# TABLE OF CONTENTS

TABLE OF CONTENTS ............................................................................................................................ 2  
THE CSSW HANDBOOK .......................................................................................................................... 6  
COLUMBIA SCHOOL OF SOCIAL WORK MISSION STATEMENT ............................................................ 7  
KEY ATTRIBUTES OF A SOCIAL WORKER ............................................................................................. 8  
CORE COMPETENCIES OF MASTER’S LEVEL SOCIAL WORK EDUCATION ........................................... 10  
SCHOOL OF SOCIAL WORK MASTER’S DEGREE PROGRAM OVERVIEW .............................................. 11  
ACADEMIC CALENDAR ........................................................................................................................ 14  
PATHWAYS TO THE MSW AT COLUMBIA ................................................................................................. 15  
  Two-Year ......................................................................................................................................... 15  
  16-Month Accelerated ................................................................................................................... 15  
  Reduced Residency (One-Year Residency for Working Professionals) .......................................... 15  
  Extended Program (Part-Time to Full-Time) .................................................................................. 16  
  Advanced Standing Program .......................................................................................................... 16  
  Transfer Program ........................................................................................................................... 16  
  5-Term International Program ....................................................................................................... 17  
  Online Campus ............................................................................................................................... 17  
  Dual Degree Programs ................................................................................................................... 17  
  Minors ............................................................................................................................................ 18  
  Curriculum Study Plans .................................................................................................................. 19  
FIELD EDUCATION ................................................................................................................................ 20  
SPECIALIZATIONS ............................................................................................................................... 21  
  Accelerated Policy Practice ........................................................................................................... 21  
  Evidence-Based Practice (EBP) Project for Persons with Mental Health Conditions ..................... 21  
  Dialectical Behavior Therapy (DBT) ................................................................................................ 21  
ACADEMIC POLICIES AND GUIDELINES ............................................................................................. 23  
  Degree Requirements .................................................................................................................... 23  
  Audit Policy ..................................................................................................................................... 23  
  Transfer Credit Policies .................................................................................................................. 24  
  Waiver Exams ................................................................................................................................. 25  
  Cross-Registration ......................................................................................................................... 25
Veteran Education Benefits ................................................................. 44
Replacement Diplomas ........................................................................ 44
Student Access to Records ................................................................. 44
Directory Information ........................................................................ 44
Change of Address ............................................................................. 45
Change of Name ................................................................................. 45
LICENSING AND CERTIFICATION ...................................................... 46
Social Work Licensure ........................................................................ 46
When to Apply .................................................................................... 47
Education Verification for LMSW Licensure ........................................ 47
Licensing in the Tri-State Area ............................................................ 48
Licensing in Other States ................................................................. 48
Questions about Licensing ............................................................... 49
General Tips ...................................................................................... 49
FINANCIAL AID TOOLKIT ................................................................. 50
Billing and Payments ......................................................................... 50
Cost of Attendance ........................................................................... 50
Withdrawal Adjustment Schedule ..................................................... 51
VETERANS BENEFITS AND TRANSITION ACT ............................ 52
COLUMBIA IMMUNIZATION REQUIREMENTS & INSURANCE .... 53
Columbia University Immunization Compliance ............................... 53
Covid-19 Policies and Procedures ..................................................... 53
University Health Insurance .............................................................. 53
CAMPUS SAFETY AND SECURITY .................................................... 54
THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) ........................................ 55
COLUMBIA UNIVERSITY NON-DISCRIMINATION STATEMENT AND POLICY ....................................... 56
COMMUNITY STANDARDS AND CODE OF CONDUCT: POLICIES AND PROCEDURES .................. 57
Student Grievances .......................................................................... 57
Reporting and Disciplinary Procedures .............................................. 58
Student Conduct .............................................................................. 58
Student Conduct Procedures .......................................................... 62
Student Policies and Procedures on Discrimination, Harassment, Gender-Based and Sexual Misconduct and Consensual romantic and sexual relationships .................................................................68

COMMITTEES AT THE SCHOOL OF SOCIAL WORK ........................................................................71
Curriculum Committee ..................................................................................................................71
Diversity, Equity and Inclusion (DEI) Advisory Committee .........................................................71
Curriculum Area Concentration Committees ............................................................................71
Ethics Board ..................................................................................................................................71

CSSW RESOURCES AND SERVICES FOR STUDENTS ................................................................72
Academic Affairs .............................................................................................................................72
Advising ..........................................................................................................................................72
Career Services & Leadership Management .................................................................................73
Columbia Social Work Library ........................................................................................................73
Computing Services .......................................................................................................................74
Diversity, Equity and Inclusion .......................................................................................................74
Enrollment and Student Services ...................................................................................................75
Field Education ...............................................................................................................................75
Financial Aid ...................................................................................................................................76
Writing Center ................................................................................................................................77

DEVELOPMENT AND ALUMNI RELATIONS ..............................................................................78
DOCTORAL PROGRAM ..................................................................................................................79
Course Requirements ....................................................................................................................79
Admission Requirements ...............................................................................................................79
Admission Procedures ...................................................................................................................80
The policies and procedures herein apply to all students enrolled in the Columbia School of Social Work. This document also contains important information related to admissions, registration, academics, degree requirements, standards of conduct, and financial aid. All master’s and doctoral students should familiarize themselves with and follow the regulations of the University and the School of Social Work. Please be aware that lack of knowledge about the University or CSSW rules and policies does not excuse students who fail to comply with these regulations.

The degree and academic requirements in place normally will not change within any given academic year. However, policies and procedures are reviewed and updated annually. At times, a review of academic, financial, or other considerations may lead to changes in policies mid-year. The School of Social Work reserves the right to make changes at any time.
The mission of the Columbia School of Social Work is to develop leaders in social work practice and research whose work advances professional values, knowledge, and skills through programs and policies that enhance well-being and promote human rights and social justice at the local, national, and global level. This mission is derived 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:
- prepare graduate students for advanced social work practice and professional leadership within a diverse learning environment;
- advance knowledge for effective social work practice and education;
- enhance the well-being of the people and communities of New York City, the nation, and around the world; and
- 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 multidisciplinary body of knowledge and skills in seeking to:
- reaffirm the importance of respectful, meaningful, collaborative relationships as a core element of social work practice;
- strengthen practices, programs, and policies that support and enhance the opportunities, resources, and capacities of people to achieve their full potential;
- prevent and alleviate personal, interpersonal, and societal problems;
- redress conditions that limit human development and quality of life; and
- promote human rights, social justice, and respect for human diversity.
KEY ATTRIBUTES OF A 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.

All 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 practicum, and elsewhere. Attention to these standards will be part of evaluations made by faculty responsible for evaluating students’ classroom and practicum performance. Failure to demonstrate these key attributes consistently may lead to termination from the program.

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 their values, attitudes, beliefs, emotions and past experiences affect their thinking, behavior and relationships. The student must be willing to examine and change their behavior when it interferes with their work 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 their 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. They 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 resilient when experiencing 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. They must serve in an appropriate manner all persons in need of assistance, regardless of the person’s race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

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.
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 nine (9) core competencies with which master’s level social workers must graduate. These competencies are embedded in the learning outcomes of courses throughout the generalist curriculum and the specialized curricula.

The CSSW Office of Institutional Research and Evaluation uses a range of student-level data, including class assignments and field education scores and grades and other instructor ratings, to evaluate the extent to which the CSSW student body within the generalist and specialized 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 CSSW graduates with respect to these competencies. The competencies are listed below and can be reviewed in detail at https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS.

*Competency 1: Demonstrate Ethical and Professional Behavior*

*Competency 2: Engage Diversity and Difference in Practice*

*Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*

*Competency 4: Engage in Practice-Informed Research and Research-Informed Practice*

*Competency 5: Engage in Policy Practice*

*Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities*

*Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*

*Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities*

*Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*
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 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 complete description of courses, review the CSSW Course List available at https://socialwork.columbia.edu/current-students/registration-information/.

The specific requirements and format for each of the School’s master’s degree programs - the 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**

The MSW at Columbia requires successful completion of 60 credits, which includes Field Education. To qualify for the degree, students must have a grade point average (GPA) of at least 3.0 (a B average). All requirements for the degree must be completed within four (4) years of the date of matriculation.

The following foundational generalist courses are required of all M.S. students:

- T6010 First-Year Field Education
- T6011 Reduced Residency Seminar (Reduced Residency Only)
- T660A Human Behavior and the Social Environment I (HBSE I)
- T660B/C Human Behavior and the Social Environment II (HBSE II)
- T6501 Social Work Research
- T6801 Social Welfare Policy
- T7100 Foundations of Social Work Practice: Decolonizing Social Work
- T7102 Direct Practice with Individuals, Families & Groups
- T7103 Advocacy in Social Work Practice
Based on a student’s selected method (see “Specialized Practice Methods” below), they take the following courses in their final, specialized year:

- At least two additional practice courses in the student’s chosen specialized practice method
- A required course in a specified field of practice and an advanced research course, taken in the third term
- T6020 Field Education (two terms)
- Remaining electives (as necessary)

**Specialized Practice Methods**

Prior to entering the specialized/second year, students select a specialized practice method area. All four methods are available to students in both Online and Residential campuses. The student’s choice of specialized method area concentration determines the type of second-year field placement they will have, and the series of second-year courses for which they will register. The School’s four method area concentrations are:

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

**Advanced Generalist Practice and Programming (AGPP)** focuses on direct practice with individuals, families, and groups as well as collaboration with stakeholders on assets and needs assessments, program design, grant writing, community building, advocacy, policy development and program evaluation.

**Policy Practice (POL)** 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 a practice specialization, students select a field of practice that will define, in part, the population and/or substantive focus of the student’s specialized year field placement. All seven fields of practice are available to students in both Online and Residential campuses.
**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 credits 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. Preference 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.
CSSW’s Academic Calendar: https://socialwork.columbia.edu/about/academic-calendar/

Please note that the calendar is subject to change.

**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 their religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that they 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.
PATHWAYS TO THE MSW AT COLUMBIA

All pathways are determined upon submission of your application to Columbia School of Social Work.

Two-Year

This is the traditional path to the MSW degree and is designed for students who can commit to full-time academic study and field work. The period of study is four semesters: fall-spring-fall-spring, including 1,200 hours of Field (3 days, 21 hours per week). Study during the summer is not required. Students spend two semesters in each of two different agencies, which are selected from among the more than 800 social service agencies throughout the metropolitan area and more than 300 across the country that are affiliated with the School.

16-Month Accelerated

An accelerated path to the MSW degree, the 16-Month option is identical to the Two-Year pathway in the sequence of courses. Students begin study in the spring semester and complete the program in four consecutive semesters, including a summer term. The period of study is spring-summer-fall-spring, with two 600-hour Field placements.

Reduced Residency (One-Year Residency for Working Professionals)

The reduced residency program offers students who are currently employed in approved human services programs the opportunity to earn the M.S. degree while counting a portion of their employment toward the field education requirement. Students in this program fulfill the same 60-credit 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 up to 4 years. In place of a generalist year field placement, students enroll in a field education seminar in which they integrate classroom learning with their employment experiences. In their final year, while typically still in their place of employment, students complete a 28-hour per week field placement of which 14 hours of their usual employment activities may be counted. Most students complete their field education requirement in a four-day per week schedule.

Though every attempt will be made to arrange an appropriate field placement at a student’s place of employment, the School is not able to guarantee it. If this is not possible, the School will work with students to have a placement from its pool of partnering agencies.

Please note, while the School does offer select classes in the evening (and even more seldom weekends), it is not possible to complete all program requirements by only taking evening or weekend classes.

Students may not transfer to the Reduced Residency Program.
Extended Program (Part-Time to Full-Time)

The Extended Program offers students the opportunity to pursue the M.S. degree beginning as a part-time student and eventually moving to full-time status in their final year. Extended Program students meet the same course and field education credit requirements as Two-Year Program students, except they may complete the program in three to four years. Students may elect to enroll in the summer term in order to reduce their course load in the fall and spring terms. 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.

Please note, while the School does offer select classes in the evening (and even more seldom weekends), it is not possible to complete all program requirements by only taking evening or weekend classes.

Advanced Standing Program

This accelerated route to the MSW degree is available to graduates currently within 5 years of a CSWE-accredited undergraduate social work program. Study is nearly, but not exactly, identical to the specialized final year of the Two-Year pathway. The period of study consists of an intensive during the summer term (late July to August) followed by two semesters: fall-spring, including 600 hours of field work at one field placement.

Advanced Standing students receive up to 27 transfer credits (having earned a B or better in their BSW courses). Advanced Standing students complete a minimum of 33 credits at CSSW which includes 12 in field education. Under extenuating circumstances, a generalist year MSW requirement that has not been fulfilled may be taken prior to graduation at Columbia School of Social Work. Students may not transfer credits once matriculated.

BSW graduates from Canadian institutions will not receive credit for T6801 Social Welfare Policy.

Advanced Standing students may not pursue a dual degree.

Current employment may not be utilized to satisfy the CSSW Field Education requirement.

Transfer Program

Students who have completed a full year of field and course work at another CSWE-accredited graduate school of social work within the last five years may apply to CSSW’s Transfer Program.

A maximum of 30 credits, earned while a full-time degree candidate, may be granted toward the M.S. degree.

Students who are accepted into the Transfer Program will complete their degree in one academic year, beginning the program as students in their final year.
Transfer students may not pursue a dual degree.

Current employment cannot be used to satisfy the CSSW Field Work Requirement.

Under extenuating circumstances, a generalist year MSW requirement that has not been fulfilled may be taken prior to graduation at Columbia School of Social Work. Students may not transfer credits once matriculated.

5-Term International Program

During the first term that international students are in this program, instead of beginning Field work, students participate in an Immersion Seminar in which students will be acclimated to the School of Social Work and the broader community in which they will serve. Following this preparation, students will begin field work in the subsequent spring term. The program then continues into the following summer, fall, and spring terms.

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 $120 per term.

Online Campus

The degree requirements for Online Campus students are the same as for those enrolled in the Residential Campus.

Dual Degree Programs

Applicants seeking admission to dual-degree studies must apply separately to each of the two collaborating schools and must meet the admissions requirements of both. Once both schools grant admission to the individual degree programs, the student may begin an integrated dual-degree program. Students considering dual-degree programs are strongly encouraged to apply to both schools as early as possible. Advanced Standing and Transfer students are not permitted to pursue dual degrees. Online Campus students are able to pursue dual degrees and minor programs if they’re able to attend courses in NYC at the partner school or find eligible course offerings via an online option.

- Detailed information about the specific requirements of these programs is available via the Dual Degree Guide. Dual degree partner school requirements should be secured from the admissions office or dual degree coordinator of the other participating program.

- Students who elect to withdraw from the dual degree program and remain in CSSW as a Two-Year MS student, must meet with staff in the Office of Advising to discuss a revised course plan.
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.

- Social Work and Columbia Business School (MSW/MBA)
- Social Work and Mailman School of Public Health (MSW/MPH)
- Social Work and Jewish Theological Seminary (MSW/MA)
- Social Work and Columbia Law School (MSW/JD)
- Social Work and Union Theological Seminary (MSW/M.Div.)
- Social Work and Graduate School of Architecture, Planning and Preservation (MSW/MS)
- Social Work and School of International and Public Affairs (SIPA) (MSW/MPA; MSW/MIA)
- Social Work and Bank Street College of Education (MSW/MSEd)

Minors

Students can enhance their plan of study by choosing to add a minor.

In pursuing a minor, students take related courses as electives. Completion of a minor is not indicated on a student record, diploma or in any published material.

Students MUST submit the Cross-Registration Course Approval Form prior to cross-registering for a course outside of CSSW to confirm if the course they are interested in will count towards the Minor. CSSW cannot guarantee entry into any non-CSSW course. Students must abide by the cross-registration procedures of the school to which the course belongs.

Students completing a minor must notify the Office of Student Services, by completing the online Minor Declaration Form.

Criminal Justice Minor

The Criminal Justice Minor is open to students who are interested in specialized skills and expert knowledge for social work practice in criminal and juvenile justice settings, and who are interested in policies, service systems, and evidence-based interventions for populations who are disproportionately burdened by justice-system involvement. A minor in Criminal Justice requires nine (9) credits of approved graduate-level courses with content related to criminal and juvenile justice concerns. While not required for the minor, T6970 Contemporary Social Issues, has been approved to count toward the minor.

A partial list of approved CSSW courses includes:
• T6722 Forensic Social Work Practice
• T6224 Restorative Justice
• T6720 Race and Representation in Criminal Justice
• T6970 Contemporary Social Issues
• T7901 Legal Foundations for Social Workers I
• T7902 Legal Foundations for Social Workers II (T7901 is a prerequisite)

Emerging Technology, Media, and Society Minor
The Emerging Technology, Media, and Society Minor is open to any student who wants to examine how social work practice intersects with advancing technology, media, and society’s most pressing problems (e.g., poverty, violence, racism, systemic bias, mental health, privacy, safety).

International Social Welfare Minor
The International Social Welfare minor is open to any student who wants to increase their 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 specialized/second year;
• Take 6 credits of graduate-level courses at Columbia University that focus on international issues related to social work and social justice.

These graduate-level classes may be chosen from courses and tutorials offered at CSSW or from relevant courses at any Columbia graduate school (e.g., School of International and Public Affairs, Graduate School of Arts and Sciences, or Mailman School of Public Health).

Curriculum Study Plans
For information regarding course descriptions and curriculum study plans, please visit the Registration Information website (within section Registration Guides and Course Information): https://socialwork.columbia.edu/current-students/registration-information/
Field Education is designed to prepare students for their place in social work whether they are planning to do clinical, programmatic, policy or administrative work in the future. It will prepare them for their place on the international, national or local stage, wherever they initially plan to practice. This is accomplished through the design of our curriculum and the implementation of the skills taught in that curriculum in the Field. The success of that implementation is due to the commitment of the field instructors, education coordinators, and advisors connected to CSSW.

The Field Education Manual has the description of the necessary skills for each social work student’s second/specialized year method area specifically spelled out as Learning Objectives. Field instructors will fill out Student Evaluation forms with questions connected to competency behaviors at the end of each term. This material provides great specificity regarding students’ learning of core practice skills during their educational experience.

SPECIALIZATIONS

Accelerated Policy Practice

Students within the Accelerated Policy Practice Program begin taking courses in the Policy Practice method area in their first year, which allows them to take advanced and varied courses their second year.

Soon after being admitted to the School, students will be invited to apply for this specialization. The Policy faculty seek students who are certain they want to complete the Policy Practice method area and who have an outstanding undergraduate record as well as prior paid social work or social welfare experience.

Evidence-Based Practice (EBP) Project for Persons with Mental Health Conditions

The EBP Project is a collaboration between CSSW and the New York State Office of Mental Health (OMH) to prepare social work professionals to work effectively with individuals with persistent mental health conditions and is open to both Advanced Clinical Practice (ACP) and Advanced Generalist Practice and Programming (AGPP) students. Students will complete all generalist curriculum requirements and apply to this focused specialization for entry in the specialized year. Students in this program are required to take a special one-term course, T7340 Evidence-Based Practice for Persons with Serious Mental Health Conditions, and participate in a series of colloquia for students, faculty, and field instructors that focus on recovery-oriented and strengths-based interventions for persons with mental health conditions. Concurrent to coursework, students complete a unique evidence-based field placement with one of nine agency partners in which they will provide community-based interventions that include assertive community treatment (ACT), family psycho-education, supported employment, or wellness management. Interested students should identify themselves to Professor Ellen Lukens and/or the Director of Field Education at the time of the specialization selection process.

Dialectical Behavior Therapy (DBT)

DBT is a cognitive-behavioral approach designated by the American Psychiatric Association as one of the empirically demonstrated effective interventions for Borderline Personality Disorder (BPD). It has also been demonstrated as effective in randomized clinical trials with individuals who have been dually diagnosed with BPD and substance abuse, geriatric individuals suffering from depression, women who have a binge-eating disorder, and other adults and adolescents with other mental health conditions with severity.

The program is 12 months long, from May at the end of the first year, through graduation a year later. It consists of a rigorous academic curriculum, including two summer classes, paired with field-based DBT internship experiences that take place under experienced, intensively trained, and
certification-eligible supervisors. In addition to prescribed academic requirements, students participate in online study and on-campus preparatory classes from May through August of the first summer. Ten days of DBT Intensive Training are provided by Behavioral Tech, LLC: five training days in August prior to the start of the academic year and five during the January holidays. A 2.5-day workshop seminar in Suicide Risk Assessment and Management is also held during fall semester.

Students interested in applying to the DBT program must attend a series of informational sessions held in January and February of their first year, and complete an application which includes a statement of personal interest. Evaluations are based on academic preparation, prior clinical experience with cognitive-behavioral interventions, and research interest. Interviews are offered in late February and students will be informed of their selection into the DBT program.
ACADEMIC POLICIES AND GUIDELINES

Degree Requirements

The Master of Science in Social Work Program requires successful completion of a 60-credit curriculum which includes Field Instruction. To qualify for the MSW degree, students must have a grade point average of at least 3.0 (corresponding to a B average).

Students have a total of 4 years from the point of matriculation to complete all degree requirements. Each student has the responsibility to ensure that they meet the degree requirements.

Stellic Degree Audit Tool: CSSW utilizes a degree audit tool for you and your advisors to organize your upcoming semesters and keep track of your degree progress. You may access this guide to get started.

Additional Requirements:

- Students are responsible for the removal of any account holds that may prevent a student from registering.
- Students are responsible for registering for required classes in the correct sequence.
- Students must complete all generalist courses, including Field Education, prior to enrolling in final year courses.

Audit Policy

Students may audit one (1) elective course per term. Auditors must meet course prerequisites. Audit requests are approved only if there is space in the course and will not be allowed for any course with a waitlist. 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 who are approved to audit an elective will be added to the course’s Canvas site. Students who audit courses are expected to attend each class session and participate actively.

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
- Are not charged for the course

Students who wish to audit a course in another school of the University must consult the audit policies of the school in which the course is housed.
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 CSSW. Courses taken at other institutions after a student has matriculated at CSSW are not eligible for transfer credit. Please note that this "Transfer Credit" option is not the same as the CSSW Transfer Program.

**CSSW course credit will not be granted for courses used to fulfill graduation requirements for a degree that was conferred.**

A maximum of nine (9) credits may be transferred from CSWE-accredited schools; only six (6) of these may be for electives.

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 and not as part of an undergraduate degree (unless the student is enrolling in the Advanced Standing Program).

- T660A-B/C Human Behavior and Social Environment A and B
- T6501 Social Work Research
- T6801 Social Welfare Policy

A maximum of six credits from a related discipline (i.e., other than social work) may be eligible for transfer credit as electives. 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.

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 Office of Academic Affairs, 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 if the content is reasonably related to the professional and educational objectives of the Columbia School of Social Work.

No transfer credits can be granted for course(s) taken at international universities.

*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.*
Waiver Exams

The following courses may be waived by successfully passing an examination:

- T6505 Intro to Statistics
- T6501 Social Work Research
- T6801 Social Welfare Policy

Waiver exams may only be taken prior to matriculation.

Students may sit for each waiver exam only once. If T6501 Social Work Research or T6801 Social Welfare Policy are waived by examination, an elective for the same number of credits must be taken.

Cross-Registration

When registering for courses in other divisions of the University, students may be required to secure approval from that division’s academic department or instructor of the course using an Add/Drop Form. Please visit the site of the school in which the course resides for cross-registration policies.

Note: Students who cross-register at Teachers College (TC) will be charged the TC tuition rate per credit, which may be more than the CSSW rate. Classes taken at TC are not covered under CSSW’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 CSSW tuition rate per credit. These courses will be covered by CSSW’s flat rate tuition plan, as long as the student is registering for no more than 19.5 credits.

Independent Study

A tutorial or independent study offers students an opportunity to study content not offered within the School of Social Work. Students wishing to register for a tutorial (independent study) make arrangements with a full-time faculty member who agrees to serve as the instructor for the tutorial. The faculty member and the student’s advisor must sign an Independent Study/Tutorial Form. The form is then submitted to the Office of 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 Office of Academic Affairs sends a copy of the form to the Office of Enrollment and Student Services for processing. Independent studies cannot be developed and completed in lieu of program requirements.
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) reading list
3. Make sure a copy of this syllabus is uploaded to the Canvas page that is created for the tutorial and submitted to swcourses@columbia.edu.
ATTENDANCE POLICY

Students are expected to attend all classes for each course. However, if needed (e.g., late enrollment, illness, religious holidays, emergencies, self-care), students may access:

a) Up to a total of 3 absences for 14-week classes; and

b) Up to a total of 2 absences for classes fewer than 14 weeks (e.g., 7-week classes, summer classes).

1. No explanation will be required. However, students should inform instructors when they are using an allowed absence either before the class, or within 24 hours of the class that they will miss.

2. If a student has not notified the instructor after a 2nd consecutive absence, instructors should reach out to the student to remind them of the policy and inquire about enrollment. Instructors should also notify swadvising@columbia.edu when a student has been absent 2 or more times.

3. While expected to make up work missed in class, no students should be penalized (e.g., required to submit additional work in lieu of attendance on that day, or graded down for participation).

4. Expectations about assignments, and keeping up with course material (readings, other) in order to effectively continue to engage in the curriculum, remain in place. Consistent with this, students are expected to watch the recordings of any missed sessions. Please note that ALL classes will be recorded, whether they are in person, on Zoom, or via Adobe Connect.

5. Individual instructors will have full discretion to determine how more than three absences for a 14-week course, or more than two absences for a 7-week class, may impact a student's grade. Faculty should indicate their expectations in their syllabi, articulating clearly how more than two or three absences will affect a final grade. An absence in excess of those allowed should initiate 1) a review of the student’s progress in the course, and 2) a notice to student support office and Academic Affairs.
REGISTRATION

Registration is the process whereby an eligible student reserves a seat in a particular course. It is accomplished by following the procedures announced in advance of each term’s registration period.

Enrollment is the completion of the registration process and affords the full rights and privileges of student status.

Students who have not registered for any classes by the end of the change of program period will not be allowed to enroll that term and must file for a leave of absence or withdrawal.

Students who take a leave of absence or who do not register for the semester are not considered to be active Columbia students, and will not be able to fulfill their requirements for the degree while they are not registered or on leave.

With the exception of approved dual degree programs, students may not pursue a degree in more than one Columbia program concurrently, and may not be registered in more than one degree program at any institution in the same semester. Enrollment in another degree program at Columbia or elsewhere while enrolled at the School of Social Work is strictly prohibited. Violation of this policy will lead to the rescission of an offer of admission, or dismissal from the program.
Students can withdraw from any course with a full refund and without a W (withdrawal) grade on their record during the designated add/drop registration period (see academic calendar for dates).

Following this add/drop period, students can withdraw from a course until the 10th week of classes during the fall and spring terms (or 7th week during the summer term) but will be held responsible for 100% of the related tuition and fees. After the 10th week, all students must accept a grade for the course.

Students who are considering withdrawal from a course after the add/drop registration deadline may discuss this decision with their advisor. The next step is to contact the Office of Student Services to facilitate the drop of the course. Students should speak to CSSW’s Financial Aid office to discuss how dropping a course can impact loans, scholarships, and financial aid eligibility.

Students who wish to drop a course after the end of the add/drop period, must email swstudentservices@columbia.edu.

Failure to attend classes or to notify the instructor does not constitute a formal withdrawal or drop of a class. Students who cease attending but do not formally drop a class with the Office of Student Services will be financially responsible and will receive a mark of UW (Unofficial Withdrawal) for the course.

Students seeking to drop Field Education need written approval from the offices of Advising and Field Education. If a student is granted permission to drop either Field or their required practice class, they will also be withdrawn from any corresponding required courses. Field and the required practice classes must be taken concurrently. For more detail, review the CSSW Field Education Manual.
PROGRAM WITHDRAWALS, LEAVES, & READMISSION

Students can request a leave of absence at any time during the academic year. When a student takes a leave of absence during a term, this action is also considered to be a withdrawal. Withdrawal is defined as the dropping of one’s entire academic program in a given term after the first day of classes of the term. When a student requests a leave of absence, their intent is to resume their studies based on an approved timeframe. However, if a student requests to withdraw from the program, their enrollment at the School is terminated, and they must reapply via the standard admissions process should they wish to re-enroll at a later date.

Withdrawing from the School of Social Work after the start of the semester can have implications for financial aid, your student health insurance and University housing status. Students are encouraged to speak with these respective offices directly as necessary.

Any student who wishes to withdraw from the School of Social Work completes the LOA/Withdrawal Form. Neither notification to instructors of a plan to withdraw nor failure to attend classes will constitute an official withdrawal from the School of Social Work.

It is recommended that students discuss their LOA or Withdrawal request with the Office of Advising PRIOR to submitting this form.

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 related tuition and fees owed according to the Registrar’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.

Withdrawal from School

Students who are considering a full withdrawal from the school should meet with the Office of Advising prior to submitting the online withdrawal from. Once this form is processed, the student will no longer be enrolled at the university and would need to reapply for admission in order to re-enroll.

Leaves of Absence

Voluntary vs. Involuntary Leaves of Absence: Most leaves and withdrawals are voluntary. Involuntary leaves and withdrawals will be used in cases of academic performance dismissal and as an option in the cases of danger to self, others, or property.

Voluntary Medical Leave of Absence

A medical leave is granted to a student whose health interferes with successful completion of the MSW program. A leave can be granted for a minimum of one term (for those students who have
not begun field work) or one year for those students who have been enrolled in Field Work (i.e. T6010 or T6020). In either case, a medical leave can be granted for no more than two years.

Students should consult with the Office of Advising to initiate a leave and will be required to provide medical documentation to support the request via the Withdrawal Form. Medical leave requests must be accompanied by an individualized assessment of students’ individual healthcare needs.

While on leave, students must be actively engaged in a course of medical treatment that leads to recovery. In addition, students are still expected to check their Columbia email while on leave as this is the official means of communication used by the University.

Students returning from a medical leave must apply for readmission to the School of Social Work. Students must provide medical documentation supporting their readmission. Normally, students may only return in the fall or spring term. Only in rare circumstances will students be readmitted from medical leave and permitted to enroll in the summer term. See Readmission from Medical Leave.

**Readmission from Medical Leave**

Students must complete all parts of the following readmission procedure by the following deadlines:

- Fall term readmission: April 1
- Spring term readmission: November 1
- Summer term readmission: not permitted

In order to begin the readmission process, the student must complete the Readmission Form for Medical Leaves. The form requires students to provide the following:

1. Request for readmission: This letter should review the circumstances that led to the leave, and outline a plan for continued support. The letter should also indicate whether or not you were receiving or will require Office of Disability Services accommodations.

2. Letter from a medical practitioner supporting readmission: the letter should provide an evaluation of the student’s readiness to return to full-time study at the School of Social Work, and outline the recommended continued care plan upon readmission. With respect to HIPAA, we do not ask medical personnel to share details about the nature of the student’s illness.

These materials will be reviewed by a committee consisting of a member(s) from the Offices of Advising, Student Services and, if pertinent, Field Education. Review is not guaranteed when documentation is submitted after the aforementioned deadlines. Students will receive notification regarding one of the following three outcomes of the committee’s assessment of readmission request:
1. Applicants are approved for an interview by a Columbia Health practitioner for final adjudication (if deemed necessary). Students may then be officially readmitted or denied readmission and will be notified of a decision by the Office of Student Services by email within 7 days of submission of the form.

2. Additional information is requested.

3. Readmission is denied. Students may reapply the following semester for readmission.

Once officially readmitted, students will be provided an online registration appointment in order to enroll for the coming term. Normally, students will be able to register in late June for the fall or early December for the spring.

Students must address all financial or other obligations to the University that are still outstanding from when they took their leave. If holds have been placed on their registration, these holds must be cleared before they can enroll in classes or resume field work. If after being readmitted for the following semester, a student cannot register by the end of the Add/Drop period of that semester, they will be placed on another leave of absence.

Students are encouraged to meet with their advisor during the first two weeks of their return to ensure a smooth transition back to the community.

Students who are on the University 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.

Voluntary Personal Leave of Absence (non-medical)

A voluntary leave of absence may be granted to students who would like to temporarily withdraw from the School of Social Work for a non-medical reason. Students considering a voluntary leave may discuss this option with the Office of Advising prior to submitting the Withdrawal Form.

A leave can be granted for a minimum of one term (for those students who have not begun field work) or one year for those students who have been enrolled in Field Work (i.e. T6010 or T6020). In either case, a leave can be granted for no more than two years.

Readmission from Non-Medical Leave

In general, students seeking readmission to the School of Social Work must submit evidence that they have achieved the purposes for which they left.
Students must complete all parts of the following readmission procedure by the following deadlines:

Fall term readmission: April 1
Spring term readmission: November 1
Summer term readmission: extenuating circumstances only

Students must address all financial or other obligations to the University that are still outstanding from when they took their leave. If holds have been placed on their registration, these holds must be cleared before they can enroll in classes or resume field work. If after being readmitted for the following semester, a student cannot register by the end of the Add/Drop period of that semester, then they will be placed on another leave of absence.

Included with the readmission form should be a letter requesting readmission. The letter should review the circumstances that led to the leave, describe in detail any activities pursued while out of school, and explain why you now feel able to resume studies successfully.

**Academic Standing and Transcript Notations**

Students who leave in good academic standing will return in good academic standing; students who leave while on a Corrective Action Plan (CAP)/Performance Improvement Plan (PIP) will return on the CAP/PIP. When a leave begins after the start of the term, the student’s transcript will reflect the action of withdrawal and the date of withdrawal. If the date of withdrawal for a medical leave is on or before the School of Social Work withdrawal deadline (the Friday of the 10th week of the term, noted on the academic calendar) the student’s transcript will not reflect the individual’s courses attempted during the term. If the date of the withdrawal for any leave begins after the School of Social Work withdrawal deadline, individual courses will remain on the transcript.

Ordinarily, School of Social Work students who are authorized to withdraw after the withdrawal deadline will receive a mark of W for each of their courses for the term. This notation indicates an authorized withdrawal from the courses. In rare cases, when a student must take a leave after the withdrawal deadline, a student and the Office of Advising can work together with faculty and the Office of Academic Affairs to determine whether an Incomplete would be a more appropriate notation on the transcript. In order to be eligible for an Incomplete, the student must have completed all work for the course except the final paper, exam, or project. The student must also obtain approval from the Office of Academic Affairs.

Students who have been approved for an Incomplete in the last semester before their leave must complete the work for each course upon their return to campus by the end of the Add/Drop period. If the work is not complete by the end of the Add/Drop period of the term in which the student returns, the grade may convert to a contingency grade or to an F. Due dates for incomplete work should be determined in consultation with the Office of Advising and the Office of Academic Affairs upon notification of readmission.
The School of Social Work’s grading system is as follows: A, B, C, F. Plus and minus letter grades are also used. All required (generalist or specialized method of concentration-related) courses must be taken for a letter grade. Child Abuse Reporting Education (CARE), field education courses, Professional Immersion Seminar, and the Reduced Residency field education seminars receive a grade of Pass or Fail. Students are also allowed to take up to 3 credits per semester (limit: 6 credits total over the course of their degree) of elective coursework offered by CSSW as Pass/Fail. The numerical equivalent for each grade is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>B+</td>
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</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Students may only retake/repeat a failed course, in order to complete the degree requirement. It is not permitted to retake a course in which a passing grade was received in order to attempt a higher grade.

Credit Pending (CP)

The mark of CP implies satisfactory progress. It is differentiated from IN (Incomplete) in that it is given only for Field Education (T6010 and T6020) in those rare situations in which the required hours or assignments unavoidably and predictably continue beyond the end of the term. Furthermore, students may not request a CP as it is only assigned by the instructor/advisor in consultation with the offices of Advising and Field Education. Upon completion, the final grade is assigned and credit allowed.

Deadlines for courses with the mark of CP follow the deadlines for courses with the mark of IN.

Fail (F)

Students who receive the grade of F in any required/practice course must retake the entire course the next time it is offered and obtain a satisfactory grade. The F grade remains on the student’s transcript even after the course is retaken for a passing grade (C- or higher). Moreover, both grades will be counted in their official Columbia University GPA. The School of Social Work will conduct an informal manual GPA calculation for the purpose of determining Satisfactory Academic Progress (SAP) and graduation eligibility.

Repeating a course may require a student to take additional credits beyond what is allowed under the flat-rate tuition. Alternatively, a student may need to retake the failed course in an additional semester. Costs associated with these circumstances are the responsibility of the student.
Note: Students who earn more than one F grade, whether in a single semester or across multiple semesters, may be terminated from their degree program.

**Incomplete (IN)**

At the instructor’s discretion, extensions may be granted up until the grading deadline. If more time is agreed upon, an instructor may assign a grade of Incomplete (IN) but must also establish a specific, and reasonable, deadline for completion. An Incomplete is only permitted when the majority of the course requirements and assignments have been successfully completed, and when the student is unable to complete remaining assignments due to highly extenuating circumstances.

Students may not arrange unofficial Incompletes or extended deadlines past the grade deadline with their instructors; any Incomplete must be officially approved by the instructor and in conjunction with the Office of Academic Affairs.

Students who are granted an IN are assigned a deadline for completion of the incomplete paper or project or a date by which a deferred examination must be taken. Those who fail to meet the assigned deadline or who miss the deferred examination will receive the contingency grade indicated by the instructor. All other marks of IN that remain unresolved by the end of one calendar year will be converted to the contingency grade.

**NOTE:** A student who receives an IN is at risk of delayed disbursement of their federal aid until the IN is resolved and their GPA can be evaluated.

**Unofficial Withdrawal (UW)**

The mark of UW is assigned to a student whose name appears on the roster but has never formally requested to withdraw from the course. A UW is also assigned to those students who have discontinued participation prior to the due date of substantive work. Participation includes regular attendance and completion of readings and assignments.

**Withdrawal (W)**

Students are not permitted to drop a course from their academic record after the drop deadline (the 10th week of the semester). If a student must drop or withdraw from a course after the drop deadline, the transcript will show a mark of W for that course. This is a permanent mark, and will remain on the transcript even if the student repeats the course.

**Grade Appeals**

As a matter of course, CSSW recognizes that faculty members have both the right to determine grading policies for their classes, and the expertise to evaluate their student’s work. A grade appeal requires objective evidence of a substantive breach in grading policy. Students wishing to appeal a final grade should first contact the instructor to attempt to resolve the dispute informally.
If after speaking with the instructor the student feels the grade appeal remains unresolved, they may appeal grades of B or lower to the Office of Academic Affairs using the following form (http://bit.ly/CSSWGradeAppeal) no later than three weeks after grades are due for the term in which the class was taken or, if the grade is posted on SSOL after grades were due, no later than three weeks after receiving notice of the grade. Instructors will be given the opportunity to respond to the students’ grade appeals.

The grounds for changing a disputed grade are limited to when there is compelling evidence that the faculty member acted out of bias or discrimination, or if there were errors in the calculation of the grade. In the absence of such evidence, the Office of Academic Affairs will defer to the judgment of the instructor.

Note: Grade changes are not allowed after a student has graduated and the degree has been conferred.
ACADEMIC PROGRESS

At the end of each term, the School of Social Work reviews the records of all students enrolled in the school to determine student standing, and to determine whether academic action is warranted – including academic warning, academic probation, and dismissal. Students must maintain good academic standing, good administrative standing, and satisfactory academic progress (SAP) toward the degree each semester.

Good Standing

Good academic standing includes but is not limited to:

- Maintaining a cumulative GPA of at least 3.0
- The student may not earn more than one IN or F grade in a given term
- Making progress toward completing all degree requirements

Good Administrative Standing

Students are expected to remain in compliance with all applicable administrative policies and procedures of the university including the Student Conduct and Community Standards as well as the regulations described in the University Policies.

Failure to Maintain Good Standing

Consequences for failing to maintain good academic standing, good administrative standing, or satisfactory academic progress may include academic or administrative warning, probation, or dismissal. In cases of evident and extreme failure to achieve progress, a student may be dismissed from the degree program without a probationary period.

Academic Warning

Reduced Residency and Extended students are placed on academic warning if their GPA falls below 3.0 in any given semester before they have attempted 12 credits. Students may receive notice of academic warning if they receive a grade of F.

Academic Probation

Students are placed on academic probation if their cumulative GPA falls below 3.0 in any given semester. A grade of Pass (P) in a pass/fail course is not factored into the GPA.

Reduced Residency and Extended students shall be placed on Academic Probation if their cumulative GPA falls below 3.0 in any given semester after they have attempted 12 credits.
When placed on academic probation, the student will be notified by the Office of Advising. At that time the student is instructed to schedule a meeting with a member of that office to develop a Performance Improvement Plan (PIP) that should result in the student being removed from academic probation by the start of the subsequent term. If a student fails to initiate this meeting, an Academic Progress Hold will be placed on the student’s record which will prevent registration and can ultimately result in an administrative withdrawal.

**Academic Dismissal**

Students who fail to improve after being on academic probation, may be administratively withdrawn or may choose to withdraw themselves from the School of Social Work.

Consequences for failing to maintain good academic standing, good administrative standing, or satisfactory academic progress may include academic or administrative warning, probation, or dismissal. In cases of evident and extreme failure to achieve progress, a student may be dismissed from the degree program without a probationary period.
Satisfactory Academic Progress

The requirement of maintaining satisfactory academic progress (SAP) is applicable to all students at the School of Social Work. The policy is applied equally to students irrespective of whether a student receives Federal Student Aid. Nevertheless, federal regulations require that students receiving federal aid make satisfactory academic progress in accordance with standards set by the university.

Columbia University School of Social Work (CSSW) is required by federal law to ensure that all students receiving federal financial aid are making satisfactory academic progress towards completion of their degree requirements. Per federal regulations (34 CFR sections 668.16(e), 668.32(f), and 668.34), CSSW must monitor the academic progress of students who apply for and/or receive financial assistance under Title IV Federal Student Aid programs. For CSSW students, that includes:

- Federal Direct Unsubsidized Stafford Loan
- Federal Perkins Loan
- Federal Direct Graduate PLUS Loan
- Federal Work Study

Satisfactory Academic Progress (SAP) consists of three evaluation standards:

- a student must maintain a minimum 3.0 GPA,
- complete a minimum of 77% of their total attempted credits,
- and must complete their degree within the maximum specified timeframe.

Grade Point Average (GPA)

- Full-time students must maintain a minimum 3.0 cumulative grade point average in order to meet the satisfactory academic progress GPA requirement at CSSW.
- After having attempted a minimum of 12 credits, Reduced Residency and Extended students shall be placed on Academic Probation if their GPA falls below 3.0 in any given semester.

NOTE: A student who receives an IN is at risk of delayed disbursement of their federal aid until the IN is resolved and their GPA can be evaluated.

Pace of Completion

Full-time students must complete a minimum of **77% of all credit hours attempted each term**. For example, a student who attempts 19.5 credits must complete at least 15 credits to meet the 77% completion requirement.
Maximum Timeframe

All CSSW students are expected to finish their program of study within a maximum timeframe, which cannot exceed attempted credits of more than 130% of the program’s required credits. With the exception of the school’s Dual Degree Programs, all students must complete 60 credits to earn the Master of Science Degree from CSSW. To remain SAP-compliant and receive federal aid, students may register for no more than 78 attempted credits while completing their required 60 credits. Attempted credits include:

- Accepted transfer credits (including Advanced Standing and Transfer Program students)
- Credit-bearing classes earning grades of F (fail) and UW (Unofficial Withdrawal)  
  *(NOTE: Students who receive an F or UW in a required course must retake the course in the subsequent term.)*
- Credits earned through cross-registration at CU schools outside of CSSW, which do not count towards the student’s degree program (e.g., non-SW electives)
- Any credit/course for which a student was registered if they WITHDRAW after the term begins (unless the student does not attend any classes for the term, or receives 100% refund)

Students who have met the maximum timeframe without completing their program of study may appeal on the basis of extenuating circumstances that prevented completion in the maximum timeframe.

These SAP standards are as strict as or stricter than the Columbia University standards for a student enrolled in the same educational program who is not receiving Title IV federal aid.

SAP Warning and Suspension

Students who fail to meet any of the three SAP conditions will be issued a Warning and notified of this status via email. Students in a SAP Warning status are eligible to receive financial aid during the warning term; however, failure to meet all aforementioned SAP standards by the end of that term will result in a Suspension status and the loss of all federal financial aid eligibility.

NOTE: Students may still enroll in and pay for courses out-of-pocket, regardless of SAP status. Doing so for one term, however, does not then make the student SAP-compliant and federal aid eligible in subsequent terms. Also, certain federal loan programs are limited by maximum aggregate lifetime loan amounts.

Within one week of receiving notification of a SAP Warning, a student must meet with staff in the Office of Advising to develop an Academic Plan that details how the student will ensure they regain SAP compliance and federal aid eligibility. This will include raising the student’s cumulative GPA to within the 3.0 minimum, and satisfying the SAP pace and maximum timeframe requirements. A copy of this Academic Plan will be forwarded to the Office of Student Services and Office of Financial Aid. During term(s) of Financial Aid Suspension, a student must pay out of pocket or seek alternate funding.
Appeals

Students may appeal the suspension of federal aid eligibility based on documented extenuating circumstances. That appeal must clearly explain the student’s failure to meet the above stated SAP standards. To appeal, a student must submit an online Satisfactory Academic Progress Appeal Form, which will be reviewed by the Offices of Advising, Financial Aid and Student Services. If approved, the result of the appeal will reflect on the student’s account within five (5) business days.

If a student’s appeal is approved, they will be placed on Financial Aid Probation for the following term, and MUST meet ALL SAP policy standards to maintain eligibility for federal financial aid. The denial of a student’s appeal means the student is no longer considered eligible for federal aid during their program of study.

Emergency Declarations and University-wide Changes

In the event of a national or state-wide emergency, and/or where a pass/fail grading system is implemented University-wide:

- Any courses graded as pass/fail will be counted in the total number of attempted credit hours.
- When a course is successfully completed and given a grade of ’P’, the credits are added to the total number of attempted and earned credits hours; but the Pass grade is not included in the GPA calculation.
- When a course is not successfully completed and the student is given a grade of ‘F’, it will be treated as a standard grade of ‘F’ and this will negatively impact the progression and GPA of the student.
- Any student who fails a SAP assessment as a result of a qualifying emergency will be allowed to submit an appeal.
- The minimum cumulative GPA requirement in any corrective action plan issued during a qualifying emergency is 2.75.
- The Completion Rate of 77% remains in effect.

Any and all treatment of Satisfactory Academic Progress (SAP) updates and changes will abide by existing statutory regulation on SAP, any temporary statutory relief provided by Congress, and any temporary guidance provided by the Department of Education (ED).
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 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, deadlines, and other information are available on the University Registrar’s website.

Please note the following guidelines:

- At CSSW, students who will be awarded their degree in May or 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 the degree in October.

Please note that it is the student’s responsibility to make certain that they have 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).

The University issues diplomas electronically, usually within two to four weeks.
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 Policy on Access to Student Records (FERPA) in the University Policies catalog).

Information regarding transcript requests can be found at https://www.registrar.columbia.edu/content/request-transcript.

Please allow 3-5 days to process email and paper transcript request(s) ordered via SSOL. Actual processing times may be considerably shorter. If any urgent requests are needed, please email ssc@columbia.edu with the linked transcript request document: https://ssc.columbia.edu/sites/default/files/content/forms/transcript-request.pdf

Please refrain from submitting duplicate transcript orders if you are experiencing a delay. Duplicate orders contribute to volume backlog.

Current and former students who attended after 2001 must request transcripts online using Student Services Online (SSOL). If you know your UNI, but have forgotten your password, please reset your password.

The following services are available:

- Transcripts
- Certifications
- Release of Academic Information for Deceased Students
- Information for Parents

Students may also order certifications of enrollment and degrees via the Letter Request form. This form can also be used by students requiring letters certifying their student status for a summons to jury duty, membership in a professional organization, insurance or similar reason.

Enrollment Verification

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 web site at https://nslds.ed.gov/ or visit the Information Center at 205 Kent Hall.

**Veteran Education Benefits**

The Office of the Registrar provides certifications to the Veterans Administration: 209 Philosophy, 212-854-2515. You may review veteran education benefits on the [University’s Military and Veterans Affairs website](https://nslds.ed.gov/).

**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 online at [https://www.registrar.columbia.edu/content/application-replacement-diploma](https://www.registrar.columbia.edu/content/application-replacement-diploma).

**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**

Items that the Office of the Registrar considers “directory information” include: student name; local and permanent address; email; phone number; date of birth; dates of attendance; school or division; major; degrees and honors, and the dates they were awarded.

This is information that the Office of the Registrar will release without written consent except as specified in the full set of University guidelines. (See the [University Policies Catalog](https://www.registrar.columbia.edu/content/application-replacement-diploma) for the full set of guidelines and statement of policy.)

A student in attendance who does not want to have their directory information released should inquire at the Office of the Registrar, 205 Kent Hall, as to the procedures to be followed. Additional information can be found at [https://www.registrar.columbia.edu/content/request-withhold-or-reverse-withholding-directory-information](https://www.registrar.columbia.edu/content/request-withhold-or-reverse-withholding-directory-information). 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 fill out the Request to Withhold or Reverse Withholding of Directory Information Form available at https://www.registrar.columbia.edu/content/request-withhold-or-reverse-withholding-directory-information.

**Change of Address**

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

**Change of Name**

Students whose name has changed since applying to, or enrolling at CSSW, who want the change reflected in the University records, must file a notarized Name Change Affidavit with the University.
IMPORTANT NOTICE: The content shared below may not reflect the latest regulations and requirements, as they are subject to change from year to year. It is the responsibility of the professional seeking licensure to ensure that they stay abreast of any licensure and regulatory requirements by reviewing the respective licensing board websites regularly.

Social Work Licensure

Social Work is a regulated profession whose laws, rules, and regulations are defined by each state. As a CSWE-accredited institution, Columbia School of Social Work’s Master of Science in Social Work (MSW) program provides you with the necessary qualifications to be eligible for licensure as a master-level social worker upon graduation.

In New York, there are two types of licensure requiring different qualifications: Licensed Master Social Worker and Licensed Clinical Social Worker.

To practice “licensed master social work” or “licensed clinical social work,” an individual must be licensed, hold a limited permit, or be in an exempt setting.

Licensed Master Social Worker (LMSW): http://www.op.nysed.gov/prof/sw/lmsw.htm

The LMSW is an entry level license for individuals entering the social work profession at the master’s level. Requirements include*:
- receiving your MSW degree
- completing coursework or training in the identification and reporting of child abuse (included in the program; no need to complete this separately)
- passing the ASWB Masters exam

Licensed Clinical Social Worker (LCSW): http://www.op.nysed.gov/prof/sw/lcsw.htm

The LCSW is the clinical license that allows the licensee to make a clinical social work diagnosis and provide psychotherapy and related services. There is no direct route to licensure as an LCSW. Requirements include*:
- completing at least 36 months of lawful, supervised, post-graduate experience in diagnosis, psychotherapy and assessment-based treatment planning as an LMSW
- 2,000 client contact hours
- 100 hours of in-person individual or group clinical supervision
- receiving your MSW degree
- completing at least 12 semester hours of clinical coursework acceptable to the Department (list of CSSW courses that meet these LCSW course requirements)
- passing the ASWB Clinical exam
*Read the full details on the scope of practice and requirements for each license on the respective websites.

To review the specific types and requirements for licensure for states outside of New York, visit the respective Social Work Board page or the Association of Social Work Boards’ (ASWB) social work regulation database, which provides links to other jurisdictions. Note that the license titles vary across states, and a few do not require a license at the entry-level for master-level social workers.

**When to Apply**

Graduating students may apply for licensure as a LMSW with the New York State Education Department (NYSED), Office of the Professions, any time prior to graduation by submitting the application for licensure and fee ($294) using the online application for “Licensed Master Social Worker.”

When NYSED has approved both the application for licensure and MSW education, as verified by the school after graduation, you will be eligible to take the Association of Social Work Board’s (ASWB) Masters exam.

NYSED will notify the exam vendor, Pearson VUE, and send you a letter with instructions on how to register. You may not take the exam for licensure in New York without approval by NYSED. Once you receive approval, you can register and pay the fee ($230) to take the exam. See full instructions on applying below.

For tips on the application process, go to the LMSW Application Forms page or How to Apply for Licensure page.

**Education Verification for LMSW Licensure**

The University Registrar will send a list of all graduates (Form 20) directly to NYSED to certify that you have graduated from a licensure-qualifying MSW program.

*If you graduated before May 2019, complete page 1 of the Certification of Professional Education (Form 2) and submit it to Betty Gee in Student Services via email at byg3@columbia.edu. She will request the transcript on your behalf and send it along with Form 2 to New York State. Note that the state will not accept Form 2 from students directly.*

For general requests for transcripts, you can submit the request online via your SSOL account.

**Limited Permit:** [http://www.op.nysed.gov/prof/sw/lmsw.htm#lim](http://www.op.nysed.gov/prof/sw/lmsw.htm#lim)

A limited permit allows an individual who has met all requirements for licensure as an LMSW except the Masters Exam to practice as an LMSW, provided that the individual is under the general supervision of an LMSW or a LCSW.
This option applies only to those who have graduated and are employed (or received offers of employment). To apply, you must submit and pay the fee ($70) for the Application for the Limited Permit (Form 5), which also needs to be filled out by the proposed supervisor, at the same time as or any time after submitting the Application for Licensure.

Licensing Exams: https://www.aswb.org/exam-candidates/about-the-exams

The Masters Exam covers knowledge, skills, and abilities in:

- Human Development, Diversity, and Behavior in the Environment
- Assessment and Intervention Planning
- Interventions with Clients/Client Systems
- Professional Relationships, Values, and Ethics

You can take the exam at any Pearson VUE Center available regardless of the state in which you are seeking licensure. Note that not every state uses the Masters exam. Make sure to check with the respective state board to verify the exam requirements.

Visit the ASWB site to learn more about the Clinical exam.

Licensing in the Tri-State Area

New York, New Jersey, and Connecticut use the Masters and Clinical categories. You can learn more about state-specific licensure requirements on the following sites:

New York: LMSW (Masters) | LCSW (Clinical)
New Jersey*: LSW (Masters) | LCSW (Clinical)
Connecticut: LMSW (Masters) | LCSW (Clinical)

*New Jersey allows you to take the Masters exam during your final semester of enrollment. However, both New York and Connecticut will not allow you to do so until after you have graduated.

Licensing in Other States

If you plan to get your license outside of New York, make sure to check the individual state boards to find out which exams are appropriate for the jurisdiction in which you are seeking licensure, and what supervised work experience and educational requirements are needed to qualify.

An overview of social work regulations and licensure requirements throughout the U.S. and in Canadian jurisdictions can be found on ASWB’s website.
Questions about Licensing

Specific questions regarding requirements and application procedures should be directed to the respective state’s licensing boards. For New York, contact the Office of the Professions by phone at (518) 474-3817 x450 or via their Contact Us page.

For questions regarding coursework required for clinical licensure, contact the Office of Advising at swadvising@columbia.edu.

For requests for verification of field hours completed during school, please complete the Letter Request Form and follow up with Student Services at swstudentservices@columbia.edu.

For transcripts, submit the request online via your SSOL account. If you attended prior to 2001, reach out to the Registrar’s Office as directed on their website.

For requests of descriptions of some of your CSSW courses or other general questions that are not answered by the State Licensing Boards and other sources mentioned, please reach out to Betty Gee at byg3@columbia.edu.

General Tips

At the start of your social work education, research the licensing requirements in any state or province in which you think you might want to consider practicing social work. Links to license statutes and regulations are available on ASWB’s Social Work Regulation page.

Maintain good records. It will ultimately be your responsibility to keep a log of your master’s coursework syllabi, post-graduate clinical experience, hours of supervision, and continuing education credits/certifications. While employed, keep your clinical supervisors’ full names, license numbers, dates of licensure, and up-to-date contact information at all times.
Billing and Payments

Columbia University bills students for tuition, fees, and other charges at the beginning of each term. Payment is due by the date listed on the Student Account statement, which is available via Student Services Online (SSOL). In general, payment for each term is due before the end of the University’s official Change of Program period (the first two weeks of the term).

You may consult these Student Financial Services (SFS) resources for complete information regarding billing and payment:

- E-billing Overview
- Payment Options
- Video: How to Pay Your Bill
- Reading Your Account Statement
- Refunds
- Withdrawals
- Tuition Refund Insurance

Note: No paper bills will be mailed by the University.

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 (COA). Follow the links below for the estimated COA for the current academic year.

Estimated Cost of Attendance for Residential Campus can be found here: https://socialwork.columbia.edu/admissions/tuition-financial-aid/cost-attendance-new-york-city-campus/

Estimated Cost of Attendance for the Online Campus can be found here: https://socialwork.columbia.edu/admissions/tuition-financial-aid/cost-attendance-online-campus/

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.
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) credits 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>Week 1 &amp; 2</td>
<td>Through the end of Change of Program Period: 100% tuition and fees (except transcript fee) refunded</td>
</tr>
<tr>
<td>Week 3</td>
<td>90% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>Week 4</td>
<td>80% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>Week 5</td>
<td>70% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>Week 6</td>
<td>60% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>Week 7</td>
<td>50% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>Week 8</td>
<td>40% tuition refunded, no fees refunded</td>
</tr>
<tr>
<td>After 8th week</td>
<td>0% -- no refund</td>
</tr>
</tbody>
</table>
In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student’s enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

For additional information, please visit the Veterans & Service Members FAQ of the Student Financial Services website.
Columbia University Immunization Compliance

Columbia School of Social Work expects all students to meet the MMR and Meningitis immunization requirements detailed at the link below, as well as any additional University immunization requirements (e.g., seasonal influenza vaccine, COVID-19 vaccine).

https://health.columbia.edu/content/immunization-requirements

Covid-19 Policies and Procedures

The page linked below was developed to help students, faculty, and staff stay safe on campus. Please visit this website for the most up-to-date University Public Health Protocols: https://covid19.columbia.edu/students

University Health Insurance

Having insurance is key to helping ensure predictable health care costs and to support students in the achievement of their personal and academic goals. In an effort to reinforce this aim, Columbia requires most students to have comprehensive health insurance as part of enrollment in the University.

Each academic year, **all registered full-time students must make an insurance selection.** They must either: confirm enrollment in the Columbia Plan (Columbia University Student Health Insurance Plan), or request a waiver from mandatory enrollment in the Columbia Plan (domestic students only).

Full-time students will be enrolled in the Columbia Plan if they do not make an enrollment selection or if no waiver request has been submitted by the open enrollment deadline. **Columbia University also requires all international students to enroll in the Columbia Plan.**

Information regarding the Columbia Health Insurance plan can be found here: https://health.columbia.edu/content/about-columbia-university-student-health-insurance-plan
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

A few resources offered by Public Safety are intercampus shuttles, safety escorts, device engraving, and a free on-demand evening shuttle near campus. For additional resources and to learn more about the services Public Safety provides, visit the Public Safety website.
The University abides by the provisions of the Federal Family Educational Rights and Privacy Act of 1974. This act ensures 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 available online in the catalog of University Policies. Questions about the interpretation of the guidelines should be referred to the University’s General Counsel, 412 Low Library.

https://universitypolicies.columbia.edu/content/ferpa
https://universitypolicies.columbia.edu/content/federal-family-educational-rights-and-privacy-act-ferpa
COLUMBIA UNIVERSITY NON-DISCRIMINATION STATEMENT AND POLICY

Columbia University is committed to providing a learning, living, and working environment free from unlawful discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, and with all applicable laws, it is the policy of the University not to tolerate unlawful discrimination or harassment in any form and to provide those who feel that they are victims of discrimination with mechanisms for seeking redress.

Also consistent with this commitment, Columbia University prohibits any form of discrimination against any person on the basis of race, color, religion, sex, gender, gender identity, pregnancy, age, national origin, disability, sexual orientation, marital status, status as a victim of domestic violence, citizenship or immigration status, creed, genetic predisposition or carrier status, unemployment status, partnership status, military status, or any other applicable legally protected status in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other University-administered programs and functions.

Nothing in this policy shall abridge academic freedom or the University's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to actions, statements or written materials that are relevant and appropriately related to course subject matter or academic debate.

This policy governs the conduct of all Columbia University students, faculty, staff and visitors that occurs on the University’s campuses or in connection with University-sponsored programs. This policy also governs conduct by Columbia University students, faculty, staff and visitors that creates, contributes to, or continues a hostile work, educational, or living environment for a member or members of the University community.

Complaints of discrimination or sexual harassment may be lodged through the Office of Equal Opportunity and Affirmative Action, the Ombuds Office, or the dean of the school of the person against whom the student has a complaint (if that person is a student).

If the complainant believes the matter involves criminal activity, the complainant should contact the Department of Public Safety.
COMMUNITY STANDARDS AND CODE OF CONDUCT: POLICIES AND PROCEDURES

As members of the Columbia University community, all School of Social Work students are expected to uphold the highest standards of integrity, civility, and respect. These core values are key components of the Columbia University experience and reflect the community’s expectations of its students.

In all aspects of school activities, students are expected to adhere to the National Association of Social Workers Code of Ethics. It is the responsibility of the student to become acquainted with the Code.

All university faculty, students, and staff are responsible for compliance with the Rules of University Conduct. A complete list of current University-wide policies can be found here.

Conduct as a student-employee, student-leader, or when completing fieldwork:
Additionally, the highest level of professionalism is expected when students are in the role of employee or intern (e.g., teaching assistant, graduate assistant, student casual) or student leader (e.g., Student Union, Caucus and/or Orientation Leader). A student must be in good academic and disciplinary standing while upholding good conduct as described above to hold these roles.

Student Grievances
Please view student grievance procedures here: https://socialwork.columbia.edu/policy-and-privacy-statements/.

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.

All members of the Columbia University community are expected to uphold the highest standards of integrity, civility, and respect. These core values are key components of the Columbia University experience. Thereby, all members are responsible for compliance with the Rules of University Conduct. The full text of which is available here: https://universitylife.columbia.edu/cu-rules-of-conduct
In certain cases, CSSW’s disciplinary procedures are superseded by the Rules of University Conduct, which cover alcohol and drug use, sexual assault, equal opportunity and nondiscriminatory conduct, and such activities as demonstrations, rallies, picketing, and the circulation of petitions.

The Rules of Conduct also ensure that all members of our community are allowed to engage in free expression and open debate. All members of the community have the right to do so, within an atmosphere of tolerance and civility, and in an environment that is open to divergent views.

**Reporting and Disciplinary Procedures**

**AVENUES FOR REPORTING**

Students are strongly encouraged to resolve conflicts directly with the staff or faculty member(s) with whom they may have a concern. If the student is uncomfortable doing so or if an informal resolution is not achieved, students may elect to file a formal grievance in writing to the appropriate Dean who manages the individual’s department. (See Council of Deans list for the appropriate contact: [https://socialwork.columbia.edu/about/welcome-from-the-dean/council-of-deans/](https://socialwork.columbia.edu/about/welcome-from-the-dean/council-of-deans/))

If the alleged misconduct involves discrimination or sexual harassment, a student should file a complaint with the Office of Equal Opportunity and Affirmative Action, which is available at [https://eoaa.columbia.edu/students](https://eoaa.columbia.edu/students).

Complaints against the School’s faculty that allege scientific or scholarly misconduct are also evaluated using other procedures, which are available at [https://research.columbia.edu/content/research-misconduct](https://research.columbia.edu/content/research-misconduct).

**Student Conduct**

This section summarizes the procedures available to support or adjudicate alleged violations of the University's Code of Conduct.

Conduct that occurs on or off-campus (e.g., a field site) that impinges on the rights of other students and community members may be subject to review by the Student Conduct Board. Upon accepting admission, students are expected to become familiar with and uphold the community's core values so that they observe and abide by the policies of the University, including those referenced in this document. Lack of awareness or understanding of University Policies does not excuse a violation.

When conflict occurs within the CSSW community, CSSW may select from the resolution options described here: [https://studentconduct.columbia.edu/content/resolution-options](https://studentconduct.columbia.edu/content/resolution-options).
Note: Procedures outlined below should not pertain to incidents of discrimination or gender-based misconduct as described above. Students should lodge such complaints HERE.

All community members have the right to file a complaint when it is believed that another person has committed a social or academic infraction. However, wherever possible, it is recommended that conflicts be resolved informally (with the help of a mediator if necessary).

At the School of Social Work, student misconduct cases may be resolved through two pathways outlined below: via Dean's Discipline (behavioral violations) or the Ethics Board (academic violations).

The misconduct procedures outlined below are divided into two categories: Behavioral and Academic.

**Behavioral Violations**

Behavioral Violations of University policy have been identified to maintain a safe and healthy educational environment. Prohibited conduct includes, but is not limited to:

a. **Access/Egress, Unauthorized Gaining** unauthorized access to the roof, fire escape, ledge, and/or window of any building is prohibited. This includes, but is not limited to, sitting or standing on a window ledge, fire escape, and/or building ledge or in any way allowing any body part or item to hang, and/or be placed outside, including by means of throwing and/or dropping. Additionally, gaining entry to and/or egress from any unauthorized space is prohibited. Prohibited spaces include, but are not limited to: roofs, fire escapes, windows and/or building ledges; another person’s residence without authorization; some walkways, bridges, tunnels; and classrooms, buildings, laboratories, and/or libraries after hours.

b. **Alcohol Policy, Violation of** The possession and/or use of alcohol when not in accordance with established policy (Columbia University Policy on Alcohol and Drugs) and the Guide to Living is prohibited. This includes, but is not limited to drunkenness accompanied by behavior that is disorderly is prohibited.

c. **Disruptive Behavior** No student should engage in behavior that interferes with the academic mission of the University or compromises the well-being of the University community. This includes but is not limited to behavior which is disruptive to the classroom or laboratory environment. Students should not expose others to conduct that is disorderly, lewd, or indecent. This policy does not generally limit the discussion or expression of ideas solely because they might be thought of as offensive, immoral, or disrespectful.

d. **Endangerment:** Knowingly and/or recklessly endangering the health or safety of others or oneself is prohibited. The implied or express consent of the person against whom such violence or force is used will not be considered a justification for engaging in prohibited behavior. Prohibited behaviors include, but are not limited to: acts that endanger human life, or threaten physical injury.

e. **Falsification** Furnishing false information is prohibited.
f. **Harassment** Harassing any individual for any reason is prohibited at Columbia University. Harassment is defined as unwelcome verbal or physical conduct/threat of physical conduct that, because of its severity, or persistence, interferes significantly with an individual’s work or education, or adversely affects an individual’s living conditions. Harassment of an individual may occur in person, via electronic means, or through a third party. A single, isolated incident may qualify as harassment if, based on the facts and circumstances, the severity adversely affected an individual’s work, education, or living conditions. This policy does not generally limit the discussion or expression of ideas solely because they might be thought of as offensive, immoral, or disrespectful.

g. **Improper disclosure** of confidential information through electronic or other means (e.g., email, texts, online posts) including, but not limited to, confidential information pertaining to clients or field placements is prohibited.

h. **Improper or unauthorized use of University resources** such as library resources, laboratory facilities, computers, CU email or web addresses, telephones, and other equipment is prohibited.

i. **Retaliation** Any adverse action or threatened action, taken or made, personally or through a Third-Party, against someone who has filed any complaint or has been the subject of a complaint or any other individual (a Hearing Officer, Witness, Third-Party Reporter, or Advisor) who engages with an established disciplinary process is prohibited.

j. **Surveillance/Photography, Unauthorized** The installation, use, and/or threatening the use of any device for listening to, observing, photographing, recording, amplifying, transmitting, or broadcasting sounds or events in any place where the individual(s) involved has a reasonable expectation of being free from unwanted surveillance, eavesdropping, recording, or observation, without the consent of all persons involved, is prohibited.

k. **Unwanted physical contact** with any person that reasonably places that person in fear of physical injury or danger is prohibited (e.g., physical restriction, fighting, pushing, punching, slapping, spitting on, and/or kicking any person).

l. **Vandalism/Damage to Property** Knowingly or recklessly damaging, vandalizing, destroying, defacing, or tampering with University, public, or private property of another person, is prohibited.

### Academic Integrity Violations

Academic misconduct violates the principle of intellectual integrity that is the foundation of our institution. To violate that principle is one of the most serious offenses a student can commit. Faculty and instructors should list specific expectations on a course syllabus and examples of academic misconduct. These expectations apply to all academic activities and work that students conduct during their time at the University, graded or ungraded. Every attempt is made to resolve alleged infractions informally and at the classroom level.

Violations of academic integrity include, but are not limited to, the following:

a. **Academic Dishonesty, Facilitation of** Knowingly or negligently engaging in behavior that assists another student in a violation of academic integrity is prohibited.
b. **Assistance, Unauthorized Giving** Unauthorized assistance to another student or receiving unauthorized aid from another person on tests, quizzes, assignments or examinations, without the instructor’s express permission, is prohibited.

c. **Bribery** Providing or offering rewards in exchange for a grade, an assignment, or the aid of academic dishonesty is prohibited.

d. **Cheating** Wrongfully using or attempting to use unauthorized materials, information, study aids, or the ideas or work of another in order to gain an unfair advantage, is prohibited. Cheating includes, but is not limited to, the possession, use, or consultation of unauthorized materials or using unauthorized equipment or devices on tests, quizzes, assignments or examinations, working on any examination, test, quiz or assignment outside of the time constraints imposed, the unauthorized use of prescription medication to enhance academic performance, or submitting an altered examination or assignment to an instructor for re-grading.

e. **Collaboration, Unauthorized** Collaborating on academic work without the instructor’s permission is prohibited. This includes, but is not limited to, unauthorized collaboration on tests, quizzes, assignments, labs, and projects.

f. **Dishonesty, falsification, forgery, or misrepresentation** of information to any University official in order to gain an unfair academic advantage in coursework or lab work, on any application, petition, or documents submitted to the University, is prohibited. This includes, but is not limited to, falsifying information on a résumé, fabrication of credentials or academic records, misrepresenting one’s own research, providing false or misleading information in order to be excused from classes or assignments, or intentionally underperforming on a placement exam. Furthermore, another party providing false information on another student’s behalf is prohibited.

g. **Ethics, Honor Codes, and Professional Standards, Violation of** Violating established institutional policies related to the ethics, honor codes, or professional standards of a student’s respective school, is prohibited.

h. **Failing to Safeguard Work** Failure to take precautions to safeguard one’s own work is prohibited. This includes, but is not limited to: leaving work on public computers; sharing work with other students for a completed course without authorization from the course instructor; and sharing course notes without instructor authorization.

i. **Giving or Taking Academic Materials, Unauthorized** Unauthorized taking, circulating, or sharing of past or present course material(s) without the instructor’s express permission is prohibited. This includes, but is not limited to, assignments, exams, lab reports, notebooks, and papers. Methods of obtainment and distribution include but are not limited to: taking photographs, videos, or screenshots; uploading to public websites such as CourseHero, Chegg or Github; emailing; sharing through CourseWorks or Canvas; or taking and/or distributing unauthorized recordings of lectures/course instructions.

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

k. **Obtaining Advance Knowledge Unauthorized** Advance access to exams or other assignments without an instructor’s express permission is prohibited.

l. **Plagiarism** The use of words, phrases, or ideas that do not belong to the student, without properly citing or acknowledging the source, is prohibited. This may include, but is not
limited to, copying computer code for the purposes of completing assignments for submission.

m. **Sabotage** Inappropriately and deliberately harming or attempting to harm someone else's academic performance is prohibited. This includes, but is not limited to: altering another student’s experiment data; disrupting the experiments or tests of others; taking actions which prevent others from completing work; or making modifications to parts of a group project without the knowledge of contributors.

n. **Self-Plagiarism** Using any material portion of an assignment to fulfill the requirements of more than one course, without the instructor’s express permission, is prohibited.

o. **Test Conditions, Violations of** Compromising a testing environment or violating specified testing conditions, to intentionally or unintentionally create access to an unfair advantage for oneself or others, is prohibited.

**Student Conduct Procedures**

This section summarizes the procedures available to support or adjudicate alleged violations of the University's Code of Conduct.

Conduct that occurs on or off-campus (e.g., a field site) that impinges on the rights of other students and community members may be subject to review by the Student Conduct Board. Upon accepting admission, students are expected to become familiar with and uphold the community's core values so that they observe and abide by the policies of the University, including those referenced in this document. Lack of awareness or understanding of University Policies does not excuse a violation.

When conflict occurs within the CSSW community, CSSW may select from the resolution options described here: [https://studentconduct.columbia.edu/content/resolution-options](https://studentconduct.columbia.edu/content/resolution-options).

**Note:** Procedures outlined below should not pertain to incidents of discrimination or gender-based misconduct as described above. Students should lodge such complaints [HERE](https://studentconduct.columbia.edu/content/resolution-options).

All community members have the right to file a complaint when it is believed that another person has committed a social or academic infraction. However, wherever possible, it is recommended that conflicts be resolved informally (with the help of a mediator if necessary).

**Dean’s Discipline**

*When an informal resolution cannot be reached:*

Upon receipt of an incident the Dean of Students and designees, having reviewed and considered the material therein, may take any one of the following actions:

- Resolve the case with the student after counseling and advisement.
- Refer the case to a hearing committee comprised of members of the faculty and administrative bodies.
The 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 is subject to formal disciplinary procedures.

All cases that constitute academic misconduct violations will be referred to the Ethics Board.

Note: The Ethics Board does not hear grade disputes. Students may appeal grades via the Grade Appeal Form.

I. Informal Resolution: Academic Misconduct

A. Except for charges of serious plagiarism, charges of academic 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, 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. The faculty member may select one of the following:
   i. Require the student to repeat the assignment or submit an alternative assignment.
   ii. Assign a lower or failing grade for the particular assignment.
   iii. Assign a lower or failing grade for the course.

C. Charges of serious plagiarism cannot be resolved informally and will be referred to the Ethics Board for a formal proceeding by the Senior Associate Dean of Academic Affairs. Serious plagiarism is defined as submitting another’s work product as one’s own or using large pieces of others’ work products without citation.

D. All incidents, even if resolved informally, whether they result in sanctions or not, must be summarized and sent to the Senior Associate Dean of Academic Affairs.

E. If the student(s) (a.) rejects the sanctions suggested as part of an informal resolution, (b.) seeks a formal resolution, or (c.) if the incident may result in suspension or expulsion, a formal Ethics Board hearing is planned.

II. Ethics Board Composition and Selection

A. The Ethics 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 Ethics 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 Ethics Board shall be two years.

E. Faculty members shall be selected from full time CSSW faculty on a rotating basis. The Dean of the School 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 CSSW 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.

III. Filing of Formal Charges

Charges of academic 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.

Charges of behavioral misconduct not resolved informally may be resolved via Dean’s Discipline.

IV. 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. A member may not participate in a case if there is a conflict of interest concerning the case being heard.

C. If a board member perceives themselves to have a conflict, they must withdraw and select an alternate.
D. The hearing is not an adversarial courtroom-type proceeding. Rather, the proceeding is intended to enable the members of the respective committee 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.

E. 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.

F. A student may submit a statement and present information on their behalf.

G. The Board may make any procedural decisions they deem necessary to ensure fairness and to avoid undue delay. They may look at any evidence deemed relevant and material to the proceedings, and may decide the appropriate weight that should be accorded to any evidence considered. 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.

H. The student may be asked by the Board to appear before it and answer any questions board members may have.

I. If the Board does not request a meeting, the student may still choose to appear to discuss the complaint.

J. If the student chooses not to appear or testify the Board will proceed with the process.

K. Another person, including a family member or a friend, may only attend the hearing for moral support or character testimony. The individual may not pose questions to the Board members or intervene in the proceedings in any way. They are not privy to the Board’s deliberations.

L. To find a student responsible for an alleged infraction(s), the Board must be persuaded that there is “clear and convincing” evidence that an infraction of the rules for academic dishonesty or behavioral misconduct has occurred. If the student is found responsible, the Board will make a recommendation to the Dean of Students or Senior Associate Dean as to the appropriate sanction.

M. 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. The written report is sent to both parties (the student and the complainant).

N. CSSW faculty, staff, and administrators will maintain anonymity when reasonable. Members of the Ethics Board or in Dean’s Discipline procedures, Committees, will make a concerted effort to maintain anonymity in cases of fear of retaliation, harassment, or any other inappropriate response to a report of misconduct. Reporters should know that
anonymity may impact the ability of CSSW to review alleged misconduct and ensure appropriate outcomes. In some situations, anonymity may not be possible and CSSW faculty, staff, and administrators may be required to investigate alleged misconduct, even against the reporter's wishes.

O. Reporting parties should note that CSSW faculty, staff, and administrators are not considered confidential resources and have a responsibility under applicable law(s) and University policy to report gender-based misconduct involving students.

V. Sanctions

If a student is found responsible for a violation of prohibited academic or behavioral conduct, sanctions are imposed that are appropriate to the nature and severity of the violations to which they are attached. Institutional precedent, disciplinary history, aggravating and mitigating circumstances, including the student's state of mind (intentional, knowing, bias-motivated, reckless, negligent), and community impact will be considered in addition to the case's specific circumstances.

Though each case is considered separately, a student found responsible for a policy violation should expect to receive a minimum sanction of Disciplinary Warning.

Sanction Options

CSSW may impose one or more of the following sanctions on a student determined to have violated any CSSW or University policy:

- Disciplinary Warning: Notice in writing that continuation or repetition of conduct found wrongful may be cause for more severe action. The student remains in good standing.

- Disciplinary Probation: Suspension of specified privileges for a definite period (e.g., student caucus leadership, Student Union, Orientation Leader, committee membership status). The student is no longer in good disciplinary standing for a specific time. The student is permitted to continue academic progress.

- Disciplinary Suspension: The student is placed on an administrative leave of absence. The conditions of re-admission are stated in the written report. Upon return from their leave, the student remains on Disciplinary Probation.

- Expulsion: The student is withdrawn from the School.

- Other sanctions: In some instances, information provided during a hearing will lend itself to special sanctioning consideration. The committees may recommend other sanctions that they determine appropriate for the particular case (e.g., restitution, compensatory services, requiring additional course credits or assignments, service).
VI. Appeals

An appeal may be submitted by letter to the Dean of the School within thirty (30) days of receipt of notification of the sanctions imposed, clearly stating the grounds for appeal.

There are three grounds upon which a request for an appeal may be considered:

- A procedural error was affecting the determination or sanction.
  - An appeal based on procedural error(s) must identify specifically each alleged error(s) within the review process and how the specified error(s) substantially affected the decision.

- New information that was not available at the time of the investigation or hearing may change the determination or sanction.
  - An appeal based on new information must explain why it was not available or provided to the Hearing Committee. It must also identify how this information would substantially alter the decision rendered by the Hearing Committee.

- Excessiveness/Inappropriateness of the sanction:
  - An appeal based on the imposed sanction must explain why a sanction is inappropriate based on the weight of the information provided during the review process.

The Dean of the School shall review the record and may consult with the members of the Dean’s Discipline Committee or 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 committees did not consider, the Dean should ask the committee to reconvene to consider the new evidence. The decision of the Dean is final. Both the complainant and student are informed of the outcome of any appeal in writing, as are members of the committees.

VII. Annual Board Review

The Ethics Board, in conjunction with the Senior 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.
Columbia University is committed to fostering an environment that is free from gender-based discrimination and harassment, including sexual assault and all other forms of gender-based misconduct.

The Gender-Based Misconduct and Interim Title IX Policies and Procedures for Students (PDF) are one part of the University’s multifaceted approach to eliminate gender-based misconduct from our community, which also includes educational programs; services and resources for those affected by gender-based misconduct; accessible, prompt, and fair methods of investigation and resolution of reports of misconduct; and protections designed to prevent against recurrence.

Gender-Based Misconduct
Found in Gender-Based Misconduct and Interim Title IX Policies and Procedures pp. 10-14.
Gender-based misconduct includes a broad range of behaviors focused on sex and/or gender that may or may not be sexual in nature.

Interim Title IX Policy Violations
Found in Gender-Based Misconduct and Interim Title IX Policies and Procedures pp. 15-17.
Behaviors that meet the definition of prohibited conduct under the Interim Title IX Policy must be investigated, adjudicated and reviewed under the Interim Title IX Policy, even if those behaviors also violate the Gender-Based Misconduct Policy.

Click here for a list of Frequently Asked Questions about Columbia’s Interim Title IX Policy and Gender-Based Misconduct Policy for Students.

If you have experienced or witnessed a violation of these policies CLICK HERE.

The Office of Equal Opportunity and Affirmative Action (EOAA) is responsible for managing Columbia University’s Student Policies and Procedures on Discrimination and Harassment and for coordinating compliance activities under these policies and the applicable federal, state and local laws. It has been designated as the University’s Compliance Office for Title IX, Section 504 of the Rehabilitation Act, and other equal opportunity, nondiscrimination and affirmative action laws. Students, faculty, and staff may contact the EOAA Office to inquire about their rights under University policies, request assistance, seek information about filing a complaint, or report conduct or behavior that may violate these policies.

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

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 at https://eoaa.columbia.edu/content/students and should be filed with the Dean of the school in which the respondent student is enrolled. Complaints against students are investigated under the appropriate Dean’s Discipline procedure of the respondent student’s school.

Complaints by students against employees and third parties doing business with the University for discrimination and harassment are processed in accord with the Employment Policies and Procedures on Discrimination and Harassment at https://eoaa.columbia.edu/content/students. The use of the term “discrimination and harassment” under these policies and procedures includes discrimination, discriminatory harassment, gender-based harassment, sexual harassment, and sexual assault.

You may review and download copies of the complete policies on the EOAA website.

The Associate Provost heads the Office of Equal Opportunity and Affirmative Action and has been designated as the University’s Title IX Coordinator, Compliance Officer for Section 504 of the Rehabilitation Act, and other equal opportunity, nondiscrimination and affirmative action laws.

For further information and assistance, contact:
Office of Equal Opportunity and Affirmative Action: http://eoaa.columbia.edu
103 Low Library, MC 4333
(212) 854-5511
eoaa@columbia.edu

Students, faculty, and administrators with general questions about Gender-based and Sexual Misconduct Policies or individuals interested in submitting a report alleging gender-based misconduct can find contact information for the appropriate University officials they may notify here: http://sexualrespect.columbia.edu/i-need-help-where-do-i-go

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

Ombuds Office
Morningside
660 Schermerhorn Extension
(1200 Amsterdam Avenue. Between 118th & 119th)
(212) 854-1234 - phone

CUIMC
154 Haven Avenue Room 412
(212) 304-7026 - phone
Counseling Services
Columbia Morningside (212) 854-2878
CUMC (212) 496-8191

Employee Assistance Program
(888) 673-1153
(800) 256-1603 (TTY)

Health-Related 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

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

Office of the University Chaplain
(212) 854-1493
COMMITTEES AT THE SCHOOL OF SOCIAL WORK

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 Associate 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, Equity and Inclusion (DEI) Advisory Committee

This committee is charged with working with other school committees to enhance the systematic attention given to diversity, equity and inclusion 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. This committee will be annually tasked with reviewing and assessing the school’s progress on the suffusion of the power, race, oppression and privilege (PROP) lens across the curricula and in administrative practices. In addition to faculty and administrators, there are student members. The student coordinators for the Professional Development and Self-Awareness (PDSA) initiative serve on the Diversity Committee, and an additional 2-6 MSW and PhD students are selected via an application process each fall.

Curriculum Area Concentration Committees

Committees are established in subdivisions of the curriculum as needed. Students have representation on each Curriculum Area Concentration Committee, including these: Curriculum Committee, AGPP, Foundational/Generalist Curriculum, Policy Practice Area, SEA Area, HBSE Teachers, and Research Teachers. 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 CSSW have a mechanism to address breaches of the Code, academic dishonesty and forms of personal misconduct. (See Ethics Board above).
CSSW RESOURCES AND SERVICES FOR STUDENTS

Academic Affairs

The **Office of Academic Affairs** oversees and manages CSSW’s curriculum, development of new courses, faculty recruitment and development, grievances related to classroom or faculty issues, exceptions to academic policy, continuing education, and much more...

Have questions on topics such as Evaluation Methods or Grievances? [Find answers here](#).

**QUESTIONS? CONTACT US:**
E-mail: swoaa@columbia.edu

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Advising

The **Office of Advising** supports students’ educational development and success in the Master of Social Work Program. The Advisor approaches the student’s education from a holistic perspective, considering academics, field education and any life issues that may impact the student’s graduate school performance.

Throughout their generalist and specialized years, students will have guidance from their Advisor, who is a seasoned social worker. In both years, Advisors will visit the field site, have one-to-one meetings to discuss field and academic challenges and successes, be available for email/phone/Zoom contact as needed, and facilitate mandatory advising seminars.

**APPOINTMENT WITH ADVISING STAFF:**
[Go to the online appointment system](#).

**QUESTIONS? CONTACT US:**
E-mail: swadvising@columbia.edu
Career Services & Leadership Management

The Office of Career Services and Leadership Management helps students and alumni lead meaningful and impactful careers in the social sector by providing tailored guidance and support at every stage of their professional journey.

COUNSELING
To make an appointment, visit the link(s) below:
Online scheduling for Students
Online scheduling for Alumni

QUICK LINKS
ASWB Licensure Exam Pass Rate
MSW Employment Outcomes Data

QUESTIONS? CONTACT US:
Email: swcareer@columbia.edu

Columbia Social Work Library

As a student at CSSW, you have access to the Social Work Library, one of the world’s premiere collections in social work and social services, as well as to the collections and services of the other 21 libraries that make up Columbia’s library system—one of the top five research libraries in North America.

Comprehensive information about the Social Work Library’s collections and services can be found on the Social Work Library Web site, a micro-site of Columbia University Libraries.

Library hours: Go to calendar
Research Consultation: By appointment only. Go to the online appointment system
Location: Social Work Building, 2nd floor

E-mail: socwk@libraries.cul.columbia.edu
Tel: 212-851-2194
Computing Services

The Office of Computing and Instructional Technology (OCIT) manages the School’s computer, printer and AV equipment and provides user support for online resources. We are here to assist you with access to CSSW’s computers, printers and A/V equipment, as well as to address questions you may have about CU-sponsored online resources such as CourseWorks (Canvas), Mediathread, and Turnitin.

HELPFUL INSTRUCTIONS
- Brief Computing and Instructional Technology Information Sheet (PDF: 1 pg)
- Computer Configuration and Related Recommendations (PDF: 1 pg)
- Encryption Instructions (PDF: 1 pg)

QUESTIONS? CONTACT US:
E-mail: swit@columbia.edu
Tel: 212-851-2345 (option 1 for computing; option 2 for AV)

Diversity, Equity and Inclusion

The Office of Diversity, Equity and Inclusion at the Columbia School of Social Work is committed to fostering diversity, equity, and inclusion practices and policies in classrooms, social spaces, offices, and all interactions between CSSW students, faculty, and staff. The Office was created as a result of a student-led initiative to demonstrate a commitment to social justice, equity, and inclusion.

The DEI Office oversees and develops programming and services that link issues of diversity, multiculturalism, inclusion, intersectionality, and social justice for students, faculty, and staff, including:

- facilitating affinity group-based supportive spaces, workshops and trainings for students, faculty and staff
- organizing school-wide heritage celebrations.
- collaborating with student caucuses; and
- providing mediation services.

The DEI team also supervises and advises the student-led Professional Development and Self Awareness (PDSA) initiative.

Questions? Contact us: swdei@columbia.edu

Associate Dean of Diversity, Equity, Inclusion and Community Engagement: Karma Lowe (knl3@columbia.edu)
Project Coordinator: Sarah Dottor (sd3571@columbia.edu)
Enrollment and Student Services

The Enrollment and Student Services team oversees all areas related to a student’s enrollment, registration status, and student life involvement, through graduation and degree certification. The Office of Enrollment and Student Services is responsible for managing class scheduling and all matters related to registration each term.

Visit the Registration Information page to view registration dates and to access course descriptions, sample syllabi, information on cross-registration and more.

All Student Life activities are housed under Enrollment & Student Services. This includes oversight and management of the 25+ student caucuses and Student Union, as well as the planning and execution of major school-wide events such as three orientation programs, graduation, Self-Care Day, Community Day, and various other celebrations throughout the year.

To get involved in a student group and other extracurricular activities at the School, visit Student Life.

QUESTIONS? CONTACT US:
E-mail: swstudentservices@columbia.edu

Field Education

Field education is an integral part of you becoming a master’s level social worker. It can be the most transformational part of your education.

Field education is an integral part of you becoming a master’s level social worker. It can be the most transformational part of your education.

The Field Education Department works with you on your field placement in one of more than 600 agencies throughout New York City (including all boroughs), New Jersey and Connecticut. We also have more than 300 placements in cities nationwide for students attending the online campus.

Areas each Associate Director manages:

- Kristin Battista-Frazee: Online Campus
- Hans Bernier: School-based and School-linked Services
- Jenny Crawford: Contemporary Social Issues
- Ericka M. Echavarria: Aging; International, Immigrant, and Refugee Services
- Amanda Glass: Health, Mental Health & Disabilities: Mental Health Services
- Noemy Santos: Health, Mental Health & Disabilities: Social Work in Healthcare
- James Singletary: Aging; World of Work; and Tristate Area (NJ, CT)
- TBA: Family, Youth & Children’s Services
- Su Jin Feuer: Online Campus
Financial Aid

The Office of Financial Aid assists you in preparing to meet the costs of a social work education by putting together your financial aid package and providing information on scholarships, work-study funds, loans, payment schedules, refunds and much more.

COUNSELING:
By appointment only: Go to the online appointment system

QUESTIONS? CONTACT US:
E-mail: swfinaid@columbia.edu
Telephone: (212) 851-2293
Writing Center

The Writing Center provides one-on-one writing consultations, both in person and online, for MSW and PhD students. Our mission is to empower students at the Columbia School of Social Work to become stronger, more confident writers in their coursework and beyond. As a student, you should feel free to visit us with any piece of writing, at any stage, for any writing concern. Writing consultants work together with you not only to improve a given assignment or draft, but to identify and develop transferable skills—how to investigate a topic, collaborate with others, and learn—that will help in any future writing or creative projects.

MAKE AN APPOINTMENT
Go to our appointment sign-up form. We advise you to schedule up to two weeks in advance.

QUICK LINKS
- Writing Center Sign-up Policies (PDF: 2 pages)
- How to make an online appointment at the Writing Center
- How to request written feedback (PDF: 4 pages)
- Writing Center Handouts

QUESTIONS? CONTACT US:
E-mail: swwrite@columbia.edu
Tel: (212) 851-2232
DEVELOPMENT AND ALUMNI RELATIONS

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 19,000 alumni around the world to come together to exchange ideas and professional expertise. Through the monthly e-newsletter AlumniNotes, LinkedIn, website and social media channels, alumni are kept up to date on news of faculty, 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. All students have access to the CSSW Alumni Directory by logging on to: https://alumni.columbia.edu/content/alumni-community.

Students are encouraged to get involved with the Office of Development and Alumni Relations long before graduation. Participation in sponsored programs and networking events provide opportunities for current students to connect with alumni from various fields of social work practice. 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 CSSW’s efforts to increase its financial aid endowment and expand the resources available for student scholarships. These include participation in our bi-annual Thank-a-thon during which we write 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 CSSW career and beyond. Please visit the Alumni website at www.socialwork.columbia.edu/alumni.

There is no annual fee to become a member of the Alumni Association. All students are considered members of the Alumni Association upon graduation from CSSW. There are many ways for alumni to give back to CSSW—participate in informational interviews with students, become a field instructor, speak on a panel, employ a graduate, post a job opening, recommend a potential student, and promote CSSW initiatives on social media. Another way alumni are encouraged to give back is by making a gift. Alumni giving supports the School’s talented students and faculty (since tuition does not fully cover the cost of attendance and the School receives no funding for operations or financial aid from the University). 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.
DOCTORAL PROGRAM

The CSSW 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 CSSW 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 credits must be completed within the University. Of these, 18 must be taken in the School of Social Work. A typical program includes six credits in the student’s social work method, nine credits in social or behavioral science courses, 21 credits in research methodology and statistics, three credits in history and philosophy of social welfare, and three credits 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 credits 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 MSW degree (required) with two years post-MSW 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 (*suspended for the Fall 2021 application cycle*)
• 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 ($75 if submitted online) should be filed by December 15.

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://socialwork.columbia.edu/academics/phd-program/](http://socialwork.columbia.edu/academics/phd-program/). 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.