



Yeshiva University  
KATZ SCHOOL

# Graduate Catalog

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2017 - 2018

**Yeshiva University | Mordecai D. and Monique C. Katz School of Graduate and Professional Studies**

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## ABOUT THIS CATALOG

This catalog supersedes all previous catalogs and academic information and policies and is binding on all Katz School graduate students at Yeshiva University, effective at the time they enroll. It was prepared on the basis of 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 as dated revisions indicating the changes from previous versions.

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# WELCOME TO THE KATZ SCHOOL

The Mordecai D. and Monique C. Katz School of Graduate and Professional Studies at Yeshiva University gives students the opportunity to further their intellectual and professional pursuits and become a part of one of U.S. News and World Report's [top 100 universities](#) in the United States. The Katz School is committed to delivering a world-class education in emerging and expanding disciplines, to connecting students with thought-leaders and employers in New York City and beyond, and to creating an exemplary student and faculty experience.

Our programs focus on Applied Sciences and Mathematics; Technology, Data, and Design; Health Sciences; and those emerging and expanding professions that are being transformed by technology innovations. Graduate students can earn master's degrees in Marketing, Quantitative Economics, Mathematics, Enterprise Risk Management, or Speech-Language Pathology. In each of these highly specialized programs, the curriculum is informed by industry, providing our graduates with tools that will serve them well into their careers. Undergraduate students at The Katz School, whether part of an associate degree, summer session, or CollegeNOW, share in the same forward-looking college experience as our graduate students. They also join students at [Yeshiva College](#), [Stern College](#), and the [Sy Syms School of Business](#) in the campus life that defines YU.

## **An Exceptional Education**

Whether on campus or online, courses are taught by an exceptional group of full-time and practitioner faculty, each committed to the principles of quality instruction. Unlike many professionally oriented schools, the faculty teach the science and strategies behind the skills, so that students have a knowledge base that will help them to thrive long after graduation.

Rather than relying on tests and exams, courses are frequently project based, so that students are evaluated on what they build and do. As a result, students graduate with a portfolio of work that will give them a competitive edge in the job market. Faculty also recognize the critical role of technology in enabling digitally connected and data-rich organizations and therefore incorporate the latest software and lab equipment into their courses.

## **An Experience that Matters**

We challenge each of our students and faculty to lead with values—kindness, honesty, generosity, integrity, and justice towards others—and to leave the world a little better than they found it. We are committed to the belief that it is not only the destination that counts but the values we bring to the journey.



Paul Russo  
Vice Provost and Dean, The Katz School

## YESHIVA UNIVERSITY

Now in its second century, Yeshiva University is the oldest and most comprehensive educational institution under Jewish auspices in America. It is an independent university that ranks among the nation's leading academic research institutions and, reflecting the time-honored tradition of Torah Umadda, provides the highest quality Jewish and secular education of any Jewish university in the world. Since its inception the University has been dedicated to melding the ancient traditions of Jewish law and life with the heritage of Western civilization, and each year we celebrate as future leaders make YU their home.

In September 2003, Richard M. Joel was inaugurated as Yeshiva University's fourth president, succeeding [Norman Lamm](#), who had held the office since 1976. President Joel's two other predecessors were [Bernard Revel](#), president from 1915 to 1940, and [Samuel Belkin](#), who served from 1943 to 1975. [Ari Berman](#) was elected the fifth president of YU in November 2016 and took office in June 2017.

Visit <https://www.yu.edu> for more information about Yeshiva University.

# UNIVERSITY POLICIES

## Equal Opportunity

Yeshiva University is committed to a policy of equal opportunity and nondiscrimination in admissions and all other facets of its educational programs and activities. The responsibility for the University's affirmative action/equal opportunity and unlawful harassment policy lies with all deans, chairpersons, department heads, directors, administrators, managers and supervisors in their areas of responsibility and requires the commitment of the entire University community.

If you have any questions relating to equal opportunity or affirmative action, or if you wish the University to pursue a possible violation of University policy, you should contact the University's Title IX Coordinator, Ms. Renee Coker at (646) 592-4336/ [renee.coker@yu.edu](mailto:renee.coker@yu.edu).

## Accreditation

Yeshiva University is accredited by the Commission on Higher Education Middle States Association of Colleges and Schools and by the appropriate professional agencies: the Liaison Committee on Medical Education of the American Medical Association, the Association of the American Medical Colleges, 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 a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.

## Safety and Security

Yeshiva University takes its responsibility for on-campus security very seriously and makes every effort to offer its students, faculty and staff a safe and comfortable environment by working closely with the local community and with law enforcement agencies. Even though there is a very low rate of crime on our campuses, federal law requires us to make crime statistics available. You can find them at <http://ope.ed.gov/security>. Search for Yeshiva University, then click on a particular campus. At the bottom of each page, you can select various categories of crime statistics to view. The University's annual security report also contains policy statements and crime statistics for the University, and is available online at <http://yu.edu/safety-security/reports/security/> or from a campus Security Department office. You can also contact YU Security at 212-960-5221 for more information.

While emergency events on campus are unlikely, it is vital to be prepared to react accordingly during emergencies to ensure your safety. To get prepared and learn about emergency response at Yeshiva University, visit our Emergency Readiness website: [www.yu.edu/safetysecurity/emergency](http://www.yu.edu/safetysecurity/emergency).

## 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 on the basis of individual merit. The University does not discriminate in its programs and activities, including employment practices, on the basis of race, religion, creed, color, national origin, sex, age, disability, veteran or disabled veteran status, genetic predisposition/carrier status, marital status, sexual orientation, gender identity or citizenship status or other protected classes under the law.

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 <http://yu.edu/student-life/resources-and-services/standards-policies/>; <http://yu.edu/hr/policies/> and <http://yu.edu/ogc/policies/> (among other places). 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, fairly 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, Ms. Renee Coker at (646) 592-4336 / [renee.coker@yu.edu](mailto:renee.coker@yu.edu).

## 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, learning disabilities, ADHD, hearing impairments, and visual impairments. Visit the following website for more information about documentation guidelines and available accommodations: <https://www.yu.edu/student-life/resources-and-services/disability-services/students>.

Students who wish to request accommodations for a documented disability that affects his/her academic performance and students who suspect that they may have a disability are encouraged to contact the Office of Disability Services:

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

## Student Conduct and Student Rights

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

- 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.

<b>HEGIS Code</b>	<b>Title</b>	<b>Degree</b>
1220.00	MS in Speech-Language Pathology	Master of Science
2204.00	MS in Quantitative Economics	Master of Science

# ACADEMIC POLICIES, STANDARDS AND EXPECTATIONS

## Academic Calendar

Yeshiva University operates on the semester system. The academic year consists of three semesters: two 15 week-semesters (fall and spring) and one 7-week semester (summer); the semester length includes examinations. The fall term runs from late August or early September to mid-January; the spring term runs from late January to late May. The summer term runs from late May or early June to mid- or late-July. Classes meet Sunday through Friday. The Academic Calendars for Fall, Spring and Summer can be found online at <https://www.yu.edu/registrar/grad-calendar/>.

## Attendance

At the start of the semester, each student must learn the specific attendance, examination, and other requirements for each course. A record of the student's attendance in each class may be kept by the instructor. Attendance is compulsory for students on probation and all students in classes where the instructor requires attendance. If a student is absent from any course for any cause for more than half a semester and does not officially withdraw from the course, the student will receive a grade of G.

## Grades

Students may access their grades at [www.yu.edu/myyu](http://www.yu.edu/myyu). To view grades:

1. Log in with your Banner ID
2. Click on "Student and Financial Aid"
3. Click on "Student Records"
4. Click on "Final Grades" and select the appropriate term

## Description of Grades

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.

ACADEMIC GRADES		ADMINISTRATIVE GRADES	
GRADE	DESCRIPTION	GRADE	DESCRIPTION
A, A-	Excellent	G	Stopped attending without filing an official withdrawal from (counted as failure)
B+, B-	Good	I	Incomplete
B	Satisfactory	L	Audit (no credit)
C+, C	Poor	W	Withdrawal without penalty or prejudice
F	Failure	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.	
N	No Credit		
P	Pass		

**P** is used for independent study courses at YU and for approved-for-credit internships. Program Directors 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 by faculty to accommodate unavoidable delays in the completion of course requirements and to allow for excused emergencies during final examinations. Faculty may assign an Incomplete grade ("I" grade) to students whom they approve for extensions on papers/projects and/or those students for whom the Committee on Academic Standards and Integrity approves final makeup exams based on appropriate documentation. Such exams must be taken at the times scheduled by the

Program Director. When an Incomplete is awarded, the outstanding work must be completed by the end of the subsequent semester. If outstanding work is not completed by this date, the "I" defaults 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.

GRADE POINT AVERAGE (GPA) CHART		
A = 4.000	B = 3.000	C = 2.000
A- = 3.667	B- = 2.667	F, G = 0
B+ = 3.333	C+ = 2.333	

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.

## 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. However, individual programs may require higher grades. 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.

## Appeal of Final Grade

A 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 forwards to the Dean's Office for review, approval and transmittal 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, the student may next meet with the Program Director. In unusual circumstances the student may appeal to the Dean who may consult with the Committee on Academic Standards and Integrity (CASI) before making a final decision in the matter. Refer to the Academic Integrity section for more information about CASI.

## Course Load

To be considered a full-time Katz School graduate student, the student must be enrolled in at least 9 credits during a 15-week semester. Students taking 6 to 8.9 credits are half-time and students taking 0.1 to 5.9 credits are part-time. Students with low academic averages may be subject to restriction on their course load.

## Time Limitations

A student must complete the requirements for the master's degree within five years of the first semester the student enrolled in the program. Students who go beyond this limit will need permission from their Program Director to continue their studies in the Katz School. If permitted to continue, these students may be required to take additional, more current, coursework.

## Transfer of Credit

No more than 9 credits toward the master's degree may be transferred from other institutions. Please consult with the Program Director to inquire about potential exceptions to this policy.

Any student who wishes to transfer credit from another institution must submit a Transfer of Credit Form to the Office of the Registrar. This form must be approved and signed by the Program Director. Students must also include an official transcript showing the course they wish to transfer with a final grade and any course descriptions or syllabi for the course. All Transfer of Credit forms for courses taken prior to beginning the program should be submitted during the student's first semester, and it is at the discretion of the Program Director to decide which courses may transfer. All Transfer of Credit forms for courses taken at another institution after the student is enrolled in a Katz School graduate program should be submitted during the start of the following semester, and it is at the discretion of the Program Director to decide which courses may transfer.

Only graduate coursework will be accepted as transfer credit. Credit will not be granted for any course transferred from another institution with a grade below B or for a P/F course. Courses that are transferred will not factor into the student's Katz GPA.

## Registration

In their first semester, incoming graduate students will be registered by the Office of Registrar for their first semester courses. Continuing students will register online through MY YU ([www.yu.edu/myyu](http://www.yu.edu/myyu)). Continuing students are expected to register each semester during the specific registration period; registration dates will be published in the Academic Calendar.

## 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 will count 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.

## Course Auditing

Katz students may be eligible to audit another Katz course with the permission of the Program Director and other YU administrators. The University does not permit a student to audit or sit in on classes the student is not officially registered for.

## Independent Study

An independent study is an individualized project/course conducted under the guidance and supervision of a faculty advisor with the approval of the Program Director. A request to take an independent study may be granted only under the following circumstances:

- To pursue a specialized topic that is not offered under the program's course listings.
- When a student is prevented from graduating because a required course is no longer offered.

Students interested in completing an independent study must submit the Application for Independent Study to the Office of the Registrar. The form should be filled out by both the student and the faculty advisor and signed 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 allow a student to waive a required course. Students who wish to waive a course requirement or substitute a program elective for a required course must submit a Waiver or Substitution of Credit 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.

## Withdrawal from a Course

Students may drop classes through MY YU from the start of the designated registration period until the “last day to drop a course” as listed on the academic calendar. Typically, it is not permitted for students to drop courses after this date; however, in some cases, withdrawal from courses after the deadline is approved. Students will be required to fill out an Add/Drop Form. 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”.

The typical fall/spring refund schedule is listed below. Please note that fees will not be refunded.

COURSE WITHDRAWN BY:	PERCENT OF TUITION REFUNDED:
1 <sup>st</sup> week of semester	100%
2 <sup>nd</sup> week of semester	75%
3 <sup>rd</sup> week of semester	50%
4 <sup>th</sup> week of semester	25%
After 4 <sup>th</sup> week	0%

Please see the Office of Student Finance website for more details about the refund schedule and fees:

<https://www.yu.edu/osf/contact>

## 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. 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.

Should the degree not be awarded at that degree date, a new application must be filed prior to the degree date deadlines thereafter until the degree is awarded. Graduation fees paid initially remain valid for two (2) years and need not be paid again unless more than two (2) years elapse 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.

## Academic Distinction

To receive distinction at graduation students must be in the top 10% of their graduating class and have achieved a minimum grade point average of 3.8.

## 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/sites/default/files/legacy/uploadedFiles/Academics/Registrar/Forms/YC/Duplicate%20Diploma%20Request%20Form.pdf>. More information is available in the Office of the Registrar at [www.yu.edu/registrar](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 [www.yu.edu/myyu](http://www.yu.edu/myyu). Current or former students who want official transcripts should visit [www.yu.edu/transcript](http://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. 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](http://www.yu.edu/registrar) for contact information).

## Change of Name or Address

A student who wishes to change either a first or last name on school records must file a Request for Change of Name on School Records Form in the Office of the Registrar. Students who change their home or local residences are required to notify the Office of the Registrar within 10 days on the Notification of Change of Address Form. These forms are available at [www.yu.edu/registrar](http://www.yu.edu/registrar) or in-person in the Office of the Registrar. Alternatively, students may update their addresses and phone numbers online at [www.yu.edu/myyu](http://www.yu.edu/myyu). A student is responsible for all mail sent to the old address if his/her address has not been updated.

# SATISFACTORY PROGRESS STANDARDS

## 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.

## Maintenance of Academic Standards and Dismissal

Students are required to maintain satisfactory standards of scholastic performance, including a 3.0 average per semester and cumulatively. A student who, during a semester, either (i) fails a course, (ii) receives C grades in two or more courses, (iii) has an average below 3.0, or (iv) has an excessive number of Incompletes ("I") grades (as determined by the Program Director), are placed on academic probation for the following semester and will be required to participate in the performance review process. If in any subsequent semester after the performance review, another course is failed; the student receives a C grade in a course or below a 3.0 average; or receives an excessive number of Incompletes ("I") grades, the student may be dismissed from the Katz School at the discretion of the Dean based on a recommendation from the Program Director.

**Appeals Procedure:** If there are mitigating circumstances, students may appeal dismissal in writing to the Dean's office. The appeal must be made before the following semester begins. The Dean may allow the student to continue on probation under certain conditions and restrictions. Decisions are communicated in writing to the student, the Office of the Dean, the Office of the Registrar, the Office of Student Finance, and the Office of Student Affairs.

## Performance Review

Faculty may require students that are not meeting academic standards to submit additional coursework and/or to seek supports to promote student academic achievement in the program. When students are placed on probation, a faculty committee reviews the student's performance with the student and determines whether withdrawal is required. The committee will develop a student success plan for those permitted to continue at the Katz School. Elements of a success plan may include, but are not limited to, academic performance benchmarks, deadlines for completing requirements, closer supervision of clinical responsibilities, etc. If the student misses a subsequent deadline, he/she risks the consequence of being dismissed from the program.

## Academic Probation

Academic probation is an indication of very serious or persisting academic, behavioral, or professional deficiencies and occurs in the following instances:

- a) When a student receives a semester or a cumulative GPA below 3.0;
- b) When a student fails a course during a semester;
- c) When a student receives C grades in two or more courses;
- d) When a student has an average below 3.0;
- e) When a student has an excessive number of Incompletes ("I") grades as determined by the Program Director.

Students who meet any or all of the criteria above will be placed on academic probation immediately and/or for the following semester (depending on the reason for the probation). Where applicable, students who are placed on academic probation are not permitted to apply for their next externship or internship or attend an externship or internship they already received while they are on probation. If the problems above persist after the following semester, the student may be dismissed from the program.

If probation is decided, the student shall receive a letter from the Program Director that outlines the reason for academic probation and a date for the performance review meeting with the faculty committee. The student must sign and return the letter acknowledging that it will be the student's responsibility to communicate his or her understanding of the identified problem, respond to communications, engage in the performance review meeting, and comply with the student success plan in a timely manner.

## Exceptions to Academic Policies

Any exception to school policies and regulations such as graduation requirements, prerequisites and final exams, must be approved in writing by the Dean of the school. Students should consult their academic adviser for other requests.

# CHANGES OF STATUS, LEAVES AND DISMISSAL

## Leave of Absence

Students who are not taking any coursework or working on research but who expect to return at some future time should file a Request for Leave of Absence Form, available in the Office of the Registrar. The leave of absence must be approved by both the Program Director and the Dean and should be signed and returned to the Office of the Registrar prior to the start of classes for the given semester. Students may apply for a leave of absence for a maximum of 180 days. Students are only eligible for a leave of absence after the completion of one (1) semester of coursework. The Dean will evaluate all requests for leave of absence and give the final approval.

**Please Note:** Immigration regulations require that students in F-1 status register and attend school full-time every required semester. Please contact the Office of International Students and Scholars (OISS) before dropping below full-time or if you are considering a leave of absence.

## 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, the individual should immediately take reasonable steps to notify their supervisor, a Program Director and/or the Dean of the school. The Program Director 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 the U.S. Department of Education's Office of Civil Rights, procedures should be followed to ensure that a student considered for involuntary leave under this policy is not be 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 a leave of absence is necessary or appropriate. The student may be asked to provide relevant psychological or medical records from his/her healthcare provider.

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.

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

In cases of a safety emergency, a student may be removed from the University campus, provided the student is given notice and an opportunity to be heard, pending a decision regarding the student. The student is still offered the option for an appeal prior to the rendering of a final decision.

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.

## Readmission

A student who neither registers nor secures an official leave of absence for any semester will be considered to have withdrawn from the School. A student who wishes to resume studies will be required to apply for "readmission." Students who withdrew (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 usual admissions criteria in effect at the time of application for readmission.

## Official Withdrawal

If the need for a leave extends beyond 180 days – taken together or separately – the student must withdraw from the School and apply for readmission. Students who wish to withdraw must submit an Application for Official Withdrawal Form, available in the Office of the Registrar. The form should be signed by both the Program Director and the Dean and returned to the Office of the Registrar. 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.

## Voluntary Withdrawal and Dismissal

The Program Director, with the permission of the Dean of the Katz School, may counsel voluntary withdrawal or recommend termination from the Katz School under certain conditions including, but not limited to, the following:

- a. Violation of ethical principles, legal statutes, or University or Graduate School codes and policies as described in this Academic Catalog;
- b. Persisting or marked unsatisfactory academic performance, as evidenced by:
  - Failure to satisfactorily meet student success plan requirements when on academic probation.
  - Students on academic probation who, in the subsequent semester, receive a C grade, an Incomplete grade or an F grade.
  - Obtaining GPA below 3.0 for any two (2) semesters.
  - When on academic probation, failing a course, in the subsequent semester.
  - Maintaining an average below 3.0 after subsequent semester on academic probation.
  - Excessive number of Incomplete ("I") grades as determined by the Program Director.
- c. Consumption, influence or possession of illicit drugs in class or on the Yeshiva University premises.
- d. Failure to meet generally accepted standards of personal integrity, professional conduct or emotional stability, or inappropriate or disruptive behavior toward colleagues, faculty or staff, or any other individual.
- e. Failure to make satisfactory progress toward a degree within the time frames detailed in the "Time Limitations" provision.

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 the 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 by the University at any time for infringement of these standards.

# 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 Written Exams

Cheating is an affront on academic integrity and ethics. Any instance of dishonesty undermines your work and the work of classmates and the institution in which the offense was committed.

## Plagiarism

In defining plagiarism, this policy distinguishes between Intentional Misrepresentation 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: a) Assignment is downloaded from an Internet source and/or obtained from a paper mill; b) Assignment is obtained from someone else (including another student); c) Assignment contains part or all of the writings of another person (including another student), without acknowledgment of the source; or d) Assignment 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.<sup>1</sup>

## 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 intentional misrepresentation.

1. The complainant should report the incident immediately and should submit an Incident Report form to the Director of the program in which the student is enrolled promptly after the incident has occurred.
2. The Program Director will then submit a written copy of the charges (cheating or plagiarism) to the student.
3. The student will then have the opportunity to accept or deny responsibility for the actions or challenge the

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<sup>1</sup> Portions of this definition are adapted from The Council of Writing Program Administrators, "Defining and Avoiding Plagiarism: WPA Statement on Best Policies" (<http://www.wpacouncil.org/positions/index.html>); Syracuse University, "Academic Integrity Policies and Procedures" (<https://psdocs.syr.edu/sudocs/vpcai/finalizeddocs3.pdf>); and Washington State University, "Plagiarism: What is it?" (<http://www.wsulibs.wsu.edu/plagiarism/what.html>).

4. allegations. 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 Katz School Student Advocate will conduct an initial investigation to assess the merits of the case. The Katz 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 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. CASI will consist of a four-person impartial body appointed by the Dean, including the Katz School Student Service Coordinator, a Katz program director, a faculty member, and a student. A non-voting representative from the Office of Registrar will 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 Katz School 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. The Committee will provide a written summary of the hearing and its findings along with its recommendation for appropriate action to the Dean of the school in which the student is enrolled.

## Decision

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

## Appeal

Within ten 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 ten-day deadline. The Provost will consider the merits of the appeal and will consult with the Chair of 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 one of the graduate or professional schools of Yeshiva University to hear the appeal. The student will receive notice of the decision in writing in a timely fashion, but no later than three weeks from the receipt of the appeal. This decision is final.

## Records

Copies of the final decision (after appeal) will be sent to the Dean of the Katz School and to the Office of the Registrar.

## Readmission

Students who have been dismissed as a result of this procedure 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 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 Director of the program in which the student is enrolled 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 CASI in accordance with the procedures outlined above.

## SOCIAL MEDIA USE

Students are required to adhere to the Social Media Policy established by the University and outlined in the YU Student Technology Resources Use Handbook:

[https://www.yu.edu/sites/default/files/legacy/uploadedFiles/Offices\\_and\\_Services/ITS/About\\_Us/Policies/ITS\\_Handbook\\_for\\_Students.pdf](https://www.yu.edu/sites/default/files/legacy/uploadedFiles/Offices_and_Services/ITS/About_Us/Policies/ITS_Handbook_for_Students.pdf)

Any student who posts content (on a personal or University website) that is deemed inappropriate and/or a violation of the Katz code of ethics will be subject to disciplinary action.

# STUDENT GRIEVANCES

## Student Grievance Process

Yeshiva University's Katz School for Graduate Studies 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 or supervisors 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 faculty member. These procedures only apply where Title IX policy is not applicable.

Harassment or discrimination represent an infringement on individual rights on the basis of sex, religion, age, race, socio-economic status, disability, marital status, color, national or geographical origin, or sexual orientation. If a student has a grievance against a faculty member, a student, or as a result of any program procedure, he/she is assured of all 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 thirty calendar days beyond the final day of classes in any given semester.

1. **Informal Level:** Students should first discuss their issue(s) or concern(s) with the primary instructor, supervisor, or faculty advisor who provided the evaluation or formal action recommendation. The purpose of this meeting is to clarify the reasons for the evaluation decision or formal action 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 faculty member 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 the student's compliance with these recommendations. Every effort should be made to resolve disagreements at this level and safeguard confidentiality by involving only essential parties.
2. **Meet with Program Director:** When the student thinks that his/her issue or concern is still unresolved by his/her primary instructor, supervisor, or advisor the student may arrange a meeting to discuss the issue or concern with the Program Director. Students are expected to submit written documentation of evidence for their complaint within thirty (30) days of the evaluation or incident, or by the final day of classes of the semester in which the problem occurred. Students can consult with the Katz School Student Advocate for support with this process. The program director will review all documentation and testimony and will notify the student and relevant faculty of their decision.
3. **Committee on Academic Standards and Integrity (CASI):** If the program director cannot resolve the student's issue, or the student files (within thirty (30) days) a written appeal of a decision made by the Program Director, then the Program Director must ask the Dean to refer the case to the Committee on Academic Standards and Integrity. The student can consult with the Katz 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 Dean and the student of their decision to grant or deny the appeal.
4. **Review by Dean:** Should CASI not be able to resolve the student's issue, or the student wishes to appeal a decision by CASI, the student must submit in a written request (within thirty (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 will evaluate all the available materials as to the facts and circumstances, including any recommendation from 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.

# STUDENT LIFE and RESOURCES

## Student Services

Katz School Student Services helps students navigate where to go and whom to talk to. Students can schedule an appointment with Malka Sigal, Student Services Coordinator by emailing [katzstudentservices@yu.edu](mailto:katzstudentservices@yu.edu) or calling 212-960-5400 ext. 6150.

## Academic Advisement

Every semester students meet with an assigned faculty adviser or faculty research coordinator to discuss their progress in the program, plan future course work, review research activities, and plan what comes next after graduation. At Katz, advisers are students' academic navigators, keeping students on course to achieve their personal goals.

## Canvas and Online Learning

Canvas is Yeshiva University's Learning Management System, and all Katz School students (both in online and on-campus programs) will have access to Canvas. All students also have access to 24/7 Canvas support to ensure they stay focused on their courses and have 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.

Online courses require the same amount of time and effort as face-to-face courses, and for the most part include comparable activities and assignments. The difference is that most of the interaction is online. For example, on the first day of class students will meet their professor and classmates, and courses will include lectures, discussions, breakout groups, projects, as well as quizzes or exams. Students still make use of our library resources, either in person or through access to our digital collections and can collaborate with classmates on team projects using tools like GoToMeeting or Google Docs.

While each online course has its own requirements and each faculty member has his or her own approach to teaching online, students should plan to spend approximately eight–twelve hours each week in the course site, in addition to time spent studying and completing assignments. Online courses are both asynchronous and synchronous, so it is possible that online students will have some online class meetings depending on in the specific program in which they are enrolled. Be sure to read the program's website and speak with the Program Director to learn more.

## Career Services and Support

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.

YU's on-campus, competitive graduate employment program helps you bridge the gap between academia and the professional world. Students who participate in this program have the opportunity to work with YU faculty, researchers, and administrators to gain invaluable experience that will enhance their professional profiles. For more information, contact [graduateadmissions@yu.edu](mailto:graduateadmissions@yu.edu).

## Disability Services

The Office of Disability Services collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. 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. See additional information in the section of this catalog on Accommodations for Students with Disabilities (under University Policies).

## English for Graduate School and Work

To assist non-native English speakers, the Katz School offers specialized courses designed to help students prepare for master's and doctoral programs in an American university setting. Students can refine their academic language skills, develop proficiency in managing graduate level course assignments, and become familiar with the conventions and expectations of graduate school.

Services include individualized graduate advising, specifically designed graduate English courses, writing development, English for work, and accent reduction. If interested in the program, students should speak with their program directors.

## Exploring the City and Beyond

New York City is made up of five boroughs—Manhattan, Brooklyn, Queens, Bronx, and Staten Island. Each has its own flavor. Cheer on the Yankees or spend a day at the zoo in the Bronx. Enjoy the emerging arts culture of Brooklyn or take a walk across the historic Brooklyn Bridge. Ride the free ferry to Staten Island and breathe in the parks and beaches. Hop on the subway to Queens and dine on a different kind of cuisine at every stop. Or spend a whole day right here in Manhattan: tour a skyscraper in the morning, eat a picnic lunch in Central Park, explore an art or history museum in the afternoon, and catch a Broadway show in the evening. Every borough is a blend of new and old, innovation and history; there's always something to do in the City That Never Sleeps! Check out [www.NYCGo.com](http://www.NYCGo.com) to learn more.

## Health and Counseling Services

All full-time on-campus Yeshiva University students are required to have health insurance. Students may join a health insurance plan through the University, or they may waive this plan if they have their own health insurance. For more information on Health Insurance requirements, contact [katzstudentservices@yu.edu](mailto:katzstudentservices@yu.edu).

All Katz students have access to counseling services through Yeshiva University's Counseling Center. To learn more, visit [www.yu.edu/student-life/counseling](http://www.yu.edu/student-life/counseling).

## Housing and the Transition to New York

Our Office of Student Services will provide a list of resources to help domestic and international students find affordable housing options around New York. Whether students are coming from the tristate area, a different part of the US, or even another country, we know the transition to New York City requires planning. Our staff is here to facilitate from the time students apply to the time students move. Support includes resources for finding an apartment, arranging transportation, getting settled in the City, and jumpstarting friendships.

## 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 our 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 [www.yu.edu/libraries](http://www.yu.edu/libraries).

Beren Campus: **Hedi Steinberg Library**  
245 Lexington Ave, 2nd Floor / (212) 340-7720

Wilf Campus: **Pollack Library and Mendel Gottesman Library**  
2520 Amsterdam Avenue / (646) 592-4045

## New Student Orientation

Every fall, the Office of Graduate Student Life works with student volunteers to host a new Graduate Student Orientation prior to the start of classes. Orientation is structured to help students find their way around campus, finish up registration and paperwork, access services, and meet with faculty. In addition, students will be invited to attend meetups where they can connect with new classmates and current graduate students in many different departments.

## Office of International Students and Scholars

International students and exchange visitors are an important part of Yeshiva University's vibrant community. If enrolled in a STEM specific degree program, international students may qualify for extended Optional Practical Training after graduation. 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. Please feel free to contact the OISS by phone at (646) 592-4203 or by email at

[oiss@yu.edu](mailto:oiss@yu.edu). 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/student-life/resources/international/current-students>.

## Office of Student Finance

To be considered for financial aid each student must complete a financial aid application.

- For U.S. citizens and Eligible Non-Citizens, please submit the Free Application for Federal Student Aid FAFSA.
- For all others, please file our International Financial Aid Application.

The priority deadline for incoming students is February 1 and for continuing students is April 15.

Refer to the following websites for more information about program cost and payment options:

- Tuition and Fees: <https://www.yu.edu/katz/graduate/admissions/tuition-fees>
- Payment Options for Graduate Students: <https://www.yu.edu/osf/graduate-schools/grad-payment>

## Onecard

Students' YU ID card is part of the OneCard system, which allows students access to campus buildings, free shuttles, Library accounts, Dining Services, and printing accounts. Students can view account balances at [www.onecard.yu.edu](http://www.onecard.yu.edu). (Sign in with your YUAD username and password; if you don't know your YUAD username and password, visit [www.yu.edu/findid](http://www.yu.edu/findid).) Students can also download the OneCard app for access to their YU ID card anywhere; follow the instructions at <https://www.yu.edu/yucard/tips>. For assistance with the YUID card, email [yucardsupport@yu.edu](mailto:yucardsupport@yu.edu).

## Research Opportunities

Full-time master's students may be awarded research assistantships. These awards are administered by the faculty of departments and specific programs. Assistantships are a type of financial support for graduate students who engage in research activities that further the university's mission and contribute to scientific literature, professional practice, and the graduate student's own education. Assistantships can be in the form of stipends, scholarships and fellowships, and regular on-campus employment.

## Scholarships and Graduate Assistantships

Dean's Scholarships, Merit Awards, and external funding are awarded to a number of students every year. In addition, the university offers research, teaching, and other graduate assistantships on an as-needed basis. Yeshiva University will also work with your company's tuition reimbursement policies (within reasonable limits). For students coming from outside the US, the university can accommodate scholarships awards from your home country. If you need further financial support, financing options, including federal student loans and private loans, are available for qualified candidates. Contact the Graduate Admissions Office for more information.

## Shuttle Transportation

The Office of Safety and Security provides free intercampus shuttle service in the evenings between the Beren and Wilf Campuses and free local shuttle service to campus buildings, local transit hubs, and other approved stops. To access the intercampus shuttle, students will need to make an account and sign up at [www.yushuttles.com](http://www.yushuttles.com). To view the schedules (for both the local and intercampus shuttles), visit <https://www.yu.edu/safety-security/transportation/shuttles>.

## Student and Alumni Parking

Students and alumni are eligible for parking at our uptown Wilf Campus. To apply for parking, please fill out and submit the either the [student parking](#) or [alumni](#) parking application. Students should also notify [parking@yu.edu](mailto:parking@yu.edu) regarding any adjustments to their parking account, such as vehicle or scheduling changes.

## Student Organizations and Clubs

Graduate students have the opportunity to form clubs based on their interests. Clubs run events periodically throughout the year. Attend a Chinese New Year celebration sponsored by the Yeshiva University Chinese Association of Students and Scholars (YUCASS) or a conference with our chapter of the National Student Speech-Language Hearing Association (NSSLHA), among many other opportunities. If 12 or more students wish to form a club or student organization, they can apply to the Dean's office for formal recognition.

# PROGRAM DESCRIPTIONS

## MS in Speech-Language Pathology

Yeshiva University's MS in Speech-Language Pathology is one of the few programs in the country specializing in medical speech-pathology. The master's program focuses on neuro-motor communication and swallowing disorders as well as multidisciplinary approaches to diagnosing and managing speech and language cases. Through clinical externships and an individualized capstone project, students have numerous opportunities to gain practical, hands-on experience under the guidance of experienced faculty mentors. Students will benefit from diverse clinical externship opportunities in a range of health-care settings, including top New York City medical institutions such as Albert Einstein College of Medicine and Montefiore Hospital, as well as specialized medical facilities, early intervention centers, schools, and interdisciplinary and private practice.

### Requirements for Professional Practice

The MS in Speech-Language Pathology seeks to develop professionals who are knowledgeable, skilled and ethical in the assessment, diagnosis and treatment of communication disorders, and who are knowledgeable of the state and national requirements for documentation of services rendered. Successful completion of the program prepares you to meet the academic and clinical requirements to apply for certification from the American Speech-Language-Hearing Association (ASHA) and licensure in the State of New York. The following guidelines pertain to national and state licensure:

- [New York State Guidelines](#)
- [National Guidelines](#)
- [Requirements for Ethical Practice as a Speech-Language Pathologist](#)
- [Essential Functions](#)

**Candidacy for Accreditation:** The Master's (M.S.) program in Speech-Language Pathology (SLP) at Yeshiva University is a Candidate for Accreditation (August 1, 2016-July 30, 2021) by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. This is a "pre-accreditation" status with the CAA, awarded to developing or merging programs for a maximum period of five years. Award of candidacy allows the program to matriculate students into the program as it continues to document compliance with accreditation standards for the duration of the candidacy accreditation cycle.

### Program Director and Faculty

The Speech-Language Pathology faculty are world-renowned practitioners, clinicians, and researchers at the forefront of the field. Throughout the program, you will benefit from close faculty mentorship and opportunities to collaborate with faculty on research, course assignments, and your individual capstone project.

- Dr. Marissa Barrera – Interim Director, MS in Speech-Language Pathology
- Lea Borenstein - Instructor and Clinical Externship Coordinator
- Troy Clifford Dargin - Clinical Assistant Professor
- Michaela Medved - Instructor
- Orit Binshtock - Clinical Assistant Professor and Clinic Director
- Laura Tocci – Adjunct Professor
- Carol Gossens – Adjunct Professor

### Curriculum and Degree Requirements

The MS in Speech-Language Pathology curriculum is distinctive. It will prepare you to be a clinician in diverse health-care settings with a commitment to patient-centered and ethical practices. Courses provide hands-on experience ranging from pediatric diagnostics/treatment to complications from communication disorders facing geriatric patients. You will have ample opportunities to collaborate with exceptional faculty on research endeavors, including the chance to incorporate elements of your research into an individualized capstone project. Beyond your classes, you will have the opportunity contribute at practitioner conferences and in scholarly publications.

### Course Requirements and Sequence

The full-time master's in Speech-Language Pathology requires 66 semester hours of coursework and can be completed in just five semesters. To earn the degree, students must complete all of the courses outlined below. In addition, students who intend to work in the schools must take the elective course SLP in the Schools during Year 1 - Summer Term.

COURSES – YEAR 1		
Fall 1	Spring 1	Summer 1
<ul style="list-style-type: none"> <li>• Intro to Clinical Speech-language Pathology (1 credit)</li> <li>• Anatomy and Physiology of the Speech/Vocal Mechanism (4 credits: 2 cr. course + 2 cr. lab)</li> <li>• Acoustics and Psychoacoustics (3 credits)</li> <li>• Child Language Development, Usage and Literacy (3 credits)</li> <li>• Audiology for SLP (4 credits: 2 cr. course + 2 cr. lab)</li> <li>• Professional Issues/Topics in SLP Level 1 (1 credit)</li> </ul>	<ul style="list-style-type: none"> <li>• Child Language Disorders (3 credits)</li> <li>• Neuromotor Speech Disorders (3 credits)</li> <li>• Voice Disorders (3 credits)</li> <li>• Pediatric Swallow and Airway (2 credits)</li> <li>• Diagnostic Methods in SLP (2 credits)</li> <li>• Externship in SLP Level 1 (1 credit)</li> <li>• SLP Clinical Case Conferences Level 1 (0 credit)</li> </ul>	<ul style="list-style-type: none"> <li>• Syndromes and Craniofacial Anomalies (3 credits)</li> <li>• Alaryngeal Speech, Head/Neck Cancer, Endoscopy (2 credits)</li> <li>• Geriatric Dysphasia and Airway Management (3 credits)</li> <li>• Externship in SLP Level 2 (1 credit)</li> <li>• SLP Clinical Case Conferences Level 2 (0 credit)</li> <li>• <i>Optional Elective: SLP in the Schools</i></li> </ul>
COURSES – YEAR 2		
Fall 2	Spring 2	
<ul style="list-style-type: none"> <li>• Cognitive and Higher Level Language Disorders (3 credits)</li> <li>• Aphasia Rehabilitation (3 credits)</li> <li>• Communicating with Patients and Families (3 credits)</li> <li>• Research Methods and Critical Assessment of Literature (3 credits)</li> <li>• Professional Issues/Topics in SLP Level 2 (1 credit)</li> <li>• Externship in SLP Level 3 (1 credit)</li> <li>• SLP Clinical Case Conferences Level 3 (0 credit)</li> </ul>	<ul style="list-style-type: none"> <li>• Stuttering and Related Fluency Disorders (3 credits)</li> <li>• Speech-language for Hearing Impaired (3 credits)</li> <li>• Augmentative and Alternative Communication (3 credits)</li> <li>• Master Clinician Observation (1 credit)</li> <li>• Professional Issues/Topics in SLP Level 3 (1 credit)</li> <li>• Externship in SLP Level 4 (1 credit)</li> <li>• SLP Clinical Case Conferences Level 4 (0 credit)</li> <li>• Capstone Project (1 credit)</li> </ul>	

## Course Descriptions

### **CSD 5000 Introduction to Speech-Language Pathology**

Course focuses on development of treatment plans, establishment of evidence-based treatment objectives, tracking of treatment efficacy, record keeping, ethical professional behavior, and problem solving in a clinical setting

### **CSD5100 Professional Issues/Topics in SLP: Level 1**

The first level of the Professional Issues/Topics in SLP addresses the issues facing the graduate clinician in their practicum sites, as they embark on evaluation and remediation of disorders affecting communication. Skills needed for rehabilitation settings, populations, and age of the client will be addressed, as well as interaction with the health care team. Professional and ethical responsibilities will be a central focus of the course.

### **CSD 5110 Professional Issues/Topics in SLP: Level 2**

The second level of the Professional Issues/Topics in SLP focuses on case management, research principles in clinical practice, use of evidence-based practice, counseling and updates on new healthcare regulation. CSD5110 will include guest speakers to inform the graduate clinician on specific aspects the SLP faces across work settings and across disorders.

### **CSD 5120 Professional Issues/Topics in SLP: Level 3**

The third level of the Professional Issues/topics in SLP focuses on coding and billing for services, advocacy for coverage and payment, healthcare regulations/reform affecting our profession, professionalism, ethical conduct, credentialing, and contemporary professional issues.

### **CSD 5200 Externship: Level 1**

Full-time or part-time clinical practicum experience at a medical setting, school, group practice, private practice, or non-profit organization with diagnostic and therapeutic participation in speech/language pathology. Clinical practicum may be on-campus and/or off-campus. Must also enroll in CSD5201.

### **CSD 5210 Externship: Level 2**

Full-time or part-time clinical practicum experience at a medical setting, school, group practice, private practice, or non-profit organization with diagnostic and therapeutic participation in speech/language pathology. Clinical practicum may be on-campus and/or off-campus. Must also enroll in CSD5211.

### **CSD 5220 Externship: Level 3**

Full-time or part-time clinical practicum experience at a medical setting, school, group practice, private practice, or non-profit organization with diagnostic and therapeutic participation in speech/language pathology. Clinical practicum may be on-campus and/or off-campus. Must also enroll in CSD5221.

### **CSD 5230 Externship: Level 4**

Full-time or part-time clinical practicum experience at a medical setting, school, group practice, private practice, or non-profit organization with diagnostic and therapeutic participation in speech/language pathology. Clinical practicum may be on-campus and/or off-campus. Must also enroll in CSD5231.

### **CSD 5201 Clinical Case Conference: Level 1**

Weekly small group clinical conferences to support and augment on- campus or off-campus clinical practicum experience.

### **CSD 5211 Clinical Case Conference: Level 2**

Weekly small group clinical conferences to support and augment on-campus or off-campus clinical practicum experience.

### **CSD 5221 Clinical Case Conference: Level 3**

Weekly small group clinical conferences to support and augment on-campus or off-campus clinical practicum experience.

### **CSD 5231 Clinical Case Conference: Level 4**

Weekly small group clinical conferences to support and augment on-campus or off-campus clinical practicum experience.

**CSD 5300 Diagnostic Methods in SLP**

The philosophy and implementation of procedures for appraisal of communication disorders with emphasis upon the case history, interviewing, assessment (administration, scoring and interpretation of data obtained from observation and from diagnostic instruments used to evaluate language, cognition, articulation, fluency, voice and swallowing), diagnostic impressions, and development of a treatment plan. Observation of and participation in diagnostic sessions is required.

**CSD 5400 Communicating with Patients and Families**

Course provides an overview of the personal and family emotional; impact of communication disorders, the need to provide healthy patient/professional dynamics to facilitate evaluation and rehabilitation, and acquisition of knowledge and skills related to appropriate communication with patients and their families/caregivers in clinical settings. Critiquing of videotaped sessions with clients/patients and clinical reports will be included.

**CSD 5500 Master Clinician Observations**

Course provides problem-based learning using video and audio presentations of complex clinical cases. The Master Clinician course guides the student clinician through a variety of disorders, evaluated and treated by experienced master clinicians, allowing student to gain greater insight on advanced clinical management. Completion of a minimum of three externships prior to this course is required to ensure meaningful observations of specific assessment and intervention principles, including layering and depth of diagnostic assessment by these master clinicians who think "in the box" and "outside the box" for optimum assessment and management of disorders.

**CSD 5600 SLP in the Schools**

This course explores the organization, management and administration of a school speech-language pathology program. This course is required for students seeking New York State certification as a Teacher of Students with Speech and Language Disabilities.

**CSD 6000 Anatomy and Physiology of the Speech/Vocal Mechanism**

Study of the anatomical and physiological structures that underlie the vocal mechanism, as well as the basic properties of cells, tissues and systems common to all parts of the body, and examination of disease and pathologic conditions that relate to speech/voice. Lecture is augmented by lab dissection (CSD 6001) at Albert Einstein College of Medicine in which students are exposed to dissections of cadaveric material.

**CSD 6001 Lab: Anatomy and Physiology of the Speech/Vocal Mechanism**

Laboratory dissection of cadaveric material, conducted chiefly at Albert Einstein College of Medicine to augment didactic course CSD6000.

**CSD 6100 Acoustics and Psychoacoustics**

This course addresses analysis of sound patterns and vocal production, perceptual aspects of acoustic patterns, examination of physiological and acoustic bases of speech, psychological aspects of acoustics, as well as critical analysis of voice quality. Interpretation of acoustic features across the lifespan and across modes of phonation (speaking, singing), both normal and abnormal, will be a central focus of the course.

**CSD 6110 Neuromotor Speech Disorders**

This course examines neural anatomy of speech, with in-depth evaluation, analysis and remediation of motor speech disorders, including but not limited to dysarthria, apraxia and phonological disorders. Perceptual ratings of speech samples and subjective analysis of speech tendencies in children and adults is emphasized. The importance of research in motor speech disorders will be examined, including "hot topics" in current research for speech disorders across the lifespan.

**CSD 6120 Syndromes and Craniofacial Anomalies**

This course examines the impact of syndromes, genetic defects, and trauma in the success of communication, with specific attention to speech production. Case analyses, etiologic factors, and review of pertinent research for orofacial anomalies, including cleft palate, are included.

**CSD 6130 Stuttering and Related Fluency Disorders**

This course covers advanced theories and techniques of diagnosis and treatment of stuttering behaviors in children and adults. Case analyses, etiologic factors, and review of pertinent research are included.

**CSD 6200 Voice Disorders**

This course addresses assessment and management of voice and respiratory diseases affecting oral communication and activities of daily living, focusing on perceptual, acoustic, aerodynamic and stroboscopic assessment, and the planning of goals/rationale/procedure for disorders affecting voice and respiration across the lifespan, population, and cultures. Case analyses, etiologic factors, and review of pertinent research in voice disorders are included.

**CSD 6210 Alaryngeal Speech, Head/Neck Cancer, Endoscopy**

This course addresses the anatomical, physical, and psychological impact for the patient with head/neck cancer and/or laryngectomy, management of head/neck cancer, as well as the principles and use of endoscopy by the SLP.

**CSD 6300 Pediatric Swallow and Airway Management**

This course provides students with knowledge and resources necessary to effectively evaluate and treat feeding, swallowing and breathing disorders in medically complex infants and children in medical, school, and home settings. Normal and abnormal anatomy/physiology affecting swallow and airway assessment and management from infancy through childhood will be included. Case analyses, etiologic factors, and review of pertinent research in swallow and airway management are included.

**CSD 6310 Geriatric Dysphagia and Airway Management**

This course provides students with knowledge and resources necessary to effectively evaluate and treat feeding, swallowing and breathing disorders in medically complex adults in medical, school, and home settings. Normal and abnormal anatomy/physiology affecting swallow and airway assessment and management from adult through geriatric. Case analyses, etiologic factors, and review of pertinent research in swallow and airway management are included.

**CSD 6400 Child Language Development, Usage and Literacy**

This course addresses Child language acquisition, development and foundations of literacy from infancy thru school age. Includes neurological, psychological, developmental, linguistic and cultural bases; speech/language developmental milestones; and the relationship of language and literacy. Students will learn about common models of language processing and the latest advances in neuroimaging studies on language processing in the brain.

**CSD 6410 Child Language Disorders**

This course addresses the wide variety of congenital and acquired language delays and disorders seen in the pediatric population; confronts current issues in the identification, research literature in child language disorders, and multicultural issues affecting assessment and management of children with language and literacy disorders.

**CSD 6420 Aphasia Rehabilitation**

This course addresses evaluation, diagnosis, and treatment of adults with aphasia, current theories of language processing and of acquired language breakdown subsequent to neuropathology. Case analyses, etiologic factors, and review of pertinent research in aphasia are included.

**CSD6430 Cognitive and Higher Level Language Disorders**

This course addresses evaluation and management of processing disorders, autistic spectrum disorders, pragmatic language impairment disorders, specific language impairment and neurobehavioral disorders. Communication impairment from brain injury will be covered, as well as transdisciplinary approaches to cognitive disorders. Current issues in the field related to management of associated communication disorders as well as the importance of research in the field of cognitive disorders are discussed.

**CSD 6440 Augmentative and Alternative Communication**

This course reviews the history and theory of non-speech communication, diagnosis, intervention, and current research; survey of issues pertinent to the use of unaided and aided augmentative and alternative communication, as well as advocacy for those patients. Case analyses, etiologic factors, and review of pertinent research are included. This course offers a detailed investigation of varied populations, implementation of high-tech, low-tech and no-tech solutions, partner training and development of measurable goals.

**CSD 6500 Audiology for SLP**

This course examines the bioacoustics of human communication and hearing including neuroanatomy, anatomy/physiology of the auditory systems, pathology of the auditory systems, acoustic behavior, psychophysical procedures, auditory dysfunction, anatomical and physiological studies associated with different categories of cochlear insult and central auditory nervous system

function. Hearing tests and testing instruments, case finding and referral, interpretation of hearing test results, and organization of hearing conservation programs. Course requires CSD6501.

### **CSD 6501 Lab: Audiology for SLP**

Hands-on application of hearing tests and testing instruments. Labs to be conducted at Montefiore Medical Center.

### **CSD 6510 Speech/Language Intervention for Hearing Impaired**

Course examines the theory and clinical intervention for patients with hearing loss and a speech/language deficit. The impact of hearing disorders on communication is examined, including attention to receptive errors, speech/voice quality, and modification of treatment goals to account for underlying hearing deficit. The role of the SLP as a member of the cochlear implant team and/or deaf education is addressed. Case analyses, etiologic factors, and review of pertinent research are included.

### **CSD 6600 Research Methods and Critical Assessment of the Literature**

This course focuses on application of design and analysis of research in Speech-Language pathology, and includes sample peer reviews as well as critique of recent research articles. Review of granting agencies, funding sources, grants and guided experience on grant writing is also included.

### **CSD 7000 Capstone Project**

This course serves as part of the comprehensive assessment of knowledge and skills for the graduate clinician, determining academic and clinical knowledge, applied to specific cases that are representative of the complexity expected of an individual who is prepared to enter the profession of speech- language pathology. The course is individually tailored to the degree candidate, taking into consideration the student's expressed area for Clinical Fellowship.

## **Admissions Requirements**

### **Successful candidates to the MS in Speech-Language Pathology must have:**

- A bachelor's degree from an accredited college or university
- A minimum undergraduate GPA of 3.0 in the prerequisite coursework outlined below
- GRE scores for verbal, quantitative, and writing
- Demonstrated commitment to contribute to and complete the program
- Non-native English speakers must pass the TOEFL (program code 7619) with a minimum score of 610 (or 253 on the computer-based test). Additional accent reduction or ESL instruction may be required.

### **Prerequisite coursework:**

Applicants must show proof of satisfactory completion of all prerequisite coursework. Prerequisites may be fulfilled with courses taken at the graduate or undergraduate levels.

#### *Prerequisite Communication Science Courses*

- Introduction to Language Acquisition (3 credits)
- Phonetics of American English or Phonetics (3 credits)
- Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)
- Introduction to Speech-Language Pathology (3 credits)
- Introduction to Audiology (3 credits)
- Speech Science (3 credits)
- Hearing Science (3 credits)

#### *Additional Prerequisite Courses*

- English (6 credits)
- Social Science (6 credits)
- Biological Science (3 credits—lab not required)
- Physical Science (3 credits—lab not required)
- Statistics (3 credits)
- History (3 credits)
- Arts (3 credits)
- Non-English Language (3 credits)

## MS in Quantitative Economics

Yeshiva University's MS in Quantitative Economics (MQE) degree is a 12-month STEM program in which you will master micro, macro, and financial economics. In addition, you will be trained in statistical and computational aspects of economics, with applications to fields such as macro-labor economics, public finance, monetary policy, financial economics and market design.

### Program Director and Faculty

Faculty in the quantitative economics program are research-active and work on issues spanning macro and micro economics, at both the theoretical and empirical levels. Our faculty publish work in prestigious international scientific journals, such as *American Economic Review*, *Econometrica*, *Quarterly Journal of Economics*, *Review of Financial Studies*, *Journal of Economic Theory* and *Journal of Mathematical Economics*. They also participate in study groups and co-organize conferences sponsored by the NBER, the Cowles Foundation, and other institutions of international renown.

- Dr. Alessandro Citanna, Director, MS in Quantitative Economics
- Gaetano Bloise, Professor of Economics
- Elias Grivoyannis, Associate Professor of Economics
- Tadashi Hashimoto, Assistant Professor of Economics
- James A. Kahn, Henry and Bertha Kressel University Professor of Economics
- Ran Shao, Assistant Professor of Economics

### Curriculum and Degree Requirements

The MS in Quantitative Economics is an intensive 30-credit, 12-month program covering both the theory and practice of quantitative economics. You will receive rigorous training in micro, macro, and financial economics, obtaining broad knowledge of financial and corporate finance and their applications to the financial market. You will also be trained in statistical and computational aspects of economics, with applications to fields such as macro-labor economics, public finance, monetary policy, financial economics, and market design. Classes are kept small to foster personal interaction with faculty members, and to put you in contact with our department's latest and most cutting-edge research. Econometrics classes are complemented with hands-on lab sessions.

#### Course Sequence

YEAR 1 – FALL	YEAR 1 – SPRING	YEAR 1 – SUMMER
<ul style="list-style-type: none"> <li>• Mathematics for Economists (3 credits)</li> <li>• Mathematical Statistics (3 credits)</li> <li>• Macroeconomics I (3 credits)</li> <li>• Microeconomics I (3 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Econometrics (3 credits)</li> <li>• Macroeconomics II (3 credits)</li> <li>• Microeconomics II (3 credits)</li> <li>• Elective 1 (3 credits)*</li> <li>• Elective 2 (3 credits)*</li> </ul>	<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Independent Study (3 credits)**</li> </ul>

#### \*Elective Courses:

- Quantitative Macroeconomics (3 credits)
- Complex Systems: Financial Time Series (3 credits)
- Financial Economics (3 credits)
- Corporate Financial Economics (3 credits)
- Market Design (3 credits)

\*\***Independent study:** Students have the option to complete a 3-4-month research internship in a research laboratory or equivalent institution, or to complete a research paper under the supervision of a faculty member. Students who complete the internship must also submit a written report.

#### Year 2 - Fall Semester – optional semester at Universite Pantheon-Sorbonne in Paris, France

Selected students can opt to skip electives in the spring semester, and instead, take two electives at Universite Pantheon-Sorbonne (Paris 1) in Paris, France. The MSc in Models and Methods in Quantitative Economics offers a variety of options for electives. The program is housed at the Maison des Sciences Economiques, located in downtown Paris. This option is useful to those who want to continue their studies in a PhD program, to specialize in fields that are not covered by our electives, or to pursue a business career in Europe.

## Course Descriptions

### **ECON 5101 Microeconomics I**

This is the first course in the microeconomics sequence for the Master's in Quantitative Economics. The purpose of this course is to build a solid background in microeconomic theory. This will be done by giving you the core foundations of microeconomic theory and solidifying these with selected examples. The main topics we will cover include Choice Theory, Consumer Theory, Producer Theory, Uncertainty, General Equilibrium, and Mechanism Design.

### **ECON 5102 Microeconomics II**

The purpose of this course is to introduce you to the strategic foundation of microeconomics from a theoretical perspective. It presents the basic non-cooperative game theory by developing the analysis of static and dynamic games. It proposes an application of game theory to oligopolistic competition. It finally provides a solid introduction to the market failure induced by asymmetric information (adverse selection and moral hazard).

### **ECON 5103 Macroeconomics I**

This is the first course in the macroeconomics sequence for the Master's in Quantitative Economics. Research in quantitative macroeconomics over the last 70 years has brought us important progress in understanding why countries' economies grow, why they experience booms and recessions, and how different countries' economies are linked. Practicing macroeconomists, both in research, in government, in multinational organizations, and in business firms use these models to organize their thinking about these topics. However, there is still plenty of room for work since these models are highly imperfect in many ways. Therefore, the focus of this course will be to learn the basic models of growth and business cycles well enough to understand how to work with them and to understand what they explain convincingly and in what dimensions they fail.

### **ECON 5104 Macroeconomics II**

This course is the continuation of Macroeconomics I. That course introduced the basic tools of neoclassical macroeconomic analysis: Growth Theory and the Stochastic Growth Model otherwise known as Real Business Cycle (RBC) Model. This course focuses on the applications of these tools, with an emphasis on departures from the complete markets, frictionless approach. The course will focus on four types of frictions widely seen to play an important role in macroeconomic analysis: Sticky Prices, Search, Financial Frictions (from moral hazard), and adjustment costs in consumption and investment.

### **ECON 5110 Econometrics**

This course is the second of a two-semester graduate level study of the theory and practice of econometrics. The course assumes a working knowledge of concepts of econometric analysis. The objective is to work through a common set of principles, to formulate the theoretical underpinnings of various models, to study the workings of many econometric models, to be able to recognize variants of existing models, to develop variations of existing models that fit particular research problems. Hence, the use of MATLAB is going to be an integral part of the course.

### **ECON 5112 Financial Economics**

This course provides an overview of the theory of financial markets from an economic perspective. The major conceptual tool that we will use to study these phenomena is the notion of economic equilibrium. The course is essentially divided up in two parts. In the first, we will build our understanding of the role of financial markets in hedging and insuring participants against risks. In the second, we will study the efficiency properties of financial markets, and stress the perverse equilibrium effects that less-than-perfect financial markets can have: how vulnerable they may be to self-fulfilling prophecies and (ir)rational exuberance; the possibility of financial crises, in particular of bank runs, as self-fulfilling prophecies; and whether or not financial markets transmit and spread information that some traders have privately acquired on companies, currencies and other events. Our analysis of finance uses the modern theory of microeconomics. It aims at constructing (relatively) simple mathematical models to study the welfare properties of financial markets, and the implications for asset prices.

### **ECON 5115 Market Design**

This course introduces basic results in market design, a subfield of microeconomic theory where researchers propose desirable and often practical solutions to allocation problems in reality. Due to such a practical nature of this topic, students should become able to propose appropriate solutions by themselves to various allocation problems.

**ECON 5201 Mathematics for Economists**

This course covers some basic mathematical techniques for economists. It focuses on the theory and applications of optimization in both static and dynamic settings. It also introduces fixed point theorems that are fundamental for general equilibrium analysis and game theory models with multiple decision-makers.

**ECON 5202 Mathematical Statistics**

This course is the first of a two-semester graduate level study of the theory and practice of econometrics. The course assumes a working knowledge of concepts of calculus, linear algebra and some introductory probability and statistics. The objective is to work through the fundamentals of theoretical statistics.

**ECON 5205 Quantitative Macroeconomics**

This course aims to introduce modern quantitative methods in macroeconomics. The class will consist of two parts: The first part (about 40% of the lectures) will review the formal theory of dynamic optimization and recursive methods in macroeconomics. The second part of the class (about 60% of all lectures) will start with a *brief* introduction to MATLAB followed by detailed lectures on applying computational methods to solve a wide variety of models in macroeconomics. Although computation is a major component of this class, it is *not* intended to be a course in computer programming, and the students are expected to learn programming on their own.

**ECON 5282 Corporate Financial Economics**

This course is a graduate level study of the theory of corporate financial economics. The course will mix some fundamental accounting with contract theory and other aspects of microeconomic theory to discuss the main ideas on firms and their financing relevant to policy-makers and decision-makers. Topics may include: accounting/financial statements; corporate governance; capital structure; capital budgeting; asymmetric information in corporate finance; mergers and acquisitions.

**MATH 5320 Complex Systems: Financial Time Series**

This course provides a rigorous introduction to modeling and prediction of financial time series. The goals are to learn basic characteristics of financial data, understand the application of financial econometric models, and gain experience in analyzing financial time series. We begin with the basic concepts of linear time series analysis such as stationarity and autocorrelation function, introduce regression models with time series errors, seasonality, unit-root non-stationarity, and long-memory processes. We provide methods of analysis in the presence of conditional heteroscedasticity and serial correlations of asset returns. The course introduces heavy-tailed distributions, and their application to financial risk management. In particular, we discuss modern valuations of credit risk. We introduce multivariate time series analysis and apply the concept of co-integration to investigate arbitrage opportunity in pairs trading. The course places great emphasis on empirical data analysis. We use real examples and exercises in R will be involved. The course aims to broaden the horizons of students in applied mathematics and to provide conceptual background to students who are interested in a career in financial industry.

## Admissions Requirements

The MS in Quantitative Economics is ideal for students looking to immerse themselves in the methodologies of business. As the program joins the realms of mathematics with economics and business, previous engineering, science, math, and related majors can branch into new areas while utilizing their earlier training.

Successful candidates to the MS in Quantitative Economics must have the following:

- Official undergraduate and/or graduate transcripts from any college(s) or universities you have attended. Unofficial transcripts may be submitted through the online application for initial review to start the admission process
- Bachelor's degree(s) with a minimum overall 3.3 GPA (4.0 GPA in quantitative coursework including: multivariate calculus or its equivalent, basic linear algebra, advanced calculus, real analysis, or equivalent) from an accredited institution, where all earned degree credits were received towards the degree
- Official GRE score results for verbal, quantitative and writing (no minimum score requirement) (MQE code: 0067)
- Official TOEFL score result is required for international applicants who have completed a bachelor's degree from an institution in a non-English-speaking country. (MQE code: 1698)
- Resume
- Personal Statement (a brief 2–5 pages) describing your goals in pursuing graduate study in economics at Yeshiva University
- Two professional and/or academic recommendation letters (can be requested through online application)