



Wurzweiler

**Wurzweiler School
of Social Work**

**Faculty Handbook
2025-2026**

updated 08 September 2025

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YESHIVA UNIVERSITY
2495 Amsterdam Avenue, New York, NY 10033

General Information
646-592-6800

Admissions
833-241-4723

Fax
212-960-0821

Dear Faculty and Adjunct Faculty,

"Those who can, do, those who excel, teach." (Attributed to Noel Tichy)

The Wurzweiler School of Social Work has offered MSW degrees for over 60 years. More recently, the School has educated doctoral students, offering both the PhD and the DSW. With three specializations (clinical, group work, and community practice), advanced certificates, and multiple delivery methods, students are educated to engage in Tikkun Olam (repairing the world). The breadth and depth of the curricula requires you and other social work experts to deliver high quality courses.

This "Handbook" was developed to provide the information you need to navigate your teaching experience. There are many people standing with you as you teach: Program Directors, Sequence Chairs, Associate Deans, Advisors, and many other staff. Please do not hesitate to reach out with your questions and feedback.

Our shared goal is to educate competent beginning level social workers. Thank you for joining us in achieving this goal.

Randy Magen, PhD, M.S.S.W.
Dorothy and David Schachne Dean
Wurzweiler School of Social Work, Yeshiva University



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Dear Faculty and Adjunct Faculty,

Faculty are at the heart of the Wurzweiler School of Social Work. Your passion, commitment, and expertise inspire students and shape the social work profession. I am thrilled to include you as part of our special community.

It is obvious that our faculty are dedicated, generous, sensitive, and knowledgeable. Faculty share with and learn from our students, with each other, and with the wider world, driven by the values of the social work profession and Yeshiva University. We strive to foster a supportive environment and are here to help you, our students, and our profession succeed.

Teaching is an exciting and dynamic endeavor. We hope this handbook provides a solid basis, but we welcome your input, concerns, and suggestions. Together, we are the Wurzweiler School of Social Work.

Jessica M. Kahn, LMSW, PhD
Associate Dean and MSW Program Director
Wurzweiler School of Social Work
Yeshiva University

Wurzweiler History and Approach

The Wurzweiler School of Social Work opened our doors in 1957 as America's only graduate social work school under Jewish auspices in a university setting. Throughout our history, we have reached out to an ever-widening constituency. Though we began as a school of social work for group workers, reflecting the need of Jewish communities, we moved rapidly to offer the full casework sequence in a secular setting.

Doctoral studies in social welfare were initiated in 1966, granting the degree of DSW, Doctor of Social Welfare. In 2000, the degree designation was changed to PhD, Doctor of Philosophy in Social Welfare. The DSW, Clinical Doctorate of Social Work program was launched in 2022 to offer experienced post-MSW clinicians an education that would advance their work and leadership in the social work landscape.

The MSW and doctoral programs are guided by a vision to change the world through the generation and transmission of knowledge, the promotion of social and economic justice, and the advancement of professional values and ethics. Our primary mission is to foster the achievement of knowledge and skill in our students. The School was founded on a profound respect for individual values and ethical conduct. The administration, faculty, and curriculum foster tolerance and value diversity.

Faculty and adjunct faculty are carefully selected with a broad range of practical expertise and experience to engage and enrich our students. We seek out individuals who demonstrate a strong commitment to teaching and learning. Adjunct faculty are viewed as partners, with a focus on academic quality and a commitment to Wurzweiler's specialized approach to social work education.

Wurzweiler offers students a variety of ways to earn their degrees with, for example, options to begin their MSW studies during the fall, spring, or summer semesters and via different instructional modalities. Students can enroll in courses full-time or part-time. Courses are offered in the day, evening, and on Sundays to accommodate students' busy lives. Administrators and faculty are invested in creating individualized learning plans and providing mentorship and career growth. Class sizes are kept small to ensure personal attention and close interaction between faculty and student peers.

Instruction is the most fundamental educational responsibility at Wurzweiler. Good teaching is demanding and complicated; it is not merely 'professing' knowledge, but it is dynamic, reflective, creative, and fluid. Wurzweiler faculty, adjunct faculty, and instructors are dedicated to student success through andragogical methods that support learning outcomes. In the classroom, practicum placements, and meetings, instructors are expected to represent and demonstrate the values and ethics of the profession that are being taught to our students. This includes holding oneself responsible to the National Association of Social Workers (NASW) [Code of Ethics](#) as well as the [NASW Standards and Indicators for Cultural Competence in Social Work Practice](#).

Wurzweiler School of Social Work and Yeshiva University Contact Information

General Information

General Contact Information	(646) 592-6800 Wurzweiler@yu.edu
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Administration

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Israel Block Program Administration

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MSW Online Administration

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MSW Sequence Chairs

Advanced Clinical Practice with Individuals and Families Hanni Flaherty, LCSW, PhD	(646) 592-6846 Hanni.flaherty@yu.edu
Advanced Group Work Practice Jay Sweifach, DSW, LCSW	(646) 592-6807 jsweifac@u.edu
Advanced Community Practice	
Cultural Diversity Laurie Blackman, Ph.D, LMSW	(646) 592-6829 Laurie.blackman@yu.edu
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Human Behavior and the Social Environment Lynn Levy, PhD	(646) 592-6823 Llevy1@yu.edu
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Psychosocial Assessment and Diagnosis Susan Mason, PhD, LCSW	(646) 592-6806 Masonse@yu.edu
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Policy	

MSW Certificate Chairs

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Trauma and Interpersonal Violence Lisa Henshaw, PhD, LCSW	(646) 592-6818 Lisa.henshaw@yu.edu

MSW Elective Faculty Liaisons

Coping With Loss	
Eating Disorders	
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PhD Program Director	
Associate Director for Academic Advising and Advocacy, PhD/DSW Petra Brown, PhD, MSW, MA	(646) 592-6811 Pv.brown@yu.edu

Credential and Certificate Program Contacts

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Coalition Liaisons

Anti-Racism Coalition Lisa Henshaw, PhD, LCSW	Lisa.henshaw@yu.edu
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LGBTQ Coalition Gary Stein, JD, MSW	(646) 592-6808 Glstein@yu.edu

Additional Administration





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Director of Alumni Relations Jay Sweifach, DSW, LCSW	(646) 592-6807 Jsweifac@yu.edu
Director of Faculty Development Nancy Beckerman, LCSW, DSW	(646) 592-6805 beckerma@yu.edu

Yeshiva University (YU) Contact Information




Office of the Registrar

 (646) 592-6272
 wilfregistrar@yu.edu



Office of Student Finance

 Student Accounts: accounts@yu.edu
 Student Accounts: (646) 592-6260
 Student Aid: studentaid@yu.edu
 Student Aid: (646) 592-6250

Office of Safety and Security

 24-Hour Security Dispatcher: (212) 960-5200
 24-Hour Hotline: +1 (888) 987-2389
 security@yu.edu

Office of Disability Services

 (646) 592-4280
 Abby Kelsen: akelsen@yu.edu

Gottesman and Pollack Library

 (646) 592-4045
 E-reserves: ereserves@yu.edu

Student Counseling Center

 (646) 592-4280
 counseling@yu.edu

International Students

 (646) 592-4203
 oiss@yu.edu

Title IX Office

 (646) 592-6200
 titleix@yu.edu

Information Technology Help

 (646) 592-4357
 helpdesk@yu.edu

Human Resources

University Benefits



Cristina O'Connor



(646) 592-4339



Cristina.oconnor@yu.edu

Payroll Services



(646) 592-4320



payrollservices@yu.edu

Confidential Hot Line



(877) 447-5052

Equity Compliance



(646) 592-4336



Renee.coker@yu.edu

Section I: Yeshiva University (YU) Policies and Resources

1. Payroll and HR Information

1.1 Payroll

Faculty and adjunct faculty can find their compensation in their appointment letters. Payroll occurs on a semi-monthly basis. More information about payroll can be found [here](#).

1.2 Holidays

The University has scheduled holidays off throughout the year. During these days University and School administrative offices are closed and no classes are held. These holidays include both legal and Jewish holidays. Additionally, the University's offices are closed Friday evenings through Saturday evenings. The annual holiday schedule can be found [here](#).

1.3 Security

Safety and security information can be found [here](#).

1.4 ID Cards

ID cards are only required for those instructors teaching on campus. ID cards can be obtained through the Security Office located at 2521 Amsterdam Avenue. The process for obtaining an ID card can be found [here](#). When on campus, you are expected to carry your ID card with you at all times. Lost or damaged cards can be replaced for a fee. If you do not teach on campus but will be making a visit to campus, please reach out to the Dean's Executive Assistant or Office Coordinator to arrange your visit with security.

1.5 YU Email

All instructors are assigned a YU Microsoft Outlook email account. Upon hiring and onboarding through Human Resources, you will receive your YU credentials and login information with instructions on how to set up your email account. All correspondence with students, administrators, and instructors is to come from and to your YU email account. Using a non-YU email account to communicate with students, administrators, and instructors risks violating students' privacy.

Effective communication is a vital aspect of social work. Instructors are expected to model the appropriate skills to the student body, and this includes appropriate and respectful communication in class and through email. Instructors and students are expected to check their YU email accounts regularly and to communicate with each other through their YU emails only. If a student emails from a non-YU email account, instructors are asked to redirect students to their YU email.

1.6 Parking

Instructors who are teaching on campus and require parking must fill out and submit the [Employee Parking Application](#) to the security department at parking@yu.edu. Parking is currently free. The free parking passes can be retrieved from the Security Office at 500 West 185th Street. Parking passes for adjuncts are not available prior to classes starting. Passes for adjuncts can only be retrieved starting on the first day of classes. Employees are expected to

notify the Security Department with any adjustments to their parking, including vehicle or schedule changes, in order to maintain their parking pass.

Visitors must reach out to the Executive Assistant to the Dean, Executive Director of Administration, or the [Office Coordinator](#) to retrieve a parking pass for the day(s) they will be visiting campus. Visitor passes are for one-time use only. Employees who will be coming to campus at least once a week are expected to apply for a free parking pass.

2. Mandatory YU Trainings

2.1 Mandatory Security Awareness Training

YU requires all its personnel to take monthly Security Awareness Training. Training to improve cybersecurity awareness helps YU keep its data safe and provides valuable security practices that can be applied in everyday life. Cyber threats are growing exponentially, and keeping our valuable data secured has never been more challenging.

At the beginning of each month, users receive an email from no-reply@securitytraining.yu.edu with the link to their training dashboard. Watching these training videos as you receive them will help you stay vigilant. If you fail to complete all the training, **you will lose access to all IT resources**, which includes your YU email and canvas account.

2.2 Annual Sexual Harassment Training

In compliance with New York State laws, all employees are required to complete a sexual harassment prevention training annually. Employees will receive an email with instructions and links for completion. Failure to complete the trainings will result in warning emails and ultimately being **locked out of all YU accounts**. To avoid the delays in teaching, grading, and processes that occur when locked out of accounts, instructors are expected to complete the training by the due date listed in the emails.

3. Faculty Workload and Overload Limitations

Effective for the 2024-2025 Academic Year, the Office of the Provost instituted new overload compensation policies. The policy can be found [here](#). Full-time faculty on a nine-month contract typically teach six courses and distribute the workload over the Fall and Spring semesters. Full-time faculty on a 12-month contract usually teach six or more courses and distribute the workload over the Fall, Spring, and Summer semesters. As per the new compensation policies, full-time faculty may teach one overload course per semester with the permission of the Dean. Two-course overloads require permission from the Dean and the Provost. Three-course overloads will not be permitted. Faculty with course release or adjusted time will not be allowed to have an overload.

Compensation for full-time faculty administrative positions, such as program directors; sequence chairs; PhD mentors, chairs, and committee members; DSW advisors and mentors, etc., will be considered a secondary position. Additional pay (or one-time payment) is limited to honoraria and any project that is a single occurrence or one-off event.

4. Tuition Remission Policy

Full-time faculty and staff who wish to attend classes at WSSW or other YU schools are eligible for tuition remission benefits after one year of service in the full-time position. Degree programs, with some exceptions, are eligible for 100% tuition remission, not including taxation. The specific tuition remission policy can be found [here](#). Individual graduate courses can be taken with tax exemption if approved by a faculty or staff member's supervisor as being job-related. The job-related course form can be found [here](#).

There are several stipulations for faculty and administrators who attend classes at WSSW or other YU schools that are job-related or towards a degree. The class times cannot interfere with the employee's work schedule. The Dean must approve that there is no conflict of interest or dual roles between the employee attending the class and the instructor of the class. Employees must apply to and be admitted to the degree program which they seek to enroll in, following all application protocol for the program.

5. Reimbursement Requests and Policies

5.1 Travel Authorizations

When preparing to travel on University funds, a Travel Authorization form should be submitted to the Dean for approval. The form can be retrieved from the Office Coordinator or the Dean's Executive Assistant. Once the form has been filled out, it must be sent to the Dean's Executive Assistant for approval. The form must include an estimate of transportation and lodging expenses. The University works with a travel agency to book transportation and lodging once the travel authorization has been approved. Faculty can use the agency by emailing motty@avirontravel.com and including the signed travel authorization form. Alternatively, faculty can book their transportation and lodging on their own and apply for reimbursement. Please note that the travel authorization estimates will be used for reimbursements, and **faculty may not be reimbursed for costs that exceed those listed on the travel authorization form and reimbursement policy.**

5.2 Purchasing Items

Faculty may purchase items with prior approval from the Dean. This can be done by purchasing and then submitting a reimbursement request, using the P-Card, or through the Executive Director of Administration. The P-Card is the Wurzweiler business credit card, and use of it must be arranged in advance. Inquiries about the P-Card are to be directed to the Executive Director of Administration. Use of the P-Card requires saving all receipts and giving them to the Office Coordinator, as well as telling the Office Coordinator the index (department) for charging.

Information on how to order desk copies can be found [here](#).

Any food that is purchased must be kosher. For on campus events, work with the Office Coordinator to use YU catering services. All campus events – whether or not they require catering – must be organized through an Office Coordinator.

All vendor payments, speaker agreements, consultant agreements, etc. are submitted by the Office Coordinator through the YU procurement system, MaccaBuy. All such expenses are reviewed and approved by the Dean. This occurs for all expenses paid out of the Wurzweiler budget and grants.

5.3 Requesting Reimbursement

Faculty can request reimbursement for expenses incurred with prior approval from the Dean.

5.3.1 Procedure

To file a reimbursement request, faculty can get the reimbursement request form from the Office Coordinator or the Executive Assistant to the Dean. The whole form must be filled out. Once the form is complete, it should be emailed to wsswrefund@yu.edu. This email box is monitored by the Office Coordinators and the Executive Director of Administration. Please allow a minimum of two weeks for replies to any submitted reimbursement requests. Faculty will receive a response either requesting more information or confirming that the request has been processed and submitted for payment. Processed requests have been approved by the Dean. It can take up to 60 days for accounts payable to process the reimbursement request once it has been received.

For international travel, please provide a credit card statement reflecting the purchase with the currency conversion rate in effect on the date of purchase. This will ensure that the reimbursement reflects the price paid at the time, regardless of currency exchange rate fluctuations.

5.3.2 Policies

The below policies apply to all reimbursement requests and travel authorizations. These policies should be adhered to prior to making any plans. Any expenses incurred that exceed these policies will not be reimbursed.

- Reimbursement requests must be filed within 45 days of return from a trip or of the purchase date of an item.
- Itemized receipts are required for all meals, lodging, transportation, taxis, parking, and registration fees.
- For conference registration fees, a certificate of completion or a conference flyer must be submitted.
- Proof of payment is required, such as a paper receipt or electronic receipt. Faculty can either bring the receipts to the office, mail them to the office, or send by email. Scanned copies of paper receipts are not acceptable. Paper receipts must be original and brought to or mailed to the office.
- Meal expenses are limited to a maximum of \$74 per day, per person (including gratuities) with receipts. Anything above this amount is at the faculty member's expense.
- A per diem of \$51 without receipts is allowed, but this must receive prior approval from the Dean.
- The personal auto mileage reimbursement rate is currently \$0.70 per mile (as of 1/1/2025), and a mileage map is required for every part of the trip (i.e., one map for outbound travel and another map for inbound travel; one "roundtrip" map is not acceptable).
- If claiming mileage on your own personal vehicle, please supply a printout or screenshot of the actual mileage map showing to and from locations.

- Air travel will be reimbursed for coach class only.
- Incomplete forms with missing documentation will be returned.

6. YU Faculty and Employee Handbooks

Faculty are encouraged to familiarize themselves with the [YU Faculty Handbook](#) and its policies. The [YU Employee Handbook](#) covers University and employment policies and benefits.

7. YU Administration, Faculty and Staff IT Handbook

As the majority of Wurzweiler courses are held remotely, faculty are expected to familiarize themselves with the [YU Administration, Faculty & Staff IT Handbook](#) in order to ensure protection of student data.

8. Additional YU Faculty Resources and Policies

The University offers several other resources to faculty, which can be found [here](#). The Provost's Office outlines several other policies relevant to faculty, which can be found [here](#).

Section II: Faculty Support and Resources

1. Getting Started

1.1 Course Schedules

Course schedules can be found on the [Wurzweiler Website](#), under each respective program. For face-to-face courses, the room number is listed on the course schedule. All face-to-face courses are located in Belfer Hall on the Wilf Campus at 2495 Amsterdam Ave.

1.2 Academic Calendar

Annual academic calendars can be found on the [Wurzweiler website](#), under each respective program. Instructors are expected to be aware of each program's important dates, including add/drop dates for students, holidays, breaks, and grade deadlines.

1.3 Sequence, Certificate, Credential, and Elective Chairs and Liaisons

1.3.1 Sequence Chairs

The Wurzweiler MSW Curriculum is overseen by a Curriculum Committee. The key areas of the curriculum are directed by [sequence chairs](#). Each sequence chair provides academic and classroom support to the faculty teaching the courses within the particular sequence. The sequence chair also prepares and updates syllabi, textbooks, readings, primary assignments, and other classroom materials for the courses within that sequence. Sequence chairs provide supervision and oversight to all faculty members teaching within their respective sequence and meet with instructors on a regular basis either individually or in a group.

In coordination with the Director of Faculty Development and with the Academic Appointments Committee, sequence chairs conduct classroom observations and assessment of instructors in their sequence, as well as provide support and guidance for instructors. Sequence chairs also monitor Canvas course shells within their sequence to ensure consistency and quality. Instructors in each sequence cannot make changes to the syllabus without prior approval from the sequence chair. Faculty and adjunct faculty are expected to connect with the sequence chair for the sequence in which they are teaching with any questions regarding the syllabus, course materials, classroom concerns, and any other course-related issues.

Other responsibilities of sequence chairs include:

- Bringing student issues to the Student Review Committee and to the Student Support Committee,
- Interviewing, approving, hiring, and terminating adjunct candidates,
- Mentoring new adjuncts,
- Implementing changes to the curriculum as agreed upon by the Curriculum Committee,
- Identifying appropriate lines of succession for the Chair of their current sequence,
- Mentoring the designated successor of the Sequence Chair,
- Reviewing student evaluations of all instructors in the sequence,
- Attending all Curriculum Committee meetings, and
- Coordinating administrative functions of sequence courses, including purchasing of textbooks and ensuring access to library services, journals, e-books, and e-reserves.

1.3.2 Certificate and Credential Chairs

The Wurzweiler MSW Program has [certificate chairs](#) and [one credential chair](#). The chairs coordinate with faculty teaching the required courses to ensure consistency and quality. The chairs also work closely with the practicum department to ensure students' practicum placements comply with the requirements of the certificates or credential in which they are enrolled. Instructors are expected to communicate regularly with the chairs and to bring any classroom issues or concerns to the chair.

1.3.3 Elective Faculty Liaisons

Within the Wurzweiler curriculum, there are some elective courses that are taught regularly with several sections offered every semester. These electives are assigned [faculty elective liaisons](#). The liaisons prepare and update syllabi, textbooks, readings, primary assignments, and other classroom materials for their respective elective(s). Liaisons provide supervision and oversight to all faculty members teaching their respective elective(s) and meet with instructors on a regular basis. Liaisons also monitor Canvas course shells to ensure consistency and quality. Instructors of the elective cannot make changes to the syllabus without prior approval from the elective liaison. Liaisons may conduct classroom observations and assessment of instructors in their electives. Faculty and adjunct faculty are expected to connect with the elective liaison for courses they are teaching with any questions regarding the syllabus, course materials, classroom concerns, and any other course-related issues.

1.4 Syllabi

Course content and expectations must be clearly stated in each syllabus, which is made available to students electronically on our website and in the Canvas shell for each course. The sequence

chairs are responsible for updating syllabi and providing the most current versions to the faculty and administration.

Each syllabus must include the class schedule and required assignments, assignment due dates, grading rubrics, attendance policies, and a statement on academic integrity, plagiarism, and AI. The syllabus serves as a legal contract between an instructor and the class and is treated as such. Any deviations from the syllabus must first be approved by the sequence chair or elective liaison. Once approved, it must be formally communicated in writing to the class in a clear and timely manner.

1.5 Faculty Orienting Canvas Course

The Faculty Orienting Canvas course is available to all instructors to support their teaching. It is a self-enrolling “course” available through the Canvas system, available [here](#). While there is some similar information to what is provided in this Handbook, the Faculty Orienting Canvas course includes screenshots, videos, and detailed descriptions, including information on use of Zoom and Canvas; communicating with students, including feedback on assignments; forms, policies, and grading; syllabi and assignments; student comportment and classroom management; and plagiarism and AI.

1.6 Desk Copies

A desk copy of a text can be ordered directly from the publisher online or by email. Every publisher is different, but the majority will require the title, author, ISBN, course name and number, semester, expected enrollment, whether the text is required, and the school or department. For instructors teaching remotely, the text should be sent to their home. Instructors who are teaching in person may have the texts sent to the Wurzweiler office. The Executive Director of Administration can provide assistance and guidance on ordering desk copies if needed.

1.7 E-Reserves

Most of the scholarly articles, literature, and other resources mentioned in the course syllabi are available on electronic reserve (E-reserves). The password for most texts is “wurzweiler” all lower case. Instructors are to share the password for their course with their students. Full text articles on E-reserves can be accessed from personal and University computers. Instructions on how to access the reserves can be found [here](#). Reserves can be accessed through the course Canvas page or the library website. Questions regarding the use of texts can be directed to the [sequence chair](#) or [elective liaison](#). If you have problems accessing E-reserves, email: ereserves@yu.edu.

1.8 Canvas

Canvas is the online learning management system used by the University. Faculty can find information on logging into and troubleshooting Canvas on the [Instructional Technology Resources webpage](#). All classes, whether face-to-face, live online, or asynchronous have a Canvas shell associated with the class. Canvas shells are created by the [sequence chair](#) or [elective liaison](#) and are published prior to the beginning of classes. Primary assignments, as designed by the sequence chair or elective liaison, include utilizing Canvas as a teaching and learning tool. Canvas support is available to faculty and students 24/7 at (800) 829-7418.

Instructors are expected to customize and update their Canvas shell to reflect the format of their course, the academic calendar, and any suggested readings, as well as a personalized greeting and contact information. Guidance on how to customize a Canvas shell can be found in the University's [Canvas@YU self-enrolling course](#). Additional resources can be found on the [Canvas company website](#).

Instructors are expected to ensure that all links work correctly, that schedules and due dates are up to date, and that the most current syllabus is posted to the course. Additionally, instructors are expected to monitor their modules and ensure everything is “unlocked,” as well as ensure that Zoom meetings for each class session are created, if applicable. Questions regarding Canvas shells can be directed to Online Classroom Delivery and Administrative Support, or through the resources provided on the [YU IT page](#).

2. Mentoring

The Wurzweiler School of Social Work mentoring program, led by the Director of Faculty Development, Dr. Nancy Beckerman (Beckerman@yu.edu) serves to support, facilitate, and enhance the development of adjunct and junior faculty during the early stages of teaching. Participation in the mentoring program is mandatory. Sessions focus on guiding new instructors in understanding roles and responsibilities, helping instructors adjust to teaching at Wurzweiler, informing instructors of teaching practices, and preparing instructors for success in the classroom. This program consists of bimonthly seminars, starting with onboarding orientation, the teaching role and expectations, with attention paid to ethical issues in higher education, andragogical issues, grading/assignments, and cultural humility. Topics include grant writing, issues in online teaching and learning, the role of the IRB in research, classroom management, developing a research agenda, abstract and manuscript preparation, preparation for professional presentations, and networking for future shared research within social work and across disciplines. Attention is also paid to faculty governance, tenure, and promotion norms and issues.

3. Class Observations

Classes may be observed by a senior full-time faculty member each semester in an effort to ensure instructor development and growth, as well as quality instruction. Instructors are given notice prior to any observations. Following the observation, the instructor and observer meet to discuss the observation, and the observer shares constructive feedback. There are nine areas of criteria for the observation:

- Instructor shows a mastery of the knowledge, values, and skills disseminated,
- Instructor creates a safe and open learning atmosphere,
- Instructor encourages critical thinking and application of curriculum,
- Instructor articulates content in a clear and organized fashion,
- Instructor demonstrates classroom management skills,
- Instructor does not allow digressions too far afield, contains students who may monopolize, and engages quieter students,
- Instructor integrates required and recommended readings,
- Instructor maintains student engagement through lively classroom discussions, and
- Instructor applies curriculum content to practicum.

4. Tenure

Faculty hired on the contract line can be approved for a tenure-track line with the development of a tenure-track dossier, excellence in teaching, service to the school, and a beginning record of scholarship. This request starts with the Academic Appointments Committee, which makes a recommendation to the Dean, who, in turn, makes a recommendation to the Provost. Faculty appointed to a full-time tenure-track faculty position will have an internal three-year review by the Academic Appointments Committee, which makes a recommendation to the Dean regarding eligibility for remaining on the tenure-track line. With a positive three-year review, the faculty member can pursue promotion and tenure in year six of their contract. In addition to the policies set forth by the Provost in the [faculty handbook](#), Wurzweiler faculty seeking tenure are subject to the following criteria:

- Faculty must have had positive classroom observations,
- Faculty must have a Very Good-Excellent average from student evaluations,
- Faculty need to have demonstrated commitment to WSSW service (committee work/leadership),
- Faculty are expected to submit for publication four to five times per year and to be accepted to social work publications on an average of one and a half submissions per year,
- Faculty are expected to have seven to ten pieces published at the six-year mark,
- Faculty are expected to be published in both social work and non-social work journals, though the majority of publications should be in the social work field (61% of publications),
- Faculty are expected to partake in a multi-author publication for the majority of their formats, and
- Faculty must have sole and lead authorship.

Questions regarding tenure, eligibility, and the process can be directed to the [Chair of the Appointments Committee](#).

5. Attendance at Commencement Exercises

Adjunct faculty members are invited to attend the Wurzweiler annual Commencement. Adjunct faculty members will receive an invitation to attend from the Executive Director of Administration prior to the event. Adjunct faculty are asked to RSVP with their intent to participate or not participate in the event. Adjunct faculty who plan to attend will be lent a cap and gown if they do not have their own and will sit on stage with the other faculty. Adjunct faculty may also attend and request to not participate in the on-stage activities. Questions regarding the commencement exercises may be directed to the Executive Director of Administration.

6. Supplies, Printing, and Copying

Various supply items are available on the 9th floor in the Dean's office, room 912. For specific items that the School does not already provide, instructors can reach out to the Executive Director of Administration. Full-time faculty receive printing access through the University. Adjunct faculty looking to print or copy should direct their questions to the Office Coordinators.

7. ADA Compliance

In compliance with the Americans with Disabilities Act and the Rehabilitation Act, as well as New York State and local laws, the University provides reasonable accommodations to all faculty members with disabilities to enable them to participate in all aspects of the employment process, including but not limited to performing the essential functions of the job. Instructors requiring accommodations can find information on the policies and procedures [here](#).

8. Human Resources

In addition to the resources listed above, the University Human Resources department provides information on benefits, University requirements, and other important policies. Instructors can find more information on the [HR website](#).

A few important YU policies of note:

- [Nondiscrimination and Anti-Harassment Policy](#)
- [Drugs and Alcohol Policy](#)
- [Reasonable Accommodations Policy](#)
- [Romantic Relationships Policy](#)
- [Whistleblower Policy and Hotline](#)
- [Information Technology Resources and Security Information](#)
- [Records Retention Policy](#)
- [Airborne Infectious Disease Exposure Prevention Plan](#)

Section III: Before Classes Start

1. Emailing Students

Prior to the start of each semester, instructors are expected to email their students. Course rosters can be found in the subsection on [Banner](#). This email should include:

- A welcome and introduction,
- The name and number of the course,
- The time, modality, and meeting place of the course, if applicable,
- The course [syllabus](#),
- Any policies the instructor would like to emphasize and reinforce,
- Required and recommended textbooks and other materials,
- Instructor office hours and, if applicable, office location,
- The [academic calendar](#), and
- A solicitation for any questions.

2. Office Hours

Instructors are expected to post and hold a reasonable number of office hours each week. Office hours should be posted in the Canvas shell as well as included on the syllabus. Instructors are expected to alert students to any changes in office hours. Office hours may be held virtually over Zoom or in-person at Wurzweiler's campus in Belfer Hall.

3. Office Space

Instructors who will be holding office hours in person can contact the Executive Director of Administration to arrange an office space in conjunction with their office hours.

4. Banner

Banner is the University's system that provides course information, as well as the way to input students' grades. Access to Banner can be found on [InsideTrack](#) under "Employee" and under the right-hand side box titled "Self-Service Links (Banner)." Faculty can retrieve class rosters from Banner and are expected to do so prior to the meeting of their classes. Information on accessing Banner, finding class rosters, and inputting grades can be found [here](#).

Section IV: Instructional Policies

1. Attendance

1.1 Class Syllabi, Meetings, and Attendance

Class rosters are available on Banner. *Per University policy, students should not attend any class or educational activity in a course for which they are not registered*, and faculty should verify that those students attending the class are on the most current list. Responsibility for registration lies solely with the students, but faculty should make them aware when they are not registered and not eligible to attend. Faculty must also inform the Associate Dean of any differences between those students attending the class and those on the official class list.

Student attendance as a factor in calculating students' grades is a matter left to the discretion of the faculty, but students must be clearly informed of the attendance policy in each course. Regardless of the attendance policy an individual instructor adopts, there are certain situations that should be considered "excused" absences, including documented medical issues, religious holidays, and participation in conflicting University events (with faculty approval).

The School expects students to attend a minimum of 80% of class time or activities to pass the course. Missing more than 20% of class time is appropriate grounds to assign students a grade of "F" for the course. Instructors retain the right to set the number of allowed unexcused and excused absences and the appropriate penalties for surpassing these limits, which can include reduction of course grade or earning a "F" grade for the course.

Some absences are unavoidable. The criteria for granting an excused absence for an extenuating circumstance includes urgent and substantiated non-academic reasons directly affecting the student that are beyond the student's control. In such situations, a student may ask the instructor prior to the class session for an excused absence. In the event of a hospitalization or emergency, the student should contact the professor within 48 hours of the missed class. It is at the professor's discretion whether an absence will be excused.

1.1.1 Absences related to Disability Accommodations

Students registered with the [Yeshiva University Office of Disability Services](#) may receive accommodations that allow for flexibility with class absences and lateness related to their

disability. Students with accommodations are responsible for completing all coursework. Accommodations are not a waiver of attendance requirements. Instructors are expected to work with the student and the Office of Disability Services to accommodate the student in order to comply with ADA standards.

1.2 Live In-Person and Live Virtual Class Attendance

Students are expected to attend all live classes – both in-person and live virtual – as scheduled. To receive credit for a course, students must attend regularly, be prompt in their arrival to class, and remain in class for the full period, whether the course is in-person or live virtual. Students in virtual classes should ensure that they have a private location in which to attend class. Students in live virtual classes are expected to arrive to class by logging in on time and keeping their cameras on for the full period. They are deemed to have left class when they turn off their cameras. Students who frequently leave and return to class disrupt the flow of class, which is a discourtesy to instructors and classmates alike and is in violation of classroom etiquette. Instructors retain discretion to determine any penalties for lateness, early departure, frequent leaving and returning to class, and classroom disruptions.

The audio or visual recording of a class session by a student is prohibited.

If a student in a face-to-face class requests to Zoom into the class, the instructor can allow it but with the understanding that it does NOT count as attending class and would be one of the student's absences. Faculty members have the discretion of making exceptions to this policy for a serious extenuating circumstance so that Zooming into a face-to-face class instead of attending would NOT be counted as an absence.

1.3 Asynchronous Online Class Attendance

Asynchronous online students are expected to participate in class activities regularly. Logging on without participation is insufficient to satisfy the requirements for participation. Students must complete assigned activities, discussion boards, and all other assignments to be counted as “attending” class and receive credit for the course. Activities are outlined by the professor in the syllabus. Asynchronous classes are held over 7-, 10-, and 14-week terms. If a student has not logged into a course for a period that constitutes longer than 20% of the course – 10 days, 14 days, and 20 days, respectively – the student risks receiving an “F” for the class and being placed on academic probation.

2. Required Class Meetings

It is expected that all classes will meet as scheduled. Meeting with scheduled classes is each instructor's first responsibility and is not to be compromised by other professional or educational obligations. In the event of illness, the Associate Dean and Program Director should be notified in advance so alternative arrangements can be made. Authorization to miss classes for any other reason must be obtained in advance from the Associate Dean.

In compliance with the New York State Department of Education, all 3-credit courses must provide students with 2250 minutes of instructional time per semester. How a particular course reaches the required instructional time will vary and can include on campus and live virtual class meeting sessions, asynchronous work, and other activities. Students' preparation for the class

(i.e., read required texts and articles) or completion of assignments (i.e., writing papers) does not count towards instructional time. Standardized course syllabi provide the basis for achieving the required instructional time, which is another reason why changes to syllabi must be approved by the sequence chair or elective liaison.

2.1 Cancelling Classes

In order to comply with New York State Department of Education required contact hours, classes are not to be cancelled by faculty. In the case of an illness or other event that prohibits an instructor from attending the class, instructors are expected to give the Associate Dean and Program Directors advance notice in order to arrange a substitute instructor or other approved educational activity.

The University's policy is to remain open except under the most extreme weather conditions. The decision to cancel classes due to extreme weather conditions rests with the Dean. Faculty and students are not expected to take unnecessary risks to meet their teaching and learning obligations due to inclement weather. When classes have not been cancelled, it is a matter of personal judgment to determine if traveling to campus is hazardous. Instructors should notify the Dean and Associate Dean when weather precludes them from meeting their teaching obligations. If a faculty member cannot attend class, it is that faculty member's responsibility to notify students in a timely manner. Please note that some students begin their commute to school two hours in advance of class. Similarly, students should notify their professors when inclement weather precludes them from class attendance. In such cases, students should be allowed to make up missed class time and, whenever possible, canceled classes should be rescheduled.

2.2 Zoom Links

Live virtual courses are conducted via the Zoom platform. Instructors are responsible for setting up the meetings and providing students with a working Zoom link for every class meeting. Students are not allowed to share a Zoom link with anyone not registered for the course. All registered students should have access to the link. Instructors should post the link on the Canvas shell so that students can access it easily. Instructors may also choose to email students with the link, especially if there are any changes to the link from week to week.

3. Concerns About Student Academic Performance, Comportment, Progress, or Continuation

As a higher education institution of social work, Wurzweiler has a gatekeeping responsibility to the profession by promoting ethical and competent practice. We maintain standards of academic achievement and professional comportment, including classroom and practicum behavior, academic integrity, and interpersonal and professional competence. Each student must be able to adhere to the academic and performance policies outlined in the School's Policy Manual found [here](#).

If there are questions or concerns about the academic performance, comportment, progress, or continuation of a student in the program, these concerns should first be brought by the faculty member to the student. If the issue persists, or if the issue is beyond the scope of the faculty member's purview, the procedure outlined below should be followed. For concerns about

classroom management, instructors can reach out to the [Chair of the Faculty Development Committee](#) or their [Sequence Chair](#).

Instructors are expected to adhere to the following process in cases of concern:

1. First meet with the student to discuss and develop a plan of action.
2. If the faculty member is not satisfied with the student's progress, or if the issue is beyond the scope of the faculty member, the faculty member will meet with the student's Academic Advisor (for Online MSW students), the Director of Student Support (for Face-to-Face/Live Virtual and Block program option students), the Student Advisor (for Sara Schenirer program option students), the student's mentor or advisor (for DSW students), the Associate Director for Academic Advising and Advocacy (for PhD students) if applicable, and will alert the Program Director. If related to the student's practicum placement, contact will include the Executive Director of Practicum Education for students in the live virtual program option; Director of Practicum Education – Sara Schenirer for students in the women's division of the Sara Schenirer program option; or the Associate Director of Men's Practicum – Sara Schenirer and/or the Executive Director of Practicum.
3. Instructors are also encouraged to consult with the Sequence Chair for the course and/or the Director of Faculty Mentoring, especially if the issue is related to course content, classroom management/student comportment, or both.
4. The Program Director, faculty member, and Academic Advisor or Director of Student Support, as well as the Director of Practicum Education or the Director's designee, when applicable, will meet to determine remediation. The student will receive a summary of the meeting via email. Remediation may include a Performance Improvement Contract. Depending on the severity of the issue at hand, and according to the discretion of the Program Director, a Letter of Warning may be sent out to the student.
5. In cases which an instructor deems to be urgent, the instructor is to go directly to the Program Director.
6. If the issue remains unresolved after the meeting referred to in step three, the student may be placed on academic probation or dismissed, the terms of which are determined by the MSW, PhD, or DSW Student Review Committee. For a referral to the Student Review Committee, please contact the applicable Program Director.

4. Academic Integrity

Academic integrity applies to all students, faculty, and scholars. Violations of academic integrity include, but are not limited to, the following:

- Cheating on examinations
- Falsifying or fabricating data or research
- Plagiarism Assisting or attempting to assist another student in a violation of academic integrity
- Providing papers, essays, research, or other work to aid another student in intentional misrepresentation

- Repeatedly and/or knowingly enabling academic integrity violations by unethically providing assistance, aid, or materials to other students
- 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 Yeshiva University or another institution, without prior written approval from all instructors
- Selling or posting copies of course materials that may be the intellectual property of the instructor
- Legal infractions including, but not limited to, theft and possession of illegal drugs or weapons
- Deliberate actions causing harm to others, including, but not limited to, unlawful harassment
- Failure to respect others' rights and dignity, and failure to fulfill professional responsibilities
- Misuse of University property
- False representation, including false or misleading statements on admission, registration, scholarship application, or other School forms, or records dealing with outside employment, attendance at other institutions, financial status, departmental or degree requirements, or any other items of student information
- Coercion, any form of abuse of others, misuse or influence, or engagement in exploitative relationships
- Other proscribed professional activities, including, but not limited to, practicing outside the boundaries of one's competence

4.1 Cheating on Examinations

All work submitted on examinations must represent the work of the student. Students should assume that no outside sources or aid may be used during an exam unless explicitly informed otherwise by the instructor. Faculty should make it clear to students what they are and are not permitted to use to complete exams. Cheating on examinations includes, but is not limited to:

- The use of "cheat sheets"
- The use of textbooks
- The use of notes
- Receiving help from another individual
- Posting test questions to forums
- Unethically obtaining an advance copy of the examination or answer key
- The use of messaging apps during the exam
- Receiving information about the exam from other students
- The use of any unauthorized materials during the exam
- Receiving help on a take-home examination that calls for independent work

4.2 Falsifying or Fabricating Data or Research

Falsification is the manipulation, change, or misrepresentation of research materials, equipment, or processes. Falsification is also the change or omission of data or results, such that the research is not accurately represented in the research record. Fabrication is the creation of data, experiments, or other significant information in proposing, conducting, or reporting research.

4.3 Plagiarism

All professional work submitted by students and faculty and staff members is to be their own. Ideas and concepts that are the work of others (including, without limitation, ChatGPT and similar tools) must be cited with proper attribution. Plagiarism occurs when someone directly copies another's work (including, without limitation, ChatGPT and similar tools) without citation, when someone paraphrases major aspects of another's work without citation, or when a someone combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of a student or a colleague and present them as one's own with or without that individual's knowledge and approval. Using the ideas and/or work of another person (or ChatGPT and similar tools) and presenting them as one's own is also plagiarism.

The School will not condone plagiarism in any form and will impose disciplinary sanctions for acts of plagiarism. If a determination is made that a student plagiarized any part of any assignment in a course, the instructor reserves the right to fail the student on the assignment, fail the student for the entire course, and/or refer the student to the Student Review Committee. The Student Review Committee may place the student on academic probation or dismiss the student from the program.

In defining plagiarism, this policy distinguishes between “intentional misrepresentation” and “misuse of sources.” Intentional misrepresentation occurs when a student deliberately uses all or part of someone or something else's language, ideas, or other original work without acknowledging the source. This includes, but is not limited to, the use of ChatGPT and similar artificial intelligence (AI) tools and programs. 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, paraphrase, summarize, and cite sources correctly. However, when a student has attempted to acknowledge a source but has not done so fully or correctly, the instructor, in consultation with other faculty and administrators, may determine that the issue constitutes a misuse of sources or was an error with written mechanics. It is helpful to students when instructors are explicit about their expectations and provide clear examples of what is and is not acceptable.

4.4 AI Policy

The following AI Policy should be published on all syllabi and reviewed with students:

The objective of this protocol is to define clear guidelines for the appropriate use of Artificial Intelligence (AI) tools and platforms, such as ChatGPT, at WSSW. These guidelines aim to preserve academic integrity, prevent plagiarism, and promote independent scholarly work while acknowledging the potential benefits of AI tools in enhancing research and learning. Though AI tools do offer some potential for enhancing the learning experience, these tools also present significant risks related to academic dishonesty, particularly plagiarism, and the undermining of critical thinking and originality in scholarly work. Students may use AI tools for the following purposes, provided these uses are in addition to their own creative efforts and they are not relying exclusively on AI:

- **Research Assistance:** ChatGPT and other similar tools should not replace primary research and initial literature searches. Tools such as ProQuest, PubMed, and Google Scholar should first be consulted. Students may use other AI tools to supplement an initial search into a topic but only after academic databases, libraries, or other reputable scholarly sources are used and referenced. All sources derived from AI should be carefully checked, as they are frequently incorrect.
- **Language Support:** AI can assist with language translation, grammar checks, and vocabulary. WSSW's Writing Consultants should be sought for any writing beyond these areas. Tools such as Grammarly may be used to assist in proofreading, but they should not be used in any way to generate ideas, arguments, or content for assignments.

The use of AI language models, such as ChatGPT, for the purposes listed above, are subject to strict adherence to certain conditions. The intent of this policy is to reinforce the importance that students develop and use critical thinking, writing skills, and originality. AI may be seen as a useful tool, but it should not replace the intellectual work that is central to academic growth.

The following actions are prohibited and will be considered academic misconduct:

- **Content Generation:** Students are prohibited from using AI platforms, including ChatGPT, to generate any content submitted as original work.
- **Conceptualization and Analysis:** Students may not use AI tools to develop original arguments, ideas, analysis, hypotheses, conclusions or to structure, summarize, paraphrase, or contextualize content for assignments. The cognitive work of creating ideas, forming arguments, and critically engaging with course material must be entirely the student's own effort.

If you are in need of assistance in these areas, we advise using the Writing Consultants. The use of AI language models, such as ChatGPT, will be checked by your professor to ensure that your work is your own. Turnitin and other plagiarism detection tools will be used to verify the originality of your work. Any submission that includes this content presented as the student's own work constitutes plagiarism (see WSSW Policy Manual). More specifically, any content created that is not your own qualifies as academic misconduct and will be referred to the Student Review Committee for further action. The intent of this policy is to reinforce the importance that students develop and use critical thinking, writing skills, and originality. AI may be seen as a useful tool, but it should not replace the intellectual work that is central to academic and professional growth. If there are questions regarding the authenticity of your work, your professor will contact you.

5. Copyright and Fair Use of Materials

Instructors must comply with all material copyright restrictions. Questions regarding the use of copyrighted material can be directed to the [library staff](#) or the [Office of General Counsel](#).

6. Comportment

Wurzweiler expects all students to adhere to the highest academic and professional standards of comportment, which includes adherence to the NASW Code of Ethics. Graduate students are expected to show seriousness of intellectual dedication; respect for the views and convictions of

others; regard for instructors, fellow students, and the School as a whole; and, above all, adherence to the highest ethical and moral standards in their personal and professional lives. All Wurzweiler students are held accountable to conduct themselves according to the [NASW Code of Ethics](#) and the [NASW Standards and Indicators for Cultural Competence in Social Work Practice](#) in the classroom and practicum placement.

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

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

Communication: Effective communication is a vital aspect of social work. Students are expected to express their ideas and feelings with honesty and integrity and demonstrate a keen ability to listen to others. Communication involves speaking, listening, understanding non-verbal cues and body language, and interpreting and controlling emotions. Social work students must be able to communicate effectively with other students, faculty, staff, clients, and other professionals in a clear, open, and respectful way. Students are expected to check their YU emails regularly, and only communicate with YU faculty and staff, practicum advisors, and agencies, through their YU email addresses.

Confidentiality: It is important to protect the “safe space” of the classroom by not divulging information about clients or comments made by other classmates. Confidentiality should be maintained when discussing the events taking place in a course with students or faculty. Given the nature of classroom discussion, the presentation of case materials, and, at times, personal disclosures in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class. To that end, no one is permitted to make or publish audio or video recordings of conversations, classes, lectures and/or meetings, without the knowledge and consent of all participants subject to such recordings.

In line with [HIPAA](#) regulations concerning protected health information, it is important that students understand that any case information presented in coursework will need to be de-identified. Any information that would allow someone else to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also include other information that is unique to the person and would allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

Interpersonal Skill: Interpersonal skill reflects competence or proficiency when interacting with others. Examples include active listening, conflict resolution, compassion, objectivity, integrity, teamwork, leadership, flexibility, respect for others, and communication. Students must demonstrate an advanced level of interpersonal functioning when interacting with other students, instructors, administrators, and clients and within the professional realm.

Respect for the Ideas and Perspectives of Instructors, Administrators, and Fellow Students:

Students are expected to demonstrate civility, courtesy, and tolerance of differing viewpoints, ideas, and beliefs. Students are expected to conduct themselves respectfully and courteously with all members of the Wurzweiler community in accordance with the NASW Code of Ethics Standards 3 and 4. Any language or behavior that intimidates or belittles others, or that causes emotional harm will not be tolerated. Students are also expected to build positive relationships with faculty and fellow students and to respect boundaries.

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

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

Empathy: Empathy is one of the most important skills that social workers bring to their relationships with clients. Empathy is perceiving, understanding, and responding to the emotional states and ideas of other people. Social work students are expected to exemplify empathy both personally and professionally.

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

Acceptance of Diversity: Students should demonstrate an increasing understanding and appreciation for the value of diversity, which is a fundamental value of the social work profession. Students are expected, in all settings, to treat all people with dignity and respect regardless of age, class, race, ethnicity, religious affiliation, gender, sexual orientation, disability status, gender expression, values, and other factors related to their identities.

Professional Demeanor: Students are expected to demonstrate professional demeanor in behavior, appearance, values, and oral and written communication. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. It is expected that in all situations in which the student is identifiable as a social work student, including on social media, the student should be aware of professional demeanor and actions.

7. Communications With Students and YU Personnel

All communications with students, faculty, administrators, and other YU and WSSW personnel are to be through an instructor’s YU email account only. Should a student email an instructor from their personal email, the instructor should include the student’s email in the reply and direct the student to communicate with them through their student YU email address only.

8. Social Media Policy

Instructors, and students, are expected to adhere to the [NASW Standards for Technology in Social Work Practice](#). These standards align with the NASW Code of Ethics as well as WSSW's comportment standards. Instructors can learn more about appropriate social media etiquette [here](#).

Instructors are expected to maintain the appropriate professional boundaries between themselves and students. Instructors should not contact, search, friend, or follow any of their students. Any requests, contacts, friends, or follows received by a student should be ignored and are considered a violation of [comportment standards](#).

Social media can be seen as a reflection of the profession or a student's place of work. Instructors should consider the impacts of what they share on social media and check the validity of what they share. In line with WSSW policies on [plagiarism](#), instructors should ensure what they post is properly cited.

9. Student Review Committee

The purpose of the Student Review Committee is to evaluate students' progress through the program, particularly when there are concerns related to a student's comportment or academic integrity. The committee is chaired by the Program Director and includes faculty, staff members, and representation from the Practicum Education department, as appropriate.

When a concern about a student arises, faculty and staff members can make a referral directly to the Student Review Committee or following consultation with a sequence chair, the Director of the Faculty Mentoring Program, the Student Support Committee (for face to face/live virtual and Israel block program option students), or other relevant staff or faculty. Referrals should be made to the Program Director with details about the concern, communication with the student, prior remediation efforts, and any other relevant information.

Students who are referred to the committee are alerted to the referral, told of the date of the meeting, and invited to submit a written or video statement to explain their perspective on the situation. The student will be provided with a general description of the referral but will not be shown documentation from the referral source. In some cases, the committee may request further information from the instructor or staff member and/or the student, including in meetings prior to or after the committee meeting.

The committee meets and considers information submitted by the referral source, the student, and any other relevant sources of information. The committee can recommend a variety of actions, including developing a performance improvement plan, issuing a warning letter, or probation or dismissal from the program. The committee can also recommend that an instructor fail a student for an assignment and/or for a course, particularly in cases of suspected plagiarism, cheating, or similar violations of academic integrity. Instructors have discretion and responsibility for determining students' grades on assignments and in courses.

As many of the issues that come before the Student Review Committee involve students' comportment in their practicum sites, the committee will work with the Practicum Education Department to liaise with agencies to address the concerns. This can include ethical termination

from an agency. The committee may also recommend that a student engage in extra work with a Practicum Planner, such as mock interviews, completing trainings, or other preparation for the placement process and work in an agency setting.

Following a determination of the appropriate action, the student will be notified of the outcome of the committee's meeting in as timely a manner as possible.

Students who are dismissed from the School have the right to appeal the dismissal through the Dean's office, which will coordinate a meeting of the Dismissal Appeals Committee. Faculty members may be asked to provide additional information and/or present to the Dismissal Appeals Committee.

10. Conversion Therapy and Other Harmful Practices Policy

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

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

In addition, Wurzweiler prohibits the teaching and use of other harmful practices, including but not limited to using physical restraints on patients.

11. Grading

11.1 Sequence Chair Rubrics

Syllabi are developed with rubrics to help students understand the expectations of the courses. Sequence chairs are responsible for developing these rubric, and the rubric is standardized across all sections of a given course. While instructors have the opportunity to prioritize certain readings or even add readings and other materials, the main rubric for the course should be adhered to in order to promote consistency across sections.

11.2 Individual Assessments

As with the syllabi more generally and the main course rubric, instructors teaching a given course should use the assignments developed for the course. This promotes consistency, helps

ensure that required course content is assessed, and prepares students for subsequent courses. Instructors have the discretion to add low stakes assignments to, for example, check for students' understanding of the content or to assess if students are completing the readings in advance of the class meeting time. However, major course assignments should not be modified. Any significant problems or proposed changes to major assignments should be discussed with the sequence chair first.

Students can benefit from reinforcement of their strengths and from concrete, detailed, actionable comments on areas to improve. Grading student work provide another opportunity to teach the content. Some assignments are graded for completion. Other assignments require more detailed grading. For assignments requiring more specific grading, rubrics should be provided and followed. Instructors have a certain amount of discretion in assigning points on assessment rubrics. For example, if students are graded for their written mechanics and APA style, an instructor teaching first semester students may use that element of the rubric to provide very clear directions and examples as students are still learning about graduate-level writing. Whereas, an instructor teaching students later in the sequence of courses may have stricter criteria for assessing use of APA style. Students often appreciate very explicit explanations of instructors' expectations and grading priorities, as well as timely feedback on assignments and the posting of points earned on Canvas.

11.3 Final Grades

Course grades are submitted online and **must be entered on time**. Missing grades can be problematic for students' progress through the program, including graduation. As below, instructors can issue a grade of "I" with an Incomplete Contract in unusual circumstances. Please do not leave any student's grade blank. Access to grading is through Banner. Any grades or points entered in Canvas are NOT converted to grades in the Banner system. Only the grades submitted through Banner enter a student's record. Instructions on entering grades through Banner can be found [here](#) under the "Grades" heading. See the [academic calendar](#) for dates. The due dates for final grades varies by program option. Please reach out to the respective Program Director for verification of the dates that final grades are due in Banner.

11.4 Grades Used by the School

Most academic courses use letter grades A through C and F. There are no A+ grades, and there are no C-, D+, D, or D- grades. Based on 100 points total for the course grade, the letter grade equivalents are as below:

94-100 = A

90-93 = A-

87-89 = B+

83-86 = B

80-82 = B-

75-79 = C+

70-74 = C

F<70

Practicum courses are grade with “P” for pass or “F” for fail. Practicum extension courses are graded with “S” for satisfactory completion or “F” for fail. “I” grades for incomplete coursework are available as specified below.

12. Student Drops

Students may elect to drop courses. Students may drop practicum or individual courses without penalty based on the deadlines designated in the [School Calendar](#). After those dates, a "W" grade will appear on the transcript only after the necessary paperwork has been signed by the Associate Dean. The school calendar also specifies dates after which students will earn “F” grades instead of “W” grades. Students are expected to be aware of these dates. If a student has engaged in the course in some way but has not completed assignments to demonstrate mastery, then the student earns an “F” grade. However, if a student never participates but does not drop the course, the instructor should assign a grade of “G” for “unauthorized withdrawal.”

Certain courses are taken as co-requisites, so dropping one of these courses requires dropping the other course, as well. For example, students take practice and practicum courses simultaneously. If a student were to drop a practicum course, then the student must drop the co-requisite practice course, too, and vice versa.

In the case of dropping courses, the student should adhere to the following procedure: (1) notify and discuss with Academic Advisor or Student Success Coordinator; (2) notify instructor; (3) complete drop paperwork and secure necessary signatures; (4) ensure that the drop form is submitted to and processed by the Registrar’s Office. Only then has the student been officially dropped from the course. The student’s name should no longer appear on the class roster. If a student’s name appears on the roster, but the student has never or not recently participated in the class, please consult with the student’s Academic Advisor, Student Success Coordinator, and/or the Program Director.

13. Incomplete Grade Policy

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

1. “Incompletes” are to be considered exceptional; students are expected to complete their coursework by the end of the semester.
2. The grade of “incomplete” or “I” is given only at the discretion of the instructor. If an instructor chooses not to issue an “I” grade, the instructor may determine the student’s grade based on the work completed.
3. If the instructor issues the student the grade of “I,” the instructor will determine a deadline no later than the last day of the following semester for the student to complete the work. The instructor, together with the student, will complete an Incomplete Contract outlining the work to be completed and setting the deadline. The Incomplete Contract is to be shared with the Program Director and the Registrar’s office.
4. If the “I” grade is not changed within one semester, and an extension has not been granted and shared with the Registrar’s Office, the Registrar’s Office is authorized to automatically convert the grade to an “F.”

5. Prior to the deadline set in the Incomplete Contract, the student may petition the course instructor for an additional extension of a maximum one additional semester. *Such an extension is contingent upon: (1) approval in writing of the instructor with specification as to the date by which all course work will be submitted; and (2) approval of the Program Director.* Any incomplete grade will automatically become a failing grade at the end of the extension period if the missing work has not been completed by then.
6. **Students may *not* enroll in course work for the next semester until such time as the “I” grade is changed.** The only exception to this policy is possible with written approval of the Program Director.
7. An "incomplete" in the first semester of a year-long course must be completed before the student can register for the second half of the course. An “I” is not available to students who have filed for graduation.

14. Competency Assessments

The Council on Social Work Education (CSWE) accredits MSW programs and requires the School to demonstrate that students have met the competencies set forth in the curriculum. In order to assess if students have met the specified competencies, most core courses have assessment assignments. These particular assignments are a regular part of the coursework. In addition, they are used to assess if students have mastered the identified competencies measured in that course. Thus, in addition to regular grading of all assignments and entering the students' course grades, instructors in the designated courses must also enter students' competency ratings. Completing the competency ratings is specified in contracts and is mandatory. Different courses assess different competencies, and sequence chairs can provide guidance for entering competency assessments.

15. Student Policies, Rights, and Resources

In addition to the [Policy Manual](#) Wurzweiler students have several additional rights and resources instructors should be aware of.

15.1 Student Bill of Rights

In adherence with Title IX and New York State Law, Wurzweiler students have [several rights](#) protected by law. Questions about these rights, or concerns about violations of these rights, should be directed to the [Title IX Office](#).

15.2 Writing Consultants

[The Wurzweiler Writing Consultants](#) aim to help students find the resources and develop the skills they need to write proficiently. Students can sign up for sessions [here](#). The session options include email exchanges and online or telephone meetings. Students can contact the Writing Consultants by email wsswwriting@yu.edu. Instructors should share this resource with their students and encourage them to utilize it, especially prior to submission of high stakes written assignments. Students can benefit from preventive referrals versus being referred to the Writing Consultants after submission of a poor assignment.

The Writing Consultants do not provide remedial writing instruction or editing services. Rather, they can help students brainstorm, develop outlines, structure their papers, find good sources for help with APA formatting, understand the expectations of graduate-level writing, identify academic sources, and plan for writing papers from draft to final version. The most efficient use of the Writing Consultants occurs when instructors have provided students with specific feedback about areas to improve.

16. Student Grievances Protocol

The School is committed to a policy of fairly resolving all student grievances through a set of procedures designed to address the student's issue or concern. Should a problem or concern arise regarding course or practicum instructors, advisors, or faculty, the following procedure is in place to resolve the situation. A student must initiate the following procedure within the semester in which the problem or incident occurs. For incidents occurring at the end of the semester, a student must initiate the following procedure no later than 30 days after the final day of classes in the respective semester.

1. The student is expected to take immediate action by first discussing their grievance with the instructor or staff member. The student should aim to clarify the reasons for the issue of concern and provide a response to the decision or action. The goal of this meeting is to reach a common understanding of the identified concern and to resolve the concern without any escalation.
2. If the student feels that the issue remains unresolved, the student may arrange a meeting with the Program Director, or, in the case of Practicum, the Director of Practicum Education. Requests for this meeting must be submitted within 30 days of meeting with the relevant instructor or staff member. When setting up a meeting with the Program or Practicum Director, the student is expected to submit a written explanation and documentation of the grievance to be discussed. The Program or Practicum Director will review all documentation and will notify the student and relevant instructor or staff member of the proposed resolution of the concern.
3. Should the Program or Practicum Director's proposal not rectify the student's concern, or if the student wishes to appeal the Program or Practicum Director's decision, the student must submit a written request – within 30 days of the Program Director's decision – to the Dean for review of the situation. The written request must be addressed to the Dean and state the reasons for such a review. The written request must be sent to the Dean's Executive Assistant. The Dean may grant or deny the request for review. The Dean's decision on whether to review, and, if so, whether to overturn or uphold the Program Director's decision, is final.

16.1 Appeal an F Grade

Except as expressly provided below, faculty have sole authority to assign grades. In the case of a computational or recording error that an instructor becomes aware of, the instructor will complete a Change of Final Grade form, which is approved and signed by the Program Director and sent to the Registrar's Office.

A student may only appeal a final course grade of "F." The appeal must be submitted formally in writing directly to the Dean's Executive Assistant, *only* after first discussing the matter with the course instructor. Grade appeals must be made within 30 calendar days of receipt of the grade.

The Dean may override an “F” grade if the Dean finds extreme and egregious unfairness. The Dean’s decision to uphold or overturn the grade is final.

17. Disability Services

The [Office of Disability Services](#) collaborates with students, faculty, and staff to provide reasonable accommodations and services to students with disabilities. Students who wish to request accommodations for a documented disability that affects their academic performance and students who suspect that they may have a disability are encouraged to contact the Office of Disability Services for Wilf Campus: Abigail Kelsen, (646) 592-4280, akelsen@yu.edu

Students must be registered with the Office of Disability Services to receive disability accommodations. Instructors can only provide accommodations once a student submits an official accommodation letter from the Office of Disability Services. Any questions regarding a student’s accommodations should be directed to the Office of Disability Services.

18. Ground for Probation and Dismissal

18.1 Grounds for Academic Probation

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

- Cumulative grade point average (GPA) falls below 3.0,
- A grade of “F” in any semester,
- For MSW students, a grade of “B-” or below in any practice class or practicum placement, or

Additionally, the following are grounds for academic probation:

- Poor performance in practicum as indicated by a determination made by the practicum instructor and Director of Practicum Education at WSSW, as detailed in the [Practicum section](#), or
- Failure to meet the professional comportment requirements of the School or profession, including plagiarism, unauthorized use of AI, and other violations.

Students on academic probation must:

1. Schedule and meet (within one week of receiving the probationary letter) with the Program Director, Academic Advisor, Success Coordinator, or Practicum staff as indicated in the probation letter to review progress and to develop a plan for remediating the identified issues; and,
2. Raise their overall GPA for the next semester to at least 3.0 and maintain at least an overall 3.0 GPA each subsequent semester. Students must have a cumulative 3.0 GPA to graduate from the program.

Students on academic probation are advised to use supports available at WSSW, which include the Writing Consultants, faculty mentorship, Program Directors, and Associate Dean. Students are encouraged to reach out for help in remediating issues impeding their academic progress. A student may not appeal their probationary status.

18.2 Grounds for Dismissal

Students are expected to follow WSSW policies and procedures in all educational contexts, including in classes, at practicum placements, and in communication with faculty, staff, and clients. Violations of academic or comportment standards can result in consequences including dismissal from WSSW.

18.2.1 Academic Grounds for Dismissal

- A student who earns a grade of “F” in two or more courses.
- A student who has been placed on probation and is unable to maintain a cumulative GPA of 3.0 or higher in all subsequent semesters.
- A provisionally admitted student who does not earn grades of “B” or above in every class during the first semester.
- A provisionally admitted student whose GPA falls below 3.0 during their first semester.
- A student who fails to complete a degree within the program’s timeframe *without* an approved exception. The program’s timeframe is five years from admissions for the MSW and DSW, and eight years from admissions for the PhD.

18.2.2 Additional Grounds for Dismissal

- A student who violates the [NASW Code of Ethics](#).
- A student on probation who does not address and improve upon the reasons for probation.
- A student who behaves unprofessionally, inappropriately, or is disruptive. This includes but is not limited to situations whereby a student’s behavior endangers the safety of practicum clients, classmates, instructors, and staff.
- A student who cheats, is dishonest, or commits plagiarism.
- A student who fails to consistently meet deadlines.
- A student who repeatedly violates professional comportment standards.
- A student who possesses or consumes alcohol or illicit drugs, and/or is intoxicated, in any educational setting, including practicum.

19. FERPA/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. In accordance with FERPA, the University affords students certain rights of access to their education records, 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 website](#) to obtain the Yeshiva University FERPA Policy Statement.