WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY

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GENERAL INFORMATION
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OFFICE OF SAFETY AND SECURITY
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(212) 960-5378
WEBSITE: http://www.yu.edu/libraries/

OFFICE OF DISABILITY SERVICES
(646) 592-4280
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STUDENT COUNSELING CENTER
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STUDENT MANUAL FOR THE PHD PROGRAM

YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK

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Welcome to the PhD Program

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 PhD students to be aware of and to understand the School’s policies and procedures. This Policy Manual 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.

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!

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Dorothy and David I. Schachne Dean
Jay S. Sweifach, DSW, LCSW, Professor of Social Work

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BH 924
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.

SECTION I: DOCTORAL PROGRAM DESIGN

A. INTRODUCTION

The Doctoral Program of the Wurzweiler School of Social Work (WSSW) was initiated in 1968. It is now one of the largest doctoral programs in social work in this country. To date about 200 graduates have received the degree of Doctor of Social Welfare (DSW) or PhD in Social Welfare and have moved on to distinguished careers in the profession of social work. As of April 2000, and with the approval of the New York State Department of Education, the degree offered by WSSW is a PhD in Social Welfare.

For the past several years, the number of doctoral students has averaged about 75 in all stages of study. Incoming class size adheres to a target of 8-12 students.

B. CORE CONCEPTS AND STRUCTURE

The core of all of the educational programs at WSSW lies in its mission to prepare students to undertake competent practice in the profession of social work at the direct practice, middle, and upper management levels and in teaching and research. In the Ph.D. Program, the preparation of "the scholarly practitioner" represents the extension of this core concept.
The WSSW doctoral program is grounded in practice. Students are expected to have an MSW degree (although exceptions can be made for those with a Master’s degree in another preferably related field), to be employed in a social work or social service research position during their studies or, for those not able or eligible to work, to engage in volunteer work in a human services related field.

Preparation of the "scholarly practitioner" means that there is no one standard or uniform version of a professional role for which students are prepared. Rather, it is anticipated that the excellence and depth of their professional contributions will be recognized wherever graduates choose to work. Several career patterns have emerged from the variety of career choices of the program's graduates. Many have moved ahead as social work educators and some have assumed significant leadership positions in policy and management roles.

Each course in the program revolves around different aspects of the profession of social work. Guided by a clear educational philosophy, the program is designed to support interaction and integration of research, theory and practice. This dialectical relationship between research, theory and practice creates the program's learning environment

C. DOCTORAL PROGRAM RATIONALE

On the occasion of the 18th Anniversary of the Wurzweiler School of Social Work in 1975, the Jewish Social Work Forum, a scholarly journal produced by WSSW and now entitled the Social Work Forum, devoted an entire issue to the doctoral program. Dr. Lloyd Setleis, then head of the Doctoral program, defined the assumptions on which the program was based. Dr. Setleis quoted a report, written in 1970, which explained that the Doctoral program was designed to be responsive to:

.....the rapid and vast social changes...which have generated and heightened the struggle of individuals, groups, and communities to find meaningful and responsive relationships to those social institutions which are essential for creative and satisfying living. The character of contemporary social life has intensified the need for the social work practitioner who is capable of a scholarly undertaking that reflects a capacity and ability to engage himself [herself] with those social issues that are relevant to the purposes and objectives of professional social work. In this regard, the scholarly social work practitioner is needed to account for a changing social work practice in connection with the continuities and discontinuities which inhere in the historical development of the profession; the knowledge upon which professional activity depends; an ideology that gives professional activity its ethical and value-laden meaning; a methodology that provides order and form to professional activity. The
establishment of the doctoral program is the School's response to the social and professional need for scholarly practitioners...

D. THE STUDENTS

The students are professional social workers and or working in allied professions who have earned the master’s degree at this or other schools. The students represent diverse ethnic and religious backgrounds and ages. They come from all the fields of professional social service-related practice.

To be considered for admission, students are strongly urged to have at least two years of social work practice experience beyond the master's degree. WSSW may, however, selectively admit students directly from an MSW program based on an individual assessment of their readiness to undertake doctoral studies. First year Wurzweiler MSW students may apply for the MSW/PhD program that offers the MSW degree plus the first year of the PhD courses in a two year sequence.

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

1. The program is built on the foundation of professional social work practice. Students are encouraged to relate their practice experiences to the research methods and theoretical constructs developed and explored in class.

2. Classes are held during hours that permit the continuation of full-time social work employment. Many classes are on-line or hybrid (on-line and in class) which further makes it possible for students to continue with their employment. Classes are held on the Main Campus, with easy access to the library and parking.

3. Faculty advising is part of the educational process at every stage of the program. The doctoral advising structure permits a high degree of individualization and access to faculty.

4. Students complete the program! Their presence on almost every social work faculty in the metropolitan area is known and appreciated. Others who have gone on to significant service related positions serve as effective role models for potential applicants.

SECTION II: THE CURRICULUM
A. OVERVIEW

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

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

The courses described are those typically offered. The Program Director reserves the right to make changes in the courses offered and the schedule of courses based on program resources. Occasionally the Program Director with the consultation of the Doctoral Committee will up-date or substitute a course as needed. Students who are affected by such changes will be notified.

Methodology Lab I & II is offered in the third full-time year to assist students who are working on their dissertation proposals or the methodology section of their dissertation; these courses are in the form of individual consultations, the schedules of which are determined between student and instructor. Students are required to take three elective courses. Students also have the opportunity to enroll in elective labs that assist in completing their proposals and/or addressing the methodological components of their dissertation studies. Methodology Labs III and IV do not count toward the three required course electives required for the degree. Students must complete a minimum of 60 approved credits before they can become eligible for the PhD degree. After a total of six years in the program without completing the requirements for the degree, the Director and the Doctoral Committee will review the student’s tenure in the program. At that time the student will either be granted additional time to complete the degree or be dismissed from the program.

study:
The curriculum can be divided into three stages, roughly corresponding to the years

**First Year Curriculum**

The first-year courses are set for all students. They are intended to introduce students to doctoral level course work and the standards of doctoral scholarship. They integrate new learning with students’ existing knowledge. Students acquire a foundation of social work research and theory that can help them analyze the dilemmas and contradictions of social work practice.

The courses are: *Ideology* (one semester), *Fundamentals of Applied Statistics* (one summer semester), *Social Work Practice Theories* (one semester), *Strategies of Inquiry I & II* (two semesters), *History & Philosophy of Social Work* (one semester), *Legal Foundations of Social Work* (one semester), *Social Policy* (one semester), and *Research Based Interventions* (one semester). A description of the content of these courses appears in Appendix B at the end of this manual. Faculty members seek to help students acquire the competencies in the use of
research, theory, and writing that will facilitate the successful completion of course work and, later, the proposal and dissertation.

At the end of the second semester of the first year, or the second year for part-time students, a Comprehensive Exam is given that assesses mastery of the first-year content. (See page 13 for a discussion of this requirement). Enrollment in the second-year course work is contingent on passing the comprehensive examination.

**Second Year Curriculum**

This is the year of movement from structured study toward "independent scholarly study" when students acquire technical and methodological skills requisite for quantitative and qualitative data analyses while thinking about a topic for the dissertation. The open-ended expansion of knowledge and discovery which is the focus of the first year becomes much more targeted as students work with their advisors to develop their dissertation topic and to identify the faculty member who will chair the dissertation proposal committee. The dissertation proposal chair person becomes the individual student’s mentor and will work with the student on assessing the scholarly literature and preparing the dissertation proposal during the third year of study. The conceptual frameworks and research incorporated in course research papers become part of the foundation necessary to initiate and complete the dissertation proposal. The second-year curriculum also allows students to choose one elective course each semester. The fall semester of the second year consists of four required courses: *Quantitative Seminar I* (previously called *Research Methodology I*); *Qualitative Data Analysis; Legal Topics in Social Work; and Administrative Practice and Policy or Social Work Education*. These courses and their assignments are meant to help students obtain sufficient knowledge about their substantive areas of interest and the requisite methodological skills for collecting and analyzing related data.

The Spring semester of the second year consists of four courses: *Quantitative Seminar II* (previously called *Research Methodology II*); *Grant Writing and Administration; Social Work Education or Administrative Practice and Policy; and Dissertation Methodology Lab I* (previously called: *Dissertation Proposal Planning Seminar I*). By the end of the second year, students should have a fairly good idea of the topic they want to pursue.

Students are advised to complete the Internal Review Board (IRB) on-line eligibility course over the summer of the second year. Eligibility is good for 6 years before it has to be renewed. Once this is completed, students should print a copy of the record and submit it to the
Third Year and Beyond

In the fall semester of full-time study, students must register for Dissertation Methodology Lab (previously called: Dissertation Proposal Planning Seminar II). This course provides students with the first formal opportunity to draft their dissertation proposals. At this time students should be aiming to complete their literature review and beginning to focus on the theory and research sections of their proposal. This includes identifying a theory(s) that will guide their research, and the development of a researchable question with appropriate hypotheses and research methods. The school's expectations are made clear through a detailed examination of the Guide to the Preparation of the Dissertation Proposal which serves as a basic text for the seminar. The final course assignment is completion of a draft of the dissertation proposal.

Social Work Education will be offered either in the fall or spring semesters for third year students. This course helps prepare students for teaching, and conference and project presentations.

To provide assistance to students in the preparation of their proposals or dissertation, Methodology Labs are offered to third year students. Methodology Labs are required for all students and are tailored to each student’s specific needs by providing consultation and technical assistance specifically oriented to the dissertation proposal or dissertation. Most sessions of Methodology Lab are on an individual consultation basis with the instructor and are conducted either in person or remotely. Please note that Methodology Labs do not count toward the three electives students are required to take prior to graduation. Also, please note that faculty cannot be expected to perform data analyses for students. On occasion, outside consultation may be needed at students’ expense. In all cases, faculty retain the final determination of the accuracy and appropriateness of data analyses that become part of the dissertation.

Electives that count toward the three required electives are listed on a yearly basis in the program’s course offerings. The program cannot guarantee that any one course will be offered on any one year but typical course offered include: Advanced Data Analysis Using STATA; Advanced Seminar in Social Policy, Public Health and Social Work; Evidence-based Mental Health Practice, Advanced Seminars in Health Care, Mental Health Care, Administration, and Addiction Studies. Students may also apply to take courses in other schools within the Yeshiva
University Community by contacting the Director of the Doctoral Program. Course descriptions can be obtained from the Doctoral Office and students can expect to see the list of electives on the Program’s Website prior to the semester in which they are to be offered.

The following sample program format describes the sequencing of courses:

**SAMPLE ROADMAP - DOCTORAL PROGRAM SUMMER/FALL START**

<table>
<thead>
<tr>
<th>Summer (Year 1)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
</tr>
<tr>
<td>SWK 8406 Fundamentals of Applied Statistics</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8823 Ideology (<em>Online</em>)</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8950 Doctoral Advising</td>
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</tr>
<tr>
<td><strong>TOTAL SUMMER CREDITS</strong></td>
<td><strong>4 or 0</strong></td>
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<table>
<thead>
<tr>
<th>Fall (Year 1)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
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</tr>
<tr>
<td>SWK 8823 Ideology (<em>Online</em>) (if not taken summer year 1)</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8406 Fundamentals of Applied Statistics (if not taken summer year 1)</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8421 Strategies of Inquiry I</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8425 History &amp; Philosophy of Social Work</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8296 Social Welfare Policy</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8950 Doctoral Advising</td>
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</tr>
<tr>
<td><strong>TOTAL FALL CREDITS</strong></td>
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<thead>
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<th>Spring (Year 1)</th>
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<tbody>
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<td>Course</td>
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<tr>
<td>SWK 8814 Social Work Practice Theories</td>
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<tr>
<td>SWK 8422 Strategies of Inquiry II</td>
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<td>SWK 8809 Legal Foundations of Social Work</td>
<td>2</td>
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<tr>
<td>SWK 8883 Research-Based Intrvntions (<em>Online</em>)</td>
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<td>SWK 8950 Doctoral Advising</td>
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<tr>
<td><strong>TOTAL SPRING CREDITS</strong></td>
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**COMPREHENSIVE EXAM**
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<tr>
<td>SWK 8401 Quantitative Seminar I</td>
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<tr>
<td>SWK 8109 Adv Legal Topics in Soc Wrk</td>
<td>2</td>
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<tr>
<td>SWK 8415 Qualitative Data Analysis</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8681 Admin Practice &amp; Policy</td>
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<tr>
<td>Elective (students are required to take 3 electives)</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8950 Doctoral Advising</td>
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</tr>
<tr>
<td><strong>TOTAL FALL CREDITS</strong></td>
<td><strong>8 or 10</strong></td>
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<th>Course</th>
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<tr>
<td>SWK 8402 Quantitative Seminar II</td>
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<tr>
<td>SWK 8904 Dissertation Prop Seminar I: Lit Rev</td>
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</tr>
<tr>
<td>SWK 8696 Social Work Ed.</td>
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<tr>
<td>SWK 8010 Grant Writing &amp; Administration</td>
<td>2</td>
</tr>
<tr>
<td>Elective (students are required to take 3 electives)</td>
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</tr>
<tr>
<td>SWK 8950 Doctoral Advising</td>
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<tr>
<td><strong>TOTAL SPRING CREDITS</strong></td>
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<th>Course</th>
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<tr>
<td>SWK 8920 Dissertation Proposal Seminar II</td>
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<td><strong>TOTAL FALL CREDITS</strong></td>
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<td>SWK 8413 Dissertation Methodology Lab I or SWK 8912 Proposal Methodology Lab II</td>
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<td>Elective (students are required to take 3 electives)</td>
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<tr>
<td>SWK 8950 Doctoral Advising</td>
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<tr>
<td><strong>TOTAL SPRING CREDITS</strong></td>
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<tbody>
<tr>
<td>SWK 8971 Doctoral Research I****</td>
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<tr>
<td>SWK 8414 Dissertation Methodology Lab II or SWK 8912 Proposal Methodology Lab III</td>
<td>2</td>
</tr>
<tr>
<td>Elective (students are required to take 3 electives)</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8950 Doctoral Advising</td>
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</tr>
<tr>
<td><strong>TOTAL FALL CREDITS</strong></td>
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<td>SWK 8417 Dissertation Methodology Lab III</td>
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### TOTAL SPRING CREDITS

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<tr>
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<th>Credit</th>
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### TOTAL PhD CREDITS

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<td>TOTAL PhD CREDITS</td>
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### SAMPLE ROADMAP - DOCTORAL PROGRAM SPRING START (Full-Time)

#### Spring (Semester 1)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SWK 8814 Social Work Practice Theories</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8809 Legal Foundations of SW</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8883 Research Based Interventions <em>(Online)</em></td>
<td>2</td>
</tr>
<tr>
<td>SWK 8681 Administrative Practice &amp; Policy</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8950 Doctoral Advising</td>
<td>0</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>2</td>
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<tr>
<td><strong>TOTAL SPRING CREDITS</strong></td>
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#### Summer (Semester 2)

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>SWK 8406 Fundamentals of Applied Statistics</td>
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</tr>
<tr>
<td>SWK 8823 Ideology <em>(Online)</em></td>
<td>2</td>
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<tr>
<td>SWK 8296 Social Policy <em>(Online)</em></td>
<td>2</td>
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<tr>
<td>SWK 8950 Doctoral Advising</td>
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</tr>
<tr>
<td>ELECTIVE</td>
<td>2</td>
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<tr>
<td>ELECTIVE</td>
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<tr>
<td><strong>TOTAL SUMMER CREDITS</strong></td>
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#### Fall (Semester 3)

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<th>Course</th>
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<tr>
<td>SWK 8401 Quantitative Seminar I</td>
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<tr>
<td>SWK 8425 History &amp; Philosophy of SW</td>
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</tr>
<tr>
<td>SWK 8109 Adv. Legal Topics in SW</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8415 Qualitative Data Analysis</td>
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<tr>
<td>SWK 8950 Doctoral Advising</td>
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<tr>
<td><strong>TOTAL FALL CREDITS</strong></td>
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#### Spring (Semester 4)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SWK 8402 Quantitative Seminar II</td>
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</tr>
<tr>
<td>SWK 8904 Diss. Prop Seminar I: Lit Review</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8696 Social Work Education</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8010 Grant Writing &amp; Administration</td>
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<tr>
<td><strong>TOTAL SPRING CREDITS</strong></td>
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**COMPREHENSIVE EXAM**
<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>SWK 8920 Dissertation Proposal Seminar II</td>
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<tr>
<td>SWK 8911 Proposal Methodology Lab I</td>
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<tr>
<td>Elective (students are required to take 3 electives)</td>
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<td>SWK 8950 Doctoral Advising</td>
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<tr>
<td><strong>TOTAL FALL CREDITS</strong></td>
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<table>
<thead>
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<tr>
<td>Elective (students are required to take 3 electives)</td>
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<tr>
<td>SWK 8971 Doctoral Research I****</td>
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<tr>
<td>SWK 8414 Dissertation Methodology Lab II or SWK 8912 Proposal Methodology Lab III</td>
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<td>SWK 8417 Dissertation Methodology Lab III</td>
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<tr>
<td><strong>TOTAL PhD CREDITS</strong></td>
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*Students are required to take three electives prior to graduation. Electives are offered every semester and can be found on the Class Schedule. The following are examples of electives typically offered: Advanced Statistics with Stata, Evidence-Based Mental Health, Addictions, and Immigration.

**After completion of 1st year doctoral courses (27 credits) students take the COMPREHENSIVE EXAM in early May.

***After successful completion of your 2nd year of doctoral courses (21 credits), students take The Methodology Labs (either Proposal Methodology Lab – if working on proposal or Dissertation Methodology Lab – if working on dissertation) as many times as needed until PROPOSAL/DISSERTATION is accepted by your Dissertation Committee and subsequently approved by YU’s Institutional Review Board (IRB).

Depending on the student’s level of academic achievement (whether Third year or beyond), credits
will vary per Semester (Fall and Spring). At the end of the academic year the student should accumulate from 6 – 18 credits.

**Note:** Students must re-register for Proposal Methodology Lab until they have their proposal accepted and then **APPROVED by the university’s Institutional Review Board (IRB)** - only then can they go on to Doctoral research. The IRB is a university committee that evaluates the ethical soundness of research.
Please note that protocols such as dissertation proposals must be submitted to the IRB electronically using IRIS software. Information is found on the following website: (http://www.einstein.yu.edu/administration/institutional-review-board/education/iris.aspx). IRIS is the electronic system used for IRB submissions. It is used by investigators to submit research proposals for review by IRB staff members who communicate acceptances or needed revisions. At the dissertation stage, students MUST register for Doctoral Research until the Dissertations are ACCEPTED by their dissertation committee members AND APPROVED and signed off on by the Doctoral Program Director, and the Dean of the School of Social Work,- even if they go well over the 60 credits required as a minimum for program completion.

From time to time, a student may complete all course and dissertation requirements but still fall short of the 60 credits needed for graduation. In these circumstances and only in these circumstances, students will register in the semester they are expected to graduate for the course offering entitled Doctoral Research Finalization (SWK 8971B_Fall / SWK 8972B_Spring), which will be given a special course routing number (CRN) and whose number of credits will be determined by subtracting the number of credits already fully paid for from 60. All students must complete the required courses and 3 electives in order to graduate and the Doctoral Research Finalization course does not substitute for this requirement.

B. THE COMPREHENSIVE EXAM

The comprehensive exam is designed to assess students’ learning and mastery of the first year course work and readiness to enter the second year. Students take the exam in the school’s computer lab. Six hours are allotted for the exam, with time for breaks and for lunch. It is a “closed-book” exam: no notes, no papers, etc. Students are asked to respond to several questions which cover and directly relate to the material covered in each of the courses taken during the first year of study: Ideology, Social Work Practice Theories, Strategies of Inquiry I and II, History & Philosophy of Social Work, Legal Foundations in Social Work, Social Policy, and Research Based Interventions. The questions are sufficiently broad to allow the student to apply concepts from class to particular areas of practice or problem-focused interest. Questions must be answered to the satisfaction of the faculty reviewers. Students receive a study guide to help them prepare for the exam.

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

Procedure

The comprehensive exam is graded by professors teaching in the doctoral program and over-seen by the Director and Associate Director of the Program. Oral exams will be scheduled only if, in the opinion of the professors grading the exam and the Director, that the exam grade is either a failure or a very marginal pass. In this cases, the Doctoral Program Office will contact the student to schedule an oral exam. The intent of the oral exam is to provide the student with an additional opportunity to demonstrate knowledge of the first-year coursework. Students taking the oral exam will be notified in writing of the outcome within 14 business days of the exam.

Criteria for Grading the Comprehensive Exam

Criteria for evaluating the comprehensive exam include:

In regard to each question:

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

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

Overall:

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

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

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

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

There are three possible outcomes to the comprehensive exam: pass, pass with oral, and fail. A student who fails both the written and oral exams will not be eligible to register for second year courses and will be dismissed from the program.
C. THE DISSERTATION PROPOSAL

All course work taken in the first and second-year of doctoral study shares the objectives of helping students think through and focus on a feasible dissertation topic. As the student proceeds through the course work, this focus should become increasingly more specific. The focus should lend coherence to the course work and the relevance to the student’s dissertation topic. In conceptualizing a proposal, students should review several proposals of past dissertations from those that are made available in the Dissertation Proposal Seminar. A list of completed dissertations is also available through the Doctoral Program Office and through the ProQuest Dissertations and Theses Database using the search term “Wurzweiler.”

The proposal sets forth the study questions, hypotheses, research methodology, literature search of relevant theory and empirical studies, and the practice and/or policy implications of the proposed inquiry. All proposals must have substantial social work content to be assessed by the student’s advisor. Approval of the proposal takes place at a hearing chaired by the student’s advisor and two additional Proposal Committee members who are Wurzweiler faculty. There may be times when a part-time member of the WSSW faculty or a faculty person from either another department at Yeshiva University or from an outside school will serve as one of the Proposal Committee members. We also allow Proposal Committee members that are non-academics such as professionals or practitioners; at least one Proposal Committee member must be a full-time WSSW faculty member. All outside the university Proposal Committee members must be approved by the Director of the Doctoral Program.

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The dissertation proposal is a detailed description of the proposed research project. The proposal serves as a contract between the student and Wurzweiler School of Social Work. Students should keep in mind that advisors and readers must reach a consensus regarding the merits of the proposal and may require changes at several points during the review process. The high standards of the dissertation proposal and consensus among reviewers increase the probability of subsequent approval of the proposal by the Institutional Review Board (see below), and, of eventual completion of the dissertation. However, neither are guaranteed by a successful proposal hearing.

There is a structured guide to the writing of the proposal which is revised periodically drawing upon the learning of students and faculty as the basis for modification. Please refer to this document as you prepare your proposal. A copy of the Guidelines for the Writing of the Dissertation Proposal is used as a course text in the Dissertation Proposal Seminar. Students are held responsible for following the guidelines in effect at the time that they enroll in the Proposal Seminar (first semester of third year of course work) unless with permission of their advisor and the Director of the Doctoral Program they specifically elect to come under any new guidelines which may be available at a later date. Occasionally students may want to begin planning their proposal sooner than the 3rd year of study. In these cases a copy of the guidelines will be made available upon request.

The proposed dissertation research is expected to be a significant contribution to the building of the knowledge base of the social work profession. The writing of the proposal and the dissertation itself will demonstrate the student's mastery of scholarly research at the doctoral level.

**References**

All proposals and dissertations must adhere to American Psychological
Association (APA) style. (See: American Psychological Association). *Publication manual of the American Psychological Association, Seventh Edition.* Washington, DC: Author.) At the time of this writing, APA 7th edition style citations and references are also required for all course assignments. However, when and if the American Psychological Association up-dates or changes its style format, students will be notified and expected to make the changes in their work, including papers, proposals and dissertations. It is important that students use the latest APA style so that their work conforms to what is currently being used by the discipline’s journals and professional publications.

**Approval by the Committee on Clinical Investigations**

All proposals are reviewed by the Yeshiva University Institutional Review Board (IRB) to determine whether human subjects who participate in the research are adequately protected against harm as a consequence of their participation and that adequate informed consent has been obtained. All research projects approved in this process must include strict measures to protect the confidentiality of the responses by the human subjects at the time of inquiry and thereafter. *Under no circumstances can the research commence until the IRB has rendered an affirmative decision in writing.*

Effective October 1, 2000, the National Institutes of Health require that all investigators who submit applications or proposals involving human subjects provide in their applications “A description of education completed in the protection of human subjects.” To meet this requirement, WSSW is incorporating relevant educational components into several doctoral level courses: *Strategies of Inquiry, Research I and II,* and the *Dissertation Proposal Seminar.* In addition, all doctoral students, prior to submission of the proposal to the IRB, are to complete and pass an on-line examination regarding research on human subjects. Information about signing up for this exam is available from the Doctoral Program Office and/or your research professor.

**D. THE DISSERTATION**

Only after the proposal has been accepted and approved by the Yeshiva University IRB (officially known as the Committee on Clinical Investigations or CCI), can research work begin on the dissertation study. The *Guide for the Writing of the Dissertation* is periodically updated and the most recent copy is available in the Doctoral Office. The *Guide* has been written in such a way as to ease the transition from the proposal to the dissertation. New knowledge gained
through the dissertation study may make it necessary to make changes in some or many of the concepts outlined in the proposal. Students are responsible for making these changes so that the dissertation reflects the most up-to-date knowledge in the field. After the IRB approval is obtained, if there are substantial changes in the research method, the student’s advisor who will determine if additional IRB approval is needed.

When submitting drafts of chapters to the dissertation committee members, students should allow approximately 4 weeks turn- around time for each version. Faculty members are well aware of the need for feedback. They nonetheless need sufficient time to review students’ work to provide the most helpful feedback. If four weeks pass without feedback, the student can make an additional request to the faculty member, and only then if there is no response should the Program Director be informed. The Program Director will inquire into the situation and respond to the student accordingly. All students are required to have a Dissertation Committee member from outside the WSSW faculty, regardless of whether or not an outside person served as a member of the Proposal Committee. Students who had only WSSW faculty as Proposal Committee members should discuss with their advisors prospective scholars outside WSSW to serve on the Dissertation Committee. Students can suggest but cannot invite an outside reviewer; outside reviewers can only be approved by the faculty and the Program Director. The outside reviewer’s Vita should be sent to the Director of the Doctoral program. Upon approval, the Director of the Doctoral program will invite that individual to become a Dissertation Committee member.

E. GRADUATION

Currently, there are two graduation date options, one at the end of the regular academic year in May and the other at the end of the summer program in July. In order to be seated and hooded at the May commencement, the final version of the dissertation must have been successfully defended, all revisions made, and final written approval given to the dissertation committee, by the date announced each year. In order to be seated and hooded at the July commencement, the final version of the dissertation must have been successfully defended, all revisions made, and final written approval given by the dissertation committee by the date announced each year. Approximately six weeks lead time is needed to ensure that accurate information goes to the publisher of the commencement program, and for diplomas to be prepared in a timely manner.
SECTION III: ACADEMIC STANDARDS

A. GRADING SYSTEM

1. Grade assignments are determined solely by individual instructors.


3. A student who has not satisfied an ‘Incomplete” grade for a course may not register for the next semester.

B. INCOMPLETES

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:

1. “Incompletes” should be considered exceptional; students are expected to complete their course work by the end of the semester.

2. The grade of “incomplete” or “I” is given only at the discretion of the instructor. If the instructor chooses not to give an “I” grade, he or she may determine the student’s grade based on the work completed. If the instructor gives the student the grade of “I” the instructor may grant up to 3 weeks after the last class session of the semester to complete work for which the student received an "incomplete."

3. If the "incomplete" is not changed within the 3 week grace period, the Registrar’s Office is authorized to automatically convert the grade to an “F.”

4. The student may petition the course instructor from which the “I” grade was received for an additional extension. Such an extension is contingent upon: (1) approval in writing of the instructor, with specification as to the date upon which all course work will be submitted; and (2) approval of the Director of the Doctoral program.

As noted above, students may not enroll in course work for the next semester until such time as the “I” grade is changed. Therefore, the maximum time frame for an additional
extension is subject to the academic calendar. Any incomplete grade will automatically become a failing grade at the end of the extension period. The only exception to this policy is with written approval of the Director of the Doctoral Program when the student presents exceptional circumstances that warrant additional time. Extensions can be no longer than 3 months.

A student who receives two or more incompletes in a given semester will be placed on academic probation for the following semester. If an incomplete is received in any course at the end of that semester, the student may be dropped from the program on the advisement of the professor, academic advisor and Director of the Doctoral Program. The final decision is made by the Director of the Doctoral Program. Appeals to such decisions may be made to the Dean of the School of Social Work who has the authority to reverse such decisions.

C. MAINTENANCE OF ACADEMIC STANDARDS

Students are required to maintain satisfactory standards of scholastic performance and progress. Any grade less than a "B" (that is, B-, C+, or C.) in a course raises questions as to the student's ability to continue in the program and places the student on academic probation. A student is considered to be in academic jeopardy in any of the following situations:

1. **Degree candidates must maintain a B average (3.0).** If an overall 3.0 grade point average is not maintained the student shall be placed on academic probation.
2. **A student on academic probation must raise his or her overall grade point average to a 3.0 level by the following semester.** Failure to achieve the required 3.0 average after being placed on academic probation is grounds for dismissal.
3. **A student who receives more than one grade below a “B” at any point in the program will be dropped from the program.**
4. **A student who fails any course (that is, receives a grade of F) will be dropped from the program.**
5. **A student who receives a grade of “unsatisfactory” or “U” for any course will be placed on academic probation.**
6. **A student who receives more than one grade of “unsatisfactory” or “U” will be dropped from the program.**
D. PROGRAM TIME FRAMES

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

1. Completion of required course work including three (3) electives: Three years (full-time students); four to five years (part-time students).

2. In some cases exceptions will be made for students requiring additional time or when students need to change from full-time to part-time due to circumstances beyond their control. Exceptions are made only with the approval of the Doctoral Program Director.

3. Completion and acceptance of dissertation proposal by the dissertation committee and the IRB; three years from the date that required course work is completed (except for electives).

4. Completion and defense of dissertation: three years from date of proposal acceptance by the IRB.

Students are expected to complete the full program, including the dissertation, within ten years of initial entrance into the program, or sooner. The time frames are suggested ones; students are encouraged to complete their work as quickly as possible. A five to eight-year time frame is considered appropriate. In some circumstances, students need extra time. Limited extensions may, at the discretion of the doctoral faculty, be granted in special or unusual circumstances upon student petition. Extensions must have the approval of the doctoral faculty and the Director of the Doctoral Program.

All students in the second semester of their fifth year (if not earlier) and beyond will be working on their dissertations and many students will be able to bring their studies to a successful conclusion during the fifth or sixth year, if not sooner. Once the dissertation proposal is accepted, the student must be continuously registered for Dissertation Research, even if the required 24 credit hours of research have been completed.

Those students who require additional time beyond the sixth year will request an extension for one year, with the recommendation of the faculty advisor. The Doctoral Faculty Committee which the Director of the Doctoral Program chairs, has the authority to grant such extensions up to and including a tenth year of study. Each year, the student’s advisor must request an annual extension based upon the continuing productivity of the student's work. The intent of this policy is to hold both student and advisor accountable for the appropriate fulfillment of their respective roles in ensuring progress on the dissertation.
Students are strongly encouraged to complete their dissertations within five to six years of their enrollment in the program and extensions should be exceptions. Note: under some exceptional circumstances, students are able to complete and defend their dissertations prior to the points at which they have earned the 60 credits required for graduation. Under no circumstances can this credit requirement be waived. It is the responsibility of the student to plan for and pay all applicable tuition (60 credits) and fees. All required courses must be taken as well as 3 doctoral level electives.

E. POLICY AND PROCEDURE ON TRANSFER CREDITS

Credit may be transferred for a doctoral level course taken before entry into the WSSW doctoral program and within the past five years at another accredited institution of higher education if the course grade is a "B" or higher. Grades of B- are not accepted for credit. In general, WSSW does not accept transfer credits to replace required course work; this is because the WSSW program is highly structured toward (1) the comprehensive exam; and (2) preparation of the Dissertation Proposal. It is extremely unlikely that courses taken elsewhere will be identical or equivalent to the required courses in the WSSW doctoral curriculum. Transfer credits may, however, be applied against the total of the 60 credits required for the degree, but in addition to rather than instead of the required course work. 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 may be revoked, either in whole or in part, if subsequent work, either generally or in a particular subject, is not satisfactory.

The maximum total number of credits that may be transferred from another doctoral program is four (4). The Wurzweiler PhD is a 60 credit degree.

Since courses at Wurzweiler are two (2) credits, courses which may be more than two credits at another institution will be accepted in transfer as two credits. Courses transferred from another institution appear on the student's record with credit value only; grades earned elsewhere are not entered on the records of Yeshiva University.

The evaluation of credits for transfer will begin after the applicant has been accepted to the Wurzweiler School of Social Work and paid his or her deposit:

1. Students must complete an Application for Transfer Credit towards a Graduate Degree (Form T21.5) and submit it to the Director of the Doctoral Program.
2. Students must have an official transcript(s) sent directly to the Doctoral Office.
3. Students must supply the Doctoral Office with copies of the course description, school catalogue and course syllabi.

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

SECTION IV: SCHOOL-RELATED EXPECTATIONS

A. CLASS ATTENDANCE

Students are expected to attend all classes as scheduled. Students unable to come to a class session are responsible for notifying the instructor that they will be absent. The student is responsible for making up the missed content through borrowing notes, contact with the professor, etc.

More than two absences from a class raise concerns as to the student's ability to complete the course requirements and may result in a failing grade for the course. At the discretion of the instructor and as the instructor will explicate in the course syllabi, more than two absences may result in a failing or reduced grade.

For on-line classes, students are expected to complete assignments in a timely manner and participate in group discussions as indicated in the syllabus and by the instructor. This applies both to real time participation as well as weekly discussion forums. More than two absences may result in a failing or reduced grade at the discretion of the instructor.

B. ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT

Doctoral students are expected to show seriousness of intellectual dedication; respect for the views and convictions of others; concern for the impact of advanced knowledge on society at large; regard for instructors, fellow students and the school and university as a whole; and, above all, adherence to the highest ethical standards in their professional lives.

Students should be aware that the school will not condone plagiarism, falsification, or fabrication in any form and will sanction acts of such misconduct. 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 one’s own. It is not plagiarism to formulate a presentation of an idea or concept as a reaction to someone else's work; however, the work that is reacted to should be discussed and appropriately cited.

A student's affirmation of his or her work on any examination, course assignment, or degree requirement is assumed by the School to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary may result in failure of a course, disciplinary dismissal from the program, or such other penalties as are deemed proper by the doctoral faculty chaired by the doctoral Program Director and/or the Dean.

Falsification means manipulating, changing or misrepresenting research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. Fabrication means making up data, experiments, or other significant information in proposing, conducting, or reporting research.

Any student who can be shown to have plagiarized, falsified or fabricated any assignment in a course or in writing the proposal or dissertation will be subject to disciplinary action that may include expulsion.

Maintenance of “good standing” while a student at the School, is in part dependent on developing and maintaining standards of ethical and professional conduct. Students are expected to adhere to the Code of Ethics of the National Association of Social Workers (NASW, 2008).

Specific sections of the Code of Ethics are of particular import to doctoral students and are, therefore, highlighted below.

**Section 4.08: Acknowledging Credit**

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
(b) Social workers should honestly acknowledge the work and the contributions made by others.

**Section 5.01**

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
Section 5.02

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research in order to contribute to the development of knowledge.
(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully utilize evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation of research should consider carefully possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain prior voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate, without undue inducement to participate, and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to them, obtain the participant's assent, and obtain consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and/or archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific yield, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
(h) Social workers should inform participants of their rights to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate support services if needed.
(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with persons professionally concerned with this
information.

(1) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosures.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflict of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and colleagues about responsible research practices.
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/](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/](http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/)

- **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](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/](http://yu.edu/its/academic-computing/)

D. **INSTRUCTIONAL INFORMATION**

- **E-Reserves**: Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is [http://yulib002.mc.yu.edu:2262/er.php](http://yulib002.mc.yu.edu:2262/er.php)

- **Academic Calendar**: Please see the Wurzweiler academic calendar which is available on our website [www.yu.edu/wurzweiler](http://www.yu.edu/wurzweiler) prior to the beginning of class. Be aware that some course meeting dates are changed due to holidays and ensure your students are aware of this. Each semester consists of 14 classes.

- **Confidentiality**: Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class. Please discuss confidentiality with your students.

- **CANVAS**: Canvas is our online learning management system. For information, see the following website: [https://www.yu.edu/its/academic-computing/student-computing/eLearning](https://www.yu.edu/its/academic-computing/student-computing/eLearning) All classes, whether face-to-face (F2F) or online have a Canvas shell associated with the class. Canvas support is available 24/7/365 at (800) 829-7418.
E. 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. ([https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English))

* 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.

F. PLAGIARISM

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

G. HIPAA

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.

H. 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.
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.

J. **AUDITING A CLASS**

Audits are permitted if there is space available in the course. An audited course is not considered part of your workload. The regulations regarding auditing courses are listed on the WSSW Request to Audit a Course form (see Appendix E). Please read the regulations carefully, complete the form including the instructor's signature, and return the form to the Registrar's Office with payment of $50.

**SECTION V: ACADEMIC COMMUNITY AND SUPPORTS**

A. **FINANCIAL AID INFORMATION**

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

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

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

*“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](http://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](http://www.yu.edu/osf)). Students should
file for financial aid as soon as possible - and should not wait until being accepted to the program. Financial aid is a loan that must be paid back over time.

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

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

“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 (2018/2019) on the Stafford Loan is fixed at 6.21% and there is a 1.073% origination fee imposed by the government to help offset the cost of the loan program.

Wurzweiler students who file a FAFSA (and enroll at least as a half time student each semester) are also eligible to apply for a Graduate PLUS Loan through the William D. Ford Federal Direct Loan Program. 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 (2018/2019) on the Graduate PLUS Loan is fixed at 7.21% and there is a 4.292% origination fee imposed by the government to help offset the cost of the loan program.

To apply for a Stafford or Graduate PLUS Loan, please visit [www.yu.edu/osf](http://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 2018-2019 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/).

B. FACULTY ROLES AND FUNCTIONS

The policies governing the doctoral program and its curriculum are recommended by the Doctoral Program Committee which consists of all full-time faculty members serving as teachers of doctoral courses and is chaired by the Doctoral Program Director. This is sometimes referred to in this Manual as the doctoral faculty. Part-time faculty may be asked to serve on the Doctoral Program Committee either by the full-time Doctoral Program Committee membership or by invitation from the Program Director, and/or by invitation of the Dean of WSSW. Every faculty member who possesses the doctorate is eligible to serve on the committee if he or she is teaching in the doctoral program.

The Dean serves as an ex-officio member of the Doctoral Program Committee and at the Committee’s suggestion will be recused from discussions concerning student progress or status, student complaints, that may result in appeals.

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

Most WSSW doctoral faculty carry teaching and advising responsibilities in the Master's and Ph.D. programs; thus ensuring the highest level of distribution of faculty skills and expertise across the continuum of social work education. This faculty assignment pattern has helped to ensure that adequate time is available to meet the needs of students and facilitate their progress. The availability of all WSSW faculty members to serve as advisors for doctoral students supports the ability of the program to undertake the wide range of scholarly inquiry reflected in the diversity of dissertation topics and approaches.
C.  **TEACHING AND LEARNING**

The School views each student as having a wealth of capacities, resources, and life experiences that can be developed and enhanced through course instruction, field learning opportunities, and time spent with mentors. To encourage engagement in the learning process, WSSW provides an educational environment that is challenging and supportive. In this environment, students are encouraged to take risks necessary to become advanced social work scholars, researchers, and practitioners.

D.  **ROLE OF THE FACULTY ADVISOR**

**First Year Doctoral Advisement:** (Full and part-time students):

- Socializing the student to the school and program
- Providing support/mentoring
- Becoming informed about the student’s background
- Establishing with the student his/her needs and interests
- Encouraging the development of the student’s intellectual interests pertinent to doctoral scholarship
- Monitoring academic progress and sharing this with students
- Participating in faculty meetings concerning student issues/progress
- Clarifying/interpreting course requirements
- Registration planning
- Serving as liaison to other faculty and external resources, as needed (e.g., editors, consultants)
- Participating in the assessment of the Comprehensive Examination
- Documenting issues affecting student’s progress in the program in the student’s record
- Providing feedback to the Doctoral Program Director and Doctoral Program Committee about issues that go beyond any one student and reporting on this student’s progress.

**Role of the Advisor for Second Year Doctoral Students:**

- Providing consultation and monitoring the process of proposal development
- Helping the student to identify a dissertation research area and the central questions to be addressed
- Providing support/mentoring
- Monitoring academic progress
- Participating in meetings or providing information to the Doctoral Program Committee concerning student issues/progress
- Clarifying/interpreting course requirements
- Registration Planning
- Serving as liaison to other faculty and external resources, as needed (e.g., editors, consultants)
- Serving as liaison to the Doctoral Program and instructor for the Dissertation Proposal Seminar concerning student’s progress in proposal development
- Chairing Proposal Review Committee
- Working with the student on any needed revisions to the proposal
- Documenting problems/issues for the student’s record
• Providing feedback to the Doctoral Program Director and the Doctoral Program Committee about issues that go beyond any one student
• Overall evaluation of student progress or lack thereof

**Note:** Students new to the program are assigned an advisor. At the end of their first year of course work and successful completion of the comprehensive exam, students are encouraged to provide input regarding their preference for an advisor to guide their second year of study, proposal development, and dissertation. Although no promises can or will be made, there will be an effort honor student preferences, depending on faculty availability.

**Third Year Advisement and Beyond**

The advisor serves as chair of the student’s Doctoral Dissertation Committee. Most students will have completed all of their course work by the end of their 3rd full-time year. All efforts are thus focused on the dissertation once the proposal has been accepted. Until such time as the proposal is accepted, of course, efforts are focused on proposal completion. Accordingly, advisement is concentrated on:

• Setting schedules and timetables for completion of the proposal and/or dissertation
• Reviewing drafts of the proposal and/or dissertation
• Recommending changes/directions
• Providing suggestions about internal and external resources (external resources may include, editorial, methodological consultation, etc.)
• Monitoring progress and adherence to timetables
• Clarifying procedural requirements regarding dissertation format and style
• In consultation with the student, recommending a dissertation committee to the Doctoral Program Director, including an outside person
• Notifying the Doctoral Program Director when the student is ready to defend
• Chairing the defense
• Overseeing any needed corrections based on the defense hearing
• Encouraging scholarly writing based on the dissertation

Advisors and students are expected to meet each semester, preferably at the beginning, to discuss the content and scope of advisement. The frequency and focus of advisement should reflect the status of the student in the program, his/her strengths, and weaknesses, and the individual needs of the student as seen from the perspective of the advisor and student. An informal “contract” would include, as appropriate to the situation:

• Frequency of meetings
• Focus of meetings
• Agreement as to schedule and timetables for proposal completion and/or dissertation
• Assistance to be provided by the advisor (what type of feedback will be provided on drafts)
• Student responsibilities (adherence to manual; consultation with the Registrar, etc.)
E. REFERENCES/RECOMMENDATIONS

Doctoral students often request letters of recommendation from faculty for scholarships, honors and awards, and jobs. Students should first obtain the permission of the faculty person before indicating his/her name as a reference. This is common courtesy. There may be reasons why a faculty member cannot or may not wish to serve as a reference. For example, the faculty member may have already provided a reference for another student for the same scholarship or job. Unless there are compelling reasons otherwise, the WSSW reference should be requested from and prepared by the student’s academic advisor. If more than one reference is needed, the academic advisor should be consulted in regard to requesting a second reference.

SECTION VI: GROUNDS FOR DISMISSAL AND RESOLUTION OF PROBLEMS (GRIEVANCE PROCEDURE)

A. GROUNDS FOR DISMISSAL

A grade lower than a “B” (including B-) earned in a course places a student on probation. More than one grade lower than a “B” (including B-) is grounds for dismissal.

a. An “F” grade is grounds for dismissal.

b. Professional behavior is an academic requirement not separate from the educational component of the Program. Unprofessional behavior, and any violation to the NASW Code of Ethics, is grounds for dismissal.

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

d. Consumption, influence or possession of alcohol or other controlled substances in class are grounds for dismissal.

e. Failure to meet generally accepted standards of personal integrity, professional conduct, or inappropriate or disruptive behavior toward colleagues, faculty or staff or any other individual may subject students to dismissal.

f. Students are required to complete their degree within eight years of admission. Failure to do so is grounds for dismissal. After eight years students may apply for an extension, the outcome to be determined by the Program Director in consultation with the student’s advisor.
B. CONCERNS RAISED BY STUDENTS

Should a problem arise with a faculty advisor, classroom teacher, or other faculty member, the following process is available for resolving the problem:

a. If a problem is encountered in a class, the student is expected to take responsible action by talking to 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 Program Director.

d. If the above steps have been taken and the student feels that the issue or problem remains unresolved, the student can request in writing a Doctoral Committee hearing 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.

e. 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 Program Director and/or Associate Director. The faculty advisor, after meeting and discussing his or her concerns with the student, may request consultation with a specially appointed ad hoc Doctoral Committee which consists of two faculty members chosen by the Program Director and the Program Director and/or the Associate Program Director. The specially appointed Doctoral Committee is chaired by either the Program Director or the Associate Program Director.

The specially appointed ad hoc Doctoral Committee acts as an advisory group of colleagues to any faculty member who wishes to utilize it for consultation and advice in regard to any student with whom they are working. 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 may be dismissed from the Doctoral Program

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

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, including identification of the steps that still need to be taken in order to meet the academic requirements. 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 Program Director and the Dean of the School.

e. 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 an Appeals Committee prior to a final determination by the Dean of the School. Only the Dean of the School can make the final determination of dismissal. The Appeals Committee shall review situations in which a student appeals his or her dismissal from the School for academic or disciplinary reasons. The 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 Program Director and the Dean of the School.

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. The request should be submitted to the Dean’s Office.

(2) An Appeals Committee, consisting of three (3) faculty members from the Doctoral
Program chosen by the Doctoral Director, will convene and elect a chair. Each Committee member will have one vote. Members of the ad hoc advisory Committee assisting with faculty concerns for a particular student (see above), will not serve on the Appeals Committee for this same student.

(3) The Appeals Committee will provide a full review of the factors leading to dismissal. It will review the student’s file including, but not limited to the following:
   a. Probation letters and Letters of Notice of Concern
   b. Correspondence with faculty or administration c. Any other relevant material.

(4) The Appeals Committee will give the student the opportunity to be heard. The student will be invited to address the Committee orally and may present written material if she or he chooses. The student may name witnesses and/or advisors for the Appeals Committee to speak with for relevant information. Witnesses and/or advisors will not be present at the appeals meeting.

(5) The Appeals Committee may meet with any faculty member, administrator, student or others who may have relevant information to offer. The Committee will decide who to meet with and may or may not meet with those named by the student undergoing the appeal process.

(6) After review of all the material, facts and circumstances, the Appeals Committee will reach a recommendation by majority vote. The standard will be whether the appropriate procedures were followed and whether the student was treated fairly.

(7) The Appeals Committee will communicate its recommendation to the Dean, in writing, as follows:
   a. It may support the determination to dismiss the student or it may recommend overturning the determination to dismiss the student.

(8) The Dean will make the final decision and notify the student in writing. The Dean may exercise his or her discretion and impose a sanction short of dismissal. The decision of the Dean is final.

E. **APPEAL OF GRADES**

(1) The Faculty has the sole authority to give Grades.

(2) Grades of B or higher are not appealable.
(3) Grades lower than a B may be appealed in the following manner:

a. The student should first discuss the grade with the instructor and the advisor.
b. The student may then (within 30 days of the posting of the grade) appeal in writing to the Program Director.
c. The Program Director may recommend to the Dean that the grade be changed.
d. If the Program Director elects not to recommend a change in the grade, the student may appeal directly to the Dean.
e. The Dean will change the grade if she or he finds extreme and egregious unfairness.
f. The Dean’s decision is final.

SECTION VII: PROCEDURES FOR CHANGING STATUS

A. WITHDRAWING FROM THE PROGRAM

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

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

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

B. WITHDRAWING FROM A COURSE OR FIELDWORK

Students may withdraw from field work or individual courses without penalty based on the deadlines designated in the School Calendar. After those dates, a "W" will appear on the transcript only after the necessary paperwork has been signed off on by the Associate Dean’s Office. 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 two mechanisms for doing so:

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

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.

SECTION VIII: STUDENT GOVERNANCE

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

**SECTION IX: EPILOGUE**

If a student has questions or needs clarification of the issues covered within this *Manual*, he or she should consult with the faculty advisor. The faculty and staff of the Doctoral Program are prepared to help enrolled Doctoral students make their educational experiences at the Wurzweiler School of Social Work meaningful and fulfilling.
Frequently Asked Questions

Below are some of our most frequently asked questions. If you do not see your question addressed, please contact us at 212.960.0800 or jsweifac@yu.edu or matthew.cuellar@yu.edu.

How do I contact Wurzweiler?

The PhD Director’s Offices are located on the Wilf Campus, Belfer Hall 9th floor and can be reached by phone at 212.960.0128.

What is “My YU” (myyu)?

The location on the web where you can access all your student information is www.yu.edu/myyu.

You can view information pertaining to your admission to the program, requirements and forms from the Registrar’s Office and your tuition/bill. You can also log in to My YU to update your contact information, marital status, etc. First-time users will need to create an account by designating a login ID and PIN. See the links below to get started:

| Email address | Every Wurzweiler student is given a YU email address at registration. To find out exactly how the system has listed your name, go to www.yu.edu/findid. You will be prompted to enter your last name and your Social Security number (which is masked as you enter it.) When you have the information, you can access your email through gmail (Google email) by entering your full YU email address as your user name and enter your password. For international students without an American SSN or Canadian SIN, contact Academic Computing at labhelp@yu.edu, or call 212 960 5438 to retrieve your login credentials. |
| E-RES | Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. |
| MyYu | A Web portal that enables students to view admissions information, among others. |
| Canvas | Canvas provides a variety of "course support" features including an online curriculum, useful links, course documents of many sorts, communication tools including chat rooms, message boards, and email access to classmates and your professor. Most courses at Wurzweiler use Canvas. |
How do I get a YU email account?

Upon admission to Wurzweiler, students are assigned a Yeshiva University Mail System email account that works through Gmail. To find your login information, go to www.yu.edu/findid. Non-registered students cannot access those accounts which are needed to receive correspondence from the program and to access the Canvas Course Management System. If you prefer to use a different email as your primary email, you must set up your YU email account to forward to your primary email address so that you may still receive important communications from the program.

What is Canvas?

The primary method of accessing course work and corresponding with the professors is via the Canvas Course Management System. A useful tutorial on Canvas can be viewed. For access to the system, a user name and password are necessary. Every student requires access to Canvas.

How do I get started in Canvas?

To access Canvas, visit https://yu.instructure.com. You will need your Active Directory (AD) credentials (username and password) to login to Canvas. If you don’t know your AD username and password, you can find it here: http://yu.edu/findid.

If you have trouble logging into Canvas, eMail – canvassupport@yu.edu or phone - 212-960-5438

Not sure about your YU Email username or password?

Visit www.yu.edu/findid.

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

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

How do I obtain a Student ID card?

All new students must obtain an ID card through the Security Office located at 521 West 185th Street. ID cards can only be obtained 24-48 hours following the first semester’s registration.

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

Students must have their ID cards updated from the library in order to access the online library outside of the campus.
**How do I apply for student parking?**

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

**How do I register for courses?**

All students will register for classes during the orientation.

**How do I add or drop a course?**

Students who wish to add or drop a course following official registration can go to MyYU and drop the course using the same RAC# that was provided for registration. To avoid financial penalties, the student should be sure to follow the deadlines listed on the academic calendar for adding or dropping a course.

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

The Registrar’s Office *will not* register students with financial holds. Students cannot be added to Canvas for a course until they are officially registered. Therefore, any financial hold must be resolved before registration is complete. A student whose registration is not complete will not get a grade even though they may have attended class. The professor is unable to assign a grade to a student who is not registered. Contact the [Office of Student Finance](#) with any questions.

**How do I see my grades and transcript?**

Log into [www.yu.edu/myyu](http://www.yu.edu/myyu) and from the Main Menu, select Student and Financial Aid. Select Student Records to view your grades and transcript.
APPENDIX A

YESHIVA UNIVERSITY PROGRAM PURSUANT TO THE SEXUAL ASSAULT PREVENTION AND CAMPUS SECURITY ACT OF 1990

THE YESHIVA UNIVERSITY COMMUNITY

During the 1990 Legislative session, the New York State Legislature passed, and the Governor signed into law as Chapter 739 of the Laws of 1990, new requirements for colleges and universities regarding campus security.

The law requires each college to provide specific information to incoming students about sexual assault prevention, the legal consequences of sex offenses, the college's policies, available counseling and support services and campus security procedures.

Students in need of assistance regarding sexual assault and/or campus security should immediately contact the Security and Safety Department, 24-hour emergency phone (212) 960-5330.

Students can obtain confidential counseling at the following offices:

Students on the Wilf Campus and Beren Campus - Yeshiva University's Office of Student Services, (212) 960-5330 and Yeshiva University’s Counseling Center, (646) 685-0112.

Cardozo Law School - Office of Student Affairs, (212) 790-0313.

Albert Einstein College of Medicine and Sue Golding Graduate Division - Student Health Service, (212) 430-3141.

Ferkauf Graduate School of Psychology and Wurzweiler School of Social Work - Ferkauf Psychological Services Center, (212) 430-2218.
Non-Discrimination and Anti-Harassment Policy

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.

The link below will direct you to Yeshiva University’s Non-Discrimination and Anti-Harassment Policy

CLICK HERE

TO: The Yeshiva Community

DATE: October 2006
### APPENDIX B

**MSW/PHD PROGRAM**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 6003 Generalist Social Work Practice I</td>
<td></td>
</tr>
<tr>
<td>SWK 6531C Generalist Field Work I</td>
<td></td>
</tr>
<tr>
<td>SWK 6101 HBSE</td>
<td></td>
</tr>
<tr>
<td>SWK 6201 Social Welfare Organization</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
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<tr>
<td>TOTAL FALL CREDITS</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring (Year 1)</th>
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</thead>
<tbody>
<tr>
<td>SWK 6004 Generalist Social Work Practice II</td>
<td></td>
</tr>
<tr>
<td>SWK 6532C Generalist Field Work II</td>
<td></td>
</tr>
<tr>
<td>SWK 6135 Cultural Diversity</td>
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</tr>
<tr>
<td>SWK 6401 SW Practice &amp; Evaluation</td>
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<td>Elective</td>
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<td>TOTAL SPRING CREDITS</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Summer (Year 1)</th>
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</thead>
<tbody>
<tr>
<td>SWK 6133 Philosophical Foundations of SW</td>
<td></td>
</tr>
<tr>
<td>SWK 8823 Ideology (Online)</td>
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</tr>
<tr>
<td>SWK 8406 Fundamentals of Applied Statistics</td>
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<tr>
<td>TOTAL SUMMER CREDITS</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Fall (Year 2)</th>
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</thead>
<tbody>
<tr>
<td>SWK 6013/6023/6033 Advanced Practice I</td>
<td></td>
</tr>
<tr>
<td>SWK 6535C Advanced Field Work I</td>
<td></td>
</tr>
<tr>
<td>SWK 6111 Psychosocial Pathology</td>
<td></td>
</tr>
<tr>
<td>SWK 8421 Strategies of Inquiry I</td>
<td></td>
</tr>
<tr>
<td>SWK 8425 History &amp; Philosophy of Social Work</td>
<td></td>
</tr>
<tr>
<td>SWK 8296 Social Policy</td>
<td></td>
</tr>
<tr>
<td>TOTAL FALL CREDITS</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring (Year 2)</th>
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</thead>
<tbody>
<tr>
<td>SWK 6014/6024/6034 Advanced Practice II</td>
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</tr>
<tr>
<td>SWK 6536C Advanced Field Work II</td>
<td></td>
</tr>
<tr>
<td>SWK 8422 Strategies of Inquiry II</td>
<td></td>
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<tr>
<td>SWK 8814 Social Work Practice Theories</td>
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</tr>
<tr>
<td>SWK 8809 Legal Foundations of Social Work</td>
<td></td>
</tr>
<tr>
<td>SWK 8883 Research-Based Interventions (Online)</td>
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<tr>
<td>COMPREHENSIVE EXAM</td>
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</tr>
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</table>

At the conclusion of Year 2, students earn an MSW and complete coursework for the first year of the PhD program. After passing the Comprehensive Exam, students continue into the 2nd yr. of the PhD program; Year 3 of the MSW/PhD. After Year 3, students begin to work on the Dissertation Proposal, followed by the Dissertation. All courses after year 3 are oriented toward writing the Dissertation Proposal/Dissertation.
## Fall (Year 2)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWK 8401 Quantitative Seminar I</td>
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<tr>
<td>SWK 8109 Adv Legal Topics in Soc Wrk</td>
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<tr>
<td>SWK 8415 Qualitative Data Analysis</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8681 Admin Practice &amp; Policy</td>
<td>2</td>
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<tr>
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</tr>
<tr>
<td>SWK 8950 Doctoral Advising</td>
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<tr>
<td><strong>TOTAL FALL CREDITS</strong></td>
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## Spring (Year 2)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SWK 8402 Quantitative Seminar II</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8904 Dissertation Prop Seminar I: Lit Review</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8696 Social Work Ed.</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8010 Grant Writing &amp; Administration</td>
<td>2</td>
</tr>
<tr>
<td>Elective (students are required to take 1 elective)</td>
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</tr>
<tr>
<td>SWK 8950 Doctoral Advising</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL SPRING CREDITS</strong></td>
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</table>

## Fall (Year 3)***

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SWK 8920 Dissertation Proposal Seminar II</td>
<td>2</td>
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<tr>
<td>SWK 8911 Proposal Methodology Lab I</td>
<td>2</td>
</tr>
<tr>
<td>Elective (students are required to take 3 electives)</td>
<td>2</td>
</tr>
<tr>
<td>SWK 8950 Doctoral Advising</td>
<td>0</td>
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<tr>
<td><strong>TOTAL FALL CREDITS</strong></td>
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## Spring (Year 3)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SWK 8413 Dissertation Methodology Lab I or SWK 8912 Proposal Methodology Lab II</td>
<td>2</td>
</tr>
<tr>
<td>Elective (students are required to take 1 elective)</td>
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<tr>
<td>SWK 8950 Doctoral Advising</td>
<td>0</td>
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<tr>
<td><strong>TOTAL SPRING CREDITS</strong></td>
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## Fall (Year 4)

<table>
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<tbody>
<tr>
<td>SWK 8971 Doctoral Research I****</td>
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<tr>
<td>SWK 8414 Dissertation Methodology Lab II or SWK 8912 Proposal Methodology Lab III</td>
<td>2</td>
</tr>
<tr>
<td>Elective (students are required to take 1 elective)</td>
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</tr>
<tr>
<td>SWK 8950 Doctoral Advising</td>
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<td><strong>TOTAL FALL CREDITS</strong></td>
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## Spring (Year 4)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SWK 8972 Doctoral Research II****</td>
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<tr>
<td>SWK 8417 Dissertation Methodology Lab III</td>
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<td>SWK 8950 Doctoral Advising</td>
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<tr>
<td><strong>TOTAL SPRING CREDITS</strong></td>
<td>6</td>
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</table>
*Students are required to take one elective prior to graduation. Electives are offered every semester and can be found on the Class Schedule. The following are examples of electives typically offered: Advanced Statistics with Stata, Evidence-Based Mental Health Practice, Alcohol, Drugs, and Other Addictions, and Immigration.

**After completion of 1st year doctoral courses (18 credits) students take the COMPREHENSIVE EXAM in early May.

***After successful completion of your 2nd year of doctoral courses students take SWK 8911/8912 as many times as needed until PROPOSAL is accepted by your Dissertation Committee and subsequently approved by YU’s Institutional Review Board (IRB).