Azrieli
Azrieli Graduate School of
Jewish Education and Administration

Azrieli Graduate School

Fanya Gottesfeld Heller Doctoral Program

Executive Model EdD in Jewish Educational Leadership and Innovation

Doctoral Degree Academic Catalog

2023-2024

Yeshiva University **Azrieli Graduate School of Jewish Education and Administration**
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ABOUT THIS CATALOG

Unless otherwise stated in this document, this catalog supersedes all previous catalogs and academic information and policies and is binding on all Azrieli Graduate School graduate students at Yeshiva University, effective at the time they enroll. It was prepared based on the best information available at the time of publication. The University reserves the right to change tuition, fees, course offerings, regulations, policies, and admission and graduation requirements at any time without prior notice. However, students may continue a course of study in effect at the time they enrolled provided that they complete the program within the specified time period.

This catalog, posted on the YU website, is the official catalog. Printed versions are copies of the catalog. If there are corrections or changes, they will be published on the YU website.

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Introduction

Doctoral programs typically involve a sequence of courses, research experiences, and culminating exams, theses, or projects. Navigating the requirements, planning, and staying focused on a long-term project, especially for busy professionals, is challenging. This handbook has been designed to delineate the tasks and give you all the information you need to chart course of study.

Throughout the years, policies and procedures have been developed that define and describe the rights and responsibilities of doctoral students at the Azrieli Graduate School of Jewish Education and Administration. This handbook details these policies and procedures in one document that can easily be referenced. It is a "living document," since changes are anticipated as new policies and procedures are developed. It is available in both hard copy, and on the AGS website at https://www.yu.edu/azrieli/programs/doctoral.

This handbook provides statements about policies and procedures which are currently operative, and it is intended primarily as a source of information for doctoral students. The school, however, reserves the right to change policy and procedures without prior notice and to notify all parties of such changes. It is your responsibility to maintain ongoing contact with the school to remain aware of any and all additions or changes to the basic policies outlined in this handbook.

The Doctoral Program makes every attempt to meet the needs of all types of learners and students. All requests for reasonable accommodations under the Americans with Disabilities Act of 1990 should be made to the Director of the Doctoral Program.

Welcome

A Message from the Dean

Congratulations and welcome! It is my pleasure and honor to serve as Dean of the Azrieli Graduate School of Jewish Education and Administration. I hope to come to know you during your tenure and look forward to sharing in your professional growth.

As dedicated Jewish educators, you have no doubt made significant contributions to the field. It is our hope that the coursework, practicum experiences, research opportunities and numerous other vehicles for learning at Azrieli Graduate School will further empower you to continue and expand your work in Jewish education.

Whether you are an administrator, curriculum specialist, student support professional, or teacher planning on expanding your repertoire and responsibilities, we have designed a program to enable your development as an educational leader. We have attempted to be sensitive to the extensive demands of practicing professionals while developing coursework and requirements that encourage the highest levels of scholarship and educational innovation. Our program has evolved over the years and has always benefitted from student feedback. I invite you to share your impressions, concerns, and suggestions with me.

We recognize that we are partners with our students on a challenging journey. Faculty and staff are highly invested in supporting students' growth. Opportunities for collegial collaboration abound, and I urge you to find time to work with our outstanding faculty whenever possible.

Shortly after beginning at Azrieli, I realized what a remarkable place it is. Welcome, and thank you for joining us for what I am confident will be a highly rewarding experience.

Rona Milch Novick, PhD

A Message from the Director

My predecessor as director of the doctoral program, Dr. Moshe Sokolow, wrote in this space that whenever Rabbi Nechunyah ben HaKannah entered the *beit midrash*, he would recite a brief prayer that not even inadvertent harm result from his actions. And when he exited, he would express satisfaction in his lot (Berakhot 28b).

As educators, we are (at least somewhat) responsible for the beliefs, opinions, attitudes, and practices of the many day school children who are in our care, and as Dr. Sokolow noted, we must pray that we fulfill our responsibilities faithfully and without causing harm.

As you begin your doctorate at Azrieli, I hope this lesson remains with you. Throughout the many hours of study, classes, research, and writing that you will be engaged in there are times that you may feel overwhelmed or discouraged, and times you may feel animated and excited. Through the ups and the downs, however, it is important to remember the sacred responsibility that you are accepting, as a day school leader in the Jewish community. All this hard work will ultimately have its payoff, not at graduation, when you receive your doctorate, but afterward, in the transformation of your Azrieli work into policies and procedures, curricula, student support, teacher supervision, fundraising, board management—the list goes on.

Ultimately, the knowledge, skills, and dispositions you develop in the doctoral program will impact the lives of Jewish day school children across the globe, and by extension, all of *Klall Yisroel.* This is an awesome—in every sense of the word—task, and I am thankful that you have chosen it. In Dr. Sokolow's words, may we, like R Nechunya ben HaKannah prayed, "fulfill our responsibilities faithfully and to the best of our ever-increasing abilities, and may we, too, express satisfaction in our lots".

Moshe Krakowski

A Brief History

David J. Azrieli Graduate Institute of Jewish Education was established in 1983 in recognition of a major gift by the Montreal architect-builder and communal leader, to coordinate Yeshiva University's four graduate programs in Jewish education: Master of Science in Jewish Elementary Education; Master of Science in Jewish Secondary Education; Specialist's Certificate in Administration and Supervision of Jewish Education; and Doctor of Education in Administration and Supervision of Jewish Education. These were previously offered by Ferkauf Graduate School in the Department of Education and the Isidore and Rose Silverstein Department of Jewish Education, named in honor of the beloved parents of Mrs. Estelle Ferkauf. Yeshiva University's long tradition of quality education in this field began during the 1940's with programs at the School of Education and Community Administration.

In 2006, with the generous gift of its namesake, The Fanya Gottesfeld Heller Division of Doctoral Studies of the Azrieli Graduate School of Jewish Education and Administration was dedicated. With enrollment doubling in size, it is now among the leading doctoral programs in Jewish education in the country. Since 1956 close to 300 graduates have completed their dissertations and moved on to distinguished careers in the profession of Jewish education.

The current *Executive Model EdD in Jewish Educational Leadership and Innovation* was initiated in the fall of 2014.

Admission Requirements and Program Structure

The doctoral students at AGS are active professionals in the field of Jewish education who have gained their Master's degree in Jewish Education or related fields at Azrieli or other schools. The Doctoral Program Committee has the right to approve the admissions of students who are working in Jewish Education but have a Master's degree in a related field. Such applicants may be required to complete specific prerequisite classes at Azrieli once admitted to the Doctoral Program.

To be considered for admission, it is strongly suggested that students have at least two years' experience beyond their Master's degree. Azrieli may, however, selectively admit students directly from a Master's program based on an individual assessment of their readiness to undertake doctoral studies.

The *Executive Model EdD in Jewish Educational Leadership and Innovation* is a cohort-based program. The program blends distance and in-person learning by providing 51% of student course hours during a face-to-face "*Mifgash*" at Yeshiva University during each semester. These face-to-face meetings take place twice each semester for 2.5 days or once a semester for 5 days, including a summer semester. Students complete their initial coursework in 3 years, before turning to their dissertation work.

Additionally, the program has a "hands on" approach to learning, in which students are encouraged and obligated to relate theoretical constructs that are developed and explored in class to actual experiences in the field.

Admissions to the doctoral program take place once every 2 years and course offerings are scheduled accordingly. Students admitted in a particular cohort who are unable to complete their requirements in a timely fashion may have a substantial wait until those courses are available again.

Faculty

The Fanya Gottesfeld Heller Division of Doctoral Studies has an internationally renowned faculty that is dedicated to the mission of shaping the future educational leaders of the Jewish community:

Rona Novick, PhD, Dean; Raine and Stanley Silverstein Chair in Professional Ethics and Values; *Social emotional learning and bully prevention, student support, early development, special education, family-school partnership.*

Moshe Krakowski, PhD, Director of Doctoral Program, *Research methods, culture in schools, curriculum development in Judaic studies, and problem-based learning.*

Laya Salomon, EdD**,** Director of Masters' Programs; *Methods of teaching, differentiated instruction, curriculum, assessment, and classroom management*

Scott J. Goldberg, PhD, Golda Koschitzky Chair in Jewish Education, *Research methods, student support, differentiated instruction, multilingual literacy, assessment, special education.*

Moshe Sokolow, PhD, Fanya Gottesfeld Heller Chair in Jewish Education; *Judaic Studies, curriculum development, history and philosophy of education.*

David Pelcovitz, PhD, Gwendolyn and Joseph Strauss Chair in Jewish Education; *Child development, trauma, at-risk children, values and religious growth.*

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Mark (Mordechai) Schiffman, EdD, Clinical Assistant Professor; *Positive Psychology, Jewish texts and values.*

David J. Schnall, PhD, Dean Emeritus, Azrieli Graduate School of Jewish Education and Administration; *Organizational management, human resources and development, public policy.*

Ilana Turetsky, EdD**,** Instructor; *Differentiated Instruction, Methods of Teaching.*

Program Structure & Program Elements

Program Structure: Core Requirements and Sequence

The program is geared towards professionals currently working part or full time, with all pre-dissertation coursework concentrated in three years. Courses require face-to-face meetings (Mifgashim) at Yeshiva University for 5 days each semester, along with ongoing online project-based learning throughout the academic year. Students must be able to attend these meetings in person to complete the program.

Program Roadmap: Courses

EdD in Jewish School Leadership and Innovation - 3 year program sequence

Year 1 Fall 1: 6 credits

Introduction to Quantitative Research in Jewish Education EDU 8400
Introduction to various quantitative research designs and methods and the statistical analyses associated with each. Students gain the skills to read and conduct quantitative research studies, as well as to statistically analyze data using computer software.

Organizational Theory and School Management EDU 8810
This course will review major theories of organization and management with particular focus on public and tax-exempt institutions. It will cover classic human relations and group theory, systems analysis, management by objectives, motivation, total quality management, corporate culture and strategic planning. In each case applications will be directed to formal and informal educational settings.

Year 1 Spring 1: 6 credits

Instructional Leadership EDU 8830
This course will give students an understanding of pedagogical content knowledge (PCK) and how to implement it; how to form and maintain professional learning communities (PLC), and how to conduct ongoing, effective professional development (PD).

Supervision in Jewish Day Schools EDU 8820
Models of learning; effective teaching practices; 21st century learning; pre- and post-observation conferences; peer coaching and assessment; classroom walk-throughs; traditional and progressive grading practices.

Year 1 Summer 1: 6 credits

Introduction to Qualitative Research in Jewish Education EDU 8411
The goal of this course is to prepare doctoral students to be critical consumers of the qualitative educational research literature, a crucial stepping-stone to developing their own dissertations. This will include a review of interviewing techniques and semi-structured interviewing; observation techniques, ranging from participant observation to experimental phenomenology; surveys, focus groups and projective techniques; and, ethical guidelines for qualitative research.

Change and School Improvement in Jewish Schools EDU 8812
A review of theories of school change and successful school improvement approaches including the Comer Schools, PBIS, National Network of Partnership Schools, and others will help students identify effective mechanisms of school wide change. Through applied problems and cases will address the role of school leaders in supporting change and addressing inevitable roadblocks and challenges. The dialectic of respect for tradition and embracing of new methods that embodies Jewish education will be considered.

* * *

Year I Capstone: Integration and Research Design Paper
At the end of the first year of coursework students will write and submit a paper based on one of eleven bibliographies that Azrieli faculty have assembled. Students will develop a literature-supported research question that presents a potential research project based on an integration of the existing research in the bibliography. The paper length should be 5-7 pages, not including references. More information on the capstone can be found below.

Year 2: Fall 2: 6 credits

Doctoral Research and Presentation Seminar I EDU 8920
Students will develop their proposal for the capstone project, with support in completing the literature review and methodology. Capstone projects may include a Curriculum Development Project, a Curriculum Review/Evaluation, an action research project, or an annotated case study.

Social Emotional Learning, Spiritual Development and Jewish Schools EDU 8310
Readings on spiritual development are paired with self-exploration and the completion of a spiritual autobiography. How Jewish schools can serve as incubators of spirituality is explored through discussion and case study material.

Year 2 Spring 2: 6 credits

Applied Qualitative Research Methods OR Applied Quantitative Research Methods EDU 8416
Students choose either qualitative or quantitative methods depending on the likely direction of their dissertation. These classes are designed to prepare students for their dissertation work by familiarizing them with the actual practice of research planning, data collection, and analysis.

Models and Practices of Student Support EDU 8801
Using multiple case studies, students will be presented with core ideas and strategic models in inclusion and student support across academic, social, emotional, behavioral and spiritual domains. The benefits of a positive psychology focus and its consistency with Jewish beliefs will be discussed as a grounded theory approach to student support.

Year 2 Summer 2: 6 credits

Philosophy, Vision, and Mission EDU 8212
Major educational philosophies in Jewish and secular education offering a context for understanding modern educational models. Exploring school missions, as stated in formal mission statements, and implicit in their culture as they embody specific philosophical approaches.

Curriculum Design in Jewish Day Schools EDU 8222
Using the case of a school forced to evaluate and integrate its curriculum, students will consider the role of educational leaders in initiating, supervising, and coordinating curricular design and integration across subject areas, as well as evaluation of curricular successes and weaknesses.

Year 2 Capstone: Qualifying Examination Paper
At the end of the second year of coursework students will complete a qualifying exam that consists of two parts. The first part, Big Ideas and Questions, is a 2 page, double spaced, review of 1 of 11 bibliographies that Azrieli faculty have assembled (but not the same one as year 1). The second part, the preliminary proposal, is a 10-page, double spaced, proposal that integrates research in a particular domain and concludes with a study proposal for the student's dissertation. More information on the capstone can be found below.

Year 3 Fall 3: 6 credits

Topics in Day School Administration EDU 8870
This course will cover topics relating to educational technology, board management, ethics, and strategic planning, fundraising, and family-school interactions.

Leadership in Theory and Practice I EDU 8852
First semester of a year-long course: Case studies, readings, videos, conversations, and discussions that provide the opportunity to reflect on practice, integrate learning to date, and consider areas for further development of leadership knowledge, skills, and dispositions. Some work will be completed independently while other assignments require collaborative teaming. This term consists of four (4) modules, with occasional synchronous on-line sessions, and meetings during the mandatory Mifgash. Credit for completion can only be awarded with full attendance at and participation in all components of the seminar.

Year 3 Spring 3: 6 credits

Leadership in Theory and Practice II EDU 8853

Second semester of a year-long course: Case studies, readings, videos, conversations, and discussions that provide the opportunity to reflect on practice, integrate learning to date, and consider areas for further development of leadership knowledge, skills, and dispositions. Some work will be completed independently while other assignments require collaborative teaming. This term consists of four (4) modules, with occasional synchronous on-line sessions, and meetings during the mandatory Mifgash. Credit for completion can only be awarded with full attendance at and participation in all components of the seminar.

Jewish School Administration: Policy, Law and Finance EDU 8880

This course is focused on the role of school heads and administrators of Jewish educational and related institutions regarding legal, ethical and budgetary dimensions of Jewish day school administration and policy. It will include such topics as employment and compensation, student and teacher rights, tort liability, inclusive practice and state aid to parochial schools. In that context, it also will review basic budgetary principles for day schools such as strategic planning, setting tuition, sources of communal support and government support, fund-raising and institutional development. Special attention will be devoted to the costs of Jewish education, to inclusion and access, and to the demands of equity and integrity in handling and allocating public or community resources.

Year 3 Summer 3: 3 credits

Doctoral Seminar I EDU 8501

Applied seminar in the preparation and development of dissertation proposals and research design. For doctoral students who have completed all other course requirements.

Year 4 Fall & Spring 4: 0 credits

Doctoral Seminar II EDU 8502

Dissertation writing. Once students have completed their coursework, they must continue to register for Doctoral Seminar II each Fall and Spring semester while writing their dissertation in order to keep their student status active.

Program Elements: Doctoral Capstone Assignments

At the end of each of the first two years of the program students are given a capstone assignment, designed to prepare students to write their dissertations. To best prepare students for successful completion of the dissertation, and to allow the dissertation proposal to be completed in the third year of the program, the capstone assignments have been designed to build the knowledge and skills necessary for students to expedite their doctoral dissertation and graduation.

Specific guidelines for each of the capstones can be found in the capstone assignment guide.

Year 1 Capstone
The first capstone assignment, given at the end of the first year of courses, is a formative assessment that helps students and professors identify areas that need additional support. As such, rubrics and grading for Capstone I do not impact program standing. This capstone is designed to acclimate students to the process of synthesizing research literature. This skill is an essential building block in the construction of a dissertation, as all research first requires the ability to understand and communicate the current state of the field.

Year 2 Capstone: Qualifying Examination Paper
The qualifying examination is an opportunity for the student to demonstrate her/his mastery of multiple areas germane to school leadership and her/his ability to begin the process of crafting a dissertation proposal. While the program sincerely hopes that all students will advance to doctoral candidacy, there are some students who may not have the ability to do so. Successful completion of the 2nd year capstone is an important marker of the student's ability to complete the dissertation successfully. Students who are not able to progress to the dissertation stage may still complete the full sequence of coursework, which qualifies them to receive the New York State recognized Specialist Certificate in Jewish Educational Leadership and Innovation. To continue beyond the coursework into the dissertation phase requires passing the Qualifying Examination Paper.

The paper must be completed by the end of the summer of the student's second year in the program.

Mifgashim

Although the doctoral program allows students to complete much of the work from afar, it is a face-to-face program. More than 50% of course time is spent in person at Yeshiva University. This is accomplished through doctoral "Mifgashim" for 5 days each semester (either two 2.5 day Mifgashim, or one 5 day Mifgash). These Mifgashim are mandatory and students who enter the program must commit themselves to attend. Failure to attend part or all of a Mifgash will result in the student being unable to complete the course.

Students must attend each entire Mifgash in person. Mifgashim consist of classroom learning, collaborative sessions, field trips and other activities. Students are expected to participate in all sessions. In rare instances which may prevent a student in good standing from attending part or all of the Mifgsah, the student should speak with the Doctoral Program Director in advance. Without Mifgash attendance, the student may not pass the semester's courses.

Specialist Certificate

An Azrieli Specialist Certificate in Jewish Education and Administration will be awarded to a student who has successfully completed the 51 credits of coursework. A candidate for the Specialist Certificate may participate in Azrieli's Commencement Ceremony.

Program Elements: The Dissertation Project

The doctoral dissertation is the culminating requirement of the program. Students are expected to begin the process before completing their coursework. Through courses and other activities of the department students can begin to develop areas of interest, research questions and collections of scholarly works to support their dissertation. Regardless of the form or content students choose for their dissertation, it is expected that it will be a scholarly work, synthesizing existing knowledge and expanding it to create new understandings that will contribute to the field of Jewish education.

The content and process of each doctoral dissertation is unique to the student. What follows is a discussion of the recommended sequence and the required tasks/steps in the process. Going from idea, to proposal, to research to finished dissertation requiresconsiderable effort and time but must be completed within four years of completing coursework. Students who are unable to meet these requirements will receive a specialist certificate. If they wish to continue towards the doctorate, they will need to reapply for admission into the program. Students who have compelling life or professional circumstances that make such deadlines untenable, may submit a formal written request for an extension. Such a request must include a timeline for completion specifying appropriate interim goals. Accepted requests will result in a student being placed on probation, and failure to meet timeline goals will void the extension.

AGS allows and encourages dissertations of various formats. Regardless of format/topic, the dissertation should include a thorough and critical review of relevantbodies of literature, and a compelling explanation for the methodology/approachchosen to address the research question. Questions posed by the dissertation research should be grounded in theory.

Dissertation topics/formats and methodological approach must be approved by the Director prior to a chair and committee being selected, and before students begin formal work on a dissertation proposal. Determining a chair and selecting a committee is done with the student's input and at the director's discretion.

Quantitative research dissertations:

- Randomized study – controlled application of intervention or approach
- Comparative study – investigation of differential effects of two or moreinterventions or procedures
- Correlational study – theory driven exploration of relationship between twovariables
- Assessment study – development/calibration of a measurement instrument

- Secondary analysis – utilization of existing data to address a theory drivenquestion or issue
- Single subject design including multiple baseline or other accepted form of singlesubject methodology

Purely descriptive studies are generally not sufficient for dissertation research.

Qualitative research dissertations:

- Ethnographic study
- Case study
- Interview study
- Design research

Humanities-style Textual dissertations:

- Thorough scholarly review of Jewish and general sources pertaining to a specific discipline in the day school curriculum
- Integration of prior research on aspects of instruction, and presentation of unique synthesis or new perspective
- Discussion of implications of new or existing scholarship for Jewish education

Additional Dissertation Options

Preface

All of the procedural prerequisites and requirements of the capstone project (above and below) apply to the new dissertation options. Every dissertation needs a faculty chair, a committee, a proposal, and proposal defense, CCI approval where applicable, and a formal defense.

The Dissertation Process

TIME FRAME and Step by Step Guide to the Azrieli Dissertation Process

The following sequence of steps/tasks/requirements describe the process necessary to complete an Azrieli Doctoral Degree. Some steps are optional, or can be completed out of sequence. In addition to providing the steps, potential courses of action are offered in italics.

STEPS OR ELEMENTS THAT ARE REQUIRED ARE HEADED BY A LINE IN ALL CAPS AND ARE NUMBERED OR LETTERED. THOSE STEPS MUST BE COMPLETED IN SEQUENCE.

PHASE I – TOPIC SELECTION, CONCEPTUALIZATION AND PRELIMINARY SCHOLARSHIP

This can be accomplished at any time after completing the first year of the program. It is highly recommended that students not wait beyond the middle of the second year of the program to first consider dissertation topics and complete preparatory work.

- Consider a Topic or Area of Inquiry
    - May be outgrowth of area of study in a course or from one of the doctoral bibliographies you read for a capstone
        - *Save references and papers from classes – consider choosing related paper topics for several courses to facilitate deeper knowledge in an area of study*
    - May be in conjunction with existing faculty or other research projects/data bases
        - *consider agencies and programs that may have data on topics of interest to you*
    - May be outgrowth of prior Azrieli dissertations
        - *Review Azrieli dissertations, consider reading several that interest you. All are available on the YU Library website.*
- Conduct preliminary and brief literature search and review
    - Ideally, through scholarship in an area, and review of what has already been done in the field, you will uncover a logical and important question to address
        - *Arrange with YU library for tutorial on "refworks", on-line searching and other tools useful for lit review*
        - *Familiarize yourself with doctoral bibliographies available on Canvas, read several of the bibliographies*
- Have preliminary discussions/meetings with faculty who share interest in area of study
- If you are having difficulty at this stage and would like to brainstorm ideas, move from ideas to a more specific but do-able projects, feel free to reach out to Dean Novick or Dr. Krakowski who will arrange to meet with you to explore.

PHASE II – FIND A COMMITTEE CHAIRPERSON AND COMMITTEE

BEFORE YOU ASSEMBLE A COMMITTEE YOU MUST:

A. Obtain the approval of the doctoral program director
B. Check that you have no incomplete grades
C. Have completed at least 1/2 of your coursework (26 credits)
D. File a Forming a Committee Form

PHASE III – PROPOSAL DEVELOPMENT (SEE BELOW FOR MORE DETAIL)

BEFORE YOU BEGIN A PROPOSAL:

A. Have a chairperson in place, who is an Azrieli faculty member
B. Chairs and committees will be selected with input from the student, but at the discretion of the director

Before you begin a proposal you should:

A. Have a fairly well conceived notion of what you want to study and some idea of the methodology or project design
B. Ideally, be able to cite pertinent previous work, such as prior dissertations or published articles/books

Timeline for proposal completion

1. COMPOSE LITERATURE REVIEW
    a. For purposes of the proposal – literature review does not need to be totally completed but must be sufficient for committee to approve your project, and for CCI submission
    b. The process of writing the literature review often entails writing subsections and doing multiple rewrites. It is strongly recommended that students and chairs discuss the style of working that will be most efficient – i.e. should they schedule regular meetings? Will the chair want to review brief segments, or large sections?
    c. Unless otherwise decided in advance by the committee, the chairperson will act as both gatekeeper and primary mentor through the entire dissertation process. As such, all work should be submitted first to the chairperson and only forwarded to the committee when the work is relatively polished. The chair may request that a committee member review preliminary work because it is in their area of expertise.
    d. Develop research questions

2. CONSULT WITH METHODOLOGIST
   (who may be a member of committee or an outsider) to draft methods and results section for the proposal
    a. Engage a statistician, if needed, to complete power analysis, if appropriate. IRB requires a power analysis for quantitative research
3. COMPLETE PROPOSAL AND SHARE WITH COMMITTEE
   A complete proposal includes a literature review, methods section, power analysis when appropriate, and references – *follow the Dissertation Writing Guide available on the AGS website*

DEFEND PROPOSAL TO COMMITTEE

a. Proposal defense must be scheduled a minimum of 2 weeks in advance, and at discretion of committee chair
b. Doctoral program office must be notified of defense date
c. Student will present a brief synopsis (5 minutes) of project, and respond to comments of the committee

d. As a result of the defense, all parties should be in agreement as to the nature, breadth and procedure for project, and all parties must complete and sign Proposal Defense Form

e. File the Dissertation Proposal Form

SUBMIT PROPOSAL TO IRB

Students must have completed the on-line course on Human Subjects Investigation

Students can receive assistance with on-line submission

PHASE IV – RESEARCH STUDY – DATA COLLECTION AND ANALYSIS

BEFORE INITIATING *ANY* RESEARCH, STUDENTS MUST:

A. Have successfully defended the proposal to their committee
B. Obtain approval (or exemption) from IRB
C. Ensure they will be using only approved IRB consent and data collection forms and procedures

PHASE V – DISSERTATION WRITING

TO COMPLETE THE DISSERTATION PROCESS STUDENTS MUST:

A. Write results and discussion sections and rewrite/update methods section
    - Students may elect to consult with a statistician for assistance. (Some financial support for statistical and other dissertation costs may be available through the Dean.)
B. Make necessary adjustments in literature review, adding an abstract and acknowledgements
C. Check references for APA formatting
D. Receive approval of document from chair
E. *After chair's approval*, document can be sent to the committee
    - Based on arrangement with chair and committee, committee may be sent sections separately (i.e. results, then discussion, etc) or when the document is fully assembled
    - Students and faculty should make every attempt to respond quickly to drafts and comments. Students can expect that work that they submit will be reviewed within a month.
F. When informed by chair that document is acceptable for defense, the student should contact the doctoral program director
G. Student may suggest 2 outside readers, however readers are invited and appointed by the Program Director.

PHASE VI – FINAL DEFENSE, FINAL EDIT/FORMATTING, GRADUATION

TO PREPARE FOR THE COMPLETION OF THE DISSERTATION, STUDENTS MUST:

A. Determine defense date
    a. Students may defend in person or via zoom
    b. Student and chair are responsible for determining a date and time acceptable to the entire committee. Once a date is determined, outside readers are invited. **Ideally, the defense should be scheduled one month in advance.** Participation via zoom is possible for committee members and readers.

B. With approval of the chair, and in conjunction with the director of the doctoral program, select outside readers and forward final copy of dissertation to the readers.
    a. Every defense must have (minimally) two outside readers, both of whom should be doctorates themselves, unless an exception is granted by the director.
    b. One of the outside readers can come from the field of practice (i.e. a school administrator, school psychologist) and one should hold an academic, university or research position
    c. Students will be informed when the outside readers have agreed to participate, and will be responsible for forwarding copies of their final paper to those readers.
C. Complete oral defense, which includes:
    a. Brief (10 minute) student presentation of the dissertation, usually focusing on the results obtained.
    b. Committee members, outside readers, the dean and program director, and chairperson make comments, pose questions, and offer recommendations for changes, to which the student will be given the opportunity to reply.
    c. The committee will deliberate the following options:
        i. Reject dissertation
        ii. Accept with major revisions
        iii. Accept with minor revisions
        iv. Accept with no changes
D. The student is responsible thereafter to implement the changes recommended/required at defense.

    It is the student's responsibility to note the comments/concerns/recommendations at the defense, and work with chairperson after the defense to make necessary changes.

(Generally, the committee agrees to have all further edits and changes reviewed and approved by the chairperson alone.)

E. The student must assure proper formatting of dissertation and submit final copies to the appropriate university official after receiving approval from the Chair.
    a. The student is responsible for contacting the Office of the Registrar to ascertain current university regulations re: format of final dissertation (i.e. margins, number of hard copies to be submitted), and to submit dissertation and graduation paperwork to the appropriate university offices.
    b. The student should inform the director of the doctoral program when final materials have been submitted.
F. MAZAL TOV! ON TO COMMENCEMENT!

Creating the Proposal

To guarantee that dissertations follow acceptable AGS guidelines, all students must gain approval from the director for both the topic area and the methodology to be used. This can be accomplished during or prior to participation in the Capstone Seminar. A capstone committee will be formed with input from the student, chairperson and doctoral program director.

A dissertation proposal must be developed and approved by the student's committee before any data collection or analysis can begin. The proposal sets forth the study questions, hypotheses, research methodology, and practice and/or policy implications of the proposed inquiry grounded by a substantive literature review of relevant theory and empirical studies. Faculty committee members will review the proposal before it is submitted for the proposal defense. Faculty members are well aware of the need for feedback. However, members of your dissertation committee may be working with otherstudents at varying stages in the program.

Therefore, when submitting drafts of chapters to the chair and members of your committee, be sure to allow a 4 week turn around for each version.

The proposal is a form of contract between the faculty and the student. Students should keep in mind that advisors and readers must reach a consensus regarding the merits of the proposal and may require changes at several points in the process of their reviews. The high standards of the dissertation proposal and consensus among reviewers increase the probability of subsequent approval of the proposal by the Committee on Clinical Investigations (see below), and of eventual completion of the dissertation, although neither are guaranteed even with a successful proposal defense. Increased probability of CCI acceptance of the proposal and do not mean such outcomes are guaranteed.

Official approval of the proposal takes place at the proposal defense, with participation of all members of the dissertation committee. Although the committee will have seen the proposal and provided feedback beforehand, the proposal defense allows for agreement as to the nature and extent of the work going forward.

"Guidelines for the Writing of the Dissertation Proposal" (available on the Wurzweiler website) is a well-structured guide to the writing of the proposal which is revised periodically, drawing upon the experience of students and faculty as the basis for modification. Students should refer to this document as they prepare their proposal. All proposals and dissertations must adhere to the APA style. (See: Publication manual of the American Psychological Association [6th ed.]. WashingtonDC: Author.)

Approval by the Committee on Clinical Investigations

After the proposal is approved by the student's dissertation committee, the student must submit it to the Institutional Review Board (IRB) to determine whether human subjects who participate in the research are adequately protected against harm as a consequence of their participation and that informed consent has been obtained. All research projects approved in the process must include strict measures to protect the confidentiality of the responses by the human subjects at the time of inquiry and thereafter. Under no circumstances can the research commence until the IRB has rendered a decision in writing.

The Dissertation

After the proposal defense and approval by the IRB, work on the capstone dissertation project can begin. The “Guide for the Writing of the Dissertation,” is available on the Azrieli website.

Given the new knowledge and experience stemming from the actual conduct of the inquiry, the student will update and expand upon the material in the proposal for the dissertation. Students are reminded that faculty members may be working with otherstudents at varying stages in the program. Therefore, when submitting drafts ofchapters to the chair and members of your committee, be sure to allow a 4 week turn around time for each version. The final copy of the dissertation must be handed into the Office of the Doctoral Studies accompanied by the Final Review of the Doctoral Dissertation Form (see attached form in the Appendix).

The Oral Defense of the Dissertation

When the dissertation is approved by the committee, the oral defense can be scheduled. Outside readers, assigned by the Director, with recommendations from thestudent and chair will also be included.. To allow for scheduling, **a request toschedule a dissertation defense must provide a minimum of four weeks’ notice.**

For the defense, the student will be expected to make a brief presentation of the research and respond to questions and comments of the committee and readers. The oral defense will produce further revisions which the student will have approximately 1 month to make. Once the doctoral candidate has successfully defended his or her thesis, and made the appropriate revisions the student may file for graduation for the next graduation ceremony.

See Appendix for necessary forms:
(1) Application for Doctoral Candidacy;
(2) Dissertation Committee Form;
(3) Dissertation Proposal Cover Sheet;
(4) Protocol Submission Checklist;
(5) Final Review of the Doctoral Dissertation Form

Academic Integrity and Professional Conduct

Doctoral students are expected to show seriousness of intellectual dedication; respect for the views and convictions of others; concern for the impact of advanced knowledge on society at large; regard for instructors, fellow students and the school as a whole; and, above all, adherence to the highest ethical standards in their professional lives. The school is free to dismiss a student at any time for infringement of these standards. **Students should be aware that the school will NOT condone plagiarism, falsification, or fabrication in any form.** Any demonstrable breach of academic integrity or professional conduct will be penalized.

Plagiarism occurs when a student directly copies another's work without citation; or 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.

Falsification means manipulating, changing or misrepresenting research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

Fabrication means making up data, experiments or other significant information in proposing, conducting, or reporting research.

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

PROGRAM POLICIES and PROCEDURES

YU Email Account

Registered students are assigned a Yeshiva University Mail System (YUMS) email account. This is the primary way of communication at YU. It is your responsibility to be functional and check for messages frequently on your YU email account. You must use your YU email to send messages to all YU offices. For assistance, please contact IT at helpdesk@yu.edu or 646-592-4357.

Registration

Before their first semester, incoming graduate students will be provided with instructions by the school on how to register for their courses.

Registration announcements and reminders are sent by the Azrieli office to each student's YU email address approximately 6 weeks before the beginning of each new semester. It is the student's responsibility to check their portal to for financial holds, to clear their financial holds and to register on time.

Continuing students will register online through YU Portal (https://insidetrack.yu.edu). Continuing students are expected to register each semester during the specific registration period; registration dates will be published in the Academic Calendar. Students who register outside of the designated registration period may be subject to late registration fees.

Failure to Register

Students who fail to register by the last day to add or drop a course, as specified in the Academic calendar and in the registration materials, will be considered to have withdrawn. In such circumstances, the student is responsible for all charges. It is the responsibility of each student to abide by the registration deadlines.

Grades

To view grades:

Go to Inside Track https://insidetrack.oci.yu.edu/Log in with your Banner ID
Click on "Student and Financial Aid"
Click on "Student Records"
Click on "Final Grades" and select the appropriate term

Grading System

There are two categories of grades that can be recorded on a student's transcript. Academic grades note academic achievement in a course of study; administrative grades note a student's status in a course of study.

Students are graded using letter grades of A+, A, A-, B+, B, B-, C+, C, C-, F. Students are required to maintain a "B" average overall and in each semester. Each grade has numerical values, as follows:

Academic Grades:

A+	A	A-	B+	B	B-	C+	C	C-	F, W
4.666	4	3.667	3.334	3	2.667	2.334	2	1.667	0
100+	94-100	90-93.9	87-89.9	83-86.9	80-82.9	77-79.9	70-76.9	66-69.9	<66

Grade assignments are solely determined by the individual instructors. Each individual instructor has the choice of what factors to take into account. This may include but is not limited to, class attendance, participation and class performance.

Incomplete Grades

Students are expected to satisfactorily complete all requirements **before** the last class session of the semester or before the deadlines set by the instructor for submitting final assignments. Extensions will be allowed only within the following guidelines:

- Students are expected to complete their course work within the prescribed time limits. Incompletes will be granted only in exceptional circumstances.
- Students who are granted an "incomplete" for their responsibilities in a given course must file an *Incomplete Grade Form* available in the Azrieli office. It is the student's sole responsibility to complete this form and its associated charge. The form must be signed by the Director of Doctoral Studies.

- **Once granted an "Incomplete," the student is responsible to complete the work by no later than the last day of the following semester.**

  -Incomplete work from the Fall semester must be completed by the end of the following Spring semester

  -Incomplete work from the Spring semester must be completed by the end of the following Fall semester

  -Incomplete work from the Summer semester must be completed by the end of the following Fall semester

- Failure to follow this procedure may result in a grade of F for the incomplete work.

  ***Note**: Students are permitted to carry a maximum of two "incompletes" at any time during matriculation.*

In addition to Incompletes, other grades students may receive are as follows:

Administrative Grades:

G - Stopped attending without filing an official withdrawal form (counted as failure)

I - Incomplete

L - Audit (no credit)

W - Withdrawal without penalty or prejudice

Note that credit is given only for grades A through C and P. No credit is given for grades F, G, I, L, N, or W.

P is used for independent study courses and some internship or practicum. Faculty and program director must approve whether a student can take a course graded under the A/P/N option before the student begins the course.

“I” grades may be issued to accommodate unavoidable delays in the completion of course requirements. A student receiving an I grade must have completed at least 50% of the course with a minimum of a B-. The student and faculty must come up with an agreed upon plan and timeline for completion of the coursework. If the course work is not submitted by the agreed upon date, generally no more than one semester following the course, the “I” will be changed to an “F”.

“W” (withdrawal) from a course after the last date to drop a course without permission requires filing an Add-Drop Form with the Office of the Registrar and written permission of the Office of the Dean.

When the numerical value is multiplied by the credit value of a course, the resulting figure is the number of quality points. The student’s average is computed by dividing the number of quality points earned by the total number of credits completed with a grade of A through G. The average is truncated to the third decimal place.

Withdrawal from a Course

Students may drop classes through Inside Track from the start of the designated registration period until the “last day to drop a course” as listed on the Azrieli Academic Calendar. Students will be required to fill out an Add/Drop Form found on the Registrar’s website (https://www.yu.edu/registrar/forms). If permission is granted to withdraw from a course after the allowed date, the course is listed on the permanent record with a grade of “W”. 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”. See the “Grades” section for more information about Withdrawal.

Consult the Office of Student Finance website for more details about the tuition refund schedule and fees: https://www.yu.edu/osf/contact

Appeal of Final Grade

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 respective program director signs to approve the change and will send to the Office of the Registrar.

If a student believes a grade is incorrect, he/she must first meet with the instructor. Should this meeting be unsatisfactory, and the student would like to officially appeal the grade, the student may next meet with the Program Director. The Program Director will review materials related to the grade appeal and make a final decision.

Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance and progress. Any grade less than a B (that is B-, C+, C, C- and F) in a course raises questions as to the student's ability to continue in the program and places the student on academic probation. A student is considered to be in academic jeopardy in any of the following situations, which may lead to a student not qualifying for scholarship or disqualification from the program:

- Degree Candidates must maintain a B average (3.0). If an overall 3.0 average is not maintained in a given semester, the student shall automatically be placed on academic probation and be subject to academic review.
- A student on academic probation must raise his or her overall grade point average to a 3.0 level by the following semester. Failure to achieve the required 3.0 average after being placed on academic probation is grounds for dismissal.
- A student who fails any course (that is receives a grade of F) may be dropped from the program.
- A student who receives 2 "incomplete" grades within one semester will be placed on academic probation until the incomplete course work is satisfactorily completed.
- Students are expected to complete the coursework in 4 years, submit their proposal within 2 years of completing courses, and submit the completed dissertation within 2 years of completing proposal. Extensions may be available in some cases, and only with the approval of the program director.

Review and Appeal Process

If there are questions about the capacity, performance, or the continuation of a student in the Program, these concerns will be brought by a faculty member to the attention of the Director of the Doctoral Program. Such concerns about academic progress and/or suitability for the program may be raised by the faculty whether or not the student is formally on probation.

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

- A letter of notice is sent by the Director of the Doctoral Program indicating the nature of the difficulties and the requirements to be met by the student.

- A probationary period may be provided for the student to meet the requirements as set forth in the above-mentioned letter. During this period, there will be regular meetings between the Director of the Doctoral Program and the student designed to help the student to meet the requirements. At approximately the midpoint of the period, an appraisal of progress will be made.

- In the event that the student has not successfully met the requirements specified in the letter of notice, he or she will be dropped from the program. The student who is to be dropped from the program will have the decision conveyed to him or her in writing.

- A student who has been notified in writing that he or she will be dropped from the program may make a request to the Director of the Doctoral Program for a review and reconsideration of this decision.

- The Director will designate an ad hoc review sub-committee. This sub- committee will include members of the faculty as a whole and at least one person who has had no direct participation in the situation under review.

- The Ad-Hoc Sub-Committee may, at its option, request that the student submit relevant documents and/or meet in-person with the committee members. The student may request an in-person meeting.

- The Ad-Hoc Sub-Committee will make a recommendation to the Director of Doctoral Studies, whose options can include upholding the original decision, reversing the original decision, or suggesting a remedial plan of action that details what must be accomplished within a specified timetable to reverse the decision.

- The Director of Doctoral Studies will confirm the decision of the sub- committee but may modify or clarify the remedial plan of action to ensure compliance with the provisions of this Handbook for the Doctorate in Jewish Education, as appropriate.

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

Policy and Procedure on Transfer Credits

Credit for work completed at another institution of higher education is not automatically granted. The Dean, the Director of Doctoral Studies must approve its acceptability and its appropriateness to the Doctoral degree.

No credit is given for any course transferred from another institution with a grade below B or with a grade of P. Credits that have been used to fulfill requirements for adegree that has been granted already may not be transferred. *Azrieli will consider transfer of a maximum of 9 credits towards the Doctoral degree; transferring more than 9 credits will require the special permission of the Director and the Dean.*

Transfer credit can be granted in core areas and electives with the approval of the Director of Doctoral Studies. The request for transfer credits must be initiated by the student after the applicant has been accepted to the doctoral program and paid his or her deposit. When requesting transfer credits a student must present in writing:

- Name of institution where the credits were earned
- Course name and course number
- Course description
- Transcript showing that the credits were earned

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

Auditing

Matriculating students may register to audit courses of their choosing (without earning credit) at any time. The charge for auditing a course is listed at our website here.

SCHOOL RELATED EXPECTATIONS

Class Attendance

Students are expected to attend all scheduled classes and in-person Mifgashim in their entirety. Students who fail to fulfill this requirement will receive an academic penalty appropriate for the course work missed.

Students may not miss 30% or more of their scheduled class. If a student misses 30% or more of a course during the semester, they will receive a final grade of "F." This grade will be reflected on the student's official university transcript.

If the student is absent because of a disability which is documented with the Office of Disability Services at Yeshiva, falls ill or there are other extenuating circumstances, the student must inform the instructor in advance. The instructor may require appropriate documentation to make any exception to this policy.

Online courses, if live-on-line, have identical attendance requirements to face-to-face courses. Additionally, students are expected to participate with their video camera and sound on. In asynchronous courses, where typical measures of attendance are not relevant, timely engagement with course material is required.

Time Limitations

A student must complete the requirements for the EdD coursework within 4 years and submit their dissertation proposal no more than 1 year beyond completion of coursework. The final dissertation defense must occur within 2 years of the defense. Application for extension beyond these time frames will require permission from the Program Director and Dean to continue their studies. If permitted to continue, these students may be required to take additional, more current, coursework.

Course Load

To be considered a full-time Azrieli School graduate student, the student must be enrolled in at least 6 credits during Fall, Spring and Summer semesters.

Prerequisites

In order to receive credit for an undergraduate prerequisite course, a student must have received a C or better in the course. With respect to a graduate prerequisite course, the student must receive a B or better in the course. A course may not be taken if the student has not received the minimum grade required in a prerequisite course. The student must repeat the prerequisite course, or an acceptable substitution approved by the Program Director.

Waiver/Substitution of a Required Course

In some cases, where students can show proof of relevant work experience, a Program Director may grant the student a waiver for the required course. Students who wish to receive a waiver for a course requirement or substitute a program elective for a required course must submit a request form to the Office of the Registrar by the end of the student's first semester. Students who are waived from a required course will not receive credit for the course but will no longer have to fulfill that course to meet graduation requirements.

Continuous Status

Students must maintain continuous registration with the program until graduation, including registering for research requirements (as specified by individual programs). Any student who neither registers nor secures an official leave of absence for any semester will be considered withdrawn from the school.

Cross-Campus Registration

In certain cases, and with the permission of the Program Director, students may be eligible to take a course at another Yeshiva University school. The student is responsible for paying tuition to the host school unless a previous agreement is arranged between the host and home school and is approved by the Office of Student Finance. Any student who wishes to take a course at another YU school must notify the Office of the Registrar prior to the beginning of the semester and receive written approval from his/her Program Director and other appropriate YU administrators. The Program Director will indicate if the course counts towards the student's program degree requirements, and if so, which requirement it fulfills. Only graduate level courses can be applied toward the program degree requirements. The host school may require the completion of additional forms.

Eligibility for Graduation

In order to be eligible for a degree, students must complete all required coursework and other requirements for the specific program as published in the Academic Catalog for the semester in which the student first enrolled. 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 and paying a filing fee. Students will not be eligible to receive a degree unless they have submitted the Application for Graduation Form by the appropriate deadline as published in the Academic Calendar and paying the filing fee and any outstanding balance.

Should the degree not be awarded at that degree date, a new application may be required to 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.

Students are bound by the curriculum that was in effect during the first semester they enrolled in the program. Students are responsible for meeting regularly with their academic advisors and checking their unofficial transcripts to ensure they are on track to graduate.

Graduation (Hooding Ceremony)

The convocation is an exciting milestone in which doctoral students are awarded their Ed.D. Azrieli held its first independent graduation ceremony in May 2007. This is a chance for students and their families to take pride and for their accomplishments to be recognized. Hooding will be performed by the student's chairperson.

Diplomas

Diplomas will be mailed to the address students list on the Application for Graduation Form within eight (8) weeks of the degree date. The last name on the student's diploma must match the last name on the student's record at the School. Duplicate or revised diplomas can be secured under certain circumstances. The acceptable reasons for a duplicate diploma request are listed here: https://www.yu.edu/registrar/graduation

More information is available on the Office of the Registrar website at http://www.yu.edu/registrar

Records and Transcripts

Students may generate unofficial transcripts at no cost in the Office of the Registrar or online at https://www.yu.edu/registrar/registration. Current or former students who want official transcripts should visit https://www.yu.edu/transcript, where they can find information about fees, regulations, and procedures governing the issuance of official transcripts.

No official transcript will be issued for a student unless the student's financial record with the University is completely clear. A student's official records are sent only in the form of a complete transcript. No partial records are sent. Transcripts list courses in progress without grades. Students who believe there is an error in their academic record (e.g., in a grade, average, credit value, or course) must promptly contact the Office of the Registrar (see www.yu.edu/registrar for contact information).

SATISFACTORY PROGRESS POLICIES

Good Academic Standing

All students must maintain a minimum grade point average of 3.0 per semester and cumulatively and must make satisfactory progress toward a degree within the time frames detailed in the “Time Limitations” provision. All students must meet these standards of good academic standing and satisfactory academic progress. Students not meeting these standards may be placed on academic probation and may become ineligible for financial aid. These standards are applicable to all students. They are required for certification by New York State for financial assistance under Section 145- 2.2 of the Regulations of the Commissioner of Education and are required by federal regulations to receive aid under Title IV of the Higher Education Act.

Academic Probation and Dismissal

Good Academic Standing: Students are always expected to remain in good academic standing in their respective programs. Not remaining in good academic standing can result in dismissal from the University or probation with the expectation that the student will return to good academic standing by the end of the following semester.

Dismissal at the End of the First Semester: If in the first semester of study, a student earns an “F” grade (fails a course), two “C” grades (“C” or “C+”), or has an overall GPA below 3.0, the student may be dismissed from the program.

Probation: A student who earns an “F” grade (fails a course), two “C” grades (“C” or “C+”), or has an overall GPA below 3.0 in any semester will be placed on academic probation beginning in the following semester (if not otherwise dismissed from the program).

If a student is placed on probation, he/she will receive a letter from the Program Director that outlines the reason for the academic probation and a date for a performance review meeting with the faculty committee. After the meeting, the student will be provided with a letter outlining a success plan by the Program Director, the terms of which must be met by the student, in order to return to good academic standing. The student must sign and return the letter acknowledging his/her understandings and responsibilities.

Where applicable, during their academic probation students may not be permitted to apply for their next externship or internship or attend an externship or internship they already received.

Academic probation may be documented on the student’s transcript. Being placed on academic probation may impact a student’s financial aid. Please contact the Office of Student Finance for more information.

Dismissal Following Probation: While on probation or afterwards, if a student earns an “F” grade (fails a course), two “C” grades (“C” or “C+”) or has an overall GPA below 3.0 for a semester, the student may be dismissed from the program.

Dismissal During the Didactic Year: An OTD or PA student who receives an “F” grade (fails a course) in more than one course in a given semester during the didactic year may be dismissed from the program.

Making Up an “F” grade (failing a course): If a student receives an “F” grade in any of their courses, the student (if not dismissed from the program) must repeat and pass the same course. The grade earned from the repeated course will replace the “F.” The “F” will remain on the student’s transcript but will not be included in their cumulative GPA.

Leave of Absence

Students who are not registered for academic credits or courses but who expect to return to the university should file for a Leave of Absence. Students may take one semester leave of absence per calendar year. Students are only eligible for a leave of absence after the completion of one (1) semester of coursework.

The leave of absence must be approved by the Program Director. To apply for a Leave of Absence the student must fill out and submit a Leave of Absence form to the Office of the Registrar prior to the start of classes for the given semester.

Official Withdrawal

If a student chooses to withdraw from their program, they must fill out the Official Withdrawal Form and submit it to the Registrar’s Office. If the student is registered for courses at the time of withdrawal, they will be subject to refund amounts as outlined in the academic calendar. Based on the timing of the student’s withdraw, the student may receive a W on their transcript. The school’s academic calendar may be referenced for specific dates.

Students who are registered for courses at the time of their withdrawal will be subject to the tuition refund rates in effect on the date of their withdrawal. Before the student withdraws from a program, the student must contact the Office of Student Finance regarding deadlines for tuition reimbursement and to address related financial responsibilities.

Readmission after Withdrawing from the University

A student who does not register for 2 semesters or more will be considered to have withdrawn from the School. A student who wishes to resume studies after Withdrawal or lack of registration for 2 semesters or more will have to apply for “readmission.” Students who withdrew (whether voluntarily or involuntarily) from the School and wish to apply for readmission must follow the regular admissions procedures. Their admission will be subject to the program admissions criteria in effect at the time of application for readmission.

Procedures for Removal

When it comes to the attention of any member of the University community that a student may pose a threat to the health and safety of themselves and/or others, he/she should immediately take reasonable steps to notify his/her supervisor, the applicable Program Director and/or the Dean of the School. (If so notified, the supervisor and Dean should in turn notify the applicable Program Director.) The Program Director then should take immediate action to assess the nature and magnitude of the threat to the student and to others, which may involve consultation

with others including counseling and other relevant support services. In accordance with applicable law and regulations, procedures should be followed to ensure that a student considered for involuntary leave is not subject to an adverse action based on unfounded fears, prejudice, or stereotypes.

A psychological, psychiatric, or medical evaluation by a healthcare provider may be necessary to determine if an involuntary leave of absence is necessary or appropriate. The student may be asked to provide relevant psychological or medical records from his/her healthcare provider.

To the extent practicable, a student whose involuntary leave is under consideration will be informed in person, if practical, or in writing, and will be provided with an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official prior to any such decision.

A student who is placed on involuntary leave may appeal the decision to the Dean within 10 business days of the decision. The appeal should be in writing and set forth the basis for the appeal. The Dean or his/her designee will review the appeal and his/her decision will be considered final.

In cases of a safety emergency, a student may be removed from the University campus. To the extent practicable, the student will be provided with notice and an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official prior to any such decision. The student also may appeal the decision as set forth in the preceding paragraph.

The University reserves the right to make appropriate arrangements regarding the health and safety of the student.

A student placed on involuntary leave must remain off campus for the duration of their leave. A student on involuntary leave may not visit the campus or any other facility owned by the University without written approval from a University official.

The School will notify all relevant parties of the leave of absence and/or removal from campus.

A student's continuance on the rolls of the University; the receipt of academic credits, honors, and awards; graduation; and the conferring of any degree, diploma, or certificate upon a student are entirely subject to the disciplinary powers of the University and to the student maintaining high standards of ethical and academic conduct. A student may be placed on probation or dismissed at the discretion of the Dean at any time for infringement of these standards.

Penalties and Procedures for Violating Academic Integrity Standards

Accordingly, students who act in a dishonest manner by cheating on written exams or plagiarizing are subject to penalty under the following procedures.

Please Note: If a faculty member determines that a student unintentionally misused sources on an assignment, he/she may lower the grade on the assignment in question (including lowering to a grade of “F”). No additional penalty should be imposed.

Notification Process

Any member of the Yeshiva University community may initiate a report of cheating on a written exam or plagiarism. The complainant should report the incident immediately, and no later than 10 days after the incident occurred and should submit an Incident Report Form to the applicable Program Director.

The Program Director will then submit a written copy of the charges (cheating or plagiarism) to the student no later than 10 days after the incident was initially reported.

The student will then have the opportunity to accept or deny responsibility for the actions or challenge the allegations within 5 days after receiving the report documenting the charges.

If the student accepts responsibility for the action, then appropriate academic sanctions will apply including, but limited to, a retake of the exam, reduced credit or zero on an exam, reduced final grade or failing grade, or resubmit assignment paper.

If the student denies the allegations, the Azrieli School Student Advocate will conduct an initial investigation to assess the merits of the case within 10 days after receipt of the student’s statement of denial. The Azrieli School Student Advocate is a full-time staff member appointed by the Dean to help students understand academic policies and procedures and to facilitate the initial review of the Academic Integrity process by collecting and reviewing documentation.

Students are not permitted to drop the course in which the alleged incident occurred during or after the pendency of proceedings under this policy.

Initial Review

If the student denies the allegations, the Azrieli School Student Advocate will review all submitted evidence and will meet with the faculty, student, and other relevant parties to determine if the case at hand falls within the scope of an academic integrity violation.

Hearing

If the incident appears to violate academic integrity standards, the Dean will convene a hearing before the Committee on Academic Standards and Integrity (CASI) to determine if the student violated academic integrity standards no later than 30 days after the student formally denied the incident. The CASI will consist of a four- person impartial body appointed by the Dean, including the School Student Service Coordinator, a Azrieli program director, a faculty member, and a student. A non-voting representative from the Office of the Registrar may also be present for the hearing.

The CASI Committee Chair will notify the student in writing of the date, time, and place of the hearing. The student can meet with the Student Advocate for further clarification on the hearing process. The student may bring written materials and witnesses, but no advocates or advisers

(including parents and attorneys). The Committee will consider all the facts and circumstances, may ask for further information from the relevant parties, and will determine whether the student committed an academic integrity violation within 10 days after the hearing. The Committee will provide a written summary of the hearing and its findings along with its recommendation for appropriate action to the Dean.

Decision

The Dean may accept, reject, or modify the Committee's recommendation, and will notify the student in writing of the decision.

Appeal

Within 10 days of receipt of the Dean's letter, the student may file an appeal by submitting it in writing to the Provost of Yeshiva University. No appeal will be considered if received after the 10-day deadline. The Provost will consider the merits of the appeal and will consult with the Chair of the CASI. The Provost may interview the student but will not conduct a new hearing. The standard for review will be whether the student received appropriate notice and had an opportunity to be heard (i.e. whether there was a fair hearing), and whether the School followed its procedures. The Provost may designate the Dean of another University graduate or professional school to hear the appeal. The student will receive notice of the decision in writing in a timely fashion, but no later than 3 weeks from the receipt of the appeal. This decision is final.

Portions of this definition are adapted from The Council of Writing Program Administrators, "Defining and Avoiding Plagiarism: WPA Statement on Best Policies" Syracuse University, "Academic Integrity Policies and Procedures" and Washington State University, "Plagiarism: What is it?"

Records

Copies of the final decision (after appeal) will be sent to the Dean of Azrieli and to the Office of the Registrar and may be documented on official transcript.

Readmission after Dismissal

Students who have been dismissed as a result of a violation of academic integrity standards may apply for readmission after one semester of non-attendance. An application for readmission should be made directly to the Program Director and the Office of Admissions. The application should state the reasons for readmission and include a statement of steps the student has taken or changes he/she has made to merit readmission. Any readmission may require conditions of probation and/or academic or other counseling.

Other Violations of Academic Integrity

In addition to cheating and plagiarism, other examples of academic integrity violations include, but are not limited to:

- Assisting or attempting to assist another student in an act of academic dishonesty.
- Providing papers, essays, research, or other work to aid another student in Intentional Misrepresentation.

- Engaging in unauthorized cooperation with other individuals in completing assignments or examinations.
- Submitting the same assignment, in part or whole, in more than one course, whether at YU or another institution, without prior written approval from both faculty members.

If a student commits one of the above (or similar) violations, the faculty member will propose an appropriate penalty. If the student accepts the proposed penalty, the faculty member will notify the applicable Program Director of the action taken. If the student denies the allegations or contests the penalty, the faculty member will notify the Program Director, who will then convene a hearing of the CASI in accordance with the procedures outlined above.

GRIEVANCES

Grievance Procedure

Azrieli 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 Azrieli Student Advocate 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. Committee on Academic Standards and Integrity (CASI): 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 CASI. The student can consult with the Azrieli School Student Advocate for support with the appeal process. The faculty on the committee cannot be faculty members from the student's program. 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 CASI not be able to resolve the student's issue, or the student wishes to appeal a decision by CASI, 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 CASI, 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.

CODE OF ETHICS

Academic Integrity

The submission by a student of any examination, course assignment, or degree requirement is assumed to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary will result in appropriate penalties, described below.

Cheating on Assignments and/or Exams

Cheating is an affront on academic integrity and ethics. Any instance of dishonesty undermines your work and the work of your classmates and the University.

Plagiarism

In defining plagiarism, this policy distinguishes between Intentional Misrepresentation (which is deemed to constitute plagiarism) and Misuse of Sources. These are two clear extremes, but this policy also recognizes that there can be a continuum between them.

Intentional Misrepresentation occurs when a student deliberately uses someone else's language, ideas, or other original (not common knowledge) work without acknowledging the source. Examples include but are not limited to when a student submits an Assignment that: a) is downloaded from an Internet source and/or obtained from a paper mill; b) is obtained from someone else (including another student); c) contains part or all of the writings of another person (including another student), without acknowledgment of the source; or d) contains passages that were cut and pasted from an Internet source, without acknowledgement of the source.

Misuse of Sources is the unintentional misappropriation of the language, ideas, and work of others due to a lack of understanding of the conventions of citation and documentation, including paraphrasing, quoting, and the parameters of common knowledge.

Students are responsible for knowing how to quote from, paraphrase, summarize, and cite sources correctly. However, when a student has attempted to acknowledge a source but has not done so fully or completely, the instructor, perhaps in consultation with other faculty, administrators, or an academic integrity panel, may determine that the issue is Misuse of Sources or unsuccessful writing, rather than Intentional Misrepresentation.[1]

Academic Community and Supports

Calendar - The Sabbath and Holiday Policy

The school calendar is organized so that the educational program does not conflict with the Sabbath and the Jewish Holy Days. See the annual school calendar for a listing of holidays and school closings.

The Azrieli calendar does not follow the Yeshiva College calendar. The Azrieli Calendar is at the AGS website under Student Resources.

Canvas

Canvas is Yeshiva University's Learning Management System, and all Azrieli School students (both in online and on- campus programs) have access to Canvas. Canvas provides 24/7 support to give students the best experience possible when learning online. Students registered for online courses will be invited to participate in a self- paced, online orientation covering the basics of what they need to know about going to school online.

Career Center

Yeshiva University's Career Center offers students a range of programs and resources, from personalized counseling and career planning to the latest professional search technologies. The Career Center also hosts on- campus recruiting events, career fairs, and information sessions, partnering with employers, alumni, and community supporters to connect students with professional opportunities. In addition, YU faculty offer career mentoring, helping students to identify career options and opportunities for further study.

Counseling Center

The Counseling Center consults with students on a confidential basis, free of charge. Their staff of qualified and caring professionals provide a calm and objective listening ear and can help students address any issues of concern. To learn more, visit www.yu.edu/student-life/counseling.

Disability Services

The Office of Disability Services collaborates with students, faculty and staff to provide reasonable accommodations and services to students who self-identify as having a disability. The Office's goal is to provide access to all campus programs and activities, thereby empowering students with disabilities to actualize their full academic and personal potential. Please visit the Disability Services website for more information about Disability Services, its documentation guidelines and contact information.

Health Insurance

All Yeshiva University students who are taking at least 6 credits on campus are required to have health insurance. Students may join a health insurance plan through the University, or they may file a waiver if they have their own health insurance. For more information on Health Insurance requirements, visit YU Health and Wellness or contact them at yuship@yu.edu.

Library Services

Yeshiva University's libraries offer a wealth of information and support for advanced learning, research, and scholarly inquiry in an environment dedicated to the open exchange of information. While their primary responsibility lies with the students and faculty of Yeshiva University, the libraries also engage in scholarly, cultural, and artistic interactions with broader communities. Students at any Yeshiva University campus have full access to the entire YU Libraries system. Learn more at https://library.yu.edu/home.

Office of International Students and Scholars

The Office of International Student and Scholar Services (OISS) provides international students and scholars with immigration support and assistance with cultural adjustment, to help you achieve your educational goals. The OISS also acts as a liaison with the U.S. Department of Homeland Security (DHS) to ensure University-wide legal compliance with government immigration regulations and reporting requirements. International students are encouraged to visit the following website for support with their immigration status as a student at Yeshiva University: https://www.yu.edu/international-students.

Office of Student Finance and General Financial Aid

The University's Office of Student Finance is available to help determine final costs, navigate financial aid applications, and more. Tuition and fees are also posted at the their website.
In case of need for additional financial assistance, students should contact Office of Financial Aid, or (646) 592-6260.

Scholarships

Azrieli is fully devoted to encouraging career advancement within Jewish education. To this end, generous scholarships of up to 50% are offered to students in good standing and who complete our Scholarship Application. Please contact our Academic Administrator Marian Reiss to request the form.
In order to maintain eligibility for this scholarship, students must meet all academic requirements and standards.

References / Recommendations

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

UNIVERSITY POLICIES

Equal Opportunity

Yeshiva University has a long-standing commitment to equal opportunity and affirmative action. We apply every good faith effort in achieving nondiscrimination and equality of opportunity in employment and in all spheres of academic life. All University-wide decisions regarding faculty, staff and students are based on equitable and equally applied standards of excellence.

Unlawful harassment procedures have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's policy is designed to insure that recruitment, hiring, training, promotion, and all other personnel actions take place, and all programs involving students, both academic and non-academic, are administered without regard to race, religion, 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 and expression, citizenship status, sexual and other reproductive health decisions, or any other characteristic protected by any applicable law, ordinance or regulation. In addition, University policy is designed to maintain a work and academic environment free of harassment and intimidation.

Accreditation

Yeshiva University is accredited by the Middle States Commission on Higher Education and by the appropriate professional agencies: the American Psychological Association, the American Bar Association, the Commission on Accreditation of the Council on Social Work Education, the Association of Institutions of Higher Learning for Jewish Education, and the National Board of License for Hebrew Teachers. The Master of Science program in Speech-Language Pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language- Hearing Association. The Occupational Therapy Doctorate program has been granted pre-accreditation status by the Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA). The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Provisional status to the Physician Assistant Program.

Safety and Security

Notice of Access to Campus Crime Statistics, the Campus Security Report, and Information on Registered Sex Offenders

The University's Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the U.S. Department of Education. The U.S. Department of Education maintains campus crime statistic information on its website at https://ope.ed.gov/campussafety/#/.

In addition, the University's annual security reports, which includes all campus crime statistics, and the University's annual fire safety reports are available on the University's website at https://www.yu.edu/safety-security/policies-procedures-reports or may be obtained from the University's Chief of Security, Paul Murtha (212-960-5221/security@yu.edu).

The annual security report for each campus includes: (i) campus crime statistics for the most recent calendar year and the two preceding calendar years; (ii) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (iii) policies concerning the security of and access to campus facilities; (iv) policies on campus law enforcement; (v) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (vi) campus crime prevention programs; (vii) policies on illegal drugs and alcohol; (viii) where information provided by the State on registered sex offenders may be obtained; and (ix) policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs.

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.

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: Please visit the Disability Services website for more information about Disability Services.

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:

- Beren Campus: Rochelle Kohn, (646) 592-4132 /rkohn1@yu.edu
- Wilf Campus: Abigail Kelsen, (646) 592-4280 /akelsen@yu.edu
- Resnick Campus: Rochelle Kohn, (646) 592-4132 /rkohn1@yu.edu

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
- Title IX (Non-Discrimination and Anti-Harassment Policy)

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

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/registrar/parents to obtain the Yeshiva University FERPA Policy Statement.

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.

Program Codes

All programs are registered by the New York State Education Department and meet its educational requirements.

HEGIS Code	Title	Degree
803	MS in Jewish Curriculum Development	Master of Science
802	MS in Teaching Jewish Education	Master of Science
828	PhD in Jewish Education	Doctorate
899	EdD in Jewish Education & Innovation	Doctorate

SOCIAL MEDIA USE

Students are required to adhere to the Social Media Policy established by the University and outlined at the Registrar's website: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.yu.edu/sites/default/files/inline-files/guidelines_for_yu_related_social_media_profiles_yu.pdf

Any student who posts content (on a personal or University website) that is deemed inappropriate and/or a violation of the School's Code of Ethics will be subject to disciplinary action.

AZRIELI DIRECTORY

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Raine & Stanley Silverstein Chair in Professional Ethics and Values
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Moshe Krakowski, PhD
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Phone: 646.592.6358
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Bradley Avrahami
Student Liaison
Phone: 646.592.6361
bradley.avrahami@yu.edu

UNIVERSITY DIRECTORY

Graduate Admissions
gradschool@yu.edu
Phone: 833.241.4723 (GRAD)
(dial #6 for Azrieli admissions)

Office of Student Finance Student Aid
yu.edu/osf
Phone: 646.592.4166
studentaid@yu.edu

Student Accounts
Phone: 646.592-6260
accounts@yu.edu

Office of International Student Services
yu.edu/oiss
Phone: 646.592.4127
oiss@yu.edu

Office of the Registrar
wilfregistrar@yu.edu

Library
libguides.yu.edu/home

IT Help Desk
Phone: 1.800.337.2975
helpdesk@yu.edu

Technology Resources Handbook

https://www.yu.edu/sites/default/files/inline-files/ITS_For_Students_2023.pdf

Find Your Banner ID and Email Address
yu.edu/findid

Nov. 16, 2023 MR