasized with attention to protecting and promoting the well-being of vulnerable and oppressed populations. Ultimately, students are expected to be able to access, critically evaluate, and appropriately use empirical research to inform and evaluate their practice with individuals, families, groups, organizations, and communities.

T6801 Social Welfare Policy
3 credits. (NM) Course can be waived by examination. If waived, the student will need 3 additional credits in policy-related graduate-level coursework. This course provides students with an overview and assessment of current domestic social welfare policies and programs, and the factors that influence their development. Special attention is given to income maintenance, personal social services, and in-kind benefits.

ADVANCED CONCENTRATION REQUIRED COURSES

ADVANCED CLINICAL SOCIAL WORK PRACTICE

T7113 Advanced Clinical Practice in a Field of Practice
3 credits. Prerequisites: T7102, T7103. Open only to students pursuing the Clinical method area. The course offers students in-depth exposure to differential assessment and intervention. Students register for this course by their designated field of practice: Aging; Contemporary Social Issues; Family and Children's Services; Health, Mental Health and Disabilities; International Social Welfare; School-based and School-linked Services; and World of Work. All sections explore direct practice modalities for individuals, families, and groups: case management; core themes; and a variety of clinical interventions.
T7114 Clinical Practice with Populations, Clinical Intervention Modalities, and Professional Practice Issues
3 credits. Prerequisite: T7113. Open only to students pursuing the Clinical method area. This course builds on the general framework of Advanced Clinical Practice (T7113) to address problems in a particular field of practice. Students select two seven-week mini-courses in which they consolidate their developing knowledge and skills through in-depth study of service delivery to specific client populations, the application of specific intervention methods, or selected clinical practice issues. Topics are updated annually to reflect new developments in clinical practice.

ADVANCED GENERALIST PRACTICE AND PROGRAMMING

T7133 Advanced Generalist Practice and Programming I
3 credits. Prerequisite: T7102, T7103. Open only to students pursuing the AGPP method area. Students learn to think and practice as advanced generalist social work practitioners. Emphasis is placed on helping students to develop a conceptual framework with which they can differentially assess the multiple, interrelated interventions needed to respond to clients' issues. The course focuses on advanced direct practice; assessment of the service needs of individuals, families, client populations, and neighborhoods; case management; and community social work with vulnerable populations.

T7134 Advanced Generalist Practice and Programming II
3 credits. Prerequisite: T7133. Open only to students pursuing the AGPP method area. This course extends the advanced generalist practice conceptual framework to program development and supervision and includes program design and conceptualization; with community and task groups for social action and organizational change; clients care in the context of cause and function; and social work practice with organizational groups. The course consists of two seven-week segments. The first seven weeks focuses on program development and evaluation and grant writing. In the second seven weeks, students select a topic either in AGPP and professional practice issues or in AGPP within and across populations.

POLICY PRACTICE

T7143 Seminar on Policy Practice I
3 credits. Prerequisites: T6801, T7103. Open only to students pursuing the Policy method area. This is the first of a two-course sequence in which students will develop knowledge and skills in identifying policy issues, policy analysis, and advocacy. Each student will analyze a policy question over the course of the year, drawing on data and expertise from their field placement and other sources. This first course focuses primarily on issue identification and gathering information for analysis.

T7144 Seminar on Policy Practice II
3 credits. Prerequisite: T7143. Open only to students pursuing the Policy method area. This the
second of a two-course sequence designed to develop knowledge and skills in identifying policy issues, policy analysis, and advocacy. Each student will analyze a policy question over the course of the year, drawing on data and expertise from their field placement as well as other sources. This second course focuses primarily on policy analysis and translating policy analysis into action.

**SOCIAL ENTERPRISE ADMINISTRATION**

T7122 Social Planning and Program Development  
3 credits. Prerequisite: T7103. *Open only to students pursuing the SEA method area.* In this required practice course, students will develop the knowledge base and core competencies necessary to design and acquire resources for social service interventions to meet contemporary needs. Students will utilize case examples and skills presented in class to plan group interventions. They will also have the opportunity to critique a formal program plan, and gain skills in grant writing and other forms of fundraising through formal workshops and exercises. Finally, students will learn how to modify programs and program plans to meet various exigencies that an organization might face due to funding reductions or other difficulties.

T7123 Human Resource Management, Supervision, and Staff Development  
3 credits. *Open only to students pursuing the SEA method area.* This course will help students to understand the significant contribution human resources makes to the function of the social agency. Students will explore the options open to administrators in designing human resource strategies that optimize the motivation and creativity of personnel, and maximize the organization's outcomes. The legal environment is reviewed as a context in which this aspect of administrative practice takes place. Basic to this course are the theories of leadership, supervision, and creating a learning culture.

T7124 Macro Community Practice  
3 credits. Prerequisite: T6801, T7103. *Open only to students pursuing the SEA method area.* This course will provide students with theoretical, conceptual and practice models as they relate to community development. The course explores the role of community organizations in community development. It focuses on assessment of a neighborhood: Its human, physical and institutional characteristics. Although the main focus of the course is on cities and rural areas in America, attempts will be made to relate these to international settings. Students will learn to apply professional social work practice skills to assessing and developing communities. Case examples of practice models that have demonstrated effectiveness will be discussed.

T7125 Financial Management  
3 credits. *Open only to students pursuing the SEA method area.* This course introduces students to the theory and practice of financial management in nonprofit organizations. Students will develop a beginning working knowledge of the elements, concepts, systems, tools and techniques of financial management. Included are such concepts as accounting, budgeting, resource allocation, problems of fiscal control, fiscal record keeping and reporting, cost analysis, continuation budgeting, and activity-based costing. The course will require use of
financial management software, case examples, a required text, lectures, discussions, and journal articles. Students also will use microcomputer-based spreadsheet and word processing software to complete several budget exercises.

T7126 Special Topics in SEA
1.5 credits. Open only to students pursuing the SEA method area. Each year there are a number of these seven-week courses offered to allow students to study in a range of substantive areas relevant to SEA. Topics include: developing social enterprise, community organizing, crisis management in organizational settings, and working with NGOs in social development.

RESEARCH

T7501 Clinical Practice Evaluation
3 credits. Prerequisite: T6501. Required for all students in Advanced Clinical Practice. This class introduces students to tools that document the effects of social work intervention and measure the effectiveness of social work practice. Students will learn to: 1) critically assess procedures to identify and clarify problems for intervention; 2) identify and use methods that have proven value from rigorous research when available; and 3) conduct ongoing practice evaluation. They will also learn basic measurement, how to select and use self-monitoring, standardized, observational, and unobtrusive measures of client change along with single case design options, data plotting, and visual analysis of data.

T6416 Program Evaluation in Social Services
3 credits. Prerequisite: T6501. Required for all AGPP and SEA students. This course provides a comprehensive overview of social services evaluation. Students will learn to design an evaluation of a social service program, analyze evaluation data using descriptive and inferential statistics, conduct a simplified cost-benefit analysis and explain the limitations of this type of analysis when dealing with human subjects. They will also identify political, organizational, regulatory, and other contextual factors that affect program evaluations. Finally, they will develop client outcome measures for social service programs and explain the uses and benefits of qualitative research methods in the evaluation of social service programs.

T7811-T7812 Microeconomics and Macroeconomics and Policy Analysis I & II
3 credits. Prerequisite: T6501. Required for Policy Practice students. (Students who pursue the International Social Welfare field of practice substitute T7815-T7816.) This course is a year-long sequence. Students registered for this course will also be registered for a corresponding Lab section. The first term focuses on microeconomics and the second on macroeconomics. Students will learn both microeconomic and macroeconomic theories and their applications to public policy. Topics will include demand and supply, equilibrium, price controls, the concept of elasticity, nominal versus real prices, production, technology, scale, cost minimization, monopoly, economic growth, and aggregate demand.

T7815-T7816 Economics for International Affairs I & II
3 credits. Prerequisite: T6501. Required for Policy Practice students in the International Social Welfare Field of Practice. This course is a year-long sequence. Students registered for this
course will also be registered for a corresponding Lab section. Students will learn microeconomic and macroeconomic theories and their applications to public policy, with particular attention to macroeconomic theory and international trade. Topics will include demand and supply, consumer theory, producer theory, market efficiency and welfare, perfect competition, monopoly, oligopoly, government intervention into markets, macroeconomic systems, and macroeconomic models.

**FIELD OF PRACTICE REQUIRED COURSES**

*Note: Students may only enroll in the field of practice class that matches their field placement classification. Students may not enroll in a second FOP as an elective. The only exception to this is for students completing the International Social Welfare minor, who are required to take T6925 in addition to their selected field of practice.*

**T6910 Health, Mental Health, and Disabilities: Issues, Policies, Research, and Programs**
3 credits. Open to M.S. students in the first term of their second-year field placement. This is the required course for students whose field of practice is Health, Mental Health, and Disabilities. This course takes a problem-identification and problem-solving approach to the delivery of social work services in health, mental health, and disabilities, with content about the social policies and organization structures that characterize our current health-care system.

**T6920 Family, Youth and Children’s Services: Issues, Policies, Research and Programs**
Open to M.S. students in the first term of their second-year field placement. This is the required field of practice course for Family, Youth and Children’s Services students. The focus is upon policies, systems, and programs that support healthy child development and address individual, familial, and community risk factors. The course examines the historical, legislative, and regulatory framework for service delivery and the interplay between state and family decision making.

**T6925 International Social Welfare and Services to Immigrants and Refugees**
3 credits. Open to M.S. students in the first term of their second-year field placement. This is the required field of practice course for International Social Welfare students. Students will survey the field, including activities of intergovernmental and non-governmental organizations operating cross-nationally and of national governments in their interactions with other governments regarding social policies, program, and practice. Social work practice in international agencies and organizations as well as social work training and practice in other countries will be examined.

**T6930 Aging: Issues, Policies, Research and Programs**
3 credits. Open to M.S. students in the first term of their second-year field placement. This is the required course for students who have chosen Aging as their field of practice. This course serves as an introduction to the field of practice, providing a general orientation for students who want an exposure to the field and a foundation for those who plan to seek additional
competence. Substantive areas covered include demographic profile and trends, theoretical and developmental perspectives, national policies and current trends, family and intergenerational relations, services systems, and professional roles.

**T6950 Workers and the Workplace: Issues, Policies, Research, and Programs**
3 credits. Open to M.S. students in the first term of their second-year field placement. This is the required field of practice course for World of Work students. The course reviews assumptions and institutions underlying social work in the workplace and focuses on the needs and help-seeking behavior of workers in order to identify implications for social service practice and design of delivery systems. This course examines programs targeted at the labor force, EAPs, and other groups sponsored by unions, industry, and community agencies. Particular attention is given to specific problems such as job jeopardy and affirmative action; child care and the working parent; pre-retirement; disability management; and the clinical, service delivery, and policy skills necessary to address these issues in the world of work. A historical and international perspective is introduced.

**T6960 School-Based and School-Linked Services: Issues, Programs, and Policies**
3 credits. Open to M.S. students in the first term of their second-year field placement. This is the required course for students who have chosen School-based and School-linked Services as their field of practice. Students will examine the school as a host setting for the delivery of social work services. Issues and policies that impact the delivery of both educational and social service programs are analyzed from a research-based perspective.

**T6970 Contemporary Social Issues: Issues, Policies, Research and Programs**
3 credits. Open to M.S. students in the first term of their second-year field placement. This is a required course for students who have chosen Contemporary Social Issues as their field of placement. Students examine the etiology and epidemiology of homelessness, violence, and substance abuse; related policy issues, service systems, and settings; and the rapid changes occurring in these areas. Students will be provided with a framework for addressing other contemporary problem areas as social work practice evolves.

**ELECTIVES**

**PRACTICE ELECTIVES**

**T6133 Social Work Practice with Women**
3 credits. Prerequisite: T7100. This course focuses on problems faced by women and the practice implications at both the direct practice and planning/administrative levels. Students will explore new approaches to practice with women in different roles and stages of life, as well as in specialized populations such as abused partners, female offenders, rape victims, and women with addictions.
T6205 Social Work Practice with Children
3 credits. Prerequisite: T7100. Students study assessment and intervention with children and their parents; differentiation between socio-cultural, developmental, functional, and organic deviations and variations; and various techniques and skills (e.g., play, dramatization, and verbalization) that can be helpful when working with children.

T6214 Social Work Practice with Families
3 credits. Prerequisite: T7100. Students study the objectives and characteristics of family treatment as well as the role of the worker and techniques commonly used. Relevant concepts about family as a social system, interactional processes, social class, and role conflicts, individual psychodynamics and situational variables are examined in terms of various types of family treatment reported from practice.

T6305 Comparative Group Approaches
3 credits. Prerequisite: T7100. This is a seminar in the theory and practice concepts and techniques in various models of group work practice and other group approaches relating to current conceptual and practice experiences. Comparison is with reference to the professional task, its techniques and skills, the nature of motivation, learning, behavior change, and resistance; group formation, phase of development, and the individuals in the group.

T7302 Social Work Practice in Alcoholism and Other Chemical Dependencies
3 credits. Prerequisite: T7100. This course deals with the scope of the problem, current theories and controversies in the field of alcoholism. Focus is placed on assessment and interventive strategies in services to individuals, families and groups. Clinical issues of denial, enabling, counter transference, along with issues of culture, staffing patterns, social work role, and resource funding, are emphasized.

T7303 Social Work Practice in Group Formation and Development
3 credits. Open to second-year students and to first-year students with the instructor’s permission. This is a seminar in the distinctive knowledge and skills in social work practice with groups. Group formation, internal group problems, and development of mutual aid processes are emphasized. Objective is to increase conceptual and skill competence. Current field assignment to a group is required.

T7305 Social Work Practice and Human Sexuality
3 credits. Prerequisite: T7100. An introduction to human sexuality in the context of social work practice, this course prepares students to assume a significant role in helping clients to deal with issues of human sexuality. The student is encouraged to address the affective, cognitive, and clinical components of practice and to apply them in their practice.

T7307 Social Work Practice in the AIDS Epidemic
3 credits. Prerequisite: T7100. The course focuses on enabling, mediating, and advocating intervention for HIV-affected populations, and provides a unique opportunity to unite case and cause.
T7308 Social Work Practice in Bilingual Contexts
3 credits. Prerequisite: T7100. This course covers theories and methods of providing social services in clients’ native languages; issues related to bilingual/bicultural social work practice; collaborating with clients’ social networks and institutional environment (e.g. schools, hospitals, other agencies); and the impact of formal and informal social policies and institutions on bilingual/bicultural clients.

T7311 Social Work Practice and Domestic Violence
3 credits. Prerequisite: T7100 & 7102. Students examine the issue of violence against women in families. The demographics of the population, theories of domestic violence, crisis intervention, and short- and long- term clinical issues will be examined, as will service modalities for women victims and survivors, batterers, and their children.

T7312 Social Work Practice with Lesbian, Gay, Bisexual and Transgender Clients
3 credits. Prerequisite: T7100. All social workers in all fields of practice serve clients who are gay or lesbian. Because of the negative stigma society places on gay and lesbian clients, many face numerous difficulties that require social support and intervention. Students will examine approaches to practice with gay men and lesbians in different roles and stages of life as well as in specialized populations such as gay and lesbian adolescents, parents, and older adults.

T7314 Spirituality and Social Work Practice
3 credits. Prerequisite: T7100. The experience and impact of spirituality and religion in the lives of individuals, families, groups, communities, and organizations in our society will be examined. Practice within a context of diverse populations will be addressed. Attention will be given to different approaches to spirituality and to plural religious perspectives.

T7320 Adult Psychopathology and Pathways to Wellness
3 credits. Prerequisite: T7100. Designed to give students an overall view of the psychopathology demonstrated by patients with the major psychiatric conditions, this course emphasizes background information concerning concepts of diagnosis in their historical context, and current concepts using specific psychopathological criteria to reach a diagnosis as expounded by DSM IV. This course is strongly recommended for clinical students, especially Health, Mental Health, and Disabilities.

T7330 Introduction to Community Organizing
3 credits. This course provides an overview of contemporary community organizing practice in the United States. The course will cover: defining what community organizing is and identifying its value base; exploring the strategies, tactics and activities of organizing; reviewing its historical roots; and considering the various ways communities engage in organizing and in the broader social justice movement. Students will examine skills and techniques for effective organizing, including building a membership base, developing ordinary people as community leaders, and running member-led issue campaigns.

T7340 Evidence Based Practice for Persons with Serious Mental Health Conditions
3 credits. Prerequisite: T7100 and T7320. This course is aimed at developing the knowledge and
skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. Students will become familiar with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail.

**T7612 Ego Psychology and Object Relations Theory**
3 credits. Prerequisite: T7100. The purpose of this course is to provide students with an accessible introduction to ego psychology and object relations theories and to enable them to begin to apply concepts of these theories in practice. The course reviews the development and evolution of these psychoanalytically oriented theories from the time of Freud through their contemporary conceptualizations and applications.

**T7820 International Social Development Practice**
3 credits. Prerequisite: T6801. This is an advanced level course designed to give the students the practice skills they need to advance international social development within western industrialized countries, transitional economies and poor developing countries. The course focuses on how to address global poverty, social injustices, inequality, and working with diverse populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin. The course builds on both the core curriculum and the foundation courses in the policy practice, social enterprise administration, and AGPP method concentrations. Students will be expected to demonstrate basic understanding of international social welfare issues, and at least beginning skills in the use of comparative methods in analyzing a cross-national social development policy or program of particular interest to them.

**AGPP Electives**

**T7136 Advanced Clinical and Community Practice in AGPP**
3 credits. Prerequisite: 7100. This course provides a comprehensive overview of clinical skills with individuals, families, groups, and communities with the Generalist Practice lens of work across different system levels. Advanced generalist practitioners are challenged to intervene with a set of clinical skills that transcend individual transactions. These skill sets will also apply to mezzo level interventions such as groups, communities, and organizations. This course will help students develop these skill sets and apply them in each of the system levels appropriate.

**HBSE Electives**

**T6603 Developmental Aspects of Adolescence: Theoretical and Intervention Perspectives**
3 credits (NM). Prerequisite: T660A-B. A developmental approach to adolescent psychopathology based on extensive readings and clinical discussion is studied. Subphases of adolescence and developmental deviations and implications for social work practice are also considered.
T6604 Normal and Pathological Aspects of Childhood
3 credits (NM). Prerequisite: T660A-B. This course takes a developmental approach to childhood psychopathology from infancy until adolescence. Biological and environmental influences on psychopathology, current concepts in using psychopathological criteria for diagnosis, issues of co-morbidity and of continuity and discontinuity of disorders are addressed from the developmental perspective. Actual case material is used to illustrate various clinical entities and to relate them to situations confronting the social worker.

T6610 ISMs Laboratory
3 credits. This course fosters students to challenge bias, prejudice, and forms of discrimination that operate in the lives of social workers and our clients. As a "laboratory," learning begins with hands-on participation in a series of interactive exercises designed to elicit and deconstruct dynamics of racism, sexism, ageism, ableism, heterosexism, classism, etc. Each activity is followed by a facilitated exploration and critical analysis of the experiential process. An emphasis is placed on professional and personal insight and skill with regards to culturally/contextually competent practice, processing of charged issues, and use of self. This course is well-suited for students who are authentic, willing to take risks, and committed to becoming effective agents of change towards social justice.

T7703 Ethnicity
3 credits (NM). Prerequisite: T660A-B. Students will explore theoretical concepts of the meaning of ethnicity, its relation to race and class, and the historical development of the concept. The course links these issues with practice by relating them to service delivery, and examines the understanding of commonalities within the context of differences by placing ethnic issues in a frame of reference encompassing historical change and social and class differences.

T7710 Issues of Diversity
3 credits. Prerequisite: T660A-B. This course explores the ongoing cognitive and affective process of identifying the range of difference social workers find between their clients and themselves; it examines the implications this awareness has for social work practice, social policy, social work research, and social action. Identity issues related to ability, age, culture, gender, national origin, race and ethnicity, religion, sexual orientation, and socioeconomic class are covered.

Policy Electives

T6707 The Politics of Social Welfare Policy
3 credits. (NM) Prerequisite: T6801. This course examines social, economic, and political theories of welfare state origins and development in western industrialized nations, and why the American welfare state developed differently. Special attention is given to the role of mass movements — especially the labor and civil rights movements — in creating pressure for welfare state development and expansion. Current crisis are emphasized, along with implications for the future of the welfare state.
T6809 The Child, the Family, and the State
3 credits. Prerequisite: T6801. This is a law and social work course that covers case-by-case study and analysis of the landmark Supreme Court decisions affecting children's and families' constitutional rights, including issues of abortion rights, delinquency, education, status offenses, due process, privacy, mental health commitments, and abuse and neglect.

T6820 Women and Social Policy
3 credits. Prerequisite: T6801. This course addresses how U.S. social policies have - or have not - responded to changes in women's roles that have occurred over the past several decades. Particular attention is paid to: women as claimants and beneficiaries; women as mothers and workers; women as caregivers at home and at work; women as clients and patients; and the politics of women and social policy.

T7803 Homelessness: Policy and Program Perspectives
3 credits. Prerequisite: 6801. This course provides a framework for analysis of policy and programs related to the problems of homelessness in America. Current policy is examined from a historical perspective; and discussion focuses on the implications of differing views on alternative problem definitions for policy and shifts in various programs, policies, and services currently being delivered to homeless people. Case material is presented.

OTHER COURSES

CAPSTONE COURSE

T7800 Integrative Project
No credits. This required capstone project will enable students to critically examine, integrate and apply their learning throughout the M.S. program. Participating in working groups comprised of peers from across advanced concentration methods, students will conduct a critical case-based analysis on a pressing contemporary social work issue. Faculty will determine the topics for study each year and will serve as guides to the working groups.

LAW MINOR

T7901 Legal Foundations for Social Workers, I
3 credits. This course, the first of a two-term sequence for candidates in the Law Minor program, provides an overview of the methods by which law is created and changed. Emphasis is placed on how legislation is drafted and case law is decided. General legal concepts relevant to the substantive areas of law in which social workers frequently practice are also covered.

T7902 Legal Foundations for Social Workers, II
3 credits. Prerequisite: T7901. This course is the second of a two-term sequence required for Law Minor candidates. The course reviews fundamental constitutional and other legal doctrines such as due process and equal protection and law as it relates to specific client groups, including children, persons with mental illness, older adults, and public welfare recipients. The
course emphasizes advocacy skills and is designed to facilitate interdisciplinary collaboration between social workers and lawyers.

**FIELD EDUCATION**

**T6010, T6020 Field Education**
Each term: 4.5 credits; Reduced Residency students may take T6020 for 4 credits (3 days/week in field) or 6 credits (4 days/week in field). Open only to full-time students who have been admitted to the M.S. degree program. Required for all M.S. degree candidates. Field education is a central component in each student’s professional education, and requires 21 hours a week for all four terms of the full-time M.S. degree. Placements provide a range of experiences to integrate with theoretical learning from class work and to develop knowledge, values, and skills for social practice.

**T6011 Reduced Residency Field Education Seminar**
1.5 credits. Reduced Residency students are required to take this two-term course in conjunction with T7100 (Foundations of Social Work Practice); T7102 (Direct Practice); and T7103 (Advocacy in Social Work Practice). Focusing on the body of knowledge, skills, and values that underpin and parallel course work, this seminar addresses the particular needs of the Reduced Residency student by integrating course concepts with field experience, emphasizing the socialization of the student toward the profession, and increasing his/her understanding of the societal and organizational contexts of the work. The format encourages learning flexibility, maximum student participation, and student support system development. This course meets one hour per week during the Fall and Spring terms.

**T6012 Advanced Standing Field Education Seminar**
3 credits. This seminar addresses the particular needs of Advanced Standing Students. The seminar provides a context and tools to deepen, critically reflect upon, and integrate each student’s learning about the professional use of self in practice and the field. Also included is the review and exploration of professional social work identities within historical and current contexts, and an examination of the multiple professional identities that are inherent in all areas of social work practice.

**Courses for Non-Matriculated Students**

Individuals with bachelor’s degrees who meet CUSSW liberal arts and social science distribution requirements may be admitted to certain courses in the Master of Science Program as non-matriculated, unclassified graduate students. Courses available to non-matriculated students are designated "NM" in the course listing. A non-matriculated student who is not a degree candidate usually registers for no more than 6 credits in one term. Non-matriculated students may not enroll in practice courses or field education.
Non-matriculated students may take foundation courses in human behavior and the social environment, social welfare policy, and social work research. No more than 12 credits earned through non-matriculated study may be applied later toward the M.S. degree. Admission as a non-matriculated student does not ensure admission as a degree candidate.

How Courses Are Numbered

Each course number consists of the prefix T (indicating the School of Social Work, the University division for whose students the course is primarily offered), followed by four digits. The first digit represents the level of the course: 6 and 7 indicate Master of Science curriculum, 8 and 9 indicate Doctor of Social Welfare curriculum.

The second digit indicates subject matter or type of instruction as follows:

<table>
<thead>
<tr>
<th>Digit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Instruction not requiring classroom attendance (field instruction, tutorial)</td>
</tr>
<tr>
<td>1</td>
<td>Required social work practice (M.S.) or doctoral seminar</td>
</tr>
<tr>
<td>2</td>
<td>Social work practice electives</td>
</tr>
<tr>
<td>3</td>
<td>Social work practice electives</td>
</tr>
<tr>
<td>4</td>
<td>Social work practice electives</td>
</tr>
<tr>
<td>5</td>
<td>Research and statistics</td>
</tr>
<tr>
<td>6</td>
<td>Psychiatry and human behavior</td>
</tr>
<tr>
<td>7</td>
<td>Human behavior and the social environment</td>
</tr>
<tr>
<td>8</td>
<td>Social policy and social welfare</td>
</tr>
<tr>
<td>9</td>
<td>Seminar in social work and field of practice/social problems</td>
</tr>
</tbody>
</table>

Course titles followed by (NM) indicate courses that may be taken by both matriculated and non-matriculated students. Two consecutive numbers that are joined by a hyphen indicate a course that runs through both terms (e.g., T8101-T8102). The first half is prerequisite to the second half unless the course description says otherwise.

*The University reserves the right to withdraw or modify courses of instruction or to change instructors as necessary.*
Doctoral Program and Course Bulletin

The CUSSW doctoral program is widely considered the home of social work leaders – the school has educated more deans and faculty for schools of social work than any other. Most candidates in the Ph.D. program seek positions in academia, or as researchers, teachers, or senior administrators in government or nonprofit agencies.

The Doctor of Philosophy in Social Work is offered by the Graduate School of Arts and Sciences and is administered by the School of Social Work. Students choose a method of concentration – advanced practice; social policy and policy analysis; or social policy and administration. In each sequence, students do intensive work in research methodology and statistics in connection with their own career planning.

Course Requirements

The student’s program is individually arranged from the CUSSW advanced courses listed below and from courses available in other professional schools and graduate divisions of the University. Normally students are required to complete a minimum of 49.5 credits. At least 30 points must be completed within the University. Of these, 18 must be taken in the School of Social Work. A typical program includes six points in the student’s social work method, nine points in social or behavioral science courses, 21 points in research methodology and statistics, three points in history and philosophy of social welfare, and three points in a substantive field of practice. Students concentrating in policy analysis must also take a minimum of two courses in microeconomics. All candidates must spend at least three consecutive terms in full-time residence (three consecutive terms during which nine or more points are earned in each term).

Students are also required to complete a 360-hour research practicum and a dissertation seminar. On completion of all course requirements and with recommendation from the faculty advisor, students complete a written and oral comprehensive exam. On completion of all program requirements except the dissertation, students are awarded an M.Phil. degree. Dissertation topics must be approved and proposals completed one year following the comprehensive examinations. The degree is awarded after the oral defense and deposit of the dissertation. A continuing registration fee is due each term that a student is not taking courses or research instruction.

Admission Requirements

Admission requirements for the Ph.D. program include:

- a Master's degree in social work (or a related field) from an accredited U.S. or Canadian university
- an M.S.W. degree (required) with two years post-M.S.W. practice experience strongly preferred for those applying to the advanced practice concentration
- a personal statement
- all graduate and undergraduate transcripts
- three letters of recommendation.
- GRE scores
- For international students whose native language is not English, TOEFL scores are required unless they have earned their Master's degree at an institution in an English-speaking country.

Students with graduate degrees in other fields may be admitted to the policy or administration concentrations.

**Admission Procedures**

Applications for the doctoral program, including all supporting materials and the application fee ($225 for paper applications, $65 if submitted online) should be filed by January 2.

Application materials, including information on financial aid, are available in the Doctoral Office (Room 919, 1255 Amsterdam Avenue, New York, NY 10027) or online at http://www.columbia.edu/cu/ssw/phdprogram/admissions. Links to the online application as well as the downloadable PDF version, can be found on the above web page.

Within four weeks of the date of acceptance, an accepted applicant for the Ph.D. is required to pay a nonrefundable pre-registration fee that will be credited toward tuition.

**Courses**

In addition to the minimum 18 points taken within the School of Social Work, twelve or more of the points required for the doctoral degree may be taken in other graduate facilities or professional schools of the University.

Doctoral students are also eligible to take courses at other area universities participating in the Inter-University Doctoral Consortium.

Academic advisors are assigned to all doctoral candidates for program planning and guidance.

Not all courses are given every year. To ascertain which of the following courses will be given in each of the next two years and their times, consult the separate Registrar’s [Directory of Classes](http://www.columbia.edu/cu/ssw/phdprogram/admissions).

**T8002 Doctoral Proseminar in Social Work Research**

0 points. Required of all degree candidates. The proseminar introduces incoming students to social work research enterprise and the broad range of faculty at the School and their scholarly activities. It also provides some ongoing group advisement.

**T8003-T8004 Advanced Tutorial Courses**

3 points. Field of practice tutorials (T8003) offer students a venue in which to focus, with the guidance of faculty experts, on research and readings related to their respective areas of
substantive interest. Students solicit faculty with expertise in their area to initiate a tutorial. Students and faculty may also initiate other pertinent non-field of practice oriented tutorials under course number T8004.

T8202 Ecosystems Perspective: Theory, Research and Practice
3 points. Required for degree candidates in the advanced practice sequence. This course focuses on the exploration of the knowledge bases and research issues for the understanding and supply of (1) the transactions between people and their environment and (2) related practice.

T8203 Seminar in Advanced Social Work Practice
3 points. Required for degree candidates in the advanced practice sequence. This seminar is designed to examine issues in the development and research of knowledge for social work practice.

T8403 Social Administration
3 points. Required for degree candidates in the administration sequence. This is a course on basic macro and micro organizational theory and research designed to give students a grounding for their dissertation research. General organizational theory as well as human service organizational theory is covered. Depending on the interests of students in the class, there also are opportunities to explore more specific organizational theory and research to allow students to advance their research interests. Since human services now occur in all three sectors, the course prepares students for interests in the nonprofit, public and for-profit sectors, and for cross sector activities. This is a reading intensive course that requires students to critically examine diverse organizational phenomena.

T8404 Comparative Social Policy
3 points. Required for policy and administration students. This course introduces the student to the literature and data on social policies across the world. Most of the readings focus on similarities and differences within the rich world, but attention is also paid to policies in low and middle income countries. Students work in small teams to produce a paper with a quantitative analysis of differences in policies or outcomes across countries.

T8407 Seminar in Social Policy Analysis
3 points. Required for Social Policy and Policy Analysis. This course is designed to enhance students' ability to conduct social policy analysis by acquainting them with several key analytic tools, e.g., cost-benefit analysis, literature reviews, regression analysis, social experimentation, and micro-simulation analysis.

T8502 Research Methods in Social Work
3 points. The course provides a review of research methods from the perspective of social work research concerns. Topics include problem formulation, research design, data-gathering techniques, measurement, and data analysis. Selected aspects of these areas encountered in social work research are intensively reviewed.
T8505 Dissertation Seminar
1.5 points. Required of all doctoral candidates. Through the discussion of problem formulation and research design on participant-suggested topics, this seminar facilitates the formulation of doctoral candidates’ dissertation proposals.

T8506 Inequality, Poverty and Public Society (elective)
3 points. Addressing issues relating to wealth and income inequality in American society, including the definition of poverty, the composition of the poverty population, and the causes of poverty, this course examines evidence regarding trends in inequality, duration of poverty spells, repeat stays on welfare, and the perpetuation of inequality across generations. Several large data sets, which contain information on inequality and poverty issues, are made available for class use. Either individually, or in teams, students formulate research projects and undertake analyses from one or more of the data sets in the formulation and execution of a research study.

T8507 Intervention Research Methods (elective)
3 points. Focusing on the science of behavioral intervention research, this course provides students with the knowledge and skills to design and evaluate such research. Topics covered include: research design, theory and its relationship to study aims, methodology, measurement and outcomes, efficacy and effectiveness clinical trials, different types of intervention research, sampling, recruitment, the process of intervention development, the use of process measures to examine intervention implementation, assessing fidelity and adherence, conducting data analysis, and the importance of research ethics.

T8509 Qualitative Research Methods I (elective)
3 points. Prerequisite: T8502. The first part of a two-semester sequence course designed to introduce students to the theory, method, and practice of qualitative research. Different approaches to inquiry and methods of qualitative research are examined, as are ethical issues and analytic strategies. Students are required to conduct a small study in the area of their choosing.

T8510 Qualitative Research Methods II (elective)
3 points. Prerequisite: T8509 or permission of instructor. The second part of a two-semester sequence course designed to introduce students to the theory, method, and practice of qualitative research.

T8511 Advanced Methods for Policy Analysis (elective)
3 points. This advanced course focuses on the use of empirical methods in policy analysis. Through a series of directed readings on major policy topics, students learn how policy research methods have been used and what their strengths and limitations are.

T8801 Changing Histories of Social Work and Social Welfare
3 points. Required of all degree candidates. Taken in the first semester, this course provides a comparative historical and philosophical perspective on the development of social welfare and
social work institutions, concepts, issues and paradigms in the U.S. and two other nations or parts of the world.

**T9800 Doctoral Research Instruction**
6 points. Doctoral candidates must register for 6 credits of research instruction, usually in the 5th semester. The faculty provides supervision and consultation to doctoral candidates in the course of their selection of the dissertation topic, carrying out the prescribed research, and writing the dissertation. Library privileges are included.

**T0001/T0003 Continuing Doctoral Registration**
0 points. All degree candidates who are not registered for any courses or research instruction are required to maintain their matriculation status by registering and paying a fee each term until completion of the degree. Students under the flat-fee tuition system should register for T0003.
# CURRICULUM STUDY PLANS

## FULL-TIME TWO-YEAR AND 16-MONTH PROGRAM

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T660A</td>
<td>Human Behavior and the Social Environment - A</td>
<td>3.0</td>
</tr>
<tr>
<td>T7100</td>
<td>Foundations of Social Work Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T6501 [1]</td>
<td>Social Work Research</td>
<td>3.0</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>2nd Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T660B</td>
<td>Human Behavior and the Social Environment - B</td>
<td>3.0</td>
</tr>
<tr>
<td>T7102</td>
<td>Direct Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T7103</td>
<td>Advocacy in Social Work Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**NOTE:** [1] This course may be waived by examination. The first year requirements are the same for the Two-Year and 16-month programs. Two-Year students take their first two terms over the Fall and Spring, and 16-Month students take their first two terms over the Spring and Summer.

## SECOND YEAR (ORGANIZED BY METHOD OF PRACTICE)

### ADVANCED CLINICAL PRACTICE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7113</td>
<td>Clinical Practice in a Field of Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T7501</td>
<td>Clinical Case Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>T69XX</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>4th Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7114</td>
<td>Clinical Practice with Populations, Clinical Intervention Modalities and Professional Practice Issues</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
</tbody>
</table>

*NC: No credit*
### ADVANCED GENERALIST PRACTICE & PROGRAMMING (AGPP)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T6416</td>
<td>Program Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>T7133</td>
<td>Advanced Generalist Practice &amp; Programming I</td>
<td>3.0</td>
</tr>
<tr>
<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>4th Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7134</td>
<td>Advanced Generalist Practice &amp; Programming II</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
</tbody>
</table>

*Electives

*NC: No credit

### POLICY PRACTICE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7143</td>
<td>Seminar on Policy Practice I</td>
<td>3.0</td>
</tr>
<tr>
<td>T7811Δ</td>
<td>Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>4th Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7144</td>
<td>Seminar on Policy Practice II</td>
<td>3.0</td>
</tr>
<tr>
<td>T7812Δ</td>
<td>Macroeconomics</td>
<td>3.0</td>
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<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
</tbody>
</table>

*Electives

*NC: No credit.

Δ Students pursuing the International field of practice will take T7815 & T7816 Economics for International Affairs.
The number of electives that are required will vary depending on the student’s chosen method area concentration:

<table>
<thead>
<tr>
<th>Method Area</th>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td>3</td>
<td>9 pts.</td>
</tr>
<tr>
<td>AGPP</td>
<td>3</td>
<td>9 pts.</td>
</tr>
<tr>
<td>Policy Practice</td>
<td>2</td>
<td>6 pts.</td>
</tr>
<tr>
<td>Social Enterprise Administration</td>
<td>0</td>
<td>0 pts.</td>
</tr>
</tbody>
</table>

*NC: No credit. The number of electives that are required will vary depending on the student’s chosen method area concentration:*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T6416</td>
<td>Program Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>T7124</td>
<td>Macro Community Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T7123</td>
<td>Human Resource Management, Supervision and Staff Development</td>
<td>3.0</td>
</tr>
<tr>
<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925*, T6930, T6950, T6960 or T6970</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7122</td>
<td>Social Planning and Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>T7125</td>
<td>Financial Management</td>
<td>3.0</td>
</tr>
<tr>
<td>T7126</td>
<td>Special Topics in Social Enterprise Management</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
</tbody>
</table>
## SPECIAL PROGRAMS

**SOCIAL ENTERPRISE ADMINISTRATION MANAGEMENT FELLOWS**

### SEA MANAGEMENT FELLOWS PROGRAM

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T660B</td>
<td>Human Behavior &amp; the Social Environment for Special Programs</td>
<td>3.0</td>
</tr>
<tr>
<td>T6801</td>
<td>Social Welfare Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>T7100</td>
<td>Foundations of Social Work Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T7103</td>
<td>Advocacy in Social Work Practice</td>
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<td>T6010</td>
<td>Field Education</td>
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</tr>
<tr>
<td><strong>2nd Term</strong></td>
<td></td>
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<tr>
<td>T6009</td>
<td>Advanced Research Methods &amp; Statistics for SEA</td>
<td>3.0</td>
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<tr>
<td>T7122</td>
<td>Social Planning and Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>T7124</td>
<td>Macro Community Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T7126</td>
<td>Special Topics in SEA: Intro to Community Organizing</td>
<td>1.5</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Education</td>
<td>4.5</td>
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<td><strong>3rd Term</strong></td>
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<td>Program Evaluation</td>
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<td>T7123</td>
<td>Human Resource Management, Supervision and Staff Development</td>
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<tr>
<td>T7125</td>
<td>Financial Management</td>
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<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
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<tr>
<td><strong>4th Term</strong></td>
<td></td>
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<tr>
<td>T7126</td>
<td>Special Topics in Social Enterprise Management (5 mini courses)</td>
<td>7.5</td>
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<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
</tbody>
</table>

**Management Fellows may opt to take only 3 T7126 mini courses and T7820 International Social Development Practice in lieu of 5 mini courses.**
## ACCELERATED POLICY PRACTICE PROGRAM

### 1st Term
- **T660B**  
  Human Behavior & the Social Environment for Special Programs  
  3.0
- **T6801**  
  Social Welfare Policy  
  3.0
- **T7100**  
  Foundations of Social Work Practice  
  3.0
- **T7811-7813Δ**  
  Microeconomics  
  3.0
- **T6010**  
  Field Education (2.5 days/week)  
  4.5

### 2nd Term
- **T6009**  
  Advanced Research Methods & Statistics for SEA  
  3.0
- **T7102**  
  Direct Practice  
  3.0
- **T7103**  
  Advocacy in Social Work Practice  
  3.0
- **T7815-7817Δ**  
  Macroeconomics  
  3.0
- **T6010**  
  Field Education (2.5 days/week)  
  4.5

### 3rd Term
- **T7143**  
  Seminar on Policy Practice I  
  3.0
- **T69xx**  
  Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970  
  3.0
- **T6020**  
  Elective  
  3.0
- **T6020**  
  Field Education  
  4.5

### 4th Term
- **T7144**  
  Seminar on Policy Practice II  
  3.0
- **T6020**  
  Field Education  
  4.5
- **T6020**  
  Elective  
  3.0
- **T7800**  
  Elective  
  3.0
- **T7800**  
  Integrative Project  
  NC*

*NC: No credit.

Δ Students pursuing the International field of practice will take T7815 & T7816 Economics for International Affairs.
**EXTENDED PROGRAM**

**PRE-FIELD EDUCATION PHASE; FIRST YEAR (PART TIME)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T660A</td>
<td>Human Behavior and the Social Environment - A</td>
<td>3.0</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T6501 [1]</td>
<td>Social Work Research</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T660B</td>
<td>Human Behavior and the Social Environment - B</td>
<td>3.0</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T6501 [1]</td>
<td>Social Work Research</td>
<td></td>
</tr>
</tbody>
</table>

[1] This course may be waived by examination; Students who did not take this course in the Fall should register for HBSE-A in the Spring and plan to take HBSE-B in the Summer session or subsequent Fall term.

**FIELD EDUCATION PHASE; SECOND YEAR**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7100</td>
<td>Foundations of Social Work Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7102</td>
<td>Direct Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T7103</td>
<td>Advocacy in Social Work Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
</tbody>
</table>

*NC: No credit.

**NOTE:** Extended students may request to begin first-year field education in January, instead of Fall, and follow a similar field schedule as 16-Month Program students, completing that first year of field education in the Spring and Summer terms.
# FIELD EDUCATION PHASE; THIRD YEAR (FULL TIME)

## ADVANCED CLINICAL PRACTICE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7113</td>
<td>Clinical Practice in a Field of Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T7501</td>
<td>Clinical Case Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>T69XX</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>4th Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7114</td>
<td>Clinical Practice with Populations, Clinical Intervention Modalities and Professional Practice Issues</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

*NC: No credit

## ADVANCED GENERALIST PRACTICE & PROGRAMMING (AGPP)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T6416</td>
<td>Program Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>T7133</td>
<td>Advanced Generalist Practice &amp; Programming I</td>
<td>3.0</td>
</tr>
<tr>
<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>4th Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7134</td>
<td>Advanced Generalist Practice &amp; Programming II</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

*NC: No credit
### FIELD EDUCATION PHASE; THIRD YEAR (FULL TIME)

#### POLICY PRACTICE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7143</td>
<td>Seminar on Policy Practice I</td>
<td>3.0</td>
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<tr>
<td>T7811Δ</td>
<td>Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>4th Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7144</td>
<td>Seminar on Policy Practice II</td>
<td>3.0</td>
</tr>
<tr>
<td>T7812Δ</td>
<td>Macroeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

*NC: No credit.

Δ Students pursuing the International field of practice will take T7815 & T7816 Economics for International Affairs.

#### SOCIAL ENTERPRISE ADMINISTRATION (SEA)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T6416</td>
<td>Program Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>T7124</td>
<td>Macro Community Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T7123</td>
<td>Human Resource Management, Supervision and Staff Development</td>
<td>3.0</td>
</tr>
<tr>
<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925*, T6930, T6950, T6960 or T6970</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>4th Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7122</td>
<td>Social Planning and Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>T7125</td>
<td>Financial Management</td>
<td>3.0</td>
</tr>
<tr>
<td>T7126</td>
<td>Special Topics in Social Enterprise Management</td>
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</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
</tbody>
</table>

*NC: No credit
Extended Program students may also take electives in a fourth year, part-time, if necessary.

The number of electives that are required will vary depending on the student’s chosen method area concentration:

<table>
<thead>
<tr>
<th>Method Area</th>
<th>Electives</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td>3</td>
<td>9 pts.</td>
</tr>
<tr>
<td>AGPP</td>
<td>3</td>
<td>9 pts.</td>
</tr>
<tr>
<td>Policy Practice</td>
<td>2</td>
<td>6 pts.</td>
</tr>
<tr>
<td>Social Enterprise Administration</td>
<td>0</td>
<td>0 pts.</td>
</tr>
</tbody>
</table>

**REDUCED RESIDENCY PROGRAM**

**PRE-RESIDENCY: FIRST PART-TIME YEAR**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T660A</td>
<td>Human Behavior and the Social Environment - A</td>
<td>3.0</td>
</tr>
<tr>
<td>Spring Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T660B</td>
<td>Human Behavior and the Social Environment - B</td>
<td>3.0</td>
</tr>
<tr>
<td>T6501 [1]</td>
<td>Social Work Research</td>
<td>3.0</td>
</tr>
</tbody>
</table>

[1] This course may be waived by examination.

**PRE-RESIDENCY: SECOND PART-TIME YEAR**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td></td>
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</tr>
<tr>
<td>T6011*</td>
<td>Reduced Residency Field Education Seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>T7100</td>
<td>Foundations of Social Work Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>Spring Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T6011</td>
<td>Reduced Residency Field Education Seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>T7102</td>
<td>Direct Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T7103**</td>
<td>Advocacy in Social Work Practice</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*T6011 is taken for 1.5 points each term for two terms – Fall and Spring for a total of 3.0 points.

**T7103 may be taken in the Summer session prior to entering the residency year.

A minimum of 24 points, but no more than 33 points, may be earned prior to the residency year. Fewer points may be required prior to starting the field education year if transfer credits from another graduate program have been granted.
Residency Phase

During the residency year, students enroll in the method area practice courses, a field of practice course as determined by their field placement, a second-year research course, and any remaining electives. During this period, students attend school on a full-time basis during the day and complete 900 hours of field education, enrolling for 12 points over the year. Students may choose the three-day a week field education model, and take T6020 (Field Education) for 4 points in the Fall, Spring and Summer terms. Or they may choose the four day a week field education model, and take T6020 for 6 points in the Fall and in the Spring. See the Field Education Manual and Field Education section in this Handbook for more information.

REDUCED RESIDENCY PROGRAM BY METHOD OF PRACTICE

<table>
<thead>
<tr>
<th>ADVANCED CLINICAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
</tr>
<tr>
<td><strong>Fall Term</strong></td>
</tr>
<tr>
<td>T7113</td>
</tr>
<tr>
<td>T7501</td>
</tr>
<tr>
<td>T69XX</td>
</tr>
<tr>
<td>T6020 ∆</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
</tr>
<tr>
<td>T7114</td>
</tr>
<tr>
<td>T6020 ∆</td>
</tr>
<tr>
<td>T7800</td>
</tr>
<tr>
<td>Electives</td>
</tr>
</tbody>
</table>

*NC: No credit.

During the full-time residency year, students who choose the three-day a week field education model, take T6020 for 4.0 points in the Fall, Spring and Summer terms. Students who choose the four-day a week field education model take T6020 for 6.0 points in the Fall and in the Spring. A four-day a week model is illustrated above.
### ADVANCED GENERALIST PRACTICE & PROGRAMMING (AGPP)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T6416</td>
<td>Program Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>T7133</td>
<td>Advanced Generalist Practice &amp; Programming I</td>
<td>3.0</td>
</tr>
<tr>
<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
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</tr>
<tr>
<td>T6020Δ</td>
<td>Field Education</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7134</td>
<td>Advanced Generalist Practice &amp; Programming II</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020Δ</td>
<td>Field Education</td>
<td>6.0</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
</tbody>
</table>

*NC: No credit.

Δ During the full-time residency year, students who choose the three-day a week field education model, take T6020 for 4.0 points in the Fall, Spring and Summer terms. Students who choose the four-day a week field education model take T6020 for 6.0 points in the Fall and in the Spring. A four-day a week model is illustrated above.

### POLICY PRACTICE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7143</td>
<td>Seminar on Policy Practice I</td>
<td>3.0</td>
</tr>
<tr>
<td>T7811**</td>
<td>Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020Δ</td>
<td>Field Education</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7144</td>
<td>Seminar on Policy Practice II</td>
<td>3.0</td>
</tr>
<tr>
<td>T7812**</td>
<td>Macroeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020Δ</td>
<td>Field Education</td>
<td>6.0</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
</tbody>
</table>

*NC: No credit.

**Students pursuing the International field of practice will take T7815 & T7816 Economics for International Affairs.

Δ During the full-time residency year, students who choose the three-day a week field education model, take T6020 for 4.0 points in the Fall, Spring and Summer terms. Students who choose the four-day a
week field education model take T6020 for 6.0 points in the Fall and in the Spring. A four-day a week model is illustrated above.

<table>
<thead>
<tr>
<th>SOCIAL ENTERPRISE ADMINISTRATION (SEA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td><strong>Fall Term</strong></td>
</tr>
<tr>
<td>T6416</td>
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<tr>
<td>T7124</td>
</tr>
<tr>
<td>T7123</td>
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<tr>
<td>T69xx</td>
</tr>
<tr>
<td>T6020Δ</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
</tr>
<tr>
<td>T7122</td>
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<tr>
<td>T7125</td>
</tr>
<tr>
<td>T7126</td>
</tr>
<tr>
<td>T6020Δ</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>T7800</td>
</tr>
</tbody>
</table>

*NC: No credit.

**Reduced Residency SEA students must take one elective to get to 60 credits.

ΔDuring the full-time residency year, students who choose the three-day a week field education model, take T6020 for 4.0 points in the Fall, Spring and Summer terms. Students who choose the four-day a week field education model take T6020 for 6.0 points in the Fall and in the Spring. A four-day a week model is illustrated above.

Reduced Residency students may take an elective in any given term. However, other program options should be discussed with their advisor. The number of electives that are required will vary depending on the student’s chosen method area concentration:

- **Clinical**: 4 electives, 12 pts.
- **AGPP**: 4 electives, 12 pts.
- **Policy Practice**: 3 electives, 9 pts.
- **Social Enterprise Administration**: 3 electives, 3 pts.

Though every attempt will be made to arrange for appropriate field placement at a student’s place of employment, the School is not able to guarantee such an arrangement. If this is not possible, the School will provide a placement, but cannot arrange employment at the placement site. For more comprehensive information regarding the Reduced Residency Program’s academic and field education requirements, please refer to the **Reduced Residency Guide**.
# Advanced Standing Program

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T6012</td>
<td>Advanced Standing Field Seminar</td>
<td>3.0</td>
</tr>
<tr>
<td>T7102</td>
<td>Direct Practice II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

# Advanced Clinical Practice

## Fall Term

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T7113</td>
<td>Clinical Practice in a Field of Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T7501</td>
<td>Clinical Case Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>T69XX</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
</tbody>
</table>

## Spring Term

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T7114</td>
<td>Clinical Practice with Populations, Clinical Intervention Modalities and Professional Practice Issues</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
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</table>

*NC: No credit.

# Advanced Generalist Practice & Programming (AGPP)

## Fall Term

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>T6416</td>
<td>Program Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>T7133</td>
<td>Advanced Generalist Practice &amp; Programming I</td>
<td>3.0</td>
</tr>
<tr>
<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
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<tr>
<td>T6020</td>
<td>Field Education</td>
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## Spring Term

<table>
<thead>
<tr>
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<th>Course Name</th>
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<tbody>
<tr>
<td>T7134</td>
<td>Advanced Generalist Practice &amp; Programming II</td>
<td>3.0</td>
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<tr>
<td>T6020</td>
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</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
</tbody>
</table>

*NC: No credit.
### POLICY PRACTICE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7143</td>
<td>Seminar on Policy Practice I</td>
<td>3.0</td>
</tr>
<tr>
<td>T7811Δ</td>
<td>Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>T69xx</td>
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<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7144</td>
<td>Seminar on Policy Practice II</td>
<td>3.0</td>
</tr>
<tr>
<td>T7812Δ</td>
<td>Macroeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

*NC: No credit.

Δ Students pursuing the International field of practice will take T7815 & T7816 Economics for International Affairs.

### SOCIAL ENTERPRISE ADMINISTRATION (SEA)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>3rd Term</strong></td>
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</tr>
<tr>
<td>T6416</td>
<td>Program Evaluation</td>
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<tr>
<td>T7124</td>
<td>Macro Community Practice</td>
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<tr>
<td>T7123</td>
<td>Human Resource Management, Supervision and Staff Development</td>
<td>3.0</td>
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<tr>
<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925*, T6930, T6950, T6960 or T6970</td>
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<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>4th Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7122</td>
<td>Social Planning and Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>T7125</td>
<td>Financial Management</td>
<td>3.0</td>
</tr>
<tr>
<td>T7126</td>
<td>Special Topics in Social Enterprise Management</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
</tbody>
</table>

*NC: No credit.
Advanced Standing students who choose the Social Enterprise Administration method will be required to take 36 points of coursework at CUSSW (rather than the 33 normally required), in order to fulfill the requirements of that particular method.

The number of required electives varies depending on the student’s chosen advanced practice method concentration and BSW transfer credits:

<table>
<thead>
<tr>
<th>Method</th>
<th>Electives</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
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<td>2</td>
<td>6 pts.</td>
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<tr>
<td>AGPP</td>
<td>2</td>
<td>6 pts.</td>
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<tr>
<td>Policy Practice</td>
<td>1</td>
<td>3 pts.</td>
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<tr>
<td>SEA</td>
<td>0</td>
<td>0 pts.</td>
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</table>
## ADVANCED CLINICAL PRACTICE

<table>
<thead>
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<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>3rd Term</strong></td>
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<td></td>
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<tr>
<td>T7113</td>
<td>Clinical Practice in a Field of Practice</td>
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<tr>
<td>T7501</td>
<td>Clinical Case Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>T69XX</td>
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<td>T6020</td>
<td>Field Education</td>
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<tr>
<td><strong>4th Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T7114</td>
<td>Clinical Practice with Populations, Clinical Intervention Modalities and</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Professional Practice Issues</td>
<td></td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
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</tr>
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</table>

*NC: No credit.*

## ADVANCED GENERALIST PRACTICE & PROGRAMMING (AGPP)

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<thead>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>3rd Term</strong></td>
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<td></td>
</tr>
<tr>
<td>T6416</td>
<td>Program Evaluation</td>
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<tr>
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<td>Advanced Generalist Practice &amp; Programming I</td>
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<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
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<tr>
<td>T6020</td>
<td>Field Education</td>
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<tr>
<td><strong>4th Term</strong></td>
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<td></td>
</tr>
<tr>
<td>T7134</td>
<td>Advanced Generalist Practice &amp; Programming II</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
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<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
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*NC: No credit.*
**SOCIAL ENTERPRISE ADMINISTRATION (SEA)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>3rd Term</strong></td>
<td></td>
</tr>
<tr>
<td>T6416</td>
<td>Program Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>T7124</td>
<td>Macro Community Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>T7123</td>
<td>Human Resource Management, Supervision and Staff Development</td>
<td>3.0</td>
</tr>
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<td>T69xx</td>
<td>Field of Practice: T6910, T6920, T6925, T6930, T6950, T6960 or T6970</td>
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<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td><strong>4th Term</strong></td>
<td></td>
</tr>
<tr>
<td>T7122</td>
<td>Social Planning and Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>T7125</td>
<td>Financial Management</td>
<td>3.0</td>
</tr>
<tr>
<td>T7126</td>
<td>Special Topics in Social Enterprise Management</td>
<td>3.0</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Education</td>
<td>4.5</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>NC*</td>
</tr>
</tbody>
</table>

*NC: No credit.

The number of required electives varies depending on the student’s chosen advanced practice method concentration and total transfer credits:

<table>
<thead>
<tr>
<th>Clinical</th>
<th>3 electives 9 ots</th>
<th>Policy Practice</th>
<th>2 electives 9 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGPP</td>
<td>3 electives pts.</td>
<td>SEA</td>
<td>0 elective 0 pts.</td>
</tr>
</tbody>
</table>

*Students pursuing the International field of practice will take T7815 & T7816 Economics for International Affairs.*
DUAL DEGREE PROGRAMS

BANK STREET COLLEGE

MASTER OF SCIENCE IN SOCIAL WORK/MASTER OF SCIENCE IN SPECIAL EDUCATION

CUSSW Mentor: Professor Jane Waldfogel  jw205@columbia.edu
CUSSW Coordinators: Colin Sullivan  cps2133@columbia.edu
Karma Lowe  knl3@columbia.edu

Offered by the Bank Street College and CUSSW, the program enables students to earn an MS in Social Work and an MS in Education. They acquire the knowledge and clinical skills they need to work with programs that offer comprehensive services for children with special needs and their families.

For additional Bank Street Dual Degree information, please contact:

**Early Childhood**
Sue Carberry, Director
Early Childhood Special and General Education
scarbary@bankstreet.edu
212-875-4509

**Childhood**
Diane Newman
Director, Childhood Special Education Programs
dnewman@bankstreet.edu
212-875-4547
Mimi J. Rosenberg, Co-chair
mrosenberg@bankstreet.edu
212-875-4544

**Middle School**
Valentine Burr
Director, Middle School General and Special Education Programs
vburr@bankstreet.edu

---

ADVANCED GENERALIST PRACTICE & PROGRAMMING

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
<th>Year 1, Semester 2</th>
<th>Year 2, Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>T7100  Foundations of Social Work Practice</td>
<td>T7102  Direct Practice</td>
<td>T7133  Advanced Generalist Practice and Programming</td>
</tr>
<tr>
<td>T660B  Human Behavior and the Social Environment for Special Programs</td>
<td>T7103  Advocacy in Social Work Practice</td>
<td>T6416  Program Evaluation</td>
</tr>
<tr>
<td>T6501  Social Work Research [1]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T6010  Field Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 pts</td>
<td>3 pts</td>
<td>3 pts</td>
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<td>3 pts</td>
<td>4.5 pts</td>
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164
### Year 2, Semester 2

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>T6920</td>
<td>Family, Youth and Children’s Services</td>
<td>3 pts</td>
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<tr>
<td>T6960</td>
<td>School linked/School-based Services</td>
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</tr>
<tr>
<td>T6020</td>
<td>Field Instruction</td>
<td>4.5 pts</td>
</tr>
</tbody>
</table>

#### TOTAL SOCIAL WORK POINTS 48

[1] This course may be waived by examination. For more information, email Student Services.

*To earn three credits, a mini course must be taken in each of the first and second halves of the semester.

### SOCIAL ENTERPRISE ADMINISTRATION

#### Year 1, Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T7100</td>
<td>Foundations of Social Work Practice</td>
<td>3 pts</td>
</tr>
<tr>
<td>T660B</td>
<td>Human Behavior and the Social Environment for Special Programs</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6801</td>
<td>Social Welfare Policy [1]</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6501</td>
<td>Social Work Research [1]</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Instruction</td>
<td>4.5 pts</td>
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#### Year 1, Semester 2

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>T7102</td>
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</tr>
<tr>
<td>T7103</td>
<td>Advocacy in Social Work Practice</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Instruction</td>
<td>4.5 pts</td>
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#### Year 2, Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>T7123</td>
<td>Human Resource Management, Supervision and Staff Development</td>
<td>3 pts</td>
</tr>
<tr>
<td>T7124</td>
<td>Macro Community Practice</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6416</td>
<td>Program Evaluation</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6920 or T6960</td>
<td>Family, Youth and Children's Services</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Instruction</td>
<td>4.5 pts</td>
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#### Year 2, Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T7122</td>
<td>Social Planning and Program Development</td>
<td>3 pts</td>
</tr>
<tr>
<td>T7125</td>
<td>Financial Management</td>
<td>3 pts</td>
</tr>
<tr>
<td>T7126*</td>
<td>Topics in Social Enterprise Administration</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Instruction</td>
<td>4.5 pts</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>0 pts</td>
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</tbody>
</table>

#### TOTAL SOCIAL WORK POINTS 57

[1] This course may be waived by examination. For more information, email Student Services.

*To earn three credits, a mini course must be taken in each of the first and second halves of the semester.
<table>
<thead>
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<th>POLICY PRACTICE</th>
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<tr>
<td><strong>Year 1, Semester 1</strong></td>
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<tr>
<td>T7100</td>
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<td>T660B</td>
</tr>
<tr>
<td>T6801</td>
</tr>
<tr>
<td>T6501</td>
</tr>
<tr>
<td>T6010</td>
</tr>
<tr>
<td><strong>Year 1, Semester 2</strong></td>
</tr>
<tr>
<td>T7102</td>
</tr>
<tr>
<td>T7103</td>
</tr>
<tr>
<td>T6010</td>
</tr>
<tr>
<td><strong>Year 2, Semester 1</strong></td>
</tr>
<tr>
<td>T7143</td>
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<tr>
<td>T7811</td>
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<tr>
<td>T6920</td>
</tr>
<tr>
<td>or T6960</td>
</tr>
<tr>
<td>T6020</td>
</tr>
<tr>
<td><strong>Year 2, Semester 2</strong></td>
</tr>
<tr>
<td>T7144</td>
</tr>
<tr>
<td>T7812</td>
</tr>
<tr>
<td>T6020</td>
</tr>
<tr>
<td>T7800</td>
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</tbody>
</table>

**TOTAL SOCIAL WORK POINTS** 51

[1] This course may be waived by examination. For more information, email Student Services.
Students in this dual degree program earn an MS in social work from CUSSW and an MBA from Columbia Business School. Combining social welfare and business management skills, graduates are in demand for high-level administrative positions in agencies and for leadership roles in corporate and business settings.

**MS/MBA Dual Degree Course Schedule**

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
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</thead>
<tbody>
<tr>
<td>T7100</td>
<td>Foundations of Social Work Practice  3 pts</td>
</tr>
<tr>
<td>T660A</td>
<td>Human Behavior and the Social Environment, A  3 pts</td>
</tr>
<tr>
<td>T6801</td>
<td>Social Welfare Policy [1]  3 pts</td>
</tr>
<tr>
<td>T6501</td>
<td>Social Work Research [1]  3 pts</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Instruction  4.5 pts</td>
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<table>
<thead>
<tr>
<th>Year 1, Semester 2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>T7102</td>
<td>Direct Practice  3 pts</td>
</tr>
<tr>
<td>T7103</td>
<td>Advocacy in Social Work Practice  3 pts</td>
</tr>
<tr>
<td>T660B</td>
<td>Human Behavior and the Social Environment, B  3 pts</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Instruction  4.5 pts</td>
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<table>
<thead>
<tr>
<th>Year 2, Semester 1</th>
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<tbody>
<tr>
<td>T7113</td>
<td>Clinical Practice in a Field of Practice  3 pts</td>
</tr>
<tr>
<td>T7501</td>
<td>Advanced Applications in Social Work Research  3 pts</td>
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<tr>
<td>T6020</td>
<td>Field Instruction  4.5 pts</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Year 2, Semester 2</th>
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</thead>
<tbody>
<tr>
<td>T7114*</td>
<td>Clinical Practice with Populations or Professional Practice Issues  3 pts</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Instruction  4.5 pts</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project  0 pts</td>
</tr>
</tbody>
</table>

**TOTAL SOCIAL WORK POINTS**  48

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.
## ADVANCED GENERALIST PRACTICE & PROGRAMMING

### Year 1, Semester 1

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
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<td>Foundations of Social Work Practice</td>
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</tr>
<tr>
<td>T660A</td>
<td>Human Behavior and the Social Environment, A</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6801</td>
<td>Social Welfare Policy [1]</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6501</td>
<td>Social Work Research [1]</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6010</td>
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### Year 1, Semester 2

<table>
<thead>
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<tr>
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<td>Advocacy in Social Work Practice</td>
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<tr>
<td>T660B</td>
<td>Human Behavior and the Social Environment, B</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Instruction</td>
<td>4.5 pts</td>
</tr>
</tbody>
</table>

### Year 2, Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>T7133</td>
<td>Advanced Generalist Practice &amp; Programming</td>
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<tr>
<td>T6416</td>
<td>Program Evaluation</td>
<td>3 pts</td>
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<td>T6020</td>
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### Year 2, Semester 2

<table>
<thead>
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<tr>
<td>T6020</td>
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</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
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</tbody>
</table>

**TOTAL SOCIAL WORK POINTS** 48

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.

## SOCIAL ENTERPRISE ADMINISTRATION

### Year 1, Semester 1

<table>
<thead>
<tr>
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<td>T7100</td>
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<td>T660A</td>
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</tr>
<tr>
<td>T6801</td>
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<td>T6501</td>
<td>Social Work Research [1]</td>
<td>3 pts</td>
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### Year 1, Semester 2

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</tr>
<tr>
<td>T660B</td>
<td>Human Behavior and the Social Environment, B</td>
<td>3 pts</td>
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<tr>
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### Year 2, Semester 1

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<tr>
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<td>T7124</td>
<td>Macro Community Practice</td>
<td>3 pts</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>T6416</td>
<td>Program Evaluation</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Instruction</td>
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**Year 2, Semester 2**

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<th>Course Name</th>
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<td>T7125</td>
<td>Financial Management</td>
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</tr>
<tr>
<td>T7126*</td>
<td>Topics in Social Enterprise Administration</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Instruction</td>
<td>4.5 pts</td>
</tr>
<tr>
<td>T7800</td>
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**TOTAL SOCIAL WORK POINTS**  57

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.

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<table>
<thead>
<tr>
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<tr>
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<td>T7811</td>
<td>Microeconomics</td>
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<td>T6020</td>
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**Year 2, Semester 2**

<table>
<thead>
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<th>Credits</th>
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<td>Macroeconomics</td>
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</tr>
<tr>
<td>T7800</td>
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</table>

**TOTAL SOCIAL WORK POINTS**  51

[1] This course may be waived by examination. For more information, email Student Services.

JEWISH THEOLOGICAL SEMINARY

MASTER OF SCIENCE IN SOCIAL WORK/MASTER OF ARTS IN JEWISH STUDIES

CUSSW Mentor: Associate Dean Marianne Yoshioka mry5@columbia.edu
CUSSW Coordinators: Colin Sullivan cps2133@columbia.edu
Karma Lowe knl3@columbia.edu

Through this joint program of the School of Social Work and the Jewish Theological Seminary of America, graduates earn a Master of Science in Social Work and a Master of Arts in Jewish Studies. They go on to be leaders in Jewish communal services - program specialists, administrators, policy analysts, and counselors.

MS/JTS DUAL DEGREE

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>ADVANCED CLINICAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1, Semester 1</strong></td>
</tr>
<tr>
<td>T7100 Foundations of Social Work Practice 3 pts</td>
</tr>
<tr>
<td>T660B Human Behavior and the Social Environment, B special programs 3 pts</td>
</tr>
<tr>
<td>T6801 Social Welfare Policy [1] 3 pts</td>
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<tr>
<td>T6501 Social Work Research [1] 3 pts</td>
</tr>
<tr>
<td>T6010 Field Instruction 4.5 pts</td>
</tr>
<tr>
<td><strong>Year 1, Semester 2</strong></td>
</tr>
<tr>
<td>T7102 Direct Practice 3 pts</td>
</tr>
<tr>
<td>T7103 Advocacy in Social Work Practice 3 pts</td>
</tr>
<tr>
<td>T6010 Field Instruction 4.5 pts</td>
</tr>
<tr>
<td><strong>Year 2, Semester 1</strong></td>
</tr>
<tr>
<td>T7113 Clinical Practice in a Field of Practice 3 pts</td>
</tr>
<tr>
<td>T7501 Advanced Applications in Social Work Research 3 pts</td>
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<tr>
<td>T6020 Field Instruction 4.5 pts</td>
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<td><strong>Year 2, Semester 2</strong></td>
</tr>
<tr>
<td>T7114* Clinical Practice with Populations or Professional Practice Issues 3 pts</td>
</tr>
<tr>
<td>T6020 Field Instruction 4.5 pts</td>
</tr>
<tr>
<td>T7800 Integrative Project 0 pts</td>
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</table>

TOTAL SOCIAL WORK POINTS 45

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.
### ADVANCED GENERALIST PRACTICE & PROGRAMMING

#### Year 1, Semester 1
- T7100 Foundations of Social Work Practice 3 pts
- T660B Human Behavior and the Social Environment, B 3 pts
- T6801 Social Welfare Policy [1] 3 pts
- T6501 Social Work Research [1] 3 pts
- T6010 Field Instruction 4.5 pts

#### Year 1, Semester 2
- T7102 Direct Practice 3 pts
- T7103 Advocacy in Social Work Practice 3 pts
- T6010 Field Instruction 4.5 pts

#### Year 2, Semester 1
- T7133 Advanced Generalist Practice & Programming 3 pts
- T6416 Program Evaluation 3 pts
- T6020 Field Instruction 4.5 pts

#### Year 2, Semester 2
- T7134* Advanced Generalist Practice & Programming 3 pts
- T6020 Field Instruction 4.5 pts
- T7800 Integrative Project 0 pts

**TOTAL SOCIAL WORK POINTS** 45

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.

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### SOCIAL ENTERPRISE ADMINISTRATION

#### Year 1, Semester 1
- T7100 Foundations of Social Work Practice 3 pts
- T660B Human Behavior and the Social Environment, B 3 pts
- T6801 Social Welfare Policy [1] 3 pts
- T6501 Social Work Research [1] 3 pts
- T6010 Field Instruction 4.5 pts

#### Year 1, Semester 2
- T7102 Direct Practice 3 pts
- T7103 Advocacy in Social Work Practice 3 pts
- T6010 Field Instruction 4.5 pts

#### Year 2, Semester 1
- T7123 Human Resources Management 3 pts
- T7124 Macro Community Practice 3 pts
- T6416 Program Evaluation 3 pts
- T6020 Field Instruction 4.5 pts

#### Year 2, Semester 2
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T7122</td>
<td>Social Planning and Program Development</td>
<td>3 pts</td>
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<tr>
<td>T7125</td>
<td>Financial Management</td>
<td>3 pts</td>
</tr>
<tr>
<td>T7126*</td>
<td>Topics in Social Enterprise Administration</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Instruction</td>
<td>4.5 pts</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>0 pts</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL SOCIAL WORK POINTS</strong></td>
<td><strong>54</strong></td>
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</tbody>
</table>

[1] This course may be waived by examination. For more information, [email Student Services](mailto:).  
*[To earn three credits, a mini course must be taken in each of the first and second halves of the semester.]*

**POLICY PRACTICE**

**Year 1, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>T7100</td>
<td>Foundations of Social Work Practice</td>
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<tr>
<td>T660B</td>
<td>Human Behavior and the Social Environment, B</td>
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</tr>
<tr>
<td>T6801</td>
<td>Social Welfare Policy [1]</td>
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<tr>
<td>T6501</td>
<td>Social Work Research [1]</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Instruction</td>
<td>4.5 pts</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL SOCIAL WORK POINTS</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

[1] This course may be waived by examination. For more information, [email Student Services](mailto:).  
*[Students pursuing the International field of practice substitute Microeconomics & Policy Analysis I & II with T7815 Economics for International Affairs I & T7817 Economics for International Affairs I-Lab in the Fall semester and T7816 Economics for International Affairs II & T7818 Economics for International Affairs II-Lab in the Spring semester.]*
## LAW SCHOOL

### MASTER OF SCIENCE IN SOCIAL WORK/JURIS DOCTORATE IN LAW

CUSSW Mentor: Professor Vicki Lens  
vl2012@columbia.edu  
CUSSW Coordinators: Colin Sullivan, Karma Lowe  
cps2133@columbia.edu, knl3@columbia.edu

Students receive an MS from CUSSW and a JD from Columbia School of Law, preparing them for innovative professional roles in a variety of family and justice settings. It also provides a framework for analyzing the impact of the law on people, their problems, and the policies that affect them.

### MS/JD DUAL DEGREE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>ADVANCED CLINICAL PRACTICE</th>
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<tbody>
<tr>
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<tr>
<td>T660B Human Behavior and the Social Environment, B</td>
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<td>T6801 Social Welfare Policy [1]</td>
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<tr>
<td>T6501 Social Work Research [1]</td>
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</tr>
<tr>
<td>T6010 Field Instruction</td>
<td>4.5 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1, Semester 2</th>
</tr>
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<tbody>
<tr>
<td>T7102 Direct Practice</td>
</tr>
<tr>
<td>T7103 Advocacy in Social Work Practice</td>
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<td>T6010 Field Instruction</td>
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<table>
<thead>
<tr>
<th>Year 2, Semester 1</th>
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</thead>
<tbody>
<tr>
<td>T7113 Clinical Practice in a Field of Practice</td>
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<td>T6020 Field Instruction</td>
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<table>
<thead>
<tr>
<th>Year 2, Semester 2</th>
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</thead>
<tbody>
<tr>
<td>T7114* Clinical Practice with Populations or Professional Practice Issues</td>
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<td>One Social Work Elective</td>
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<td>T6020 Field Instruction</td>
</tr>
<tr>
<td>T7800 Integrative Project</td>
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</table>

**TOTAL SOCIAL WORK POINTS 45**

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.
# ADVANCED GENERALIST PRACTICE & PROGRAMMING

## Year 1, Semester 1
- **T7100** Foundations of Social Work Practice 3 pts
- **T660B** Human Behavior and the Social Environment, B 3 pts
- **T6801** Social Welfare Policy [1] 3 pts
- **T6501** Social Work Research [1] 3 pts
- **T6010** Field Instruction 4.5 pts

## Year 1, Semester 2
- **T7102** Direct Practice 3 pts
- **T7103** Advocacy in Social Work Practice 3 pts
- **T6010** Field Instruction 4.5 pts

## Year 2, Semester 1
- **T7133** Advanced Generalist Practice & Programming 3 pts
- **T6020** Field Instruction 4.5 pts

## Year 2, Semester 2
- **T7134** Advanced Generalist Practice & Programming 3 pts
- One Social Work Elective 3 pts
- **T6020** Field Instruction 4.5 pts
- **T7800** Integrative Project 0 pts

**TOTAL SOCIAL WORK POINTS** 45

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.

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# SOCIAL ENTERPRISE ADMINISTRATION

## Year 1, Semester 1
- **T7100** Foundations of Social Work Practice 3 pts
- **T660B** Human Behavior and the Social Environment, B 3 pts
- **T6801** Social Welfare Policy [1] 3 pts
- **T6501** Social Work Research [1] 3 pts
- **T6010** Field Instruction 4.5 pts

## Year 1, Semester 2
- **T7102** Direct Practice 3 pts
- **T7103** Advocacy in Social Work Practice 3 pts
- **T6010** Field Instruction 4.5 pts

## Year 2, Semester 1
- **T7123** Human Resources Management, Supervision & Staff Development 3 pts
- **T7124** Macro Community Practice 3 pts
- **T6020** Field Instruction 4.5 pts

## Year 2, Semester 2
- **T7122** Social Planning and Program Development 3 pts
- **T7125** Financial Management 3 pts
<table>
<thead>
<tr>
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</tr>
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**TOTAL SOCIAL WORK POINTS 51**

[1] This course may be waived by examination. For more information, email Student Services.

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---

**POLICY PRACTICE**

**Year 1, Semester 1**

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<td>T660B</td>
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<td>T6801</td>
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<tr>
<td>T6501</td>
<td>Social Work Research [1]</td>
<td>3 pts</td>
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**Year 1, Semester 2**

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**Year 2, Semester 1**

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<th>Course Title</th>
<th>Points</th>
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<td>T7811</td>
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**Year 2, Semester 2**

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<td>Macroeconomics</td>
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<td>T6020</td>
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**TOTAL SOCIAL WORK POINTS 48**

[1] This course may be waived by examination. For more information, email Student Services.

MS/MPH DUAL DEGREE

COURSE SCHEDULE

<table>
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<td>T6010 Field Instruction</td>
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<td><strong>Year 1, Semester 2</strong></td>
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<td>T7102 Direct Practice</td>
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<tr>
<td>T7103 Advocacy in Social Work Practice</td>
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<tr>
<td>T660B Human Behavior and the Social Environment, B</td>
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<tr>
<td>T6010 Field Instruction</td>
</tr>
<tr>
<td><strong>Year 2, Semester 1</strong></td>
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<tr>
<td>T7113 Clinical Practice in a Field of Practice</td>
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TOTAL SOCIAL WORK POINTS 45

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.

[2] All CUSSW/Public Health students must take the preceding courses regardless of departmental affiliation.
### ADVANCED GENERALIST PRACTICE & PROGRAMMING

#### Year 1, Semester 1
- **T7100** Foundations of Social Work Practice 3 pts
- **T660A** Human Behavior and the Social Environment, A 3 pts
- **T6801** Social Welfare Policy [1] 3 pts
- **T6010** Field Instruction 4.5 pts

#### Year 1, Semester 2
- **T7102** Direct Practice 3 pts
- **T7103** Advocacy in Social Work Practice 3 pts
- **T660B** Human Behavior and the Social Environment, B 3 pts
- **T6010** Field Instruction 4.5 pts

#### Year 2, Semester 1
- **T7123** Human Resources Management, Supervision & Staff Development 3 pts
- **T7124** Macro Community Practice 3 pts
- **T6020** Field Instruction 4.5 pts

#### Year 2, Semester 2
- **T7122** Social Planning and Program Development 3 pts
- **T7125** Financial Management 3 pts

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[1] This course may be waived by examination. For more information, [email Student Services](mailto:student.services@university.edu).

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.

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### SOCIAL ENTERPRISE ADMINISTRATION

#### Year 1, Semester 1
- **T7100** Foundations of Social Work Practice 3 pts
- **T660A** Human Behavior and the Social Environment, A 3 pts
- **T6801** Social Welfare Policy [1] 3 pts
- **T6010** Field Instruction 4.5 pts

#### Year 1, Semester 2
- **T7102** Direct Practice 3 pts
- **T7103** Advocacy in Social Work Practice 3 pts
- **T660B** Human Behavior and the Social Environment, B 3 pts
- **T6010** Field Instruction 4.5 pts

#### Year 2, Semester 1
- **T7123** Human Resources Management, Supervision & Staff Development 3 pts
- **T7124** Macro Community Practice 3 pts
- **T6020** Field Instruction 4.5 pts

#### Year 2, Semester 2
- **T7122** Social Planning and Program Development 3 pts
- **T7125** Financial Management 3 pts

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**TOTAL SOCIAL WORK POINTS** 45
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<th>Course Title</th>
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<tbody>
<tr>
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<td>4.5 pts</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>0 pts</td>
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<tr>
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</table>

[1] This course may be waived by examination. For more information, email Student Services.

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**POLICY PRACTICE**

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<tr>
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<td>Human Behavior and the Social Environment, B 3 pts</td>
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<td>T6010</td>
<td>Field Instruction 4.5 pts</td>
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<tbody>
<tr>
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<tr>
<td>T7811</td>
<td>Microeconomics or elective 3 pts</td>
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<td>Field Instruction 4.5 pts</td>
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<td>Macroeconomics or elective 3 pts</td>
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<td>Field Instruction 4.5 pts</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project 0 pts</td>
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<tr>
<td><strong>TOTAL SOCIAL WORK POINTS</strong></td>
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</tbody>
</table>

[1] This course may be waived by examination. For more information, email Student Services.

[2] Students who complete the required economics course at Mailman do not take the 2 economic course sequence at CUSSW. They must take 2 CUSSW electives in order to earn enough credits. If there is no required economics course in the student’s program at Mailman, then they are required to complete the 2 economic course sequence at CUSSW. Further students pursuing the International Social Welfare field of practice substitute Microeconomics & Policy Analysis I & II with T7815 Economics for International Affairs I & T7817 Economics for International Affairs I-Lab in the Fall semester and T7816 Economics for International Affairs II & T7818 Economics for International Affairs II-Lab in the Spring semester.
SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS

MASTER OF SCIENCE IN SOCIAL WORK/MASTER OF PUBLIC ADMINISTRATION
MASTER OF SCIENCE IN SOCIAL WORK/MASTER OF INTERNATIONAL AFFAIRS

CUSSW Mentor: Professor Neeraj Kaushal (MPA, Fall)  nk464@columbia.edu
Professor Marcus Lam (MPA, Spring)  ml3260@columbia.edu
CUSSW Mentor: Professor Fred Ssewamala (MIA)  fs2114@columbia.edu
CUSSW Coordinators: Colin Sullivan  cps2133@columbia.edu
Karma Lowe  knl3@columbia.edu

SOCIAL WORK AND PUBLIC ADMINISTRATION

Successful graduates earn a Master of Science in Social Work and a Master of Public Administration from Columbia's School of International and Public Affairs and go on to many career paths, including managers or analysts in public agencies, legislative analysts in congressional offices, or elective office.

Dual-degree students are required to fulfill the SIPA and Social Work core requirements outlined below. For further information on the MPA degree requirements, please see the SIPA Curriculum and Faculty Bulletin, published each year. For a list of courses that fulfill core requirements, please refer to the SIPA Registration Guide produced at the beginning of each semester.

SOCIAL WORK AND INTERNATIONAL AFFAIRS

Students enrolled in the International Affairs program receive a valuable base in both social work education, international politics and economics. Students increase and enhance their professional skills by uniting theoretical and client-based instruction in the social services and academic preparation in U.S. and international social policies and programs.

Note these students are exempt from the following CUSSW courses:

- Do not need the admissions prerequisite statistics
- T6501-Social Work Research
- T69XX-Field of Practice course
- T6416-Program Evaluation (for SEA and AGPP)
- T7501-Clinical case evaluation (for Advanced Clinical Practice)
- Two CUSSW Economics courses (for Policy Practice)
### ADVANCED CLINICAL PRACTICE

**Year 1, Semester 1**
- T7100  Foundations of Social Work Practice  3 pts
- T660A  Human Behavior and the Social Environment, A  3 pts
- T6801  Social Welfare Policy [1]  3 pts
- T6010  Field Instruction  4.5 pts

**Year 1, Semester 2**
- T7102  Direct Practice  3 pts
- T7103  Advocacy in Social Work Practice  3 pts
- T660B  Human Behavior and the Social Environment, B  3 pts
- T6010  Field Instruction  4.5 pts

**Year 2, Semester 1**
- T7113  Clinical Practice in a Field of Practice  3 pts
- T6020  Field Instruction  4.5 pts

**Year 2, Semester 2**
- T7114*  Clinical Practice with Populations or Professional Practice Issues  3 pts
  - One Social Work Elective  3 pts
- T6020  Field Instruction  4.5 pts
- T7800  Integrative Project  0 pts

**TOTAL SOCIAL WORK POINTS**  45

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.

### ADVANCED GENERALIST PRACTICE & PROGRAMMING

**Year 1, Semester 1**
- T7100  Foundations of Social Work Practice  3 pts
- T660A  Human Behavior and the Social Environment, A  3 pts
- T6801  Social Welfare Policy [1]  3 pts
- T6010  Field Instruction  4.5 pts

**Year 1, Semester 2**
- T7102  Direct Practice  3 pts
- T7103  Advocacy in Social Work Practice  3 pts
- T660B  Human Behavior and the Social Environment, B  3 pts
- T6010  Field Instruction  4.5 pts

**Year 2, Semester 1**
- T7133  Advanced Generalist Practice & Programming  3 pts
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<td>T7134*</td>
<td>Advanced Generalist Practice &amp; Programming</td>
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<td>T6801</td>
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<td>3 pts</td>
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<tr>
<td>T7800</td>
<td>Integrative Project</td>
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<td></td>
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</tr>
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## POLICY PRACTICE

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<td>T7100</td>
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<td>T660A</td>
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<td>Advocacy in Social Work Practice</td>
<td>3 pts</td>
</tr>
<tr>
<td>T660B</td>
<td>Human Behavior and the Social Environment, B</td>
<td>3 pts</td>
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<tr>
<td>T6010</td>
<td>Field Instruction</td>
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### Year 2, Semester 1

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<td>T7143</td>
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<td>1st CUSSW elective</td>
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### Year 2, Semester 2

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<tr>
<td>T7800</td>
<td>Integrative Project</td>
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</table>

**TOTAL SOCIAL WORK POINTS** 48

[1] This course may be waived by examination. For more information, [email Student Services](mailto:).  
* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.
This dual degree program offered by the School of Social Work and Union Theological Seminary, leads to a Master of Science in Social Work and a Master of Divinity. Its graduates work in parish ministries, education, hospitals, with private or public social work agencies, in social action organizations, and with issues such as immigration, human rights, and economic development. This is a four-year program, with the first two years at UTS and the last two years at CUSSW.

### MS/M.DIV. DUAL DEGREE COURSE SCHEDULE

#### ADVANCED CLINICAL PRACTICE

<table>
<thead>
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<td>T7100  Foundations of Social Work Practice</td>
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<tr>
<td>T660B  Human Behavior and the Social Environment, B</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6801  Social Welfare Policy [1]</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6501  Social Work Research</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6010  Field Instruction</td>
<td>4.5 pts</td>
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<table>
<thead>
<tr>
<th>Year 1, Semester 2</th>
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<tr>
<td>T7102  Direct Practice</td>
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<tr>
<td>T7103  Advocacy in Social Work Practice</td>
<td>3 pts</td>
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<tr>
<td>T6010  Field Instruction</td>
<td>4.5 pts</td>
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<tr>
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<tbody>
<tr>
<td>T7113  Clinical Practice in a Field of Practice</td>
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</tr>
<tr>
<td>T7501  Advanced Applications in Social Work Research</td>
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<tr>
<td>T69xx  Field of Practice Course</td>
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<td>T6020  Field Instruction</td>
<td>4.5 pts</td>
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<tbody>
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<td>T7800  Integrative Project</td>
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**TOTAL SOCIAL WORK POINTS** 48

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.
### ADVANCED GENERALIST PRACTICE & PROGRAMMING

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<td>T7103 Advocacy in Social Work Practice</td>
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<td>T6020 Field Instruction</td>
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**TOTAL SOCIAL WORK POINTS** 48

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### Year 2, Semester 2

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<td>T7125</td>
<td>Financial Management</td>
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</tr>
<tr>
<td>T7126*</td>
<td>Topics in Social Enterprise Administration</td>
<td>3 pts</td>
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<td>T7800</td>
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**TOTAL SOCIAL WORK POINTS** 57

[1] This course may be waived by examination. For more information, email Student Services.

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### Policy Practice

#### Year 1, Semester 1

<table>
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<tbody>
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<td>T7811</td>
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<td>3 pts</td>
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<tr>
<td>T69xx</td>
<td>Field of Practice Course</td>
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<tr>
<td>T6020</td>
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#### Year 2, Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>T7144</td>
<td>Seminar in Policy Practice II</td>
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<tr>
<td>T7812</td>
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<tr>
<td>T7800</td>
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</tr>
</tbody>
</table>

**TOTAL SOCIAL WORK POINTS** 51

[1] This course may be waived by examination. For more information, email Student Services.

Students with a Master of Science in Social Work and a Master of Urban Planning from Columbia's School of Architecture, Planning and Preservation are prepared for careers that focus on improving the social services and the physical, economic, and social conditions that affect the quality of urban life.

SOCIAL WORK/URBAN PLANNING DUAL DEGREE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>ADVANCED CLINICAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1, Semester 1</strong></td>
</tr>
<tr>
<td>T7100 Foundations of Social Work Practice</td>
</tr>
<tr>
<td>T660A Human Behavior and the Social Environment, A</td>
</tr>
<tr>
<td>T6801 Social Welfare Policy [1]</td>
</tr>
<tr>
<td>T6010 Field Instruction</td>
</tr>
<tr>
<td><strong>Year 1, Semester 2</strong></td>
</tr>
<tr>
<td>T7102 Direct Practice</td>
</tr>
<tr>
<td>T7103 Advocacy in Social Work Practice</td>
</tr>
<tr>
<td>T660B Human Behavior and the Social Environment, B</td>
</tr>
<tr>
<td>T6010 Field Instruction</td>
</tr>
<tr>
<td><strong>Year 2, Semester 1</strong></td>
</tr>
<tr>
<td>T7113 Clinical Practice in a Field of Practice</td>
</tr>
<tr>
<td>One Social Work Elective</td>
</tr>
<tr>
<td>T6020 Field Instruction</td>
</tr>
<tr>
<td><strong>Year 2, Semester 2</strong></td>
</tr>
<tr>
<td>T7114* Clinical Practice with Populations or Professional Practice Issues</td>
</tr>
<tr>
<td>T6020 Field Instruction</td>
</tr>
<tr>
<td>T7800 Integrative Project</td>
</tr>
</tbody>
</table>

TOTAL SOCIAL WORK POINTS 45

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.
### ADVANCED GENERALIST PRACTICE & PROGRAMMING

#### Year 1, Semester 1
- T7100  Foundations of Social Work Practice  3 pts
- T660A  Human Behavior and the Social Environment, A  3 pts
- T6801  Social Welfare Policy [1]  3 pts
- T6010  Field Instruction  4.5 pts

#### Year 1, Semester 2
- T7102  Direct Practice  3 pts
- T7103  Advocacy in Social Work Practice  3 pts
- T660B  Human Behavior and the Social Environment, B  3 pts
- T6010  Field Instruction  4.5 pts

#### Year 2, Semester 1
- T7133  Advanced Generalist Practice & Programming  3 pts
- One Social Work Elective  3 pts
- T6020  Field Instruction  4.5 pts

#### Year 2, Semester 2
- T7134*  Advanced Generalist Practice & Programming  3 pts
- T6020  Field Instruction  4.5 pts
- T7800  Integrative Project  0 pts

**TOTAL SOCIAL WORK POINTS**  45

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.

### SOCIAL ENTERPRISE ADMINISTRATION

#### Year 1, Semester 1
- T7100  Foundations of Social Work Practice  3 pts
- T660A  Human Behavior and the Social Environment, A  3 pts
- T6801  Social Welfare Policy [1]  3 pts
- T6010  Field Instruction  4.5 pts

#### Year 1, Semester 2
- T7102  Direct Practice  3 pts
- T7103  Advocacy in Social Work Practice  3 pts
- T660B  Human Behavior and the Social Environment, B  3 pts
- T6010  Field Instruction  4.5 pts

#### Year 2, Semester 1
- T7123  Human Resources Management  3 pts
- T7124  Macro Community Practice  3 pts
- T6020  Field Instruction  4.5 pts

#### Year 2, Semester 2
- T7122  Social Planning and Program Development  3 pts
<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>T7125</td>
<td>Financial Management</td>
<td>3 pts</td>
</tr>
<tr>
<td>T7126*</td>
<td>Topics in Social Enterprise Administration</td>
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<td>T7800</td>
<td>Integrative Project</td>
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</table>

**TOTAL SOCIAL WORK POINTS** 51

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.

---

### POLICY PRACTICE

#### Year 1, Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>T7100</td>
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</tr>
<tr>
<td>T660A</td>
<td>Human Behavior and the Social Environment, A</td>
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#### Year 1, Semester 2

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<td>T7102</td>
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<tr>
<td>T7103</td>
<td>Advocacy in Social Work Practice</td>
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</tr>
<tr>
<td>T660B</td>
<td>Human Behavior and the Social Environment, B</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6010</td>
<td>Field Instruction</td>
<td>4.5 pts</td>
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#### Year 2, Semester 1

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<td>T7143</td>
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<tr>
<td>T7811</td>
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<tr>
<td>T6020</td>
<td>Field Instruction</td>
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#### Year 2, Semester 2

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>T7144</td>
<td>Seminar in Policy Practice II</td>
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<tr>
<td>T7812</td>
<td>Macroeconomics</td>
<td>3 pts</td>
</tr>
<tr>
<td>T6020</td>
<td>Field Instruction</td>
<td>4.5 pts</td>
</tr>
<tr>
<td>T7800</td>
<td>Integrative Project</td>
<td>0 pts</td>
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**TOTAL SOCIAL WORK POINTS** 48

[1] This course may be waived by examination. For more information, email Student Services.

* To earn three credits, a mini course must be taken in each of the first and second halves of the semester.

APPENDIX A / CUSSW ADMINISTRATION 2012-2013

Dean
Jeanette C. Takamura 851-2288 Room 614

Sr Associate Dean
Allen Zweben 851-2387 Room 619

Associate Dean, Academic Affairs
Marianne Yoshioka 851-2325 Room 611

Enrollment & Student Services
Associate Dean, Enrollment & Stdnt Svce Sys
David I. Yam 851-2359 Room 522

Director
Karma Lowe 851-2364 Room 523

Registration; Dual Degree & Minors
Colin Sullivan 851-2436 Room 520

Reporting, Data Systems
Marina Henriquez 851-2358 Room 514-A

Student Groups; Events Manager
Jenni Kurosman 851-2367 Room 514-D

Office of Career & Leadership Dev
Kim Barberich 851-2321 Room 529

Admissions (Director)
Debbie Lesperance 851-2211 Room 517
   (Associate Director)
   Coraliee Dixon 851-2304 Room 516
   (Assistant Director)
   Erica Silbiger 851-2303 Room 515

Student Records
Betty Gee 851-2362 Room 531

Financial Aid
Assistant Director
Mia Gantt 851-2295 Room 518

Program Officer
Milagros Agostini 851-2296 Room 519

FA Counselor
Pam Kelly 851-2365 Room 521

Student Resources
Writing Center Director
Warren Green 851-2232 Room 530

Computing Services, Assistant Dean
Ann McCann Oakley 851-2329 Room 416

Advising
Director
Moira Curtain 851-2469 Room 529

Assistant Director
Natasha Dachos 851-2317 Room 513

Assistant Director
Yesika Montoya 851-2392 Room 529A

Dual Degree Advisors
Bank Street
Jane Waldfogel 851-2408 Room 729

Business
Jim Mandiberg 851-2253 Room 832

International Affairs
Neeraj Kaushal 851-2235 Room 810

Jewish Theological Seminary
Dean Yoshioka 851-22325 Room 611

Law
Vicki Lens 851-2236 Room 732

Public Health
Lucia McBee lh4@columbia.edu

Public Policy and Administration
Fall: Neeraj Kaushal 851-2235 Room 810
   Spring: Marcus Lam 851-2378 Room 734

Union Theological Seminary
Barbara Simon 851-2248 Room 801

Urban Planning
Jane Waldfogel 851-2408 Room 729

Minor Advisors
Business
Jim Mandiberg 851-2253 Room 832

International
Neeraj Kaushal 851-2235 Room 810

Law
Vicki Lens 851-2236 Room 732

Public Policy and Administration
Fall: Neeraj Kaushal 851-2235 Room 810
   Spring: Marcus Lam 851-2378 Room 734

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### Field Education

**Assistant Dean & Director**  
Clarener Moultrie  
851-2312  
Room 509

#### Field of Practice Coordinators

<table>
<thead>
<tr>
<th>Field of Practice</th>
<th>Coordinator</th>
<th>Phone</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family, Youth &amp; Children; School-based</td>
<td>Ovita Williams</td>
<td>851-2309</td>
<td>505</td>
</tr>
<tr>
<td>School-linked Services</td>
<td>Cindy Bautista</td>
<td>851-2311</td>
<td>507</td>
</tr>
<tr>
<td>World of Work</td>
<td>Jenny Crawford</td>
<td>851-2308</td>
<td>506</td>
</tr>
<tr>
<td>Aging</td>
<td>Cindy Bautista</td>
<td>851-2311</td>
<td>507</td>
</tr>
<tr>
<td>Health, Mental Health &amp; Disabilities</td>
<td>Amanda Glass</td>
<td>851-2310</td>
<td>504</td>
</tr>
<tr>
<td>Contemporary Social Issues</td>
<td>Jenny Crawford</td>
<td>851-2311</td>
<td>507</td>
</tr>
<tr>
<td>International</td>
<td>Moira Curtain</td>
<td>851-2315</td>
<td>529</td>
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</tbody>
</table>

### Development and Alumni/ae Relations

**Director**  
Stacy Kass  
851-2370  
Room 626

**Associate Director**  
Jennifer March  
851-2372  
Room 628
APPENDIX B / CUSSW & UNIVERSITY INFORMATION

ADJUNCT FACULTY RM
Room 308

ADMISSIONS
212-851-2400
cussw-admit@columbia.edu
Room 514

ADVISING
212-851-2469
swadvising@columbia.edu

ALUMNI
212-851-2375
sswalumni@columbia.edu
Room 629

ASSOCIATE DEAN
212-851-2325
Room 619

BOOKSTORE
212-854-4131
Lerner Hall (lower level)
115th & Broadway

BURSAR
212-854-2786

CAREER DEVELOPMENT
212-851-2320
swcareer@columbia.edu
Room 525 or 526

COMPUTER LAB
212-851-2342
Room 105

COMPUTING HELP DESK
212-851-2200
swhelp@columbia.edu

COPY CENTER
212-851-2212
Room 103

CU INFO RE CLOSINGS, ETC
212-854-1754

CU PUBLIC SAFETY
212-854-2797
Emergency: 4-5555

DEAN’S OFFICE
212-851-2288
Room 614

DISABILITY SERVICES
802 Lerner Hall
212-854-2388
disability@columbia.edu

DOCTORAL LOUNGE
212-851-2390
Room 921

DOCTORAL OFFICE
212-851-2389
FAX 212-851-2386
swphd@columbia.edu
Room 919

FIELD EDUCATION
212-851-2307
Room 511

FINANCIAL AID
212-851-2293
swfinaid@columbia.edu
Room 514-E

FINANCIAL MANAGEMENT
212-854-7657
5th Floor

HEALTH SERVICES
212-854-2284
John Jay Hall (3rd and 4th Floor)
Immunizations
212-854-7210
Counseling Services
8th Floor, Lerner Hall
212-854-2878

HOUSING OFFICE
212-854-9300

INSTRUCTIONAL SUPPORT SERVICES
212-851-2285
ssw-iss@columbia.edu
Room 620B

INTERNATIONAL STUDENTS
212-854-3610
524 Riverside Dr.
212-854-3587

LIBRARY
2nd Floor
CIRCULATION/RESERVES 212-851-2194
LIBRARIAN
212-851-2195
Room 213
REFERENCE
212-851-2196

MAIL ROOM
212-851-2202
FAX: 212-851-2205
Room 104

CUSSW FACILITIES
212-851-2300
swassist@columbia.edu

PHONEMAIL SYSTEM
212-854-1284

RECEPTION
212-851-2300

REGISTRAR’S OFFICE
854-4145/854-1458
205 Kent Hall

REGISTRATION
(general program questions)
212-851-2364
Telephone registration
212-854-8282

STUDENT SERVICES
212-851-2364
sw-
studentservices@columbia.edu
STUDENT UNION
212-851-2361
Room 403

TELEPHONE REPAIR & HELP
212-854-0000

TRANSCRIPTS
212-854-3056

WORK STUDY OFFICE
212-854-6231
workstudy@columbia.edu
SSWTime@columbia.edu
(timesheets)

WRITING CENTER
212-851-2232
swwrite@columbia.edu
Room 530