



Yeshiva University
WURZWEILER SCHOOL OF SOCIAL WORK

Policy Manuals

Masters of Social Work
PhD in Social Welfare
Clinical Doctorate of Social Work DSW



MASTER OF SOCIAL WORK

POLICY MANUAL

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3. **Advanced Standing Roadmaps** students have earned a baccalaureate degree in social work (BSW) from a CSWE accredited social work program within a minimum of five years (which may be extended at the discretion of the Associate Dean or designee), and have an overall degree GPA of 3.00 or better. Persons who have undergraduate degrees in other fields are not eligible for advanced standing. 7

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YESHIVA UNIVERSITY**

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YESHIVA UNIVERSITY**

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WELCOME TO THE SCHOOL OF SOCIAL WORK

Welcome to the Wurzweiler School of Social Work. We expect that your time at Wurzweiler will provide the unique professional education that represents social work in the realm of knowledge, values, and skills. Included will be the transformational challenges of self-reflection so vital to social work.

The policies and procedures presented in the MSW Policy Manual are intended as sources of information for students faculty, and instructors. It is important for MSW students to be aware of and to understand the school's policies and procedures. This ***Policy Manual*** (<http://www.yu.edu/wurzweiler/curriculum/manuals/>) is a "living document" in that changes to it are anticipated as new policies and procedures are developed. The school reserves the right to change policy and procedures without prior notice and to notify all parties of such changes. Regarding curriculum requirements, students will be governed by the Manual in the year in which they entered the program.

This ***Policy Manual*** includes the School's Mission Statement and a statement of goals and objectives which provide an overview of the School's vision and direction. Policies and procedures pertaining to academic requirements, classroom behavior, grading, attendance, comportment, and change of status can be found in this Manual. The Appendices present important professional and policy background information. Curriculum requirements pertaining to field education are provided in detail in the ***Field Instruction Manual*** (<http://www.yu.edu/wurzweiler/curriculum/manuals/>).

The school's website, www.yu.edu/wurzweiler provides further program information. We encourage you to review the on the website, we encourage you to review the *NASW Code of Ethics* and the *Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice*. Students are expected to conduct themselves in accordance with the Code of Ethics and the Standards for Cultural Competence in the classroom and in field placements.

If you have questions or concerns, please see your faculty advisor and/or one of the School's administrative staff. We wish you the very best and hope that the time you spend at Wurzweiler is engaging, challenging and successful.

All the best,

Ronnie Glassman

Ronnie Glassman, MA, DSW, LCSW Interim Dean

SECTION I

VISION AND MISSION

A. OUR VISION

Our vision is to change the world through the generation and transmission of knowledge, the promotion of social and economic justice, and the advancement of professional values and ethics.

B. OUR MISSION

For over 60 years, Wurzweiler School of Social Work has been a leader in social work education, creating positive change the world, with a focus on cultural responsiveness, social justice, and human transformation. The school's mission has adhered to a distinct set of values: excellence of teaching and learning, professional ethics and values, scholarship, and the importance of service to individuals, groups, and communities. The program is accessible to all interested applicants in New York, nationally and internationally and its graduates serve diverse sectors of society in the United States and globally. The program attracts students of diverse backgrounds and cultures so that they bring their heritage and worldview to bear on the learning process. The program's task is to develop social workers who are ethically and culturally competent; who possess empathy for people of diverse social, cultural, and economic backgrounds; and who demonstrate awareness and understanding of the complex environments in which people live and develop. Equipped with professional knowledge, skills, values and ethics, students are trained to work with vulnerable populations and to have an impact on the profession of social work. Wurzweiler graduates are expected to have the confidence and leadership to make a difference in the global society wherever there is a need for advocates for human rights and social justice.

C. COMPETENCY - BASED EDUCATION

In 2015, the Council on Social Work Education (CSWE) published the 2nd edition of the competency-based education framework for its Educational Policy and Accreditation Standards (EPAS) which can be found in Appendix C. As in related health and human service professions, the EPAS moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on outcomes. An outcomes-oriented approach refers to identifying and assessing what students should demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the curriculum.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to perform complex practice behaviors in the delivery of professional service to promote human and community well-being.

EPAS recognizes a holistic view of competence; that is, the performance of practice behaviors is guided by knowledge, values, skills, and cognitive and subjective processes that include the social worker's critical thinking, subjective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time with continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. In the EPAS, social work practice competence consists of nine interrelated competencies that are composed of knowledge, values, skills, and cognitive and subjective processes, followed by a set of component practice behaviors. Competence is demonstrated by the acquisition of knowledge, values, skills, and cognitive and subjective processes described in each competency. Using a curriculum design that begins with the outcomes, expressed as the desired competencies, Wurzweiler faculty develop the

substantive content, pedagogical approach, and educational activities that are expected to provide learning opportunities for students to demonstrate the competencies. Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

SECTION II

CURRICULUM

A. CURRICULUM DESIGN

The curriculum, anchored in an Ecological and Systems perspective, is organized to conform to the Educational Policy and Accreditation Standards (2008, 2015) of the Commission on Accreditation of the Council on Social Work Education. During the first year of study, students complete a year-long generalist practice course, other related courses and a 600 hour supervised field placement, which serve as the foundation of their professional practice, In the second year, students select one of three specialization in an area of social work practice: Clinical Practice with Individuals and Families, Social Group Work or Community Social Work Practice. They complete advance level courses and 600 hours in a supervised field placement.

The goal of Wurzweiler's MSW program is to prepare competent advanced-level practitioners for social work practice. The educational program enables students to integrate the knowledge, values and skills of the profession and helps them to develop into competent professionals.

An essential aspect of the curriculum is the emphasis placed on the student's understanding and development of the conscious use of self. Students are expected to struggle with various theoretical perspectives in developing their analytic and interventive skills. How students use themselves in relation to the individual, family, group, or community, as well as agency and School, is viewed to be of crucial importance in their development as professional social workers.

The following table reflects the organization, sequencing and integration of the School's curriculum:

B. GENERALIST AND ADVANCED CURRICULUM

Generalist Year Curriculum	Advanced/Specialization Year Curriculum
Generalist Social Work Practice I (3 credits) & II (3 credits)	Advanced Year Practice Specialization Options:
Generalist Social Work Field Work I (3 credits) & II (3 credits)	1. Advanced Clinical Practice with Individuals & Families I (3 credits) & II (3 credits)
Social Welfare and Social Change (3 credits)	2. Advanced Social Work Practice with Groups I (3 credits) & II (3 credits)
Human Behavior and the Social Environment (HBSE) (3 credits)	3. Advanced Community Social Work Practice I (3 credits) & II (3 credits)
Cultural Diversity (3 credits)	Advanced Field Work I (3 credits) & II (3 credits)
Social Work Practice and Evaluation Research (3 credits)	Advanced Policy Advocacy (3 credits)
Philosophical Foundations of Social Work (3 credits)	Psychosocial Pathology (3 credits)
Elective One (3 credits)	Social Work Values and Ethics (3 credits)
	Applied Methods in Social Work Research (3 credits)
	Elective Two (3 credits)
	Elective Three (3 credits)
	Capstone Thesis (0 credits)
TOTAL 30 CREDITS	TOTAL 30 CREDITS

C. ROADMAPS (Academic Plans of Study)–

1. **Full Time Roadmaps**: students are enrolled for two academic years of traditional weekday classes from early September to mid-May. The week is divided between classes and assigned field work. Field work begins in the first year of studies.
2. **Part time Roadmaps** (extended) students are enrolled in a minimum of 3 classes (9 credits).
3. **Advanced Standing Roadmaps** students have earned a baccalaureate degree in social work (BSW) from a CSWE accredited social work program within a minimum of five years (which may be extended at the discretion of the Associate Dean or designee), and have an overall degree GPA of 3.00 or better. Persons who have undergraduate degrees in other fields are not eligible for advanced standing.
4. **Block Program Roadmaps** Block Program roadmaps are based on a class schedule involving face-to-face (F2F) and online coursework. Students in the Block I or Block II Program take the majority of their courses during summer semesters.

D. REQUIRED AND ELECTIVE COURSES (60 CREDITS)

FIRST YEAR REQUIRED COURSES

SWK 6003 Generalist Social Work Practice I
 SWK 6004 Generalist Social Work Practice II
 SWK 6531C Generalist SW Practice Field Work I
 SWK 6532C Generalist SW Practice Field Work II
 SWK 6100 Human Behavior and the Social Environment
 SWK 6135 Cultural Diversity
 SWK 6201 Social Welfare and Social Change*
 SWK 6133 Philosophical Foundations of SW
 SWK 6402 Applied Methods in Social Work Research
 Plus one Elective

SECOND YEAR REQUIRED COURSES

SWK 6013/6023/6033 Practice I
 SWK 6014/6024/6034 Practice II
 SWK 6535C Advanced Field I
 SWK 6536C Advanced Field II
 SWK 6111 Psychosocial Pathology
 SWK 6134 Social Work Values & Ethics
 SWK 6210 Advanced Policy Advocacy**
 SWK 6401 Social Work Practice & Evaluation Research
 SWK 6900 Capstone Thesis
 Plus two Electives

ELECTIVE CHOICES

SWK 6035 SW Practice in Organizations and Communities
 SWK 6103 LGBT Communities Through the Lifespan
 SWK 6105 Poverty, Inequality, and Human Development
 SWK 6108 Shame & Violence
 SWK 6114. Psychodrama
 SWK 6116 Psychosocial Issues with Human Sexuality
 SWK 6136 Jewish Response to Communal Needs
 SWK 6139 Immigration
 SWK 6141 Family Systems**
 SWK 6221 Working with Individuals and Families with Disabilities
 SWK 6241 Social Work in Health Care
 SWK 6252 Leading for Change: Social Work in Administration
 SWK 6281 Law and Social Work
 SWK 6328 Social Work with Groups
 SWK 6329 Clinical Practice for Group Work Majors**
 SWK6352 Supervision
 SWK 6608 Object Relations in Social Work
 SWK 6630 Social Work Practice in Schools
 SWK 6678 Trauma-Informed Child Welfare Practice
 SWK 6681 Community Mental Health
 SWK 6682 Evidence-Based Mental Health Practice
 SWK 6684 Child and Family Welfare

SWK 6685 SW Practice with Trauma & Interpersonal Violence
 SWK 6686 Gerontology
 SWK 6689 Spirituality in Social Work Practice
 SWK 6691 Addiction I
 SWK 6702 Coping with Loss
 SWK 6704 Social Work Practice with Children
 SWK 6791 Addiction II
 SWK 6810 Social Work Practice with the Military
 SWK 6813 Leadership in Social Work Practice
 SWK 6821 Clinical Practice with Military Families**
 SWK 6823 The Treatment of Eating Disorders
 SWK 6824 Culturally Competent Social Work Interventions
 SWK 6825 Palliative Care: SW Practice with Advanced Serious Illness
 SWK 6710 Using Technology in SW Practice with Individuals, Families, and Groups
 SWK 6891 Addiction III
 SWK 6911 Grounding the Strengths Perspective
 SWK 6912 Spiritual Therapy

**Prerequisite Generalist Social Work Practice I and Generalist Social Work Practice Fieldwork I

E. CERTIFICATES

We offer several types of Certificates. A description of each can be found below.

Each Certificate requires a one- year field placement within the Certificate's domain of practice. A student may qualify for more than one Certificate if the following is fulfilled: (1) Individual requirements of each Certificate (2) A field placement which qualifies as a domain of practice for each Certificate being sought.

Certificate in Child Welfare Practice

Contact Dr. Susan Mason at masonse@yu.edu for more information.

Certificate in School-Based Social Work

Contact Dr. Hanni Flaherty at hanni.flaherty@yu.edu for more information.

Certificate in Creative Arts and Healing

Contact Dr. Sari Skolnik at Sari.Skolnik-Basulto@yu.edu for more information

Certificate in Trauma-Informed Practice

Contact Dr. Lisa Henshaw at lisa.henshaw@yu.edu for more information

Certificate in Gerontology & Palliative Care Practice

Contact Dr. Gary Stein at glstein@yu.edu for more information

Certificate in Social Work Practice With the Military

Contact Dr. Joan Beder at beder@yu.edu for more information.

CERTIFICATE DESCRIPTIONS

Certificate in Child Welfare Practice

The Certificate –in Child Welfare Practice

Provides students with specialized knowledge and skill for serving children in a variety of settings including public child welfare agencies, community mental health centers, hospitals, and non-profits serving children. Courses revolve around the knowledge, concepts, and tools associated with contemporary child welfare practice, and the roles that social workers play in enhancing the lives of children and families, with a specific focus on vulnerable populations and underserved communities

The Students must complete 3 of the following electives: Social Work Practice With Children, Child and Family Welfare, Family systems, Social Work Practice in Schools, Community Mental Health, Social Work With Groups, Social Work Practice with Trauma & Interpersonal Violence, Evidence Based Mental Health Practice, Coping With Loss, Law and Social Work Substance Abuse, or Immigration

Certificate in School-Based Social Work

The Certificate in School Social Work Practice highlights specialized knowledge, skills and values associated with working in a school-based setting or in agencies that are school-based or school-linked. The goal of this Certificate is to educate and train social work students to be knowledgeable about the factors and skills required for working in direct practice with students and their families while also being knowledgeable and skilled in collaboration with multiple non-social work professionals while working in a school based setting.

Students in the Certificate program take three elective courses such as “Social Work Practice in School” “Child and Family Welfare” and “Social Work Practice with Children”, and conduct supervised field work in a school setting or school-linked agency or organization.

Certificate in Creative Arts & Healing

The Certificate in Creative Arts & Healing provides students with specialized knowledge and skills to apply to social work practice. Creative arts therapy refers to a group of techniques that are expressive and creative in nature. The aim of the creative arts therapies is help clients find a form of expression not limited to words or traditional talk therapies. Creative arts therapy is as limitless as the imagination in finding appropriate and new modes of expression.

Courses in this Certificate will introduce students to art therapy, writing, movement, psychodrama, music and drama therapy. Creative art approaches can be applied to a variety of client populations in diverse settings.

Students in this Certificate program take three elective courses which include “Creative Arts & Social Work,” “Introduction to Psychodrama, Sociometry, & Group Psychotherapy, and an elective focused on a specific client population or modality. Additionally, students will be placed for field work in an agency where creative art approaches can be practiced.

Certificate in Trauma-Informed Practice

This Certificate prepares students to engage in trauma-informed practice by highlighting principles, tools, and strategies that expand knowledge and skills in identifying trauma, trauma response, and trauma-informed interventions. The goal of this Certificate is to expand the knowledge of students in understanding the many faces of trauma including national and community trauma experiences, historical and geographic trauma, witnessing violence or other trauma events, interpersonal violence in both childhood and adulthood, specifically childhood sexual abuse, childhood physical abuse, domestic violence (partner abuse), rape/sexual assault, and adult survivors of child sexual abuse. An emphasis will also be placed on vicarious and indirect trauma, and self-care practices for clinicians.

Students in this Certificate take three elective courses such as Social Work Practice with Trauma and Interpersonal Violence, Social Work Practice with Addictions, Treatment of Eating Disorders, or Social Work Practice with the Military and conduct supervised field work in a setting focusing on trauma-based treatment and service delivery.

Certificate in Gerontology & Palliative Care Practice

The Certificate in Gerontology & Palliative Care Practice prepares students to understand the psychosocial and developmental issues around aging and serious illness. A specific focus is placed on how to promote healthy aging in the community; initiating and sustaining difficult conversations about aging, advance care planning, and dying, and in providing guidance that is both holistic and spiritual. Core courses prepare students to support healthy aging and quality of life, and deliver compassionate, quality care and guidance for serious and advanced illness.

Three of four of the following electives are required: Palliative Care: Social Work Practice with Serious Illness, Social Gerontology, Social Work in Health Care, or Coping with Loss. Students are required to complete one field placement in either an agency primarily focusing on the service needs and/or clinical issues of older adults; or a hospice, hospital, long-term care facility, or community agency primarily focusing on the service needs and/or clinical issues of individuals (of any age) and families facing advanced, serious illness.

Certificate in Social Work Practice With the Military

The Certificate in Social Work Practice with the Military highlights specialized knowledge, skills and values associated with working with soldiers in the military, returning veterans and their families. The goal of this Certificate is to educate and train social work students who will be capable of addressing the unique physical and mental challenges, as well as transitional needs, of this population.

Students in the Certificate program take three elective courses and conduct supervised field work in an agency that serves the military, such as VAs, Vet Centers and Family Readiness facilities.

Courses such as “Social Work Practice with the Military,” “Coping with Loss,” “Trauma and Interpersonal Violence,” and “Clinical Practice with the Military Family,” are designed to

familiarize students with prominent issues and approaches to care, including emphases on topics such as the culture of the military, the impact of war on soldiers and their families, Post Traumatic Stress Disorder, and coping with loss of limbs, among others.

F. COURSE DESCRIPTIONS

SWK 6003 – Generalist Social Work Practice I

This is the first of a two-semester sequence that provides students with introductory knowledge of social work methodology within the context of agency-based practice. The focus of this course is to help students build beginning professional relationship and assessment skills. The course provides a framework for the beginning student to gain an understanding of how to help people in any setting using a multiplicity of skills grounded in an ecological systems approach. Core principles and concepts such as starting where the client is; the worker's conscious use of self; and social work as a planned change process in which knowledge, values, skills and purposes determine professional actions are studied in depth and provide the foundation for practice skills. This course is taken in conjunction with field work. Broad based practice skills are introduced including basic interviewing skills, relationship building, assessment, problem solving, sensitivity to issues of diversity and their impact on practice, and culturally competent practice with vulnerable and oppressed groups.

SWK 6004 – Generalist Social Work Practice II

This second generalist practice course builds upon material covered in Generalist Practice I and focuses on designing interventions based on bio-psycho-social-spiritual assessments and theories of practice. The course provides a deeper exploration of clinical work with individuals, families, groups and communities with special attention given to several theories that guide social work practice and the application of practice skills to specific case materials. Evaluating one's own practice and termination of the student/client relationship are discussed. This course is taken in conjunction with the second semester of field work and provides an opportunity for integration of theory and practice for beginning social work students.

SWK 6531C – Generalist Social Work Practice Field Work I

SWK 6532C – Generalist Social Work Practice Field Work II

The purpose of First Year Generalist Field Work is to develop social work competencies through the professional relationship with clients. First year students have placements in an agency where they acquire and hone practice skills with individuals, families, groups, organizations, and communities. Students apply knowledge and values in their practice with clients and constituents and develop engagement, assessment, intervention, and evaluation skills. To appropriately meet the challenges of the real life situations of clients and constituents in the field, students are expected to exercise professional judgment, utilize the field instruction supervisory conference and draw from insights gained through the production of professionally conceived process recordings. Uppermost for students should be their regard for meeting their ethical responsibilities with clients. This should be demonstrated by serious involvement in efforts to utilize knowledge, values and skills which further the development of the conscious use of self and awareness of the impact of interventions on clients. The practice skills identified for first year students are presented in

terms of the core roles, knowledge, and skills common for all of social work; in terms of the method specific skills which are the necessary foundation for advanced social work practice in method; and in terms of the phases of practice -- beginning, middle and ending phases. First year students are required to be in a field placement for a minimum of 600 hours during the academic year – 21 hours per week.

SWK 6100 - Human Behavior and the Social Environment

The Human Behavior sequence includes two courses: Human Behavior in the Social Environment (HBSE) and Psychosocial-pathology. HBSE is the first of the two courses in the Human Behavior sequence and will introduce students to the conceptual and theoretical frameworks that inform understanding of the human condition and the normative stages of human development from prenatal through old-old-age. The course material will focus on the reciprocal and transactional influences between individuals and their environment with an emphasis on the micro, mezzo, macro and chrono systems and the importance of cultural competence for the social work practitioner. The growth and development of the individual will be viewed as a person in dynamic transition through the context and lens of the life course perspective. The individual, family, community, and larger society will be explored as elements in a state of perpetual flux, each uniquely affected by socioeconomic, political, historical, and ecological forces that are part of an overarching framework.

A unique aspect of this course is the emphasis on issues that deal with the 'self' in an ecological context, with specific attention to the exploration of the individual, physical, intellectual, and temperamental endowments in transaction and conflict with socio-cultural norms, family patterns, and the crises, struggles, conflicts, risks and opportunities encountered throughout the life course. This course lays the foundation for social work's understanding of the diverse elements that unite contemporary knowledge and theories regarding human behavior and the social environment and the intersectionality of the human experience.

Specific emphasis will be placed on the capacity and adaptability for individuals, groups and organizations to improve the conditions in their own lives in response to external forces.

Through the perspective of the Life Course Theory, the student will begin to approach their interactions with clients using a differentiated lens that reflects the critical influence of the environment on human development. The course utilizes class discussions, readings and assignments to develop increased awareness of themselves in relation to their own life experience, thereby gaining greater sensitivity and cultural competence related to the external forces that contribute to individual development.

SWK 6135 - Cultural Diversity

This required course is designed to heighten students' knowledge, awareness, skill, and understanding of differences among people, and to raise students' consciousness and sensitivity to complexities resulting from difference. Ethnicity and race will be studied in the context of power and powerlessness, racism, sexism, homophobia, heterosexism, classism, and ageism. Through a process of self-examination, students will explore themselves, their own biases and values, and the society in which they live, develop an appreciation for the multifaceted meanings of diversity, and cultivate professional alternatives for combating discrimination, stereotyping and oppression across age, race, gender, sexual orientation, class, physical and mental disability, religion and spirituality, and other diversity factors. Social work practice issues related to diversity are presented as a foundation for working with diverse populations, understanding issues of oppression and distributive justice, developing cultural competence.

SWK 6133 - Philosophical Foundations of SW

This required course is designed to move students toward enhanced self-discovery by challenging them to confirm, confront, and articulate their own values and spiritual and philosophical beliefs. The classroom environment becomes a living learning environment that challenges students to confront beliefs and values different from their own, to engage with others in an informed and authentic manner, and in the process, to discover the value systems that they bring to their work with clients. The philosophical content, helps students to develop a philosophy of helping. Such philosophical themes as spirituality, the dual nature of the human being, conflicting conceptions of time, good and the problem of evil, loss and suffering, genocide, sin and repentance, behavior change, and social justice are studied from the value perspectives of religion, philosophy, and social work.

SWK 6201 - Social Welfare & Social Change (formerly known as Social Welfare Org.

Starting with an understanding of the development of the social work profession over time, in this course students learn how theory impacts policy and agency work, with a focus on how social work values and ethics impact this trajectory. Basic concepts related to social welfare (ie. the wellbeing of groups of people in society) are explored with particular focus on economic inequality, poverty, and systematic oppression through a human rights perspective, in view of the interrelationship of political, economic and social factors such as race, ethnicity, religion, gender, sexual orientation, immigration status. Students begin the application of social policy analysis through the assignments in this course, that deepen their understanding of the political processes relevant to shaping and influencing the institution of social welfare.

SWK 6402 - Applied Methods in Social Work Research

This required research course focuses on problem formulation, conceptualization and operationalization of variables; use of measurement instruments; logic of research design including sampling and design selection; ethical and legal issues; quantitative and qualitative modes of observation; analysis of data; use of computers and computer programs; and research report writing. The student participates in an individual research project and learns the basics of conducting social work research: the ability to conduct a lit review and skills in writing about research. The research project is usually either a student administered survey or a secondary analysis of a sample of a large survey sample of a large survey. Research is presented as a logical extension of service delivery, rooted in the ethical imperative not to harm clients and to ensure that the methods employed in the service delivery are effective.

Advanced Year Practice Specialization Options:

- (1)** ADVANCED CLINICAL PRACTICE
- (2)** ADVANCED SOCIAL WORK PRACTICE WITH GROUPS
- (3)** ADVANCED COMMUNITY PRACTICE

SWK6013 – Advanced Clinical Practice with Individuals & Families I

This advanced clinical practice course is designed to help students develop conceptual, practical, theoretical and ethical frameworks that will inform their clinical skills with individuals, families and couples in social service agencies. Specific practice theories are explored for their applicability to a refined assessment of client needs. Students formulate therapeutic interventions based on assessments that include an appreciation of the impact of the social, political and agency context; race, ethnicity, social class and status, gender, sexual orientation, age, abilities and religion; professional values and ethics; and relevant

practice research findings on the populations they work with and for. Along with Advanced 99Field Work I, this course continues to build an integration of theory with practice, and reinforces the importance of on-going practice evaluation.

SWK 6014 – Advanced Clinical Practice with Individuals & Families II

In this course, students will acquire a theoretical framework for specific practice approaches and will develop a better understanding of the critical components of the bio-psycho-social-spiritual assessment of individuals and families. This course focuses on integrating practice theory with actual practice experiences, applying a range of intervention techniques with a range of client populations, and examining the complex nature of the client/worker relationship. There is particular emphasis throughout on applying professional values and ethics, issues of diversity, populations at risk and social justice. The course specifically uses the family, different normative psychosocial stages and particular diagnostic categories to elucidate the integration of clinical theory and practice.

SWK 6023 – Social Work Practice with Groups I

This course educates students for responsible social work practice with particular competence in the social group work method. The social group work Method provides students with the knowledge base to begin to formulate groups, selecting group members, building mutual support, developing mutual goals and purpose. A major emphasis in this course is development of the professional use of self to assure the evolution of disciplined practice based on purpose, sanction, knowledge, values and skills. The course is integrated with field learning through case presentations, group simulations and class discussion.

SWK 6024 - Social Work Practice with Groups II

The course focuses on the students' development of practice skills in relation to theoretical constructs. Students will be able to demonstrate differential use of skills in moving the group process toward successful conclusion and to demonstrate the ability to work with differing group models in a variety of settings and with diverse populations. Special issues include social work values and ethics in group work practice, and consultation for the development of group services. The course is integrated with field practice through case presentations, group simulations and class discussion.

SWK 6033 - Community Social Work Practice I

Students who choose this method will gain skills, knowledge and an understanding of community social work practice within the context of diverse communities. Students learn basic and advanced practice principles, concepts, theories, models and approaches. With emphasis on vulnerable and oppressed populations, students learn to practice across a continuum of human relationships and behaviors existing in bureaucratic environments and small and large systems such as groups, organizations, communities and societies. Students learn to integrate social justice and other core values into their practice as they learn to use primary interventions such as planning and social policy; locality and community development; social action; administration; grants writing; networking and other organizing approaches.

SWK 6034 - Community Social Work Practice II

This course uses theories, models and methods of strategic practice with small and other sized groups, organizations and communities. Students have the opportunity to learn

specific intervention tactics that contribute to achieving a practice strategy. Students learn to sustain growth in formal and informal relationships in order to achieve practice goals, objectives, and strategies. Students are introduced to primary concepts such as client/consumer/constituent, initiatives, program planning, power, leadership, administration, participation, conflict, cooperation, motivation, agency, grant writing, and policy analysis. Students learn to maintain conscious utilization of self throughout the semester in work with vulnerable populations and to consciously work for social and economic justice. Students learn practice competency by implementing a community intervention (project, program, or service) by the end of the course.

SWK 6535C Advanced Field Work I

SWK 6536C Advanced Field II

The purpose of Second Year Field Work is to develop depth in competency attainment within a concentration area. Students select one of the following method concentrations: (a) clinical social work practice with individuals and families; (b) clinical social work practice with groups; (c) community social work. Second year students have field placements in agencies with assignments in their area of concentration in order to deepen their skills in their professionally purposeful relationships with individuals and families, with groups, or with communities. They build on skills of engagement, assessment, intervention, and evaluation as these are specific to their clients and constituents within their concentration area. Knowledge and values are utilized differentially to further the conscious use of self and the unique relationship with clients and constituents. To appropriately meet the challenges of the real life situations of people they are serving in the field, students are expected to continue to exercise professional judgment and to utilize the field instruction supervisory conference at an advanced level. Students should draw from insights gained through the production of professionally conceived process recordings which reflect deepened understanding of their interventions and self-awareness. Uppermost for students should be their regard for meeting their ethical responsibilities with clients. This should be demonstrated by consistent involvement in the utilization of knowledge, values and skills which further the development of the conscious use of self and awareness of the impact of interventions on clients. Second year students are required to be in a field placement for a minimum of 600 hours during the academic year – 21 hours per week.

REQUIRED COURSES FOR SPECIALIZED PRACTICE

SWK6111 - Psychosocial Pathology

Psychosocial Pathology is a co-requisite required course for Advanced Clinical Practice I and Social Group Work I majors (who may choose to take Administration as the co-requisite required course). This course focuses on the distinctions between what is commonly thought to be normal and that which is viewed as “abnormal” behavior. Pathology is defined as behavior that deviates from the average or norm or is considered unusual, strange, and socially unacceptable. The initial identification of individuals, whose symptoms and level of functioning indicate that they have a psychologically or sociologically based disorder, is often a social work function. Therefore, it is crucial that students have the necessary skills and knowledge to assess behavior, and to understand how to use the Diagnostic and Statistical Manual, (DSM V). Social workers need to be able to accurately assess clients in order to expedite referrals and to provide treatment in conjunction with mental health workers from other disciplines. The basic premise of the course is that all assessments of psychosocial pathologies must take into consideration three elements of behavior: 1) symptoms; 2) level of

functioning; and 3) social and cultural diversity.

SWK 6134 – Social Work Values and Ethics

This course focuses on value conflicts and ethical dilemmas in social work practice. Value conflicts emerge when the values of society, the social work profession, clients, agencies, religion and personal values are juxtaposed. The value conflicts are identified, converted into ethical dilemmas, illuminated through ethical theory, and resolved through ethical decision-making models. This course formalizes the study of values and ethics into models of value analysis and ethical decision-making. The models are applied to concrete issues and practice situations combining theory and practice in ethics. Students learn how to discern value conflicts and ethical dilemmas that arise in their work with clients. This course reinforces the commitment to prepare social workers of diverse ethnic and religious backgrounds to learn how to reason and deal with the complexities of moral and ethical issues in practice, policy, and society.

SWK 6210 – Advanced Policy Advocacy

This course prepares students to actively practice policy analysis and advocacy through an exploration of theory, and the introduction and exercise of policy practice. Employing a problem-solving approach, this course builds upon theory introduced in Human Behavior and the Social Environment courses and content infused throughout the curriculum related to social justice, equity, and equality for populations in need and at-risk. Through a deeper exploration of theory, knowledge and skills, students will develop an expertise in policy related to their chosen problem that informs how they design and implement a strategy to impact policy to create positive social change.

SWK 6252 – Leading for Change: Social Work in Administration

This course is a co-requisite course for students enrolled in Community Social Work and Group Work majors may also take this course. ***The course is an elective for all other students.*** Administration of formal organizations is influenced by the quality, effectiveness, and efficiency of social services. Social services are needed to help vulnerable individuals, families; groups, communities and organizations overcome inequality, unfairness or oppression that occurs because of diversity factors or other characteristics.

SWK 6401 - Social Work Practice and Evaluation Research

The need to evaluate social work interventions in a systematic way has become a necessity since it is essential to knowing which interventions work with specific client systems. Responsible practitioners need to evaluate the effects of what they do, primarily to protect their clients. This course imparts to students an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and for evaluating service delivery. Students will learn the relationship between single subject research and practice, the fundamentals of the language of social work research, the elements of research designs, data analysis techniques used in single subject research, skills required to use research literature and how to communicate research concepts. Research is presented as a logical extension of service delivery, rooted in the ethical imperative to ensure that the methods employed in service delivery are effective.

SWK 6901 – Capstone

ELECTIVE CHOICES

SWK 6035 – Social Work Practice in Organizations and Communities

This course will address the purposes and skills of program development and community organizing for social workers whose primary practice and interest is working with individuals and families. The historical aspects of social action and clinical practice in the countries represented in class will be explored. We will utilize interactive, didactic and social media formats as well as active application of the community organizing phases and skills in assessing specific aspects of the Washington Heights community and its neighborhoods. The processes and work learned will be framed so that students can replicate them in their own agencies and communities as they practice in both micro and macro environments.

SWK 6103 – LGBT Communities Through the Lifespan

This course will consider issues facing lesbian, gay, bisexual and transgender people at various stages of the life cycle. The impact of stigma and societal discrimination will be integrated, as well as growing acceptance of LGBT people in US society. Issues will include an understanding of sexual orientation and gender identity, coming out, challenges facing youth such as bullying, sexuality and building relationships, marriage equality, and challenges facing elders such as care-giving and acceptance by elder care services. Implications for social work practice will be examined, including mental and physical health, and fostering respectful social work services.

SWK 6105 – Poverty, Inequality, and Human Development

This course explores the nature and dynamics of poverty and inequality in the United States and elsewhere, and by extension as an international and global social problem in the context of human development. It identifies who the poor people are, with a focus on the U.S., but also including other affluent nations, as well as poorer nations across the globe, with a particular focus on the North-South hemispheric divide. The course examines causes, correlates, and consequences of poverty and inequality on individuals, families, and locations, and related theories that account for their existence, persistence, and distribution. Major policy interventions are also highlighted, including conditional cash transfers, work-related programs, basic income guarantee schemes, and others. Poverty and inequality will be analyzed in view of the interrelationship of political, economic and social factors such as race, ethnicity and gender, with social justice and related social work values and ethics in mind. Throughout, the role and function of the social work profession is stressed. How poverty and inequity affect the context of social work practice with a variety of clients is also highlighted.

SWK 6221 – Working with Individuals and Families with Disabilities

This course will provide students with an introduction to research topics in the field of disabilities. Students will review the history of the field of disabilities from the perspective of social change, policy, clinical implications and interventions and ethical considerations. Each student will have an opportunity to develop a proposal for original research in the field of disabilities.

SWK 6108 – Shame & Violence in Social Work

This elective course will explore the relationship of shame to violence, as it often appears in

clinical social work (addiction and violence against one's self), group work (domestic violence, bullying and workplace harassment) and community organization (neighborhood crime, riots and suicide clusters). The course will examine how people accumulate toxic shame, as well as the more and less adaptive ways of managing shame. The epidemiological perspective will also be employed: events that have been recognized in the past as risk factors for violence will be re-considered as "shame factors,," while determinants such as incidence and prevalence will enhance the student's understanding of anti-violence policy. Interventions will be discussed that employ reintegrative shaming, restorative justice, and restorative processes systems for restoring dignity and worth to the victim.

SWK 6139 - Immigration

This course examines social policies and programs that affect Immigrants and refugees. Social work practice with immigrants and refugees is studied in an international context that encompasses political, economic and social factors. The history of immigration to the United States and the history of immigration laws and social policies affecting immigrants and refugees are studied with attention to current social justice issues. The impact of United States foreign policy, media, and ethnic tensions on the life circumstances of immigrants and refugees is explored with a focus on the situation of immigrants in the greater New York City area. The particular needs of newcomers are identified along with appropriate practice interventions. This course provides an understanding of the diversity of immigration experiences in addition to understanding specific issues of oppression and social justice that apply to immigrants.

SWK 6141 - Family Systems

This course provides a conceptual framework of a systems approach to social work practice with families. It provides an overview of family life taking into consideration the developmental life cycle of families and the profound impact that societal and cultural influences have on a family such as mental and physical illness, alcoholism and domestic violence. The course will provide an overview of assessment and interventions with families from a systems perspective.

SWK 6182 – Contemporary Social Issues: Clinical Practice with the Jewish Community

This course will focus on the contemporary social issues that are prevalent in the clinical practice throughout the Jewish community. Clinicians have not had the benefit of large quantities of evidence-based practice research to assist them in gaining a theoretical and clinical perspective for working with individuals and families in the traditional Jewish community. Social workers who are providing direct care service in agencies, programs, and schools in these communities are confronting challenging issues, such as: spousal abuse, child abuse, teen and adult substance abuse, children veering off the **derekh**/religious path, care of the elderly and the infirm, balancing work and family, increased divorce and remarriage, and the rising number of children diagnosed with autism in the community. This course will engage students from theoretical perspective, a clinical perspective and will expose them to the growing number of agencies and programs throughout the Jewish community that are addressing the needs of the individuals and families.

SWK 6241 - Social Work in Health Care

This course provides the student with a conceptual, ethical and practice framework for social

work practice in health care. It provides an overview of the United States health care system, the unique knowledge and skill base of social work in health care, the bio-psycho-social-spiritual impact of illness on patients and their family members, and the special psychosocial needs of populations most often served and underserved in medical social work. The course also provides an overview of common ethical dilemmas unique to social work practice in health care.

SWK 6281 - Law and Social Work

This course introduces students to the field of law as it relates to social policy and social work practice. Students learn the role of law in society, and how law affects social welfare programs and services. The first part of the course examines the role of law in social change and social justice. Through an analysis of Supreme Court decisions, the interplay between law and social change in issues involving race, class, gender, and sexual orientation are examined. Students will learn basic constitutional law principles, including equal protection and due process. The second part of the course focuses on the legal environment in social work practice, with particular emphasis on the skills and knowledge necessary for using the law to advocate for clients. Advocacy skills in administrative and court settings will be taught through an examination of the hearing process, family law, health and mental health law and professional practice issues.

SWK 6328 - Social Work Practice with Groups

Social Work Practice with Groups is designed to increase students' knowledge and skill in social work practice with groups. The course covers the generic knowledge and skills that social workers need to work with a variety of groups. An important aim of the course is to assist students in recognizing the efficacy of practice with groups in a variety of settings. Special issues include values and ethics in group work practice and social justice concerns. ***This elective is for non-Group Work majors.***

SWK 6329 – Clinical Practice for Group Work Majors

Clinical practice for Group Work majors' course is offered to students concentrating in other methods in the second year of the Master's Degree Program. The course builds upon the first year Generalist and HBSE courses. Students will develop conceptual, practical, theoretical and ethical frameworks that will inform their clinical skills with individuals, families and couples in social service agencies. Students acquire a theoretical framework of specific clinical approaches, refine their understanding of biopsychosocial assessment of individuals and families, learn to formulate therapeutic interventions based on assessments considering context as well as status, culture, values and race that are informed by ethics and best practices. In addition, students acquire a deeper understanding of the importance of transference and countertransference in the clinical work. Role play, case illustrations and practice experience from student internships are incorporated into classroom experience examining the interlocking nature of theories that inform contemporary clinical social work.

SWK 6352 - Supervision

Social work supervision is rooted in the history of the profession and in the agency context of social work practice. The functions of supervision, which include education, staff development, administrative accountability, and practice oversight, are complex and require specialized knowledge and skills. Emphasis is primarily on the organizational context of supervision, and on the theories and practice of supervision that pertain to a variety of social

work settings. Ethical and contextual policy issues are emphasized throughout the course to inform how supervision is practiced and the changing purposes it may serve. Issues of workplace diversity and developmental needs of professionals are also emphasized. The types of programs and services offered by different agencies and the types of populations served are highlighted as these affect the supervisory relationship.

SWK 6630 - Social Work Practice in Schools

This course is intended for students who plan to work in schools or in agencies that are school based or school linked. It is a practice and policy course because social work practice in schools is so strongly influenced by state and Federal education laws. It elaborates and builds upon basic skills and knowledge learned in foundation courses. This course seeks to familiarize students with the roles social workers assume in schools; the culture of primary, middle, and high schools; the psychosocial and developmental needs of the students; and the pressing issues facing schools today, including violence, diversity, racism, homophobia, overcrowding, poverty, and the changing relationship between family, school and community.

SWK 6678 – Trauma-Informed Child Welfare Practice

This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and intervention for traumatized children and adolescents who are in the child welfare system. Strength-based practice will be highlighted along with a focus on the identification of protective and promotive factors that foster resiliency and post-traumatic growth. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, abuse and neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events who have come into contact with the child welfare system. The course will highlight the role of development, culture and empirical evidence in trauma-specific assessment, referral and interventions with children, adolescents and their families within a child welfare context. It will address the level of functioning of primary care giving environments and assess the capacity of the community and the child welfare system to facilitate restorative processes.

SWK 6681 - Community Mental Health

This elective is designed for students interested in practicing in the mental health field as providers of direct services, program planners, supervisors, administrators and policy analysts. The course provides an historical review of mental health services development globally and in the United States with accompanying community practice models, financial and regulatory structures and how they shape mental health programs. The focus is on current issues with respect to vulnerable populations including the seriously and persistently mentally ill; the homeless mentally ill; the mentally ill chemical abuser; the mentally ill offender; the HIV positive individual with mental illness and, seriously emotionally disturbed children. The course examines the roles of consumers and their families as partners and advocates in developing programs.

SWK 6682 - Evidence Based Mental Health Practice

This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented evidence-based practices. Students will become familiar with evidence-based practice, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use with individuals with a diagnosis of serious mental illness. Students will learn

to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality, mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course.

SWK 6684 - Child and Family Welfare

This course examines the social welfare policies, programs and services to families and children, historically known as "child welfare services." A central theme is the impact of social problems, economic inequity and discrimination on family well-being and how these forces have affected the development of services to families and children. The course is divided into four units. The first unit is an overview that explores changing definitions and expectations of the family, and how such changes are shaped by the economy, cultural values, and other forces. The effects of poverty and discrimination on the well-being of families, and in particular minority and single parent families, are also examined. The second unit examines the primary social service delivery systems designed for children and families, including adoption, foster care, child protective services, and the juvenile justice system. The third unit focuses on specific and contemporary social problems facing children and families today, including teen pregnancy, violence among youth, and domestic violence. The fourth and final unit focuses on preventive and supportive services to children and families, including day care and school based services.

SWK 6685 - Social Work Practice with Trauma and Interpersonal Violence

This course examines interpersonal violence in childhood and adulthood, specifically childhood sexual abuse, childhood physical abuse, intimate partner abuse (domestic violence), rape and sexual assault, and adult survivors of childhood sexual abuse. With careful attention to the dynamics and consequences of trauma on victims, this course will expose students to key concepts such as Post Traumatic Stress Disorder, Complex PTSD, dissociation, and repressed memories. Students will learn about individual and group intervention strategies specific to trauma, including crisis intervention, cognitive therapy, feminist approaches, and mutual aid group work approaches, among others. Through a unit on Secondary Traumatic Stress, students will learn about the personal effects of trauma work, the concepts of traumatic counter-transference and transference, and will be exposed to self-care strategies.

SWK 6686 – Gerontology

Dramatic demographic shifts suggest that social workers in the future will inevitably interface with older people. It builds upon knowledge of biology and psychosocial development of the middle and late stages of adulthood and highlights the contemporary manifestations of ageism. Students are also encouraged to apply practice principles to such challenging phenomena as depression and social isolation in old age, nursing home placement, and elder abuse. The course identifies the core knowledge base necessary for working with older adults and their families. It also explores the theoretical underpinnings, attitudinal factors and ethical and economic aspects of social gerontology that are relevant to understanding this field of practice. Social policies which have profound effects on successful aging are analyzed. The ethical and social justice dilemmas of resource allocation end of life decision making, physician assisted suicide, euthanasia, caregiver burnout, and poverty and vulnerability among diverse elderly are explored.

SWK 6689 - Spirituality In Social Work Practice

Spirituality is an important aspect of human experience and development. Spirituality reflects a holistic perspective that addresses the interrelationship between spirituality and the biological, psychological and social dimensions of human experience. "Social work scholars usually distinguish between spirituality and religion. Spirituality relates to a universal and fundamental aspect of what it is to be human – to search for a sense of meaning, purpose, and moral framework for relating with self, others and the ultimate reality. In this sense, spirituality may express itself through religious forms, or it may be independent of them. Religion is an institutionalized pattern of beliefs, behaviors and experiences oriented toward spiritual concerns, and shared by a community and transmitted over time in traditions (Canda and Furman, 1999).

SWK 6691 – Social Work Practice with Addictions

This elective course introduces the student to the field of addictions and includes an overview of the policy issues, etiology, manifestations, practice settings, and treatment approaches to addiction/dependency. There are no prerequisites for this course which may be taken as an elective during the first or second year of study. All social workers, at some point in their careers are likely to come into contact with the issues or consequences of addictions, whether in direct practice, group work, or community organizing and planning. This is because addictions are intertwined with many other social problems and psychosocial conditions, such as family violence, child welfare, AIDS and mental health. The course emphasizes the multiple causation of the misuse of addictive substance, the biological, social, and psychological consequences of substance abuse, and the impact of addictions on the family, community, and larger society. Particular attention is paid to the policy and programmatic responses to this social problem, the role of the courts, and differing philosophies and practices regarding treatment.

SWK 6702 - Coping with Loss

This course is designed to explore aspects of social work practice with clients experiencing loss and grief in a variety of situations. Since society generally associates grief with death, grief which accompanies life events such as separation from home, divorce, retirement, or chronic illness, is frequently not addressed by clients or professionals. The grieving processes are intertwined with each individual's place in their life span, their strengths, vulnerabilities, cultural orientations, values and resources. The use of contemporary knowledge for strengthening the coping skills of grieving individuals, families or groups is emphasized. Areas of study include skills of assessment and treatment which are explored using films and personal and case materials. Strategies and interventions in working with a culturally diverse array of vulnerable populations confronting loss, for whom services and programs need to be planned, are highlighted.

SWK 6704 - Social Work Practice with Children

This course helps students develop conceptual, practical, theoretical and ethical frameworks that inform their practice with children, ages 0-12, and their families. Students must have previous clinical experience working with children or must currently have children assigned to them as part of their field experience when taking this advanced elective. Specific theories of development and practice are explored for their applicability to a refined assessment of client needs. Students formulate therapeutic interventions with the children and their families based on assessments that include an appreciation of the impact of agency context, ethnicity,

gender, race, social class, biological developmental issues, as well as current and relevant practice research findings.

SWK 6810 - Social Work Practice with the Military

This elective focuses on the specific problems of those who serve in the military and the response of social workers to those needs. The course explores the nature of war, its impact on those who are wounded, physically and mentally, and their loved ones/caregivers. The course looks at theories, research and intervention strategies for social workers who choose to work with this population. Students will be introduced to a theoretical orientation for stress management which acknowledges the stressors of war and the adaptations made by those engaged in battle, especially the returning war veterans from Iraq and Afghanistan many suffering with PTSD, Traumatic Brain Injury and substance abuse problems. Intervention strategies specifically designed for work with the war injured and their families/caregivers will be introduced.

SWK 6813 Leadership in Social Work Practice

Many situations throughout a student's professional and personal life cycle require Leadership skills. Contemporary life, with its recurrent fiscal and disaster driven human crises has made the need for effective leaders more urgent in all spheres of life. This course is designed to explore key concepts and models of leadership and their application to social work practice. The course builds on established and emerging theories from several disciplines which include business, sociology, psychology, ethics and the allied health professions. Authentic and Trustworthy leadership models are discussed in depth as they are very congruent with the values and skills students acquire during their social work education. Case examples from human service organizations, current events, videos, guest speakers and interactive tools and exercises are used to foster the students' abilities to understand their own leadership styles, to assess power dynamics, to make effective decisions, develop a vision and motivate others to follow shared goals and promote individual and organizational health and effectiveness.

SWK 6821 – Clinical Practice with Military Families

This advanced elective focuses on the specific problems faced by families and children of those who serve in the military. Students will learn about emerging clinical approaches to social work practice with this special population. The course will explore the nature of war, the culture of the military and its impact on loved ones/families/caregivers of our military. The course will look at theories, research and intervention strategies for social workers who choose to work with this growing population given the many war fronts and military stations around the world. This elective has SWK 6810 Social Work Practice with the Military as a prerequisite, and is part of the Certificate in Social Work Practice with the Military.

SWK 6116 – Psychosocial Issues with Human Sexuality

This course will provide an overview of various topics in Human Sexuality. Students will gain perspective on various issues through a religious, cultural, and historical lens. Four major units will guide this course: Human Sexuality from a Biological/Developmental Perspective, Human Sexuality in the eyes of the three main world religious doctrines/Socio/Cultural perspective, Sex throughout the ages: A historic view of human sexuality from biblical times through the internet explosion of the 21st century and Psycho-education and assessment of sexuality for the practicing social worker.

SWK 6822 – Economic Literacy: The Meaning of Money

This elective helps clients, students and practitioners to understand the very personal “meaning of money,” how the economy works, and the real possibility of asset building in today’s world-wide recession. We all need greater economic literacy so that we can provide our clients with information, concepts and tools that can help them achieve economic security. Understanding government benefits like SSI, Medicaid/Medicare or Unemployment benefits can greatly enhance our work with families struggling with budgets, mortgages, bankruptcy, credit card debt, savings plans, and retirement benefits. These are all essential components of our advocacy work with the poor, the near poor and the working-class clients who are faced with these issues on a daily basis.

SWK 6823 – The Treatment of Eating Disorders

This advanced elective course provides students with a comprehensive overview of eating disorders as bio-psycho-social disorders and will focus primarily on methods and approaches to treatment within the confines of clinical social work practice. Students gain an understanding of the etiology of eating disorders and accompanying personality issues from a developmental perspective. Diagnostic criteria will be fully covered, and students will be able to identify specific eating disorders in their clinical practice. Students will become familiar with the underlying language of an eating disorder and available treatment options including the benefits of working on a treatment team with this population. All aspects of high-quality treatment for eating disorders will be addressed and students will leave this class with a solid base for understanding the complexity of eating disorders from a clinical and societal perspective.

SWK 6823 – Loss & Crisis Intervention

Loss and Crisis Intervention discusses the experience of loss across the life cycle and it is broadly defined. Loss is a life event that everyone experiences on some level. Loss presents itself in many forms, it does not necessarily mean losing a loved one nor is it necessarily traumatic. This is not a course on trauma, it is a course designed to help the student understand the difference between a traumatic loss and a life event that may become traumatic without early intervention. This course will focus on the experience of loss that is not traumatic, however may become traumatic without crisis intervention. Crisis intervention is the model of practice to use in helping those who experience loss to manage the experience in a way that will prevent it from becoming a trauma. Loss can include but is not limited to loss of a job, a move, transitioning to a new stage of life, divorce, a medical diagnosis, incarceration, and addiction. Loss can also be classified as ambiguous and/or disenfranchised.

SWK 6824 – Culturally Competent Social Work Interventions

This course introduces students to the “Cultural Competence Toolkit” that can help you achieve cultural competence in your practice with individuals, families, groups, communities and organizations. Culture impacts how people exhibit symptoms of mental illness, the use of coping mechanisms, social supports, and the willingness to seek care. Lack of cultural competence can contribute to barriers to engagement or continued underutilization of available mental health services. It is widely understood that culturally competent services are necessary in order to improve the mental health system in the U.S. Students will be instructed in the use of the specialized Toolkit which provides them with a structured method for modifying Evidence-Based Practices to better meet the needs of the diverse clients and communities they serve.

SWK 6825 – Palliative Care: Social Work Practice with Advanced Serious Illness

This course will provide a comprehensive study of issues related to palliative and end-of-life care. Palliative care is an exciting, relatively new specialty in health care social work, and presents dynamic practice opportunities for social workers with a knowledge base in this arena. This course will integrate an Interdisciplinary approach to caring for individuals facing life-limiting and serious chronic illness and their families. Readings, class discussion, and student research will include medical, psychosocial, legal, and ethical perspectives. This course is an elective for students in the Certificate Program in Aging, but is open to all students. There are no prerequisites for this course but it is highly recommended that students take Social Work in Health Care (SWK 6241) as background prior to enrolling in this course.

SWK 6706 – Approaches to Working with Youth and Adolescents

Approaches to Working with Adolescents, is designed to enhance the knowledge and skill of the student for working with youth and adolescents. It builds upon the knowledge and skills acquired from Psychology, Sociology, and other liberal arts courses. Inexperienced or uninformed practitioners who work with youth may not be aware of the opportunities and challenges that promote best practices with adolescents. Most commentators suggest that adolescence is a period of great change and challenge; much debate exists about how to help adolescents meet these challenges and how to help them transition into successful adults.

This class will provide an overview of the developmental issues specific to the adolescent stage and the skills and knowledge that can be instrumental in engaging and working with adolescents. This course will also equip students with an understanding of the unique concerns and issues that adolescents face, and the systems they must negotiate. The focus will be placed on learning about adolescent identity and development, intervention techniques, risk behaviors, outreach and engagement, group facilitation, and practical skills for working with adolescents.

SWK 6710 – Using Technology in Social Work Practice with Individuals, Families & Groups

This class is designed to enhance the knowledge and skill of integrating technology into clinical Social work. As tele-mental health technologies have become more sophisticated and affordable, they have expanded opportunities for behavioral and mental health professionals to provide quality care. Tele-mental health now encompasses the full range of services, including assessment, treatment delivery, psychoeducation, supervision, and consultation. Many of the skills needed for competent tele-practice are the same as those provided in conventional in-office care. However, physical distance, as well as technology itself, can create challenges to safe and ethical practice. This course will address how technology can be utilized across the spectrum of practice with individuals, families, groups, organizations, and communities.

SWK 6911 – Grounding the Strengths Perspective – Spirituality and the Existential-Humanist Tradition

The purpose of this course is to provide a grounding for the Strengths Perspective in Social Work supplying it with a much-needed multidimensional theoretical structure, methodology, and model of the person that is rooted in human experience, and emerges from the world of clinical practice. Toward this end a number of classical and contemporary practice modalities, famous therapeutic masters and noted theorists (i.e. Victor Frankl, Richard Schwartz, Carl

Rogers, Abraham Maslow, Joseph Soloveitchik) have been assembled and joined together creating a spiritually inclusive, holistic, non-reductive, humanistic paradigm and framework for clinical social work all organized around these common themes.

While there is some time devoted to outlining theory and engaging in conceptual and textual learning (through class lectures and readings), the overwhelming focus of the course is on experiential learning and the concrete development of practice knowledge and skills.

SWK6912 Spiritual Therapy – The Strengths Perspective and More

This course builds upon themes of Grounding the Strengths Perspective, it is a free-standing elective with no prerequisites, though it goes considerably deeper with some areas, using spirituality and spiritually inclusive therapeutic modalities to facilitate healing and growth, providing the deepest frameworks and tools available for clinical social work practice. These include the spiritually inclusive content drawn from *Gestalt Therapy*, *Psychodrama*, "Parts-Work" (e.g., from frameworks such as *IFS*, etc.), *Hypnotherapy*, Freud and especially Jung and Dr. Stanislav Grof and the whole tradition of *Transpersonal Psychology*, and a lot more. Moreover, part of the mission of the course, and its commitment to the core values of the profession, is to teach and ultimately practice with, truly empowering, edifying, non-deficit, non-pathologizing, models and interventions, making them accessible to social work clients, and thereby valuing the full depth, spectrum, and worth of the person, and of human experience and potential.

While there is some time devoted to outlining theory and engaging in conceptual and textual learning (through class lectures and readings), the overwhelming focus of the course is on *experiential learning* and the concrete development of *practice knowledge and skills*.

Certificate in Jewish Communal Service Courses

SWK 6136 - Jewish Response to Communal Needs

This first semester elective course is part of the Certificate Program in Jewish Communal Service. There are two foci in this course: the needs of American Jews, and the ways the community organizes itself to meet those needs. Needs include the strengthening of Jewish identity and the sense of belonging to an ethnic/religious group; relationship to Judaism as a religion and way of life; the quality and meaning of the Jewish family in its multiple forms; the role of women in Jewish life; and the effects of intermarriage on the family and community. Israel occupies a major component of American Jewish identity and in the promotion of Jewish continuity. The course concludes with an analysis of the organizational structure of the Jewish community in response to its multifarious needs.

SWK 6180 - Organizational Structure of the American Jewish Community

This course will begin with a critical review of the historical, religious traditional perspective of Jewish community organization and trace its impact on contemporary American Jewish community organization. It is important that students gain an understanding of the forces (Judaic and American) that have shaped and continue to shape American Jewish community organization from its inception until this very day. Students considering a career in Jewish communal service will gain a broad understanding of the religious historical roots, politics, leadership roles (volunteer and professional), funding sources and policy formulating mechanisms that impact the development and viability of the American Jewish community organization structures.

SWK 6191 - Major Concepts in Jewish Cultural History

This course introduces students to the broad sweep of the Jewish historical experience and focuses on developing skills necessary for working within the Jewish Community. This course is divided into two broad sections. The first section examines organizational dynamics and various leadership styles. The student is expected to draw on the knowledge gained in previous semesters to assist in the seminar style discussions on leadership styles. The second part of this course aims to focus on developing an understanding of community and community work, as well as the various roles available for social workers within the Jewish communal service system.

SWK 6145 - The Changing Jewish Family

This course will explore the Jewish family from biblical through modern times utilizing a systems and ecological perspective as the theoretical framework for social work practice. The course will follow the family through the developmental stages of the life cycle and will address the unique characteristics of the Jewish family system and its adherence to life cycles from a religious and cultural perspective. It will explore the various aspects of family identity and the impact of Judaism on the development of the family, its relationship to the larger culture and the impact of immigration, acculturation and assimilation on the family system with specific attention to the Jewish family experience. Issues such as mental and physical illness, caring for aging parents and the "Sandwich Generation", alcoholism, drug addiction, and domestic violence will be addressed. In addition, unique issues that have changed the structure of the Jewish family will be discussed such as inter-religious marriage, cross-cultural marriage, later marriage and 'non' marriage, cross-cultural adoption, the aging Jewish population, and the impact of the Holocaust on generations of family members.

Joint MSW/CASAC Program

For information about the CASAC, see p. 60.

SWK 6691, Social Work Practice with Addiction I

Social Work 6691 is designed to increase student knowledge and skills for addressing of addictive phenomena and its relation to social work practice issues. Students values are explored and cognitive and affective processing of macro, mezzo and micro level practice concerns are covered. Attention will be given to biological, psychological and social factors in the etiology of individual addiction and implications for families. Addiction exists in diverse cultural contexts; thus, the importance of language and clinical presentation is addressed. The consequences of addictions will be studied at the individual, family, community and societal levels. There will be some policy covered as well. This course draws on current research in the field of addictions and emphasizes critical thinking and analysis of the current controversies in the field.

SWK 6791, Social Work Practice with Addiction II

Social Work 6791 is designed to increase student knowledge and skills for addressing of addictive phenomena and its relation to social work practice issues. Ethics and student values are explored throughout, and cognitive and affective processing of macro, mezzo and micro level practice concerns are covered. Attention is given to biological, psychological and social factors in the etiology of individual addiction and implications for families. Addiction exists in diverse cultural contexts thus the importance of language and clinical presentation is addressed throughout with direct professorial feedback through discussions. The

consequences of addictions will be studied at the individual, family, community and societal levels. There will be some policy covered as well. This course will draw on current research in the field of addictions and will emphasize critical thinking and analysis of the current controversies in the field.

Social Work 6891: Practice with Addiction III

Social Work 6891 is the third of three courses in Addiction offered at Wurzweiler School of Social Work. SWK 6691 and SWK 6791 are required pre-requisites. Like the previous two Addiction courses, 6891 is designed to increase student knowledge and skills for addressing addictive phenomena and its relation to social work practice issues. Ethics and student values are explored throughout, and cognitive and affective processing of macro, mezzo and micro level practice concerns are covered.

SECTION III

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENTS AT WURZWEILER

The student body reflects the diversity of society at large. Summer Block students come from all over the world, and from all social, racial/ethnic, and religious backgrounds. WSSW students bring their unique personal perspectives to the educational process. An array of activities and opportunities is part of the educational milieu. The student activity fee provides funds for the various student-run educational and social activities throughout the school year, including regular meetings for business and educational purposes. Students are represented on various School Committees, such as Student Government, Common Day, Hearing Appeals, and Social Action, and assist in various ways in enhancing the functioning of the School. A faculty member is assigned as the faculty liaison who works with students on planning their various activities.

The MSW program prepares students for advanced social work practice in clinical settings, group work or community organization. To accommodate our students' busy schedules, we offer several flexible plan choices, including day, evening and Sunday classes; summer block; part-time three-plus years; and traditional two-year full-time programs.

Program for Employed Persons (PEP)

is designed for those already employed in social welfare or allied fields. Its flexible schedule and orientation to the needs of working people make it ideal for those seeking to develop and advance their professional standing. Field instruction is located at the work setting, provided that the work assignment meets the educational requirements of the School and that the student is supervised by a qualified and approved social worker. PEP can be completed full time in two years, or part time in three years. Classes meet one evening a week and on Sundays.

Concurrent:

Full time, traditional two-year program with classes and field work running concurrently. Concurrent Plan can be completed full time in two years or part time in three years. Classes meet twice a week on Wednesdays and Thursdays.

Provisional Extended:

This part-time acceptance first semester requires that students earn a grade of "B" or better in each class and maintain a GPA of at least a 3.0 or above in order to continue into the next semester.

Advanced Standing

Students have earned a baccalaureate degree in social work (BSW) from a CSWE accredited social work program within the past six years and have an overall degree GPA of 3.00 or better. Persons who have undergraduate degrees in other fields are not eligible for advanced standing.

The Block Plan:

With an international student body, the Summer Block Plans are a unique opportunity to earn a master's degree in social work. There are two program options: Block I, which is comprised of eight weeks of classes, over three summers, on the WSSW campus in NYC during the summer months of June and July. Followed by field work from September through May in hometown communities throughout the world. Block II is a hybrid model, comprised of 4 weeks of face-to-face classes (during July), and 3 weeks of online classes (during August), over three summers. Diverse students from all over the world bring an opportunity to learn about different experiences, cultures, and religious backgrounds.

YC/STERN Dual Degree Program

WSSW permits qualified undergraduate students who are earning their bachelor's degree at Stern College and Yeshiva College to apply to an accelerated 5 year bachelor's to master's program leading to a Bachelor of Arts degree from SCW/YC and Master of Social Work degree from WSSW. Participating in an accelerated bachelor's to master's program provides the opportunity for students to complete both a bachelor's degree and a master's degree in an efficient and effective format. Students enrolled in the dual program are eligible to have credits applied to both undergraduate and graduate degrees.

The Joint Program is open only to students who enter SCW/YC with no more than 40 college credits. During the first three years at SCW/YC students complete 104 credits of coursework toward their general and Jewish Studies requirements. Qualified students enter the program at WSSW in the fall of their senior year. Additional credits needed to complete the major and to reach the 128 credit minimum required for the B.A. are accepted from WSSW. Students may apply for the B.A. degree after completing college requirements and after completing the first year at WSSW. Students attending Wurzweiler will pay WSSW tuition.

Interested students should meet with an Academic Advisor during their first semester on campus to plan a course of study and complete a shaped major form. During the Fall of the

Junior Year, students file the BA-MSW Joint Program Application (see below) and complete the online WSSW Graduate Application which requires recommendations and an interview. A GPA of 3.0 is required.

Subject to approval, students may take graduate level courses at WSSW but not officially enroll at WSSW; permission must be obtained from an academic advisor at Stern/YC and WSSW. The following form should be submitted: (Request To Take Graduate Course for Undergraduate Credit). The following stipulations apply:

- (1) Seniors, with a GPA of 3.0, who are not in any BA/MA program may be permitted to take a limited number of graduate courses at Wurzweiler for undergraduate credit. The “request to take a graduate course for undergraduate credit form, that is signed by each student is clear that the class only counts toward undergraduate credit.
- (2) The permission of the head of the undergraduate department is required if the student requests that the course meet a major requirement.
- (3) The undergraduate is expected to meet WSSW’s standards and requirements and will be graded by WSSW’s marking system.
- (4) Students should attach a copy of their transcript to this form and submit both to an Academic Adviser.

For students not enrolled in the joint program, credits will only count toward the undergraduate degree. Enrollment in a graduate-level course does not imply subsequent approval for admission to WSSW, nor may the course be used for MSW credit unless the student has been admitted into the dual degree program.

Students not in the dual program who wish to attend WSSW, may be waived out of classes already taken at WSSW, given that a “B” or better was earned in the course. Graduate credit is not given for these classes, since undergraduate credit has already been awarded (and students were not enrolled in the dual program). All WSSW students must complete 60 credits. Undergraduate YC/STERN students who have taken WSSW courses, but who are not in the dual program, may apply for the YC/STERN WSSW scholarship, given to undergraduate YC/STERN (non-dual degree) students who have demonstrated academic excellence in their WSSW Classes.

As previously stated, students interested in taking classes that will count toward both the BA and MSW must register for the dual degree program. Some students will complete the BA

but not complete the MSW. If the MSW has not been completed, coursework taken in the MSW program should be discussed with the Associate Dean or his/her designee.

MSW/PhD Program

The MSW/PhD Program allows students to complete their MSW while earning a PhD. The program takes place sequentially which allows students to substitute six PhD courses for MSW courses. The joint program is limited to a small number of top tier students who may be considered after the first semester of the MSW program. Students are recommended by their MSW academic faculty advisor and/or other MSW faculty. Students in the MSW/PhD program graduate from the MSW program after two years, and continue on with PhD coursework. A total of 6 MSW classes are substituted with PhD Classes (see below), allowing students to apply dual credit for MSW and PhD classes. This reduces the total number of credits needed to graduate with the two degrees, as some courses count for both degrees. The first PhD level class (8296 – Social Policy), is taken during the 2nd semester of the 1st year of the MSW program. Other PhD for MSW course substitutions follow (see MSW/PhD Roadmap on p. 22). Students are also encouraged to take two PhD level courses during their first two years (Fundamentals of Statistics & Strategies of Inquiry II), which help students stay on-course, following completion of MSW courses.

Course Substitutions

MSW COURSE

SWK 6402 Applied Methods
 SWK 6210 Social Welfare & Social Change
 SWK 6134 Social Work Values & Ethics
 SWK 6201 Advocacy Policy Analysis
 Elective
 Elective

PHD COURSE

SWK 8421 Strategies of Inquiry
 SWK 8296 Social Policy
 SWK 8823 Ideology
 SWK 8425 History & Philosophy of Social Work
 SWK 8809 Legal Foundations of SW
 SWK 8814 SW Practice Theories

Note: In some situations, other substitutions may be allowed, left to the discretion of the PhD Director, not to exceed 6 courses in total. For example, a PhD level elective may serve as a substitute for an MSW level elective. MSW/PhD students living in Israel are obligated to take an MSW level policy class in Israel. For these students, the Israeli Policy course will substitute for SWK 8425 History and Philosophy of Social Work.

Matriculated students

Students have been admitted to the School as degree-seeking students. The minimum semester course load is 9 credits for part-time students and 12 to 16 credits for full – time students. Students are responsible for ensuring that the courses selected will meet their degree requirements for graduation.

Non-Matriculated students

Students have not been admitted to the School but have been permitted to enroll in one to two courses, of which, one must be a required course. Non-matriculated students are not eligible for federal financial aid or School scholarship assistance.

The Joint MSW/CASAC program.

The Joint MSW/CASAC program at Wurzweiler School of Social work is designed to graduate social workers educationally eligible to apply and become both a Licensed Master Social Worker and Credentialed Alcohol and Drug Abuse Counselor (CASAC-T). Embedded in the 60 graduate credits required for the MSW program are three specifically designed courses in addictions (SWK 6691, 6791 and 6891). These cover everything from intake, assessment, evaluation and treatment to ethics, policy and legal context. Students choosing this program will also complete a course in psycho-social pathology (SWK 6111) best prepare them for treating the mental health issues which cooccur with substance use disorders. Additionally, two advanced practice courses on social work with groups round out this educational program. New York State requires 6000 hours of practice to become a CASAC. 4000 are given when you have an MSW. In the Wurzweiler joint MSW/CASAC program students will amass an additional 1200 hours in field placement. Graduates will need only an additional 800 hours of practice in an agency to turn their CASAC-T into the full CASAC-II.

A. Academic Advisor:

Every Wurzweiler student is assigned an academic advisor upon registration for their first semester. Students should meet with their academic advisor prior to registration for each subsequent semester. It is each student's responsibility to schedule these appointments.

Academic Advisors are an important resource for academic and career planning. The advisement process at WSSW is designed to guide each student toward a successful educational experience. The advisor/advisee relationship enables students to obtain information needed to maintain enrollment as an MSW student, to stay informed about WSSW's rules and regulations, and to provide support and guidance. Advisement provides an opportunity for each student to gain assistance in navigating the MSW roadmap and learning how to access resources and services:

- Help in developing a realistic educational plan
- Monitoring and documenting progress toward completion of course requirements.
- Accessibility during office hours
- Help in resolving academic or related issues or problems

All students should be prepared for an initial meeting with their advisor by first reviewing academic progress through DegreeTrack. DegreeTrack allows students to view completed classes as well as those classes still needed in order to fulfill course requirements.

To log on to DegreeTrack: Go to www.yu.edu/myyu

1. Click on 'Faculty, Students and Staff'
2. Log in to your MYYU account using your YU ID (starts with 800 or 999)
3. Once you are logged in, click on 'Student and Financial Aid'
4. Click on 'Login to DegreeTrack'

Students should be prepared for their advisement meeting with the following:

- (1) The Advisement Checklist (see Appendix I)
- (2) A copy of your roadmap; roadmaps are available here:
<https://www.yu.edu/wurzweiler/curriculum/program-plans>
- (3) An understanding of certificate options (and sign the Certificate Declaration Form) www.yu.edu/wurzweiler/certificate-programs
- (4) An organized a list of questions that you might have.

C. STUDENT SUPPORT SERVICES

The Student Support Specialist is available to assist currently enrolled and newly admitted students in enhancing educational outcomes. A focus is placed on providing a smooth transition for new students entering the MSW program, as well as assisting students throughout the entirety of their MSW. This includes working with students on roadmaps, monitoring educational progress, meeting with students to enhance professional development, helping students connect with the registrar, university finance, Office of Disabilities, and Career Services.

The Counseling Center

The Counseling Center offers a range of services to current Yeshiva University students attending classes at the Manhattan campuses, including counseling and support, medication management and referrals. All services are free of charge and confidential.

<http://www.yu.edu/student-life/counseling/>

Office of Disability Services (ODS)

collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities.

<http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability.

Student Responsibilities for registration with ODS:

- Register with the Office of Disability Services (ODS).
- Provide current, written documentation from a qualified practitioner that describes the nature of the disability, functional limitations associated with the disability, severity of these limitations, and recommended reasonable accommodations.
- Review accommodation requests with ODS.
- Submit accommodation letters to faculty and discuss reasonable accommodations at the start of the semester.
- Communicate with faculty to arrange each exam accommodation at least ONE WEEK before the exam.
- File documentation with appropriate individuals to request accommodations for final exam period.
- Alert the Office of Disability Services if any difficulties are encountered regarding the implementation of accommodations.

Students in Yeshiva University who wish to receive accommodations must self disclose by registering with The Office of Disability Services (ODS). ODS has established the following process for registration:

- Complete an Intake form.
- Gather and submit current documentation of your disability.
- To register as a student with a learning disability or ADD/ADHD, you must submit a current psycho-educational or neuro-psychological evaluation. For all other disabilities you may submit documentation completed by a qualified health professional/clinician. Please refer to our Disability Documentation Guidelines and choose the one specific to your disability to use as a guide.
- After you have submitted the Intake form and disability documentation, ODS will be happy to meet with you to discuss reasonable accommodations and other supports available to you at Yeshiva University.
- Each semester, you will meet with ODS to discuss accommodations for your courses and any accessibility needs. You will be given accommodation letters to submit to your professors.
- Accommodation letters must be submitted to your professors as soon as they are received.

Peer Mentoring

The Peer Mentoring Program is designed to assist students in acclimating to Wurzweiler by pairing incoming first-year students with second year students who act as mentors throughout the academic year. Wurzweiler is uniquely invested in the success of its students and, as such, is one of the only schools of social work to offer the opportunity for Peer Mentorship to incoming students. Balancing school, fieldwork, and maintaining healthy relationships in one's personal life can be a challenge for even the most organized student. Our successful second-year students provide guidance and peer support to help new students navigate the transition into the professional world of social work. Mentorship is a model for the social work profession, and we believe that our students are more successful because they have a network of supports at Wurzweiler.

Writing Consultants

Wurzweiler aims to help students find the resources and develop the skills they need to write proficiently, both in their coursework and in the field. They are available to consult on all kinds of writing tasks, from decoding assignments to brainstorming and organizing papers to using APA style and polishing sentences. Students can sign up for sessions at <http://wsswwriting.setmore.com/>. The session options include in-person meetings, email exchanges, and online or telephone chats.

Academic Computing

Academic Computing is a service center for students and faculty who require support with academic computing equipment and facilities at Yeshiva University.

<http://yu.edu/its/academic-computing/>

D. INSTRUCTIONAL INFORMATION

Criteria for Grading Papers:

Wurzweiler has clear guidelines about how papers are graded (link below).

https://www.yu.edu/sites/default/files/legacy/uploadedFiles/Academics/Graduate/Wurzweiler_School_of_Social_Work/The_Forest/Cloud/CRITERIA%20FOR%20GRADING%20PAPERS%202009.pdf

E-Reserves:

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "wurzweiler" all lower case, as the password.
3. If you have problems accessing e-reserves, email: ereserves@yu.edu.

FROM OFF-CAMPUS

1. Go to the library's online resources page:
http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your [Off Campus Access Service login](#) and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

Academic Calendar:

Please see the Wurzweiler academic calendar which is available on our website www.yu.edu/wurzweiler prior to the beginning of class. Be sure to click on the appropriate calendar for your particular program.

Confidentiality:

Given the nature of classroom discussion and the presentation of case materials and at times personal disclosures in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

Canvas:

Canvas is our online learning management system. For information, see the following website: <https://www.yu.edu/its/academic-computing/student-computing/eLearning> All classes, whether face-to-face (F2F) or online have a Canvas shell associated with the class. Canvas support is available 24/7/365 at (800) 829-7418.

E. PREREQUISITES:

A prerequisite is a requirement that must be met before you can enroll in certain courses. Students attempting to register for a course that requires a prerequisite will receive an error message from the registrar, indicating that a prerequisite is required. A corequisite is a course that may be taken concurrently. It is each students' responsibility to make sure that they meet prerequisite or corequisite requirements.

F. PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes *plagiarism* and is a violation of academic standards. The School will not condone *plagiarism* in any form and will apply sanction to

acts of **plagiarism**. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. **Plagiarism** occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also **plagiarism** to use the ideas and/or work of another student and present them as your own. It is **NOT plagiarism** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in a course will automatically **FAIL** the course and will be placed on Academic Probation and will be referred to the Associate Dean for disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use "plagiarism checker" websites, easily accessible, and generally free on Google.

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

G. HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be Included if it will not allow for identification.

H. FERPA

Wurzweiler's policies and procedures are in [line](#) with FERPA regulations.

I. IMMUNIZATIONS

All MSW students must be immunized in order to register for classes. All PhD students must be immunized in order to register for classes. New York State public health law requires that students attending postsecondary institutions in the state submit proof of immunization against certain vaccine preventable diseases. YU students may demonstrate immunity by presenting proof of having received two vaccinations for Rubeola (Measles), two vaccinations for Mumps, and at least one vaccination for Rubella (German Measles) or if given in combination, two M-M-R (Measles, Mumps and Rubella) vaccines. Immunity may also be affirmed by providing the results of a laboratory test (immune titer) for each disease.

NYS law and University policy require the University to distribute information to students about meningococcal meningitis and the vaccine that protects against the disease, and to collect and maintain a record of each student's decision regarding meningitis vaccination.

K. MALPRACTICE INSURANCE

The Wurzweiler School of Social Work participates in a professional liability insurance program underwritten by Chicago Insurance Company. A blanket liability policy provides coverage for students engaged in field work as well as for faculty members serving as field liaison.

L. HEALTH INSURANCE

Required under the Affordable Care Act.

All graduate students who are enrolled at Wurzweiler are required to be covered by a health Insurance plan and as such will be automatically enrolled in Yeshiva University Graduate Students Health Insurance Plan. If you currently have insurance coverage and want to waive the University's coverage, you must complete the online waiver form.

M. AUDITING A CLASS

Audits are permitted if there is space available in the course. An audited course is not considered part of your workload. The regulations regarding auditing courses are listed on the WSSW Request to Audit a Course form (see Appendix H). Please read the regulations carefully, complete the form including the instructor's signature, and return the form to the Registrar's Office with payment of \$575. The University does not permit students to attend individual classes that they are not officially registered for.

N. CONVERSION THERAPY

The Wurzweiler School of Social Work at Yeshiva University, in accordance with the National Association of Social Workers, Policy Statement (2005) and NY State law, rebukes conversion therapy, as it is based on a misinformed, erroneous and dangerous paradigm of sexual orientation, which has been rejected by every major health and mental health profession. The evidence-based destructive effects of conversion therapy include traumatic sequelae of posttraumatic stress disorder, depression, anxiety, and heightened rates of suicidality.

Wurzweiler School of Social Work unequivocally opposes any model of conversion therapy as it is antithetical to the cornerstone principles of the social work code of ethics and is abhorrent to the professional, pedagogical and clinical paradigms that inform social work education and practice. Wurzweiler rejects conversion therapy in any form and upholds the commitment to advocacy and social justice rights of all vulnerable populations, including sexual minority persons. Under no circumstance is this illegal and unethical intervention to be introduced as a viable clinical approach by our full-time, and adjunct faculty or guest lecturers to our student body. Wurzweiler supports only evidence-based constructive and respectful paradigms based on the dignity and worth of each and every student and client in our community.

O. ACADEMIC HONORS

At the close of each semester, students who have earned a 3.8 GPA and above are recommended for the Dean's list. Students achieving a 4.0 are recommended for the President's list. These milestones are a mark of scholastic distinction and academic excellence.

SECTION IV

Academic Matters

A. REGISTRATION

Course Availability

The faculty and administration of the School pride themselves on the richness and flexibility of the curriculum and its course offerings. Enrollment levels may occasionally affect the variety of elective courses available to students or may reduce the range of days and times of classes being offered. The School reserves the right to cancel a class when enrollment drops below a reasonable number. The School guarantees that required courses will be available to students. However, when sections are consolidated; students need to take these courses whenever they are given.

Add/Drop Period

All students register for classes on-line each semester. Look for announcements about on-line registration posted on our website or ask your faculty advisor (<http://www.yu.edu/wurzweiler>). The Academic Calendar lists the dates for adding or dropping courses and these dates differ each semester. Tuition penalties are incurred for dropping a course after the official Add/Drop period. Please contact the Office of Student Finance for further information (<http://yu.edu/osf/>). When a student who is registered for a course then decides not to take the course, the course must be officially dropped through the MSW Director's Office.

Withdrawals

A student who wishes to withdraw from the Program must complete an "Application for Official Withdrawal from the School" Form through the Associate Dean's Office. To formally withdraw from the School, the following steps must be taken:

1. Discuss the reason for withdrawal with their faculty advisor.
2. See the MSW Director or Student Support Specialist to complete the withdrawal and Add/Drop Forms.
3. Satisfy all remaining financial responsibilities with the University's Financial Aid Office.
4. Contact the MSW Program Director (jeffrey.coyle@yu.edu), in writing, of your intent to withdraw from the Program.

B. CLASS ATTENDANCE

ATTENDANCE POLICY FOR FACE-TO-FACE AND LIVE ONLINE CLASSES

Students are expected to attend all classes as scheduled. Prompt and regular attendance is

an expectation.

Social work is an applied professional discipline. Punctuality and attendance are indicative of current and future professional conduct. Gaps in learning resulting from class absences or tardiness compromise the student's ability to fully meet obligations as a professional social worker. An unexcused or uncommunicated absence is a serious matter.

- (1) To receive credit for a course, students must regularly attend and be prompt in their arrival to class.
- (2) We realize that some absences are unavoidable. Students are required, prior to the class session, to contact professors to discuss any absence from class. In the event of a hospitalization or emergency, contact the professor within 48 hours of the missed class.
- (3) Students missing more than 20% of class time will receive an automatic "F" for the class. Exceptions will be made only for excused absences approved by the instructor (see below). Class absences invariably result in missed course content, which could ultimately jeopardize client care. Instructors typically have specific rules about attendance, which might include appropriate consequences as noted on the syllabus (i.e. reduction in grade, or extra assignments to make up material missed). Students are responsible for understanding each instructor's policies on attendance, realizing that any absence from class may affect their grade. In addition to the consequences for absences listed here in the Student Handbook, the instructor's attendance policy as stated in the syllabus, may outline additional consequences for class absences. **The instructor retains discretion over the consequences of lateness and absences.**
- (4) In face-to-face classes, some students may have prior arrangements to attend **all** classes using the Live Online platform (Zoom). Other students, who regularly attend class face-to-face, may under extenuating circumstances, and with permission of the instructor, Zoom into a class, but with the understanding that the class will still count as an absence.
- (5) Students in Live Online or fully Synchronous/virtual classes are expected to arrive to class on-time and remain in class for the full period by logging in on time and keeping cameras on. Students who leave class by turning the camera off for an extended period, or who frequently leave and return, disrupt the flow of the class. These are discourtesies to instructors and classmates alike and violate classroom etiquette. Penalties for lateness or for classroom disruptions will be at the discretion of the instructor.

- (6) The practice of bringing children to class is generally discouraged, due primarily to the impact on the learning environment. Children may not attend class without prior approval by the instructor.

ATTENDANCE POLICY FOR ASYNCHRONOUS ONLINE CLASSES

Students are expected to actively participate in class activities regularly. Logging in without participation is insufficient by itself, to satisfy the requirement for participation. Students must complete assigned activities in order to be counted as 'attending' class. Activities are outlined by the professor in the syllabus. If a student has not logged into a course for a period longer than two weeks, the student may be asked to withdraw from the class, with penalty. Social work is an applied professional discipline; punctuality and attendance are indicative of current and future professional conduct. Gaps in learning resulting from class absences or tardiness compromise the student's ability to fully meet obligations as a professional social worker. An unexcused or uncommunicated absence is a serious matter.

- (1) To receive credit for a course, students must regularly participate in the class discussion boards and all other assignments.
- (2) We realize that some absences are unavoidable. Students are required, **prior** to the class module/activities, to contact professors to discuss a request for an excused absence (see below – Excused Absences). In the event of a hospitalization or emergency, contact the professor within 48 hours of the missed module/activities.
- (3) Students missing more than 20% of class time/activities will receive an automatic "F" for the class. Exceptions will be made only for excused absences (see below), approved by the instructor. Missing course activities/class time invariably results in missed course content, which could ultimately jeopardize client care. Instructors typically have specific rules about deadlines, discussion boards, and posts, which might include appropriate consequences as noted on the syllabus (i.e. reduction in grade, or extra assignments to make up material missed). Students are responsible for understanding each instructor's policies on missed course activities, realizing that any missed activities may affect their grade. In addition to the consequences for missed class time/activities listed here in the Student Handbook, the instructor's policies regarding missed activities or class time as stated in the syllabus, may include additional consequences.

- (4) Students who cannot attend a class due to an extenuating circumstance, who provide appropriate documentation, may request an excused absence from the instructor. The criteria for granting an excused absence for an extenuating circumstance includes urgent and substantiated non-academic reasons directly affecting the student and are beyond the student's control (such as: religious observance, military obligation, illness of the student or immediate family member, participation in WSSW activities at the request of WSSW faculty/administration, other compelling circumstances beyond the student's control (death of family member, court appearance). In such situations, a student may ask the instructor for an excused absence.

It is completely at the professor's discretion whether an excused absence will be permitted. Absences stemming from employment duties other than military obligations and traffic/transit issues, do not qualify as an excused absence. Absences due to other situations are left to the instructor's discretion as to whether these will be excused or not.

To receive consideration for an excused absence, the student must notify the instructor at least 24 hours prior to the absence. The student must provide appropriate documentation for the absence.

ATTENDANCE POLICY FOR STUDENTS WITH DISABILITIES

Any student with a documented disability, must be registered with the Yeshiva University Office of Disability Services (Abigail Kelsen, (646) 592-4280; akelsen@yu.edu) to qualify for consideration for class absences and lateness. Students with chronic health issues, that occasionally cause absences from class are encouraged to register. Students with accommodations are responsible for completing all coursework. The accommodation should not be viewed as a waiver of attendance requirements. The Office of Civil Rights has determined that requests for accommodations for absences from class due to a disability should be considered on an individual basis. The accommodation is provided unless it threatens the integrity of the course as offered. Visit the following website for more information about documentation guidelines and available accommodations: <https://www.yu.edu/student-life/resources-and-services/disability-services/students>.

The guidelines established by the Office of Civil Rights are used in considering whether attendance is an essential element (see below). All elements mentioned are an integral aspect of classes at Wurzweiler, thus, class attendance at Wurzweiler is essential.

1. Is there classroom interaction between the instructor and students and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely on student participation as an essential method for learning?
4. To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
5. What do the course description and syllabus say?
6. Which method is used to calculate the final grade?
7. What are the classroom practices and policies regarding attendance?

C. ACADEMIC STANDARDS

Wurzweiler seeks to develop expert practitioners who are independent in thought and action; who are socialized into the values of the social work profession; who are aware of their own personal values and beliefs and how these impact on their practice; who are analytic in their approach and able to utilize a systemic and problem solving perspective to guide interventions; and who are aware of the consequences of their interventions; with a strong sense that their social responsibility goes beyond the individuals or groups served.

The School also stresses empathy for people of all social, economic, and ethnic backgrounds; the courage to take risks and stand up for professional convictions; self-awareness and appreciation of the complex nature of social work and the limitations of the social worker; the ability to seek and accept supervision; familiarity with social work and related literature resulting in the continual seeking of additional knowledge outside of school; awareness of the interpersonal, social, economic, and political structures in which social work clients live and struggle in the contemporary world with an emphasis on issues affecting people of color, vulnerable populations and women; and a strong commitment to social and economic justice. The rigorous demands of the curriculum require full commitment by students to make optimum use of available educational opportunities. The School, therefore, discourages students from becoming involved in outside activities that compete with coursework and fieldwork. Students who are engaged in outside employment or who plan to become so involved should consult with their faculty advisors regarding such activities. Faculty advisors will take into account the student's right to privacy and self-determination while assisting the student to avoid any deflection from the full investment of

time and energy required for focus on the course of study. No modification of requirements or performance in class or field can be made on the basis of external employment commitments.

Students are required to maintain satisfactory standards of scholastic performance and progress. Failure to make satisfactory progress toward degree requirements may result in the loss of financial aid, scholarships and loans or removal from the MSW program.

If there is a cause for concern with a student at any point during the semester as a result of academic performance, comporment, or student conduct in field placement, the following process will be followed:

- (1) The instructor meets with the student to discuss a plan of action to address the concern (if the concern is more urgent, or beyond the scope of the instructor's purview, see step 2).
- (2) If the issue persists, or if the issue is beyond the scope of the instructor's purview, the instructor will meet with the student's academic advisor, field advisor, MSW Program Director, and Student Support Specialist. The student will be required to meet with the Student Support Specialist to develop a Performance Improvement Contract; the contract will be included in a Letter of Caution, sent to the student. The Performance Improvement Contract specifies concerns that need to be addressed; it is intended to encourage students to reflect critically on the key issues described, and to take action as soon as possible to improve outcomes. **The contract is to be signed by the student.** The Letter of Caution serves to give students and faculty advisors early feedback on how students are performing in their classes. The Letter of Caution can be viewed as a mid-term progress report, providing students with an early warning if they are currently at-risk for earning a poor or failing final grade in a course.

Faculty are guided by a process designed to help monitor students in danger of earning a poor or failing grade in a class (see below). This early warning process is designed to provide a plan for remediating issues and implementing an approach for getting students back on track.

- Faculty member reaches out to the student's academic advisor or field advisor

as well as the Student Support Specialist. If academic, the student's advisor also reaches out to the MSW Program Director; if field-related, the student's advisor reaches out to the Director of Fieldwork, as well as the MSW Program Director

- Program Director reaches out to Sequence Chair & Associate Dean

The Letter of Caution only indicates the student's performance in a specific class at that time; students are encouraged to consult with their instructors throughout the remainder of the class to ensure they are on track for the particular letter grade they are expecting. The Letter of Caution is shared with the student's faculty advisor, Student Support Specialist, Associate Dean, Field Director, and Associate Dean. This is to increase appropriate oversight, and to ensure that a sufficient level of support is provided to the student.

- (3) If the issue is not resolved by the end of the semester, the student will receive a Notice of Concern from the Student Review Committee and Associate Dean. Most students who receive a Notice of Concern are also placed on academic probation. A **Notice of Concern** is sent to the student indicating the nature of the difficulties and the academic requirements to be met by the student. The Student Review Committee meets to review all Notices of Concern. At this point in the process, students are encouraged to contact their advisor, the Student Support Specialist, and to respond in writing to the Associate Dean.

The Student Review Committee serves in an advisory capacity to faculty members when students are experiencing academic or field work problems which involve difficulties in learning or adhering to the professional standards of the program or the profession. The Committee may also be consulted by students (see p. 91 - Concerns Raised by Students).

- (4) If the student has not successfully met the requirements specified in the **Notice of Concern**, the student may be dismissed from the Program. The student who is to be dismissed from the Program will have the decision conveyed to him or her in writing and signed by the Associate Dean acting as Chair of the Student Review Committee.

Degree candidates are required to maintain a “B” average (3.00). If an overall 3.0 grade point average is not maintained in a given semester, the student will automatically be placed on academic probation.

Receipt of a “C” grade in any course will result in an automatic academic review of the student's progress, and the student will receive a **Notice of Concern** from the School. A student who earns a “B-” in a practice class or field internship will automatically be placed on academic probation. A student on academic probation must raise his or her overall grade point average to a 3.0 level by the following semester. Failure to achieve the required 3.0 average after being placed on academic probation is grounds for dismissal by the School. A student who fails a course in any semester will automatically be placed on academic probation for the following semester. Failure in two or more courses results in automatic dismissal from the School.

All students admitted to the Advanced year of the master's program must have satisfactorily completed all Generalist Practice course requirements. Students who are not in good standing will receive a letter from the Associate Dean's Office informing them that they cannot register for the second year. The Office of the Registrar will receive a list of those students who have not maintained satisfactory academic progress to ensure that they cannot register.

D. GRADING SYSTEM

1. Students are graded using letter grades of A, A-, B+, B, B-, C+, C, F.
2. Students are required to maintain a 3.0 GPA or better to remain in good academic standing.
3. Students will receive a "Y" grade for their field work if they are making satisfactory progress at the mid-year evaluation. The “Y” stands for Year-Long. Certain courses are designed to span the entire academic year. The grade of Y is given in the first semester of the sequence to acknowledge that the coursework is legitimately extended to the following term. Such a grade is required to continue in the field placement for the second semester. Students who successfully complete

the year of field placement will receive a "P" grade.

4. A student who has not satisfied an "Incomplete" grade for a course (see Section D, below) may be prevented from registering for the next semester. An "Incomplete" in the first semester of a year-long course must be completed before the student can register for the second half of the course.
5. Students are expected to satisfactorily complete all course requirements before the last class session of each semester (see Section D, below).
6. The field instructor makes a recommendation for the grade to be received in Field Work. The faculty advisor makes the final decision as to the awarding of the grade.
7. A student who fails a required course must repeat that course.
8. A grade of "F" in any course results in automatic Academic Probation.
9. Failure in two or more classes results in automatic dismissal.
10. Failure to maintain a cumulative 3.0 GPA for two consecutive semesters may be grounds for dismissal.
11. Provisional students are automatically dismissed if they have not earned a grade of "B" in every class and their GPA falls below a 3.0 during their first semester.

E. ACADEMIC PROBATION

Academic Probation is a warning that you have fallen into academic or professional jeopardy and that you need to improve your academic performance to reach a "Good Standing" status to avoid the risk of dismissal from Wurzweiler. Students on academic probation will receive a letter outlining the reasons for the probation and the required course of action. Notification will be provided to your academic and field advisors.

- (1) must meet (within one week of receiving the probationary letter) with the Student Support Specialist to review progress and to develop a plan for remediating the identified issues.
- (2) must raise your GPA for the next semester to a 3.0 and maintain a 3.0 GPA each subsequent semester; failure to achieve a 3.0 is grounds for dismissal. Students must have a 3.0 GPA to graduate from the program.
- (3) are advised to use supports available at WSSW which include the writing center, academic advisement, MSW Program Director, Associate Dean. You are encouraged to reach out for help in remediating issues impeding your academic progress.

The following criteria are used to assess a student's status of academic probation:

- (1) GPA falls below 3.0
- (2) A grade of “F” in any semester.
- (3) Poor performance in field as indicated by a conjoint determination made by the field instructor and Field Director at WSSW as detailed in the field manual.
- (4) Plagiarism or cheating
- (5) Failure to meet the professional comportment requirements of the school or profession. See section below on Professional Comportment

F. PROFESSIONAL COMPORIMENT

Wurzweiler expects all students to adhere to the highest academic and professional standards of comportment, which includes adherence to the NASW Code of Ethics. Graduate study requires excellence of character as well as excellence of intellect. Graduate students are expected to show seriousness of intellectual dedication; respect for the views and convictions of others; concern for the impact of advanced knowledge on society at large; regard for instructors, fellow students and the School as a whole; and, above all, adherence to the highest ethical and moral standards in their personal and professional lives. All Wurzweiler students have access to the *NASW Code of Ethics* and the *NASW Indicators for the Achievement of Cultural Competence in Social Work Practice* on the School’s website, which are incorporated by reference into this Manual. Students are held accountable to conduct themselves according to the Code and the Indicators in the classroom and field placement. (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>)

“Comportment” is defined as acting and conducting oneself in a professional manner. Students are expected to be guided on comportment by the NASW Code of Ethics in all course-related and practice behaviors. Students are accountable for upholding professional and ethical standards in both the classroom and in fieldwork.

Comportment attributes describe skills and qualities needed for success as a both a student and social worker. Failure to demonstrate these attributes can lead to probation and/or dismissal from the program. These attributes include the following:

Communication: Effective communication is a vital aspect of social work. Students are expected to express their ideas and feelings with honesty and integrity and demonstrate a

keen ability to listen to others. Communication involves speaking, listening, understanding non-verbal cues and body language, and interpreting and controlling emotions. Social work students must be able to communicate effectively with other students, faculty, staff, clients and other professionals, in a clear, open, and respectful way. In addition, it is important to protect the “safe space” of the classroom by not divulging information about clients discussed or comments made by other classmates. Confidentiality should be maintained when discussing the events taking place in a course with outside students or faculty.

Interpersonal Skill: Interpersonal skill is a measure of how proficient one is at interacting with others. Examples include active listening, conflict resolution, compassion, objectivity, integrity, teamwork, leadership, flexibility, respect for others, and communication. Students must demonstrate an advanced level of interpersonal functioning when interacting with students, instructors, administrators, clients, and within the professional realm.

Class Attendance, Engagement, and Participation: Consistency in these areas offers students the best opportunity to understand course content and to think critically about the topics being covered. Attendance, engagement and participation also demonstrate professionalism, responsibility, and a commitment to a successful learning experience. Students are expected to help maintain a classroom atmosphere that is conducive to learning and intellectual discourse. The use of personal computers, cell phones or recording devices is not permitted in classrooms without the express permission of the instructor. It is also expected that students arrive to class on-time, and remain in the class for the full class period; being late to class is a discourtesy to instructor and classmates alike and disrupts the flow of the class. Similarly, within the professional social work arena, there are high expectations of attendance and punctuality in the workplace; as such, we expect our students to comply with the highest levels of attendance and punctuality.

Respect for the Ideas and Perspectives of Instructors, Administrators, and Fellow Students: Students are expected to demonstrate civility, courtesy, and tolerance of differing viewpoints, ideas, and beliefs. Students are expected to conduct themselves respectfully and courteously with all members of the Wurzweiler community be that in the Field Agency, classroom or with fellow students. Refer to the NASW Code of Ethics Standards 3 and 4. Any language or behavior that intimidates and belittles others, or which causes emotional harm will

not be tolerated. Students are also expected to build positive relationships with faculty and fellow students, and to respect boundaries.

Deadlines & Assignments: Students are expected to show responsibility and dependability by meeting assignment deadlines. Good time management demonstrates reliability and the ability to stay focused. These are virtues and character traits that social workers ought to display in the workplace, and in their interactions within the professional environment.

Self Reflection: Commentators explain that self-reflection is a useful tool through which social workers consistently explore their everyday practice by examining their beliefs, values, and other variables, which influence their perception of others. Students must demonstrate a willingness to engage in reflective thinking, and be willing to understand and alter behaviors that interfere with effective interventions.

Empathy: Empathy is one of the most important skills that social workers bring to their relationship with clients. It is the act of perceiving, understanding, experiencing and responding to the emotional state and ideas of another person (Barker, 2003). Social work students are expected to exemplify empathy both personally and professionally.

Ethical Conduct: Students are expected to demonstrate honesty and integrity in all aspects of the program. Section 4.04 of the NASW Code of Ethics explains that: Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.”

Acceptance of Diversity: Students should demonstrate an increasing understanding and appreciation for the value of diversity; a fundamental value of the social work profession. Students are expected, both in the classroom and field, to treat all people with dignity and respect regardless of age, class, race, ethnicity, religious affiliation, gender, sexual orientation disability status, gender expression or values.

Professional Demeanor: Students are expected to demonstrate professional demeanor in behavior, appearance, values and in oral and written communication. Education Policy 2.1.1 states that: Social workers serve as representatives of the profession, its mission, and its core values. Social workers commit themselves to the profession’s enhancement and to their own

professional conduct and growth. It is expected that in class, field, and in other situations in which the student is identifiable as a social work student, including social media, the student should be aware of personal appearance and actions. Students do not need to dress professionally as they would in the field placement, but dress modestly and appropriately for the classroom.

G. INCOMPLETES

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

- (a) The student should discuss with the instructor the need for more time to complete an assignment prior to the due date. The instructor may give the student additional time to complete assignments up to the deadline due date for all Incomplete grades.
- (b) Except when the professor determines that an absence is due to an extenuating circumstance (see below), any Incomplete grade will automatically become a failing grade after the Incomplete grade due date.
- (c) An incomplete is not available to students who have filed for graduation.

All students have until the incomplete deadline due date (listed on the monthly calendar) before an incomplete grade is changed to "F". Under no circumstances will an extension be given beyond the incomplete deadline due date unless an 'incomplete for extenuating circumstances contract' (see 7a below for details & Appendix B for the contract) is signed by the instructor, student, and MSW Program Director; a copy is retained by the MSW Program Director.

H. INCOMPLETES FOR EXTENUATING CIRCUMSTANCES

Students who cannot complete the requirements for a course due to an extenuating circumstance, who provide appropriate documentation, may request an Incomplete "I" from the instructor (see Appendix B for a contract regarding incomplete work). The criteria for granting an incomplete for an extenuating circumstance includes urgent and substantiated non-academic reasons directly affecting the student and are beyond the student's control, such as illness or hospitalization. In such situations, a student may apply for an incomplete for the

course. It is completely at the professor's discretion whether an incomplete will be permitted. Incomplete contracts must be approved by the Associate Dean.

If the extenuating circumstance occurs during posted refund periods (see tuition refund policy), the student should drop the class and retake at another time. If the extenuating circumstance occurs after the posted refund period, and the student has satisfactorily completed a sufficient portion of the course without the need to re-enroll, the instructor will designate what a student must do to complete the course and set a reasonable specific date for completion. This may or may not include completing requirements within a subsequent section of the instructor's course.

To earn a grade, a student must complete the work for the course as prescribed by the instructor by the indicated date on the incomplete. Students may not re-register for a course in which they receive a grade of incomplete. If make-up work requires classroom attendance in a subsequent term, the student should not register for the course again, instead the student must speak with the MSW Program Director to develop a plan for the completion of the course.

I. POLICY AND PROCEDURE ON TRANSFER OF CREDITS

Credits may be accepted for transfer from a graduate course taken at another accredited graduate school of social work if the course grade is a "B" or higher, with the exception of fieldwork grades. Field Work grades are generally indicated as "P" and they are transferable.

Some programs grant Credit, No Credit or Honor grades. The equivalence of these grades to letter grades must accompany the transfer of credit form.

Transfer credits are not entered on a student's permanent record until the student has satisfactorily completed at least 12 credits at Yeshiva University, and transfer credits may be revoked, either in whole or in part, if subsequent work, either generally or in a particular subject, is not satisfactory. As courses at Wurzweiler earn three (3) credits, courses that may be more than three credits at another social work institution will be accepted in transfer as three credits. Students will not be given more credits than earned. Courses transferred from another social work institution, whether taken before or after admission at Yeshiva University,

appear on the student's record with credit value only; grades earned elsewhere are not entered on the records of Yeshiva University.

The Wurzweiler MSW Program is a 60 credit Master's degree. The total number of transfer credits from other universities is left to the discretion of the Associate Dean or his/her designee. This includes all required and elective courses (3 credits each) and field work credits (3 credits each). There are certain courses that are part of the Wurzweiler curriculum which may not be offered at other social work institutions and therefore must be taken at Wurzweiler, (i.e. Philosophical Foundations of Social Work). As a result, although transfer credits have been granted for course work at other social work institutions, additional courses, specific to the Wurzweiler community, may be required, extending the course of study of a transfer student beyond the normal time frame or number of credits required for a degree. Applicants must be in good standing with the school from which they are transferring and should be prepared to submit syllabi from completed courses for evaluation.

In accordance with accreditation guidelines from the Council on Social Work Education, the Wurzweiler School of Social Work does not give academic credit for: 1. Work, volunteer, or life experience 2. Undergraduate courses; and/or 3. Graduate courses that have been used to fulfill requirements for other graduate degrees. Under certain circumstances, course work that may be repetitive may be waived. In such a case, transfer students are required to take additional courses at Wurzweiler, to earn the credits needed for graduation.

Transfer credit is not offered for a single semester of a practice course (i.e. Generalist Social Work Practice, Clinical Social Work Practice, Social Group Work Practice, Community Organization) or fieldwork. Practice courses and fieldwork are given transfer credit only if taken over the course of two semesters.

Any shortfall in credits needed for graduation must be made up by taking elective courses. Students entering the Advanced Standing Program with a degree from a Baccalaureate Social Work Program accredited by the Council on Social Work Education will be required to take 30 credits of advanced coursework.

Students who have completed graduate course work in research must be able to demonstrate their research competence in a meeting with the Research Sequence chair who may approve a waiver for the course.

It is the applicant's responsibility to apply for transfer credits. The evaluation of credits for transfer will begin after the applicant has been accepted to the Wurzweiler School of Social Work and has paid his or her deposit.

1. Students must complete an "Application for Transfer Credit Toward a Graduate Degree" form and submit the form to the Associate Dean's Office prior to the beginning of their first semester at WSSW.
2. Students must have an official transcript(s) sent directly to the Associate Dean's Office no later than two months after beginning their studies at Yeshiva University.
3. Students must provide the Associate Dean's Office with copies of the course description, school catalogs and/or course syllabi from any course they seek transfer credit for.
4. Students must earn 12 credits at WSSW before the Transfer of Credit form is processed. When all the necessary paperwork is received and completed, the materials will be forwarded to the Office of the Registrar. The Office of the Registrar holds the final decision as to whether credits are transferred.
5. Any student who is matriculated at Wurzweiler must receive prior approval from the Associate Dean before taking any course work at another University, with the exception of transfer credit. Such requests must be in writing and indicate the reasons for taking courses elsewhere. Course descriptions/college catalogs must be supplied by the student with their request.
6. Transfer credits must have been earned at an accredited graduate degree-granting institution (and applicable to Wurzweiler's graduate degrees). Courses accepted for transfer credit must have been earned within a reasonable time at the discretion of the Associate Dean or his designee.

7. Elective courses that have been transferred from another graduate school of social work do not fulfill the elective requirements for a Wurzweiler Certificate.

8. Advanced Standing applicants must have received the BSW degree from a CSWE-accredited program within five years of their matriculation at WSSW, which may be extended at the discretion of the Associate Dean or his designee.

J. Field Instruction (See Field Manual)

K. PROVISIONAL STUDENTS

Students admitted without meeting the full requirements for regular status may be admitted as provisional. Students are classified as provisional for one semester; at the conclusion of the first semester, students must earn a grade of “B” in every class and have a GPA of 3.00 or better. Provisional students take a limited program, and are required to meet with their advisor and the Student Support Specialist. This process ensures that the students’ progress be reviewed and that they receive supports that advanced academic success. Provisional students who demonstrate satisfactory academic progress will be reclassified as regular after one semester.

L. Transferring Program Modalities within the Master of Social Work

- Students who choose to switch between WSSW program formats during their time at Wurzweiler will be subject to that new program's tuition/fee rates and the original scholarship will no longer be applicable.
- Students desiring to move to the MSW Program in Israel should take the following steps.
- **Step 1:** Schedule a meeting to meet with the Program Director:
On-Campus & Block I & II MSW Program -Tim Conley (timothy.conley@yu.edu)
Online MSW Program - Rob Eckley; (robert.eckley@yu.edu)
Gerontology & Palliative Care Program for Jewish Clergy - Gary Stein (glstein@yu.edu)
- **Step 2:** Schedule a meeting to meet with Nechama Munk (nechama.kieffer-munk@yu.edu)

M. FINANCIAL AID INFORMATION

A variety of low interest student loans are available in addition to a general scholarship which is awarded to students who meet the criteria for such an award.

- (1) Where to start:** For all U.S. citizens, permanent residents, and those to whom refugee/asylum status has been granted, the financial aid process begins when you file a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. International students should submit the university's International Graduate Student Financial Aid Application (available as a PDF at www.yu.edu/osf). Students should file for financial aid as soon as possible - and should not wait until being accepted to the program. Financial aid is a loan that must be paid back over time.

The FAFSA asks specific questions regarding your tax return. The FAFSA's IRS Data Retrieval Tool can be used to automatically transfer data from your tax return to your financial aid application. Using this tool will save time and reduce the likelihood of the need to submit additional documentation in the future. Even if you have not yet filed your return, file FAFSA as soon as possible using estimated figures.

Once you have completed your FAFSA, you may submit the results to Wurzweiler by entering Federal School Code 002903, Campus Code 00.

- (2) Loans:** For all U.S. citizens

Wurzweiler students who file a FAFSA (and enroll at least as a half time student each semester) are eligible to receive up to \$20,500 per year in Unsubsidized Stafford Loan through the William D. Ford Federal Direct Loan Program.

All Stafford Loans for graduate students are Unsubsidized (meaning that interest will start to accrue but you will not be required to make a payment while you are at least a half time student). The interest rate (2018/2019) on the Stafford Loan is fixed at 6.21% and there is a 1.073% origination fee imposed by the government to help offset the cost of the loan program.

Wurzweiler students who file a FAFSA (and enroll at least as a half time student each semester) are also eligible to apply for a Graduate PLUS Loan through the William D.

Ford Federal Direct Loan Program. Half-time status is a minimum enrollment of 6 credits. Unlike the Stafford Loan program, there is a credit check involved and the exact amount you may borrow through Graduate PLUS will depend upon your individual FAFSA. However, the program allows a student to borrow up to the “cost of attendance” which includes many items ranging from housing costs to personal expenses. When determining eligibility, scholarship awards are also factored into the students cost of attendance and will be a determinant of the combined amount you may borrow.

The interest rate (2018/2019) on the Graduate PLUS Loan is fixed at 7.21% and there is a 4.292% origination fee imposed by the government to help offset the cost of the loan program.

To apply for a Stafford or Graduate PLUS Loan, please visit www.yu.edu/osf and click on “Graduate Schools” (right-hand side) and then “Loans”.

- (3) Work-Study:** If the result of your FAFSA demonstrates financial need, you may also be eligible to earn money through the Federal Work-Study program. Work-Study offers part-time on campus employment at an hourly wage. Work-Study hourly wage is paid directly to the student in the form of a paycheck and not directly applied to the student’s account.
- (4) Tuition:** Wurzweiler bills per semester and per credit - the MSW Program’s tuition for the 2019-2020 academic year can be found [here](#). All students are also charged student fees per semester.
- (5) Contact:** For questions regarding your FAFSA and federal student loans, please contact the Office of Student Finance at studentaid@yu.edu.
For questions regarding scholarships, awards, please contact The Office of Admissions at Wurzweiler (<http://www.yu.edu/Admissions/Graduate/Wurzweiler/>).

SECTION V

PROCEDURES FOR CHANGING STATUS

A. WITHDRAWING FROM THE PROGRAM

When withdrawing, students are expected to make all necessary provisions for responsible separation from classes and field instruction, including preparation of agency clientele and completion of outstanding records and other procedures essential to responsible termination in the field.

The following formal withdrawal procedures should be adhered to:

1. Notification and discussion with advisor.
2. Notification to field and class instructors.
3. Filing an Official Withdrawal Form signed by the Associate Dean.

Note: Without an Official Withdrawal Form, it will be assumed that the student is still registered.

B. WITHDRAWING FROM A COURSE OR FIELDWORK

Students may withdraw from field work or individual courses without penalty based on the deadlines designated in the school Calendar. After those dates, a "W" will appear on the transcript only after the necessary paperwork has been signed off on by the Associate Dean's Office. Certain courses must be taken in conjunction with field work (such as Generalist Practice and Advanced Practice), withdrawal from one of these courses will require that field work also be dropped; similarly, withdrawal from fieldwork requires that the practice class be dropped. Any exceptions to this policy must be approved by the Associate Dean.

In case of withdrawal from individual courses or field work, the following procedure should be adhered to:

- Notification and discussion with advisor;
- Notification to field and class instructor; and
- Filing of Program Change and Withdrawal Forms with the Registrar's Office.

C. LEAVE OF ABSENCE

Students who intend to take a leave of absence from the university must file a Leave of Absence form and submit to the Associate Dean for approval. If they do not obtain such a leave, readmission may be denied. As per the Department of Education a student can only be on LOA for a single semester in a 12- month period. If a student needs to take a 2-semester LOA, the student must file an Official Withdrawal Form, to be signed by the Associate Dean, and then reapply when they wish to resume their studies.

Leaves of Absence, except for the purpose of government service, do not extend the time limits set for completion of degree requirements, which are normally five years. A Leave of Absence is granted only to students who are in good academic standing. Requests for medical leave must follow the above Leave of Absence procedure. However, medical documentation must be provided to the School prior to approval of the leave and prior to readmission.

D. MAINTENANCE OF REGISTRATION

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

- a. Registering for at least one academic course in each semester.
- b. Requesting a Leave of Absence; or

In addition to the above:

A Leave of Absence is only available to students who have earned credits at WSSW. Therefore, first semester students are not eligible for a Leave of Absence. They must withdraw from the School and apply for readmission when they wish to return.

A Leave of Absence is only granted under extraordinary circumstances. All Leave of Absences for international students must be approved by the Office of International Students and Scholar (OISS).

A student who neither registers nor secures an official Leave of Absence for any semester will be considered as having withdrawn from the School. Such a student who wishes to resume studies will be required to apply for "READMISSION."

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

H. GRADUATION

All course requirements, 60 credits including the Capstone and Child Abuse Prevention Course must be completed before the date of graduation. All requirements for a degree must be completed within five (5) years of the start of the student's first course at WSSW.

Any student who is on probation or does not meet the satisfactory academic performance standards will not be eligible to receive a degree (GPA of 3.0).

During the last semester, students must complete the Graduate School Application for Graduation (link below). A fee of \$150 is payable by credit card, check or cash to the Office of Student Accounts and must be done so before submitting this form. The filing deadlines are as follows: (1) for August Degree: no later than July 1; (2) for January Degree: no later than November 1; (3) for May Degree: no later than March 1. Degrees are conferred ONLY when the Office of the Registrar officially confirms that all requirements have been met and there are no outstanding financial obligations to the University.

For an MSW student to be listed in the Commencement Program, a minimum of 60 credits must be completed by the end of the semester in which they file with the Registrar's Office to graduate. Students who have completed fewer credits or who have not had their Capstone accepted will not be listed on the Commencement Program and will not be permitted to participate in the Graduation ceremony. Any exceptions must be approved by the Associate Dean.

SECTION VI

GROUND FOR DISMISSAL AND APPEALS PROCEDURES

GROUND FOR DISMISSAL

- a. A "C" grade earned in a course raises concern. More than one "C" grade raises questions as to the student's ability to continue in the Program.
- b. More serious concern is raised when a student earns an "F" grade, and as such, will automatically be placed on Academic Probation.
- c. Failure in two or more courses results in automatic dismissal.
- d. Failure to maintain a cumulative 3.00 GPA for two consecutive semesters may be grounds for dismissal.
- e. Provisional students will automatically be dismissed if they have not earned a grade of "B" in every class and their GPA falls below a 3.00 during their first semester.
- f. Professional behavior, especially in practice settings, is an academic requirement and does not separate from the educational component of the Program. Unprofessional behavior and any violations to the NASW Code of Ethics are grounds for dismissal.
- g. Cheating, exercising dishonesty and/or plagiarizing are academic grounds for dismissal.
- h. Consumption, influence or possession of alcohol or illicit drugs in class or field placement are prohibited.
- i. Failure to meet generally accepted standards of personal integrity, professional conduct, or inappropriate or disruptive behavior toward colleagues, faculty or staff (whether at School or field placement), or any other individual may subject students to dismissal.
- j. Students are required to complete their degree within five years of admission. Failure to do so is grounds for dismissal.
- k. Joint MSW/PhD students are required to maintain a "B" or above to remain in good academic standing. A student who fails a course in the MSW program will automatically be placed on Academic Probation for the both the MSW and PhD programs. Failure in two or more courses in the MSW will result in automatic dismissal from both the MSW and PhD program.

B. CONCERNS RAISED BY STUDENTS

Should a problem arise in regard to the student's field work, field instructor, classroom work, field advisor, -academic advisor, classroom teacher, or other faculty member, the following process is available for resolving the problem:

- a. If a problem is encountered in the field or in a class, the student is expected to take responsible and immediate action by talking to the field instructor or the classroom teacher involved.
- b. If the issue remains unresolved or there is a desire for further clarification, the student should speak with his or her academic advisor (if the problem relates to classroom issues) or field advisor (if the problem pertains to field work).
- c. If the issue is still unresolved, the student can arrange to see the Director of Field Instruction (if the problem pertains to field work), or the Associate Dean (if the problem relates to classroom issues).
- d. If the above steps have been taken and the student feels that the issue or problem remains unresolved, the student can request a meeting with the Dean. The Dean's decision as to whether or not to review the matter and make a determination of the issues shall be final.

THE ABOVE PROCEDURE SHOULD BE INITIATED WITHIN THE SEMESTER IN WHICH THE PROBLEM OR INCIDENT OCCURS AND NO LATER THAN 30 CALENDAR DAYS BEYOND THE FINAL DAY OF CLASSES IN ANY GIVEN SEMESTER.

C. CONCERNS RAISED BY FACULTY

If there are questions about the capacity, performance, or the continuation of a student in the Program, these concerns are first brought by the faculty member to the student. If the issue persists, or if the issue is beyond the scope of the instructor's purview, a specific procedure should be followed which is detailed below; further clarification and context can be found in the Academic Standards section of this Manual (p. 66-68).

The following procedures apply in instances where there are concerns about a student's academic performance, comportment, progress, or continuation in the MSW program. The process for the faculty member is as follows:

- (1) First meet with the student to discuss and develop a plan of action.

- (2) If the issue persists, or if beyond the scope of the instructor, the faculty member will meet with the student's academic advisor or student support specialist and will alert the Associate Dean; if field related, contact will include the Director of Field. A determination will be made for remediation, including a Performance Improvement Contract, if indicated, which is discussed with the Associate Dean.

- (3) Next step would include a meeting with the Associate Dean to develop a performance improvement contact. The student will receive a summary via email.

- (4) If the issue remains unresolved, the student will be placed on academic probation, and will receive a Letter of Probation as determined by the Student Review Committee. The Letter of Probation will be sent by the Associate Dean, which indicates the nature of the difficulties and the academic requirements to be met by the student.

- (5) In the event that the student does not successfully meet the requirements specified in the, Letter of Probation, the student may be dismissed from the Program. The student who is to be dismissed from the Program will have the decision conveyed in writing and signed by the Associate Dean for the Student Review Committee.

A student who has been notified in writing about being dismissed from the Program may request in writing a review of this decision by a Hearing Appeals Committee prior to a final determination by the Dean. The Hearing Appeals Committee shall review situations in which a student appeals their dismissal from the School for academic or disciplinary reasons. The Hearing Appeals Committee shall have the responsibility to review documents pertaining to

the dismissal, to meet with the student if further information is needed, and appropriate faculty and to make recommendations to the Dean.

Faculty are guided by the following criteria in determining actions to be taken when problems or concerns arise:

- a. If an overall 3.0 grade point average is not maintained in a given semester, the student will automatically be placed on academic probation.
- b. Receipt of a "C" grade in any course will result in an automatic academic review of the student's progress, and the student will be required to meet with their Academic Advisor or Student Support Specialist.
- c. A student on academic probation must raise his or her overall grade point average to a 3.0 level by the following semester.
- d. Failure to achieve the required 3.0 average after being placed on academic probation is grounds for dismissal by the School.
- e. A student who fails a course in any semester will automatically be placed on academic probation for the following semester. Failure in two or more courses results in automatic dismissal from the School.
- f. In cases or situations which may pose the risk of imminent danger, the School may immediately suspend the student with proceedings to follow.
- g. In cases of plagiarism and/or cheating, the student will automatically be referred to the Student Review Committee for resolution up to and including failure of the course.

D. APPEAL OF DISMISSAL

1. Any student, who has been dismissed from the Program, may appeal this action, in writing, within 30 days of the written notice of dismissal.
2. The dismissed student is required to present a written request addressed to the Hearing Appeals Committee and sign a consent form.... This request should be submitted via the Dean's Office.
3. The Hearing Appeals Committee will consist of three (3) faculty members and two (2) student representatives. The Hearing Appeals Committee will convene and select a Chair. Each member of the Committee will have one vote.
4. Once the Hearing Appeals Committee is formed, it will review the student's file including but not limited to, the following items:

(A) Probation letter(s)

- (B) Field Work evaluations
 - (C) Any correspondence concerning student's field work or academic performance during a student's tenure at WSSW
 - (D) Student evaluation forms submitted by instructors
 - (E) Any correspondence the student has submitted to WSSW faculty or Administration
 - (F) Any other material the Committee considers relevant.
5. If further information is needed, the Hearing Appeals Committee will contact the student and arrange for a meeting.
 6. The Hearing Appeals Committee may also meet with any of the faculty members or others who were involved with the student to gain a fuller perspective of the events leading to the dismissal process.
 7. After review of written communications and oral presentations from the student and others, the Hearing Appeals Committee will communicate with the Dean in one of the following ways:
 - (A) Support the determination to dismiss the student (Based on the conclusion that the appropriate procedures were followed); or
 - (B) Recommend overturning the decision to dismiss the student
 8. The decision of the Hearing Appeals Committee will be by majority vote. It will be communicated to the Dean in written form, who will take the recommendation under advisement. The Dean will make the final determination and notify the student in writing. The decision of the Dean is final.

E. APPEAL OF GRADES

THE FACULTY HAS SOLE AUTHORITY TO GIVE GRADES. The Student Review

Committee and the Hearing Appeals Committee shall have no authority to change a student's grade or to consider such issues. A student may appeal a final course grade of "F" in writing directly to the Dean only after first discussing the matter with the instructor and his or her advisor. The Dean may override an "F" grade only if the Dean finds extreme and egregious unfairness. An appeal of an "F" grade must be made within 30 calendar days of receipt of the grade.

APPENDIX A

CONTRACT REGARDING INCOMPLETE WORK



YESHIVA UNIVERSITY
Wurzweiler School of Social Work

CONTRACT REGARDING INCOMPLETE WORK

Course No. _____ CRN _____ Course Name _____

I understand that I will receive an Incomplete for my work in this course since I have not yet met all of its requirements.

I understand the School's policy statement regarding Incompletes: B

1. It is the responsibility of the Student to contact the instructor when incomplete work in a course is anticipated, or occurs, to reach an agreement as to when course requirements will be completed. The time may not exceed one year from the last day of class in which the "I" occurred.

2. Once the extension of time has been agreed upon ALL further responsibility for meeting deadlines rests with the student.

3. If the agreed-upon date passes without the necessary coursework being completed, or an extension being approved by the Associate Dean, a failure will be given for the course.

To have the grade of Incomplete for this course removed from my transcript, I shall complete the following work (stated below) by _____ (date).

Date signed _____ Signature _____
(Student)

Signature _____
(Faculty)

Signature _____
(Jeffrey Coyle)

Signature _____
(Sequence Chair)



Yeshiva University

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY **& COMPLAINT PROCEDURES**

(including Sexual Harassment, Sexual Abuse/Assault, Stalking, Domestic Violence and Dating Violence)

EXECUTIVE SUMMARY

The following is a brief summary of the Policy. Please read the full Policy for more details, including definitions and examples of discrimination and harassment; complaint reporting procedures and guidelines; and the investigation and resolution processes.

- Yeshiva University prohibits discriminatory practices, harassment and sexual misconduct of any kind and in any form.
- Complaints may be made to the University's Title IX Coordinator, Security Department, Dean of Students, Unlawful Harassment Panel, Office of Human Resources, Office of the General Counsel or Confidential Compliance Hotline. Complaints also may be made to any other University personnel identified as "campus security authorities" including the Undergraduate Office of Student Life, Einstein Office of Student Affairs, Cardozo Office of Student Services and Advising, Undergraduate Office of University Housing and Residence Life, and Einstein Housing Office.
- There is no time limit on when a complaint can be made.
- No University employee may discourage an individual from making a complaint.
- Any University employee with any knowledge of a violation of the Policy must report the incident to the Title IX Coordinator, Security Department, Dean of Students, Unlawful Harassment Panel, Office of Human Resources or Office of the General Counsel, even if the actual victim of such discrimination, harassment or sexual misconduct is not interested in filing a formal complaint.
- All complaints must be reported to the Title IX Coordinator.
- The University will respond to all complaints promptly, thoroughly, fairly and impartially.
- The University may take reasonable and prudent interim protective measures and accommodations to protect the parties involved and the University community.
- Complaints of discrimination or harassment, as well as sexual abuse/assault, stalking, domestic violence and dating violence, will be overseen by the Title IX Coordinator, and a fair and impartial investigation will be commenced upon receipt of a complaint or upon receiving information which the University determines on its own warrants further investigation.
- The University expects all members of the University community to cooperate with investigations.
- Retaliation is prohibited against anyone who filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated. Those who knowingly make a false report will be subject to serious disciplinary action.

Title IX Coordinator

Renee Coker, Senior Director, Talent Management & Title IX Officer
 Yeshiva University – Human Resources - Wilf Campus, BH 204
 2495 Amsterdam Avenue, New York, New York 10033
 (646) 592-4336 / renee.coker@yu.edu

Students and employee-victims have the right (i) to make a report to the University's Security Department, local law enforcement and/or State Police or choose not to report; (ii) to report the incident to the University; (iii) to be protected by the University from retaliation for reporting an incident; and (iv) to receive assistance and resources from the University.



Yeshiva University

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY & COMPLAINT PROCEDURES

(including Sexual Harassment, Sexual Abuse/Assault, Stalking, Dating Violence and Domestic Violence)

I. POLICY STATEMENT

Yeshiva University is committed to maintaining an academic, work and living environment in which all individuals are treated with respect and dignity. Everyone at the University has the right to work and learn in an environment that promotes equal opportunities for all. Thus, this Policy prohibits discriminatory practices, harassment and sexual misconduct of any kind. Where discrimination, harassment or sexual misconduct has occurred, the University will act promptly to stop it, prevent its recurrence, and discipline and/or take other appropriate action against those responsible.

Equal Employment Opportunity

It is the policy of the University to ensure equal employment opportunity without discrimination or harassment on the basis of race, religion, color, creed, age, national origin or ancestry, sex, marital status, physical or mental disability, veteran or disabled veteran status, genetic predisposition/carrier status, sexual orientation, gender identity, citizenship status or any other characteristic protected by any applicable law, ordinance or regulation. The University prohibits and will not tolerate any such discrimination or harassment.

To Whom Applicable

This Policy applies to all University faculty, administration (whether supervisors, administrators, senior or otherwise, and managers), athletic personnel, and other staff, whether full-time or part-time (hereinafter collectively, “*Yeshiva University employees*”), students, employees of contracted service providers, volunteers, and visitors, and covers their treatment of each other as well as others with whom they come into contact at the University and/or at University-sponsored and affiliated activities and events. The University’s disciplinary authority may not extend to third parties who are not students or employees of the University; however, a complaint that such a person engaged in a violation of this Policy will be investigated in accordance with this Policy as will a complaint made to the University by a third party if such complaint is connected to the University’s educational programs or activities.

With regard to discrimination, harassment, sexual abuse/assault, stalking, dating violence and domestic violence, as herein defined, this Policy supersedes all other procedures and policies set forth in other University documents.

Where Applicable

This Policy is intended to protect all afore-mentioned people and applies to conduct that occurs on University premises and/or at University-sponsored and affiliated activities and events, whether on University premises or at other locations, including, but not limited to, overnight trips, sporting events and practices, study abroad programs, service learning programs and internships, and to all forms/uses of technology by all individuals covered by this Policy. The University may also address off-campus behavior that occurs other than at University-sponsored or affiliated events if it determines that the behavior, or the

continued presence of the accused perpetrator, impairs, obstructs, substantially interferes with or adversely affects the mission, processes or functions of the University. Discrimination, harassment or sexual misconduct in any form (including sexual harassment, sexual abuse/assault, stalking, domestic violence and dating violence) is a violation of this Policy and will be dealt with seriously, promptly and thoroughly. If any of the principles and procedures in this Policy are inconsistent with those contained in another University policy, the principles and procedures in this Policy will control.

II. DEFINITIONS

Unlawful Discrimination or Harassment

Unlawful discrimination or harassment includes discrimination or harassment based on race, religion, color, creed, age, national origin or ancestry, sex, marital status, physical or mental disability, veteran or disabled veteran status, genetic predisposition/carrier status, sexual orientation, gender identity, citizenship status or any other characteristic protected by any applicable law, ordinance, or regulation. Applicable laws that prohibit such discrimination and harassment include, but are not limited to, the following: Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin; Title IX of the Higher Education Act of 1972 (“*Title IX*”), which prohibits discrimination on the basis of sex; and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, which prohibit discrimination on the basis of disability.

This Policy prohibits discrimination against or harassment of any individual based upon that individual’s membership in a protected class, regardless of whether it rises to the level of unlawful discrimination or harassment. In addition, this Policy protects all others listed in “To Whom Applicable” above, even if they are not members of a protected class, such as when one is discriminated against or harassed based on an inaccurate assumption that such person is a member of a protected class.

Examples of conduct that may violate this Policy include the use of epithets, slurs, jokes, stereotyping, or intimidating or hostile acts directed at any individual because of his/her protected class status, as well as the failure to provide equal consideration, acknowledgment or access to educational opportunities to equally qualified individuals. Harassment does not have to include intent to harm or be directed at a specific target. Prohibited harassment may involve a single episode or ongoing behavior depending on the severity of the issue. Further, this Policy forbids not only verbal harassment but also harassment in any medium, including email and electronic social media.

Discrimination and harassment can take many forms. Prohibited conduct includes, but is not be limited to, behaviors commonly recognized as sexual harassment, sexual abuse/assault, other physical violence, threatening behavior and stalking. Sexual harassment, including sexual abuse/assault (“*sexual violence*”), is a form of sex discrimination prohibited by Title IX and other laws. All of these behaviors are prohibited regardless of the relationship or gender of the parties involved, and thus any such harassment that occurs in a dating or domestic relationship is specifically prohibited by this Policy.

Sexual abuse/assault, stalking, domestic violence and dating violence are prohibited by this Policy as well as federal and state laws; anyone found responsible by the University for such conduct will face serious disciplinary sanctions, including suspension or expulsion from the University for students, and termination of University employment for employees.

Sexual Harassment

Sexual harassment refers to any *unwelcome* or *unwanted* sexual advances, requests for sexual favors, or other verbal, physical, demonstrative, or electronic conduct or communication of a sexual nature when:

- 1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational experience; or
- 2) Submission or rejection of such conduct is used as the basis for a decision regarding an employment, academic, or other University-related activity affecting such individual; or

- 3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or participation in a University program, department or extra-curricular activity; or
- 4) Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working, learning, studying, or school environment.

Regarding the appropriateness of romantic or sexual relationships between University employees and students, see Yeshiva University Policy Regarding Romantic Relationships between Individuals of Unequal Power or Status (<http://www.yu.edu/hr/policies/>).

Sexual harassment may occur in a single incident or consist of a series of incidents. It can occur between any two people covered by this Policy, including, but not limited to, two faculty or staff members, a faculty or staff member and a student, two students, a group and an individual, people of the same or different gender, or people of the same or unequal status or power.

Examples of conduct which may constitute sexual harassment include, but are not limited to: verbal comments of an overtly sexual nature, whether in the form of jokes, innuendoes, slurs, or other statements; the use of sexual teaching materials or comments of a sexual nature not relevant to the material being taught or any other academic purpose; remarks of a sexual nature about an individual's clothing or body; remarks speculating about an individual's sexual orientation, activity or previous sexual experiences; verbal harassment or abuse of a sexual nature; making offensive gender-based remarks; the display or transmission of sexually offensive objects, photographs, drawings, graffiti, email, electronic social media communications, computer graphics or programs when sexual content is not relevant to any academic purpose; non-verbal behaviors of a sexually degrading or offensive nature, such as gesturing, or leering; unwanted touching, hugging, or brushing against an individual's body; requests, demands or persistent pressure for sexual favors, particularly when accompanied by an offer of rewards or threats of retaliation concerning work, grades, promotions, tenure or any other academic or University-related decision; and sexual abuse/assault ("*sexual violence*").

Sexual Assault

Sexual Assault is any nonconsensual sexual act prohibited by law, including when the victim lacks capacity to consent. Sexual assault includes:

- *Non-Consensual Sexual Contact*: Any intentional sexual touching, however slight and with any object or body part, that is without affirmative consent (as defined below) and/or by threat, intimidation, coercion, duress, violence, or by causing a reasonable fear of harm. This includes intentional contact with breasts, buttocks, groin, mouth, or genitals, as well as any other intentional bodily contact that occurs in a sexual manner.
- *Rape*: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, forcibly or without affirmative consent or where the victim is incapable of affirmative consent due to mental or physical incapacity. *Statutory rape* is non-forcible sexual intercourse with a person who is under the statutory age of consent. In New York, the statutory age of consent is 17 years old.

Affirmative Consent ("Consent")

Affirmative Consent is defined as a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. This definition does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

- Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act;
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol;
- Consent may be initially given but withdrawn at any time;
- Consent cannot be given when a person is incapacitated (as hereafter described);
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm; and
- When consent is withdrawn or can no longer be given, sexual activity must stop.
- Children under 17 years of age cannot legally consent under New York State Law to having sex or sexual contact with an adult (i.e., someone who is 17 years of age or older). **Any sexual contact in New York between a child under 17 and an adult is a crime, and any such illegal behavior between a University student under 17 and a University employee or employee of a contracted service provider to the University will be reported to an appropriate law enforcement agency.** Other jurisdictions may have different standards, and any illegal behavior in such jurisdiction also will be reported to the appropriate law enforcement agency.

Incapacitation: occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Evaluating incapacitation requires an assessment of an individual's:

- Decision-making ability;
- Awareness of consequences;
- Ability to make informed judgments;
- Capacity to appreciate the nature and the quality of the act; and
- Level of consciousness.

An individual who engages in sexual activity with someone the individual knows or reasonably should know is incapable of making a knowing, reasonable decision about whether to engage in sexual activity is in violation of this Policy.

Alcohol and Other Drugs: In general, sexual contact while under the influence of alcohol or other drugs poses a risk to all parties. Alcohol and drugs impair a person's ability to provide affirmative consent, awareness of the consequences, and ability to make informed judgments. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person's level of intoxication. If there is any doubt as to the level or extent of the other individual's intoxication or impairment, the prudent course of action is to forgo or cease any sexual contact or activity.

Being intoxicated or impaired by drugs or alcohol is never an excuse for sexual misconduct and does not diminish one's responsibility to obtain affirmative consent.

See **Appendix D** for the Student Alcohol and Drug Use Amnesty Policy.

Stalking

Stalking refers to engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her own safety or the safety of others, or to suffer substantial emotional distress (i.e., significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling). Such a course of conduct means two or more acts, including, but not limited to, any actions directed at another person, whether done directly, indirectly or through others, via the telephone, electronic devices or any other means of communication, to follow, monitor, observe, surveil, threaten, or communicate to or about a person or interfere with the person's property. Stalking may include contact through a third party.

Examples of conduct that may constitute prohibited stalking include, but are not limited to: unwelcome/unwanted communications of any type, including face-to-face, telephone calls, voice messages, e-mail, text messages, postings, written letters or notes and unwanted gifts; use of threatening words or conduct; pursuing or following; observing and/or surveillance; trespassing or vandalism; entering or remaining on or near a person's property, residence, classroom, place of employment or any other location where the person is present; interfering with or damaging a person's property, including pets; and engaging in other unwelcome contact.

Dating Violence

Dating violence is violence committed by a person who is or has been in a romantic or intimate relationship with the victim. Identification of a dating partner, and the existence of a social relationship of a romantic or intimate nature constituting a dating relationship, shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence

Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim, by a person similarly situated to a spouse of the victim, or by any other person against an adult or youth victim who is protected from that person's acts.

Examples of conduct that may constitute, whether alone or in combination, domestic violence include, but are not limited to: a pattern of name-calling, insults, put-downs; keeping or limiting a person from contacting family or friends; withholding money, food or other necessities; stopping a person from getting or keeping a job, getting to class, or staying in school; actual or threatened physical harm; sexual abuse/assault ("*sexual violence*"); stalking; possessiveness or extreme jealousy; intimidation; physical assault or threats thereof; and emotional isolation/manipulation.

III. BYSTANDERINTERVENTION

The University expects all members of the University community to take reasonable and prudent actions to prevent or stop an act of discrimination, harassment, or sexual misconduct, and provide assistance if an act has occurred. Taking action or providing assistance may include direct intervention, calling law enforcement, or seeking assistance from a person in authority.

If someone suspects a friend, acquaintance, or stranger may be in a high risk situation for becoming a victim, is being victimized, or has been victimized, it is important to decide as a bystander whether there is a safe and reasonable way to intervene effectively.

Do's:

- Remind friends that affirmative consent is required and it is the difference between sex and sexual assault and that someone can be too intoxicated to consent.
- Take the initiative to help friends who aren't thinking clearly from becoming targets of violence (or) take steps to stop a friend who chooses to use violence.
- When possible, prevent an intoxicated friend/person from going to a private location with an acquaintance or friend.
- Contact the Security Department, the Title IX Coordinator or another person of authority who can assist.

Don'ts:

- Let friends engage in activities, such as excessive alcohol/drug consumption, that impedes judgement and that therefore could lead to actions, including sexual advances, that are unwelcome and/or endanger the rights, safety, and well-being of others.
- Let friends walk/run alone in secluded areas or at night.
- Leave a friend or acquaintance alone at a party.
- Leave residence hall doors unlocked.
- Let friends drink to the point of impairment.
- Place yourself in a vulnerable situation where you are unable to voice consent.

IV. FREESPEECH&ACADEMICFREEDOM

This Policy is intended to protect covered persons from discrimination, harassment and sexual misconduct, not to regulate protected speech. However, freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct that violates this Policy or otherwise violates federal, state or local anti-discrimination laws.

V. TITLEIXCOORDINATOR

Title IX prohibits discrimination on the basis of sex in education program and activities. Sexual harassment and sexual assault are forms of sex discrimination prohibited by Title IX. The University has designated an employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. This employee is called the Title IX Coordinator and is responsible for ensuring Title IX compliance at the University, as well as compliance with this Policy. The Title IX Coordinator for the University is currently **Renee Coker**, who also serves the function of Senior Director, Talent Management in the Human Resources Department. The Title IX Coordinator is responsible for overseeing all Title IX complaints and other complaints under this Policy, identifying and addressing any patterns of systemic problems that are found based on review of such complaints or otherwise, and providing education and training about this Policy to the University community. Ms. Coker can be reached at (646) 592-4336 or renee.coker@yu.edu. Her office is located on the Wilf Campus, Belfer Hall Room 204, 2495 Amsterdam Avenue, New York, New York 10033. In the event of Ms. Coker's absence (or in the event of a conflict of interest), the University's Chief Human Resources Officer, currently **Julie Auster**, will carry out her duties. Ms. Auster can be reached at (646) 592-4333 or julie.auster@yu.edu. Her office is located on the Wilf Campus, Belfer Hall Room 216, 2495 Amsterdam Avenue, New York, New York 10033.

In addition to the Title IX Coordinator, inquiries regarding Title IX may be directed to the United States Department of Education's Office of Civil Rights ("OCR"). This agency may be contacted as follows:

United States Department of Education, Office for Civil Rights

Region 2 – New York
 Jacob Javits Federal Building
 26 Federal Plaza - Suite 3312
 New York, NY 10278
 Voice Phone: (800) 368-1019
 Fax: (212) 264-3039
 TDD: (800) 537-7697

U. S. Equal Employment Opportunity Commission - New York District Office

33 Whitehall Street, 5th Floor
 New York, NY 10004
 (800) 669-4000
 TYY: (800) 669-6820
 Fax: (212) 336-3790

VI. COMPLAINT REPORTING PROCEDURES & GUIDELINES

Complaints may be reported by the victim or by anyone else who has knowledge of a violation of this Policy. Anyone who wishes to initiate a complaint regarding a violation of this Policy may do so by contacting any of the following:

- 1) Title IX Coordinator
<http://yu.edu/hr/diversity/>
 Renee Coker – (646) 592-4336 - renee.coker@yu.edu
- 2) Security Department
<http://yu.edu/safety-security/>
Beren Campus Security Department – (917) 326-4885 - security@yu.edu
Cardozo School of Law Security Department – (212) 790-0303 – security@yu.edu
Wilf Campus Security Department – (212) 960-5221 – security@yu.edu
Einstein Campus Security Department
<http://einstein.yu.edu/administration/auxiliary-services/security/>
 (718) 430-2180 - security@Einstein.yu.edu
- 3) Dean of Students
<http://yu.edu/student-life/contact-us/>
 Dr. Chaim Nissel – (646) 592-4201 - drnissel@yu.edu
<http://einstein.yu.edu/administration/dean/> (Einstein Campus)
 Dr. Stephen Baum – (718) 430-3060 - stephen.baum@einstein.yu.edu
 Dr. Victoria Freedman – (718) 430-2872 - victoria.freedman@einstein.yu.edu
<http://cardozo.yu.edu/ossa> (Cardozo Campus)
 Judith Mender – (212) 790-0429 - mender@yu.edu
- 4) A member of the Unlawful Harassment Panel
<http://yu.edu/hr/harass-panel/>

- 5) Office of Human Resources
<http://yu.edu/hr/>
(646) 592-4335
- 6) Office of the General Counsel
<http://yu.edu/ogc/>
(646) 592-4400
- 7) The University's Confidential Compliance Hotline at (866) 447-5052 or via the web at <https://www.integrity-helpline.com/yu.jsp>.

In addition to those listed above, violations of this Policy may be reported to other University personnel identified by the University as "campus security authorities" in the Annual Security Reports it publishes in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the "*Clery Act*"), including:

- Undergraduate Office of Student Life (<http://yu.edu/osl/>) Beren Campus – (646) 592-4125 / Wilf Campus – (212) 960-5411
- Einstein Office of Student Affairs (<http://www.einstein.yu.edu/education/student-affairs/>)
(718) 430-3060
- Cardozo Office of Student Services and Advising (<http://cardozo.yu.edu/ossa>)
(212) 790-0429
- Undergraduate Office of University Housing and Residence Life
Beren Campus - (646) 592-4163 - <http://yu.edu/student-life/housing/women/>
Wilf Campus – (646) 592-4215 - <http://yu.edu/student-life/housing/men/>
- Einstein Housing Office
(<http://www.einstein.yu.edu/administration/auxiliary-services/housing/>)
(718) 430-3552

If any of these afore-mentioned people, other than the Title IX Coordinator, is first notified of a complaint, that person must promptly inform the Title IX Coordinator of the complaint. If the complaint

involves an allegation of sexual misconduct, the Title IX Coordinator will promptly inform the Office of the General Counsel of such complaint. There is no time limit on when a complaint pursuant to this Policy can be made to the University, however, the University's ability to investigate and respond may be affected by any time delay in reporting. Therefore, the University strongly encourages victims to file complaints promptly. Prompt reporting will serve to enhance the University's ability to investigate effectively and to preserve important evidence for future proceedings, including, for example, legal and disciplinary proceedings.

Students and employee-victims have the right (i) to make a report to the University's Security Department, local law enforcement and/or State Police or choose not to report; (ii) to report the incident to the University; (iii) to be protected by the University from retaliation for reporting an incident; and (iv) to receive assistance and resources from the University.

In the case of an anonymous report, such complaint will be investigated to the extent possible, however, all anonymous reporters should be aware that reporting anonymously may affect the University's ability to investigate and respond effectively.

No University employee may discourage an individual from reporting misconduct covered by this Policy. Any University employee with any knowledge, whether from firsthand observation, having been confided in or having heard about it in some other fashion, of a violation of this Policy *must* report the incident to

the Title IX Coordinator, the Security Department, the Dean of Students, a member of the Unlawful Harassment Panel, the Office of Human Resources or the Office of the General Counsel (who in turn must inform the Title IX Coordinator if he/she is not first notified), even if the actual victim of such discrimination or harassment is not interested in filing a formal complaint. Certain University employees who are serving in a privileged professional capacity as defined by applicable New York State Law (such as a professional mental-health counselor) are not so obligated to report. No University employee is authorized to investigate or resolve a suspected violation of this Policy without the involvement of the Title IX Coordinator.

See **Section XXII** for information regarding confidential support services. See **Appendix D** for the Student Alcohol and Drug Use Amnesty Policy.

Filing Complaints with Law Enforcement

Anyone who has been the victim of sexual violence, stalking, domestic violence, dating violence, or any other crime may (but is not required to) initiate a complaint with the local police department as well as with the University. Should an individual decide to file a complaint with the police, the University will support such individual in doing so. Regardless of whether such person wants to make a complaint to either the University or the local police, he/she should promptly seek medical attention both to address his/her own health and to preserve potential evidence should he/she later decide to file charges or obtain a protective order. The University can help guide a victim through the process of obtaining a judicial order of protection and/or University-issued “no contact” order.

The University system and police/legal system work independently from one another. Because the standards for finding a violation of criminal law are different from the standards in this Policy, criminal investigations or reports are not determinative of whether or not misconduct under this Policy has occurred. The University will cooperate with police investigations, but will not delay its investigation of a complaint in the absence of extenuating circumstances and will conduct its investigation simultaneously with any police/legal system investigation.

The University’s first and foremost concern for anyone who has been the victim of an incident of sexual violence, stalking, domestic violence, dating violence, or any other crime is their physical safety. Thus, if anyone who has been a victim of such unlawful behavior is feeling physically unsafe, he/she should immediately call the Security Department, the local police precinct or 911 for assistance.

Security Department

Beren Campus Security Department - (917) 326-4885

24-Hour Hotline: 1-888-STERN YU (1-888-783-7698) Cardozo School of Law

Security Department - (212) 790-0303 or (212) 790-0308

Einstein Campus Security Department - (718) 430-2180

Wilf Campus Security Department - (212) 960-5221

24-Hour Hotline: 212.960.5200 (in-house Ext. 200)

1-888-YU SAFETY (1-888-987-2389)

Police Precincts

Beren Campus - 17th Precinct (212) 826-3211 or Midtown South Precinct (212) 239-9811

Cardozo Campus - 6th Precinct (212) 741-4811

Einstein Campus - 49th Precinct (718) 918-2000

Wilf Campus - 34th Precinct (212) 927-9711

In addition, if such person is in need of **immediate medical treatment**, he/she should go to the nearest hospital emergency room, or call 911 or Hatzalah Volunteer Ambulance Corps at (212) 230-1000. The University is well aware of the emotional trauma often suffered by a victim of sexual violence, and therefore it has designated trained counselors in its Counseling Center to serve as sexual assault

coordinators for the University. They can be reached by calling (646) 592-4210 (Beren/Cardozo Campus) or (646) 592-4200 (Wilf Campus) (or emailing counseling@yu.edu) and asking for a sexual assault coordinator. These counselors can offer advice and support on a confidential basis as the victim begins to make choices regarding how to proceed post-assault. There are also many outside sources of support available to victims in these circumstances, including The NYC Alliance Against Sexual Assault (on-line at www.svfreenyc.org), which has compiled numerous resources available to victims, and the SOVRI (Support for Orthodox Victims of Rape and Incest) Hotline at Beth Israel Medical Center, (888) 613-1613. The latter is a confidential (no caller-ID is used) hotline that may be called anonymously for information and support. (For additional resources, see **Section XXII**.)

VII. GUIDING PRINCIPLES

The University will address all complaints according to the following guiding principles, which are intended to protect the rights of all individuals:

- 1) Every effort will be made, consistent with the need to discharge the University's responsibilities and protect the safety of the University community, to respect the wishes of the alleged victim regarding further investigation. A complaint will not be pursued without the victim's consent, unless the University is obligated to do so or, in its judgment, the allegations are serious enough to warrant further action (see **Section X**).
- 2) Victims are strongly encouraged to file a complaint promptly after the alleged incident because as time goes by, an investigation becomes more difficult. Memories may become unreliable, and information and witnesses may become unavailable. Promptness in filing complaints is therefore strongly encouraged, as it may be essential for a thorough and fair resolution.
- 3) Any attempt to retaliate against or penalize a victim or any other person who reports or participates in the resolution of an incident is strictly prohibited, and any party found to have engaged in retaliation will be subjected to discipline (see **Section XVI**).

The University will respond to all reported complaints promptly, thoroughly, fairly and impartially. The alleged victim and the respondent will also be afforded the rights set forth in this Policy.

Following a report of an incident to the Title IX Coordinator, the victim will be immediately advised of the University's policies and procedures, as described herein, and may choose to proceed informally (see **Section XII**) or to pursue a formal complaint (see **Section XIII**). However, complaints of sexual assault, stalking, domestic violence and dating violence may not be pursued through the informal process (see **Appendix B, Section I, Formal Resolution of Complaints Involving Students**, or **Appendix E, Formal Resolution of Complaints Involving Employees Only**).

VIII. INTERIM PROTECTIVE MEASURES AND ACCOMMODATIONS

The University may take reasonable and prudent interim protective measures and accommodations to protect the alleged victim, the reporter (if different than the alleged victim), the respondent (i.e., the person against whom a report has been filed), and all third party witnesses pending resolution of the complaint. Interim measures may include restrictions on contact (University-issued "no contact" orders), bans from areas of campus, facilities or activities, and changes to academic, living or working situations (including transferring to a different class, moving to a different room or residence hall, and changing work schedules). Intentional and/or continued violations of a University-issued "no contact" order is a violation of this Policy and may result in additional misconduct charges and additional disciplinary sanctions including suspension and expulsion for students, or termination of employment for employees. The University also will consider the safety of the University community when making decisions regarding appropriate interim measures. All parties to a complaint will be informed of any interim measures taken by the University, but the University will otherwise endeavor to maintain as confidential such measures to the extent that maintaining them would not impair the ability of the University to provide the measures.

IX. INVESTIGATION OF REPORTED INCIDENTS

Complaints of discrimination, harassment or sexual misconduct, including sexual violence complaints, will be overseen by the Title IX Coordinator.

Upon receipt of a complaint or upon receiving information which the University determines on its own warrants further investigation (even if no complaint is filed or even if a complaint is filed and later withdrawn), a fair and impartial investigation will commence in accordance with the procedures set forth in this Policy. The University will inform the respondent in writing of the allegations made against him/her and will schedule a time for the respondent to meet with the investigator. This investigation may be conducted by the Title IX Coordinator, the Security Department or another appropriate entity as determined by the University (it being understood that the University reserves the right to use an outside individual or organization to conduct or assist with the investigation). Depending on the nature of the allegations, the investigation may include interviews with the complainant and respondent, interviews of witnesses, collection of documentation (including email and other communications relevant to the complaint), a review of documents or any other steps deemed important by the investigator in order to thoroughly and fairly conduct the investigation.

The alleged victim and respondent will be given an equal opportunity to present relevant witnesses and other evidence as part of the investigation. With respect to allegations regarding sexual assault, stalking, domestic violence or dating violence, the alleged victim and respondent may have a personal advisor/support person of their choice and at their expense (who may be an attorney) present with them during any University meeting/proceeding. The party shall promptly notify the Title IX Coordinator if he/she intends to use an advisor/support person, and identify such advisor/support person. Such advisor/support person is limited to an advisory role, and may only privately consult and advise his/her advisee. The advisor/support person may not speak for the advisee at the meeting/proceeding, may not question witnesses, may not make any statements during the meeting/proceeding or otherwise actively participate in the meeting/proceeding. The advisor/support person may be asked to leave the meeting/proceeding if he/she deviates from his/her role. The advisor/support person will be subject to the same confidentiality expectations applicable to others in attendance at the meeting/proceeding.

In addition, both parties will be given periodic updates by the Title IX Coordinator. For a more detailed explanation of the investigative process, as well as the adjudication process, see **Appendix A**, Informal Resolution; **Appendix B**, Formal Resolution of Complaints Involving Students; and **Appendix E**, Formal Resolution of Complaints Involving Employees Only).

The University expects all members of the University community to cooperate with investigations. However, in no event will an alleged victim or respondent be compelled to participate in the investigation.

X. REQUEST BY COMPLAINANT NOT TO PURSUE INVESTIGATION

A complainant may decide after filing a complaint that he/she does not want to have the University pursue an investigation. Complainants and others should understand that compliance with such a request may limit the University's ability to take action in response to the complaint. In such a situation, the University will evaluate the request in the context of the University's responsibility to provide a safe, non-discriminatory, and harassment-free environment. In evaluating such a request, the University will consider several factors, including the seriousness of the alleged misconduct, the complainant's age, whether a weapon or force was involved, the parties involved, whether there have been other complaints of misconduct against the respondent, and the applicability of laws mandating an investigation or other action. See **Section XXII** for information regarding confidential support services.

XI. DOCUMENTATION OF INVESTIGATIONS

The Title IX Coordinator will maintain records of all complaints (both formal and informal), investigations, findings (including the basis for those findings), hearings (if applicable), and appeals (if

applicable), and, promptly following the final resolution of a complaint, the Title IX Coordinator will provide a copy of these records to the Office of the General Counsel. All of these records will be kept on file in accordance with the University's records and retention policy (but in any event for at least five years from final resolution of the complaint). The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the final outcome of the investigation in writing (including referral to the hearing officer where applicable) and also will notify them of any sanctions to be imposed (including actions the University will take to eliminate the hostile environment and prevent recurrence) (see **Appendix B**, Formal Resolution of Complaints Involving Students, and **Appendix E**, Formal Resolution of Complaints Involving Employees Only). In addition, if someone other than the Title IX Coordinator engaged in the investigation, the Title IX Coordinator will be kept apprised of the progress of the investigation and the ultimate results, and the Title IX Coordinator will maintain records of the results. The Title IX Coordinator also will inform the applicable Registrar if any transcript notations are required (see **Appendix B, Section I**, Formal Resolution of Complaints Involving Students). In any situation in which the designated authority has a conflict of interest or is otherwise not available to act (e.g., there is a vacancy in the office), the Office of the President will be consulted for appropriate action.

XII. INFORMAL RESOLUTION AND UNLAWFUL HARASSMENT PANEL

The informal resolution approach is available to resolve incidents that may not be so serious that the University must intervene in a formal way and where the complainant (alleged victim or other person reporting the discrimination/harassment) does not wish to pursue a formal complaint but wants to end the discrimination/harassment. The manner in which an incident is handled will depend largely upon its severity or nature. Members of the University community may seek advice from the Title IX Coordinator or the Unlawful Harassment Panel on alternative methods of resolving disputes or perceived acts of discrimination/harassment. Both parties must agree to participate in order to commence the informal resolution process. Either party may instead choose to engage in Formal Resolution procedures.

The Unlawful Harassment Panel (<http://yu.edu/hr/harass-panel/>) is charged with providing advice and access to resources about possible courses of action in respect of an allegation of discrimination or harassment (e.g., referral for any member of the University community who is concerned because of behavior that he/she perceives as discrimination or harassment). If a complainant wishes to pursue an informal resolution to a complaint, a Panel Member can provide a non-adversarial setting in which the problem can be addressed as appropriate, including confidential counseling. In the course of such action, the Panel Member may also assist by clarifying misunderstandings, and helping to assure that conflicts do not recur. Also, when appropriate and acceptable to both parties, certain complaints may be suitable for referral to mediation in order to explore the possibilities of a resolution.

The Panel consists of members of the University community, designated by the President from time to time. These appointments will be guided by considerations of continuity, experience and sensitivity to the concerns presented. A list of the present members can be found at: <http://yu.edu/hr/harass-panel/>.

For more information about the Informal Resolution Process, please refer to Appendix A. Informal Resolution is not an option in cases involving allegations of sexual assault, stalking, domestic violence or dating violence.

XIII. FORMAL RESOLUTION

Any individual who wishes to pursue the formal resolution process should file, in writing, a complaint with the Title IX Coordinator, stating the nature of the alleged misconduct, the individual(s) accused and the relief requested. If the individual making the complaint withdraws it, no further action will be taken unless the University determines it is obligated to do so or deems the allegations serious enough to warrant further action. The University, in its sole discretion, reserves the right to depart from the prescribed steps in order to effectively handle any and all complaints in accordance with applicable laws. For more

information about the formal resolution process for complaints involving students, please refer to **Appendix B**. For more information about the formal resolution process for complaints involving employees only, please refer to **Appendix E**.

XIV. THE APPEAL PROCESS

In instances involving students, both the complainant and respondent shall have the right to appeal the decision of the Title IX Coordinator (or other designated investigator) or hearing officer (as applicable) as more fully described in **Appendix B, Section I**. The appeal process does not apply in instances where both the complainant and respondent are employees. For more information about the formal resolution process for complaints involving employees only, please refer to **Appendix E**.

XV. CONFIDENTIALITY DURING AN INVESTIGATION

Information gathered during the informal or formal investigation process will be handled by the University with due diligence and care. Discreet inquiry, corrective counseling, and trust will be stressed by the University in dealing with all complaints. Records and information concerning complaints will be kept confidential to the greatest extent possible, and the University will comply with all applicable laws in maintaining the confidentiality of the investigation. However, subject to applicable laws, the University cannot guarantee complete confidentiality where it would conflict with the University's obligations to ensure a safe, non-discriminatory and harassment-free environment. For example, under conditions of potential imminent harm to the community, the University may be required by federal law to inform the community of the occurrence of an incident of sexual violence (but would not identify the victim). In addition, consistent with law, information regarding violations of this Policy may be shared among University personnel as appropriate and necessary.

Complainant Request for Confidentiality

The University will attempt to comply with all requests from a complainant that his/her name or identity not be revealed to the respondent and witnesses. However, the University is not able to guarantee confidentiality because doing so may limit the University's ability to investigate the allegations and to afford the respondent a fair opportunity to respond to the allegations. Requests for confidentiality should be made to the Title IX Coordinator, and he/she will evaluate any such requests in consultation with the Office of the General Counsel. If possible, the Title IX Coordinator will make an effort to notify the complainant before disclosing the complainant's identity to the respondent. In all instances, the University will endeavor to maintain the complainant's and respondent's privacy and reveal the parties' identities only to those individuals who need to know it in order for an investigation to commence or continue (as applicable) and the matter to be adjudicated.

Even University offices and employees who cannot guarantee confidentiality will maintain the complainant's privacy to the greatest extent possible. The information the complainant provides to an non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution.

XVI. RETALIATION

This Policy prohibits retaliation against any individual who filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated. Retaliation includes threats, intimidation, reprisals, harassment, and/or any other adverse action threatened (expressed or implied) or taken against anyone who reports a violation or suspected violation of this Policy or who participates in an investigation of a complaint. Retaliation may take place in person, over the telephone or through electronic or social media means. Regardless of how it manifests itself, retaliation is prohibited. Anyone who either observes or becomes aware of such retaliatory behavior is strongly encouraged to report it to the Title IX Coordinator, and all University employees are under a business duty to do so. The Title IX Coordinator will review the facts and recommend the appropriate disciplinary action, up to and including suspension and expulsion for

students and termination of employment for employees. Violations of this prohibition will be addressed through the procedures outlined in this Policy and/or other University disciplinary procedures, as the University deems appropriate.

XVII. KNOWING FALSE CLAIMS OR INFORMATION

The University considers any allegation of discrimination, harassment or sexual misconduct a serious matter and encourages individuals to report all incidents to the University. All good faith reports will be treated seriously. Any individual who *knowingly* files a false claim, or who *knowingly* provides false information during an investigation or proceeding, may be subject to appropriate disciplinary action, up to and including suspension and expulsion for students and termination of employment for employees.

XVIII. TIME LIMITS

The University will exercise due diligence in complying with the stated time limits set forth in this Policy. However, stated time limits may be extended depending on the nature of the allegations, the time of year, and any other unforeseen or extenuating circumstance. Any party may request an extension of any deadline by submitting a written request to the Title IX Coordinator detailing the reason for such request and the amount of additional time requested. The Title IX Coordinator has the discretion to grant or deny any such request.

XIX. REMEDIES AND SANCTIONS

If the University determines that an individual has engaged in an act of sexual assault, stalking, domestic violence or dating violence, sanctions which may be imposed by the University include suspension or expulsion for students, and termination of employment for employees.

In addition to any disciplinary action, the University may take action to eliminate a hostile environment created by discrimination, harassment or sexual misconduct, to prevent the recurrence of the discrimination, harassment or sexual misconduct, and to address the effects of the discrimination, harassment or sexual misconduct on the parties involved, the witnesses and the University community, as appropriate. Such efforts may include additional training and awareness programs for the University community.

More information about possible sanctions can be found in **Appendix B**, Formal Resolution of Complaints Involving Students, and **Appendix E**, Formal Resolution of Complaints Involving Employees Only.

XX. EDUCATION/TRAINING

As part of the University's commitment to providing a safe, non-discriminatory and harassment-free environment, this Policy shall be disseminated widely to the University community through publications, websites, student orientations, new employee orientations, current employee training and other appropriate channels of communication. The University also provides training programs for University employees and students to promote awareness and a safe and respectful University environment.

XXI. RE-EVALUATION

The University reserves the right to modify and/or amend any or all of the terms and/or procedures outlined herein at any time, in its sole discretion. In the event the University determines that circumstances warrant modification or amendment of this Policy, timely notice of the same will be communicated to all affected parties. This Policy is made available to the entire faculty, staff, and student body of Yeshiva University, as well as all interested others, and can be accessed at <http://yu.edu/hr/policies/>; <http://yu.edu/student-life/resources-and-services/standards-policies/>; <http://einstein.yu.edu/administration/policies.asp>; and <http://cardozo.yu.edu/current-students/office-student-services-and-advising/policies> or can be obtained from the Title IX Coordinator, the Office of

Human Resources, the Office of the General Counsel, the Undergraduate Office of Student Life, the Einstein Office of Student Affairs, and the Cardozo Office of Student Services and Advising.

XXII. SUPPORT RESOURCES (Confidential and Non-Confidential Support)

Confidential University Resources

A report made to the following University resources will not trigger an investigation by the University:

- **University Counseling Centers** - http://www.yu.edu/student-life/counseling/Beren/Cardozo_Campus_Counseling_Center
205 Lexington Avenue, 4th Floor
(646) 592-4210
counseling@yu.edu

Wilf Campus Counseling Center
500 West 185th Street, FH 520
(646) 592-4200
counseling@yu.edu

Counselors at these centers can offer advice and support on a confidential basis as the victim begins to make choices regarding how to proceed post-assault.

Non-Confidential University Resources

A report also may be made to the University's Title IX Coordinator, Security Department, Dean of Students, or other "campus security authorities" (See **Section V**), however it will trigger an investigation by the University.

Confidential Resources not affiliated with University

There are also many outside sources of support available to victims. Reporting to one of these resources will not trigger an investigation by the University.

- **SOVRI (Support for Orthodox Victims of Rape and Incest)** Hotline at Beth Israel Medical Center, (888) 613-1613. This is a confidential (no caller-ID is used) hotline that may be called anonymously for information and support.

Other Resources not affiliated with the University

- **The NYC Alliance Against Sexual Assault** (on-line at www.svfreenyc.org) has compiled numerous resources available to victims.
- **Manhattan Family Justice Center can provide a wide range of services and support. The Manhattan location is at 80 Centre Street, New York, NY 10013; Phone: (212) 602-2800; <http://www.nyc.gov/html/ocdv/html/help/fjc.shtml>**
- **Family Court Volunteer Lawyer Program** (part of the New York State Access to Justice Program)
900 Sheridan Avenue
Bronx, NY 10451
Phone: (718) 618-2150
Hotline: (718) 618-2150
- **Safe Horizon (NYC)**
2 Lafayette Street, 3rd Floor
New York, NY 10007

Phone: (212) 227-3000
<http://www.safehorizon.org/>
help@safehorizon.org
 Hotline: (866) 689-4357

Immigration & Visa Assistance Services for Victims of Sexual & Interpersonal Violence

- Non-Confidential University Resource

Yeshiva University Office of International Students and Scholars
 500 West 185th Street, Furst Hall, Room 114A
 New York, NY 10033
 (646) 592-4203
oiiss@yu.edu

- Other Resources not affiliated with the University

U.S. Citizenship and Immigration Services (USCIS)
<http://www.uscis.gov/citizenship/learners/find-help-your-community>
USCIS Find Legal Services Webpage
<http://www.uscis.gov/avoid-scams/find-legal-services>

Board of Immigration Appeals (BIA) (Listing of attorneys by state who provide immigration services either for free or for little cost)
<http://www.justice.gov/eoir/probono/states.htm>

American Immigration Lawyers Association (AILA)
Immigration Lawyer Referral Service
<http://www.aialawyer.org/>

American Bar Association (ABA)
 (Information on finding legal services by state)
<http://apps.americanbar.org/legalservices/findlegalhelp/home.cfm>

Sexual Assault Forensic Examinations (SAFE)

The University has a Memorandum of Understanding (MOU) with **Mount Sinai Beth Israel - Petrie Division** (Manhattan) located at First Avenue at 16th Street, New York, NY 10003 (main phone: (212) 420-2000) regarding services to sexual assault victims. The Petrie Division has a Sexual Assault Forensic Examiner Program, and is a designated SAFE Center of Excellence. Emergency care and support is available 24 hours/7 days a week, and a Victim Service Program social worker or volunteer advocate is on call at all times.

Updated: February 2017

Appendix A

Informal Resolution

The Title IX Coordinator or Unlawful Harassment Panel Member(s) may recommend or, with the continued mutual consent of all parties, facilitate an informal means of addressing the issues raised in a complaint made pursuant to this Policy, including but not limited to:

- 1) An informal direct discussion between the complainant and the respondent in the presence of the Title IX Coordinator or a Panel Member(s);
- 2) Requesting additional education for the area or department where the complaint originated; or
- 3) Commencing mediation of the complaint. The complainant and the respondent must agree to mediation if mediation is to go forward. **Mediation is optional.** The mediator will be designated by the Title IX Coordinator within 10 days after the parties' agreement to participate in mediation. The mediator will contact the parties to set the date, time, and location of the mediation session(s). Only the mediator and the parties will be participants in the mediation session(s), except as provided below. During the mediation process, the mediator normally will: (i) ask the parties to give their versions of the incident, including both factual information and their feelings; (ii) identify key issues; (iii) seek the agreement of both parties on the issues; (iv) facilitate discussion; and (v) work with both parties to develop a written document that will include a statement of agreement. If either party is dissatisfied with the mediation process at any time prior to the signing of a mediation agreement, that party may request that the mediation process cease.

The complainant may at any time replace his/her informal complaint with a formal complaint and thereby proceed with the formal resolution process (see **Appendix B**, Formal Resolution of Complaints Involving Students or **Appendix E**, Formal Resolution of Complaints Involving Employees Only). Formal complaints must be made to the Title IX Coordinator (see **Appendix B**, Formal Resolution of Complaints Involving Students and **Appendix E**, Formal Resolution of Complaints Involving Employees Only). Furthermore, the University reserves the right to conduct its own formal investigation into any complaint, whether formal or informal, where it determines the facts call for such an investigation.

The respondent may decline to participate in the informal process and may request that a formal complaint be filed. No negative inference may be drawn from such a request.

If applicable, where a Panel Member is unable or unwilling to undertake the review of a complaint, for example because of a conflict of interest, the Title IX Coordinator will select another Panel Member.

In addition, at the reasonable request of a party to the complaint (for example, because of a conflict of interest), the Title IX Coordinator will select another Panel Member or mediator (as applicable). Where acceptable to both parties, the Panel Member(s) involved may request that an additional Panel Member(s) and/or the Title IX Coordinator be present for the discussions.

Informal Resolution is not available in cases of alleged sexual assault, stalking, domestic violence, or dating violence.

Appendix B

Formal Resolution of Complaints Involving Students

I. FOR COMPLAINTS INVOLVING SEX/SEX-BASED DISCRIMINATION, SEXUAL HARASSMENT, SEXUAL ABUSE/ASSAULT, STALKING, DOMESTIC VIOLENCE AND DATING VIOLENCE

Following a determination to pursue a formal resolution of a complaint involving students received by the Title IX Coordinator involving sex/sex-based discrimination, sexual harassment, sexual abuse/assault, stalking, domestic violence and dating violence:

- 1) The Title IX Coordinator (or his/her designee) will provide all parties involved with a copy of these procedures.
- 2) The Title IX Coordinator (or his/her designee) will request the complainant to provide to the Title IX Coordinator, within 5 days after the Title IX Coordinator's request and preferably in writing, a description of all facts that bear on the allegations; specifically, the details surrounding the accusation, names of possible witnesses, and the nature and description of possible evidence. The complainant is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available.
- 3) The Title IX Coordinator (or his/her designee) will promptly inform the respondent in writing (and send a copy to the complainant) of the allegations (including the date, time, location, nature of the alleged misconduct, factual allegations and reference to specific code violations and sanctions that may be imposed) and ask the respondent to respond to them within 5 days after such notice. Such response should include all facts that bear on the allegations, including the names of possible witnesses and the nature and description of possible evidence. The respondent is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available. The Title IX Coordinator will inform the complainant of any defenses that the respondent may provide. The Title IX Coordinator (or his/her designee) may ask to meet with the parties separately to discuss the allegations.
- 4) Where appropriate, in the judgment of the Title IX Coordinator, both the complainant and the respondent may be invited to engage in mediation or conciliation; however mediation will not be used to resolve a complaint of sexual assault, stalking, domestic violence or dating violence.
- 5) The Title IX Coordinator may also work with the Office of the General Counsel, as appropriate, in responding to the receipt of a complaint, and when the complaint involves an allegation of sexual violence, stalking, domestic violence, dating violence or other sexual misconduct, the Title IX Coordinator will promptly notify the Office of the General Counsel of the existence of such complaint.
- 6) The Title IX Coordinator (or other designated investigator) will fully, fairly and impartially investigate the complaint, and each party equally will have the opportunity to present witnesses and other evidence to the investigator. Each party will also be afforded similar and timely access to information that may be provided by the University to the other party and that will be used to adjudicate the complaint.
- 7) Both parties will be advised by the Title IX Coordinator (or his/her designee) that reasonable efforts will be made by the University to protect the privacy of the parties, and to maintain confidentiality to the extent possible and as is consistent with investigative needs and applicable laws (see **Section XV**).

- 8) The Title IX Coordinator will explore possible interim protective measures and accommodations with both parties.
- 9) The Title IX Coordinator (or other designated investigator) will endeavor, as promptly as feasible, to interview all relevant parties and review all evidence, including witnesses and evidence identified by the parties.
- 10) The Title IX Coordinator (or his/her designee) will provide the complainant and the respondent with periodic status updates.
- 11) The Title IX Coordinator (or other designated investigator) will seek to conclude the investigation as promptly as practicable, and in any event generally within 30 days after receipt of the respondent's statement regarding the allegations, and generally within 40 days after receipt of the formal complaint. The facts and circumstances of each case may make it necessary to extend the resolution timeline (see **Section XVIII**).
- 12) The Title IX Coordinator (or other designated investigator) will compile a neutral investigation report, and will simultaneously inform the parties of the conclusion of the investigation. Both parties will have an opportunity to review the investigation report in person, in the presence of a University official at a location selected by the University. The complainant and respondent may respond to the report, either verbally or in writing.
- 13) The Title IX Coordinator will then decide (in his/her discretion as he/she feels appropriate, and in consultation with the Office of the General Counsel) if (i) the individual who handled the investigation and compiled the report (which may be the Title IX Coordinator or other designated investigator) should make the finding as to whether this Policy has been violated and determine appropriate sanctions, or (ii) a hearing officer should convene a hearing and make the finding as to whether this Policy has been violated and determine appropriate sanctions. (It is expected that the hearing process referred to in option (ii) will only be used in very limited circumstances as the Title IX Coordinator, in consultation with the Office of the General Counsel, will determine as appropriate in his/her discretion.) In all cases, a finding of a violation of this Policy will be based on a preponderance of evidence (i.e., that it is more likely than not that the discrimination or harassment occurred).
- 14) If the Title IX Coordinator (or other designated investigator) is selected to make the finding and determine sanctions as provided above, then he/she should do so promptly (and generally within 5 days) after the conclusion of the investigation. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the finding. At this point, the parties may submit an impact statement for the Title IX Coordinator's (or other designated investigator's) consideration during the sanction stage. Impact statements should be submitted within 3 days of notice of the finding. In deciding an appropriate disciplinary action, the Title IX Coordinator (or other designated investigator) may consider the respondent's past violations of University policy, as well as the nature and severity of the violation(s), the impact statements of the parties, and any mitigating circumstances. The Title IX Coordinator (or other designated investigator) will decide the appropriate disciplinary actions generally within 10 days of the finding. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the sanctions to be imposed, and the right to appeal (as provided below).
- 15) If a hearing officer is selected to make the finding and determine sanctions as provided above, then a hearing officer will be selected by the Title IX Coordinator (in consultation with the Office of the General Counsel) depending on the nature of the case and the parties involved. The hearing officer may be the Title IX Coordinator, another University employee, or an outside individual, but may not be the person who handled the investigation. The process will then be as follows:

- i. The hearing officer will schedule a hearing as soon as possible after the conclusion of the investigation (and generally within 5 days), and the Title IX Coordinator will simultaneously notify the parties as soon as practicable of the date, time and place of the hearing.
 - ii. Prior to the hearing, the hearing officer will review the investigation report, as well as any responses to the investigation report submitted by the complainant or respondent.
 - iii. At the hearing, the hearing officer may question the parties in order to assist him/her in deciding whether or not the charges are supported by a preponderance of the evidence. The hearing officer may ask that witnesses attend the hearing, so that he/she may ask witnesses questions in person. The parties are encouraged to attend the hearing, so that they are given a full opportunity to explain their positions. If a party is uncomfortable appearing in the same location with the other party, arrangements can be made so that one or both parties may participate in the hearing live by conference call or video conference.
 - iv. With respect to allegations regarding sexual assault, stalking, domestic violence or dating violence, the parties may have a personal advisor/support person present during the hearing (see **Section IX**).
 - v. Generally, within 5 days of the hearing, the hearing officer will issue a written decision on whether a violation has occurred. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the decision. At this point, the parties may submit an impact statement for the hearing officer's consideration during the sanction stage. Impact statements should be submitted within 3 days of notice of the decision. In deciding an appropriate disciplinary action, the hearing officer may consider the respondent's past violations of University policy, as well as the nature and severity of the violation(s), the impact statements of the parties, and any mitigating circumstances. The hearing officer will decide the appropriate disciplinary actions generally within 10 days of the hearing.
 - vi. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the sanctions to be imposed, and the right to appeal (as provided below).
- 16) The University expects all cases involving a finding of sexual violence, stalking, domestic violence and dating violence to involve consideration of suspension or expulsion for students, and termination of employment for employees. Other sanctions that may be imposed include a warning, disciplinary probation, restriction from employment by the University, removal from University housing, removal from courses or activities, loss of privileges, no contact, exclusion from areas of the campus and facilities, removal or non-renewal of scholarships, a notation on the respondent's official University transcript, community service, restitution, and a fine. In addition, the respondent may also be required to undergo an assessment and treatment by a therapist or counselor, attend an intervention treatment program and/or issue a letter of apology.

17) **Appeal Process.**

- i. In all cases, there are three possible grounds for appeal:
 - An alleged material violation of the established procedures in this Policy;
 - Evidence is now available that could not have been obtained at the time of the determination/initial hearing; or
 - The sanction is excessive, inconsistent or insufficient with the nature of the offense.

- ii. Either party may appeal the decision of the Title IX Coordinator (or other designated investigator) or hearing officer, as applicable, (based on the grounds described above) to an **Appeal Panel** (of two or more persons, or as otherwise may be required by applicable law, rule or regulation) selected by the Title IX Coordinator (in consultation with the Office of the General Counsel) depending on the nature of the case and the parties involved. The Title IX Coordinator (or other designated investigator) or hearing officer, as applicable, may not serve on the Appeal Panel. A request for an appeal must consist of a plain, concise, and complete written statement outlining the grounds for the appeal. The appeal request must be submitted to the Title IX Coordinator within 5 days of the date of the final determination letter.
 - iii. Upon receipt of the appeal, the Title IX Coordinator will provide the other party with notice of the appeal and the opportunity to respond in writing. The other party's response to the appeal must be submitted within 5 days from receipt of notice of the appeal. In the event that both parties initially appeal the decision, each party will be provided notice and a copy of the other party's appeal.
 - iv. The appeal will be conducted in a fair and impartial manner. The appeal is not a re-hearing of the underlying matter. The Appeal Panel will review the written investigation report, decisions and all supporting documents, and also may consult with both parties.
 - v. The Appeal Panel (by majority vote of panelists, or by unanimous decision if less than 3 panelists) can affirm the original determination of responsibility, alter the determination of responsibility either in whole or in part, and/or alter the sanctions, depending on the circumstances. The matter can also be referred back for further investigation or consideration if appropriate.
 - vi. The Appeal Panel will issue its determination generally within 5 days from the date of the submission of all appeal documents by both parties. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the decision.
 - vii. Appeal decisions are final.
 - viii. If there is no appeal, the Title IX Coordinator also will simultaneously notify the parties that the initial decision is final because the time for an appeal has expired.
- 18) Notwithstanding the foregoing, to the extent permitted by law, (i) findings and recommendations concerning represented employees will be subject to the provisions of the appropriate collective bargaining agreement, and (ii) findings and recommendations that involve suspension or termination of faculty members will be subject to the provisions of the appropriate faculty handbook/policy.
- 19) The University will endeavor to fully resolve all formal complaints generally within 60 days (or, in the case of a faculty complaint, such other time period as may otherwise be required by the applicable faculty handbook/policy) after receipt of the formal complaint. The 60 day time period may be extended depending on the nature of the allegations, the time of year, and any other unforeseen or extenuating circumstance.
- 20) **Transcript Notations.** Students suspended or expelled for committing an act of sexual assault, stalking, domestic violence, dating violence, or a "violent crime," as defined by the Clery Act, will have a notation placed on their transcript as follows: "suspended after a finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation." The University will consider requests to remove transcript notations. Requests for removal of a transcript notation should be sent to the Title IX Coordinator. A transcript notation will not be removed prior to one year after conclusion of the suspension. If a finding of

responsibility is vacated for any reason, a corresponding transcript notation will be removed. Expulsion notations will not be removed in any case. If an accused student withdraws from the University while charges are pending and declines to complete the disciplinary process the following notation will be placed on his/her transcript: “withdrew with conduct charges pending.” **Formal Resolution of Complaints Involving Students**

**II. FOR COMPLAINTS NOT INVOLVING SEX/SEX-BASED
DISCRIMINATION, SEXUAL HARASSMENT, SEXUAL
ABUSE/ASSAULT,
STALKING, DOMESTIC VIOLENCE AND DATING
VIOLENCE**

Following a determination to pursue a formal resolution of a complaint involving students received by the

Title IX Coordinator involving discrimination or harassment not covered by Section I above:

- 1) The Title IX Coordinator (or his/her designee) will provide all parties involved with a copy of these procedures.
- 2) The Title IX Coordinator (or his/her designee) will request the complainant to provide to the Title IX Coordinator, within 5 days after the Title IX Coordinator’s request and preferably in writing, a description of all facts that bear on the allegations; specifically, the details surrounding the accusation, names of possible witnesses, and the nature and description of possible evidence. The complainant is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available.
- 3) The Title IX Coordinator (or his/her designee) will promptly inform the respondent in writing (and send a copy to the complainant) of the allegations (including the date, time, location, nature of the alleged misconduct, and factual allegations) and ask the respondent to respond to them within 5 days after such notice. Such response should include all facts that bear on the allegations, including the names of possible witnesses and the nature and description of possible evidence. The respondent is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available. The Title IX Coordinator will inform the complainant of any defenses that the respondent may provide. The Title IX Coordinator (or his/her designee) may ask to meet with the parties separately to discuss the allegations.
- 4) Where appropriate, in the judgment of the Title IX Coordinator, both the complainant and the respondent may be invited to engage in mediation or conciliation.
- 5) The Title IX Coordinator may also work with the Office of the General Counsel, as appropriate, in responding to the receipt of a complaint.
- 6) The Title IX Coordinator (or other designated investigator) will fully, fairly and impartially investigate the complaint, and each party equally will have the opportunity to present

witnesses and other evidence to the investigator. Each party will also be afforded similar and timely access to information that may be provided by the University to the other party and that will be used to adjudicate the complaint.

- 7) Both parties will be advised by the Title IX Coordinator (or his/her designee) that reasonable efforts will be made by the University to protect the privacy of the parties, and to maintain confidentiality to the extent possible and as is consistent with investigative needs and applicable laws (see **Section XV**).
- 8) The Title IX Coordinator will explore possible interim protective measures and accommodations with both parties.
- 9) The Title IX Coordinator (or other designated investigator) will endeavor, as promptly as feasible, to interview all relevant parties and review all evidence, including witnesses and evidence identified by the parties.10) The Title IX Coordinator (or his/her designee) will provide the complainant and the respondent with periodic status updates.
- 11) The Title IX Coordinator (or other designated investigator) will seek to conclude the investigation as promptly as practicable, and in any event generally within 30 days after receipt of the respondent's statement regarding the allegations, and generally within 40 days after receipt of the formal complaint. The facts and circumstances of each case may make it necessary to extend the resolution timeline (see **Section XVIII**).
- 12) The Title IX Coordinator (or other designated investigator) will compile a neutral investigation report and will then determine the credible evidence and make a finding as to whether this Policy has been violated. A finding of a violation of this Policy will be based on a preponderance of evidence (i.e., that it is more likely than not that the discrimination or harassment occurred).
- 13) The Title IX Coordinator will simultaneously inform the parties of the conclusion of the investigation and the finding. The complainant and respondent may respond to such findings, either verbally or in writing, and such response will be furnished to the appropriate disciplinary authority along with the investigation's findings. Neither the complainant nor the respondent is entitled to receive a copy of the internal investigative report or any other related documents, except, in the case of any faculty complaint, as may otherwise be expressly required by any applicable faculty handbook/policy. If the University determines to furnish a document to one party, it will also simultaneously furnish a copy to the other party.
- 14) Findings and recommendations concerning an employee-respondent will be promptly referred to the Chief Human Resources Officer for consideration of appropriate disciplinary action. The Chief Human Resources Officer will consult with the Title IX Coordinator and the designated investigator (as applicable) to review the findings and recommendations, as well as any responses to such findings received from the complainant or respondent. With respect to faculty, the Chief Human Resources Officer also will consult with the Provost.
- 15) Findings and recommendations concerning a student-respondent will be promptly referred to the applicable Dean of Students or his/her counterpart at the student-respondent's school for consideration of appropriate disciplinary action. The Dean of Students or his/her counterpart will consult with the Title IX Coordinator and the designated investigator (as applicable) to review the findings and recommendations, as well as any responses to such findings received from the complainant or respondent.
- 16) The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the sanctions to be imposed. A student-respondent may appeal the sanctions to be imposed on

him/her, but no other party has a right of appeal. Within 5 days of notice of the sanctions to be imposed on the student-respondent, the student-respondent may appeal the sanctions by submitting a written request to the Title IX Coordinator. The only grounds for an appeal are that the sanctions are excessive or inconsistent with the nature of the offense. The appeal is not a re-hearing of the underlying matter. Upon receipt of the appeal, the Title IX Coordinator will provide the other party with notice of the appeal and the opportunity to respond in writing. The other party's response to the appeal must be submitted within 5 days from receipt of notice of the appeal. The appeal will be reviewed by the Provost (or his/her designee), and he/she will issue a determination generally within 5 days from the date of the submission of all appeal documents by both parties. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the decision. Appeal decisions are final. If there is no appeal, the Title IX Coordinator also will simultaneously notify the parties that the initial decision is final because the time for an appeal has expired.

- 17) .Notwithstanding the foregoing, (i) findings and recommendations concerning represented employees will be subject to the provisions of the appropriate collective bargaining agreement, and (ii) findings and recommendations that involve suspension or termination of faculty members will be subject to the provisions of the appropriate faculty handbook/policy.
- 18) The University will endeavor to fully resolve all formal complaints generally within 60 days (or, in the case of a faculty complaint, such other time period as may otherwise be required by the applicable faculty handbook/policy) after receipt of the formal complaint. The 60 day time period may be extended depending on the nature of the allegations, the time of year, and any other unforeseen or extenuating circumstance.

Appendix C

Student Bill of Rights

The University is committed to providing options, support and assistance to victims/survivors of sexual assault, domestic violence, dating violence, and/or stalking to ensure that they can continue to participate in University-wide and campus programs, activities, and employment. All victims/survivors of these crimes and violations have the following rights, regardless of whether the crime or violation occurs on campus, off campus, or while studying abroad:

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

See **Section VI** for information about filing a report, and **Section XXII** for confidential reporting options.

Appendix D

Student Alcohol and Drug Use Amnesty Policy

The health and safety of every student at the University is of utmost importance. The University recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking or sexual assault, occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The University strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to University officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to a University official or law enforcement will not be subject to a code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

The University will provide students with the assistance needed to respond to high risk drinking and/or other drug abuse. In a crisis, students are encouraged to seek such assistance by contacting the Security Department or 911. Counseling services or drug and alcohol abuse counseling are available at the University's Counseling Centers.

Security Department - <http://yu.edu/safety-security/>

Beren Campus Security Department

50 East 34th Street, 1st Floor

(917) 326-4885

security@yu.edu

24-Hour Hotline: 1-888-STERN YU (1-888-783-7698)

Cardozo School of Law Security Department

55 Fifth Avenue (Basement)

(212) 790-0303 or (212) 790-0308

security@yu.edu

Wilf Campus Security Department

2521 Amsterdam Avenue (1st Floor)

(212) 960-5221

security@yu.edu

24-Hour Hotline: 212.960.5200 (in-house Ext. 200)

1-888-YU SAFETY (1-888-987-2389)

Einstein Campus Security Department

<http://einstein.yu.edu/administration/auxiliary-services/security/>

Forchheimer Building, Room G9

1300 Morris Park Avenue

(718) 430-2180

security@Einstein.yu.edu

University Counseling Centers – <http://www.yu.edu/student-life/counseling/>

Wilf Campus Counseling Center

500 West 185th Street, FH 520

(646) 592-4200

counseling@yu.edu

Beren/Cardozo Campus Counseling Center

205 Lexington Avenue, 4th Floor

(646) 592-4210

counseling@yu.edu

Appendix E

Formal Resolution of Complaints Involving Employees Only

Following a determination to pursue a formal resolution of a complaint involving only employees received by the Title IX Coordinator:

- 1) The Title IX Coordinator (or his/her designee) will provide all parties involved with a copy of these procedures.
- 2) The Title IX Coordinator (or his/her designee) will request the complainant to provide to the Title IX Coordinator, within 5 days after the Title IX Coordinator's request and preferably in writing, a description of all facts that bear on the allegations; specifically, the details surrounding the accusation, names of possible witnesses, and the nature and description of possible evidence. The complainant is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available.
- 3) The Title IX Coordinator (or his/her designee) will promptly inform the respondent in writing (and send a copy to the complainant) of the allegations (including the date, time, location, nature of the alleged misconduct, and factual allegations) and ask the respondent to respond to them within 5 days after such notice. Such response should include all facts that bear on the allegations, including the names of possible witnesses and the nature and description of possible evidence. The respondent is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available. The Title IX Coordinator will inform the complainant of any defenses that the respondent may provide. The Title IX Coordinator (or his/her designee) may ask to meet with the parties separately to discuss the allegations.
- 4) Where appropriate, in the judgment of the Title IX Coordinator, both the complainant and the respondent may be invited to engage in mediation or conciliation; however mediation will not be used to resolve a complaint of sexual assault, stalking, domestic violence or dating violence.
- 5) The Title IX Coordinator may also work with the Office of the General Counsel, as appropriate, in responding to the receipt of a complaint, and when the complaint involves an allegation of sexual violence, stalking, domestic violence, dating violence or other sexual misconduct, the Title IX Coordinator will promptly notify the Office of the General Counsel of the existence of such complaint.
- 6) The Title IX Coordinator (or other designated investigator) will fully, fairly and impartially investigate the complaint, and each party equally will have the opportunity to present witnesses and other evidence to the investigator. Each party will also be afforded similar and timely access to information that may be provided by the University to the other party and that will be used to adjudicate the complaint.
- 7) Both parties will be advised by the Title IX Coordinator (or his/her designee) that reasonable efforts will be made by the University to protect the privacy of the parties, and to maintain confidentiality to the extent possible and as is consistent with investigative needs and applicable laws (see **Section XV**).
- 8) The Title IX Coordinator will explore possible interim protective measures and accommodations with both parties.
- 9) The Title IX Coordinator (or other designated investigator) will endeavor, as promptly as feasible, to interview all relevant parties and review all evidence, including witnesses and evidence identified by the parties.

- 10) The Title IX Coordinator (or his/her designee) will provide the complainant and the respondent with periodic status updates.
- 11) The Title IX Coordinator (or other designated investigator) will seek to conclude the investigation as promptly as practicable, and in any event generally within 30 days after receipt of the respondent's statement regarding the allegations, and generally within 40 days after receipt of the formal complaint. The facts and circumstances of each case may make it necessary to extend the resolution timeline (see **Section XVIII**).
- 12) The Title IX Coordinator (or other designated investigator) will compile a neutral investigation report and will then determine the credible evidence and make a finding as to whether this Policy has been violated. A finding of a violation of this Policy will be based on a preponderance of evidence (i.e., that it is more likely than not that the discrimination or harassment occurred).
- 13) The Title IX Coordinator will simultaneously inform the parties of the conclusion of the investigation and the finding. Neither the complainant nor the respondent is entitled to receive a copy of the internal investigative report or any other related documents, except, in the case of any faculty complaint, as may otherwise be expressly required by any applicable faculty handbook/policy. If the University determines to furnish a document to one party, it will also simultaneously furnish a copy to the other party.
- 14) Findings and recommendations will be promptly referred to the Chief Human Resources Officer for consideration of appropriate disciplinary action. The Chief Human Resources Officer will consult with the Title IX Coordinator and the designated investigator (as applicable) to review the findings and recommendations, as well as any responses to such findings received from the complainant or respondent. With respect to faculty, the Chief Human Resources Officer also will consult with the Provost.
- 15) The University expects all cases involving a finding of sexual violence, stalking, domestic violence and dating violence to involve consideration of termination of employment. Other sanctions that may be imposed include a warning, disciplinary probation, restriction from employment by the University, removal from University housing, removal from courses or activities, loss of privileges, no contact, exclusion from areas of the campus and facilities, community service, restitution, and a fine. In addition, the respondent may also be required to undergo an assessment and treatment by a therapist or counselor, attend an intervention treatment program and/or issue a letter of apology.
- 16) The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the sanctions to be imposed. Neither party may appeal the decision.
- 17) Notwithstanding the foregoing, (i) findings and recommendations concerning represented employees will be subject to the provisions of the appropriate collective bargaining agreement, and (ii) findings and recommendations that involve suspension or termination of faculty members will be subject to the provisions of the appropriate faculty handbook/policy.
- 18) The University will endeavor to fully resolve all formal complaints generally within 60 days (or, in the case of a faculty complaint, such other time period as may otherwise be required by the applicable faculty handbook/policy) after receipt of the formal complaint. The 60 day time period may be extended depending on the nature of the allegations, the time of year, and any other unforeseen or extenuating circumstance.

Appendix F

New York Crime Definitions

The Violence Against Women Act (VAWA) and its regulations require the University to include certain New York State definitions in its Annual Security Report and also require that these definitions be provided in other materials disseminated by the University. Relevant New York definitions are set forth below.

CONSENT: Lack of consent results from: forcible compulsion; or incapacity to consent; or where the offense charged is sexual abuse or forcible touching, any circumstances, in addition to forcible compulsion or incapacity to consent, in which the victim does not expressly or impliedly acquiesce in the actor's conduct. Where the offense charged is rape in the third degree, a criminal sexual act in the third degree, or forcible compulsion in circumstances under which, at the time of the act of intercourse, oral sexual conduct or anal sexual conduct, the victim clearly expressed that he or she did not consent to engage in such act, and a reasonable person in the actor's situation would have understood such person's words and acts as an expression of lack of consent to such act under all the circumstances. A person is incapable of consent when he or she is: less than 17 years old; or mentally disabled; or mentally incapacitated; or physically helpless; or committed to the care and custody of the state department of correctional services, a hospital, the office of children and family services and is in residential care, or the other person is a resident or inpatient of a residential facility operated by the office of mental health, the office for people with development disabilities, or the office of alcoholism and substance abuse services, and the actor is an employee, not married to such person, who knows or reasonably should know that such person is committed to the care and custody of such department or hospital.

CONSENT, ABBREVIATED: Clear, unambiguous, and voluntary agreement between the participating to engage in specific sexual activity.

DATING VIOLENCE: New York State does not specifically define "dating violence." However, under New York Law, intimate relationships are covered by the definition of domestic violence when the crime is committed by a person in an "intimate relationship" with the victim. See "Family or Household Member" for definition of "intimate relationship."

DOMESTIC VIOLENCE: An act which would constitute a violation of the penal law, including, but not limited to acts constituting disorderly conduct, harassment, aggravated harassment, sexual misconduct, forcible touching, sexual abuse, stalking, criminal mischief, menacing, reckless endangerment, kidnapping, assault, attempted murder, criminal obstruction or breaching or blood circulation, or strangulation; and such acts have created a substantial risk of physical or emotional harm to a person or a person's child. Such acts are alleged to have been committed by a family member. The victim can be anyone over the age of sixteen, any married person or any parent accompanied by his or her minor child or children in situations in which such person or such person's child is a victim of the act.

FAMILY OR HOUSEHOLD MEMBER: Person's related by consanguinity or affinity; persons legally married to one another; person married to one another regardless of whether they still reside in the same household; persons who have a child in common regardless of whether such persons are married or have lived together at any time; unrelated persons who are continually or at regular intervals living in the same household or who have in the past continually or at regular intervals lived in the same household; persons who are not related by consanguinity or affinity and who are or have been in an intimate relationship regardless of whether such persons have lived together at any time. Factors that may be considered in determining whether a relationship is an "intimate relationship" include, but are not limited to: the nature or type of relationship regardless of whether the relationship is sexual in nature; the frequency of interaction between the persons; and the duration of the relationship. Neither a casual acquaintance nor ordinary fraternization between two individuals in business or social contexts shall be deemed to constitute an "intimate relationship"; any other category of individuals deemed to be a victim of

domestic violence as defined by the office of children and family services in regulation. Intimate relationship status shall be applied to teens, lesbian/gay/bisexual/transgender, and elderly individuals, current and formerly married and/or dating heterosexual individuals who were, or are in an intimate relationship.

PARENT: means natural or adoptive parent or any individual lawfully charged with a minor child's care or custody.

SEXUAL ASSAULT: New York State does not specifically define sexual assault. However, sexual assault includes offenses that meet the definitions of rape, fondling, incest, or statutory rape.

SEX OFFENSES; LACK OF CONSENT: Whether or not specifically stated, it is an element of every sexual act committed without consent of the victim.

SEXUAL MISCONDUCT: When a person (1) engages in sexual intercourse with another person without such person's consent; or (2) engages in oral sexual conduct or anal sexual conduct without such person's consent; or (3) engages in sexual conduct with an animal or a dead human body.

RAPE IN THE THIRD DEGREE: When a person (1) engages in sexual intercourse with another person who is incapable of consent by reason of some factor other than being less than 17 years old; (2) Being 21 years old or more, engages in sexual intercourse with another person less than 17 years old; or (3) engages in sexual intercourse with another person without such person's consent where such lack of consent is by reason of some factor other than incapacity to consent.

RAPE IN THE SECOND DEGREE: When a person (1) being 18 years old or more, engages in sexual intercourse with another person less than 15 years old; or (2) engages in sexual intercourse with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated. It is an affirmative defense to the crime of rape in the second degree the defendant was less than four years older than the victim at the time of the act.

RAPE IN THE FIRST DEGREE: When a person engages in sexual intercourse with another person (1) by forcible compulsion; or (2) Who is incapable of consent by reason of being physically helpless; or (3) who is less than 11 years old; or (4) who is less than 13 years old and the actor is 18 years old or more.

CRIMINAL SEXUAL ACT IN THE THIRD DEGREE: When a person engages in oral or anal sexual conduct (1) with a person who is incapable of consent by reason of some factor other than being less than 17 years old; (2) being 21 years old or more, with a person less than 17 years old; (3) with another person without such persons consent where such lack of consent is by reason of some factor other than incapacity to consent.

CRIMINAL SEXUAL ACT IN THE SECOND DEGREE: When a person engages in oral or anal sexual conduct with another person (1) and is 18 years or more and the other person is less than 15 years old; or (2) who is incapable of consent by reason of being mentally disabled or mentally incapacitated. It is an affirmative defense that the defendant was less than four years older than the victim at the time of the act.

CRIMINAL SEXUAL ACT IN THE FIRST DEGREE: When a person engages in oral or anal sexual conduct with another person (1) by forcible compulsion; (2) who is incapable of consent by reason of being physically helpless; (3) who is less than 11 years old; or (4) who is less than 13 years old and the actor is 18 years old or more.

FORCIBLE TOUCHING: When a person intentionally, and for no legitimate purpose, forcibly touches the sexual or other intimate parts of another person for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor's sexual desire. It includes squeezing, grabbing, or pinching.

PERSISTENT SEXUAL ABUSE: When a person commits a crime of forcible touching, or second or third degree sexual abuse within the previous ten year period, has been convicted two or more times, in

separate criminal transactions for which a sentence was imposed on separate occasions of one of one of the above mentioned crimes or any offense defined in this article, of which the commission or attempted commissions thereof is a felony.

SEXUAL ABUSE IN THE THIRD DEGREE: When a person subjects another person to sexual contact without the latter's consent. For any prosecution under this section, it is an affirmative defense that (1) such other person's lack of consent was due solely to incapacity to consent by reason of being less than 17 years old; and (2) such other person was more than 14 years old and (3) the defendant was less than five years older than such other person.

SEXUAL ABUSE IN THE SECOND DEGREE: When a person subjects another person to sexual contact and when such other person is (1) incapable of consent by reason of some factor other than being less than 17 years old; or (2) less than 14 years old.

SEXUAL ABUSE IN THE FIRST DEGREE: When a person subjects another person to sexual contact (1) by forcible compulsion; (2) when the other person is incapable of consent by reason of being physically helpless; or (3) when the other person is less than 11 years old; or (4) when the other person is less than 13 years old.

AGGRAVATED SEXUAL ABUSE: For the purposes of this section, conduct performed for a valid medical purpose does not violate the provisions of this section.

AGGRAVATED SEXUAL ABUSE IN THE FOURTH DEGREE: When a person inserts a (1) foreign object in the vagina, urethra, penis or rectum of another person and the other person is incapable of consent by reason of some factor other than being less than 17 years old; or (2) finger in the vagina, urethra, penis, rectum or anus of another person causing physical injury to such person and such person is incapable of consent by reason of some factor other than being less than 17 years old.

AGGRAVATED SEXUAL ABUSE IN THE THIRD DEGREE: When a person inserts a foreign object in the vagina, urethra, penis, rectum or anus of another person (1)(a) by forcible compulsion; (b) when the other person is incapable of consent by reason of being physically helpless; or (c) when the other person is less than 11 years old; or (2) causing physical injury to such person and such person is incapable of consent by reason of being mentally disabled or mentally incapacitated.

AGGRAVATED SEXUAL ABUSE IN THE SECOND DEGREE: When a person inserts a finger in the vagina, urethra, penis, rectum or anus of another person causing physical injury to such person by (1) forcible compulsion; or (2) when the other person is incapable of consent by reason of being physically helpless; or (3) when the other person is less than 11 years old.

AGGRAVATED SEXUAL ABUSE IN THE FIRST DEGREE: When a person subjects another person to sexual contact: (1) By forcible compulsion; or (2) when the other person is incapable of consent by reason of being physically helpless; or (3) when the other person is less than eleven years old; or (4) when the other person is less than thirteen years old and the actor is twenty-one years old or older.

STALKING IN THE FOURTH DEGREE: When a person intentionally, and for not legitimate purpose, engages in a course of conduct directed at a specific person, and knows or reasonably should know that such conduct (1) is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or (2) causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted, and the actor was previously clearly informed to cease that conduct; or (3) is likely to cause such person to reasonably fear that his or her employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

STALKING IN THE THIRD DEGREE: When a person (1) Commits the crime of stalking in the fourth degree against any person in three or more separate transactions, for which the actor has not been previously convicted; or (2) commits the crime of stalking in the fourth degree against any person, and has previously been convicted, within the preceding ten years of a specified predicate crime and the victim of such specified predicate crime is the victim, or an immediate family member of the victim, of the present offense; or (3) with an intent to harass, annoy or alarm a specific person, intentionally engages in a course of conduct directed at such person which is likely to cause such person to reasonably fear physical injury or serious physical injury, the commission of a sex offense against, or the kidnapping, unlawful imprisonment or death of such person or a member of such person's immediate family; or (4) commits the crime or stalking in the fourth degree and has previously been convicted within the preceding ten years of stalking in the fourth degree.

STALKING IN THE SECOND DEGREE: When a person: (1) Commits the crime of stalking in the third degree and in the course of and furtherance of the commission of such offense: (a) displays, or possesses and threatens the use of, a firearm, pistol, revolver, rifle, sword, billy, blackjack, bludgeon, plastic knuckles, metal knuckles, chuka stick, sand bag, sandclub, sligshot, slungshot, shirken, "Kung Fu Star," dagger, dangerous knife, dirk, razor, stiletto, imitation pistol, dangerous instrument, deadly instrument or deadly weapons; or (b) displays what appears to be a pistol, revolver, rifle, shotgun, machine gun or other firearm; or (2) commits the crime of stalking in the third against any person, and has previously been convicted, within the preceding five years, of a specified predicate crime, and the victim of such specified predicate crime is the victim, or an immediate family member of the victim, of the present offense; or (3) commits the crime of stalking in the fourth degree and has previously been convicted of stalking in the third degree; or (4) being 21 years of age or older, repeatedly follows a person under the age of fourteen or engages in a course of conduct or repeatedly commits acts over a period of time intentionally placing or attempting to place such person who is under the age of fourteen in reasonable fear of physical injury, serious physical injury or death; or (5) commits the crime of stalking in the third degree, against ten or more persons, in ten or more separate transactions, for which the actor has not been previously convicted.

STALKING IN THE FIRST DEGREE: When a person commits the crime of stalking in the third degree or stalking in the second degree and, in the course and furtherance thereof, he or she intentionally or recklessly causes physical injury to the victim of such crime.

Appendix G

A Plain Language Explanation of Distinctions between the New York State Penal Law and the University Disciplinary Processes

New York State Education Law Article 129-B requires that University officials explain differences between University processes and the criminal justice process in addressing sexual and interpersonal violence.

There are significant differences between the two systems because they have different, important goals. In the criminal justice system, prosecutors pursue cases when they believe there is sufficient evidence to prove, beyond a reasonable doubt, that an individual has committed a criminal act. A person who is convicted of a crime will face criminal penalties, such as incarceration, probation, or the imposition of a fine. The University disciplinary process seeks to determine whether an individual has violated University policy. In this process, a preponderance of the evidence standard of proof is used to determine responsibility. A person who is found to have violated University policy may be suspended, expelled or otherwise restricted from full participation in the University community. This document is intended to help explain the differences between the criminal justice system and University disciplinary processes.

	Criminal Justice System	University Disciplinary System
Goals.	Public safety, deterrence, and punishment.	Education; safety; safe and supportive campus environment.
Governing Law.	NYS Penal Code; NYS Rules of Criminal Procedure (or another state's rules if the crime took place there), Federal Criminal Law, and Rules of Evidence.	Title IX; The Clery Act, as amended by the Violence Against Women Act; NYS Education Law Articles 129-A and 129-B. University's Title IX Policy (Non-Discrimination and Anti-Harassment Policy); Student Bill of Rights Employee/Faculty Handbooks; Code of Conduct.
How to report and whether there must be action once a report is made.	Crimes involving sexual violence may be reported to the local police agency or to the New York State Police. Certain crimes may also be reported to federal law enforcement agents. Once a report is made, the decision whether to investigate is made by the police/law enforcement agency, often in consultation with a District Attorney or other prosecuting agency. An investigation may be conducted without the consent or participation of a reporting individual. The ultimate decision of whether to initiate a criminal prosecution is initially made by a prosecutor. In cases involving felony charges, the final charging decision is made by a Grand Jury.	Victims may disclose sexual violence to various University employees who are designated confidential resources (e.g. University Counseling Centers) or to others who will try to ensure privacy to the extent consistent with the University's obligation to provide a safe educational environment. Disclosures made to a confidential resource will not trigger an investigation. When a report is made to the Title IX Coordinator (TIXC) or another Non-Confidential resource, the TIXC will determine whether an investigation is necessary by weighing a request for confidentiality by the reporting individual against the continuing safety of that person and the safety and best interests of the campus community.

Who investigates?	Police or other law enforcement officials.	Investigators employed or retained by the University; these individuals may work for different departments within the University, including, but not limited to, the Security Department, Student Affairs and Academic Affairs.
Procedures.	See Governing Law. Procedures established by police departments, prosecutors' offices, etc.	University policies, which generally incorporate requirements of Governing Law. Collective bargaining agreements and the faculty handbook may impact some procedures.
Standard of Evidence.	Crimes must be proven "Beyond a Reasonable Doubt."	A violation of disciplinary rules must be found by a "Preponderance of the Evidence" (more likely than not).
Confidentiality.	Law enforcement agencies offer some confidential assistance, but a criminal charge and trial must be public.	The University offer confidential resources, but a disciplinary proceeding requires that relevant information be shared with those involved.
Privacy.	Criminal trials must be public.	Disciplinary proceedings are kept as private as possible, but information must be shared with certain individuals within the University, the parties to the proceedings, and pursuant to law.
Who are the parties?	The prosecution/State and defendant. The victim/survivor is <u>not</u> a party, but often the critical witness for the prosecution.	Reporting individual and accused/respondent.
Participation in the process.	In limited circumstances, a criminal prosecution can proceed without the participation or cooperation of the reporting individual, but without a reporting individual's participation, it is generally more difficult to prove a crime beyond a reasonable doubt.	Reporting students cannot be required to participate in the University process. However, the University will be limited in its ability to respond if a reporting individual does not participate.
Who initiates the proceedings?	A prosecutor, acting on behalf of the State (or the United States in federal cases).	The University initiates proceedings, with the reporting individual generally having an active role.
Testimony.	In a court, testimony is generally public. Other parties are, through counsel, entitled to cross-examine witnesses.	Upon conclusion of a formal investigation, a hearing may be scheduled where the hearing officer may question the parties and witnesses. The parties may not cross-examine the witnesses. The University permits a party to participate in the hearing live by conference call or video conference.
Role of attorneys.	Both the State and the defendant are represented by counsel; counsel may question witnesses.	The parties may have a personal advisor/support person of their choice and at their expense (who may be an attorney) present with them during any

		University meeting/proceeding. Such advisor/support person is limited to an advisory role, and may only privately consult and advise his/her advisee. The advisor/support person may not speak for the advisee at the meeting/proceeding, may not question witnesses, may not make any statements during the meeting/proceeding or otherwise actively participate in the meeting/proceeding.
Mental Health and Sexual History.	In New York, a reporting individual's prior sexual and mental health history is generally, but not always, inadmissible in a criminal case. There are limited circumstances under which directly relevant evidence of that kind may be admitted.	Generally not admissible, but subject to quite limited exceptions. NYS Education Law Article 129-B permits parties to exclude information about their prior sexual history with persons other than the other party and also to exclude evidence of their own mental health history in the fact finding phase of the disciplinary process.
Possible Results.	If a prosecution takes place, the defendant may <ul style="list-style-type: none"> • plead guilty or "no contest" • have the case dismissed by the judge (on legal grounds) • be found "guilty" or "not guilty" by a judge or jury 	In cases that do not involve sexual assault, the University has mediation or similar procedures if the parties agree. If there is a formal proceeding, the respondent may be found "responsible" or "not responsible" for violations of the University's rules. Respondents may also accept responsibility before a finding by an adjudicator.
Sanctions.	An individual found guilty may be fined, imprisoned, or both. In some courts, alternative sanctions are sometimes used.	An individual found responsible for violating University policy may be given a range of sanctions (depending on the severity of the conduct and other factors, such as prior judicial history), ranging from a warning to suspension or expulsion from the University.

* From <http://system.suny.edu/sexual-violence-prevention-workgroup/College-and-Criminal-Resource/>.



Yeshiva University
WURZWEILER SCHOOL OF SOCIAL WORK

PhD Program Catalog and Student Handbook

AY 2022-2023

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**PHD PROGRAM CATALOG AND STUDENT MANUAL
YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK**

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Welcome to the PhD Program

We are pleased to welcome you to the PhD Program in Social Welfare at Wurzweiler!

Please keep a copy of this handbook for future reference. The *Student Handbook* is designed to define and to describe the rights and responsibilities of PhD students at the Wurzweiler School of Social Work. It is important for PhD students to be aware of and to understand the program's policies and procedures. The School reserves the right to change policy and procedures and notify all parties of such changes. In regard to curriculum requirements, students will be governed by the Handbook for the year in which they entered the program.

If you have questions or need clarification of the issues covered within the *PhD Student Handbook*, please consult with a member of the PhD Program leadership team. The faculty and staff of the PhD Program are prepared to help all students make their educational experiences at the Wurzweiler School of Social Work meaningful and fulfilling.

We wish you the very best throughout your PhD journey!

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SECTION I: PHD PROGRAM DESIGN

A. HISTORY AND MISSION

Wurzweiler School of Social Work was founded over 60 years ago within the mission of Yeshiva University to provide leadership for the Jewish community and to enrich the broader community, with a special charge of *tikkun olam*, to repair the world. WSSW is guided by a vision is to change the world through the generation and transmission of knowledge, the promotion of social and economic justice, and the advancement of professional values and ethics.

In line with this vision, WSSW created the PhD program in 1966 to prepare students to be “scholar-practitioners” who employ rigorous research to improve policies, systems, organizations, and services. WSSW’s mission and vision is also reflected in the program’s unique mandate for a diverse student body and in a program designed to make PhD education accessible for working professionals.

B. TRAINING “SCHOLAR-PRACTITIONERS”

Students are expected to have an MSW degree (although exceptions can be made for those with a Master’s degree in another - preferably - related field), to have two years’ work experience after having received their Master’s degree, and to be employed in a social work or social service research position while in the program or, for those not able or eligible to work, to engage in volunteer work in a human services related field. The purpose of these expectations is to ensure scholarly pursuits are grounded in current challenges faced by providers and consumers of social services.

Guided by a clear educational philosophy, the program is designed to support interaction and integration of research, theory and practice. The goal of the curriculum is to provide all graduates with the knowledge and skills needed to pursue careers in academia, research/evaluation, policy, and human service leadership.

C. OUR STUDENTS

Our students are generally working professionals with Master’s degrees in social work or allied professions and with experience in a variety of practice areas. The students may represent diverse racial, ethnic, religious, and socio-economic backgrounds. All students should be prepared to engage respectfully and courageously across differences in their PhD courses and program activities.

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

1. The program values experiential knowledge and practice wisdom. Students are encouraged to relate their practice experiences to the research methods and theoretical constructs developed and explored in class.

2. Classes are held during hours that permit the continuation of full-time social work employment. Many classes are on-line or hybrid (on-line and in class), which further makes it possible for students to continue with their employment.
3. Students have access to the Associate Director of Advising and Advocacy to help with course selection and navigating School and University resources.
4. Faculty mentorship is part of the educational process at every stage of the program. Students are assigned a mentor upon entering the program, who provides guidance on dissertation and career planning until the student is ready to select their Dissertation Committee Chair and members, who then take over the mentoring role (students may choose to ask their faculty mentor to become their Dissertation Committee Chair).

D. PhD FACULTY COMMITTEE

The policies governing the program and its curriculum are recommended by the PhD Faculty Committee which consists of faculty members selected by the PhD Program Director and is chaired by the Program Director. Final decisions are made by the School.

The PhD Faculty Committee meets regularly during the academic year (September - May) to review curriculum changes and discuss student progress and issues. Policies and curriculum changes are recommended to the School by the majority vote of the members of the PhD Faculty Committee.

A subset of members of the PhD Faculty Committee also serve as members of the Student Review Committee.

SECTION II: THE CURRICULUM

A. OVERVIEW

The program aims to generate demonstrated proficiency in practice-relevant research, theory, knowledge, and understanding. This “practice-based” nature can be seen in the topics of the dissertations which students undertake and the central research questions that they seek to address. We encourage students to review dissertations that past students have produced. These are available through the ProQuest Dissertations and Theses Database using search term “Wurzweiler.”

The curriculum is designed so that course work can be completed in three years. However, with approval from the Program Director, students may enter the program on a part-time basis and elect to complete their first year of study over a two-year period. As the need arises students may, with the permission of the Program Director, postpone taking full-time classes during the second and third year. However, it is strongly encouraged that students complete the course work as quickly as possible in order to devote their energies to their dissertation.

Likewise, students are encouraged to complete their dissertation in their fourth year, or within one year of completing all required course credits. In consultation with their Dissertation Committee Chair, students may extend their dissertation phase, but all students have a limit of 8 years from commencement of the program to complete program requirements. Students needing additional time to complete the degree may file a one-time request to extend the time limit, providing a rationale for extension and a timeline for completing work that may not exceed one

year. The decision to approve the extension will be made by the Program Director in consultation with the student's Chair. Students may receive only one extension. Students must complete a minimum of 51 approved credits and have successfully defended and deposited their dissertation before they can become eligible for the PhD degree. The program requirements can be divided into four stages with associated Benchmarks, corresponding to the years of full-time study:

First Year aka "Pre-Comp" Curriculum

The first -year courses provide a foundation in social work research and theory needed to analyze the dilemmas and contradictions of social welfare and introduce students to the standards of PhD-level scholarship. There are 8 courses, 3 credits each, for a total of 24 credits that must be completed in the Pre Comp phase of the program. The courses are:

SWK 8421 Strategies of Inquiry I
 SWK 8422 Strategies of Inquiry II
 SWK 8406 Fundamentals of Applied Statistics
 SWK 8425 History & Philosophy of Social Work
 SWK 8296 Social Welfare Policy
 SWK 8809 Legal Foundations of Social Work
 SWK 8814 Social Work Practice Theories
 SWK 8823 Ideology

Benchmark: Comprehensive Exam

After completing all first-year courses, students will take the Comprehensive Exam, offered every July. Enrollment in the second-year course work and remaining in the program is contingent on passing the comprehensive examination. (See below for more information on the Comprehensive Exam).

Second Year aka "Post-Comp" Curriculum

This is the year of movement from structured study toward "independent scholarly study," when students acquire technical and methodological skills requisite for quantitative and qualitative data analyses while thinking about a topic for the dissertation. The open-ended expansion of knowledge and discovery which is the focus of the first year becomes much more targeted as students begin to develop their dissertation topic.

There are a total of 7 courses, 3-credits each, for a total of 21 credits in the "post-comp" phase. The courses are:

SWK 8401 Quantitative Seminar I
 SWK 8402 Quantitative Seminar II
 SWK 8416 Qualitative Data Analysis
 SWK 8696 Social Work Education
 SWK 8010 Grant Writing & Administration
 Elective
 Elective

The second-year curriculum allows students to choose one elective course each semester. Electives are listed on a yearly basis in the program's course offerings. Students may also apply to take courses in other YU schools or at other universities for a maximum of 6 credits with the prior approval of the Program Director as per the Program's transfer policy.

Benchmark: Successful completion of 45 credits total (pre-comp and post-comp combined)

Third Year - Proposal Phase

In this phase, students take a series of two seminars during which they will write and defend their dissertation proposal. Each seminar is 3 credits, bringing the student to the program credit requirement of 51 credits. The two seminars are:

SWK 8904 Proposal Seminar I

SWK 8920 Proposal Seminar II

In the Seminars, students complete a systematic literature review to identify a research question upon which to build their research study and write all sections of their dissertation proposal. In this phase, they also select their Committee Chair and members. Students may move through the proposal writing process at different speeds, but they should aim to defend their proposals at the end of SWK 8904 Proposal Seminar I and no later than the end of SWK 8920 Proposal Seminar II. They must also submit their proposals to the University's Institutional Review Board for approval. The program's [*Guide to the Preparation of the Dissertation Proposal*](#) serves as a basic text for the seminars.

Benchmarks: Completion of 51 course credits and Proposal Defense

Before being considered "ABD" (all but dissertation), students must successfully complete all required coursework for a total of 51 credits. They must have completed at least 48 credits when they defend their dissertation proposal. Once a student successfully defends their dissertation proposal, they enter "Dissertation Phase."

Fourth Year and Beyond – Dissertation Phase

In this phase, students are working closely with their Chair and Dissertation Committee to actively carry out their dissertation research. This includes data collection, data analysis, and writing of all chapters of their dissertation. Because students are no longer taking courses, they must register for SWK8999 Extension to maintain matriculation in the program.

Extension

During the Dissertation Phase, students must register for SWK8999 Extension every Fall and Spring until they graduate. Extension is a no-credit, fee-bearing structure that maintains access to University and program resources including the student's Chair and Dissertation Committee.

Methodology Center

In the proposal and dissertation phases, students have access to research consultants in the Methodology Center. Students will be able to contract with Center instructors for specific services to support project design, instrument design, data collection, and data analysis at no cost. On occasion when additional data analysis support is needed, outside consultation may be needed at students' expense. Please note that neither Center instructors nor Dissertation Committee members will perform data analyses for students.

Benchmark: Dissertation Defense

B. SAMPLE COURSE PLAN (AKA “ROADMAP”)

This section provides a course plan, based on the now-current schedule of offered courses and program requirements. The Program Director reserves the right to make changes in the schedule of course offering based on program resources or otherwise. Occasionally, the program will update or substitute a course as needed. The program will endeavor to notify students who are affected by such changes.

PHD PROGRAM ROADMAP

Please note: Roadmap will be tailored to a student’s schedule based on FT or PT status and interest in taking summer courses.

Year 1 (Pre-comp Phase)

Summer 1

(up to 2 courses)*

Fall 1

SWK 8421 Strategies of Inquiry I	3
SWK 8406 Fundamentals of Applied Statistics	3
SWK 8425 History & Philosophy of Social Work	3
SWK 8809 Legal Foundations of Social Work	3

Spring 1

SWK 8814 Social Work Practice Theories	3
SWK 8422 Strategies of Inquiry II	3
SWK 8823 Ideology	3
SWK 8296 Social Welfare Policy	3

Summer 2

(Up to 2 courses)*

* Generally, the pre-comp courses offered in the summer will be SWK 8425 History & Philosophy of Social Work and SWK 8296 Social Welfare Policy.

Pre Comp Credit Total: 24

COMPREHENSIVE EXAM (End of July)

Students must have completed 24 credits before taking the Comprehensive Exam

Year 2 (Post-Comp Phase)

Fall 2

SWK 8401 Quantitative Seminar I	3
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SWK 8696 Social Work Education	3
Elective**	3

Spring 2

SWK 8402 Quantitative Seminar II	3
SWK 8010 Grant Writing & Administration	3
SWK 8416 Qualitative Data Analysis	3
Elective**	3

Summer 3

(Up to 2 courses)***

**Students take a total of 2 electives. Electives can be taken in Fall 2, Spring 2, Summer 3, Fall 3, or Spring 3

***Generally, the post-comp courses offered in the summer will be SWK 8416 Quantitative Data Analysis and Electives.

Second Year Total: 21

Pre Proposal Phase Credit Total: 45

Year 3 (Proposal Phase)**Fall 3**

SWK 8904 Proposal Seminar I+	3
Credit Equivalency Form++	0

Spring 4

SWK 8920 Proposal Seminar II+	3
Credit Equivalency Form++	0

+SWK 8904 and SWK 8920 cannot be taken in the same semester, or before a student has reached 41 credits, or while the student is taking more than 1 other course. Students need permission to register for these courses. The seminars will be offered every semester including Summer.

++The Credit Equivalency form is needed if students are registered for less than 9 course credits but are actively working on their proposal or dissertation and wish to have a full-time student status.

Proposal Phase Credit Total: 6

Required Course Credit Total: 51

PROPOSAL DEFENSE

Year 4 and Beyond (Dissertation Phase)

SWK 8999 Extension+++	0
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+++Students must register for Extension every Fall and Spring semester after they reach 51 credits to maintain enrollment in the University and access to University services and their Dissertation Committee. There is an extension fee for each semester.

DISSERTATION DEFENSE

C. COURSE AVAILABILITY

The faculty and administration of the program pride themselves on the richness and flexibility of the curriculum and its course offerings. Enrollment levels may occasionally affect the variety of elective courses available to students or may reduce or increase the range of days and times of classes being offered. The Program Director reserves the right to cancel an elective course or to consolidate sections of a required course when enrollment drops below a reasonable number. Student applications for independent study or directed study coursework must be submitted to the PhD Program Director for review and approval.

D. THE COMPREHENSIVE EXAM

The comprehensive exam is designed to assess students' learning and mastery of the first-year course work and readiness to enter the second year. Generally, students take the exam in the School's computer lab or online via Zoom. Six hours are allotted for the exam, with time for breaks and for lunch. It is a "closed-book" exam: no notes, no papers, etc. Students are asked to respond to several questions, which cover and directly relate to the material covered in each of the courses taken during the first year of study. Questions must be answered to the satisfaction of the faculty reviewers. Students receive a study guide to help them prepare for the exam.

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

Criteria for Grading the Comprehensive Exam

The comprehensive exam is graded by professors teaching first-year courses in the program. Criteria for evaluating the comprehensive exam include:

In regard to each question:

Responsiveness to the question: How well did the student respond to the specific question posed?

Integration of practice and theory: To what extent was the student able to accurately and thoughtfully link practice concerns with appropriate theory?

Overall:

Adequacy of incorporation of course content: To what extent did the responses reflect, overall, the learning from the first-year courses?

Quality of writing: To what extent did the writing communicate ideas effectively and lucidly?

Development of a scholarly style: To what extent did the writing reflect the qualities of maturity, sophistication, and command professional and scholarly communication?

Overall assessment: To what extent did the total exam convey adequacy of learning during the student's first year of PhD study and a readiness to move ahead to the second year?

Procedure in Case of Failure

Oral exams will be required if, in the opinion of the professors grading the exam and the Program Director, the exam grade is either a failure or a very marginal pass. In this case, the Program Director will contact the student to schedule an oral exam. The intent of the oral exam is to provide the student with an additional opportunity to demonstrate knowledge of the first-year course work. Students taking an oral exam will be notified in writing of the outcome within 14 business days of the exam.

There are three possible outcomes to the comprehensive exam: pass with a successful written exam, pass with a successful oral exam, and fail. A student who fails both the written and oral exams will not be eligible to register for second year courses and will be dismissed from the program (see Section V for information on appealing dismissals).

E. THE DISSERTATION PROPOSAL

The proposed dissertation research is expected to make a significant contribution to the building of the knowledge base in social welfare. The writing of the proposal and the dissertation itself will demonstrate the student's mastery of scholarly research at the PhD level.

All courses taken in the first and second year share the objectives of helping students think through and focus on a feasible dissertation topic. As the student proceeds through the course work, this focus should become increasingly more specific. The focus, in turn, should lend coherence to the course work.

The dissertation proposal is a detailed description of the proposed research project. It sets forth the study questions, hypotheses, research methodology, literature search of relevant theory and empirical studies, and the practice and/or policy implications of the proposed inquiry. In conceptualizing a proposal, students should review several proposals of past dissertations. Completed dissertations are available through the ProQuest Dissertations and Theses Database using the search term "Wurzweiler."

Approval of the proposal takes place at a proposal defense in which the student submits their written proposal, gives an oral presentation of their proposal to their Proposal Defense Committee, and answers questions. The Proposal Defense Committee is chaired by the student's Dissertation Committee Chair and two additional Committee members at least one of whom is a Wurzweiler faculty member, selected by the student with guidance from the student's Dissertation Committee Chair. All committee members must be doctorally qualified, and committee members who are not full-time WSSW faculty members also must be approved by the Program Director.

The proposal serves as an agreement between the student and Wurzweiler School of Social Work about the research to be conducted by the student. Students should keep in mind that Dissertation Committee members must reach a consensus regarding the merits of the proposal and may require changes at several points during the review process. The high standards of the dissertation proposal and consensus among reviewers increase the probability of subsequent approval of the proposal by the University's Institutional Review Board, and of eventual completion of the dissertation. However, neither are guaranteed by a successful proposal defense.

Students are held responsible for following the version of the Dissertation Guide in effect at the time that they enroll in the *Proposal Seminar*, unless, with permission of their Chair and the Program Director, they specifically elect to come under any new guidelines.

References

All proposals and dissertations must adhere to the most recent edition of the American Psychological Association (APA) (currently the 7th Edition). APA style citations and references are also required for all course assignments. However, when and if the American Psychological Association up-dates or changes its style format, students will be expected to make the changes in their work, including papers, proposals and dissertations. It is important that students use the latest APA style so that their work conforms to what is currently being used by the discipline's journals and professional publications.

Institutional Review Board Review

A proposal is not officially approved until it has received favorable action by the University's Institutional Review Board, currently WCG Institutional Review Board (WCG IRB). All proposals are reviewed by WCG IRB to determine whether human subjects who participate in the research are adequately protected against harm as a consequence of their participation and that informed consent has been obtained. All research projects approved in this process must include strict measures to protect the confidentiality of the responses by the human subjects at the time of inquiry and thereafter. The proposal must be submitted to WCG IRB within three months of the date the proposal is approved by the student's Dissertation Committee. If this timetable is not followed, the dissertation proposal will be considered "out of date" and will need to go back to the student's Dissertation Committee for re-consideration. The Dissertation Proposal Guide found in Appendix A contains additional WCG IRB procedures.

In addition, prior to submission of the proposal to WCG IRB, all students are required to complete and pass the on-line CITI exam regarding research on human subjects during the Dissertation Proposal Seminar course.

In designing the research protocol, students should be aware of the guidelines for review which have been developed by Yeshiva University and discuss their applications for approval with their Dissertation Committee. The Program Director or the Dean of WSSW may be involved in additional three-way discussions in order to clarify particular questions.

Not all proposals require a full or face-to-face hearing by WCG IRB. Some studies are eligible for exempt status or an expedited review without a face-to-face hearing. This determination is made solely by WCG IRB upon review of the application.

If a hearing is necessary, the Dissertation Committee Chair, as the principal investigator of the research, will participate. The individuals designated as reviewers by WCG IRB are expected to share any major concerns in advance with the Chair/principal investigator so that the student can deal directly with these concerns at the hearing. In some situations, a postponement of the hearing may be requested in order to address the issues raised by the WCG IRB reviewers. Alternatively, WCG IRB reviewers may suggest that the protocol be withdrawn from WCG IRB consideration until such time as substantive changes are made in accord with reviewer recommendations.

Under no circumstances can the research commence until WCG IRB has approved the proposal.

A copy of the forms required to be completed in order to request WCG IRB consideration and approval are available on the WCG IRB website. While a student may choose to begin drafting their IRB application prior to their defense, the student cannot submit the application until the student's Dissertation Committee has approved the proposal and after all revisions requested by the committee are made.

Once the proposal has been formally approved by the student's Dissertation Committee, it is still possible to modify the methods of investigation, even it has already been approved by the WCG IRB. These changes should be discussed with the student's Dissertation Committee Chair to determine whether a new proposal or an amendment should be formally submitted to the WCG IRB. Under no circumstances can the research commence until the WCG IRB has rendered an affirmative decision on the modified proposal in writing.

F. THE DISSERTATION

Students have two choices for the format of their dissertation. The first option is a traditional dissertation consisting of one long paper (roughly 150-250 pages) on a single topic. The second format option consists of three papers of publishable quality, which should be on interrelated topics (see the Dissertation Proposal Guide). Students should discuss the format for their dissertation with their Dissertation Committee while in the proposal phase.

Students will need to work with their Dissertation Committee Chair to construct a timeline for completing work, submitting work to the Dissertation Committee for feedback, and incorporating feedback. This timeline should incorporate sufficient time for Committee members to provide useful feedback and for students to thoughtfully incorporate Committee members' feedback. In situations where this process breaks down, the Program Director is available to support students and Committee Members.

After submitting a final version of their dissertation to their committee, the student must defend their dissertation in a formal presentation during which committee members will ask questions.

All students are required to have one Dissertation Committee member from outside the WSSW faculty at the time of their dissertation defense. Students should discuss with their Dissertation Committee Chair prospective scholars outside WSSW to serve on the Dissertation Committee. This person will be chosen by the student in consultation with their Committee Chair. Upon selection, the external committee member's curriculum vitae must be forwarded to the Program

Director. For additional information on Committee formation and membership, and dissertation timelines and requirements, please see the Dissertation Guide (Appendix A).

G. DEGREE CONFERRAL AND GRADUATION

In order to be eligible for a degree, students must complete all required coursework and other requirements as published in the Catalog for the semester in which the student first enrolled. This includes final approval of their Dissertation and deposit of the final approved version of the Dissertation with the Registrar's Office and ProQuest. Students who fail to complete all requirements before the date of degree conferral will need to re-apply for the next possible degree date. Any student who is on probation, does not meet the satisfactory academic performance standards, or has a 'financial hold' on their account will not be eligible to receive a degree.

Degrees are conferred in September, January, and May each year. A student applies for a degree by filing an Application for Graduation Form in the Office of the Registrar. Students will not be eligible to receive a degree unless they have submitted the [Application for Graduation](#) by the appropriate deadline as published in the Academic Calendar. Should the degree not be awarded at that degree date, a new application must be filed prior to the degree date deadlines thereafter until the degree is awarded. Graduation fees paid initially remain valid for two (2) years and need not be paid again unless more than two (2) years elapses between payment and award of degree.

Currently, there are two graduation ceremony date options, one at the end of Spring semester in May and the other after summer session in July. All course and other requirements must be completed before the date of graduation. Students who have not completed the requirements (including not having the sufficient credits and not having had their Dissertation approved) will not be listed in the Commencement Program, will not be permitted to participate in the Graduation ceremony unless they receive special permission to do so.

H. ROLE OF THE FACULTY MENTOR

Upon admission to the PhD Program, all students will be assigned a faculty mentor who generally will serve as the student's primary faculty advisor until the student selects a Dissertation Committee Chair. Students should contact their mentors early in their first semester to set up a meeting schedule. The role of the mentor includes:

- Socializing the student to the School and the program
- Providing support/mentoring
- Becoming informed about the student's background
- Establishing with the student their needs and interests
- Encouraging the development of the student's intellectual interests pertinent to research and scholarship
- Monitoring academic progress
- Participating in faculty meetings concerning student issues/progress
- Clarifying/interpreting course requirements
- Serving as liaison to other faculty and external resources, as needed (e.g., editors, consultants)

- Helping the student to identify a dissertation research area and the central questions to be addressed
- Helping student identify Dissertation Committee Chair and members

At the end of their first year of course work and successful completion of the Comprehensive Exam, students may provide input regarding their preference for a mentor to guide their second year of study and proposal development. Although no promises can or will be made, there will be an effort to honor student preferences, depending on faculty availability.

I. REFERENCES/RECOMMENDATIONS

Students often request letters of recommendation from faculty for scholarships, honors and awards, and jobs. Students should first obtain the permission of the faculty member before indicating their name as a reference. This is common courtesy. There may be reasons why a faculty member cannot or may not wish to serve as a reference. For example, the faculty member may have already provided a reference for another student for the same scholarship or job. Writing references is a regular part of the faculty member's role, and students need not be shy requesting a reference. When looking for a faculty member who can provide a reference, students should start with their mentor or Chair, or a faculty member with whom they have worked on an independent study or publication.

SECTION III: ACADEMIC AND PROFESSIONAL STANDARDS

A. GRADING SYSTEM

1. Grade assignments are determined solely by individual instructors.
2. Students are graded using letter grades of: A, A-, B+, B, B-, C+, C, F.
3. A student who has not satisfied an "Incomplete" grade for a course may not register for the next semester (unless expressly approved by the Program Director).

B. ACADEMIC STANDARDS

Students are required to maintain satisfactory standards of scholastic performance and progress. A student is considered to be in academic jeopardy in any of the following situations:

6. Students are required to maintain a cumulative 3.0 GPA or better to remain in good academic standing. If an overall 3.0 GPA is not maintained, the student will be placed on academic probation. A student on academic probation must raise their overall GPA to at least 3.0 by the semester immediately following the semester in which their overall GPA was less than 3.0. Failure to achieve the required 3.0 cumulative average in such semester is grounds for dismissal.
7. A final grade lower than a "B" (including B-) earned in a course places a student on academic probation. More than one final grade at any point in the program lower than a "B" (including B-) is grounds for dismissal.
8. A student who fails any course (that is, receives a grade of F) may be dismissed from the program.

9. A student who receives two or more incompletes in a given semester will be placed on academic probation for the following semester. If the student receives another incomplete in any subsequent semester, they may be dismissed from the program.
10. Students are required to complete their degree within eight years of admission. Failure to do so without an approved exception is grounds for dismissal.

C. ACADEMIC PROBATION

Academic Probation is a warning that a student needs to improve their academic performance to reach “Good Standing” status to avoid the risk of dismissal from Wurzweiler. Students on academic probation will receive a Letter of Probation outlining the reasons for the probation and the required course of action.

Students on academic probation must:

- (1) meet (within one week of receiving the probationary letter) with the Program’s Associate Director for Academic Advising (or their designee) to review progress and to develop a plan for remediating the identified issues; and
- (2) raise their overall GPA for the next semester to at least 3.0 and maintain at least an overall 3.0 GPA each subsequent semester. Students must have a cumulative 3.0 GPA to graduate from the program.

Students on academic probation are advised to use supports available at WSSW which include the writing consultants, faculty mentorship, PhD Director and Associate Directors, or Associate Dean. Students are encouraged to reach out for help in remediating issues impeding their academic progress.

D. COMPORTMENT STANDARDS

“Professional Comportment” is defined as acting and conducting oneself in an ethical and professional manner and is a required educational component of the program. Professional Comportment attributes describe skills and qualities needed for success as both a student and scholar. Failure to demonstrate these attributes can lead to probation and/or dismissal from the program. These attributes include the following:

- (1) **Acceptance of Diversity, Equity, and Inclusion:** Students should demonstrate an appreciation for the value of diversity, equity, and inclusion. Students are expected to treat everyone, including fellow students, faculty and staff, with dignity and respect regardless of age, race, ethnicity, class, religion and religiosity, political affiliation, gender identity, sexual identity, disability status, legal status or otherwise.
- (2) **Communication:** Students must be able to communicate effectively with everyone, including fellow students, faculty, and staff, in a clear, open, honest, and respectful way. Communication involves reflexive speaking, listening, and understanding non-verbal cues and body language. In addition, it is important to protect confidentiality by not divulging to other people information about clients discussed or comments made by other classmates. Confidentiality should also be maintained when discussing any events taking place in a course with anyone who is not the instructor of the course or a student enrolled in the course.
- (3) **Interpersonal Skill:** Interpersonal skill is a measure of how proficient one is at interacting with others. Examples include active listening, conflict resolution,

compassion, objectivity, integrity, teamwork, leadership, flexibility, respect for others, and reflexivity, or the ability to attend to the ways that implicit bias, social identity and positionality impact interactions. Students must demonstrate an advanced level of interpersonal functioning when interacting with other people, including fellow students, faculty, and staff. Inappropriate or disruptive behavior toward other persons, including fellow students, faculty and staff, will not be tolerated.

- (4) **Class Attendance, Engagement, and Participation:** Consistency in these areas offers students the best opportunity to understand course content and to think critically about the topics being covered and to demonstrate a commitment to a successful learning experience. Students are expected to help maintain a classroom atmosphere that is conducive to learning and intellectual discourse. The use of personal computers, cell phones or recording devices is not permitted during class without the express permission of the instructor. In live-online classes, this includes keeping one's video camera on and not driving, cooking, walking, or engaging in any other activities during class time. Students should be alone in a private area during online classes. It is also expected that students arrive to class on time, and remain in the class for the full class period; being late to class is a discourtesy to instructor and classmates alike and disrupts the flow of the class.
- (5) **Respect for the Ideas and Perspectives of Instructors, Administrators, and Fellow Students:** The program classrooms are diverse spaces. Students are expected to demonstrate respect for and tolerance of differing viewpoints, ideas, and beliefs with all members of the Wurzweiler community. Microaggressions, and any language or behavior that intimidates and belittles others, or which causes emotional harm, will not be tolerated. Students are also expected to build positive relationships with fellow students, faculty and staff.
- (6) **Deadlines & Assignments:** Students are expected to show responsibility and dependability by meeting assignment deadlines and to communicate with instructors to request extensions when needed. Failure to consistently meet deadlines may be grounds for dismissal from the program.
- (7) **Self-Reflection:** Students must demonstrate a willingness to reflect on how their social position and life experiences impact their worldview and an ability to integrate new knowledge from course material, instructor feedback, and class contributions from fellow students.
- (8) **Empathy:** Students are expected to exemplify self-compassion and the ability to ask for help when needed, as well as empathy for their classmates as fellow learners.
- (9) **Ethical Conduct:** Students are expected to demonstrate honesty and integrity in all aspects of the program, as well as full compliance with the Code of Ethics promulgated by the National Association of Social Workers (NASW). The program will not condone cheating, academic dishonesty and/or plagiarizing. In addition, a student may not submit the same paper or an assignment from another class for credit in a different class.

As with academic probation, students may be placed on comportment probation for violating any of the above guidelines, as well as any other University or School policies (including the University's Policy on Drugs and Alcohol). A student on comportment probation will receive a Probation Letter outlining the reasons for the probation and the required course of action. Failure to improve, as well as an extraordinary or inexcusable one-time violation or repeated violations, may be grounds for dismissal from the program.

E. PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes *plagiarism* and is a violation of academic standards. The School will not condone *plagiarism* in any form and will impose disciplinary sanctions to acts of *plagiarism*. A student who presents someone else's work as their own work is stealing from the authors or persons who did the original thinking and writing. *Plagiarism* occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also *plagiarism* to use the ideas and/or work of another student and present them as your own. It is **NOT** *plagiarism* to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If a determination is made that a student plagiarized any part of any assignment in a course, they will automatically **FAIL** the course and, depending on the circumstances, will be placed on academic probation (as described above) or dismissed from the program. If students or faculty are concerned that written work is indeed plagiarized, they can use the following “plagiarism checker” websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker

www.dustball.com/cs/plagiarism.checker

www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesources/

www.duplichecker.com/

F. CLASS ATTENDANCE

Attendance Policy for Face-to-Face and Live Online Classes

Students are expected to attend all classes as scheduled. Prompt and regular attendance is an expectation. Social work is an applied professional discipline. Punctuality and attendance are indicative of current and future professional conduct. Gaps in learning resulting from class absences or tardiness compromise the student's ability to fully meet obligations as a professional social worker. An unexcused or uncommunicated absence is a serious matter.

- (7) To receive credit for a course, students must regularly attend, be prompt in their arrival to class and remain in class for the full period, whether the course is in-person or online. Students in Live Online classes are expected to arrive to class by logging in on-time and keep their camera on for the full period. Students are deemed to have left class when they turn their camera off. Students who frequently leave and return to class disrupt the flow of the class which is a discourtesy to instructors and classmates alike and in violation of classroom etiquette. Penalties for lateness, early departure or for classroom disruptions will be at the discretion of the instructor.
- (8) Some absences are unavoidable. The criteria for granting an excused absence for an extenuating circumstance includes urgent and substantiated non-academic reasons directly affecting the student and are beyond the student's control (such as: religious observance, military obligation, illness of the student or immediate family member, participation in WSSW activities at the request of WSSW faculty/administration, and other compelling

circumstances beyond the student's control such as death of family member, court appearance). In such situations, a student may ask the instructor prior to the class session for an excused absence. In the event of a hospitalization or emergency, the student should contact the professor within 48 hours of the missed class. It is at the professor's discretion whether an excused absence will be permitted.

- (9) Students missing more than 20% of class time may receive an "F" for the class. Instructors typically have specific rules about attendance, which might include appropriate consequences as noted on the syllabus (i.e. reduction in grade, or extra assignments to make up material missed). Students are responsible for understanding each instructor's policies on attendance, and realizing that any absence from class may affect their grade. The instructor retains discretion over the consequences of absences.
- (10) Only enrolled students may attend class; no outsiders (including infants and children) may attend class. Students in virtual classes should ensure that they have a private location in which to attend class.

Attendance Policy for Asynchronous Online Classes

Students are expected to actively participate in class activities regularly. Logging in without participation is insufficient by itself to satisfy the requirement for participation. Students must complete assigned activities in order to be counted as 'attending' class. Activities are outlined by the professor in the syllabus. If a student has not logged into a course for a period longer than two weeks, the student may be asked to withdraw from the class, with penalty. To receive credit for a course, students must regularly participate in the class discussion boards and all other assignments.

Students missing more than 20% of class time/activities will receive an "F" for the class. Exceptions will be made only for excused absences per the criteria described above, approved by the instructor. Instructors typically have specific rules about deadlines, discussion boards, and posts, which might include appropriate consequences as noted on the syllabus (i.e. reduction in grade, or extra assignments to make up material missed). Students are responsible for understanding each instructor's policies on missed course activities, and realizing that any missed activities may affect their final course grade.

Attendance Policy for Students with Disabilities

Any student with a documented disability must be registered with the Yeshiva University Office of Disability Services (Abigail Kelsen, (646) 592-4280; akelsen@yu.edu) to qualify for consideration for class absences and lateness. Students with chronic health issues, which occasionally cause absences from class, are encouraged to register. Students with accommodations are responsible for completing all coursework. The accommodation should not be viewed as a waiver of attendance requirements.

G. CLASS PARTICIPATION

The PhD Program views each student as having a wealth of skills, resources, and life experiences that can enhance their experience in courses, the dissertation process, and time spent with mentors. To encourage engagement in the learning process, the program provides an educational environment that is challenging and supportive. In this environment, students are

encouraged to take risks (within the guidelines set forth herein) necessary to become advanced social welfare scholars, researchers, and practitioners.

H. INCOMPLETES

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

1. "Incompletes" should be considered exceptional; students are expected to complete their course work by the end of the semester.
2. The grade of "incomplete" or "I" is given only at the discretion of the instructor. If the instructor chooses not to give an "I" grade, they may determine the student's grade based on the work completed.
3. If the instructor gives the student the grade of "I", the instructor will determine a deadline no later than the last day of the following semester for the student to complete the work. The instructor, together with the student, will complete an [Incomplete Contract](#) outlining the work to be completed and setting the deadline.
4. If the "incomplete" is not changed within one semester, and an extension has not been granted, the Registrar's Office is authorized to automatically convert the grade to an "F."
5. Prior to the deadline, the student may petition the course instructor from which the "I" grade was received for an additional extension. *Such an extension is contingent upon: (1) approval in writing of the instructor, with specification as to the date upon which all course work will be submitted; and (2) approval of the Program Director.* Any incomplete grade will automatically become a failing grade at the end of the extension period if the missing work has not been completed by then.
6. Please note for Incompletes incurred in the Spring, the agreed time for completion cannot exceed the end of summer session for students enrolled in summer courses and the first day of Fall classes for students not enrolled in summer courses
7. **Students may not enroll in course work for the next semester until such time as the "I" grade is changed.** The only exception to this policy is with written approval of the Program Director.
8. An "Incomplete" in the first semester of a year-long course must be completed before the student can register for the second half of the course.
9. **A student who receives two or more incompletes in a given semester will be placed on academic probation for the following semester.** If the student receives another incomplete semester at any time following that semester, the student may be dismissed from the program.

I. PROGRAM TIME FRAMES

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

1. Completion of required course work (51 credits) within 3 years of initial entrance into the program for full-time students) and 5 years for part-time students. In some cases exceptions will be made for students requiring additional time or when students need to change from full-time to part-time. Exceptions are made only with the approval of the Program Director.

2. Completion and acceptance of dissertation proposal by the student's Dissertation Committee and WCG IRB approval within 1 year from the date that SWK 8920 is completed.
3. Completion and defense of dissertation within 3 years from date of proposal acceptance by the WCG IRB.
4. Completion of all coursework, and completion and defense of dissertation within a total of 8 years.
5. Leaves of Absence do not extend the time limits set for completion of degree requirements.

Students are expected to complete the full program, including completion and defense of the dissertation, within 8 years of initial entrance into the program, or sooner. It is expected that students will complete the program in a 4-5 year time frame, but it is recognized that in some circumstances, students need extra time. Limited extensions beyond 8 years may, at the discretion of the Program Director in consultation with the student's Dissertation Committee, be granted in special or unusual circumstances upon student petition. Successful petitions provide students with up to a one-year extension. Only 1 extension is allowed, and the maximum time allowed in the program is 9 years.

J. POLICY AND PROCEDURE ON TRANSFER CREDITS

Subject to approval as described below, credit may be transferred for a doctoral level course taken before entry into the program, if the course was taken within the past five years at another accredited institution of higher education and if the course grade is a "B" or higher. Grades of B- are not accepted for credit.

Generally, the School does not accept transfer credits to replace required course work; this is because the program is highly structured toward (1) the comprehensive exam; and (2) preparation of the Dissertation Proposal. It is extremely unlikely that courses taken elsewhere will be identical or equivalent to the required courses in the program curriculum. Transfer credits may, however, be applied to satisfy elective course requirements. *The maximum total number of credits that may be transferred from another doctoral program is six (6).*

Any student who wishes to transfer credit from another institution must submit a Transfer of Credit Form to the Office of the Registrar. This form must be approved and signed by the Program Director. Students must also include an official transcript showing the course they wish to transfer with a final grade, together with any course descriptions or syllabi for the course. All Transfer of Credit Forms for courses taken at another institution prior to beginning the program should be submitted to the Office of the Registrar during the student's first semester. All Transfer of Credit Forms for courses taken at another institution after the student is enrolled in the program should be submitted to the Office of the Registrar promptly after the course is finished (and in any event within 30 days). It is at the discretion of the Program Director to decide which courses may transfer.

Approved transfer credits are not entered on a student's permanent record until the student has satisfactorily completed at least 12 credits in the program, and may be revoked, either in whole or in part, if subsequent work by the student, either generally or in a particular subject, is not

satisfactory. Courses transferred from another institution appear on the student's record with credit value only; grades earned elsewhere are not entered on the records of Yeshiva University.

K. ACADEMIC WRITING

Writing is an important skill for success in the PhD program. Students will not only need to do a significant amount of writing in their coursework, they will also need to produce a dissertation of publishable quality. This may require learning new forms of writing (e.g. systematic literature review), mastering APA format, and gaining comfort asking for and receiving help. Students need to be receptive to feedback on their writing and be proactive in seeking support as needed to hone their writing skills.

The Wurzweiler Writing Consultants aim to help students find the resources and develop the skills they need to write proficiently. They are available to consult on all kinds of writing tasks, from decoding assignments, to brainstorming and organizing papers, to using APA style and polishing sentences. Students can sign up for sessions at <http://wsswwriting.setmore.com/>. The session options include in-person meetings, email exchanges, and online or telephone chats. Writing Support staff do not provide copy-editing services, and students may need to hire outside editing support during the dissertation process.

SECTION IV: UNIVERSITY SUPPORTS AND POLICIES

A. STUDENT SUPPORT SERVICES

The Counseling Center offers a range of services to current Yeshiva University students attending classes at the Manhattan campuses, including counseling and support, medication management and referrals. All services are free of charge and confidential.

<http://www.yu.edu/student-life/counseling/>

Office of Disability Services collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities.

<http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

Academic Computing is a service center for students and faculty who require support with academic computing equipment and facilities at Yeshiva University.

<http://yu.edu/its/academic-computing/>

E-Reserves provides online access to “on reserve” full text articles and materials for a course. E-Reserves can be accessed through the course Canvas page or the library website. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

Academic Calendar

Please see the Wurzweiler academic calendar which is available on the School’s website at www.yu.edu/wurzweiler prior to the beginning of class. Be aware that some course meeting dates may be changed due to holidays. Each semester consists of 14 class sessions.

B. CANVAS

Canvas is our online learning management system. For information, see the following website: <https://www.yu.edu/its/academic-computing/student-computing/eLearning> All classes, whether face-to-face (F2F), live-online, hybrid, or asynchronous have a Canvas shell associated with the class. Canvas support is available 24/7/365 at (800) 829-7418.

The PhD Program has a Canvas site called PhD Information Central, which all students and faculty are encouraged to join to access important resources, forms, and information.

C. FINANCIAL AID

Students may rely on several sources of financial aid to help meet education expenses. The Federal Government and state-specific aid may be primary sources. In addition, there are private scholarships, foundations, and religious entities that may provide aid for social work doctoral students. Community groups and professional organizations are other sources of aid.

On a selective basis, when possible, students may be invited to serve as teaching assistants and adjunct teachers. Such opportunities depend on available funds and the needs of the School and the University. A limited number of paid field instructorships of MSW students also may be available. Three years of post-MSW work experience is required for doctoral students to be eligible to serve as field advisors. Any student interested in serving as a field instructor who has the MSW degree, has the three –year post MSW work requirement, is currently licensed, and has completed and has certification from the Seminar in Field Instruction (SIFI) should contact the School’s Director of Field Education. Decisions regarding eligibility and selection are made by the School’s Director of Field Education.

In addition, a variety of low interest student loans are available in addition to a general scholarship which is awarded to students who meet the criteria for such an award. For more information about student loans, visit the Office of Student Finance website: www.yu.edu/osf or contact studentaid@yu.edu. For questions regarding scholarships, awards, please contact The Office of Admissions at <http://www.yu.edu/Admissions/Graduate/Wurzweiler/>.

D. AUDITING A COURSE

Audits may be permitted if there is space available in the course. An audited course is not considered part of a student’s workload. For additional instructions, see:

https://www.yu.edu/sites/default/files/inline-files/Request%20to%20Audit%20a%20Course_Form_2021_Fillable.pdf

E. IMMUNIZATIONS

NYS law and University policy require all students to prove immunity to measles, mumps and rubella. In addition, the University requires all students to be fully vaccinated against COVID-19 (i.e., two weeks after the second dose of the Moderna or Pfizer/BioNTech vaccine, or two weeks after the single dose of the Johnson & Johnson vaccine) and have received all boosters they are eligible for. Proof of such immunizations is required prior to registration/entry to campus. Please check for updates and exemptions to this policy here: <https://www.yu.edu/covid-updates>

F. HEALTH INSURANCE

All students are required to be covered by a health insurance plan and as such will be automatically enrolled in Yeshiva University Graduate Students Health Insurance Plan. If you currently have insurance coverage and want to waive the University’s coverage, you must complete the online waiver form at www.gallagherstudent.com/yeshiva.

G. NON-DISCRIMINATION AND HARASSMENT

Yeshiva University complies with all federal, state and local regulations governing Non-Discrimination and Harassment including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972. In keeping with its long-standing traditions and policies, Yeshiva University provides equal opportunity for faculty, staff and students within admissions and employment, and those seeking access to programs based on individual merit.

University-wide policies and procedures pertaining to discrimination and harassment have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures can be found online at <https://www.yu.edu/student-life/resources-and-services/policies>. This policy includes information about filing a report, seeking a response and options for confidential disclosure. The University will respond to all complaints promptly, thoroughly, and impartially.

Retaliation is prohibited against anyone who filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated. When warranted, the University will take appropriate, corrective action to remedy all violations of this policy, up to and including termination and/or expulsion. Administrative and investigative responsibility relating to enforcement of the policy has been assigned to the University's Title IX Coordinator, Dr. Chaim Nissel, at (646) 592-4201.

H. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Office of Disability Services assists students with documented disabilities or medical conditions in obtaining reasonable accommodations. Some of the disabilities accommodated include physical, emotional or learning disabilities, ADHD, hearing impairments, and visual impairments. Visit the following website for more information about documentation guidelines and available accommodations: <https://www.yu.edu/student-life/resources-and-services/disability-services/students>.

Students who wish to request accommodations for a documented disability that affects his/her academic performance and students who suspect that they may have a disability are encouraged to contact the Office of Disability Services for Wilf Campus: Abigail Kelsen, (646) 592-4280 /akelsen@yu.edu

I. STUDENT CONDUCT AND STUDENT RIGHTS

Please visit <https://www.yu.edu/student-life/resources-and-services/Standards-Policies> and review the University policies on student conduct and student rights, including:

- Athlete Protection Policy
- Anti-Bullying and Hazing Policy for Students
- Credit Card Marketing Policy
- Drug and Alcohol Policy
- Medical Form
- Requirements for Working with Minors
- Romantic Relationships Policy

- Sexual Assault Student Bill of Rights
- [Non-Discrimination and Anti-Harassment Policy \(including TIX\)](#)

Additional student consumer information can be found at: <https://www.yu.edu/oir/student-consumer-information>.

J. PRIVACY

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as “FERPA,” Yeshiva University has adopted certain policies to protect the privacy rights of its students with respect to their education records. FERPA affords students certain rights of access to their education records. FERPA also limits the persons to whom the University may disclose a student’s education records and permits certain disclosure without the student’s written permission. Please visit the Office of the Registrar or its website at <https://www.yu.edu/ferpa> to obtain the Yeshiva University FERPA Policy Statement.

K. USE OF THE UNIVERSITY’S NAME

No student or student organization may use the name of the University or any of its components in print or digital/electronic media for any purpose, including identification, without written permission from the Office of the Dean.

SECTION V: STUDENT REVIEW AND GRIEVANCE PROCEDURES

A. CONCERNS RAISED BY STUDENTS

The School is committed to a policy of resolving all student grievances through a set of appeal procedures designed to address the student’s issue or concern fairly. Students may appeal evaluation decisions by instructors, supervisors or faculty advisors when they believe they were subject to harassment, discrimination, and unsubstantiated claims of unsatisfactory performance that deviate significantly from standard evaluation procedures used by that instructor, supervisor or faculty advisor. Note that the procedures set forth in the University’s Non-Discrimination and Anti-Harassment Policy (Title IX Policy) will apply in connection with alleged violations under such policy.

If a student has a grievance, he/she is assured of due process, respect, and confidentiality. The following procedure should be initiated within the semester in which the problem or incident occurs and no later than 30 days beyond the final day of classes in any given semester.

1. **Informal Level:** Students should first discuss their grievance with the primary instructor, supervisor, or faculty advisor who is the subject of the grievance. The purpose of this meeting is to clarify the reasons for the decision or action by the instructor, supervisor or faculty advisor and to provide the student with an opportunity to respond to the decision or action. The meeting also provides an opportunity for the student and the instructor, supervisor or faculty advisor to reach a common understanding of the identified problem(s) and clarify recommendations and the expected timeframe within which problems will be remedied. A follow-up meeting is often scheduled to evaluate

- compliance with these recommendations. Every effort should be made to resolve grievances at this level and safeguard confidentiality by involving only essential parties.
2. **Meet with Program Director:** When the student thinks that his/her grievance is still unresolved by the instructor, supervisor, or faculty advisor, the student may arrange a meeting to discuss the grievance with the Program Director. Students are expected to submit written documentation of evidence for their grievance within 30 days of the conclusion of the Informal Level process, and preferably by the final day of classes of the semester in which the problem occurred. Students can consult with the PhD Program Associate Director of Advising and Student Advocacy for support with this process. The Program Director will review all documentation and will notify the student and relevant instructor, supervisor or faculty advisor of his/her decision.
 3. **Appeals Committee:** If the Program Director cannot resolve the student's issue, or the student files (within 30 days) a written appeal of a decision made by the Program Director, then the case will be referred to the Appeals Committee. The Hearing Appeals Committee will consist of three (3) faculty members and two (2) student representatives. The Hearing Appeals Committee will convene and select a Chair. Each member of the Committee will have one vote. The student can consult with the Associate Director for Advising and Student Advocacy for support with the appeal process. The student will have the opportunity to orally present the nature of his/her appeal to the committee. The committee will review all documentation and testimony and will notify the Program Director and the student of their decision to grant or deny an appeal or recommendation on disciplinary action on the issue.
 4. **Review by Dean:** Should the Appeals Committee not be able to resolve the student's issue, or the student wishes to appeal a decision by the Appeals Committee, the student must submit a written request (within 30 days of the decision) that the Dean review the action, clearly stating the reasons for such a review. The Dean may grant or deny the request. If the Dean grants the request, he/she will evaluate all the available materials as to the facts and circumstances, including any recommendation from the Appeals Committee, and may request a personal interview with the student. The Dean's decision shall be final as to whether to review the determination, and, if so, whether to adhere to the committee's recommendation.

B. CONCERNS RAISED BY FACULTY

If there are questions about the capacity, performance, or the continuation of a student in the Program, these concerns should be brought by the faculty member to the attention of the Program Director. The Program Director may request consultation with the ad hoc PhD Student Review Committee which consists of the Program Director (who serves as Chair) and two faculty members chosen by the Program Director.

The specially appointed ad hoc Student Review Committee acts as an advisory group of colleagues to any faculty member who wishes to utilize it for consultation and advice with regards to any student with whom they are working. If it is felt that there are serious questions about the student's performance or continuation in the program, the following procedure is utilized:

- a. In cases or situations which may pose the risk of imminent danger, the School may immediately suspend the student with proceedings to follow.
- b. In cases of plagiarism and/or cheating, students may be dismissed from the program.

- c. In any case in which there are academic performance or comportment issues that rise to the level of Probation, a Letter of Probation will be issued (see Section III B-D on Academic and Comportment Standards). If the concerns do not rise to the level of Probation, a **Letter of Notice of Concern** may be sent to the student indicating the nature of the difficulties and the academic requirements to be met by the student. The purpose of the Letter of Notice of Concern is to make students aware of concerns before issues rise to the level of academic or comportment probation

C. APPEAL OF DISMISSAL

- 1) Any student, who has been dismissed from the Program, may appeal this action, in writing, within 30 days of the written notice of dismissal. The request should be submitted to the Dean's Office.
- 2) An Appeals Committee, consisting of three (3) faculty members and two (2) student representatives, chosen by the Program Director, will convene and elect a chair. Each Committee member will have one vote.
- 3) The Appeals Committee will review the factors leading to dismissal. It will review the student's file including, but not limited to the following:
 - a. Probation letters and Letters of Notice of Concern
 - b. Correspondence with faculty or administration
 - c. Any other relevant material.
- 4) The Appeals Committee will give the student the opportunity to be heard. The student will be invited to address the Committee orally and may present written material if they choose.
- 5) The student may name witnesses and/or advisors for the Appeals Committee to speak with for relevant information.
- 6) The Appeals Committee may meet with any faculty member, administrator, student or others who may have relevant information to offer. The Committee will decide who to meet with and may or may not meet with those named by the student undergoing the appeal process.
- 7) After review of all the material, facts and circumstances, the Appeals Committee will reach a recommendation by majority vote. The standard will be whether the appropriate procedures were followed and whether the student was treated fairly.
- 8) The Appeals Committee will communicate its recommendation to the Dean, in writing, as follows:
 - a. It may support the determination to dismiss the student or it may recommend overturning the determination to dismiss the student.
- 9) The Dean will make the final decision and notify the student in writing. The Dean may exercise his or her discretion and impose a sanction short of dismissal. The decision of the Dean is final.

D. APPEAL OF GRADES

A final grade may be changed by the instructor only for a computational error or recording error. In these two instances, the instructor completes a Change of Final Grade Form and the Program Director signs to approve the change and will send to the Office of the Registrar.

SECTION VI: PROCEDURES FOR CHANGING STATUS

A. WITHDRAWING FROM THE PROGRAM

When withdrawing from the program, students are expected to make all necessary provisions for responsible separation from classes and their Dissertation Committee.

The following formal withdrawal procedures should be adhered to:

1. Notification and discussion with mentor or Dissertation Committee Chair (as applicable);
2. Notification to class instructors;
3. Filing an Official Withdrawal Form signed by the Program Director and approved by the Dean.

B. WITHDRAWING FROM A COURSE

Students may drop classes through [InsideTrack](#) from the start of the designated registration period until the “last day to drop a course” as listed on the [Academic Calendar](#). In order to drop (withdraw) from a course (or all courses) after the “last day to drop a course,” students will be required to fill out an Add/Drop Form found on the Registrar’s website. Students who chose to withdraw from Yeshiva University during the course of any semester are bound by the registration, grading and refunding rules noted [online](#). It is your responsibility to discuss impacts to tuition, aid and academic progress with the Office of Student Finance and your academic advisor.

Students should be aware of the refund dates for each semester. Students may not receive a full refund for courses dropped even if they are dropped before the “last day to drop a course without a W”.

C. LEAVE OF ABSENCE

The PhD Program requires student to be continuously enrolled until their degree is granted. To maintain continuous enrollment, students must register each Fall and Spring semester or take a leave absence.

Students who desire to leave the program temporarily and then return at some future time must file a request for a formal "Leave of Absence." Such leaves are normally granted for one semester per year. A student may take only 2 leaves over the course of the program. Leaves of Absence do not extend the time limits set for completion of degree requirements. A Leave of Absence is granted only to students who are in good academic standing. Requests for medical leave must follow the above Leave of Absence procedure. However, medical documentation must be provided to the School prior to approval of the leave and prior to readmission. To request a Leave of Absence, a student should start by contacting the PhD Program Associate Director for Advising.

In addition to the above:

- A Leave of Absence is only available to students who have already earned credits in the program. Therefore, first semester students are not eligible for a Leave of Absence. They must withdraw from the program and apply for readmission when they wish to return.

- A Leave of Absence is only granted under extraordinary circumstances. All Leave of Absences for international students must be approved by the International Student and Scholar Advisor.
- A student who neither enrolls nor secures an official Leave of Absence for any semester will be considered as having withdrawn from the university. Such a student who wishes to resume studies will be required to apply for readmission.

D. MAINTENANCE OF ENROLLMENT

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

- a. Registering for at least one academic course in each Fall and Spring semester;
- b. Registering for SWK 8999 “Extension,” if all coursework has been completed;
- c. Requesting a Leave of Absence (one semester per academic year).

Students who fail to maintain enrollment for more than one semester will be considered as having withdrawn from the program and their student status will be deactivated.

E. READMISSION AFTER WITHDRAWING FROM THE PROGRAM

Students who withdrew (or are considered to have withdrawn) from the program and wish to apply for Readmission must follow the regular admissions procedure. Their admission will be subject to the usual admissions criteria in effect at the time of application for Readmission.

SECTION VII: STUDENT GOVERNANCE

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

Frequently Asked Questions

Below are some of our most frequently asked questions. If you do not see your question addressed, please contact us at phd.WSSW@yu.edu.

How do I get a YU email account?

Upon admission to Wurzweiler, students are assigned a Yeshiva University Mail System email account that works through Gmail. To find your login information, go to www.yu.edu/findid. Your Wurzweiler email account gives you access to important program and course information. Students should not use personal email accounts to correspond with the program.

What is Canvas?

The primary method of accessing course work and corresponding with the professors is via the Canvas Course Management System. A useful tutorial on Canvas can be viewed here:

https://yu.instructure.com/courses/5103/modules#module_940. For access to the system, a user name and password are necessary. Every student requires access to Canvas.

How do I get started in Canvas?

To access Canvas, visit <https://yu.instructure.com>. You will need your Active Directory (AD) credentials (username and password) to login to Canvas. If you have trouble logging into Canvas, email canvassupport@yu.edu or phone 212-960-5438.

Not sure about your YU Email username or password?

Visit www.yu.edu/findid.

How do I find out what my Student ID # is?

Your personalized ID# will be printed on your acceptance letter. Please memorize and/or keep this number handy as this is the number that the School uses to identify you (very much like a social security number). Keep in mind that this number is different than the number that's on your picture ID card and should only be shared with faculty or staff members if necessary.

How do I obtain a Student ID card?

All new students must obtain an ID card through the Security Office located at 521 West 185th Street. ID cards can only be obtained 24-48 hours following the first semester's registration. See the [Department of Safety and Security](#) website for more information.

Do I use my Student ID card for the YU library?

Students must have their ID cards updated from the library in order to access the online library outside of the campus.

How do I apply for student parking?

Students apply for parking through the Security Office at 521 West 185th Street. See the [Department of Safety and Security](#) website for more information.

How do I register for courses?

Contact the Associate Director for Advising about your roadmap and schedule options. Then log into [InsideTrack](#) to register online.

How do I add or drop a course?

Students who wish to add or drop a course following official registration can go to InsideTrack and drop the course using the same CRN that was provided for registration. To avoid financial penalties, the

student should be sure to follow the deadlines listed on the academic calendar for adding or dropping a course.

What is a financial hold, and who do I contact to resolve it?

A financial hold is when you owe money to the University for past due tuition, fees or other amounts. Students who have financial obligations to the University will have a hold place on their record, which will prevent registration and the issuance of transcripts and diplomas by Yeshiva University. Students cannot be added to Canvas for a course until they are officially registered. Therefore, any financial hold must be resolved before registration is complete. Students may not attend class until their registration for that course is complete. The professor is unable to assign a grade to a student who is not registered. Contact the [Office of Student Finance](#) with any questions.

How do I see my grades and transcript?

Log into [InsideTrack](#) and navigate to Banner Self Service. Select Student Records to view your grades and transcript.

COURSE DESCRIPTIONS

PHD Program Required Courses:

SWK 8010 - Grant Writing & Administration

This course acclimates social work doctoral students to grant-writing culture. It helps students understand the important role that private and public grant funding plays in the development, evaluation, and provision of social work services. Through a hands-on grant proposal assignment, readings, guest speakers, and class activities, students will learn how to identify a funding need, distinguish between different types of funding sources, search for potential funders, communicate successfully with grant officers, and write all components of a grant narrative. Students will also learn how to seek funding for their dissertation research.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

SWK 8296 - Social Policy

Policy analysis and advocacy are key skills for social work researchers, academics, and leaders—roles that we expect all of you to take on in some way after you complete your doctorate at Wurzweiler School of Social Work. This course highlights both the skills of policy analysis and advocacy as well as the context in which analysis and advocacy happens.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

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3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8401 - Quantitative Seminar I

Quantitative Seminar I is the first course in a two-semester sequence that emphasizes multivariate statistical approaches including multiple regression analysis, logistic regression, and advanced generalized (GZLM) linear modeling approaches to analyzing data from social work research. The course begins with an overview of the quantitative approach to social work research and a review of bivariate correlation and regression. We then proceed to the main focus of the course, providing a thorough understanding of the assumptions and application of multiple regression. The final portion of the course covers binary logistic regression and some of the basic underpinnings of more advanced statistical methods. Throughout the semester, we emphasize the application of the statistical techniques we are learning (including computer applications using *Stata*) and the substantive interpretation of quantitative results in relation to research questions and hypotheses.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8416 - Qualitative Data Analysis

This course is devoted to qualitative research methods. It is intended for all doctoral students so that they will be able to assess whether qualitative, quantitative, or mixed research methods will better serve their dissertation; and so they will be prepared to use sophisticated qualitative methods should they choose to proceed in that direction. During the semester each student will conduct interviews, coding it using Atlas TI, and writing it up in a form that will be acceptable for publication by a journal such as Qualitative Social Work Research. At the end of the semester, they will present their research to the class, as if presenting it at a conference. Students may research any subject under the purview of social work but are encouraged to investigate some issue relating to their planned dissertation.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8421 - Strategies of Inquiry I

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

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8422 - Strategies of Inquiry II

In the second semester of the Strategies of Inquiry course sequence, quantitative methods is the subject of study. Topics to be studied include survey research, sampling theory, experimental and quasi-experimental designs, validity and reliability, and an introduction to statistical analysis. Additionally, students will review the ways to read and understand quantitative studies in their own areas of interest. The work for this semester will continue to be grounded in concerns of the social work profession.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture
Prerequisite: SWK 8421 - Strategies of Inquiry I

SWK 8425 - The History & Phil. of SWK

This is a one semester course. This is a first semester doctoral course exploring selected events in the history of social work and social welfare in America. The events have been chosen because each represents an important step in the professionalization of social work, or in the way we think about and try to help vulnerable populations. Where available, primary sources have been used to supplement contemporary writings on the subject. This course is required for all doctoral students because we believe that in order to become a sophisticated practitioner in this field, it is necessary to understand the social factors that brought about the changes in the way we reason and practice. Or, in the words of David McCullough, "History is who we are and why we are the way we are."

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, RIETS **Schedule Types:** Lecture

SWK 8402 - Quantitative Seminar II

Quantitative Seminar II is the second course in a two-semester sequence that emphasizes multivariate statistical approaches including multiple regression analysis, logistic regression, and advanced generalized (GZLM) linear modeling approaches to analyzing data from social work research. The course continues

with an overview of sampling and power analysis as it applies to social work research. We then proceed to the main focus of the course, providing a thorough understanding of the assumptions and application of the GZLM. The final portion of the course covers Multilevel and longitudinal modeling and the basic underpinnings of more advanced statistical methods. Throughout the semester, we emphasize the application of the statistical techniques we are learning (including computer applications using *Stata*) and the substantive interpretation of quantitative results in relation to research questions and hypotheses. 3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture **Prerequisite:** SWK 8401 – Quantitative Seminar I

SWK 8406 - Fundamentals of Applied Stats

This course is designed to help students learn the introductory descriptive and inferential statistical procedures that are used in behavioral and social science research studies. Students will acquire statistical literacy, become skilled at graphic production, learn the basics of making inferences from samples to populations, and recognize the statistics used with different types of data. These skills will provide the student with a basis to conduct their own such analyses and to evaluate critically others' uses of statistics.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8696 - Social Work Education

The goal of this course is to prepare doctoral students for roles as social work educators with a particular focus on infusing Diversity, Equity and Inclusion into implicit and explicit social work curricula. The course includes a discussion of social work epistemology and how social work knowledge, skills, and values are transmitted within the classroom and field, a detailed examination of CSWE's Core Competencies guide social work education, skill-building around syllabus creation and course activity development, specific strategies for enhancing inclusion and belonging and supporting student acquisition of skill related to equitable social work practice through curriculum content and teaching method, and exploration of alternatives to classroom-based teaching including online, hybrid and community-based models.

3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

SWK 8809 - Legal Foundations of Soc Work

The focus of this course is the application of legal and policy research skills to social work practice. This course builds upon Social Policy and Ideology, which among other courses introduced first year students to law, policy, and ethical dilemmas in social work practice. To ensure focus and depth in this course, the instructor will select a main topic or theme for investigation throughout the semester, with wider applications to students' areas of interests as they think about their dissertation topics.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8814 - Social Work Practice Theories

In this course, students will explore contemporary social work theory within the context of its applicability and relevance to social work practice. The focus is on an in-depth examination of the role and use of practice theory within the social context in which it is practiced and the interface between political, cultural, and national issues that influence the development, selection, and use of practice theory.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, RIETS, Undergraduate **Schedule Types:** Lecture

SWK 8823 - Ideology

This is a one semester course. The first half of the semester focuses on social work ideology as located in the context of political ideology and the sociology of knowledge. This is followed by the study of values, a key component of ideology. We study social work values, value conflicts between social workers and clients, and personal and professional values. Models of value classification and ideology are applied to conflict situations in social policy, direct practice, and agency service.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8904 - Proposal Seminar I

This course aims to build knowledge and skills related to the dissertation proposal as a whole, which fundamentally requires students to develop and justify a plan of study. This includes the skills needed to develop a research topic and research question. In the first semester, students will learn how to create a substantive literature review, including (1) evaluating and synthesizing research, (2) writing literature reviews that can be potentially successfully subjected to the peer review process, (3) using information gathered through the literature review process to further develop research questions and research procedures. This course serves as a precursor to the Dissertation Seminar (SWK 8001). This course equips students with a set of ground rules, assumptions, and techniques for understanding scholarly work in a range of professional disciplines that comprise the social sciences, with an emphasis on social work and social welfare literature. Literature reviews published in peer-reviewed journals set the standards for the course. This is a one semester course that is eligible for extension.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

SWK 8920 - Proposal Seminar II

This course builds upon SWK 8904 Dissertation Proposal Seminar I. It focuses on the nuts and bolts of dissertation proposal development. Following the work completed in other coursework and in SWK 8904, we begin by conceptualizing an empirically testable research question relevant to Social Work and continue through to drafting the remainder of the dissertation proposal. Ideally, at the semester's end, each student is expected to have completed a draft of the entire dissertation proposal, as outlined in Wurzweiler School of Social Work (2020), *Guide for the Writing of the Dissertation Proposal*. An individual plan will be developed for each student in week 1 of the semester.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

SWK 8999A - Dissertation Extension

Dissertation Extension is intended for students who have completed all course requirements and require faculty mentoring and the use of the library and other university facilities while completing research and writing the dissertation. After completing all required coursework, all PhD students must register for Dissertation Extension every Fall and Spring semester to remain in the program until they successfully defend their dissertation and graduate. Students must actively work on their dissertations and gain permission from the program to register for Dissertation Extension.

Special Fee. 0.000 Credit hours **Levels:** Doctoral **Schedule Types:** Recitation/Discussion

PHD Program Elective Courses:

SWK 8003 - Scholarship: The Peer Review Process and its Complexities

Through our research, be it theoretical or empirical, social work researchers address some of the most pressing issues affecting individuals, families, groups, organizations and communities. We engage in this work in order to advance social work's mission of promoting health and wellbeing and fostering social justice for marginalized communities. To realize these outcomes, we aim to effect practice and policy through our research. Therefore, disseminating our scholarly work is essential to the profession. Although there are many ways to disseminate one's research, scholarly publishing, especially in peer-reviewed venues and scientific meetings, is fundamental to advancing evidence-informed practice and policy. This seminar will provide students with the necessary information for writing a publishable article, which includes the selection of a topic, target audience, appropriate journal, impact factors as well as the importance of the organization of content and the review process. Emphasis will be placed on developing an understanding of the editorial and peer review process, developing writing skills to include a personal writing process and writing habits, as well as highlighting impediments to writing.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

SWK 8007 - Special Topics

The purpose of this course is to provide PhD faculty and students an opportunity to explore emerging trends in social work research, theory, practice or policy. This course will help students connect current scholarship to their research and career goals.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

SWK 8009 - Structural Equation Modeling

This course will provide a general introduction to structural equation modeling (SEM). SEM is a technique for modeling the relationships among multiple variables. It includes models that have multiple indicators of constructs (path analysis; structural equations). SEM is a very general framework that has been extended to model almost any sort of data, but here we will primarily focus on the basics (normally distributed, non-nested data). The class will cover both conceptual and practical aspects of SEM, with the goal of preparing you to use SEM in your own research and to critically evaluate its use in others' work.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

SWK 8011 - Clinical Data Mining

This course is an introductory course on data mining. It introduces the basic concepts, principles, methods, implementation techniques, and applications of data mining, with a focus on two major data mining functions: (1) pattern discovery and (2) cluster analysis. In the first part of the course, which focuses on pattern discovery, you will learn why pattern discovery is important, what the major tricks are for efficient pattern mining, and how to apply pattern learn concepts, principles, and skills to practice and engage in scalable pattern discovery methods on massive data; discuss pattern evaluation measures; study methods for mining diverse kinds of frequent patterns, sequential patterns, and sub-graph patterns; and study constraint-based pattern mining, pattern-based classification, and explore their applications.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

SWK 8413 - Proposal Methodology Lab I

The purpose of this course is to provide ongoing support for students working on the methodology chapter of their dissertation proposals. Students will meet one on one with the course instructor.

2.000 OR 3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

SWK 8414 - Proposal Methodology Lab II

The purpose of this course is to provide ongoing support for students working on the methodology chapter of their dissertation proposals and who have not completed their methodology chapter after taking SWK 8413. Students will meet one on one with the course instructor.

2.000 OR 3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

SWK 8417 - Dissertation Methodology Lab I

The purpose of this course is to provide ongoing support for students who are engaged in their dissertation data collection and/or analysis and need additional support related to research methods. Students will meet one on one with the course instructor.

2.000 OR 3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

SWK 8681 - Administrative Practice and Policy

This course is designed for the advanced practitioner who occupies or intends to occupy high level management positions. The intent is to provide doctoral-level practitioners with knowledge about and skills in effective leadership and management practices for nonprofit organizations. The course explores current trends in the economy, philanthropy and the nonprofit sector itself as the context in which social work administration is enacted today. The course will be eclectic in nature, drawing from multiple cases, sources and literatures in search of best practices and ideas in management.

3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

SWK 8806 - Writing for Publication

This course will focus on preparing students to write for publication. The seminar will allow students to explore and write about a variety of topics in depth. The seminar will emphasize the integration of analysis, writing and research.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

SWK 8883 - Research- Based Interventions

This course closely examines the evidence-based process and studies how it affects social work practice in a variety of settings. Students will learn how interventions become evidence-based and why some interventions are considered to be evidence-informed and/or best practices. Students will analyze research methodologies and emphasizes both the process and the value of building evidence.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

SWK 8901 - Independent Study

An *Independent Study* is a course taken with faculty supervision for knowledge enhancement beyond the courses offered in a particular area of interest. *Independent Study* coursework is detailed in a mutually agreed-upon contract between a faculty member and a student. It can provide students with a unique opportunity to work on carefully selected projects under the direct tutelage of faculty members with a shared interest. Sponsorship is done at the discretion of the faculty. A course offered as part of the curriculum may not be taken as an *Independent Study*.

2.000 OR 3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

SWK 8902 - Independent Study

An *Independent Study* is a course taken with faculty supervision for knowledge enhancement beyond the courses offered in a particular area of interest. *Independent Study* coursework is detailed in a mutually agreed-upon contract between a faculty member and a student. It can provide students with a unique opportunity to work on carefully selected projects under the direct tutelage of faculty members with a shared interest. Sponsorship is done at the discretion of the faculty. A course offered as part of the

curriculum may not be taken as an *Independent Study*. Students who have already taken SWK 8901 should register for SWK 8902 if they do a second Independent Study. Students are limited to 2 Independent Studies during their time in the PhD program. 2.000 OR 3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

SWK 8911 - Diss Prop Plan I

The purpose of this course is to provide ongoing support for students working on their dissertation proposals. Students will meet one on one with the course instructor.
2.000 OR 3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

SWK 8912 - Diss Prop Plan II

The purpose of this course is to provide ongoing support for students working on their dissertation proposals who have not defended their proposals after completing SWK 8911 Dissertation Proposal Planning I. Students will meet one on one with the course instructor.
2.000 OR 3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

SWK 8971 - Doctoral Research I

The purpose of this course is to provide structure and guidance as students work on writing their dissertations or dissertation proposals. Students will meet weekly with for designated writing time with the course leaders as well as additional times in small groups. There will be opportunities for peer feedback, assistance with developing a writing and time management plan, and trouble-shooting writing issues/roadblocks.
1.000 TO 4.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

MSW Program Elective Courses that can be taken in the PHD program:

SWK 8020 - Grounding the Strengths Perspective: Spirituality and Existential-Humanism

This course provides PhD students with a substantial toolkit of practice interventions grounded in strengths-based biopsychosocial practice models. An emphasis is placed upon mediations and exercises that can be done to affect change and strengthen relationships among individuals, families and communities.
3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, RIETS, Undergraduate **Schedule Types:** Lecture

SWK 8114 - Introduction to Psychodrama

This course is designed to explore the bridge between personal narratives, creativity, and the power of community. In this course students will gain an understanding of the principles and techniques of psychodrama, sociometry, and group psychotherapy. Conceived and developed by Jacob L. Moreno, psychodrama employs guided dramatic action to examine problems or issues raised by an individual or a group. Using experiential methods, sociometry, role theory, and group dynamics, psychodrama facilitates insight, personal growth, and integration on cognitive, affective, and behavioral levels. It clarifies issues, increases physical and emotional well being and enhances learning and develops new skills.
3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture Division Undeclared Division

SWK 8141 - Family Systems

This course introduces the student to a beginning conceptual framework of a systems approach to social work practice with families. It provides an overview of family life taking into consideration the developmental life cycle of families. It also highlights the profound impact that societal and cultural influences have on a family's identity, structure, communication patterns and style functioning. The course explores how common issues such as mental and physical illness, alcoholism and domestic violence may impact family life. The course provides an overview of assessment and interventions with families from a systems perspective.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

SWK 8328 - Social Work With Groups

This course is designated to increase students' knowledge and skill in social work practice with groups. Covered are the generic knowledge and skills that social workers require to work in groups with vulnerable populations. An aim of the course is to assist students in recognizing the efficacy of practice with groups in a variety of clinical and community settings. Emphasis is on the skills necessary for influencing individual change through small groups. Special issues include values and ethics in group work practice and social justice. This is an elective course that builds upon the knowledge and skills acquired in the first year Foundations of Practice courses.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture Division Undeclared Division

SWK 8623 - Treatment of Eating Disorders

The Eating Disorders Elective class will provide students with a comprehensive overview of eating disorders as biopsychosocial disorders and will focus primarily on methods and approaches to treatment within the confines of therapeutic social work practice. Students will gain an understanding of the etiology of eating disorders and accompanying personality issues from a developmental perspective. Diagnostic criteria will be fully covered, and students will be able to identify specific eating disorders in their clinical practice. Students will become familiar with the underlying language of an eating disorder and available treatment options including the benefits of working in a treatment team with this population. Mandatory readings will be assigned as will a suggested reading list for students interested in further study. All aspects of high-quality treatment for eating disorders will be addressed and students will leave this class with a solid base for understanding the complexity of eating disorders from a clinical and societal perspective.

3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

SWK 8630 - Social Work Prac in Schools

This course is intended for students who plan to work in schools or in agencies that are school-based or school-linked. While it is primarily a practice course, it is also a policy course because social work practice in schools is so strongly influenced by state and Federal education laws. This course seeks to familiarize students with the roles social workers assume in schools; the culture of primary, middle, and high schools; the psychosocial and developmental needs of the students; and the pressing issues facing schools today, including violence, diversity, racism, homophobia, over-crowding, poverty, and the changing relationship between family, school and community.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8684 - Child & Family Welfare

This course examines the social welfare policies, programs and services to families and children, historically known as "child welfare services." It explores major issues facing children, youth and

families, critically examining the assumptions, values, and philosophical perspectives underlying the social policies that shape child welfare. A central theme of this course is the impact of social problems, economic inequity and discrimination on family well-being and how these forces have affected the development of services for families and children.

3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

SWK 8685 - Trauma & Interpersonal Violence

This course examines trauma from a critical lens exploring the various types of trauma, its effect on human lives and trauma-informed, evidence-based interventions for social work practice. Exploring trauma from an ecosystems lens, this course contextualizes the environment in which traumatic events occur, analyzing the historical roots of movements and social policy influencing social thought about trauma and response strategies. Students will learn about the intersectionality of persons vulnerable to trauma exposure and their historical, cultural legacies. Students will also learn about the neurobiological impact and complex manifestations of trauma, including the effects of surviving adverse childhood experiences as it relates to social determinants of health.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8686 - Gerontology

This is an elective course open to students in either the foundation or advanced years. The course introduces students to the field of aging providing an overview as preparation for the dramatic demographic shifts facing our society and profession. The course builds upon knowledge of biology, and psychosocial development taught in the Human Behavior and Social Environment course. It also explores the contemporary manifestations of ageism taught from a historical perspective in the social welfare organization course. The course highlights the unique challenges confronting aging women, LGBT groups and ethnic racial minorities who have had to cope with multiple levels of oppression, sexism, racism and other forms of discrimination throughout their lifespan.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8691 - Social Work Prac. w/Addictions

This course is designed to increase student knowledge and skills for addressing of addictive phenomena and its relation to social work practice issues. Students values are explored and cognitive and affective processing of macro, mezzo and micro level practice concerns are covered. Attention will be given to biological, psychological and social factors in the etiology of individual addiction and implications for families. Addiction exists in diverse cultural contexts; thus, the importance of language and clinical presentation is addressed. The consequences of addictions will be studied at the individual, family, community and societal levels. There will be some policy covered as well. This course will draw on current research in the field of addictions and will emphasize critical thinking and analysis of the current controversies in the field.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

SWK 8702 - Coping with Loss

course is designed to explore aspects of social work practice with clients experiencing loss and grief in a variety of situations. The course builds on psychosocial theories of human development as well as the work of internationally recognized experts in grief and bereavement. Since society generally associates grief with death, grief that accompanies life events such as separation from home (child welfare), divorce, immigration, retirement, homelessness or chronic illness, is frequently not addressed by clients or

professionals. As with all human processes, the grieving processes are intertwined with each individual's place in their life span, their strengths, vulnerabilities, cultural orientations, values and resources.

3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

SWK 8791 - SWK Practice w/Addictions II

Social workers taking this course are planning to specialize in direct practice with addicted individuals and families. Group and policy practice are covered as well. Addictions are intertwined with many other social problems and psychosocial conditions such as the opioid epidemic, family violence, child welfare, AIDS and mental health. The course emphasizes the multiple causation of the misuse of addictive substances, the biological, social and psychological consequences of substance abuse, and the impact of addictions on the family, community, and larger society. Particular attention is paid to the policy and programmatic responses to this social problem, the role of the courts and differing philosophies and practices regarding treatment.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8810 - Soc Wk Prac with the Military

This is an elective course that focuses on the specific problems of those who serve in the military with a focus on the needs of family members and children and the response of social workers to those needs. The course will explore the nature of war, its impact on those who are wounded - physically and mentally -- and their loved ones/caregivers. The course content will look at theories, research and intervention strategies for social workers who choose to work with this population. Students will be introduced to a theoretical orientation to combat stress management which acknowledges the stressors of war and the adaptations made by those engaged in battle. In addition, students will be provided with an overview of the management of various war related physical and mental health challenges for the returning war veteran.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8825 - Palliative Care: Adv. Illness

This course will provide a comprehensive study of issues related to palliative and end-of-life care. This course will integrate an interdisciplinary approach to caring for individuals facing life-limiting and serious chronic illness and their families.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

SWK 8882 - Evidence Based Practice

This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented evidence-based practices. Students will become familiar with evidence-based practice, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality, mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

SWK 8891 - Social Work Practice with Addictions III

This elective course introduces the student to the field of substance abuse and includes an overview of the policy issues, etiology, manifestations, practice settings, and treatment approaches to addiction/dependency. For purposes of this course, substance abuse refers to the misuse of both illegal and legal drugs abused in society. There are no prerequisites for this course, which can be taken as an elective during the first or second year of study. This course draws upon and interrelates with content covered in Human Behavior and the Social Environment, Social Welfare Organization, Foundation Practice, and Research I. It is predicated on a liberal arts foundation. All social workers, at some point in their careers are likely to come into contact with the issues or consequences of substance abuse, whether in direct practice, group work, or community organizing and planning. This is because substance abuse is intertwined with many other social problems and psychosocial conditions, such as family dysfunction, foster care, permanency planning, HIV/AIDS, and psychopathology. The course emphasizes the multiple causation of the misuse of addictive substance, the biological, social, and psychological consequences of substance abuse, and the impact of substance abuse on the family, community, and larger society. Particular attention is paid to the policy and programmatic responses to the social problem. Ph.D students will be given extra course work to satisfy the more intense curriculum of Social Welfare.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, RIETS, Undergraduate **Schedule**

Types: Lecture



Yeshiva University WURZWEILER SCHOOL OF SOCIAL WORK

DSW Program
Catalog
and
Student
Handbook

AY 2022-2023

WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY

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**DSW PROGRAM CATALOG AND STUDENT MANUAL
YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK**

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Welcome to the DSW Program

We are pleased to welcome you to the clinical DSW Program at Wurzweiler!

Please keep a copy of this handbook for future reference. The *Student Handbook* is designed to define and to describe the rights and responsibilities of DSW students at the Wurzweiler School of Social Work Yeshiva University. It is important for DSW students to be aware of and to understand the program's policies and procedures. The School reserves the right to change policy and procedures and notify all parties of such changes. Regarding curriculum requirements, students will be governed by the Handbook for the year in which they entered the program.

If you have questions or need clarification of the issues covered within the *DSW Student Handbook*, please consult with a member of the DSW Program leadership team. The faculty and staff of the DSW Program are prepared to help all students make their educational experiences at the Wurzweiler School of Social Work meaningful and fulfilling.

We wish you the very best throughout your DSW journey!

Sari Skolnik, DSW, LCSW, TEP
DSW Program Director
Clinical Associate Professor
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SECTION I: DSW PROGRAM DESIGN

A. HISTORY AND MISSION

Wurzweiler School of Social Work was founded over 60 years ago within the mission of Yeshiva University to provide leadership for the Jewish community and to enrich the broader community, with a special charge of *tikkun olam*, to repair the world. WSSW is guided by a vision to change the world through the generation and transmission of knowledge, the promotion of social and economic justice, and the advancement of professional values and ethics.

In line with this vision, WSSW created the PhD program in 1966 to prepare students to be "scholar-practitioners" who employ rigorous research to improve policies, systems, organizations, and services. WSSW's mission and vision is also reflected in the program's unique mandate for a diverse student body and in a program designed to make DSW education accessible for working professionals. The newly developed Doctor of Social Work degree has been approved by New York State Department of Education NYSED.

B. TRAINING "SCHOLAR-PRACTITIONERS"

Students are expected to have an MSW degree, to have two years of work experience after having received their Master's degree, and to be employed in a social work or social service research position while in the program or, for those not able or eligible to work, to engage in volunteer work in a human service related field or have a longstanding-work history in social service delivery. The purpose of these expectations is to ensure scholarly pursuits are grounded in current challenges faced by providers and consumers of social services.

Guided by a clear educational philosophy, the program is designed to support interaction and integration of research, theory, and practice. The goal of the curriculum is to provide all graduates with the knowledge and skills needed to pursue careers in academia, clinical practice, and human service leadership.

C. OUR STUDENTS

Our students are generally working professionals with Master's degrees in social work. The students may represent diverse racial, ethnic, religious, and socio-economic backgrounds. All students should be prepared to engage respectfully and courageously across differences in their DSW courses and program activities.

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

5. The program values experiential knowledge and practice wisdom. Students are encouraged to relate their practice experiences to the research methods and theoretical constructs developed and explored in class.
6. Classes are held during hours that permit the continuation of full-time social work employment. Many classes are on-line or hybrid (on-line and in class), which further makes it possible for students to continue with their employment.
7. Students have access to the advisors to help with course selection and navigating School and University resources.
8. Faculty mentorship is part of the educational process at every stage of the program. Students are assigned a mentor upon entering the program, who provides guidance on their educational roadmap, the Grand Challenge assignment and career.

D. DSW FACULTY COMMITTEE

The policies governing the program and its curriculum are recommended by the DSW Faculty Committee which consists of faculty members selected by the DSW Program Director and is chaired by the Program Director. Final decisions are made by the School.

The DSW Faculty Committee meets regularly during the academic year (September - May) to review curriculum changes and discuss student progress and issues. Policies and curriculum changes are recommended to the School by the majority vote of the members of the DSW Faculty Committee.

A subset of members of the DSW Faculty Committee also serve as members of the Student Review Committee.

SECTION II: THE CURRICULUM

A. OVERVIEW

The WSSW Clinical DSW program is designed to fully equip post-MSW clinicians to enhance their knowledge and skill base, and is tailored for experienced post-MSW clinicians who are currently in direct practice with a client base, or administrators of a clinical program.

The DSW program includes historical, contemporary, and emerging clinical theories and therapy models for direct clinical practice with individuals, couples, families, and groups. We encourage critical thinking and scholarship skills to prepare our graduates to be leaders in the social work profession. While PhD programs likely emphasize social work research and research skill development, our DSW program is designed for those already practicing clinical social work, who wish to advance and enhance their clinical knowledge and skill base in a comprehensive format.

The Clinical curriculum coursework and Grand Challenge project consist of evidence-based clinical practice, research, ethics, and educational pedagogies and practices in the area of clinical social work. The DSW Program in Clinical Social Work equips the MSW practitioners to become scholarly evidence-based clinicians, leaders in social service agency settings, and educators in clinical social work education.

Program structure: The proposed program is delivered across a 3-year full-time or 4-year part-time structure (15 courses) 45 credits \$1,240.00/credit. In the first phase, courses would start with synchronous online learning and hybrid educational experiences will be integrated as needed. The curriculum is designed so that course work can be completed in within two or three years. Likewise, students are encouraged to complete their Grand Challenge within one year of completing all required course credits. In consultation with their Committee Chair, students may extend their Grand Challenge phase, but all students have a limit of 5 years from commencement of the program to complete program requirements. Students needing additional time to complete the degree may file a one-time request to extend the time limit, providing a rationale for extension and a timeline for completing work that may not exceed one year. The decision to approve the extension will be made by the Program Director in consultation with the student's Chair. Students may receive only one extension.

Students must complete a minimum of 45 approved credits and have successfully completed their Grand Challenge projects before graduated with their DSW. The program requirements can be divided into two stages with associated Benchmarks, corresponding to the years of full-time study:

Course Curriculum

Contemporary Theories & Therapy Models of Clinical Practice I
 Clinical Social Work Policy: Strategies for Social & Policy Change
 Trauma-Informed Theory, Research, & Treatment Interventions
 Contemporary Theories & Therapy Models of Clinical Practice II
 Single Case Analysis & Program Evaluation
 Contemporary Issues Related to Substance Abuse Disorder

Leadership & Program Development
 Contemporary Theories & Therapy Models of Families & Groups
 Clinical Supervision & Field Instruction
 Publication Development
 Emerging Clinical Therapy models
 Grant writing
 Teaching Clinical Practice

Benchmark: Successful completion of course work

After completing all courses, students will develop a research topic to explore in the next phase, the Grand Challenge project.

The Grand Challenge

The Grand Challenge is the final independent project of a graduating DSW candidate. The Grand Challenge for the DSW program will consist of two articles that have been approved by a faculty committee as being of publishable quality. It can be a case-based manuscript or a review of clinical theory application, or the introduction of innovative therapeutic work within a case. These two articles need to be presented and orally defended to a subset of doctoral faculty (Oral comprehensive) and reviewed and approved by this committee.

1) Two Publishable Articles

Graduating doctoral students must provide two publishable manuscripts to their doctoral committee, and a plan for submission, e.g., cover sheet, abstract, key words, journal title, rationale for selecting this journal, and letter of submission.

2) The DSW students will also present their Grand Challenge area of focus at a conference. This conference can be school-based or at an external professional conference.

Benchmark: Successful completion of The Grand Challenge

B. SAMPLE COURSE PLAN (AKA “ROADMAP”)

This section provides a course plan, based on the now-current schedule of offered courses and program requirements. The Program Director reserves the right to make changes in the schedule of course offering based on program resources or otherwise. Occasionally, the program will update or substitute a course as needed. The program will endeavor to notify students who are affected by such changes.

DSW PROGRAM ROADMAP

Please note: Roadmap will be tailored to a student’s schedule based on FT or PT status and interest in taking summer courses.

DSW Full Time Road Map	
Fall (Year 1)	
Contemporary Theories & Therapy Models of Clinical Practice I	3
Clinical Social Work Policy: Strategies for Social & Policy Change	3
Trauma-Informed Theory, Research, & Treatment Interventions	3
Term Credit total	9
Spring (Year 1)	
Contemporary Theories & Therapy Models of Clinical Practice II	3
Single Case Analysis & Program Evaluation	3
Contemporary Issues Related to Substance Abuse Disorder	3
Term Credit total	9
Fall (Year 2)	
Leadership & Program Development	3
Contemporary Theories & Therapy Models of Families & Groups	3
Clinical Supervision & Field Instruction	3
Term Credit total	9
Spring (Year 2)	
Publication Development	3
Emerging Clinical Therapy models	3
Grant writing	3
Term Credit total	9
Fall (Year 3)	
Independent Grand Challenge I	3
Term Credit total	3
Spring (Year 3)	
Independent Grand Challenge II	3
Teaching Clinical Practice	3
Term Credit total	6
Total Program Credits	45

C. COURSE AVAILABILITY

The faculty and administration of the program pride themselves on the richness and flexibility of the curriculum and its course offerings. The Program Director reserves the right to cancel a course or to consolidate sections of a required course when enrollment drops below a reasonable number.

D. THE GRANDE CHALLENGE

References

All proposals and dissertations must adhere to the most recent edition of the *Publication Manual of the American Psychological Association* (APA) (currently the 7th Edition). APA style citations, and references are also required for all course assignments. However, when and if the American Psychological Association up-dates or changes its style format, students will be expected to make the changes in their work, including papers, proposals, and the Grand Challenge assignments. It is important that students use the latest APA style so that their work conforms to what is currently being used by the discipline's journals and professional publications.

E. DEGREE CONFERRAL AND GRADUATION

To be eligible for a degree, students must complete all required coursework and other requirements as published in the Catalog for the semester in which the student first enrolled. This includes final approval of the successful completion of the Grand Challenge project. Students who fail to complete all requirements before the date of degree conferral will need to re-apply for the next possible degree date. Any student who is on probation or does not meet the satisfactory academic performance standards will not be eligible to receive a degree.

Degrees are conferred in September, January, and May each year. A student applies for a degree by filing an Application for Graduation Form in the Office of the Registrar. Students will not be eligible to receive a degree unless they have submitted the [Application for Graduation](#) by the appropriate deadline as published in the Academic Calendar. Should the degree not be awarded at that degree date, a new application must be filed prior to the degree date deadlines thereafter until the degree is awarded. Graduation fees paid initially remain valid for two (2) years and need not be paid again unless more than two (2) years elapses between payment and award of degree.

Currently, there are two graduation ceremony date options, one at the end of Spring semester in May and the other after summer session in July. All course and other requirements must be completed before the date of graduation. Students who have not completed the requirements (including not having the sufficient credits and not having had their Grand Challenge completed and approved) will not be listed in the Commencement Program, and will not be permitted to participate in the Graduation ceremony unless they receive special permission to do so.

F. ROLE OF THE FACULTY MENTOR

Upon admission to the DSW Program, all students will be assigned a faculty mentor who generally will serve as the student's primary faculty advisor for first year. Students should contact their mentors early in their first semester to set up a meeting schedule. The role of the mentor includes:

- Socializing the student to the School and the program
- Providing support/mentoring
- Becoming informed about the student's background
- Establishing with the student their needs and interests
- Encouraging the development of the student's intellectual interests pertinent to research and scholarship
- Monitoring academic progress
- Participating in faculty meetings concerning student issues/progress
- Clarifying/interpreting course requirements
- Serving as liaison to other faculty and external resources, as needed (e.g., editors, consultants)
- Helping the student to identify a topic related to their Grand Challenge

The mentor will meet with the students on an individual basis throughout the semesters. Additionally, the faculty mentors will facilitate a monthly group for their mentor groups to

support integration of coursework to practice as well as discuss topics related to issues in contemporary social work clinical practice and other areas of interest. These monthly mentor meetings are a **required** part of the DSW program. Throughout the DSW program students will have access to a DSW advisor/mentor who will help guide them through their coursework and Grand Challenge project.

G. REFERENCES/RECOMMENDATIONS

Students often request letters of recommendation from faculty for scholarships, honors and awards, and jobs. Students should first obtain the permission of the faculty member before indicating their name as a reference. This is common courtesy. There may be reasons why a faculty member cannot or may not wish to serve as a reference. For example, the faculty member may have already provided a reference for another student for the same scholarship or job. Writing references is a regular part of the faculty member's role, and students need not be shy requesting a reference. When looking for a faculty member who can provide a reference, students should start with their mentor or Chair, or a faculty member with whom they have worked on an independent study or publication.

SECTION III: ACADEMIC AND PROFESSIONAL STANDARDS

A. GRADING SYSTEM

4. Grade assignments are determined solely by individual instructors.
5. Students are graded using letter grades of: A, A-, B+, B, B-, C+, C, F.
6. A student who has not satisfied an "Incomplete" grade for a course may not register for the next semester (unless expressly approved by the Program Director).

B. ACADEMIC STANDARDS

Students are required to maintain satisfactory standards of scholastic performance and progress. A student is in academic jeopardy in any of the following situations:

11. Students are required to maintain a cumulative 3.0 GPA or better to remain in good academic standing. If an overall 3.0 GPA is not maintained, the student will be placed on academic probation. A student on academic probation must raise their overall GPA to at least 3.0 by the semester immediately following the semester in which their overall GPA was less than 3.0. Failure to achieve the required 3.0 cumulative average in such semester is grounds for dismissal.
12. A final grade lower than a "B" (including B-) earned in a course places a student on academic probation. More than one final grade at any point in the program lower than a "B" (including B-) is grounds for dismissal.
13. A student who fails any course (that is, receives a grade of F) may be dismissed from the program.
14. A student who receives two or more incompletes in each semester will be placed on academic probation for the following semester. If the student receives another incomplete in any subsequent semester, they may be dismissed from the program.

15. Students are required to complete their degree within five years of admission. Failure to do so without an approved exception is grounds for dismissal.

C. ACADEMIC PROBATION

Academic Probation is a warning that a student needs to improve their academic performance to reach “Good Standing” status to avoid the risk of dismissal from Wurzweiler. Students on academic probation will receive a Letter of Probation outlining the reasons for the probation and the required course of action.

Students on academic probation must:

- (1) meet (within one week of receiving the probationary letter) with the Program’s Associate Director for Academic Advising (or their designee) to review progress and to develop a plan for remediating the identified issues; and
- (2) raise their overall GPA for the next semester to at least 3.0 and maintain at least an overall 3.0 GPA each subsequent semester. Students must have a cumulative 3.0 GPA to graduate from the program.

Students on academic probation are advised to use supports available at WSSW which include the writing consultants, faculty mentorship, DSW Director and Associate Directors, or Associate Dean. Students are encouraged to reach out for help in remediating issues impeding their academic progress.

D. COMPORTMENT STANDARDS

“Professional Comportment” is defined as acting and conducting oneself in an ethical and professional manner and is a required educational component of the program. Professional Comportment attributes describe skills and qualities needed for success as both a student and scholar. Failure to demonstrate these attributes can lead to probation and/or dismissal from the program. These attributes include the following:

- (10) **Acceptance of Diversity, Equity, and Inclusion:** Students should demonstrate an appreciation for the value of diversity, equity, and inclusion. Students are expected to treat everyone, including fellow students, faculty and staff, with dignity and respect regardless of age, race, ethnicity, class, religion and religiosity, political affiliation, gender identity, sexual identity, disability status, legal status or otherwise.
- (11) **Communication:** Students must be able to communicate effectively with everyone, including fellow students, faculty, and staff, in a clear, open, honest, and respectful way. Communication involves reflexive speaking, listening, and understanding non-verbal cues and body language. In addition, it is important to protect confidentiality by not divulging to other people information about clients discussed or comments made by other classmates. Confidentiality should also be maintained when discussing any events taking place in a course with anyone who is not the instructor of the course, or a student enrolled in the course.
- (12) **Interpersonal Skill:** Interpersonal skill is a measure of how proficient one is at interacting with others. Examples include active listening, conflict resolution, compassion, objectivity, integrity, teamwork, leadership, flexibility, respect for others, and reflexivity, or the ability to attend to the ways that implicit bias, social identity, and positionality impact interactions. Students must demonstrate an advanced level of

interpersonal functioning when interacting with other people, including fellow students, faculty, and staff. Inappropriate or disruptive behavior toward other persons, including fellow students, faculty, and staff, will not be tolerated.

- (13) **Class Attendance, Engagement, and Participation:** Consistency in these areas offers students the best opportunity to understand course content and to think critically about the topics being covered and to demonstrate a commitment to a successful learning experience. Students are expected to help maintain a classroom atmosphere that is conducive to learning and intellectual discourse. The use of personal computers, cell phones or recording devices is not permitted during class without the express permission of the instructor. In live-online classes, this includes keeping one's video camera on and not driving, cooking, walking, or engaging in any other activities during class time. Students should be alone in a private area during online classes. It is also expected that students arrive to class on time and remain in the class for the full class period; being late to class is a discourtesy to instructor and classmates alike and disrupts the flow of the class.
- (14) **Respect for the Ideas and Perspectives of Instructors, Administrators, and Fellow Students:** The program classrooms are diverse spaces. Students are expected to demonstrate respect for and tolerance of differing viewpoints, ideas, and beliefs with all members of the Wurzweiler community. Students need to feel free to express divergent ideas within the context of intellectual inquiry. Students need to feel free to express divergent ideas in the classroom context of intellectual inquiry. Any language or behavior that intimidates and belittles others will not be tolerated." Students are also expected to build positive relationships with fellow students, faculty and staff.
- (15) **Deadlines & Assignments:** Students are expected to show responsibility and dependability by meeting assignment deadlines and to communicate with instructors to request extensions when needed. Failure to consistently meet deadlines may be grounds for dismissal from the program.
- (16) **Self-Reflection:** Students must demonstrate a willingness to reflect on how their social position and life experiences impact their worldview and an ability to integrate new knowledge from course material, instructor feedback, and class contributions from fellow students.
- (17) **Empathy:** Students are expected to exemplify self-compassion and the ability to ask for help when needed, as well as empathy for their classmates as fellow learners.
- (18) **Ethical Conduct:** Students are expected to demonstrate honesty and integrity in all aspects of the program, as well as full compliance with the Code of Ethics promulgated by the National Association of Social Workers (NASW). The program will not condone cheating, academic dishonesty and/or plagiarizing. In addition, a student may not submit the same paper or an assignment from another class for credit in a different class.

As with academic probation, students may be placed on comportment probation for violating any of the above guidelines, as well as any other University or School policies (including the University's Policy on Drugs and Alcohol). A student on comportment probation will receive a Probation Letter outlining the reasons for the probation and the required course of action. Failure to improve, as well as an extraordinary or inexcusable one-time violation or repeated violations, may be grounds for dismissal from the program.

E. PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes *plagiarism* and is a violation of academic standards. The School will not condone *plagiarism* in any form and will impose disciplinary sanctions to acts of *plagiarism*. A student who presents someone else's work as their own work is stealing from the authors or persons who did the original thinking and writing. *Plagiarism* occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also *plagiarism* to use the ideas and/or work of another student and present them as your own. It is **NOT** *plagiarism* to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If a determination is made that a student plagiarized any part of any assignment in a course, they will automatically **FAIL** the course and, depending on the circumstances, will be placed on academic probation (as described above), or dismissed from the program. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker

www.dustball.com/cs/plagiarism.checker

www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesources/

www.duplichecker.com/

F. CLASS ATTENDANCE

Attendance Policy for Face-to-Face and Live Online Classes

Students are expected to attend all classes as scheduled. Prompt and regular attendance is an expectation. Social work is an applied professional discipline. Punctuality and attendance are indicative of current and future professional conduct. Gaps in learning resulting from class absences or tardiness compromise the student's ability to fully meet obligations as a professional social worker. An unexcused or uncommunicated absence is a serious matter.

- (11) To receive credit for a course, students must regularly attend, be prompt in their arrival to class and remain in class for the full period, whether the course is in-person or online. Students in Live Online classes are expected to arrive to class by logging in on-time and keep their camera on for the full period. Students are deemed to have left class when they turn their camera off. Students who frequently leave and return to class disrupt the flow of the class which is a discourtesy to instructors and classmates alike and in violation of classroom etiquette. Penalties for lateness, early departure or for classroom disruptions will be at the discretion of the instructor.
- (12) Some absences are unavoidable. The criteria for granting an excused absence for an extenuating circumstance includes urgent and substantiated non-academic reasons directly affecting the student and are beyond the student's control (such as: religious observance, military obligation, illness of the student or immediate family member, participation in WSSW activities at the request of WSSW faculty/administration, and other

compelling circumstances beyond the student's control such as death of family member, court appearance). In such situations, a student may ask the instructor prior to the class session for an excused absence. In the event of a hospitalization or emergency, the student should contact the professor within 48 hours of the missed class. It is at the professor's discretion whether an excused absence will be permitted.

- (13) Students missing more than 20% of class time may receive an "F" for the class. Instructors typically have specific rules about attendance, which might include appropriate consequences as noted on the syllabus (i.e., reduction in grade, or extra assignments to make up material missed). Students are responsible for understanding each instructor's policies on attendance and realizing that any absence from class may affect their grade. The instructor retains discretion over the consequences of absences.
- (14) Only enrolled students may attend class; no outsiders (including infants and children) may attend class. Students in virtual classes should ensure that they have a private location in which to attend class.

Attendance Policy for Students with Disabilities

Any student with a documented disability must be registered with the Yeshiva University Office of Disability Services (Abigail Kelsen, (646) 592-4280; akelsen@yu.edu) to qualify for consideration for class absences and lateness. Students with chronic health issues, which occasionally cause absences from class, are encouraged to register. Students with accommodations are responsible for completing all coursework. The accommodation should not be viewed as a waiver of attendance requirements.

G. CLASS PARTICIPATION

The DSW Program views each student as having a wealth of skills, resources, and life experiences that can enhance their experience in courses, the Grand Challenge process, and time spent with mentors. To encourage engagement in the learning process, the program provides an educational environment that is challenging and supportive. In this environment, students are encouraged to take risks (within the guidelines set forth herein) necessary to become advanced social welfare scholars, researchers, and practitioners.

H. INCOMPLETES

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

10. "Incompletes" should be considered exceptional; students are expected to complete their course work by the end of the semester.
11. The grade of "incomplete" or "I" is given only at the discretion of the instructor. If the instructor chooses not to give an "I" grade, they may determine the student's grade based on the work completed.
12. If the instructor gives the student the grade of "I", the instructor will determine a deadline no later than the last day of the following semester for the student to complete the work. The instructor, together with the student, will complete an [Incomplete Contract](#) outlining the work to be completed and setting the deadline.

13. If the "incomplete" is not changed within one semester, and an extension has not been granted, the Registrar's Office is authorized to automatically convert the grade to an "F."
14. Prior to the deadline, the student may petition the course instructor from which the "I" grade was received for an additional extension. *Such an extension is contingent upon: (1) approval in writing of the instructor, with specification as to the date upon which all course work will be submitted; and (2) approval of the Program Director.* Any incomplete grade will automatically become a failing grade at the end of the extension period if the missing work has not been completed by then.
15. Please note for Incompletes incurred in the Spring, the agreed time for completion cannot exceed the end of summer session for students enrolled in summer courses, and the first day of Fall classes for students not enrolled in summer courses
16. **Students may not enroll in course work for the next semester until such time as the "I" grade is changed.** The only exception to this policy is with written approval of the Program Director.
17. An "Incomplete" in the first semester of a year-long course must be completed before the student can register for the second half of the course.
18. **A student who receives two or more incompletes in each semester will be placed on academic probation for the following semester.** If the student receives another incomplete at any time following that semester, the student may be dismissed from the program.

II. PROGRAM TIME FRAMES

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

6. Completion of required course work (45 credits within 3 years of initial entrance into the program for full-time students) and 4 years for part-time students. In some cases, exceptions will be made for students requiring additional time or when students need to change from full-time to part-time. Exceptions are made only with the approval of the Program Director.
7. Students must take a **minimum of two courses** in the Fall and Spring Semesters unless otherwise approved by the program director.
8. Completion of all coursework, and completion and successful completion of the Grand Challenge within a total of 5 years.
9. Leaves of Absence do not extend the time limits set for completion of degree requirements.

Students are expected to complete the full program, including completion of the Grand Challenge, within 5 years of initial entrance into the program, or sooner. It is expected that students will complete the program in a 3-4 year time frame, but it is recognized that in some circumstances, students need extra time. Limited extensions beyond 5 years may, at the discretion of the Program Director in consultation with the student's faculty advisor be granted in special or unusual circumstances upon student petition. Successful petitions provide students with up to a one-year extension. **Only 1 extension is allowed, and the maximum time allowed in the program is 6 years.**

J. POLICY AND PROCEDURE ON TRANSFER CREDITS

Subject to approval as described below, credit may be transferred for a doctoral level course taken before entry into the program, if the course was taken within the past five years at another

accredited institution of higher education and if the course grade is a "B" or higher. Grades of B- are not accepted for credit.

Generally, the School does not accept transfer credits to replace required course work; this is because the program is highly structured toward the Grand Challenge. It is extremely unlikely that courses taken elsewhere will be identical or equivalent to the required courses in the program curriculum. The maximum total number of credits that may be transferred from another doctoral program is six (6).

Any student who wishes to transfer credit from another institution must submit an "Application for Transfer Credit Toward a Graduate Degree" form to the DSW Program Director. This form must be approved and signed by the DSW Program Director. Students must also include an official transcript showing the course they wish to transfer with a final grade, together with any course descriptions or syllabi from the course. All "Application for Transfer Credit Toward a Graduate Degree" forms for courses taken prior to beginning the Program should be submitted to the DSW Program Director before or during the student's first semester. All "Application for Transfer Credit Toward a Graduate Degree" forms for classes taken at another institution should be submitted to the DSW Program Director after that course is finished (and in any event within 30 days). It is at the discretion of the DSW Program Director to decide which courses may transfer.

Approved transfer credits are not entered on a student's permanent record until the student has satisfactorily completed at least 12 credits in the program, and may be revoked, either in whole or in part, if subsequent work by the student, either generally or in a particular subject, is not satisfactory. Courses transferred from another institution appear on the student's record with credit value only; grades earned elsewhere are not entered on the records of Yeshiva University.

K. ACADEMIC WRITING

Writing is an important skill for success in the DSW program. Students will not only need to do a significant amount of writing in their coursework, but they will also need to produce a Grand Challenge assignment of publishable quality. This may require learning new forms of writing (e.g., systematic literature review), mastering APA format, and gaining comfort asking for and receiving help. Students need to be receptive to feedback on their writing and be proactive in seeking support as needed to hone their writing skills.

The Wurzweiler Writing Consultants aim to help students find the resources and develop the skills they need to write proficiently. They are available to consult on all kinds of writing tasks, from decoding assignments, to brainstorming and organizing papers, to using APA style and polishing sentences. Students can sign up for sessions at <http://wsswwriting.setmore.com/>. The session options include in-person meetings, email exchanges, and online or telephone chats. Writing Support staff do not provide copy-editing services, and students may need to hire outside editing support during the Grand Challenge process.

SECTION IV: UNIVERSITY SUPPORTS AND POLICIES

A. STUDENT SUPPORT SERVICES

The Counseling Center offers a range of services to current Yeshiva University students attending classes at the Manhattan campuses, including counseling and support, medication management and referrals. All services are free of charge and confidential.

<http://www.yu.edu/student-life/counseling/>

Office of Disability Services collaborates with students, faculty, and staff to provide reasonable accommodations and services to students with disabilities.

<http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

Academic Computing is a service center for students and faculty who require support with academic computing equipment and facilities at Yeshiva University.

<http://yu.edu/its/academic-computing/>

E-Reserves provides online access to “on reserve” full text articles and materials for a course. E-Reserves can be accessed through the course Canvas page or the library website. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

Academic Calendar

Please see the Wurzweiler academic calendar which is available on the School’s website at www.yu.edu/wurzweiler prior to the beginning of class. Be aware that some course meeting dates may be changed due to holidays. Each semester consists of 14 class sessions.

B. CANVAS

Canvas is our online learning management system. For information, see the following website: <https://www.yu.edu/its/academic-computing/student-computing/eLearning> All classes, whether face-to-face (F2F), live-online, hybrid, or asynchronous have a Canvas shell associated with the class. Canvas support is available 24/7/365 at (800) 829-7418.

The DSW Program has a Canvas site called DSW Information Central, which all students and faculty are encouraged to join to access important resources, forms, and information.

C. FINANCIAL AID

Students may rely on several sources of financial aid to help meet education expenses. The Federal Government and state-specific aid may be primary sources. In addition, there are private scholarships, foundations, and religious entities that may provide aid for social work doctoral students. Community groups and professional organizations are other sources of aid.

On a selective basis, when possible, students may be invited to serve as teaching assistants and adjunct teachers. Such opportunities depend on available funds and the needs of the School and the University. A limited number of paid field instructorships of MSW students also may be available. Three years of post-MSW work experience is required for doctoral students to be eligible to serve as field instructor. Any student interested in serving as a field instructor who has the MSW degree, has the three –year post MSW work requirement, is currently licensed, and has completed and has certification from the Seminar in Field Instruction (SIFI) should contact

the School's Director of Field Education. Decisions regarding eligibility and selection are made by the School's Director of Field Education.

In addition, a variety of low interest student loans are available in addition to a general scholarship which is awarded to students who meet the criteria for such an award. For more information about student loans, visit the Office of Student Finance website: www.yu.edu/osf or contact studentaid@yu.edu. For questions regarding scholarships, awards, please contact The Office of Admissions at <http://www.yu.edu/Admissions/Graduate/Wurzweiler/>.

D. AUDITING A COURSE

Audits may be permitted if there is space available in the course. An audited course is not considered part of a student's workload. For additional instructions, see:

https://www.yu.edu/sites/default/files/inline-files/Request%20to%20Audit%20a%20Course_Form_2021_Fillable.pdf

E. IMMUNIZATIONS

NYS law and University policy require all students to prove immunity to measles, mumps, and rubella. In addition, the University requires all students to be fully vaccinated against COVID-19 (i.e., two weeks after the second dose of the Moderna or Pfizer/BioNTech vaccine, or two weeks after the single dose of the Johnson & Johnson vaccine) and have received all boosters they are eligible for. Proof of such immunizations is required prior to registration/entry to campus. Please check for updates and exemptions to this policy here: <https://www.yu.edu/covid-updates>

F. HEALTH INSURANCE

All students are required to be covered by a health insurance plan and as such will be automatically enrolled in Yeshiva University Graduate Students Health Insurance Plan. If you currently have insurance coverage and want to waive the University's coverage, you must complete the online waiver form at www.gallagherstudent.com/yeshiva.

G. NON-DISCRIMINATION AND HARASSMENT

Yeshiva University complies with all federal, state, and local regulations governing Non-Discrimination and Harassment including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972. In keeping with its long-standing traditions and policies, Yeshiva University provides equal opportunity for faculty, staff and students within admissions and employment, and those seeking access to programs based on individual merit.

University-wide policies and procedures pertaining to discrimination and harassment have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures can be found online at <https://www.yu.edu/student-life/resources-and-services/policies>. This policy includes information about filing a report, seeking a response and options for confidential disclosure. The University will respond to all complaints promptly, thoroughly, and impartially.

Retaliation is prohibited against anyone who filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated. When warranted, the University will take

appropriate, corrective action to remedy all violations of this policy, up to and including termination and/or expulsion. Administrative and investigative responsibility relating to enforcement of the policy has been assigned to the University's Title IX Coordinator, Dr. Chaim Nissel, at (646) 592-4201.

H. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Office of Disability Services assists students with documented disabilities or medical conditions in obtaining reasonable accommodations. Some of the disabilities accommodated include physical, emotional, or learning disabilities, ADHD, hearing impairments, and visual impairments. Visit the following website for more information about documentation guidelines and available accommodations: <https://www.yu.edu/student-life/resources-and-services/disability-services/students>.

Students with disabilities who are enrolled in the program and who will be requesting documented disability-related accommodations should make an appointment with the Office of Disability Services, akelsen@yu.edu during the first week of class. The office is located in Furst Hall, Suite 412 or can be reached by phone at 646-592-4280. Once you have been approved for accommodations, please submit your accommodation letter and discuss any specifics with me to ensure the successful implementation of your accommodations.

I. STUDENT CONDUCT AND STUDENT RIGHTS

Please visit <https://www.yu.edu/student-life/resources-and-services/Standards-Policies> and review the University policies on student conduct and student rights, including:

- Athlete Protection Policy
- Anti-Bullying and Hazing Policy for Students
- Credit Card Marketing Policy
- Drug and Alcohol Policy
- Medical Form
- Requirements for Working with Minors
- Romantic Relationships Policy
- Sexual Assault Student Bill of Rights
- [Non-Discrimination and Anti-Harassment Policy \(including TIX\)](#)

Additional student consumer information can be found at: <https://www.yu.edu/oir/student-consumer-information>.

J. PRIVACY

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as "FERPA," Yeshiva University has adopted certain policies to protect the privacy rights of its students with respect to their education records. FERPA affords students certain rights of access to their education records. FERPA also limits the persons to whom the University may disclose a student's education records and permits certain disclosure without the student's written permission. Please visit the Office of the Registrar or its website at <https://www.yu.edu/ferpa> to obtain the Yeshiva University FERPA Policy Statement.

K. USE OF THE UNIVERSITY'S NAME

No student or student organization may use the name of the University or any of its components in print or digital/electronic media for any purpose, including identification, without written permission from the Office of the Dean.

SECTION V: STUDENT REVIEW AND GRIEVANCE PROCEDURES

B. CONCERNS RAISED BY STUDENTS

The School is committed to a policy of resolving all student grievances through a set of appeal procedures designed to address the student's issue or concern fairly. Students may appeal evaluation decisions by instructors, supervisors, or faculty advisors when they believe they were subject to harassment, discrimination, and unsubstantiated claims of unsatisfactory performance that deviate significantly from standard evaluation procedures used by that instructor, supervisor, or faculty advisor. Note that the procedures set forth in the University's Non-Discrimination and Anti-Harassment Policy (Title IX Policy) will apply in connection with alleged violations under such policy.

If a student has a grievance, he/she is assured of due process, respect, and confidentiality. The following procedure should be initiated within the semester in which the problem or incident occurs and no later than 30 days beyond the final day of classes in any given semester.

5. **Informal Level:** Students should first discuss their grievance with the primary instructor, supervisor, or faculty advisor who is the subject of the grievance. The purpose of this meeting is to clarify the reasons for the decision or action by the instructor, supervisor, or faculty advisor and to provide the student with an opportunity to respond to the decision or action. The meeting also provides an opportunity for the student and the instructor, supervisor, or faculty advisor to reach a common understanding of the identified problem(s) and clarify recommendations and the expected timeframe within which problems will be remedied. A follow-up meeting is often scheduled to evaluate compliance with these recommendations. Every effort should be made to resolve grievances at this level and safeguard confidentiality by involving only essential parties.
6. **Meet with Program Director:** When the student thinks that his/her grievance is still unresolved by the instructor, supervisor, or faculty advisor, the student may arrange a meeting to discuss the grievance with the Program Director. Students are expected to submit written documentation of evidence for their grievance within 30 days of the conclusion of the Informal Level process, and preferably by the final day of classes of the semester in which the problem occurred. Students can consult with the DSW Program Associate Director of Advising and Student Advocacy for support with this process. The Program Director will review all documentation and will notify the student and relevant instructor, supervisor, or faculty advisor of his/her decision.
7. **Appeals Committee:** If the Program Director cannot resolve the student's issue, or the student files (within 30 days) a written appeal of a decision made by the Program Director, then the case will be referred to the Hearing Appeals Committee. The Hearing Appeals Committee will consist of three (3) faculty members and two (2) student representatives. The Hearing Appeals Committee will convene and select a Chair. Each member of the Committee will have one vote. The student can consult with the Associate

Director for Advising and Student Advocacy for support with the appeal process. The student will have the opportunity to orally present the nature of his/her appeal to the committee. The committee will review all documentation and testimony and will notify the Program Director and the student of their decision to grant or deny an appeal or recommendation on disciplinary action on the issue. The student has to sign a document which permits the two student members to review his/her records.

8. **Review by Dean:** Should the Hearing Appeals Committee not be able to resolve the student's issue, or the student wishes to appeal a decision by the Appeals Committee, the student must submit a written request (within 30 days of the decision) that the Dean review the action, clearly stating the reasons for such a review. The Dean may grant or deny the request. If the Dean grants the request, he/she will evaluate all the available materials as to the facts and circumstances, including any recommendation from the Appeals Committee, and may request a personal interview with the student. The Dean's decision shall be final as to whether to review the determination, and, if so, whether to adhere to the committee's recommendation.

B. CONCERNS RAISED BY FACULTY

If there are questions about the capacity, performance, or the continuation of a student in the Program, these concerns should be brought by the faculty member to the attention of the Program Director. The Program Director may request consultation with the ad hoc DSW Student Review Committee which consists of the Program Director (who serves as Chair) and two faculty members chosen by the Program Director.

The specially appointed ad hoc Student Review Committee acts as an advisory group of colleagues to any faculty member who wishes to utilize it for consultation and advice with regards to any student with whom they are working. If it is felt that there are serious questions about the student's performance or continuation in the program, the following procedure is utilized:

- d. In cases or situations which may pose the risk of imminent danger, the School may immediately suspend the student with proceedings to follow.
- e. In cases of plagiarism and/or cheating, students may be dismissed from the program.
- f. In any case in which there are academic performance or comportment issues that rise to the level of Probation, a Letter of Probation will be issued (see Section III B-D on Academic and Comportment Standards). If the concerns do not rise to the level of Probation, a **Letter of Notice of Concern** may be sent to the student indicating the nature of the difficulties and the academic requirements to be met by the student. The purpose of the Letter of Notice of Concern is to make students aware of concerns before issues rise to the level of academic or comportment probation

C. APPEAL OF DISMISSAL

- 10) Any student, who has been dismissed from the Program, may appeal this action, in writing, within 30 days of the written notice of dismissal. The request should be submitted to the Dean's Office.
- 11) An Appeals Committee, consisting of three (3) faculty members and two (2) student representatives, chosen by the Program Director, will convene and elect a chair. Each Committee member will have one vote. The student will be required to sign a document permitting the two student members to review his/her record.

- 12) The Appeals Committee will review the factors leading to dismissal. It will review the student's file including, but not limited to the following:
 - a. Probation letters and Letters of Notice of Concern
 - b. Correspondence with faculty or administration
 - c. Any other relevant material.
- 13) The Appeals Committee will give the student the opportunity to be heard. The student will be invited to address the Committee orally and may present written material if they choose.
- 14) The student may name witnesses and/or advisors for the Appeals Committee to speak with for relevant information.
- 15) The Appeals Committee may meet with any faculty member, administrator, student, or others who may have relevant information to offer. The Committee will decide who to meet with and may or may not meet with those named by the student undergoing the appeal process.
- 16) After review of all the material, facts and circumstances, the Appeals Committee will reach a recommendation by majority vote. The standard will be whether the appropriate procedures were followed and whether the student was treated fairly.
- 17) The Appeals Committee will communicate its recommendation to the Dean, in writing, as follows:
 - a. It may support the determination to dismiss the student, or it may recommend overturning the determination to dismiss the student.
- 18) The Dean will make the final decision and notify the student in writing. The Dean may exercise his or her discretion and impose a sanction short of dismissal. The decision of the Dean is final.

D. APPEAL OF GRADES

A final grade may be changed by the instructor only for a computational error or recording error. In these two instances, the instructor completes a Change of Final Grade Form, and the Program Director signs to approve the change and will send to the Office of the Registrar.

SECTION VI: PROCEDURES FOR CHANGING STATUS

A. WITHDRAWING FROM THE PROGRAM

When withdrawing from the program, students are expected to make all necessary provisions for responsible separation from classes and their Advisors Committee.

The following formal withdrawal procedures should be adhered to:

4. Notification and discussion with mentor or Advisors (as applicable).
5. Notification to class instructors.
6. Filing an Official Withdrawal Form signed by the Program Director and approved by the Dean.

B. WITHDRAWING FROM A COURSE

Students may drop classes through [InsideTrack](#) from the start of the designated registration period until the "last day to drop a course" as listed on the [Academic Calendar](#). In order to drop (withdraw) from a course (or all courses) after the "last day to drop a course," students will be

required to fill out an Add/Drop Form found on the Registrar's website. Students who chose to withdraw from Yeshiva University during the course of any semester are bound by the registration, grading and refunding rules noted [online](#). It is your responsibility to discuss impacts to tuition, aid and academic progress with the Office of Student Finance and your academic advisor.

Students should be aware of the refund dates for each semester. Students may not receive a full refund for courses dropped even if they are dropped before the "last day to drop a course without a W".

C. LEAVE OF ABSENCE

The DSW Program requires students to be continuously enrolled until their degree is granted. To maintain continuous enrollment, students must register each Fall and Spring semester or take a leave of absence.

Students who desire to leave the program temporarily and then return at some future time must file a request for a formal "Leave of Absence." Such leaves are normally granted for one semester per year. A student may take only 2 leaves over the course of the program. Leaves of Absence do not extend the time limits set for completion of degree requirements. A Leave of Absence is granted only to students who are in good academic standing. Requests for medical leave must follow the above Leave of Absence procedure. However, medical documentation must be provided to the School prior to approval of the leave and prior to readmission. To request a Leave of Absence, a student should start by contacting their DSW Advisor.

In addition to the above:

- A Leave of Absence is only available to students who have already earned credits in the program. Therefore, first semester students are not eligible for a Leave of Absence. They must withdraw from the program and apply for readmission when they wish to return.
- A Leave of Absence is only granted under extraordinary circumstances. All Leave of Absences for international students must be approved by the International Student and Scholar Advisor.
- A student who neither enrolls nor secures an official Leave of Absence for any semester will be considered as having withdrawn from the university. Such a student who wishes to resume studies will be required to apply for readmission.

D. MAINTENANCE OF ENROLLMENT

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

- a. Registering for at least one academic course in each Fall and Spring semester.
- b. Registering for SWK "Extension," if all coursework has been completed.
- c. Requesting a Leave of Absence (one semester per academic year).

Students who fail to maintain enrollment for more than one semester will be considered as having withdrawn from the program and their student status will be deactivated.

E. READMISSION AFTER WITHDRAWING FROM THE PROGRAM

Students who withdrew (or are considered to have withdrawn) from the program and wish to apply for Readmission must follow the regular admissions procedure. Their admission will be subject to the usual admissions criteria in effect at the time of application for Readmission.

SECTION VII: STUDENT GOVERNANCE

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

Frequently Asked Questions

Below are some of our most frequently asked questions. If you do not see your question addressed, please contact us at DSW.WSSW@yu.edu.

How do I get a YU email account?

Upon admission to Wurzweiler, students are assigned a Yeshiva University Mail System email account that works through Gmail. To find your login information, go to www.yu.edu/findid. Your Wurzweiler email account gives you access to important program and course information. Students should not use personal email accounts to correspond with the program.

What is Canvas?

The primary method of accessing course work and corresponding with the professors is via the Canvas Course Management System. A useful tutorial on Canvas can be viewed here: https://yu.instructure.com/courses/5103/modules#module_940. For access to the system, a username and password are necessary. Every student requires access to Canvas.

How do I get started in Canvas?

To access Canvas, visit <https://yu.instructure.com>. You will need your Active Directory (AD) credentials (username and password) to login to Canvas. If you have trouble logging into Canvas, email canvassupport@yu.edu or phone 212-960-5438.

Not sure about your YU Email username or password?

Visit www.yu.edu/findid.

How do I find out what my Student ID # is?

Your personalized ID# will be printed on your acceptance letter. Please memorize and/or keep this number handy as this is the number that the School uses to identify you (very much like a social security number). Keep in mind that this number is different than the number that's on your picture ID card and should only be shared with faculty or staff members if necessary.

How do I obtain a Student ID card?

All new students must obtain an ID card through the Security Office located at 521 West 185th Street. ID cards can only be obtained 24-48 hours following the first semester's registration. See the [Department of Safety and Security](#) website for more information.

Do I use my Student ID card for the YU library?

Students must have their ID cards updated from the library to access the online library outside of the campus.

How do I apply for student parking?

Students apply for parking through the Security Office at 521 West 185th Street. See the [Department of Safety and Security](#) website for more information.

How do I register for courses?

Contact the Advisor about your roadmap and schedule options. Then log into [InsideTrack](#) to register online.

How do I add or drop a course?

Students who wish to add or drop a course following official registration can go to InsideTrack and drop the course using the same CRN that was provided for registration. To avoid financial penalties, the student should be sure to follow the deadlines listed on the academic calendar for adding or dropping a course.

What is a financial hold, and who do I contact to resolve it?

A financial hold is when you owe money to the University for past due tuition, fees, or other amounts. Students who have financial obligations to the University will have a hold place on their record, which will prevent registration and the issuance of transcripts and diplomas by Yeshiva University. Students cannot be added to Canvas for a course until they are officially registered. Therefore, any financial hold must be resolved before registration is complete. Students may not attend class until their registration for that course is complete. The professor is unable to assign a grade to a student who is not registered. Contact the [Office of Student Finance](#) with any questions.

How do I see my grades and transcript?

Log into [InsideTrack](#) and navigate to Banner Self Service. Select Student Records to view your grades and transcript.

COURSE DESCRIPTIONS

DSW Program Required Courses:

Contemporary Theories and Therapy Models of Clinical Practice I

This course will review and analyze contemporary clinical practice and therapies. The focus of this class will be on psychotherapy practice theories used in contemporary service delivery of psychotherapy in community based mental health centers, psychiatric in and out-patient settings and other providers of mental health counseling. The purpose of this course is to deepen and refine doctoral students' understanding of theory content and mastery of psychotherapy practice principles.

3.000 Credit hours **Levels:** Doctoral

Clinical Social Work Social Policy: Strategies for Social Change

This course builds on MSW policy courses and teaches students to become policy practitioners by working collaboratively with legislators on the state and local level for change. During this course students will critically examine the current political landscape through issues that are important to social work practice and consider how these policies were formed and how they can change.

3.000 Credit hours **Levels:** Doctoral

Contemporary Theories and Therapy Models of Clinical Practice with Families/Groups

This course delves into the psychodynamic theories and interventions for the advanced family systems. It explores the psychological dynamics of family life taking into consideration the developmental life cycles of families, intergenerational transmission of communication and behavior patterns as well as mental health challenges, strengths, and challenges. Additionally, the course will explore group work as an integral part of social work practice. Emphasis will be on furthering conceptual understanding, application, and analytical skills necessary for group work practice with a focus on group dynamics, i.e. norms, roles, stage theory, transference/countertransference, and clinical application. Included will be on understanding of contemporary issues and challenges within the field of group work.

3.000 Credit hours **Levels:** Doctoral

Trauma-Informed Theory, Research, & Treatment Interventions

This course will explore the social forces, prevalence, types, dynamics, effects, and interventions specific to working with populations impacted by trauma. The course will examine the many faces of trauma including national and community trauma, military trauma, accidents, life-threatening events, as well as interpersonal trauma. Students will learn to critically evaluate the conceptual and methodological approaches of published peer-reviewed research relating to trauma.

3.000 Credit hours **Levels:** Doctoral

Single Case Analysis and Program Evaluation

The need to evaluate our clinical practice in a systematic way has become a necessity. It is essential to know empirically which interventions work with specific client systems. The purpose of this course is to impart to students with an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and for evaluating service delivery.

3.000 Credit hours **Levels:** Doctoral

Contemporary Theories and Therapy Models of Clinical Practice II

This course will continue to examine the major premises of behavior change that have informed contemporary clinical social work practice since the 1980's. The values, assumptions, methods, and research evidence for each theory will be examined. Readings representing the interpersonal, emotionally focused, and behavioral health approaches will be critically examined. The purpose of this course is to develop participants' capacities to deconstruct and critique theories through the understanding of underlying assumptions that underpin not those theories but also current social work principles, practices, and policies.

3.000 Credit hours **Levels:** Doctoral

Evidence-Based & Emerging Clinical Therapy Models

This course will Examine Evidence-Based Practice (EBP). EBP is the integration of clinical expertise, patient values, and the best research evidence into the decision-making process for assessment and treatment planning for each unique client and presenting problem(s). The doctoral student will learn which approaches are best suited for which set of presenting characterological and situational problems.

3.000 Credit hours **Levels:** Doctoral

Contemporary Issues Related to Substance Abuse Disorder

This course will support the practitioner in assessing, evaluating, diagnosing, and treating substance use disorders, gambling, and other addictive behaviors. Additionally, the social work practitioner will gain an understanding of differential diagnosis. This course will explore the theory, conceptualization, and etiology of substance use and other addictive disorders.

3.000 Credit hours **Levels:** Doctoral

Teaching Clinical Practice

The goal of this course is to prepare doctoral students for roles as social work educators and on providing students with the opportunity to try on the role of the social work educator from the perspective of a classroom teacher. Additionally, the course aims to familiarize advanced practitioners with how the principles of social work education apply to the role of educator and supervisor within agency practice.

3.000 Credit hours **Levels:** Doctoral

Clinical Supervision and Field Education

This course provides both a theoretical and clinical framework that informs gold standard clinical supervision and field education to MSW students and new social workers. Conceptual learning will include the historical and ethical context of social work supervision and field education, the executive learning of developing clinical social work supervision and field instruction skills. The course will offer an overview of contemporary supervisory practices through exploring dynamics which include transference-countertransference, cultural competence, and self-disclosure.

3.000 Credit hours **Levels:** Doctoral

Publication Development

This course allows students to explore and write about a variety of topics. The goal of the course is for students to submit a manuscript for publication. Students will gain an understanding of the process of writing for publication and editing for style and accuracy. This course emphasizes the integration of analysis, research, and writing.

3.000 Credit hours **Levels:** Doctoral

Leadership, Program Development, and Entrepreneurship

This course focuses on the practical aspect of management within human services and non-profit organizations. This course addresses such issues as how leaders practice, what resources and technologies are needed to support their goals. Contemporary challenges will be explored as well as theories of management, ethical decision making, and organization change.

3.000 Credit hours **Levels:** Doctoral

Grant writing

This course will introduce social work doctoral students to the grant development process. The course will familiarize students with such factors as: how to determine a marketable funding need, distinguish between programmatic vs. general operating support, identify potential funders, plan, and conceptualize a grant geared for specific funders and develop a budget and other needed resource.

3.000 Credit hours **Levels:** Doctoral

Independent Grand Challenge (levels I, II,)

The Grand Challenge is the final independent project of a graduating DSW student. This project consists of two articles that have been approved by a faculty committee as being of publishable quality. It can be based on a manuscript or a review of a clinical theory application, or an introduction of an innovative therapeutic work within a case. These two articles need to be presented to a subset of doctoral faculty (oral comps) and reviewed and approved by this committee.

6.000 Credit hours **Levels:** Doctoral