MASTER OF SOCIAL WORK

Concurrent, Block, and PEP

POLICY MANUAL

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New York, NY 10033
(212) 960-0800
wurzweiler@yu.edu
www.yu.edu/wurzweiler

revised Oct. 2016
<table>
<thead>
<tr>
<th><strong>General Information</strong></th>
<th><strong>PhD Program in Social Welfare</strong></th>
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</thead>
<tbody>
<tr>
<td>(212) 960-0800</td>
<td>(212) 960-0813</td>
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<tr>
<td><a href="http://www.yu.edu/wurzweiler/">www.yu.edu/wurzweiler/</a></td>
<td><a href="mailto:wsswdoc@yu.edu">wsswdoc@yu.edu</a></td>
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<tr>
<th><strong>Admissions Office</strong></th>
<th><strong>Office of the Registrar</strong></th>
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<tbody>
<tr>
<td>(212) 960-0810</td>
<td>(212) 960-5274</td>
</tr>
<tr>
<td><a href="mailto:wsswadmissions@yu.edu">wsswadmissions@yu.edu</a></td>
<td><a href="mailto:wilfregistrar@yu.edu">wilfregistrar@yu.edu</a></td>
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<tr>
<th><strong>Dean’s Office</strong></th>
<th><strong>Office of Student Finance</strong></th>
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<tbody>
<tr>
<td>(212) 960-0820</td>
<td>(212) 960-5269</td>
</tr>
<tr>
<td><a href="mailto:wsswdean@yu.edu">wsswdean@yu.edu</a></td>
<td><a href="mailto:studentaid@yu.edu">studentaid@yu.edu</a></td>
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<tr>
<th><strong>Associate Dean’s Office</strong></th>
<th><strong>Office of Safety and Security</strong></th>
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<tbody>
<tr>
<td>(212) 960-0808 (Concurrent, PEP)</td>
<td>(212) 960-5221</td>
</tr>
<tr>
<td>(212) 960-0804 (Block)</td>
<td><a href="mailto:security@yu.edu">security@yu.edu</a></td>
</tr>
<tr>
<td><a href="mailto:docherty@yu.edu">docherty@yu.edu</a></td>
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<thead>
<tr>
<th><strong>Assistant to the Dean’s Office</strong></th>
<th><strong>Pollack Library</strong></th>
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<tbody>
<tr>
<td>(212) 960-5400 ext. 5418</td>
<td>(212) 960-5378</td>
</tr>
<tr>
<td><a href="mailto:virginia.kurlander@yu.edu">virginia.kurlander@yu.edu</a></td>
<td>Website: <a href="http://www.yu.edu/libraries/">http://www.yu.edu/libraries/</a></td>
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<tr>
<th><strong>Field Instruction Office</strong></th>
<th><strong>Student Counseling Center</strong></th>
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<tbody>
<tr>
<td>(212) 960-0803</td>
<td>(646) 685-0112</td>
</tr>
<tr>
<td><a href="mailto:wsswfield@yu.edu">wsswfield@yu.edu</a></td>
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<tr>
<th><strong>International Advisor</strong></th>
<th><strong>Office of Disability Services</strong></th>
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<tbody>
<tr>
<td>(646) 592-4203</td>
<td>(646) 685-0118</td>
</tr>
<tr>
<td><a href="mailto:Jgolden1@yu.edu">Jgolden1@yu.edu</a></td>
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<tr>
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<tr>
<td><a href="http://www.yu.edu/wilf/writingcenter">www.yu.edu/wilf/writingcenter</a></td>
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Welcome to the Wurzweiler School of Social Work. This Policy Manual, together with the School’s website (www.yu.edu/wurzweiler/), is designed to define and to describe the rights and responsibilities of students at the Wurzweiler School of Social Work. It is important for MSW students to be aware of and to understand the School’s policies and procedures. This Policy Manual (http://www.yu.edu/wurzweiler/curriculum/manuals/) is a “living document” in that changes to it are anticipated as new policies and procedures are developed. The School reserves the right to change policy and procedures without prior notice and to notify all parties of such changes. In regard to curriculum requirements, students will be governed by the Manual in the year in which they entered the program.

This Policy Manual includes the School’s Mission Statement and a statement of goals and objectives which provide an overview of the School’s vision and direction. It states policies and procedures which are currently operating and is intended as a source of information for students, faculty and field instructors. Policies and procedures pertaining to academic requirements, classroom behavior, grading, attendance, comportment, and change of status can be found in this Manual. How to handle student and faculty concerns about a student’s performance in the School is also included. The Appendices present important professional and policy background information. Curriculum requirements pertaining to field education are provided in detail in the Field Instruction Manual (http://www.yu.edu/wurzweiler/curriculum/manuals/).

Also on the website, we encourage you to review the NASW Code of Ethics and the Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice. Students are expected to conduct themselves in accordance with the Code of Ethics and the Standards for Cultural Competence in the classroom and in field placements.

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

Best of Luck,

Danielle F. Wozniak, MSW, PhD
Dorothy and David I. Schachne Dean
SECTION I
VISION AND MISSION

A. The Vision of Wurzweiler School of Social Work:

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

B. The Mission of Wurzweiler School of Social Work:

Wurzweiler School of Social Work was conceived of the belief that there was a need for a school of social work dedicated to a dual purpose—excellence of social work practice in both the Jewish Communal Service Field and in the wider world of social services. Historically and currently, the school’s mission has adhered to a distinct set of values—excellence of teaching and learning, cultural competence, professional ethics and values, scholarship, social justice, and the importance of service to individuals, groups, and communities. The program is accessible to all interested applicants in New York, nationally and internationally and its graduates serve diverse sectors of society in the United States and globally. The program attracts students of diverse backgrounds and cultures so that they bring their heritage and world view to bear on the learning process. The program’s task is to develop social workers who are ethically and culturally competent; who possess empathy for people of diverse social, cultural and economic backgrounds; and who demonstrate awareness and understanding of the complex environments in which people live and develop. Equipped with the requisite professional knowledge, skills, values and ethics, students are trained to work with vulnerable populations and to have an impact on the profession of social work. Wurzweiler graduates are expected to have the confidence and leadership to make a difference in the global society wherever there is a need for advocates for human rights and social justice.
C. COMPETENCY - BASED EDUCATION

In 2008, the Council on Social Work Education (CSWE) adopted a competency-based education framework for its Educational Policy and Accreditation Standards (EPAS) which are included in the Appendix to this Manual. As in related health and human service professions, the EPAS moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. An outcomes oriented approach refers to identifying and assessing what all students should demonstrate in practice. In social work, this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy.

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

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

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. In the EPAS, social work practice competence consists of ten interrelated competencies that are composed of knowledge, values, skills, and cognitive and subjective processes, followed by a set of component practice behaviors. Competence is demonstrated by the acquisition of knowledge, values, skills, and cognitive and subjective processes described in each competency. Using a curriculum design that begins with the outcomes, expressed as the desired competencies, Wurzweiler faculty develop the substantive content, pedagogical approach, and educational activities that are expected to
provide learning opportunities for students to demonstrate the competencies. Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.
SECTION II
CURRICULUM

A. CURRICULUM DESIGN

The curriculum, which is anchored in an Ecological and Systems perspective, is organized to conform to the Educational Policy and Accreditation Standards (2008, 2015) of the Commission on Accreditation of the Council on Social Work Education. During the first year of study, students complete a year-long generalist practice course which serves as the foundation of their professional practice. In the second year, areas of specialization are offered in Advanced Clinical Practice with Individuals and Families, Social Group Work and Community Social Work Practice.

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

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

The following table reflects the organization, sequencing and integration of the School's curriculum:
## B. GENERALIST AND ADVANCED CURRICULUM

<table>
<thead>
<tr>
<th>Generalist Curriculum</th>
<th>Advanced Curriculum</th>
</tr>
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<tbody>
<tr>
<td>Social Welfare Organization</td>
<td>Concentrations in Specialized Practice</td>
</tr>
<tr>
<td>Human Behavior and the Social Environment I &amp; II</td>
<td>1. Advanced Clinical Practice with Individuals &amp; Families I &amp; II</td>
</tr>
<tr>
<td>Social Work Practice and Evaluation Research</td>
<td>3. Advanced Community Practice Advanced Community Practice I &amp; II</td>
</tr>
<tr>
<td>Elective One</td>
<td>REQUIRED COURSES FOR SPECIALIZED PRACTICE</td>
</tr>
<tr>
<td>Elective Two</td>
<td>Social Welfare Policy</td>
</tr>
<tr>
<td>Generalist Social Work Practice I &amp; II</td>
<td>Psychosocial Pathology</td>
</tr>
<tr>
<td>Generalist Social Work Practice Field Work I &amp; II</td>
<td>Jewish Social Philosophy</td>
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<tr>
<td></td>
<td>Social Work Values and Ethics</td>
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<td></td>
<td>Applied Methods in Social Work Research</td>
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<td></td>
<td>Elective Three</td>
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<td></td>
<td>Elective Four</td>
</tr>
<tr>
<td>Advanced Field Work I &amp; II</td>
<td></td>
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<tr>
<td>(Fieldwork assignment corresponds with Specialized Practice)</td>
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<tr>
<td>Seminar I &amp; II or Integrative Essay</td>
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</table>
C. REQUIRED AND ELECTIVE COURSES (60 CREDITS)

Please be aware that when courses are offered in an on-line format, students who want to register for these courses should feel fairly comfortable using computers, social media, and downloading software and videos/DVDs specific to these courses. You can prepare ahead of time before the on-line courses begin by familiarizing yourself with Yeshiva University’s on-line instructional format, Canvas.

### FIRST YEAR REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SWK 6003</td>
<td>Generalist Social Work Practice I</td>
</tr>
<tr>
<td>SWK 6004</td>
<td>Generalist Social Work Practice II</td>
</tr>
<tr>
<td>SWK 6531C</td>
<td>Generalist SW Practice Field Work I</td>
</tr>
<tr>
<td>SWK 6532C</td>
<td>Generalist SW Practice Field Work II</td>
</tr>
<tr>
<td>SWK 6101</td>
<td>Human Behavior and the Social Environment I</td>
</tr>
<tr>
<td>SWK 6102</td>
<td>Human Behavior and the Social Environment II</td>
</tr>
<tr>
<td>SWK 6135</td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>SWK 6201</td>
<td>Social Welfare Organization</td>
</tr>
<tr>
<td>SWK 6401</td>
<td>Social Work Practice &amp; Evaluation Research</td>
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</tbody>
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Plus two Electives

### SECOND YEAR REQUIRED COURSES

<table>
<thead>
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<th>Course Code</th>
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<tbody>
<tr>
<td>SWK 6013/6023/6033</td>
<td>Practice I</td>
</tr>
<tr>
<td>SWK 6014/6024/6034</td>
<td>Practice II</td>
</tr>
<tr>
<td>SWK 6535C</td>
<td>Advanced Field I</td>
</tr>
<tr>
<td>SWK 6536C</td>
<td>Advanced Field II</td>
</tr>
<tr>
<td>SWK 6111</td>
<td>Psychosocial Pathology</td>
</tr>
<tr>
<td>SWK 6133</td>
<td>Jewish Social Philosophy</td>
</tr>
<tr>
<td>SWK 6134</td>
<td>Social Work Values &amp; Ethics</td>
</tr>
<tr>
<td>SWK 6210</td>
<td>Social Welfare Policy</td>
</tr>
<tr>
<td>SWK 6402</td>
<td>Applied Methods in Social Work Research</td>
</tr>
<tr>
<td>SWK 6900</td>
<td>Integrative Essay</td>
</tr>
<tr>
<td>SWK 6905/6906 Integrative Seminar I &amp; II</td>
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Plus two Electives

### ELECTIVE CHOICES

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>SWK 6103</td>
<td>LGBT Communities Through the Lifespan</td>
</tr>
<tr>
<td>SWK 6108</td>
<td>Shame &amp; Violence</td>
</tr>
<tr>
<td>SWK 6136</td>
<td>Jewish Response to Communal Needs</td>
</tr>
<tr>
<td>SWK 6139</td>
<td>Immigration</td>
</tr>
<tr>
<td>SWK 6145</td>
<td>The Changing Jewish Family</td>
</tr>
<tr>
<td>SWK 6180</td>
<td>Organizational Structure of American Jewish Comm</td>
</tr>
<tr>
<td>SWK 6191</td>
<td>Major Concepts in Jewish Cultural History</td>
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<tr>
<td>SWK 6221</td>
<td>Working with Individuals and Families with Disabilities</td>
</tr>
<tr>
<td>SWK 6241</td>
<td>Social Work in Health Care</td>
</tr>
<tr>
<td>SWK 6281</td>
<td>Law and Social Work</td>
</tr>
<tr>
<td>SWK 6630</td>
<td>Social Work Practice in Schools</td>
</tr>
<tr>
<td>SWK 6681</td>
<td>Community Mental Health</td>
</tr>
<tr>
<td>SWK 6682</td>
<td>Evidence-Based Mental Health Practice</td>
</tr>
<tr>
<td>SWK 6684</td>
<td>Child and Family Welfare</td>
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<tr>
<td>SWK 6686</td>
<td>Gerontology</td>
</tr>
<tr>
<td>SWK 6689</td>
<td>Spirituality in Social Work Practice</td>
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<tr>
<td>SWK 6691</td>
<td>Alcohol, Drugs and other Addictions</td>
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<tr>
<td>SWK 6702</td>
<td>Coping with Loss</td>
</tr>
<tr>
<td>SWK 6704</td>
<td>Social Work Practice with Children</td>
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<tr>
<td>SWK 6810</td>
<td>Social Work Practice with the Military</td>
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<tr>
<td>SWK 6822</td>
<td>Economic Literacy: The Meaning of Money</td>
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<tr>
<td>SWK 6824</td>
<td>Culturally Competent Social Work Interventions</td>
</tr>
<tr>
<td>SWK 6825</td>
<td>Palliative Care: SW Practice with Advanced Serious Illness</td>
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<tr>
<td>SWK 6035</td>
<td>SW Practice in Organizations and Communities</td>
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<tr>
<td>SWK 6105</td>
<td>Poverty, Inequality, and Human Development</td>
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<tr>
<td>SWK 6113</td>
<td>Advanced Psychosocial Pathology</td>
</tr>
<tr>
<td>SWK 6141</td>
<td>Family Systems**</td>
</tr>
<tr>
<td>SWK 6182</td>
<td>Cont. Social Issues in Clinical Practice for Jewish Community</td>
</tr>
<tr>
<td>SWK 6210</td>
<td>Social Welfare Policy</td>
</tr>
<tr>
<td>SWK 6213</td>
<td>Leadership in Social Work Practice</td>
</tr>
<tr>
<td>SWK 6282</td>
<td>The Treatment of Eating Disorders**</td>
</tr>
<tr>
<td>SWK 6252</td>
<td>Administration</td>
</tr>
<tr>
<td>SWK 6328</td>
<td>Social Work with Groups</td>
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<tr>
<td>SWK 6329</td>
<td>Clinical Practice for Group Work Majors</td>
</tr>
<tr>
<td>SWK 6352</td>
<td>Supervision</td>
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<tr>
<td>SWK 6608</td>
<td>Object Relations in Social Work</td>
</tr>
<tr>
<td>SWK 6678</td>
<td>Trauma Informed Child Welfare Practice</td>
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<tr>
<td>SWK 6685</td>
<td>SW Practice with Trauma &amp; Interpersonal Violence**</td>
</tr>
<tr>
<td>SWK 6813</td>
<td>Leadership in Social Work Practice</td>
</tr>
<tr>
<td>SWK 6821</td>
<td>Clinical Practice with Military Families**</td>
</tr>
<tr>
<td>SWK 6823</td>
<td>The Treatment of Eating Disorders**</td>
</tr>
</tbody>
</table>

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

**Bold indicates advanced electives**
D. CERTIFICATE PROGRAMS

Certificates require THREE* special electives and ONE field placement in the field of practice.

CERTIFICATE IN JEWISH COMMUNAL SERVICE (CJCS)

SWK 6136 Jewish Response to Communal Needs
SWK 6191 Major Concepts in Jewish Cultural History
SWK 6180 Organizational Structure in the American Jewish Community
SWK 6145 The Changing Jewish Family

CERTIFICATE IN CHILD WELFARE PRACTICE (CCWP)

SWK 6684 Child & Family Welfare
SWK 6685 Social Work Practice with Trauma and Interpersonal Violence**
SWK 6704 Social Work Practice with Children
SWK 6691 Alcohol, Drugs, and other Addictions

CERTIFICATE IN THE PRACTICE OF GERONTOLOGY (CPG)

SWK 6686 Gerontology
SWK 6702 Coping with Loss
SWK 6825 Palliative Care: Social Work Practice with Advanced Serious Illness

CERTIFICATE IN THE PRACTICE OF GERONTOLOGY: SPECIALTY IN PALLIATIVE CARE PRACTICE

SWK 6825 Palliative Care: Social Work Practice with Advanced Serious Illness
SWK 6686 Gerontology either:
SWK 6702 Coping with Loss or SWK 6241 Social Work in Health Care

CERTIFICATE IN SOCIAL WORK PRACTICE WITH THE MILITARY (CSWPM)

SWK 6810 Social Work Practice with the Military
SWK 6702 Coping with Loss
SWK 6685 Social Work Practice with Trauma and Interpersonal Violence**
SWK 6821 Clinical Practice with Military Families**

CERTIFICATE IN JEWISH PHILANTHROPY (CJP)

SWK 6136 Jewish Response to Communal Needs
SWK 6191 Major Concepts in Jewish Cultural History
SWK 6819 The Art and Science of Philanthropy
SWK 6705 The Jewish Tradition of Giving

*Students pursuing the Certificate in Jewish Philanthropy are required to take all four electives

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

Bold indicates advanced electives
E. COURSE DESCRIPTIONS

GENERALIST PRACTICE

SWK 6003 – Generalist Social Work Practice I

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

SWK 6004 – Generalist Social Work Practice II

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

SWK 6531C – Generalist Social Work Practice Field Work I
SWK 6532C – Generalist Social Work Practice Field Work II

The purpose of First Year Foundation Field Work is to develop social work competencies through the professional relationship with clients. First year students have placements in an agency where they acquire and hone practice skills with individuals, families, groups, organizations, and communities. Students apply knowledge and values in their practice with clients and constituents and develop engagement, assessment, intervention, and evaluation skills. To appropriately meet the challenges of the real life situations of clients and constituents in the field, students are expected to exercise professional judgment, utilize the field instruction supervisory conference and draw from insights gained through the production of professionally conceived process recordings. Uppermost for students should be their regard for meeting their ethical responsibilities with clients. This should be demonstrated by serious involvement in efforts to utilize knowledge, values and skills which further the development of the conscious use of self and awareness of the impact of interventions on clients. The practice skills identified for first year students are presented in
terms of the core roles, knowledge, and skills common for all of social work; in terms of the method specific skills which are the necessary foundation for advanced social work practice in method; and in terms of the phases of practice -- beginning, middle and ending phases. First year students are required to be in a field placement for a minimum of 600 hours during the academic year – 21 hours per week.

**SWK 6101 - Human Behavior and the Social Environment I**

This foundation course emphasizes the reciprocal and transactional influences between people and their environments in the context of biophysical, familial, institutional, societal and social factors. This interaction forms the basis of an ecological approach to human development. The course brings into focus current knowledge and theories regarding human behavior and the social environment as they influence each other. The emphasis is placed on differences and similarities in the life experience and lifestyles of men and women and underrepresented groups. Topics covered include: the nature of self and the importance of human relationships; conflict, choice, and change; will and determination; the family; differences and commonalities with regard to gender, ethnicity, race, sexual orientation, class, religion, age and abilities; and coping with crises. This course helps students develop increased awareness of themselves and a greater sensitivity to the impact of their use of self on others.

**SWK 6102 - Human Behavior and Social Environment II**

The second of this foundation course in human behavior and the social environment focuses on the normal process of human development from a broader ecological perspective. The developing individual is viewed as an active, growing person in transaction throughout the life course within a changing family, community, and society. The emphasis on community and environment with their complex social, organizational, physical, cultural, religious, economic and value influences, sets the stage for an expanded study of human development. From conception to death each stage of life is explored theoretically, empirically and experientially within an ecological framework of community and the larger environment. The developing child is seen not only as the recipient of influences, but as an active contributor to his/her own developmental and environmental context. Both person and environment are conceived of as shaping and impacting upon the other in a transactional rather than linear manner.

**SWK 6135 - Cultural Diversity**

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

**SWK 6201 - Social Welfare Organization**

This foundation course begins preparing students to function as informed and competent professional practitioners who implement social policies and programs and, where appropriate, work towards policy change. Students learn the contextual framework of the social work profession, and the history, social structures and social processes necessary for the development of practice competency within the policy arena. Students will learn basic social welfare concepts, study the development of social welfare in the United States, and examine major social welfare institutions. Economic inequalities in U.S. and international societies will be studied, along with strategies to lessen global poverty and deprivation. Students will begin the study of social policy analysis that deepens their understanding of the political processes relevant to shaping and influencing the institution of social welfare.

**SWK 6401 - Social Work Practice and Evaluation Research**

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

**SPECIALIZED PRACTICE**

Three concentrations in specialize practice:

- ADVANCED CLINICAL PRACTICE
- ADVANCED SOCIAL WORK PRACTICE WITH GROUPS
- ADVANCED COMMUNITY PRACTICE

**SWK6013 – Advanced Clinical Practice with Individuals & Families I**

This advanced clinical practice course is designed to help students develop conceptual, practical, theoretical and ethical frameworks that will inform their clinical skills with individuals, families and couples in social service agencies. Specific practice theories are explored for their applicability to a refined assessment of client needs. Students formulate therapeutic interventions based on assessments that include an appreciation of the impact of the social, political and agency context; race, ethnicity, social class and status, gender, sexual orientation, age, abilities and religion; professional values and ethics; and relevant practice research findings on the populations they work with and for. Along with Advanced
Field Work I, this course continues to build an integration of theory with practice, and reinforces the importance of on-going practice evaluation.

SWK 6014 – Advanced Clinical Practice with Individuals & Families II

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

SWK 6023 - Social Group Work I

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

SWK 6024 - Social Group Work II

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

SWK 6033 - Community Social Work Practice I

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

SWK 6034 - Community Social Work Practice II
This course uses theories, models and methods of strategic practice with small and other sized groups, organizations and communities. Students have the opportunity to learn specific intervention tactics that contribute to achieving a practice strategy. Students learn to sustain growth in formal and informal relationships in order to achieve practice goals, objectives, and strategies. Students are introduced to primary concepts such as client/consumer/constituent, initiatives, program planning, power, leadership, administration, participation, conflict, cooperation, motivation, agency, grant writing, and policy analysis. Students learn to maintain conscious utilization of self throughout the semester in work with vulnerable populations and to consciously work for social and economic justice. Students learn practice competency by implementing a community intervention (project, program, or service) by the end of the course.

**SWK 6535C Advanced Field I**  
**SWK 6536C Advanced Field II**

The purpose of Second Year Field Work is to develop depth in competency attainment within a concentration area. Students select one of the following concentrations: (a) clinical social work practice with individuals and families; (b) clinical social work practice with groups; (c) community social work. Second year students have field placements in agencies with assignments in their area of concentration in order to deepen their skills in their professionally purposeful relationships with individuals and families, with groups, or with communities. They build on skills of engagement, assessment, intervention, and evaluation as these are specific to their clients and constituents within their concentration area. Knowledge and values are utilized differentially to further the conscious use of self and the unique relationship with clients and constituents. To appropriately meet the challenges of the real life situations of people they are serving in the field, students are expected to continue to exercise professional judgment and to utilize the field instruction supervisory conference at an advanced level. Students should draw from insights gained through the production of professionally conceived process recordings which reflect deepened understanding of their interventions and self awareness. Uppermost for students should be their regard for meeting their ethical responsibilities with clients. This should be demonstrated by consistent involvement in the utilization of knowledge, values and skills which further the development of the conscious use of self and awareness of the impact of interventions on clients. Second year students are required to be in a field placement for a minimum of 600 hours during the academic year – 21 hours per week. Second year advanced standing students are required to be in a field placement for a minimum of 840 hours during the academic year – 28 hours per week.

**REQUIRED COURSES FOR SPECIALIZED PRACTICE**

**SWK6111 - Psychosocial Pathology**

Psychosocial Pathology is a co-requisite required course for Advanced Clinical Practice I and Social Group Work I majors (who may chose to take Administration as the co-requisite required course). This course focuses on the distinctions between what is commonly thought to be normal and that which is viewed as “abnormal” behavior. Pathology is defined
as behavior that deviates from the average or norm or is considered unusual, strange, and socially unacceptable. The initial identification of individuals, whose symptoms and level of functioning indicate that they have a psychologically or sociologically based disorder, is often a social work function. Therefore, it is crucial that students have the necessary skills and knowledge to assess behavior, and to understand how to use the Diagnostic and Statistical Manual, (DSM V). Social workers need to be able to accurately assess clients in order to expedite referrals and to provide treatment in conjunction with mental health workers from other disciplines. The basic premise of the course is that all assessments of psychosocial pathologies must take into consideration three elements of behavior: 1) symptoms; 2) level of functioning; and 3) social and cultural diversity.

**SWK 6133 - Jewish Social Philosophy**

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

**SWK 6134 – Social Work Values and Ethics**

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

**SWK 6210 - Social Welfare Policy**

This course focuses on policy analysis, policy practice and advocacy. The course is divided into three components. The first part is an overview of social work roles in policy practice and the organizational context in which such practice often takes place. The second concerns the process of policy formulation and implementation. Students are provided with the tools necessary to analyze and evaluate existing social welfare policies at the federal, state, local, and agency levels within a distributive justice framework. The third component concerns the skills needed to influence policy decisions with particular attention to advocacy. Issues concerning the promotion of social and economic justice as well as the value and
ethical issues that social workers confront in social welfare policy development and implementation activities are explored.

**SWK 6252 – Administration**

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

**SWK 6402 - Applied Methods in Social Work Research**

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

**SWK 6900 – Integrative Essay**

The Integrative Essay is written during the student's final semester. It is the expounding of an idea, or set of ideas, encountered during the student's education for professional practice. Researching and writing the Essay is an opportunity to engage oneself in scholarly exploration; it is not merely an opportunity to describe a situation or recite experience. The Essay is written under the guidance of a faculty mentor. The Essay is meant to be an integral part of the educational experience. Social work education requires that each student experience a growth in awareness and understanding of self. To this end, the Essay should be preceded by the writer's exploration of his/her motivation towards, feelings about, and practice of social work. It should be an opportunity to integrate all aspects of the student's total experience including the acquisition of knowledge, the field practice, and the development of the professional self. Guidelines to be followed in preparing the Essay can be found on the Wurzweiler website.

**SWK 6905, SWK 6906 – Integrative Seminar I & II**

Integrative Seminar I & II is a one-year long capstone course that is required for graduating MSW students. It is an opportunity for students to have a guided experience in integrating their learning and demonstrate their ability to apply their knowledge and skills in simulated practice. The course fulfills Wurzweiler’s requirement to complete a final experience that includes use of content from all core courses prior to graduation. As such, students will attend a seminar and complete a practice project which includes continuous case conference and a simulated licensing exam. Students will demonstrate their practice
competence by applying skills in work with individuals, families, groups and the community. Students must attend all classes, participate in case conference and take the exam in order to pass the course. Grading for the course will be “P” or “F”. Students cannot pass this course unless they meet all requirements.

ELECTIVE CHOICES

SWK 6035 – Social Work Practice in Organizations and Communities

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

SWK 6103 – LGBT Communities Through the Lifespan

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

SWK 6105 – Poverty, Inequality, and Human Development

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

SWK 6108 – Shame & Violence in Social Work
This elective course will explore the relationship of shame to violence, as it often appears in clinical social work (addiction and violence against one’s self), group work (domestic violence, bullying and workplace harassment) and community organization (neighborhood crime, riots and suicide clusters). The course will examine how people accumulate toxic shame, as well as the more and less adaptive ways of managing shame. The epidemiological perspective will also be employed: events that have been recognized in the past as risk factors for violence will be re-considered as “shame factors,” while determinants such as incidence and prevalence will enhance the student’s understanding of anti-violence policy. Interventions will be discussed that employ reintegrative shaming, restorative justice, and restorative processes systems for restoring dignity and worth to the victim.

SWK 6139 - Immigration

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

SWK 6141 - Family Systems

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

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

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

**SWK 6221 – Working with Individuals and Families with Disabilities: A Clinical Perspective towards Research Topics**

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

**SWK 6241 - Social Work in Health Care**

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

**SWK 6252 – Administration**

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

**SWK 6281 - Law and Social Work**

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

**SWK 6328 - Social Work Practice with Groups**

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

**SWK 6329 – Clinical Practice for Group Work Majors**

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

**SWK 6352 - Supervision**

Social work supervision is rooted in the history of the profession and in the agency context of social work practice. The functions of supervision, which include education, staff development, administrative accountability, and practice oversight, are complex and require specialized knowledge and skills. Emphasis is primarily on the organizational context of supervision, and on the theories and practice of supervision that pertain to a variety of social work settings. Ethical and contextual policy issues are emphasized throughout the course to inform how supervision is practiced and the changing purposes it may serve. Issues of workplace diversity and developmental needs of professionals are also emphasized. The types of programs and services offered by different agencies and the types of populations served are highlighted as these affect the supervisory relationship.

**SWK 6608 – Object Relations in Social Work**

The course will explore the definition and place of object relations theory in social work practice. The purpose of this course is to present the centrality of the importance this relational theory in the development of social work practice. The essence of social work practice lies in the relationships: client-worker, worker-supervisor, student-professor, and practitioner-agency. Understanding and negotiating the relationship is viewed as the foundation of the development of the professional social worker. The course content is divided into three parts. First, there is an examination of influences, differences and similarities of Freud’s drive theory and Sullivan’s interpersonal view in the development of self. The second focus is on the theories of proponents of both the British and American Schools of Object relations and the impact on social work practice. The final component of the course will examine real case material in order to connect theories to the practice of social work.

**SWK 6630 - Social Work Practice in Schools**
This course is intended for students who plan to work in schools or in agencies that are school based or school linked. It is a practice and policy course because social work practice in schools is so strongly influenced by state and Federal education laws. It elaborates and builds upon basic skills and knowledge learned in foundation courses. This course seeks to familiarize students with the roles social workers assume in schools; the culture of primary, middle, and high schools; the psychosocial and developmental needs of the students; and the pressing issues facing schools today, including violence, diversity, racism, homophobia, overcrowding, poverty, and the changing relationship between family, school and community.

**SWK 6678 – Trauma Informed Child Welfare Practice**

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

**SWK 6681 - Community Mental Health**

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

**SWK 6682 - Evidence Based Mental Health Practice**

This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented evidence-based practices. Students will become familiar with evidence-based practice, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use with individuals with a diagnosis of serious mental illness. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality, mental health
practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course.

**SWK 6684 - Child and Family Welfare**

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

**SWK 6685 - Social Work Practice with Trauma and Interpersonal Violence**

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

**SWK 6686 – Gerontology**

Dramatic demographic shifts suggest that social workers in the future will inevitably interface with older people. It builds upon knowledge of biology and psychosocial development of the middle and late stages of adulthood, and highlights the contemporary manifestations of ageism. Students are also encouraged to apply practice principles to such challenging phenomena as depression and social isolation in old age, nursing home placement, and elder abuse. The course identifies the core knowledge base necessary for working with older adults and their families. It also explores the theoretical underpinnings, attitudinal factors, and ethical and economic aspects of social gerontology that are relevant to understanding this field of practice. Social policies which have profound effects on successful aging are analyzed. The ethical and social justice dilemmas of resource allocation, end of life decision-making, physician-assisted suicide, euthanasia, caregiver burnout, and poverty and vulnerability among diverse elderly are explored.
**SWK 6689 - Spirituality In Social Work Practice**

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

**SWK 6691 – Alcohol, Drugs, and Other Addictions**

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

**SWK 6702 - Coping with Loss**

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

**SWK 6704 - Social Work Practice with Children**

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

**SWK 6810 - Social Work Practice with the Military**

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

**SWK 6813 Leadership in Social Work Practice**

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

**SWK 6821 – Clinical Practice with Military Families**

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

**SWK 6822 – Economic Literacy: The Meaning of Money**
This elective helps clients, students and practitioners to understand the very personal “meaning of money,” how the economy works, and the real possibility of asset building in today’s world-wide recession. We all need greater economic literacy so that we can provide our clients with information, concepts and tools that can help them achieve economic security. Understanding government benefits like SSI, Medicaid/Medicare or Unemployment benefits can greatly enhance our work with families struggling with budgets, mortgages, bankruptcy, credit card debt, savings plans, and retirement benefits. These are all essential components of our advocacy work with the poor, the near poor and the working class clients who are faced with these issues on a daily basis.

**SWK 6823 – The Treatment of Eating Disorders**

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

**SWK 6824 – Culturally Competent Social Work Interventions**

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

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

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

**SWK 6136 - Jewish Response to Communal Needs**

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

**SWK 6180 - Organizational Structure of the American Jewish Community**

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

**SWK 6191 - Major Concepts in Jewish Cultural History**

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

**SWK 6145 - The Changing Jewish Family**

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

A. STUDENTS AT WURZWEILER – The student body reflects the diversity of New York City and the surrounding metropolitan area. Summer Block students come from Canada, Israel and from all over the United States. Students come from all social, racial/ethnic, and religious backgrounds. All bring their unique personal perspectives to the educational process. An array of activities and opportunities is part of the educational milieu at Wurzweiler. Students in the master’s degree program have an established Student Government Association (SGA) that is recognized and encouraged by the School. The student activity fee provides funds for the various student-run educational and social activities throughout the school year, including regular meetings for business and educational purposes. Students are represented on various School Committees, such as Student Government, Common Day, Hearing Appeals, Commencement, and Social Action, and assist in various ways in enhancing the functioning of the School. A faculty member is assigned as the faculty liaison who works with students on planning their various activities.

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

Program for Employed Persons (PEP) is designed for those already employed in social welfare or allied fields. Its flexible schedule and orientation to the needs of working people make it ideal for those seeking to develop and advance their professional standing. Field instruction is located at the work setting, provided that the work assignment meets the educational requirements of the School and that the student is supervised by a qualified and approved social worker. PEP can be completed full time in two years, or part time in three years. Classes meet one evening a week and on Sundays.
**Concurrent:** Full time, traditional two-year program with classes and field work running concurrently. Concurrent Plan can be completed full time in two years or part time in three years. Classes meet twice a week on Wednesdays and Thursdays.

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

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

**The Block Plan:** With an international student body, the Block Plan is a unique opportunity to earn a master's degree in social work. The program is comprised of eight weeks of classes, over three summers, in New York City during the summer months of June and July. Followed by field work from September through May in hometown communities throughout the U.S., Canada, Israel, and other countries. Diverse students bring an opportunity to learn about different experiences, cultures, and religious backgrounds.

**PhD program** in social welfare furthers the education of professionals for scholarly and career advancement in social work practice, education, social policy, planning, research and administration. The program is designed for the working professional, with classes offered several evenings per week, including a few online offerings.

**Joint Programs:**

**MSW/JD** - Earn the MSW from Wurzweiler School of Social Work and the JD from Benjamin N. Cardozo School of Law. Candidates for the joint MSW/JD Program must apply to and be admitted by both Schools separately. An admission to one School does not guarantee admissions to the other. Designated Cardozo courses, totaling no more than 10 credits may
be counted towards the MSW degree and similarly, 10 credits of designated Wurzweiler courses may be counted toward the J.D. degree. This joint degree takes four years to complete.

**MSW/PhD Program** The joint MSW/PhD Program allows students to complete their MSW while earning a PhD. The program takes place sequentially which allows students to substitute a number of PhD courses for MSW courses. The joint program is limited to a small number of top tier students who are recommended by their MSW academic faculty advisor. To be considered for the MSW/PhD Program students must apply to the PhD program after completing the first semester of the MSW program.

**MSW/Mdiv** - Offered in conjunction with Yale Divinity School, the MSW/MDiv program prepares students for service in occupations where social work and the pastoral mission of the church intersect.

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

The School also stresses empathy for people of all social, economic, and ethnic backgrounds; the courage to take risks and stand up for professional convictions; self awareness and appreciation of the complex nature of social work and of the limitations of the social worker; the ability to seek and accept supervision; familiarity with social work and related literature resulting in the continual seeking of additional knowledge outside of school; awareness of the interpersonal, social, economic, and political structures in which social work clients live and struggle in the contemporary world with emphasis on issues affecting people of color, vulnerable populations and women; and a strong commitment to social and economic justice.
The rigorous demands of the graduate social work curriculum require full commitment by students in order to make optimum use of available educational opportunities. The School, therefore, discourages students from becoming involved in outside activities that compete with classroom and fieldwork responsibilities. Students who are engaged in outside employment or who plan to become so involved should consult with their faculty advisors regarding such activities. Faculty advisors will take into account the student’s right to privacy and self-determination while assisting the student to avoid any deflection from the full investment of time and energy that is required for concentration on the course of study. No modification of requirements or performance in class or field can be made on the basis of external employment commitments.

**Matriculated students** have been admitted to the School as degree-seeking students. The minimum semester course load is 6 credits for part-time students and 10 to 14 credits for full-time students. Students are responsible for ensuring that courses selected will meet their degree requirements for graduation.

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

**B. FACULTY ADVISING**

Every Wurzweiler student is assigned a faculty advisor within the first few weeks of classes. Advisors are an important resource for academic and career planning. An advisor can assist you in choosing courses and can help you to resolve problems regarding coursework and field placements.

All full-time students, who are in practice classes and field placements, will have their practice teacher serve as their academic faculty advisor. All part-time students, who are only taking three courses, will have an advisor assigned to them as well. Students work with advisors for two semesters, and they are encouraged to establish ongoing relationships with advisors and to meet with them every semester.
C. STUDENT SUPPORT SERVICES

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

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

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

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

Wilf Writing Center offers a friendly and comfortable environment where members of the YU community seek writing advice and feedback from trained and dedicated tutors. The Writing Center aims to help the student to gain the skills and confidence to articulate more clearly in prose.

http://yu.edu/wilf/writingcenter/

Wurzweiler Writing Support Services Wurzweiler offers “in-house” writing support services to enhance student writing skills. Students can request an appointment via

http://yu.edu/wurzweiler/writinghelp

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

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

D. PROFESSIONAL CONDUCT

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

* Students are expected to conduct themselves in a respectful and courteous manner with all members of the Wurzweiler Community be that in the Field Agency, classroom or with fellow students. Refer to the NASW Code of Ethics Standards 3 and 4.
* Protect the “safe space” of the classroom by not divulging information about clients discussed or comments made by other classmates. Confidentiality should be maintained when discussing the events taking place in a course with outside students or faculty.
* Students do not need to dress professionally as they would in the field placement, but dress modestly and appropriately for the classroom.
* The use of personal computers, cell phones or recording devices is not permitted in classrooms without the express permission of the instructor.

**PLAGIARISM**

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one’s own constitutes *plagiarism* and is a violation of academic standards. The School will not condone *plagiarism* in any form and will apply sanction to acts of *plagiarism*. A student who presents someone else’s work as his or her own work is stealing from the authors or persons who did the original thinking and writing. *Plagiarism* occurs when a student directly copies another’s work without citation; when a student paraphrases major aspects of another’s work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also *plagiarism* to use the ideas and/or work of another student and present them as your own. It is NOT *plagiarism* to formulate your own presentation of an idea or concept as a reaction to someone else’s work; however, the work to which you are reacting should be
discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in a course will automatically **FAIL** the course and will be placed on Academic Probation and will be referred to the Associate Dean for disciplinary action which may include expulsion.

A student may not submit the same paper or an assignment from another class for credit.

If students or faculty are concerned that written work is indeed plagiarized, they can use the following “plagiarism checker” websites, easily accessible, and generally free on Google:

- www.grammarly.com/plagiarism_checker
- www.dustball.com/cs/plagiarism.checker
- www.plagtracker.com
- www.plagium.com/
- www.plagscan.com/seesources/
- www.duplichecker.com/

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

**E. HIPAA ALERT**

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.
F. IMMUNIZATIONS
The State of New York has mandated that beginning August 1, 1990, all college students must be immunized against measles, mumps, and rubella (German Measles) in order to attend classes. Immunity may be demonstrated either by a blood test, proof of having had these diseases, or by written documentation of immunization against these diseases. No student can attend classes without having fulfilled these requirements. At orientation, Wurzweiler provides you with a form that you must have completed by your physician before attending classes.

G. BIOLOGY REQUIREMENT
The Council on Social Work Education requires that all students have completed and passed with a “B” or better an undergraduate Human Biology course. If you do not have such a course on your transcript, or if you did not earn a “B” or better in the course, you can take an on-line human biology course at www.innerbody.com and submit your response to the Dean’s Office within your first semester at Wurzweiler.

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

I. HEALTH INSURANCE - Required under the Affordable Care Act.
All graduate students who are enrolled at Wurzweiler are required to be covered by a health Insurance plan and as such will be automatically enrolled in Yeshiva University Graduate Students Health Insurance Plan. If you currently have insurance coverage and want to waive out of the University’s coverage, you must complete the online waiver form.
SECTION IV
SCHOOL-RELATED MATTERS

A. REGISTRATION

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

Add/Drop Period
In-coming students will register in person in September each fall. On-going students will register on-line each semester thereafter. Look for announcements about on-line registration posted on our website or ask your faculty advisor (http://www.yu.edu/wurzweiler). The Academic Calendar lists the dates for adding or dropping courses and these dates differ each semester. Tuition penalties are incurred for dropping a course after the official Add/Drop period. Please contact the Office of Student Finance for further information (http://yu.edu/osf/). When a student who is registered for a course then decides not to take the course, the course must be officially dropped through the Associate Dean’s Office.

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

1. Discuss the reason for withdrawal with their faculty advisor.
2. See the Associate Dean to complete the withdrawal and Add/Drop Forms.
3. Satisfy all remaining financial responsibilities with the University’s Financial Aid Office.
4. Contact the Admissions Office, in writing, of your intent to withdraw from the Program.

**B. CLASS ATTENDANCE**

*The University does not permit students to audit or sit in on classes that they are not officially registered for.*

**ABSENCES** - Students are expected to attend all classes as scheduled. Students unable to come to a class session are responsible for notifying the classroom instructor and/or the School that they will be absent. Students who miss more than three consecutive classes are asked to withdraw from the class. This is one of the expressions of professional responsibility that is expected of the student.

**C. GRADING SYSTEM**


2. Students are required to maintain a 3.0 GPA or better to remain in good academic standing.

3. Students will receive a "Y" grade for their field work if they are making satisfactory progress at the mid-year evaluation. Such a grade is required to continue in the field placement for the second semester. Students who successfully complete the year of field placement will receive a "P" grade.

4. A student who has not satisfied an "Incomplete" grade for a course (see Section D, below) may be prevented from registering for the next semester. An "Incomplete" in the first semester of a year-long course must be completed before the student can register for the second half of the course.

5. Students are expected to satisfactorily complete all course requirements before the last class session of each semester (see Section D, below).
6. A student who fails either Field Work or a Practice class receives a failing grade for both. Practice class and Field Work are integrally related and therefore constitute a year of study.

7. The field instructor makes a recommendation for the grade to be received in Field Work. The faculty advisor makes the final decision as to the awarding of the grade.

8. A student who fails a required course must repeat that course.

*Enrollment in certain courses requires successful completion of other courses.*

*Please see Pre- and Co- Requisite List of Courses: [http://www.yu.edu/wurzweiler](http://www.yu.edu/wurzweiler).*

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

* The student should discuss with the instructor the need for more time to complete an assignment. The instructor may give the student additional time up to the deadline due date for all Incomplete grades. (See the Academic Calendar for that semester.)

* Any Incomplete grade will automatically become a failing grade after the Incomplete grade due date.

* This option is not available to students who have filed for graduation.

E. **ACADEMIC STANDARDS**

Students are required to maintain satisfactory standards of scholastic performance and progress. Failure to make satisfactory progress toward degree requirements may result in the loss of financial aid, scholarships and loans. Degree candidates are required to maintain a “B” average (3.00). If an overall 3.00 grade point average is not maintained in a given semester, the student will automatically be placed on academic probation. Receipt of a “C”
grade in any course will result in an automatic academic review of the student's progress and receive a Letter of Notice of Concern from the School. A student who earns a "B-" in a practice class or field internship will automatically be placed on academic probation. A student on academic probation must raise his or her overall grade point average to a 3.00 level by the following semester. Failure to achieve the required 3.00 average after being placed on academic probation is grounds for dismissal by the School.

A student who fails a course in any semester will automatically be placed on academic probation for the following semester. Failure in two or more courses results in automatic dismissal from the School. All students admitted to the Advanced year of the master's program must have satisfactorily completed all Generalists Practice course requirements. Students who are not in good standing will receive a letter from the Associate Dean's Office informing them that they cannot register for the second year. The Office of the Registrar will receive a list of those students who have not maintained satisfactory academic progress to ensure that they cannot register.

F. POLICY AND PROCEDURE ON TRANSFER OF CREDITS

Credits may be transferred for a graduate course taken within the past five years at another accredited graduate school of social work if the course grade is a "B" or higher, with the exception of field work grades. Field Work grades are generally "P" grades and they are transferable. Students with a shortage in the field placement hours or credits must make them up. Elective courses that have been transferred from another graduate school of social work do not fulfill the elective requirements for a Wurzweiler Certificate. Some programs grant Credit, No Credit or Honor grades. The equivalence of these grades to letter grades must accompany the transfer of credit form.

Transfer credits are not entered on a student's permanent record until the student has satisfactorily completed at least 12 credits at Yeshiva University, and these may be revoked, either in whole or in part, if subsequent work, either generally or in a particular subject, is not satisfactory.
As courses at Wurzweiler are two (2) credits, courses which may be more than two credits at another social work institution will be accepted in transfer as two credits. Students will not be given more credits than earned. Courses transferred from another social work institution, whether taken before or after admission at Yeshiva University, appear on the student’s record with credit value only; grades earned elsewhere are not entered on the records of Yeshiva University.

The Wurzweiler MSW Program is a 60 credit Master’s degree. The maximum total number of credits that may be transferred from an accredited, MSW degree-granting institution is 12. This includes all required and elective courses (2 credits each) and field work credits (6 credits each).

There are certain courses which are part of the Wurzweiler curriculum which may not be offered at other social work institutions and therefore must be taken at Wurzweiler, (i.e. Jewish Social Philosophy). As a result, although transfer credits have been granted for course work at other social work institutions, these specific courses may be required, which may extend the course of study beyond the normal time frame or number of credits required for a degree.

In accordance with accreditation guidelines from the Council on Social Work Education, the Wurzweiler School of Social Work does not give academic credit for:

1. Work, volunteer, or life experience
2. Undergraduate courses; and/or
3. Graduate courses that have been used to fulfill requirements for other graduate degrees.

Under certain circumstances, course work that may be repetitive may be waived. Students are required to select other courses to earn the credits needed for graduation.

Students who have completed less than a full year of a graduate social work program will receive no transfer credit for practice courses, fieldwork and any full year courses. Any shortfall in credits needed for graduation must be made up by taking elective courses.
Students entering the Advanced Standing Program with a degree from a Baccalaureate Social Work Program accredited by the Council on Social Work Education will be required to take 36 credits of advanced coursework.

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

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

1. Students must complete an “Application for Transfer Credit Toward a Graduate Degree” form and submit the form to the Associate Dean's Office.

2. Students must have an official transcript(s) sent directly to the Associate Dean's Office no later than two months after beginning their studies at Yeshiva University or two months after completion of these courses, whichever is later.

3. Students must provide the Associate Dean's Office with copies of the course description, school catalogs and/or course syllabi.

4. Students must earn 12 credits at WSSW before the Transfer of Credit form is processed.

When all the necessary paperwork is received and completed, the materials will be forwarded to the Office of the Registrar. The Office of the Registrar holds the final decision as to whether credits are transferred.

Any student who is matriculated at Wurzweiler must receive prior approval from the Associate Dean before taking any course work at another University. Such requests must be
in writing and indicate the reasons for taking courses elsewhere. Course descriptions/college catalogs must be supplied by the student with their request.

G. PROCEDURE FOR TAKING COURSES IN ANOTHER PLAN

Ordinarily, students are expected to complete all of the course work required in a particular Plan, that is, the CONCURRENT, PEP, BLOCK AND CLERGY PLANS. The rationale is based on the fact that the courses offered, while identical in content, are conceived as a unitary whole (i.e. yearlong are sequenced to fit different calendar plans.) However, in special circumstances, students may be granted permission to take a few courses in another Plan. The following procedures should be used:

1. The student must consult with his or her faculty advisor as to the advisability of crossing Plans.
2. The student then submits, in writing, reasons for the request, to which the faculty advisor adds his or her comments.
3. This written request is then submitted to the Associate Dean, who determines whether or not it is feasible, given the credit allocation, the number of students in the class and the make-up of the class.
4. The student is notified, in writing, of the decision and if accepted, is notified about procedures for registering.

H. FINANCIAL AID INFORMATION

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

“Where do I start?”

For all U.S. citizens, permanent residents, and those to whom refugee/asylum status has been granted, the financial aid process begins when you file a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. International students should submit the
university’s International Graduate Student Financial Aid Application (available as a PDF at www.yu.edu/osf).

Please file for financial aid as soon as possible - you should not wait until you have been accepted to the program to apply for financial aid. This financial aid is a loan that must be paid back over time.

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

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

“How much can I get?”

LOANS

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

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

Wurzweiler students who file a FAFSA (and enroll at least as a half time student each semester) are also eligible to apply for a Graduate PLUS Loan through the William D. Ford Federal Direct Loan Program.
Unlike the Stafford Loan program, there is a credit check involved and the exact amount you may borrow through Graduate PLUS will depend upon your individual FAFSA. However, the program allows a student to borrow up to the “cost of attendance” which includes many items ranging from housing costs to personal expenses.

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

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

WORK-STUDY

If the result of your FAFSA demonstrates financial need, you may also be eligible to earn money through the Federal Work-Study program. Work-Study offers part-time on campus employment at an hourly wage.

“What will it cost?”

Wurzweiler bills per semester and per credit - the MSW Program’s tuition for the 2016-2017 academic year is $1,050 per credit while the PhD Program’s tuition is $1,195 per credit. All students are also charged student fees per semester.

“Who can I speak to?”

For questions regarding your FAFSA and federal student loans, please contact the Office of Student Finance at studentaid@yu.edu.

For questions regarding scholarships, awards, please contact The Office of Admissions at Wurzweiler (http://www.yu.edu/Admissions/Graduate/Wurzweiler/).
SECTION V
PROCEDURES FOR CHANGING STATUS

A. WITHDRAWING FROM THE PROGRAM

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

The following formal withdrawal procedures should be adhered to:
1. Notification and discussion with advisor;
2. Notification to field and class instructors;
3. Filing an Official Withdrawal Form signed by the Associate Dean;
4. Without an Official Withdrawal Form, it will be assumed that the student is still registered.

B. WITHDRAWING FROM A COURSE OR FIELDWORK

Students may withdraw from field work or individual courses without penalty based on the deadlines designated in the School Calendar. After those dates, a "W" will appear on the transcript only after the necessary paperwork has been signed off on by the Associate Dean's Office. As certain courses must be taken in conjunction with field work, withdrawal from one of these courses or field work requires withdrawal from the others.

In case of withdrawal from individual courses or field work, the following procedure should be adhered to:
   Notification and discussion with advisor;
   Notification to field and class instructor; and
   Filing of Program Change and Withdrawal Forms with the Registrar's Office.
C. LEAVE OF ABSENCE

Students who expect to return at some future time should file a request for a formal "Leave of Absence" available from the Associate Dean's secretary. Such leaves are normally granted for a maximum of two semesters or twelve months. Leaves of Absence, except for the purpose of government service, do not extend the time limits set for completion of degree requirements, which are normally five years. A Leave of Absence is granted only to students who are in good academic standing. Requests for medical leave must follow the above Leave of Absence procedure. However, medical documentation must be provided to the School prior to approval of the leave and prior to readmission.

D. MAINTENANCE OF REGISTRATION

Students are required to maintain continuous registration with the University until they complete all of the requirements for a degree. There are three mechanisms for doing so:
   a. Registering for at least one academic course in each semester;
   b. Requesting a Leave of Absence; or
   c. Registering for Master's Research.

In addition to the above:

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

A Leave of Absence is only granted under extraordinary circumstances. All Leave of Absences for international students must be approved by the International Student and Scholar Advisor.

A student who neither registers nor secures an official Leave of Absence for any semester will be considered as having withdrawn from the School. Such a student who wishes to resume studies will be required to apply for "READMISSION."
Students who withdrew from the School and wish to apply for Readmission must follow the regular admissions procedure. Their admission will be subject to the usual admissions criteria in effect at the time of application for Readmission.

E. **EXTENDED ADVISING (SWK 6520 – 0 CREDITS)**

Extended Advising is required for all students who are not in a practice course and are still taking course work. Students will register Extended Advising, SWK 6520 – 0 credits. To meet this requirement, a member of the faculty is assigned to provide advising to the student. Students are entitled to use the libraries and other facilities of the University.

F. **MASTER’S RESEARCH (SWK 6971 – 0 OR 1 CREDITS)**

Students are required to maintain continuous registration with the University until they complete all degree requirements. A student who fails to complete course requirements, including, but not limited to, the submission of the Essay prior to the date of graduation, must register for Master’s Research. The mechanism for accomplishing this is SWK 6971 Master’s Research, 0 credits.

Students who are no longer taking courses but have not completed all requirements for the Master’s degree (those having to finish “Incompletes” or complete the Essay), must register for Master’s Research for 1 credit. Students are thus maintained on the University’s rolls and permitted to use the University libraries and consult with members of the faculty. The charge for this course is equivalent to tuition for a one-credit course plus the usual registration and student fees.

G. **INTEGRATIVE SEMINAR I & II (SWK 6905 & SWK 6906 – 0 CREDITS)**

Integrative Seminar I & II is a one-year long capstone course that is required for graduating MSW students. It is an opportunity for students to have a guided experience in integrating their learning and demonstrate their ability to apply their knowledge and skills in simulated practice. The course fulfills Wurzweiler’s requirement to complete a final experience that includes use of content from all core courses prior to graduation. As such, students will
attend a seminar and complete a practice project which includes continuous case conference and a simulated licensing exam. Students will demonstrate their practice competence by applying skills in work with individuals, families, groups and the community. Students must attend all classes, participate in case conference and take the exam in order to pass the course. Grading for the course will be “P” or “F”. Students cannot pass this course unless they meet all requirements.

H. INTEGRATIVE ESSAY (SWK 6900 – 0 CREDITS)

A student who does not complete the Essay by the end of his or her last semester must register for Master’s Research (SWK 6971). The fee is the equivalent of 1 credit. The student must re-file his or her intention to graduate with the Office of the Registrar.

I. GRADUATION

All course requirements, 60 credits including the Integrative Seminar I & II or completed Essay, must be completed before the date of graduation. Unless all of the degree requirements, including the submission of the Essay or the Integrative Seminar I & II are completed prior to graduation, the student will not be eligible to graduate at that time. All requirements for a degree must be completed within five (5) years.

In order for a MSW student to be listed in the Commencement Program, a minimum of 60 credits (including required and elective courses) must be completed by the end of the Semester in which they file with the Registrar’s Office to graduate. Students who have completed fewer credits or who have not had their Essay accepted or failed the Integrative Seminar will not be listed on the Commencement Program and will not be permitted to participate in the Graduation ceremony.
SECTION VI

GROUNDS FOR DISMISSAL AND APPEALS PROCEDURES

A. GROUNDS FOR DISMISSAL

a. A "C" grade earned in a course raises concern. More than one "C" grade raises questions as to the student's ability to continue in the Program.

b. More serious concern is raised when a student earns an “F” grade, and as such, will automatically be placed on Academic Probation.

c. Failure in two or more courses results in automatic dismissal.

d. Failure to maintain a cumulative 3.00 GPA for two consecutive semesters may be grounds for dismissal.

e. Provisional students will automatically be dismissed if they have not earned a grade of “B” in every class and their GPA falls below a 3.00 during their first semester.

f. Professional behavior, especially in practice settings, is an academic requirement not separate from the educational component of the Program. Unprofessional behavior and any violations to the NASW Code of Ethics are grounds for dismissal.

g. Cheating, exercising dishonesty and/or plagiarizing are academic grounds for dismissal.

h. Consumption, influence or possession of alcohol or other controlled substances in class or field placement are grounds for immediate dismissal.

i. Failure to meet generally accepted standards of personal integrity, professional conduct, or inappropriate or disruptive behavior toward colleagues, faculty or
staff (whether at School or field placement), or any other individual may subject students to dismissal.

j. Students are required to complete their degree within five years of admission. Failure to do so is grounds for dismissal.

k. Joint MSW/PhD students are required to maintain a “B” or above to remain in good academic standing. A student who fails a course in the MSW program will automatically be placed on Academic Probation for the both the MSW and PhD programs. Failure in two or more courses in the MSW will result in automatic dismissal from both the MSW and PhD program.

B. CONCERNS RAISED BY STUDENTS

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

a. If a problem is encountered in the field or in a class, the student is expected to take responsible action by talking to the field instructor or the classroom teacher involved.

b. If the issue remains unresolved or there is a desire for further clarification, the student should speak with his or her faculty advisor.

c. If the issue is still unresolved, the student can arrange to see the Director of Field Instruction (if the problem pertains to field work), or the Associate Dean (if the problem relates to classroom issues).

d. If the above steps have been taken and the student feels that the issue or problem remains unresolved, the student can request a Student Review (see Section D, below) for further consultation. The Committee's decision as to
whether or not to review the matter and make a determination of the issues shall be final.

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

C. CONCERNS RAISED BY FACULTY

If there are questions about the capacity, performance, or the continuation of a student in the Program, these concerns will be brought by the faculty member to the attention of the student's advisor and the Associate Dean. The faculty advisor, after meeting and discussing their concerns with the student, may request consultation with the Student Review Committee which consists of four faculty members, the Associate Dean and the Director of Field Instruction. The Committee is chaired by the Associate Dean.

The Student Review Committee serves in an advisory capacity to faculty member when students are experiencing academic or field work problems which involve difficulties in learning or adhering to the professional standards of the program or the profession. The Committee may also be consulted by students (see Section B, above). If it is felt that there are serious questions about the student's performance or continuation in the Program, the following procedure is utilized:

a. In cases or situations which may pose the risk of imminent danger, the School may immediately suspend the student with proceedings to follow.

b. In cases of plagiarism and/or cheating, students will automatically fail the course and will be placed on Academic Probation.

c. In any case in which there are academic performance issues, a Letter of Notice of Concern is sent to the student indicating the nature of the difficulties and the academic requirements to be met by the student. Students also have
the opportunity to present their case before the Student Review Committee at any time during this process.

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

e. In the event that the student has not successfully met the requirements specified in the **Letter of Notice of Concern**, he or she may be dismissed from the Program. The student who is to be dismissed from the Program will have the decision conveyed to him or her in writing and signed by the Associate Dean acting as Chair of the Student Review Committee.

f. A student who has been notified in writing that he or she has been dismissed from the Program may request in writing a review of this decision by a Hearing Appeals Committee prior to a final determination by the Dean. The Hearing Appeals Committee shall review situations in which a student appeals his or her dismissal from the School for academic or disciplinary reasons. The Hearing Appeals Committee shall have the responsibility to review documents pertaining to the dismissal, to meet with the student and appropriate faculty and to make recommendations to the Dean.

**D. APPEAL OF DISMISSAL**

1. Any student, who has been dismissed from the Program, may appeal this action, in writing, within 30 days of the written notice of dismissal.

2. The dismissed student is required to present a written request addressed to the Hearing Appeals Committee. This request should be submitted via the Dean's Office.
3. The Hearing Appeals Committee will consist of three (3) faculty members and two (2) student representatives. The Hearing Appeals Committee will convene and select a Chair. Each member of the Committee will have one vote.

4. Once the Hearing Appeals Committee is formed, it will review the student's file including but not limited to, the following items:
   (A) Probation letter(s)
   (B) Field Work evaluations
   (C) Any correspondence concerning student’s field work or academic performance during student's tenure at WSSW
   (D) Student evaluation forms submitted by instructors
   (E) Any correspondence the student has submitted to WSSW faculty or Administration
   (F) Any other material the Committee considers relevant.

5. The Hearing Appeals Committee will contact the student and arrange for a meeting so that the student will have the opportunity to orally present the nature of his/her appeal to the dismissal process.

6. The Hearing Appeals Committee may also meet with any of the faculty members or others who were involved with the student to gain a fuller perspective of the events leading to the dismissal process.

7. After review of written communications and oral presentations from the student and others, the Hearing Appeals Committee will communicate with the Dean in one of the following ways:
   (A) Support the determination to dismiss the student (Based on the conclusion that the appropriate procedures were followed); or
   (B) Recommend overturning the decision to dismiss the student (The conclusion that the appropriate procedures were not followed).

8. The decision of the Hearing Appeals Committee will be by majority vote. It will be communicated to the Dean in written form, who will take the recommendation under advisement. The Dean will make the final determination and notify the student in writing. The decision of the Dean is final.
E. **APPEAL OF GRADES**

**THE FACULTY HAS SOLE AUTHORITY TO GIVE GRADES.** The Student Review Committee and the Hearing Appeals Committee shall have no authority to change a student's grade or to consider such issues. A student may appeal a final course grade of “F” in writing directly to the Dean only after first discussing the matter with the instructor and his or her advisor. The Dean may override an “F” grade only if the Dean finds extreme and egregious unfairness. An appeal of an “F” grade must be made within 30 calendar days of receipt of the grade.
APPENDIX A

Educational Policy and Accreditation Standards

(Council on Social Work Education, 2015)
2015

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

for Baccalaureate and Master’s Social Work Programs
## INTRODUCTION

Introduction to the 2015 Educational Policy and Accreditation Standards (EPAS).

### PURPOSE: SOCIAL WORK PRACTICE, EDUCATION, AND EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Purpose of the social work practice, education, and educational policy and accreditation standards.

### COMPETENCY-BASED EDUCATION

Competency-based education framework.

### SOCIAL WORK COMPETENCIES

Social work competencies outlined.

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

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

**Competency 4:** Engage In Practice-informed Research and Research-informed Practice

**Competency 5:** Engage in Policy Practice

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

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

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

**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### PROGRAM MISSION AND GOALS

Program mission and goals.

**Educational Policy 1.0—Program Mission and Goals**

**Values**

**Program Context**

**Accreditation Standard 1.0—Program Mission and Goals**

### EXPLICIT CURRICULUM

Explicit curriculum standards.

**Educational Policy 2.0—Generalist Practice**

**Accreditation Standard B2.0—Generalist Practice**

**Accreditation Standard M2.0—Generalist Practice**

**Educational Policy M2.1—Specialized Practice**

**Accreditation Standard M2.1—Specialized Practice**

**Educational Policy 2.2—Signature Pedagogy: Field Education**

**Accreditation Standard 2.2—Field Education**

### IMPLICIT CURRICULUM

Implicit curriculum standards.

**Educational Policy 3.0—Diversity**

**Accreditation Standard 3.0—Diversity**

**Educational Policy 3.1—Student Development**

**Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

**Accreditation Standard 3.2—Faculty**

**Educational Policy 3.3—Administrative and Governance Structure**

**Accreditation Standard 3.3—Administrative Structure**

**Educational Policy 3.4—Resources**

**Accreditation Standard 3.4—Resources**

### ASSESSMENT

Assessment standards.

**Educational Policy 4.0—Assessment of Student Learning Outcomes**

**Accreditation Standard 4.0—Assessment**

### APPENDIX: 2015 EPAS GLOSSARY

Glossary of educational policy and accreditation standards terms.

**Educational Policy Terms**

**Accreditation Standards Terms**

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2015 Educational Policy and Accreditation Standards
Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master’s degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master’s degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE’s COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP “at periodic intervals not to exceed 7 years.” CSWE’s recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

July 2015
The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master’s, and doctoral levels shapes the profession’s future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

"It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate."
In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

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

Programs assess students’ demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.
The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.
Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

1.0.1 The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.

1.0.2 The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.

1.0.3 The program identifies its goals and demonstrates how they are derived from the program’s mission.

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

**Educational Policy 2.0—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

**Accreditation Standard B2.0—Generalist Practice**

- **B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- **B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- **B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

**Accreditation Standard M2.0—Generalist Practice**

- **M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- **M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- **M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.
Educational Policy M2.1—Specialized Practice
Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice
M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education
Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.
**Accreditation Standard 2.2—Field Education**

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.
The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.
Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program.

M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

3.1.4 The program describes its policies and procedures concerning the transfer of credits.

3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.1.7 The program submits its policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

3.1.9 The program submits its policies and procedures specifying students’ rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.
**Educational Policy 3.2—Faculty**

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

**Accreditation Standard 3.2—Faculty**

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty’s teaching, scholarly, and service responsibilities.

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.
Educational Policy 3.3—Administrative and Governance Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master’s program.

M3.3.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.
3.3.5 The program identifies the field education director.

3.3.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

B3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.
Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice. Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.
Educational Policy Terms
The following definitions were developed for use in the context of the 2015 educational policy:

Accreditation
A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

Behaviors
Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

Classroom
The organization of instruction including various face-to-face and/or e-learning methods of instruction.

Clients and constituencies
Those served by social workers including individuals, families, groups, organizations, and communities.

Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)
- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Competency-based education framework
A framework where the focus is on the assessment of student learning outcomes (assessing students’ ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Curriculum design
Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

Environmental justice
Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015).
**Holistic competence**
The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

**Intersectionality**
A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.

**Multidimensional assessment methods**
Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

**Program options**
Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.

**Signature pedagogy**
Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

**Specialized practice**
Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

**Student learning outcomes**
The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.
Accreditation Standards Terms
The following definitions were developed for use in the context of the 2015 accreditation standards (AS):

**Curriculum (AS B2.0.2, M2.0.2, 3.3.2)**
All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences.

**Full-time equivalent faculty-to-student ratio (AS 3.2.3)**
Refers to the institution’s calculation of full-time faculty workloads. Programs should calculate faculty ratios that include adjunct and part-time faculty (not field instructors at field settings) in the full time equivalency description. Programs should include part-time students in this calculation.

**Goals (AS B2.0.1, M2.0.1):**
General aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession.

**In-person contact (AS 2.2.4):**
Refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies.

**Matrix (AS B2.0.3, AS M2.0.3, AS M2.1.4):**
A table or chart that maps the social work curriculum content to the competencies.

**Multiple dimensions of each competency (AS 4.0.1)**
- Multiple refers to a minimum of at least two dimensions.
- The dimensions of the competency are knowledge, values, skills, and cognitive and affective processes.

**Post-social work degree practice experience (AS B2.2.9, M2.2.9, 3.2.2, B3.3.5 (b), M3.3.5 (b))**
- The minimum requirement of 2 years of post-baccalaureate or post-master’s social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
- Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
- Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual’s practice expertise.

**Simulated practice situations (AS 4.0.1):**
Modalities that replicate practice situations to facilitate the demonstration of student competence.

**Transfer of credits (AS 3.1.4)**
The process of awarding student credit for courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution’s policies and procedures concerning the transfer of credits.
APPENDIX B

Drug Free University Policy
Yeshiva University Policy on Drugs and Alcohol

To All Students and Employees of Yeshiva University:

Federal law requires that institutions of higher education promulgate and annually distribute standards of conduct prohibiting the unlawful possession, use, or distribution of illicit drugs and alcohol at any of their facilities or in connection with any of their activities by their students and by their faculty, staff, and others on their payroll (collectively, “employees”). The law also requires that each institution provide various related information more fully described below as part of their program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

Yeshiva University's Standards of Conduct on Illicit Drugs and Alcohol are outlined below in Section I. Information on University sanctions for violation of these standards is also outlined in Section I. Information on criminal sanctions for the illegal possession, use or distribution of illicit drugs and alcohol is outlined in Section II. Information on the health risks associated with the use of illicit drugs and the abuse of alcohol is outlined in Section III. Information on available counseling is outlined in Section IV. We urge your careful attention to this important information.

Every employee must abide by these Standards of Conduct as a condition of employment. Additionally, every employee must notify in writing the University’s Office of the General Counsel and Human Resources Department of his or her conviction for violation of a criminal drug statute that occurred in the workplace within five (5) calendar days after such conviction. As required by law, within ten (10) calendar days after receiving such notification, the University will report such conviction in writing to the appropriate governmental agencies. Further, as required by law, within thirty (30) calendar days after receiving such notification, the University will take appropriate personnel action against the employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended, or require the employee to participate satisfactorily in an approved drug abuse assistance or rehabilitation program.

EXECUTIVE SUMMARY

The following is a brief summary of this Drug and Alcohol Policy. Please read the full Drug and Alcohol Policy for more details.

- The unlawful possession, manufacture, dispersing, use, or distribution of illicit drugs at any University facility or in connection with any University activity is prohibited.
- Being under the influence of illicit drugs during working hours, or when classes are in session, or while engaged in any University activity is prohibited.
- Persons under the age of 21 years are prohibited from possessing or consuming any alcoholic beverage at any University facility or in connection with any University activity.
- Undergraduate students, regardless of age, are prohibited from possessing or consuming alcoholic beverages at any University facility or in connection with any University activity.
- All students are prohibited from being under the influence of alcohol while engaged in any University activity.
- Employees are prohibited from being under the influence of alcohol during working hours or while engaged in any University activity.
Except for a limited exception, employees are prohibited from bringing alcoholic beverages into, or consuming alcoholic beverages in, any University facility or bringing/consuming alcoholic beverages in connection with any University activity.

Violators of the Policy will be disciplined, up to and including expulsion or termination from the University.

**I. STANDARDS OF CONDUCT**

The following are Yeshiva University’s Standards of Conduct on Illicit Drugs and Alcohol for students and employees. Any action the University may take under this Drug and Alcohol Policy will be consistent with The Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973. In addition, please also see the Student Alcohol and Drug Use Amnesty Policy which provides for amnesty under certain circumstances to encourage the reporting of domestic violence, dating violence, stalking, or sexual assault.

**A. Standard of Conduct on Illicit Drugs**

The unlawful possession, manufacture, dispersing, use, or distribution of illicit drugs at any facility of the University (including housing provided by or on behalf of the University) or in connection with any activity sponsored by, or under the control or supervision of, the University (or a University organization) (whether the event is held at the University or not) is prohibited and shall subject the student or employee to appropriate disciplinary action by the University. In addition, being under the influence of illicit drugs (other than lawfully prescribed drugs) during working hours or when classes are in session or while engaged in activities sponsored by, or under the control or supervision of, the University (or a University organization) (whether the event is held at the University or not) also is prohibited and shall subject the student or employee to appropriate disciplinary action by the University. Employees taking any prescription medication that may affect their ability to work should notify (without disclosing the specific medication or condition for which it has been prescribed) the University’s Benefits Office, which will in turn notify the employee’s supervisor regarding any potential accommodations that may be necessary.

Any disciplinary action shall be taken in accordance with applicable disciplinary procedures. In the case of students, any such disciplinary action may include suspension, dismissal or expulsion from University housing and/or the University, and also may include satisfactory participation in a drug abuse assistance or rehabilitation program. In the case of employees, disciplinary action, up to and including suspension or termination of employment from the University, shall be taken. Any such disciplinary action also may include satisfactory participation in a drug abuse assistance or rehabilitation program. Employees must be responsible to avail themselves of such assistance, to follow the treatment recommended, and to recognize that simply seeking such assistance does not constitute compliance with the University’s policies or job performance expectations. The University may also refer the incident for criminal prosecution by appropriate governmental authorities. Criminal sanctions for the unlawful possession, use, or distribution of illicit drugs are discussed in Section II. Any disciplinary action imposed by the University is independent of, and in addition to, any penalty imposed in connection with a criminal conviction.

**B. Standard of Conduct on Alcohol**

1. Persons under the age of 21 years are prohibited from possessing or consuming any alcoholic beverage at any facility of the University (including housing provided by or on behalf of the University) or in connection with any activity sponsored by, or under the control or supervision of, the University (or a University organization) (whether the event is held at the University or not). It is the policy of the University to prohibit the serving of alcoholic beverages to persons who cannot establish that they are 21 years of age or older.

2. Undergraduate students, regardless of age, are prohibited from possessing or consuming alcoholic beverages at any facility of the University (including housing provided by or on behalf of the University) or in connection with any activity sponsored by, or under the control or supervision of, the University (or a University organization) (whether the event is held at the University or not). It is the policy of the University to prohibit the serving of alcoholic beverages to persons who cannot establish that they are 21 years of age or older.
connection with any activity sponsored by, or under the control or supervision of, the University (or a University organization) (whether the event is held at the University or not).

3. All students, including undergraduate, graduate and professional students, are prohibited from being under the influence of alcohol while engaged in academic, professional or other activities sponsored by, or under the control or supervision of, the University (or a University organization) (whether the event is held at the University or not). All students, regardless of age, also are subject to any further applicable restrictions of their individual schools or residence facilities concerning alcoholic beverages.

4. Employees are prohibited from being under the influence of alcohol during working hours or while engaged in activities sponsored by, or under the control or supervision of, the University (or a University organization) (whether the event is held at the University or not). Employees are also prohibited from bringing alcoholic beverages into, or consuming alcoholic beverages in, any facility of the University (including housing provided by or on behalf of the University) or bringing/consuming alcoholic beverages in connection with any activity sponsored by, or under the control or supervision of, the University (or a University organization) (whether the event is held at the University or not). A limited exception exists only in regard to the reasonable consumption of alcoholic beverages by an employee (who is 21 years of age or older) at any activity sponsored by, or under the control or supervision of, the University (or a University organization) where alcoholic beverages are being appropriately served and to which the employee is expressly invited (but in no event shall the employee consume to the point of intoxication).

Upon finding evidence of a violation of the “Standard of Conduct on Alcohol”, the University will take appropriate disciplinary action in accordance with applicable disciplinary procedures. In the case of students, such disciplinary action may include suspension, dismissal or expulsion from University housing and/or the University, and also may include satisfactory participation in an alcohol assistance or rehabilitation program. In the case of employees, disciplinary action, up to and including suspension or termination of employment from the University, shall be taken. Any such disciplinary action also may include satisfactory participation in a drug abuse assistance or rehabilitation program. Employees must be responsible to avail themselves of such assistance, to follow the treatment recommended, and to recognize that simply seeking such assistance does not constitute compliance with the University’s policies or job performance expectations. The University may also refer the incident for criminal prosecution by appropriate governmental authorities. Criminal penalties and sanctions for the misuse of alcoholic beverages are discussed in Section II. Any disciplinary action imposed by the University is independent of, and in addition to, any penalty imposed in connection with a criminal conviction.

II. INFORMATION ON LEGAL SANCTIONS
The information contained herein on legal sanctions is not to be considered legal advice or guaranteed to be a comprehensive inventory of all laws regarding illicit drugs and alcohol. It is the user’s responsibility to check applicable laws. Students and employees traveling abroad as part of a University program also should familiarize themselves with the laws and policies of the location to which they are traveling.

A. Legal Sanctions for Illicit Drugs
The possession, use, or distribution of illicit drugs, depending on the nature of the crime, may result in severe penalties, including fines and imprisonment, which may be for life.

Certain federal penalties and sanctions for the illegal possession of a controlled substance and a description of federal trafficking (i.e., distribution) penalties for substances covered by the Federal Controlled Substances Act are set forth in Appendix A. More information can be found on the U.S. Department of Justice – Drug Enforcement Administration website at www.dea.gov/druginfo/ftp3.shtml.
The laws of New York City and New York State also provide sanctions for the unlawful possession or distribution of illicit drugs. For more information, see:

- New York Penal Law Article 220 (controlled substances)  
  http://ypdcrime.com/penal.law/article220.htm

- New York Penal Law Article 221 (marijuana)  
  http://ypdcrime.com/penal.law/article221.htm

- New York Penal Law Article 120 (vehicular assault, sections 120.03-04.)  
  http://ypdcrime.com/penal.law/article120.htm

- Driving Under the Influence and Driving While Intoxicated  
  http://dmv.ny.gov/org/tickets/penalties-alcohol-or-drug-related-violations

- New York City Administrative Code -- Public Safety  
  http://72.45.128.254/nycnew/ACTitle10.aspx

**B. Legal Sanctions for Alcohol**

Criminal penalties and sanctions also may result from the misuse of alcoholic beverages. For example, under New York State Law:

1. No person under the age of 21 may possess an alcoholic beverage with the intent to consume it. The penalties for possession of an alcoholic beverage with the intent to consume it include a fine not exceeding $50, completion of an alcohol awareness program, and/or community service not to exceed 30 hours.

2. It is a violation of New York law for a person under 21 years of age to present written evidence of age which is false, fraudulent or not his or her own, for the purpose of purchasing or attempting to purchase any alcoholic beverage. Such conduct is subject to payment of a fine of, depending on the number of prior violations, between $50 and $750, community service, or both, and completion of an alcohol awareness program or evaluation to determine whether the person suffers from alcoholism or alcohol abuse.

3. Using a false or fraudulent written instrument officially issued or created by a public office or governmental instrumentality (e.g., a driver’s license) to procure alcohol is also a crime. The penalties include imprisonment of up to 7 years and a monetary fine.

4. It is unlawful to drive while intoxicated (i.e., blood alcohol content of .08 and higher) or while one’s ability to operate the vehicle is impaired by alcohol or other drugs. The penalties for driving while intoxicated or impaired may be found on the New York State Department of Motor Vehicles website at http://dmv.ny.gov/org/tickets/penalties-alcohol-or-drug-related-violations.

In addition, New York City law prohibits consumption of an alcoholic beverage or possession with intent to drink an open container containing an alcoholic beverage in any public place except where a permit has been obtained. The possible penalty is a $25 fine or imprisonment of up to 5 days, or both.

These are only examples of the penalties that can be assessed against an individual for the unlawful possession, use, and distribution of alcoholic beverages and illicit drugs. It is the University’s policy to discourage violations of Federal, State, and City laws by its students and employees, and the University will assist in the prosecution by the relevant governmental authorities by cooperating fully with such authorities.
III. HEALTH RISKS ASSOCIATED WITH ILLICIT DRUG AND ALCOHOL USE

A. Health Risks of Illicit Drugs
In general, most illicit drugs can produce one or more of the following reactions: headache, nausea, dizziness, anxiety, damage to organs, addiction and, in extreme cases, death. Interactions between drugs and alcohol can be especially extreme. The use of illicit drugs also can result in asocial or violent behaviors and can negatively impact one’s personal development, schoolwork and or performance.

A summary of the health risks associated with the use of illicit drugs is set forth in Appendix B. More information can be found on the U.S. Department of Justice – Drug Enforcement Administration website at www.dea.gov/druginfo/factsheets.shtml.

B. Health Risks of Alcohol Abuse
The following is a summary derived from governmental studies of the health risks of alcohol.

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spousal and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person’s ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

More information can be found on the National Council on Alcoholism and Drug Dependence’s website at https://ncadd.org/about-addiction/alcohol.

IV. COUNSELING AND OTHER RESOURCES
Detoxification, outpatient and inpatient rehabilitation, and reentry programs are available in New York City and elsewhere.

Persons concerned about substance abuse or alcohol problems are invited to call these numbers listed below for information, confidential referrals and assistance. These are just a sampling of assistance available throughout New York City.

Hotline Numbers
Alcoholic Anonymous 212-647-1680
Al-Anon 212-941-0094
Narcotics Anonymous 212-929-6262
Nar-Anon 800-477-6291
Alcohol and Substance Abuse Hotline 800-522-5353
Substance Abuse and Mental Health Services Administration 800-662-HELP

(June 2016)
Montefiore Medical Center operates a substance abuse treatment center whose focus is the treatment of opioid dependence (narcotics addiction) through the methadone maintenance modality. For more information, call 718-409-9450 between the hours of 9:00 a.m. and 5:00 p.m.

Employees in need of assistance or support pertaining to drug or alcohol abuse may also contact the Human Resources Department at 646-592-4335 or ComPsych (Employee Assistance Program (EAP) Provider) at www. https://www.guidanceresources.com. If applicable, employees may also contact the 1199SEIU Member Assistance Program at 646-473-6900.

Students in need of assistance regarding drug and alcohol problems may be able to obtain confidential counseling, a referral for counseling or a referral to appropriate outside agencies through appropriate University offices, such as:

1. Student Counseling Services  
   Beren & Brookdale Campuses  
   646-592-4210
2. Student Counseling Services  
   Wilf Campus  
   646-592-4200
3. Office of Academic Support & Counseling (OASC)  
   Einstein Campus  
   718-430-3154

The University strongly encourages students and employees to seek help if they are concerned that they or their family members may have a drug and/or alcohol problem. The health and safety of every student and employee is of utmost importance to the University, and seeking help for a drug and/or alcohol problem will not automatically result in the University taking action under this Drug and Alcohol Policy.

V. CONCLUSION

Yeshiva University, as a matter of institutional policy and as required by law, is committed to the prevention of the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

In that regard, in each even-numbered year (e.g., 2016, 2018, etc.), the University will conduct a biennial review of its program to:

1. Determine its effectiveness and implement changes to the program if needed;
2. Determine the number of drug and alcohol-related violations and fatalities that occur on the University’s campus (as “campus” is defined by the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and as utilized by the University for purposes of its annual security report) or as part of any activity sponsored by, or under the control or supervision of, the University and that are reported to campus officials;
3. Determine the number and type of disciplinary sanctions that are imposed by the University under this Drug and Alcohol Policy; and
4. Ensure that the disciplinary sanctions described in this Drug and Alcohol Policy are consistently enforced.

The University shall, upon request, make available to the U.S. Department of Education and to the public the results of the biennial review in the form of a written report, which shall be completed in the year that the review is conducted. The report shall describe the research methods and data analysis tools that were used in the assessment and shall identify the responsible University official(s) who conducted the review. In addition, the report shall be approved by the University’s president and/or the University’s Board of Trustees.

If you have any questions regarding this Drug and Alcohol Policy or require assistance related to the provisions of this Drug and Alcohol Policy, please call the Office of the General Counsel at 646-592-4400.

Related Policies -- Alcohol Policy for Graduate Student Events and Student Alcohol and Drug Use Amnesty Policy (http://yu.edu/student-life/resources-and-services/standards-policies/)

(June 2016)
Federal Penalties and Sanctions for the Illegal Possession of Controlled Substances

21 U.S.C. 844
First conviction: Up to 1 year imprisonment and fine of at least $1,000 or both.

After 1 prior drug conviction: At least 15 days in prison, not to exceed 2 years, and fined at least $2,500. After 2 or more prior convictions: At least 90 days in prison, not to exceed 3 years, and fined at least $5,000.

21 U.S.C. 853 and 881
Forfeiture of personal and real property used to possess or to facilitate possession of a Controlled Substance if that offense is punishable by more than 1 year imprisonment.

21 U.S.C. 881
Forfeiture of vehicles, boats, aircraft, or any other conveyance used to transport or conceal a Controlled Substance.

21 U.S.C. 844
Civil fine of the reasonable costs of the investigation and prosecution of the offense.

21 U.S.C. 862
Ineligible to receive federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to 1 year for first offense and up to 5 years for subsequent offenses.

18 U.S.C. 922
Ineligible to receive or purchase a firearm or ammunition.

Miscellaneous
Revocation of certain federal licenses and benefits, e.g., pilot licenses, public housing tenancy, is vested within the authorities of individual federal agencies.

In addition, drug offenses at or near educational institutions carry enhanced penalties. Distribution of a controlled substance in, on, or within 1,000 feet of real property comprising a school, college, or university may subject the violator to twice the usual maximum punishment otherwise authorized by law.

Drugs and Federal Aid
In addition to these provisions, the Higher Education Amendments of 1998 provide that, effective July 1, 2000, a student is ineligible for federal student aid if convicted, under federal or state law, of any offense involving the possession or sale of a Controlled Substance (generally meaning illegal drugs, but not including alcohol or tobacco). The period of ineligibility begins on the date of the conviction and lasts until the end of the statutorily specified period. The student may regain eligibility early by completing a drug rehabilitation program that meets certain statutory and regulatory requirements (including 2 unannounced drug tests), or if the conviction is overturned.

NOTE: These are only Federal penalties and sanctions. Additional City and State penalties and sanctions may apply.
### Federal Trafficking Penalties for Schedules I, II, III, IV, and V (except Marijuana)

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Substance/Quantity</th>
<th>Penalty</th>
<th>Substance/Quantity</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>Cocaine 500-4999 grams mixture</td>
<td><strong>First Offense:</strong> Not less than 5 yrs. and not more than 40 yrs.</td>
<td>Cocaine 5 kilograms or more mixture</td>
<td><strong>First Offense:</strong> Not less than 10 yrs. and not more than life. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine of not more than $10 million if an individual, $50 million if not an individual.</td>
</tr>
<tr>
<td>II</td>
<td>Cocaine Base 28-279 grams mixture</td>
<td>If death or serious bodily injury, not less than 20 yrs. or more than life. Fine of not more than $5 million if an individual, $25 million if not an individual.</td>
<td>Cocaine Base 280 grams or more mixture</td>
<td><strong>Second Offense:</strong> Not less than 20 yrs., and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $20 million if an individual, $75 million if not an individual.</td>
</tr>
<tr>
<td>IV</td>
<td>Fentanyl 40-399 grams mixture</td>
<td><strong>Second Offense:</strong> Not less than 10 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $8 million if an individual, $50 million if not an individual.</td>
<td>Fentanyl 400 grams or more mixture</td>
<td><strong>2 or More Prior Offenses:</strong> Life imprisonment. Fine of not more than $20 million if an individual, $75 million if not an individual.</td>
</tr>
<tr>
<td>I</td>
<td>Fentanyl Analogue 10-99 grams mixture</td>
<td><strong>Second Offense:</strong> Not less than 10 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $8 million if an individual, $50 million if not an individual.</td>
<td>Fentanyl Analogue 100 grams or more mixture</td>
<td><strong>2 or More Prior Offenses:</strong> Life imprisonment. Fine of not more than $20 million if an individual, $75 million if not an individual.</td>
</tr>
<tr>
<td>I</td>
<td>Heroin 100-999 grams mixture</td>
<td><strong>Second Offense:</strong> Not less than 10 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $8 million if an individual, $50 million if not an individual.</td>
<td>Heroin 1 kilogram or more mixture</td>
<td><strong>2 or More Prior Offenses:</strong> Life imprisonment. Fine of not more than $20 million if an individual, $75 million if not an individual.</td>
</tr>
<tr>
<td>I</td>
<td>LSD 1-9 grams mixture</td>
<td><strong>Second Offense:</strong> Not less than 10 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $8 million if an individual, $50 million if not an individual.</td>
<td>LSD 10 grams or more mixture</td>
<td><strong>2 or More Prior Offenses:</strong> Life imprisonment. Fine of not more than $20 million if an individual, $75 million if not an individual.</td>
</tr>
<tr>
<td>II</td>
<td>Methamphetamine 5-49 grams pure or 50-499 grams mixture</td>
<td>Methamphetamine 50 grams or more pure or 500 grams or more mixture</td>
<td>Methamphetamine 50 grams or more mixture</td>
<td>Methamphetamine 50 grams or more pure or 500 grams or more mixture</td>
</tr>
<tr>
<td>II</td>
<td>PCP 10-99 grams pure or 100-999 grams mixture</td>
<td><strong>Second Offense:</strong> Not less than 10 yrs. and not more than life. If death or serious bodily injury, life imprisonment. Fine of not more than $8 million if an individual, $50 million if not an individual.</td>
<td>PCP 100 grams or more pure or 1 kilogram or more mixture</td>
<td><strong>2 or More Prior Offenses:</strong> Life imprisonment. Fine of not more than $20 million if an individual, $75 million if not an individual.</td>
</tr>
</tbody>
</table>

**Substance/Quantity**

- **Any Amount Of Other Schedule I & II Substances**
  - **First Offense:** Not more than 20 yrs. If death or serious bodily injury, not less than 20 yrs. or more than Life. Fine $1 million if an individual, $5 million if not an individual.
  - **Second Offense:** Not more than 30 yrs. If death or serious bodily injury, life imprisonment. Fine $2 million if an individual, $10 million if not an individual.

- **Any Drug Product Containing Gamma Hydroxybutyric Acid**
  - **First Offense:** Not more than 10 yrs. If death or serious bodily injury, not more than 15 yrs. Fine not more than $500,000 if an individual, $2.5 million if not an individual.
  - **Second Offense:** Not more than 20 yrs. If death or serious injury, not more than 30 yrs. Fine not more than $1 million if an individual, $5 million if not an individual.

- **Flunitrazepam (Schedule IV) 1 Gram**
  - **First Offense:** Not more than 10 yrs. If death or serious bodily injury, not more than 15 yrs. Fine not more than $500,000 if an individual, $2.5 million if not an individual.
  - **Second Offense:** Not more than 20 yrs. If death or serious injury, not more than 30 yrs. Fine not more than $1 million if an individual, $5 million if not an individual.

- **Any Amount Of Other Schedule III Drugs**
  - **First Offense:** Not more than 5 yrs. Fine not more than $250,000 if an individual, $1 million if not an individual.
  - **Second Offense:** Not more than 10 yrs. Fine not more than $500,000 if an individual, $2 million if not an individual.

- **Any Amount Of All Other Schedule IV Drugs (other than one gram or more of Flunitrazepam)**
  - **First Offense:** Not more than 1 yr. Fine not more than $100,000 if an individual, $250,000 if not an individual.
  - **Second Offense:** Not more than 4 yrs. Fine not more than $200,000 if an individual, $500,000 if not an individual.
### Federal Trafficking Penalties for Marijuana, Hashish and Hashish Oil, Schedule I Substances

<table>
<thead>
<tr>
<th>Substance</th>
<th>First Offense</th>
<th>Second Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marijuana 1,000 kilograms or more mixture or 1,000 or more marijuana plants</td>
<td><strong>First Offense:</strong> Not less than 10 yrs. or more than life. If death or serious bodily injury, not less than 20 yrs., or more than life. Fine not more than $10 million if an individual, $50 million if other than an individual.</td>
<td><strong>Second Offense:</strong> Not less than 20 yrs. or more than life. If death or serious bodily injury, life imprisonment. Fine not more than $20 million if an individual, $75 million if other than an individual.</td>
</tr>
<tr>
<td>Marijuana 100 to 999 kilograms mixture or 100 to 999 marijuana plants</td>
<td><strong>First Offense:</strong> Not less than 5 yrs. or more than 40 yrs. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine not more than $5 million if an individual, $25 million if other than an individual.</td>
<td><strong>Second Offense:</strong> Not less than 10 yrs. or more than life. If death or serious bodily injury, life imprisonment. Fine not more than $8 million if an individual, $50 million if other than an individual.</td>
</tr>
<tr>
<td>Marijuana 50 to 99 kilograms mixture, 50 to 99 marijuana plants</td>
<td><strong>First Offense:</strong> Not more than 20 yrs. If death or serious bodily injury, not less than 20 yrs. or more than life. Fine $1 million if an individual, $5 million if other than an individual.</td>
<td><strong>Second Offense:</strong> Not more than 30 yrs. If death or serious bodily injury, life imprisonment. Fine $2 million if an individual, $10 million if other than an individual.</td>
</tr>
<tr>
<td>Hashish More than 10 kilograms</td>
<td><strong>First Offense:</strong> Not more than 5 yrs. Fine not more than $250,000, $1 million if other than an individual.</td>
<td><strong>Second Offense:</strong> Not more than 10 yrs. Fine $500,000 if an individual, $2 million if other than individual.</td>
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<tr>
<td>Hashish Oil More than 1 kilogram</td>
<td></td>
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<tr>
<td>Marijuana less than 50 kilograms marijuana (but does not include 50 or more marijuana plants regardless of weight) 1 to 49 marijuana plants</td>
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<td></td>
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<tr>
<td>Hashish 10 kilograms or less</td>
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<tr>
<td>Hashish Oil 1 kilogram or less</td>
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</table>
## APPENDIX B

### Controlled Substances - Uses & Effects

<table>
<thead>
<tr>
<th>Drugs/ CSA Schedules</th>
<th>Trade or Other Names</th>
<th>Medical Uses</th>
<th>Dependence</th>
<th>Tolerance</th>
<th>Duration (Hours)</th>
<th>Usual Methods of Administration</th>
<th>Possible Effects</th>
<th>Effects of Overdose</th>
<th>Withdrawal Syndrome</th>
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</thead>
<tbody>
<tr>
<td><strong>NARCOTICS</strong></td>
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<td></td>
</tr>
<tr>
<td>Opium</td>
<td>II III V</td>
<td>Dovers Powder, Paregon, Pureceptolin</td>
<td>Analgesic, antidiarrheal</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, smoked</td>
<td></td>
</tr>
<tr>
<td>Morphine</td>
<td>II III</td>
<td>Morphin, MS-Contin, Roxanol, Roxanol-SR</td>
<td>Analgesic, antirheumatic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, smoked, injected</td>
<td></td>
</tr>
<tr>
<td>Codeine</td>
<td>II III V</td>
<td>Tylenol w/ Codeine, Empirin w/ Codeine, Robinitussin A-C, Fiorinal w/ Codeine</td>
<td>Analgesic, antirheumatic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Heroin</td>
<td>I</td>
<td>Dipencytylnorphine, Horse, Snack</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Yes</td>
<td>3-6</td>
<td>Injected, snuffed, smoked</td>
<td></td>
</tr>
<tr>
<td>Hydromorphone</td>
<td>II</td>
<td>Dilaudid</td>
<td>Analgesic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Meperidine (Pethidine)</td>
<td>II</td>
<td>Demerol, Mepergan</td>
<td>Analgesic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Methadone</td>
<td>II</td>
<td>Dolphine, Methadone, Methadose</td>
<td>Analgesic</td>
<td>High</td>
<td>Low</td>
<td>Yes</td>
<td>12-24</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Other Narcotics</td>
<td>II III IV V</td>
<td>Numorphan, Percodan, Percocet, Tylenol, Tussionex, Fentanyl, Darvon, Lomepid, Talwin2</td>
<td>Analgesic, antidiarrheal, antitussive</td>
<td>High-Low</td>
<td>High-Low</td>
<td>Yes</td>
<td>Variable</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td><strong>DEPRESSANTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chloral Hydrate</td>
<td>IV</td>
<td>Nembutal</td>
<td>Hypnotic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>5-8</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Barbiturates</td>
<td>II III IV</td>
<td>Amytal, Butisol, Ferial, Lotusate, Nembutal, Seronial, Tinal, Phenobarbital</td>
<td>Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasic agent</td>
<td>High-Moderate</td>
<td>High-Moderate</td>
<td>Yes</td>
<td>1-16</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Benzodiazepines</td>
<td>IV</td>
<td>Ativan, Dalmane, Diasepam, Librium, Xanax, Serax, Valium, Tranxene, Verelan, Versed, Halcion, Paxipam, Restoril</td>
<td>Antanxiety, anticonvulsant, sedative, hypnotic</td>
<td>Low</td>
<td>Low</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Methaqualone</td>
<td>I</td>
<td>Quinaldine</td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Glutethimide</td>
<td>III</td>
<td>Doriden</td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Other Depressants</td>
<td>III IV</td>
<td>Equanil, Mitrol, Niludar, Placidil, Valmid</td>
<td>Antianxiety, sedative, hypnotic</td>
<td>Moderate</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STIMULANTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caffeine</td>
<td>II</td>
<td>Coke, Fluke, Snow, Crack</td>
<td>Local anesthetic</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>1-2</td>
<td>Sniffed, smoked, injected</td>
<td>Increased alertness, excitation, euphoria, increased pulse rate &amp; blood pressure, insomnia, loss of appetite</td>
</tr>
<tr>
<td>Amphetamines</td>
<td>II</td>
<td>Bphetamine, Dekorbase, Desoxyn, Deroxidine, Ondesol, Oxyxoil</td>
<td>Attention deficit disorders, narcolepsy, weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td>Agitation, increase in body temperature, hallucinations, convulsions, possible death</td>
</tr>
<tr>
<td>Phenmetrazine</td>
<td>II</td>
<td>Preludin</td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td>Apathy, long periods of sleep, irritability, depression, disorientation</td>
</tr>
<tr>
<td>Methylphenidate</td>
<td>II</td>
<td>Ritalin</td>
<td>Attention deficit disorders, narcolepsy</td>
<td>Possible</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Other Stimulants</td>
<td>III IV</td>
<td>Addips, Cylert, Didrex, Ionanin, Melliex, Plugine, Sanoex, Tenspont, Tepral, Prelu-2</td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td><strong>HALLUCINOGENS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSD</td>
<td>I</td>
<td>Acid, Microdot</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12</td>
<td>Oral</td>
<td></td>
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<tr>
<td>Moscamine and Peyote</td>
<td>I</td>
<td>Mexe, Buttons, Cactus</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12</td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td>Amphetamine Variants</td>
<td>I</td>
<td>2.5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB</td>
<td>None</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Yes</td>
<td>Variable</td>
<td>Oral, injected</td>
<td></td>
</tr>
<tr>
<td>Phencyclidine</td>
<td>II</td>
<td>PCP, Angel Dust, Hog</td>
<td>None</td>
<td>Unknown</td>
<td>High</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phencyclidine Analogs</td>
<td>I</td>
<td>PCP, PCP, TCP</td>
<td>None</td>
<td>Unknown</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td></td>
</tr>
<tr>
<td>Other Hallucinogens</td>
<td>I</td>
<td>Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocin</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Possible</td>
<td>Variable</td>
<td>Smoked, oral, injected, snuffed</td>
<td></td>
</tr>
<tr>
<td><strong>CANNABIS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marijuana</td>
<td>I</td>
<td>Pot, Acapulo Gold, Grass, Reeler, Sinemilla, Thai Sticks</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
</tr>
<tr>
<td>Tetrahydrocannabinol</td>
<td>I II</td>
<td>THC, Mariol</td>
<td>Cancer Chemotherapy, antinauseant</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
</tr>
<tr>
<td>Hashish</td>
<td>I</td>
<td>Hash</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
</tr>
<tr>
<td>Hashish Oil</td>
<td>I</td>
<td>Hash Oil</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
</tr>
</tbody>
</table>

(6/2016)
APPENDIX C

Policy Statement on Non-Discrimination and Anti-Harassment Policy and Complaint Procedures
NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY & COMPLAINT PROCEDURES

(including Sexual Harassment, Sexual Abuse/Assault, Stalking, Domestic Violence and Dating Violence)
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NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY & COMPLAINT PROCEDURES

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

EXECUTIVE SUMMARY

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

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

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

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

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

I. POLICY STATEMENT

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

Equal Employment Opportunity

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

To Whom Applicable

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

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

Where Applicable

This Policy is intended to protect all afore-mentioned people and applies to conduct that occurs on University premises and/or at University-sponsored and affiliated activities and events, whether on University premises or at other locations, including, but not limited to, overnight trips, sporting events and practices, study abroad programs, service learning programs and internships, and to all forms/uses of technology by all individuals covered by this Policy. The University may also address off-campus behavior that occurs other than at University-sponsored or affiliated events if it determines that the behavior, or the
continued presence of the accused perpetrator, impairs, obstructs, substantially interferes with or adversely affects the mission, processes or functions of the University. Discrimination, harassment or sexual misconduct in any form (including sexual harassment, sexual abuse/assault, stalking, domestic violence and dating violence) is a violation of this Policy and will be dealt with seriously, promptly and thoroughly. If any of the principles and procedures in this Policy are inconsistent with those contained in another University policy, the principles and procedures in this Policy will control.

II. DEFINITIONS

Unlawful Discrimination or Harassment

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

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

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

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

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

Sexual Harassment

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

1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational experience; or
2) Submission or rejection of such conduct is used as the basis for a decision regarding an employment, academic, or other University-related activity affecting such individual; or
3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or participation in a University program, department or extra-curricular activity; or
4) Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working, learning, studying, or school environment.

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

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

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

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

- **Non-Consensual Sexual Contact:** Any intentional sexual touching, however slight and with any object or body part, that is without affirmative consent (as defined below) and/or by threat, intimidation, coercion, duress, violence, or by causing a reasonable fear of harm. This includes intentional contact with breasts, buttocks, groin, mouth, or genitals, as well as any other intentional bodily contact that occurs in a sexual manner.

- **Rape:** The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, forcibly or without affirmative consent or where the victim is incapable of affirmative consent due to mental or physical incapacity. **Statutory rape** is non-forcible sexual intercourse with a person who is under the statutory age of consent. In New York, the statutory age of consent is 17 years old.

Affirmative Consent (“Consent”)
Affirmative Consent is defined as a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. This definition does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.
• Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act;
• Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol;
• Consent may be initially given but withdrawn at any time;
• Consent cannot be given when a person is incapacitated (as hereafter described);
• Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm; and
• When consent is withdrawn or can no longer be given, sexual activity must stop.
• Children under 17 years of age cannot legally consent under New York State Law to having sex or sexual contact with an adult (i.e., someone who is 17 years of age or older). Any sexual contact in New York between a child under 17 and an adult is a crime, and any such illegal behavior between a University student under 17 and a University employee or employee of a contracted service provider to the University will be reported to an appropriate law enforcement agency. Other jurisdictions may have different standards, and any illegal behavior in such jurisdiction also will be reported to the appropriate law enforcement agency.

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

Evaluating incapacitation requires an assessment of an individual’s:

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

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

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

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

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

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

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

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

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

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

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

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

Don'ts:

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

IV. FREE SPEECH & ACADEMIC FREEDOM

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

V. TITLE IX COORDINATOR

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

United States Department of Education, Office for Civil Rights
Region 2 – New York
Jacob Javits Federal Building
26 Federal Plaza - Suite 3312
New York, NY 10278
Voice Phone: (800) 368-1019
Fax: (212) 264-3039
TDD: (800) 537-7697

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

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

1) Title IX Coordinator
   http://yu.edu/hr/diversity/
   Renee Coker – (646) 592-4336 - renee.coker@yu.edu

2) Security Department
   http://yu.edu/safety-security/
   Beren Campus Security Department – (917) 326-4885 - security@yu.edu
   Cardozo School of Law Security Department – (212) 790-0303 – security@yu.edu
   Wilf Campus Security Department – (212) 960-5221 – security@yu.edu
   Einstein Campus Security Department
   http://einstein.yu.edu/administration(auxiliary-services/security/)
   (718) 430-2180 - security@Einstein.yu.edu

3) Dean of Students
   http://yu.edu/student-life/contact-us/
   Dr. Chaim Nissel – (646) 592-4201 - drnissel@yu.edu
   http://einstein.yu.edu/administration/dean/ (Einstein Campus)
   Dr. Stephen Baum – (718) 430-3060 - stephen.baum@einstein.yu.edu
   Dr. Victoria Freedman – (718) 430-2872 - victoria.freedman@einstein.yu.edu
   http://cardozo.yu.edu/ossa (Cardozo Campus)
   Judith Mender – (212) 790-0429 - mender@yu.edu

4) A member of the Unlawful Harassment Panel
   http://yu.edu/hr/harass-panel/
5) Office of Human Resources
   http://yu.edu/hr/
   (646) 592-4335

6) Office of the General Counsel
   http://yu.edu/ogc/
   (646) 592-4400

7) The University’s Confidential Compliance Hotline at (866) 447-5052 or via the web at https://www.integrity-helpline.com/yu.jsp.

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

- Undergraduate Office of Student Life (http://yu.edu/osl/)
  Beren Campus – (646) 592-4125 / Wilf Campus – (212) 960-5411

- Einstein Office of Student Affairs (http://www.einstein.yu.edu/education/student-affairs/)
  (718) 430-3060

- Cardozo Office of Student Services and Advising (http://cardozo.yu.edu/ossa)
  (212) 790-0429

- Undergraduate Office of University Housing and Residence Life
  Beren Campus - (646) 592-4163 - http://yu.edu/student-life/housing/women/
  Wilf Campus – (646) 592-4215 - http://yu.edu/student-life/housing/men/

- Einstein Housing Office
  (http://www.einstein.yu.edu/administration/auxiliary-services/housing/)
  (718) 430-3552

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

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

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

No University employee may discourage an individual from reporting misconduct covered by this Policy. Any University employee with any knowledge, whether from firsthand observation, having been confided in or having heard about it in some other fashion, of a violation of this Policy must report the incident to
the Title IX Coordinator, the Security Department, the Dean of Students, a member of the Unlawful Harassment Panel, the Office of Human Resources or the Office of the General Counsel (who in turn must inform the Title IX Coordinator if he/she is not first notified), even if the actual victim of such discrimination or harassment is not interested in filing a formal complaint. Certain University employees who are serving in a privileged professional capacity as defined by applicable New York State Law (such as a professional mental-health counselor) are not so obligated to report. No University employee is authorized to investigate or resolve a suspected violation of this Policy without the involvement of the Title IX Coordinator.

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

Filing Complaints with Law Enforcement

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

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

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

Security Department

Beren Campus Security Department - (917) 326-4885
24-Hour Hotline: 1-888-STERN YU (1-888-783-7698)
Cardozo School of Law Security Department - (212) 790-0303 or (212) 790-0308
Einstein Campus Security Department - (718) 430-2180
Wilf Campus Security Department - (212) 960-5221
24-Hour Hotline: 212.960.5200 (in-house Ext. 200)
1-888-YU SAFTY (1-888-987-2389)

Police Precincts

Beren Campus - 17th Precinct (212) 826-3211 or Midtown South Precinct (212) 239-9811
Cardozo Campus - 6th Precinct (212) 741-4811
Einstein Campus - 49th Precinct (718) 918-2000
Wilf Campus - 34th Precinct (212) 927-9711

In addition, if such person is in need of immediate medical treatment, he/she should go to the nearest hospital emergency room, or call 911 or Hatzalah Volunteer Ambulance Corps at (212) 230-1000. The University is well aware of the emotional trauma often suffered by a victim of sexual violence, and therefore it has designated trained counselors in its Counseling Center to serve as sexual assault
coordinators for the University. They can be reached by calling (646) 592-4210 (Beren/Cardozo Campus) or (646) 592-4200 (Wilf Campus) (or emailing counseling@yu.edu) and asking for a sexual assault coordinator. These counselors can offer advice and support on a confidential basis as the victim begins to make choices regarding how to proceed post-assault. There are also many outside sources of support available to victims in these circumstances, including The NYC Alliance Against Sexual Assault (on-line at www.svfreenyc.org), which has compiled numerous resources available to victims, and the SOVRI (Support for Orthodox Victims of Rape and Incest) Hotline at Beth Israel Medical Center, (888) 613-1613. The latter is a confidential (no caller-ID is used) hotline that may be called anonymously for information and support. (For additional resources, see Section XXII.)

VII. GUIDING PRINCIPLES

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

1) Every effort will be made, consistent with the need to discharge the University’s responsibilities and protect the safety of the University community, to respect the wishes of the alleged victim regarding further investigation. A complaint will not be pursued without the victim’s consent, unless the University is obligated to do so or, in its judgment, the allegations are serious enough to warrant further action (see Section X).

2) Victims are strongly encouraged to file a complaint promptly after the alleged incident because as time goes by, an investigation becomes more difficult. Memories may become unreliable, and information and witnesses may become unavailable. Promptness in filing complaints is therefore strongly encouraged, as it may be essential for a thorough and fair resolution.

3) Any attempt to retaliate against or penalize a victim or any other person who reports or participates in the resolution of an incident is strictly prohibited, and any party found to have engaged in retaliation will be subjected to discipline (see Section XVI).

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

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

VIII. INTERIM PROTECTIVE MEASURES AND ACCOMMODATIONS

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

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

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

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

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

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

X. REQUEST BY COMPLAINANT NOT TO PURSUE INVESTIGATION

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

XI. DOCUMENTATION OF INVESTIGATIONS

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

XII. INFORMAL RESOLUTION AND UNLAWFUL HARASSMENT PANEL

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

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

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

For more information about the Informal Resolution Process, please refer to Appendix A.

Informal Resolution is not an option in cases involving allegations of sexual assault, stalking, domestic violence or dating violence.

XIII. FORMAL RESOLUTION

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

XIV. THE APPEAL PROCESS

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

XV. CONFIDENTIALITY DURING AN INVESTIGATION

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

Complainant Request for Confidentiality

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

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

XVI. RETALIATION

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

**XVII. KNOWING FALSE CLAIMS OR INFORMATION**

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

**XVIII. TIME LIMITS**

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

**XIX. REMEDIES AND SANCTIONS**

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

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

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

**XX. EDUCATION/TRAINING**

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

**XXI. RE-EVALUATION**

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

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

**Confidential University Resources**

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

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

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

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

**Non-Confidential University Resources**

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

**Confidential Resources not affiliated with University**

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

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

**Other Resources not affiliated with the University**

- **The NYC Alliance Against Sexual Assault** (on-line at [www.svfreenc.org](http://www.svfreenc.org)) has compiled numerous resources available to victims.

- **Manhattan Family Justice Center** can provide a wide range of services and support. The Manhattan location is at 80 Centre Street, New York, NY 10013; **Phone:** (212) 602-2800; [http://www.nyc.gov/html/ocdv/html/help/fjc.shtml](http://www.nyc.gov/html/ocdv/html/help/fjc.shtml)

- **Family Court Volunteer Lawyer Program** (part of the New York State Access to Justice Program)  
  900 Sheridan Avenue  
  Bronx, NY  10451  
  Phone: (718) 618-2150  
  Hotline: (718) 618-2150

- **Safe Horizon (NYC)**  
  2 Lafayette Street, 3rd Floor  
  New York, NY  10007
Phone: (212) 227-3000
http://www.safehorizon.org/
help@safehorizon.org
Hotline: (866) 689-4357

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

- Non-Confidential University Resource

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

- Other Resources not affiliated with the University

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

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

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

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

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

Updated: February 2017
Appendix A

Informal Resolution

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

1) An informal direct discussion between the complainant and the respondent in the presence of the Title IX Coordinator or a Panel Member(s);

2) Requesting additional education for the area or department where the complaint originated; or

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

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

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

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

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

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

Formal Resolution of Complaints Involving Students

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

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

1) The Title IX Coordinator (or his/her designee) will provide all parties involved with a copy of these procedures.

2) The Title IX Coordinator (or his/her designee) will request the complainant to provide to the Title IX Coordinator, within 5 days after the Title IX Coordinator’s request and preferably in writing, a description of all facts that bear on the allegations; specifically, the details surrounding the accusation, names of possible witnesses, and the nature and description of possible evidence. The complainant is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available.

3) The Title IX Coordinator (or his/her designee) will promptly inform the respondent in writing (and send a copy to the complainant) of the allegations (including the date, time, location, nature of the alleged misconduct, factual allegations and reference to specific code violations and sanctions that may be imposed) and ask the respondent to respond to them within 5 days after such notice. Such response should include all facts that bear on the allegations, including the names of possible witnesses and the nature and description of possible evidence. The respondent is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available. The Title IX Coordinator will inform the complainant of any defenses that the respondent may provide. The Title IX Coordinator (or his/her designee) may ask to meet with the parties separately to discuss the allegations.

4) Where appropriate, in the judgment of the Title IX Coordinator, both the complainant and the respondent may be invited to engage in mediation or conciliation; however mediation will not be used to resolve a complaint of sexual assault, stalking, domestic violence or dating violence.

5) The Title IX Coordinator may also work with the Office of the General Counsel, as appropriate, in responding to the receipt of a complaint, and when the complaint involves an allegation of sexual violence, stalking, domestic violence, dating violence or other sexual misconduct, the Title IX Coordinator will promptly notify the Office of the General Counsel of the existence of such complaint.

6) The Title IX Coordinator (or other designated investigator) will fully, fairly and impartially investigate the complaint, and each party equally will have the opportunity to present witnesses and other evidence to the investigator. Each party will also be afforded similar and timely access to information that may be provided by the University to the other party and that will be used to adjudicate the complaint.

7) Both parties will be advised by the Title IX Coordinator (or his/her designee) that reasonable efforts will be made by the University to protect the privacy of the parties, and to maintain confidentiality to the extent possible and as is consistent with investigative needs and applicable laws (see Section XV).
8) The Title IX Coordinator will explore possible interim protective measures and accommodations with both parties.

9) The Title IX Coordinator (or other designated investigator) will endeavor, as promptly as feasible, to interview all relevant parties and review all evidence, including witnesses and evidence identified by the parties.

10) The Title IX Coordinator (or his/her designee) will provide the complainant and the respondent with periodic status updates.

11) The Title IX Coordinator (or other designated investigator) will seek to conclude the investigation as promptly as practicable, and in any event generally within 30 days after receipt of the respondent’s statement regarding the allegations, and generally within 40 days after receipt of the formal complaint. The facts and circumstances of each case may make it necessary to extend the resolution timeline (see Section XVIII).

12) The Title IX Coordinator (or other designated investigator) will compile a neutral investigation report, and will simultaneously inform the parties of the conclusion of the investigation. Both parties will have an opportunity to review the investigation report in person, in the presence of a University official at a location selected by the University. The complainant and respondent may respond to the report, either verbally or in writing.

13) The Title IX Coordinator will then decide (in his/her discretion as he/she feels appropriate, and in consultation with the Office of the General Counsel) if (i) the individual who handled the investigation and compiled the report (which may be the Title IX Coordinator or other designated investigator) should make the finding as to whether this Policy has been violated and determine appropriate sanctions, or (ii) a hearing officer should convene a hearing and make the finding as to whether this Policy has been violated and determine appropriate sanctions. (It is expected that the hearing process referred to in option (ii) will only be used in very limited circumstances as the Title IX Coordinator, in consultation with the Office of the General Counsel, will determine as appropriate in his/her discretion.) In all cases, a finding of a violation of this Policy will be based on a preponderance of evidence (i.e., that it is more likely than not that the discrimination or harassment occurred).

14) If the Title IX Coordinator (or other designated investigator) is selected to make the finding and determine sanctions as provided above, then he/she should do so promptly (and generally within 5 days) after the conclusion of the investigation. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the finding. At this point, the parties may submit an impact statement for the Title IX Coordinator’s (or other designated investigator’s) consideration during the sanction stage. Impact statements should be submitted within 3 days of notice of the finding. In deciding an appropriate disciplinary action, the Title IX Coordinator (or other designated investigator) may consider the respondent's past violations of University policy, as well as the nature and severity of the violation(s), the impact statements of the parties, and any mitigating circumstances. The Title IX Coordinator (or other designated investigator) will decide the appropriate disciplinary actions generally within 10 days of the finding. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the sanctions to be imposed, and the right to appeal (as provided below).

15) If a hearing officer is selected to make the finding and determine sanctions as provided above, then a hearing officer will be selected by the Title IX Coordinator (in consultation with the Office of the General Counsel) depending on the nature of the case and the parties involved. The hearing officer may be the Title IX Coordinator, another University employee, or an outside individual, but may not be the person who handled the investigation. The process will then be as follows:
i. The hearing officer will schedule a hearing as soon as possible after the conclusion of the investigation (and generally within 5 days), and the Title IX Coordinator will simultaneously notify the parties as soon as practicable of the date, time and place of the hearing.

ii. Prior to the hearing, the hearing officer will review the investigation report, as well as any responses to the investigation report submitted by the complainant or respondent.

iii. At the hearing, the hearing officer may question the parties in order to assist him/her in deciding whether or not the charges are supported by a preponderance of the evidence. The hearing officer may ask that witnesses attend the hearing, so that he/she may ask witnesses questions in person. The parties are encouraged to attend the hearing, so that they are given a full opportunity to explain their positions. If a party is uncomfortable appearing in the same location with the other party, arrangements can be made so that one or both parties may participate in the hearing live by conference call or video conference.

iv. With respect to allegations regarding sexual assault, stalking, domestic violence or dating violence, the parties may have a personal advisor/support person present during the hearing (see Section IX).

v. Generally within 5 days of the hearing, the hearing officer will issue a written decision on whether a violation has occurred. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the decision. At this point, the parties may submit an impact statement for the hearing officer’s consideration during the sanction stage. Impact statements should be submitted within 3 days of notice of the decision. In deciding an appropriate disciplinary action, the hearing officer may consider the respondent's past violations of University policy, as well as the nature and severity of the violation(s), the impact statements of the parties, and any mitigating circumstances. The hearing officer will decide the appropriate disciplinary actions generally within 10 days of the hearing.

vi. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the sanctions to be imposed, and the right to appeal (as provided below).

16) The University expects all cases involving a finding of sexual violence, stalking, domestic violence and dating violence to involve consideration of suspension or expulsion for students, and termination of employment for employees. Other sanctions that may be imposed include a warning, disciplinary probation, restriction from employment by the University, removal from University housing, removal from courses or activities, loss of privileges, no contact, exclusion from areas of the campus and facilities, removal or non-renewal of scholarships, a notation on the respondent’s official University transcript, community service, restitution, and a fine. In addition, the respondent may also be required to undergo an assessment and treatment by a therapist or counselor, attend an intervention treatment program and/or issue a letter of apology.


i. In all cases, there are three possible grounds for appeal:

- An alleged material violation of the established procedures in this Policy;
- Evidence is now available that could not have been obtained at the time of the determination/initial hearing; or
- The sanction is excessive, inconsistent or insufficient with the nature of the offense.
ii. Either party may appeal the decision of the Title IX Coordinator (or other designated investigator) or hearing officer, as applicable, (based on the grounds described above) to an **Appeal Panel** (of two or more persons, or as otherwise may be required by applicable law, rule or regulation) selected by the Title IX Coordinator (in consultation with the Office of the General Counsel) depending on the nature of the case and the parties involved. The Title IX Coordinator (or other designated investigator) or hearing officer, as applicable, may not serve on the Appeal Panel. A request for an appeal must consist of a plain, concise, and complete written statement outlining the grounds for the appeal. The appeal request must be submitted to the Title IX Coordinator within 5 days of the date of the final determination letter.

iii. Upon receipt of the appeal, the Title IX Coordinator will provide the other party with notice of the appeal and the opportunity to respond in writing. The other party’s response to the appeal must be submitted within 5 days from receipt of notice of the appeal. In the event that both parties initially appeal the decision, each party will be provided notice and a copy of the other party’s appeal.

iv. The appeal will be conducted in a fair and impartial manner. The appeal is not a re-hearing of the underlying matter. The Appeal Panel will review the written investigation report, decisions and all supporting documents, and also may consult with both parties.

v. The Appeal Panel (by majority vote of panelists, or by unanimous decision if less than 3 panelists) can affirm the original determination of responsibility, alter the determination of responsibility either in whole or in part, and/or alter the sanctions, depending on the circumstances. The matter can also be referred back for further investigation or consideration if appropriate.

vi. The Appeal Panel will issue its determination generally within 5 days from the date of the submission of all appeal documents by both parties. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the decision.

vii. Appeal decisions are final.

viii. If there is no appeal, the Title IX Coordinator also will simultaneously notify the parties that the initial decision is final because the time for an appeal has expired.

18) Notwithstanding the foregoing, to the extent permitted by law, (i) findings and recommendations concerning represented employees will be subject to the provisions of the appropriate collective bargaining agreement, and (ii) findings and recommendations that involve suspension or termination of faculty members will be subject to the provisions of the appropriate faculty handbook/policy.

19) The University will endeavor to fully resolve all formal complaints generally within 60 days (or, in the case of a faculty complaint, such other time period as may otherwise be required by the applicable faculty handbook/policy) after receipt of the formal complaint. The 60 day time period may be extended depending on the nature of the allegations, the time of year, and any other unforeseen or extenuating circumstance.

20) **Transcript Notations.** Students suspended or expelled for committing an act of sexual assault, stalking, domestic violence, dating violence, or a “violent crime,” as defined by the Clery Act, will have a notation placed on their transcript as follows: “suspended after a finding of responsibility for a code of conduct violation” or “expelled after a finding of responsibility for a code of conduct violation.” The University will consider requests to remove transcript notations. Requests for removal of a transcript notation should be sent to the Title IX Coordinator. A transcript notation will not be removed prior to one year after conclusion of the suspension. If a finding of
responsibility is vacated for any reason, a corresponding transcript notation will be removed. Expulsion notations will not be removed in any case. If an accused student withdraws from the University while charges are pending and declines to complete the disciplinary process the following notation will be placed on his/her transcript: “withdrew with conduct charges pending.”
Formal Resolution of Complaints Involving Students

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

Following a determination to pursue a formal resolution of a complaint involving students received by the Title IX Coordinator involving discrimination or harassment not covered by Section I above:

1) The Title IX Coordinator (or his/her designee) will provide all parties involved with a copy of these procedures.

2) The Title IX Coordinator (or his/her designee) will request the complainant to provide to the Title IX Coordinator, within 5 days after the Title IX Coordinator’s request and preferably in writing, a description of all facts that bear on the allegations; specifically, the details surrounding the accusation, names of possible witnesses, and the nature and description of possible evidence. The complainant is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available.

3) The Title IX Coordinator (or his/her designee) will promptly inform the respondent in writing (and send a copy to the complainant) of the allegations (including the date, time, location, nature of the alleged misconduct, and factual allegations) and ask the respondent to respond to them within 5 days after such notice. Such response should include all facts that bear on the allegations, including the names of possible witnesses and the nature and description of possible evidence. The respondent is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available. The Title IX Coordinator will inform the complainant of any defenses that the respondent may provide. The Title IX Coordinator (or his/her designee) may ask to meet with the parties separately to discuss the allegations.

4) Where appropriate, in the judgment of the Title IX Coordinator, both the complainant and the respondent may be invited to engage in mediation or conciliation.

5) The Title IX Coordinator may also work with the Office of the General Counsel, as appropriate, in responding to the receipt of a complaint.

6) The Title IX Coordinator (or other designated investigator) will fully, fairly and impartially investigate the complaint, and each party equally will have the opportunity to present witnesses and other evidence to the investigator. Each party will also be afforded similar and timely access to information that may be provided by the University to the other party and that will be used to adjudicate the complaint.

7) Both parties will be advised by the Title IX Coordinator (or his/her designee) that reasonable efforts will be made by the University to protect the privacy of the parties, and to maintain confidentiality to the extent possible and as is consistent with investigative needs and applicable laws (see Section XV).

8) The Title IX Coordinator will explore possible interim protective measures and accommodations with both parties.

9) The Title IX Coordinator (or other designated investigator) will endeavor, as promptly as feasible, to interview all relevant parties and review all evidence, including witnesses and evidence identified by the parties.
10) The Title IX Coordinator (or his/her designee) will provide the complainant and the respondent with periodic status updates.

11) The Title IX Coordinator (or other designated investigator) will seek to conclude the investigation as promptly as practicable, and in any event generally within 30 days after receipt of the respondent’s statement regarding the allegations, and generally within 40 days after receipt of the formal complaint. The facts and circumstances of each case may make it necessary to extend the resolution timeline (see Section XVIII).

12) The Title IX Coordinator (or other designated investigator) will compile a neutral investigation report and will then determine the credible evidence and make a finding as to whether this Policy has been violated. A finding of a violation of this Policy will be based on a preponderance of evidence (i.e., that it is more likely than not that the discrimination or harassment occurred).

13) The Title IX Coordinator will simultaneously inform the parties of the conclusion of the investigation and the finding. The complainant and respondent may respond to such findings, either verbally or in writing, and such response will be furnished to the appropriate disciplinary authority along with the investigation's findings. Neither the complainant nor the respondent is entitled to receive a copy of the internal investigative report or any other related documents, except, in the case of any faculty complaint, as may otherwise be expressly required by any applicable faculty handbook/policy. If the University determines to furnish a document to one party, it will also simultaneously furnish a copy to the other party.

14) Findings and recommendations concerning an employee-respondent will be promptly referred to the Chief Human Resources Officer for consideration of appropriate disciplinary action. The Chief Human Resources Officer will consult with the Title IX Coordinator and the designated investigator (as applicable) to review the findings and recommendations, as well as any responses to such findings received from the complainant or respondent. With respect to faculty, the Chief Human Resources Officer also will consult with the Provost.

15) Findings and recommendations concerning a student-respondent will be promptly referred to the applicable Dean of Students or his/her counterpart at the student-respondent's school for consideration of appropriate disciplinary action. The Dean of Students or his/her counterpart will consult with the Title IX Coordinator and the designated investigator (as applicable) to review the findings and recommendations, as well as any responses to such findings received from the complainant or respondent.

16) The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the sanctions to be imposed. A student-respondent may appeal the sanctions to be imposed on him/her, but no other party has a right of appeal. Within 5 days of notice of the sanctions to be imposed on the student-respondent, the student-respondent may appeal the sanctions by submitting a written request to the Title IX Coordinator. The only grounds for an appeal are that the sanctions are excessive or inconsistent with the nature of the offense. The appeal is not a re-hearing of the underlying matter. Upon receipt of the appeal, the Title IX Coordinator will provide the other party with notice of the appeal and the opportunity to respond in writing. The other party’s response to the appeal must be submitted within 5 days from receipt of notice of the appeal. The appeal will be reviewed by the Provost (or his/her designee), and he/she will issue a determination generally within 5 days from the date of the submission of all appeal documents by both parties. The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the decision. Appeal decisions are final. If there is no appeal, the Title IX Coordinator also will simultaneously notify the parties that the initial decision is final because the time for an appeal has expired.
17) Notwithstanding the foregoing, (i) findings and recommendations concerning represented employees will be subject to the provisions of the appropriate collective bargaining agreement, and (ii) findings and recommendations that involve suspension or termination of faculty members will be subject to the provisions of the appropriate faculty handbook/policy.

18) The University will endeavor to fully resolve all formal complaints generally within 60 days (or, in the case of a faculty complaint, such other time period as may otherwise be required by the applicable faculty handbook/policy) after receipt of the formal complaint. The 60 day time period may be extended depending on the nature of the allegations, the time of year, and any other unforeseen or extenuating circumstance.
Appendix C

Student Bill of Rights

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

All students have the right to:

1. Make a report to local law enforcement and/or state police;

2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;

3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;

4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;

5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;

6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;

7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;

8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;

9. Access to at least one level of appeal of a determination;

10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and

11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

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

Student Alcohol and Drug Use Amnesty Policy

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

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

Beren Campus Security Department
50 East 34th Street, 1st Floor
(917) 326-4885
security@yu.edu
24-Hour Hotline: 1-888-STERN YU (1-888-783-7698)

Cardozo School of Law Security Department
55 Fifth Avenue (Basement)
(212) 790-0303 or (212) 790-0308
security@yu.edu

Wilf Campus Security Department
2521 Amsterdam Avenue (1st Floor)
(212) 960-5221
security@yu.edu
24-Hour Hotline: 212.960.5200 (in-house Ext. 200)
1-888-YU SAFETY (1-888-987-2389)

Einstein Campus Security Department
http://einstein.yu.edu/administration/auxiliary-services/security/
Forchheimer Building, Room G9
1300 Morris Park Avenue
(718) 430-2180
security@Einstein.yu.edu

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

**Beren/Cardozo Campus Counseling Center**
205 Lexington Avenue, 4th Floor
(646) 592-4210
counseling@yu.edu
Appendix E

Formal Resolution of Complaints Involving Employees Only

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

1) The Title IX Coordinator (or his/her designee) will provide all parties involved with a copy of these procedures.

2) The Title IX Coordinator (or his/her designee) will request the complainant to provide to the Title IX Coordinator, within 5 days after the Title IX Coordinator’s request and preferably in writing, a description of all facts that bear on the allegations; specifically, the details surrounding the accusation, names of possible witnesses, and the nature and description of possible evidence. The complainant is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available.

3) The Title IX Coordinator (or his/her designee) will promptly inform the respondent in writing (and send a copy to the complainant) of the allegations (including the date, time, location, nature of the alleged misconduct, and factual allegations) and ask the respondent to respond to them within 5 days after such notice. Such response should include all facts that bear on the allegations, including the names of possible witnesses and the nature and description of possible evidence. The respondent is expected to share with the Title IX Coordinator, or other appropriate investigative entity as designated by the University, any relevant supplemental information that subsequently becomes available. The Title IX Coordinator will inform the complainant of any defenses that the respondent may provide. The Title IX Coordinator (or his/her designee) may ask to meet with the parties separately to discuss the allegations.

4) Where appropriate, in the judgment of the Title IX Coordinator, both the complainant and the respondent may be invited to engage in mediation or conciliation; however mediation will not be used to resolve a complaint of sexual assault, stalking, domestic violence or dating violence.

5) The Title IX Coordinator may also work with the Office of the General Counsel, as appropriate, in responding to the receipt of a complaint, and when the complaint involves an allegation of sexual violence, stalking, domestic violence, dating violence or other sexual misconduct, the Title IX Coordinator will promptly notify the Office of the General Counsel of the existence of such complaint.

6) The Title IX Coordinator (or other designated investigator) will fully, fairly and impartially investigate the complaint, and each party equally will have the opportunity to present witnesses and other evidence to the investigator. Each party will also be afforded similar and timely access to information that may be provided by the University to the other party and that will be used to adjudicate the complaint.

7) Both parties will be advised by the Title IX Coordinator (or his/her designee) that reasonable efforts will be made by the University to protect the privacy of the parties, and to maintain confidentiality to the extent possible and as is consistent with investigative needs and applicable laws (see Section XV).

8) The Title IX Coordinator will explore possible interim protective measures and accommodations with both parties.

9) The Title IX Coordinator (or other designated investigator) will endeavor, as promptly as feasible, to interview all relevant parties and review all evidence, including witnesses and evidence identified by the parties.
10) The Title IX Coordinator (or his/her designee) will provide the complainant and the respondent with periodic status updates.

11) The Title IX Coordinator (or other designated investigator) will seek to conclude the investigation as promptly as practicable, and in any event generally within 30 days after receipt of the respondent’s statement regarding the allegations, and generally within 40 days after receipt of the formal complaint. The facts and circumstances of each case may make it necessary to extend the resolution timeline (see Section XVIII).

12) The Title IX Coordinator (or other designated investigator) will compile a neutral investigation report and will then determine the credible evidence and make a finding as to whether this Policy has been violated. A finding of a violation of this Policy will be based on a preponderance of evidence (i.e., that it is more likely than not that the discrimination or harassment occurred).

13) The Title IX Coordinator will simultaneously inform the parties of the conclusion of the investigation and the finding. Neither the complainant nor the respondent is entitled to receive a copy of the internal investigative report or any other related documents, except, in the case of any faculty complaint, as may otherwise be expressly required by any applicable faculty handbook/policy. If the University determines to furnish a document to one party, it will also simultaneously furnish a copy to the other party.

14) Findings and recommendations will be promptly referred to the Chief Human Resources Officer for consideration of appropriate disciplinary action. The Chief Human Resources Officer will consult with the Title IX Coordinator and the designated investigator (as applicable) to review the findings and recommendations, as well as any responses to such findings received from the complainant or respondent. With respect to faculty, the Chief Human Resources Officer also will consult with the Provost.

15) The University expects all cases involving a finding of sexual violence, stalking, domestic violence and dating violence to involve consideration of termination of employment. Other sanctions that may be imposed include a warning, disciplinary probation, restriction from employment by the University, removal from University housing, removal from courses or activities, loss of privileges, no contact, exclusion from areas of the campus and facilities, community service, restitution, and a fine. In addition, the respondent may also be required to undergo an assessment and treatment by a therapist or counselor, attend an intervention treatment program and/or issue a letter of apology.

16) The Title IX Coordinator will simultaneously notify the parties as soon as practicable of the sanctions to be imposed. Neither party may appeal the decision.

17) Notwithstanding the foregoing, (i) findings and recommendations concerning represented employees will be subject to the provisions of the appropriate collective bargaining agreement, and (ii) findings and recommendations that involve suspension or termination of faculty members will be subject to the provisions of the appropriate faculty handbook/policy.

18) The University will endeavor to fully resolve all formal complaints generally within 60 days (or, in the case of a faculty complaint, such other time period as may otherwise be required by the applicable faculty handbook/policy) after receipt of the formal complaint. The 60 day time period may be extended depending on the nature of the allegations, the time of year, and any other unforeseen or extenuating circumstance.
Appendix F

New York Crime Definitions

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

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

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

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

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

FAMILY OR HOUSEHOLD MEMBER: Person’s related by consanguinity or affinity; persons legally married to one another; person formerly married to one another regardless of whether they still reside in the same household; persons who have a child in common regardless of whether such persons are married or have lived together at any time; unrelated persons who are continually or at regular intervals living in the same household or who have in the past continually or at regular intervals lived in the same household; persons who are not related by consanguinity or affinity and who are or have been in an intimate relationship regardless of whether such persons have lived together at any time. Factors that may be considered in determining whether a relationship is an “intimate relationship” include, but are not limited to: the nature or type of relationship regardless of whether the relationship is sexual in nature; the frequency of interaction between the persons; and the duration of the relationship. Neither a casual acquaintance nor ordinary fraternization between two individuals in business or social contexts shall be deemed to constitute an “intimate relationship”; any other category of individuals deemed to be a victim of
domestic violence as defined by the office of children and family services in regulation. Intimate relationship status shall be applied to teens, lesbian-gay/bisexual/transgender, and elderly individuals, current and formerly married and/or dating heterosexual individuals who were, or are in an intimate relationship.

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

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

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

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

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

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

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

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

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

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

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

PERSISTENT SEXUAL ABUSE: When a person commits a crime of forcible touching, or second or third degree sexual abuse within the previous ten year period, has been convicted two or more times, in
separate criminal transactions for which a sentence was imposed on separate occasions of one of one of
the above mentioned crimes or any offense defined in this article, of which the commission or attempted
commissions thereof is a felony.

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

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

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

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

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

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

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

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

STALKING IN THE FOURTH DEGREE: When a person intentionally, and for not legitimate purpose,
engages in a course of conduct directed at a specific person, and knows or reasonably should know that
such conduct (1) is likely to cause reasonable fear of material harm to the physical health, safety or
property of such person, a member of such person’s immediate family or a third party with whom such
person is acquainted; or (2) causes material harm to the mental or emotional health of such person, where
such conduct consists of following, telephoning or initiating communication or contact with such person,
a member of such person’s immediate family or a third party with whom such person is acquainted, and
the actor was previously clearly informed to cease that conduct; or (3) is likely to cause such person to
reasonably fear that his or her employment, business or career is threatened, where such conduct consists
of appearing, telephoning or initiating communication or contact at such person’s place of employment or
business, and the actor was previously clearly informed to cease that conduct.
STALKING IN THE THIRD DEGREE: When a person (1) commits the crime of stalking in the fourth degree against any person in three or more separate transactions, for which the actor has not been previously convicted; or (2) commits the crime of stalking in the fourth degree against any person, and has previously been convicted, within the preceding ten years of a specified predicate crime and the victim of such specified predicate crime is the victim, or an immediate family member of the victim, of the present offense; or (3) with an intent to harass, annoy or alarm a specific person, intentionally engages in a course of conduct directed at such person which is likely to cause such person to reasonably fear physical injury or serious physical injury, the commission of a sex offense against, or the kidnapping, unlawful imprisonment or death of such person or a member of such person’s immediate family; or (4) commits the crime or stalking in the fourth degree and has previously been convicted within the preceding ten years of stalking in the fourth degree.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Criminal Justice System</th>
<th>University Disciplinary System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals.</strong></td>
<td>Education; safety; safe and supportive campus environment.</td>
</tr>
<tr>
<td>Public safety, deterrence, and punishment.</td>
<td></td>
</tr>
<tr>
<td><strong>Governing Law.</strong></td>
<td></td>
</tr>
<tr>
<td>NYS Penal Code; NYS Rules of Criminal Procedure (or another state’s rules if the crime took place there), Federal Criminal Law, and Rules of Evidence.</td>
<td>Title IX; The Clery Act, as amended by the Violence Against Women Act; NYS Education Law Articles 129-A and 129-B. University’s Title IX Policy (Non-Discrimination and Anti-Harassment Policy); Student Bill of Rights Employee/Faculty Handbooks; Code of Conduct.</td>
</tr>
<tr>
<td><strong>How to report and whether there must be action once a report is made.</strong></td>
<td></td>
</tr>
<tr>
<td>Crimes involving sexual violence may be reported to the local police agency or to the New York State Police. Certain crimes may also be reported to federal law enforcement agents. Once a report is made, the decision whether to investigate is made by the police/law enforcement agency, often in consultation with a District Attorney or other prosecuting agency. An investigation may be conducted without the consent or participation of a reporting individual. The ultimate decision of whether to initiate a criminal prosecution is initially made by a prosecutor. In cases involving felony charges, the final charging decision is made by a Grand Jury.</td>
<td>Victims may disclose sexual violence to various University employees who are designated confidential resources (e.g. University Counseling Centers) or to others who will try to ensure privacy to the extent consistent with the University’s obligation to provide a safe educational environment. Disclosures made to a confidential resource will not trigger an investigation. When a report is made to the Title IX Coordinator (TIXC) or another Non-Confidential resource, the TIXC will determine whether an investigation is necessary by weighing a request for confidentiality by the reporting individual against the continuing safety of that person and the safety and best interests of the campus community.</td>
</tr>
<tr>
<td>Who investigates?</td>
<td>Police or other law enforcement officials.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Procedures.</td>
<td>See Governing Law. Procedures established by police departments, prosecutors’ offices, etc.</td>
</tr>
<tr>
<td>Standard of Evidence.</td>
<td>Crimes must be proven “Beyond a Reasonable Doubt.”</td>
</tr>
<tr>
<td>Confidentiality.</td>
<td>Law enforcement agencies offer some confidential assistance, but a criminal charge and trial must be public.</td>
</tr>
<tr>
<td>Privacy.</td>
<td>Criminal trials must be public.</td>
</tr>
<tr>
<td>Who are the parties?</td>
<td>The prosecution/State and defendant. The victim/survivor is not a party, but often the critical witness for the prosecution.</td>
</tr>
<tr>
<td>Participation in the process.</td>
<td>In limited circumstances, a criminal prosecution can proceed without the participation or cooperation of the reporting individual, but without a reporting individual’s participation, it is generally more difficult to prove a crime beyond a reasonable doubt.</td>
</tr>
<tr>
<td>Who initiates the proceedings?</td>
<td>A prosecutor, acting on behalf of the State (or the United States in federal cases).</td>
</tr>
<tr>
<td>Testimony.</td>
<td>In a court, testimony is generally public. Other parties are, through counsel, entitled to cross-examine witnesses.</td>
</tr>
<tr>
<td>Role of attorneys.</td>
<td>Both the State and the defendant are represented by counsel; counsel may question witnesses.</td>
</tr>
</tbody>
</table>
University meeting/proceeding. Such advisor/support person is limited to an advisory role, and may only privately consult and advise his/her advisee. The advisor/support person may not speak for the advisee at the meeting/proceeding, may not question witnesses, may not make any statements during the meeting/proceeding or otherwise actively participate in the meeting/proceeding.

**Mental Health and Sexual History.**

In New York, a reporting individual’s prior sexual and mental health history is generally, but not always, inadmissible in a criminal case. There are limited circumstances under which directly relevant evidence of that kind may be admitted. Generally not admissible, but subject to quite limited exceptions. NYS Education Law Article 129-B permits parties to exclude information about their prior sexual history with persons other than the other party and also to exclude evidence of their own mental health history in the fact finding phase of the disciplinary process.

**Possible Results.**

If a prosecution takes place, the defendant may
- plead guilty or “no contest”
- have the case dismissed by the judge (on legal grounds)
- be found “guilty” or “not guilty” by a judge or jury

In cases that do not involve sexual assault, the University has mediation or similar procedures if the parties agree. If there is a formal proceeding, the respondent may be found “responsible” or “not responsible” for violations of the University’s rules. Respondents may also accept responsibility before a finding by an adjudicator.

**Sanctions.**

An individual found guilty may be fined, imprisoned, or both. In some courts, alternative sanctions are sometimes used.

An individual found responsible for violating University policy may be given a range of sanctions (depending on the severity of the conduct and other factors, such as prior judicial history), ranging from a warning to suspension or expulsion from the University.

APPENDIX D

University Computer Guidelines
Yeshiva University Student
Technology Resources Use Handbook

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INTRODUCTION

Yeshiva University ("YU" or the "University") provides various technology resources, including computers, Internet access, email, and telephones (including smartphones), to the University community to facilitate the exchange of ideas and information, and to aid in the University’s communications and work-related research by the University community. Use of these resources is governed by the University’s policies, including this Handbook, and applicable laws.

It is important for all students to read and understand this Handbook and the policies contained herein. Policy violations may have serious consequences for a User’s access to resources and also his or her University career.

The University reserves the right to revise and modify the policies contained in this Handbook in its sole discretion. Questions concerning this Handbook and the policies contained herein should be addressed to the University’s Information Security Administrator at infosec@ymail.yu.edu. Any misuse of University computers or computing resources, or evidence of intrusions or tampering, should be promptly reported by email to abuse@ymail.yu.edu or abuse@aecom.yu.edu.

Definitions

Copyright: legal protection for original works of authorship that are fixed in a tangible means of expression. Text (including email and web information), graphics, art, photographs, music, film and software are examples of types of work that may be protected by copyright.


ITS: the University’s Information Technology Services Department.

Network Administrator: the person(s) responsible for managing telecommunications network software, hardware infrastructure, or access rights for local area networks (LANS) or wide area networks (WANS).

Peer-to-Peer (P2P): software, services, and protocols that are commonly referred to as “peer-to-peer” or “P2P,” including applications such as, but not limited to, BitTorrent, LimeWire, Gnutella, Kazaa, iMesh, and Bearshare. P2P includes, without limitation, software that enables the sharing of files among a network of computers without a need for centralized storage of such files.

Personal Information: information that can be used to identify any individual. Personal Information includes an individual's name, work or home address, email address, telephone or facsimile number, Social Security number ("SSN") or other government identification number, employment information and background information, financial information, medical or health information, and a biometric characteristic.

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information, such as an individual’s health insurance identification number or condition, account numbers, certificate or license numbers, vehicle identifiers and serial numbers (including license plate numbers), device identifiers and serial numbers, biometric identifiers (including finger and voice prints), and photographs. Personal Information may relate to any individual, including University students, faculty, staff, officers, directors, consultants and individuals associated with students, faculty, staff, consultants, vendors and other third parties.

**System Administrator:** the person(s) responsible for managing central computer or file servers, including operating systems and application software.

**Technology Resources:** consists of all University-owned personal computers and workstations, including notebook computers; mini and mainframe computers and associated hardware such as disk drives and tape drives; peripheral equipment such as printers, modems, fax machines, copiers, telephone equipment; personal devices such as BlackBerry devices, other PDAs and cellular phones; computer software applications and associated files and data; remote access to the University’s network and access to outside sources of information such as the Internet.

**University community:** all University administration, staff, faculty and students.

**User(s):** all University students with access to Technology Resources.

### Using Technology Resources

All Technology Resources under the control of the University exist for the furtherance of the University’s academic and business pursuits. The University extends access privileges to members of the University community and expects them to comply with all applicable University policies and applicable state and federal laws in accessing these resources.

Users may not use the Technology Resources for commercial purposes. In addition, Users may not use the Technology Resources to commit any illegal act; or harass an individual or organization.

The University assumes no liability for loss, damage, destruction, alteration, disclosure or misuse of any personal data or communications transmitted over or stored on the Technology Resources. The University accepts no responsibility or liability for the loss or non-delivery of any personal email communication. The University reserves the right to suspend or limit privileges as required in its sole discretion to protect and operate the Technology Resources.

### Privacy

The University may inspect all files or messages on the Technology Resources at any time for any reason at its discretion. The University may also monitor the Technology Resources at any time to determine compliance with its policies, answer a lawful subpoena or court order, investigate misconduct, locate information, or for any other operational purpose.

The University seeks to ensure that information and messages stored and transported on the Technology Resources are safe from unauthorized use or examination. However, Users
should not assume that information or messages stored or transported on the Technology Resources are safe from unauthorized access. Users can contribute to ensuring the privacy of student and University information by following the policies contained in this Handbook and other applicable University policies.

Related Policies in this Handbook:
Electronic Mail (Email)
Internet Access and Use

**Installation and Use of Software**

The loading and unloading of any software package onto or off of a University-owned system must be properly licensed and compatible with the University’s network. It is the University’s policy that all software in use on the Technology Resources is officially licensed to YU. The student loading onto, or otherwise utilizing software on, the Technology Resources is responsible for ensuring that the software is properly licensed. Further, all software purchased by, licensed by, or created by the University is the exclusive property of the University. Without the prior written authorization of an authorized representative of ITS, Users may not:

- install University-owned or licensed software on any non-University owned computer equipment; or
- provide copies of University-owned or licensed software to anyone.

Related Policies in this Handbook:
Use of Copyrighted Material
P2P File Sharing Policy

**Use of Copyrighted Material**

All members of the University community are responsible for complying with copyright laws (and other intellectual property and proprietary rights). In general, copyright laws protect and grant exclusive rights to authors of published or unpublished original works that have been recorded in tangible form, including literary works, musical works, dramatic works, pantomimes and choreographic works, pictorial, graphic and sculptural works, motion pictures and other audiovisual works, sound recordings and architectural works.

In compliance with copyright law and this Handbook, Users may not:

- copy, distribute, download or upload copyrighted material to and from the Internet in a manner that violates the owner’s copyright protections;
- copy, distribute, download or upload copyrighted material from original media in a manner that violates the owner’s copyright protections; or
- use P2P file-sharing software on the University network except with the prior written authorization of an authorized representative of ITS.
A User’s unauthorized distribution of copyrighted material, including P2P file-sharing, may subject the User to civil or criminal liability, including, without limitation, the Federal copyright law penalties set forth in “Penalties for Violation of Federal Copyright Law” below.

With the cooperation of all Users, an authorized representative of ITS shall be responsible to ensure that all copyrighted material found or used on the University’s machines is properly licensed. For more information on the University’s policies regarding copyrights, please see the Yeshiva University Digital Millennium Copyright Act (DMCA) policy on the University’s website and also available from ITS.

Related Policies in this Handbook:
Installation and Use of Software
P2P File-Sharing Policy
Penalties for Violation of Federal Copyright Law
Internet Access and Use

P2P File-Sharing Policy

ITS is responsible for the design, throughput, availability, and overall health of the University’s network. Peer-to-Peer (P2P) file-sharing software is used to connect computers directly to other computers in order to transfer files between the systems directly, without the need for centralized storage of those files (for example, on centralized servers). Frequently, this software is used for the transfer of copyrighted materials such as music and movies. ITS generally does not monitor the identities of the specific data or files that Users download or copy over the University network. ITS does, however, monitor and study specific types of network traffic and the applications that generate this traffic. P2P software, when abused, can saturate an entire network and leave some or all of its users with poor to non-existent performance. Additionally, the use of P2P software needs to be restricted in order to comply with the letter and intent of the Yeshiva University Digital Millennium Copyright Act (DMCA) policy.

In order to prevent any type of abuse (whether accidental or intentional), no P2P software may be used on or in connection with the Technology Resources, and the Technology Resources may not be used for any type of P2P file-sharing or similar activities. Exceptions can be made only with the express prior written authorization of ITS, in ITS’s discretion (see below).

Possible Exceptions—Authorization for Use of P2P Software

As noted above, exceptions for specific uses of P2P software may be made for specific Users (for example, if a User’s work requires the use of a specific item of P2P software). Such exceptions may be made by ITS in its sole discretion. A request for such an exception may be made by submitting a Support Request Form or by contacting the ITS Help Desk. As an example, a P2P application such as BitTorrent may have specific value for a particular type of work, such as the exchange of scientific information in connection with a particular project, and therefore a particular User may request that an exception be made.

Effective May 2013
• ITS reserves the right, in its sole discretion, to authorize use of P2P software on a per-
  User, case-by-case basis when provided with specific, written purposes directly related 
to, or in support of, the academic, research or administrative activities of the University.
• Permission to use P2P software may be revoked at the discretion of ITS. This includes, 
but is not limited to, revocation for one or more of the following reasons: service abuse; 
degradation of the performance of the University network; and use for purposes other 
than University business or the specific purposes for which the exception was granted.
• ITS reserves the right to periodically review Users' use of P2P software and activities 
that have been permitted pursuant to such exceptions.

User Responsibility

• Users must educate themselves on P2P software through the resources provided on 
  the ITS website.
• Users must not knowingly download, install, or use P2P software without ITS’ prior 
  written authorization. This includes a User configuring any resource attached to the YU 
  network (including his or her computer) so that files stored on or in connection with such 
  resource are available to other Users or third parties using P2P software or protocols.
• Users must remove any P2P software that is discovered on any resource attached to 
  the YU network, including personal property, unless granted specific permission by ITS 
  in advance.

Enforcement of P2P Policies

To prevent the use of P2P applications, ITS blocks well-known “ports” that are used by P2P 
software and protocols; however, some P2P applications are still able to negotiate connections 
on other, dynamic ports. If ITS detects a system engaging in P2P activity, ITS reserves the 
right to block all such activity and/or to disconnect such system. Continued unauthorized use 
of P2P software over YU’s network may result in disciplinary action (including suspension or 
expulsion) or termination of access. See the applicable student discipline procedures for more 
information.

Related Policies in this Handbook:
Installation and Use of Software
Use of Copyrighted Material
Penalties for Violation of Federal Copyright Law
Internet Access and Use

Penalties for Violation of Federal Copyright Law
Copyright infringement is the act of exercising, without permission or legal authority, one or 
more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright 
Act (Title 17 of the United States Code). These rights include the right to reproduce or
distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at http://www.copyright.gov, and particularly, its FAQs at http://www.copyright.gov/help/faq.

**Information Security & Technology Resources**

All members of the University community must properly safeguard and handle University information, regardless of its form (e.g., electronic records). Users are responsible for preventing unauthorized access to, and protecting the security and confidentiality of, University information stored on the Technology Resources.

Users are required to protect their individual passwords from unauthorized use or access. Users should not disclose their login IDs or passwords to anyone. A common method for hackers to gain access to computer networks is for the hacker to impersonate a member of ITS. The hacker will call a User with a story that he or she needs the User’s login ID and password. Members of ITS will never call a User and ask for a login ID and password.

**Related Policies in this Handbook:**
Physical Security of Technology Resources
Electronic Access Controls
Password Policy

**Physical Security of Technology Resources**

University-owned computer equipment may not be removed from the University’s premises without the prior written authorization of an authorized representative of ITS. Without the prior written authorization of an authorized representative of ITS, Users may not modify the Technology Resources in any manner, including, but not limited to, attaching external disk drives, external hard drives, changing the amount of memory in the computer, and attaching/installing any peripheral device, such as a wireless router. ITS will authorize all User modifications that may be necessary for academic purposes.

If a User connects his or her personal computer equipment to the Technology Resources, the User is responsible for the security of that equipment. Any misuse by a User of the Technology Resources, whether intentional, negligent or otherwise, may result in the University denying that User access to the Technology Resources.
Related Policies in this Handbook:
Information Security & Technology Resources
Electronic Access Controls
Password Policy

Electronic Access Controls

Except with the prior written authorization from an authorized representative of ITS, a User may not:

- test or attempt to compromise internal and preventive controls of any Technology Resource, such as system configuration files or antivirus parameters; or
- exploit vulnerabilities in the security of any Technology Resource for any reason, including, but not limited to:
  - damaging systems or information;
  - obtaining resources beyond those that Users have been authorized to obtain;
  - taking resources away from other Users; or
  - gaining access to Technology Resources for which proper authorization has not been granted.

For systems and devices under ITS’ ownership or control, ITS will ensure that all security updates for operating systems, web browsers, server applications, and email clients are installed in a timely manner.

For systems and devices that are not under ITS’ ownership or control but are attached to the University network, Users must ensure that all security updates for operating systems, web browsers, server applications, and email clients are installed in a timely manner.

Students should also take other precautions to protect their own personal computers:

- Use password-protected screensavers.
- Do not install any P2P software.
- Ensure that the computer is not configured to allow other devices unauthorized access to YU’s networks.

Password Policy

Users must comply with all applicable guidelines promulgated from time to time by ITS (including, without limitation, the length of the password) in selecting passwords. In accordance with industry standards, Users must choose passwords that cannot be easily
guessed. In addition, passwords should not be related to a User’s job or personal life. For example, a car license plate number, a girlfriend or boyfriend’s name or an address should not be used. Moreover, passwords also should not be words found in the dictionary, and proper names, places and slang should not be used.

Users should not construct passwords using a basic sequence of characters that is then partially changed based on the date or some other predictable factor. For example, Users should not employ passwords like “X21JAN” in January or “X34FEB” in February.

Users should not use their Social Security numbers as passwords or any number derived from such, such as the last four digits of their Social Security number.

A User’s chosen passwords must contain at least one:

- non-alpha character (e.g., “1” or “#”);  
- upper case alpha character (e.g., “A” or “Z”); and  
- lower case alpha character (e.g., “a” or “z”).

User should not construct passwords that are identical or substantially similar to passwords that they have previously used.

Users should change their passwords every 90 days and not reuse the password until after 4 passwords have been used. In short, a password can be used only once per account per year. Different system accounts should have different passwords. A User should not use Technology Resources passwords or substantially similar passwords on external systems (i.e., websites, web-based email, etc.).

A User must promptly change his or her password if the password is suspected of being disclosed or known to have been disclosed to another individual.

Related Policies in this Handbook:
Information Security & Technology Resources  
Electronic Access Controls

Anti-Virus Protection

All computers, including a User’s personal computer(s), that connect to the Technology Resources must have anti-virus and anti-spyware/malware software correctly installed, configured, activated and updated with the latest version of virus definitions prior to use. This software is to remain activated with the most up-to-date virus definition files at all times. The ITS Help Desk can provide Users with anti-virus software.

A User should promptly notify the ITS Help Desk by calling #6123 from campus phones or (212) 960-5294 from non-campus phones or by email at helpdesk@yu.edu if his or her anti-virus protection software is not working or a device becomes infected with a virus. If a computer becomes infected with a virus or other form of malicious code, ITS will determine whether the computer must be disconnected from the network until the infection has been
removed in order to protect University information and Technology Resources, and assist the User in removing the virus.

A User may not intentionally write, generate, compile, propagate, execute or attempt to introduce any computer code designed to self-replicate, damage or otherwise hinder the performance of any computer’s memory file system or software.

A User should use the Internet in a responsible manner and should avoid browsing or accessing inappropriate sites that might expose his or her computer and, consequently, the Technology Resources, to viruses and similar threats.

**Related Policies in this Handbook:**
Information Security & Technology Resources

### Reports of Potential Security Breaches

Users who suspect a breach of the confidentiality or security of Personal Information or other confidential information in relation to Technology Resources must immediately inform the ITS Help Desk by calling #6123 from campus phones or (212) 960-5294 from non-campus phones. Users may also send an email directed to abuse@yu.edu to report the incident.

**Related Policies in this Handbook:**
Information Security & Technology Resources

### Note Regarding Deleted Information

Deleting information, documents or messages does not necessarily mean that the information, documents or messages are really gone. All members of the University community should understand that any information kept on the Technology Resources may be electronically recalled or reconstructed regardless of whether it may have been "deleted" by a User. Because there are backups on tape of all files and messages, and because of the way in which computers reuse file storage space, files and messages may exist that are thought to have been deleted.

All Users should exercise care in what information or statements they create in electronic form to avoid potential embarrassment or legal liability for themselves or the University.
Remote Access

Remote access connection to the University network is allowed only through University-approved remote access technologies. All remotely connected devices must adhere to the University’s anti-virus and security policies.

A User of a remote connection must:

- follow all University policies and procedures related to remote access;
- use a machine that has up-to-date anti-virus software running;
- not allow any file-sharing or P2P program to be downloaded or running on the machine used to connect remotely, except where needed for University-support purposes; and
- report any observed or suspected violations of the University policies and procedures related to remote access to the network.

Electronic Mail (Email)

Email is an important communication tool and one of the primary means of communication among members of the University community. This policy sets forth the practices and expectations for the use of email on the Technology Resources.

Email Access

ITS assigns a login ID to every student registered in a degree program at the University. This login ID will become part of the User’s University email address.

Students are expected to actively maintain a University email account at which they will receive University communications. Students are expected to check their email accounts on a regular basis to stay current with communications from the University.

Email Use

When using the University’s email system, Users are prohibited from:

- Forging or attempting to forge email messages;
- Disguising or attempting to disguise their identity when sending email;
• Sending or receiving email messages using another person’s email account;

• Creating or forwarding solicitations, including those for financial gain, or “chain letters”;

• Intercepting, copying, altering or interfering with the sending or receiving of email within the Technology Resources;

• Copying a message or attachment belonging to another User and forwarding it as work product without permission of the originator;

• Attempting to access another User’s email or files or any other information in the Technology Resources without authorized access;

• Providing mailbox access to others, except where such access is approved by an officer of University;

• Forwarding or sending copyrighted materials without the author’s permission; or

• Sending any message that may be deemed to constitute unlawful harassment (including sexual harassment).

Email Guidelines
Emails are just like any other document prepared by a User in the course of that User’s University career. Email may be used as an official means of communication between a User and the faculty or a User and the University. Although people tend to be more casual in emails, consider following these guidelines in email communications:

• Spell check emails prior to sending;

• Avoid writing emails entirely in capital letters;

• Only mark emails as important if they really are important;

• Emails may be vulnerable during transmission and after they have been received by the recipient. Avoid sending sensitive information in an email;

• Check the recipient’s email address to ensure that it does not contain any error;

• Make sure that before using “reply all,” the sender intends to send the message to all listed recipients; and

• Exercise extreme caution in downloading and executing any files attached to email. Attachments that are not expected from a known source should never be opened or executed. Such emails and attachments should be immediately forwarded to an authorized representative of ITS.
Internet Access and Use

Users are responsible for ensuring that use of the University's Internet access is consistent with this Handbook, any other applicable University policy, and appropriate academic practices.

Internet access may not be used for any purpose in violation of laws or regulations. In addition, Users may not:

- Change any University browser security settings on University-owned Technology Resources;
- Use Technology Resources to deliberately propagate any virus, worm, Trojan horse, trap-door program code or any unauthorized Internet service.

Related Policies in this Handbook:
Using Technology Resources
Privacy

Social Media Policy

Social media can be a valuable and powerful means of communication. The University would like Users to keep the following guidelines in mind when participating in social media to protect Users’ interests, as well as the University’s interests. For purposes of these guidelines, all such activity is referred to as “posting,” and “social media” includes social and professional networking sites and other participatory online media hosted by third parties where written information and other content, like photographs, videos, and audio files, are posted and published by users (who may include site administrators as well as independent third party end users) using tools such as profiles, message boards, wikis, blogs, picture sharing networks, and online communities. Examples of social media include, but are not limited to, Facebook, Ning, Twitter, YouTube, and Flickr.

General Guidelines

Be careful about what the content of posts. Each User is personally responsible for what he or she posts. Remember that anything a User posts may be public for a long time, even if the User tries to modify or remove it later. The University disclaims any responsibility or liability for any errors, omissions, losses, or damages claimed or incurred due to any posting of a User.

Speak for yourself, not the University. This includes the following:
- If the User identifies himself or herself as associated with the University or comments on a University-related issue while posting, the User should identify him or herself as a student.
• A User may not use the University’s logo or other marks, and must make certain that his or her choice of words does nothing to suggest that he or she is representing the University’s official position, unless the User has been authorized to do so by the Department of Communications and Public Affairs.

Respect University policies. Users’ postings should not violate any other applicable policy of the University.

Be respectful of others. Users should be respectful of others in all communications, and refrain from posting statements that are false, misleading, obscene, defamatory, libelous, tortious, degrading, threatening, harassing, hateful, insulting, inflammatory, offensive, unlawful, fraudulent, discriminatory, or invasive of the privacy of others.

Respect laws. Respect copyright, trademark, privacy, financial disclosure, and all other laws. In accessing or using a social media site, Users should not engage in violations of the legal terms, codes of conduct, or other requirements, procedures, or policies of or governing such site. Do not post materials of others – such as photographs, articles, or music – without first getting their permission. Users should attribute what they post; let others know where they get their information, being particularly respectful of and compliant with copyright, trademark, and other intellectual property and proprietary rights. Be careful about “reposting” information from other sites.

Passwords. Users are responsible for maintaining the security of passwords used to access a social media site (or features contained on such site).

Privacy. In accessing or using a social media site, Users should review such site’s Privacy Policy to understand how the site uses the information that Users provide. Be careful about revealing excessive personal information, including birth date, contact information, and personal pictures. Users who do not want their information to be publicly available should not post it online.

Related Policies in this Handbook:
Internet Access and Use
Password Policy

Compliance and Penalties

All Users must comply with all applicable policies that the University has implemented and may implement from time to time, including this Handbook and all other University policies.

Damage to or loss of Technology Resources caused by negligence and/or violation of this Handbook may result in the responsible party being charged for the repair or replacement costs. Further, if a User fails to comply with this Handbook or any other University policy, the User will be subject to disciplinary action by the appropriate disciplinary authority up to, and including, loss of Technology Resources access rights, suspension or expulsion.
USER ACKNOWLEDGMENT

PLEASE READ THE YESHIVA UNIVERSITY STUDENT TECHNOLOGY RESOURCES USE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO ITS.

I acknowledge that I have received a copy of the Yeshiva University Student Technology Resources Use Handbook. I understand that I am responsible for reading the Handbook and for knowing and complying with the policies set forth in the Handbook while attending Yeshiva University.

I understand that the University has the right to amend, interpret, modify, or withdraw any of the provisions of the Handbook at any time in its sole discretion, with or without notice. Furthermore, I understand that because the University cannot anticipate every issue that may arise during my use of the Technology Resources, if I have any questions regarding any of the University’s policies or procedures, I should consult the University’s Information Technology Services Department.

________________________________________
Signature

________________________________________
Printed Name

________________________________________
Date