



**Yeshiva University**  
**WURZWEILER SCHOOL OF SOCIAL WORK**

PhD Program

Catalog

and

Student

Handbook

AY 2021-2022

## **WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY**

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**PHD PROGRAM CATALOG AND STUDENT MANUAL  
YESHIVA UNIVERSITY  
WURZWEILER SCHOOL OF SOCIAL WORK**

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## Welcome to the PhD Program

We are pleased to welcome you to the PhD Program in Social Welfare at Wurzweiler!

Please keep a copy of this handbook for future reference. The *Student Handbook* is designed to define and to describe the rights and responsibilities of PhD students at the Wurzweiler School of Social Work. It is important for PhD students to be aware of and to understand the program's policies and procedures. The School reserves the right to change policy and procedures and notify all parties of such changes. In regard to curriculum requirements, students will be governed by the Handbook for the year in which they entered the program.

If you have questions or need clarification of the issues covered within the *PhD Student Handbook*, please consult with a member of the PhD Program leadership team. The faculty and staff of the PhD Program are prepared to help all students make their educational experiences at the Wurzweiler School of Social Work meaningful and fulfilling.

We wish you the very best throughout your PhD journey!

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## **SECTION I: PHD PROGRAM DESIGN**

### **A. HISTORY AND MISSION**

Wurzweiler School of Social Work was founded over 60 years ago within the mission of Yeshiva University to provide leadership for the Jewish community and to enrich the broader community, with a special charge of *tikkun olam*, to repair the world. WSSW is guided by a 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.

In line with this vision, WSSW created the PhD program in 1966 to prepare students to be “scholar-practitioners” who employ rigorous research to improve policies, systems, organizations, and services. WSSW’s mission and vision is also reflected in the program’s unique mandate for a diverse student body and in a program designed to make PhD education accessible for working professionals.

### **B. TRAINING “SCHOLAR-PRACTITIONERS”**

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 have two years’ work experience after having received their Master’s degree, and to be employed in a social work or social service research position while in the program or, for those not able or eligible to work, to engage in volunteer work in a human services related field. The purpose of these expectations is to ensure scholarly pursuits are grounded in current challenges faced by providers and consumers of social services.

Guided by a clear educational philosophy, the program is designed to support interaction and integration of research, theory and practice. The goal of the curriculum is to provide all graduates with the knowledge and skills needed to pursue careers in academia, research/evaluation, policy, and human service leadership.

### **C. OUR STUDENTS**

Our students are generally working professionals with Master’s degrees in social work or allied professions and with experience in a variety of practice areas. The students may represent diverse racial, ethnic, religious, and socio-economic backgrounds. All students should be prepared to engage respectfully and courageously across differences in their PhD courses and program activities.

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

1. The program values experiential knowledge and practice wisdom. 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.
3. Students have access to the Associate Director of Advising and Advocacy to help with course selection and navigating School and University resources.
4. Faculty mentorship is part of the educational process at every stage of the program. Students are assigned a mentor upon entering the program, who provides guidance on dissertation and career planning until the student is ready to select their Dissertation Committee Chair and members, who then take over the mentoring role (students may choose to ask their faculty mentor to become their Dissertation Committee Chair).

#### **D. PHD FACULTY COMMITTEE**

The policies governing the program and its curriculum are recommended by the PhD Faculty Committee which consists of faculty members selected by the PhD Program Director and is chaired by the Program Director. Final decisions are made by the School.

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

A subset of members of the PhD Faculty Committee also serve as members of the Student Review Committee.

### **SECTION II: THE CURRICULUM**

#### **A. OVERVIEW**

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 from the Program Director, 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 Program 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.

Likewise, students are encouraged to complete their dissertation in their fourth year, or within one year of completing all required course credits. In consultation with their Dissertation Committee Chair, students may extend their dissertation phase, but all students have a limit of 8 years from commencement of the program to complete program requirements. Students needing additional time to complete the degree may file a one-time request to extend the time limit, providing a rationale for extension and a timeline for completing work that may not exceed one

year. The decision to approve the extension will be made by the Program Director in consultation with the student's Chair. Students may receive only one extension.

Students must complete a minimum of 51 approved credits and have successfully defended and deposited their dissertation before they can become eligible for the PhD degree. The program requirements can be divided into four stages with associated Benchmarks, corresponding to the years of full-time study:

### First Year aka "Pre-Comp" Curriculum

The first -year courses provide a foundation in social work research and theory needed to analyze the dilemmas and contradictions of social welfare and introduce students to the standards of PhD-level scholarship. There are 8 courses, 3 credits each, for a total of 24 credits that must be completed in the Pre Comp phase of the program. The courses are:

SWK 8421 Strategies of Inquiry I  
SWK 8422 Strategies of Inquiry II  
SWK 8406 Fundamentals of Applied Statistics  
SWK 8425 History & Philosophy of Social Work  
SWK 8296 Social Welfare Policy  
SWK 8809 Legal Foundations of Social Work  
SWK 8814 Social Work Practice Theories  
SWK 8823 Ideology

### *Benchmark: Comprehensive Exam*

After completing all first-year courses, students will take the Comprehensive Exam, offered every July. Enrollment in the second-year course work and remaining in the program is contingent on passing the comprehensive examination. (See below for more information on the Comprehensive Exam).

### Second Year aka "Post-Comp" 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 begin to develop their dissertation topic.

There are a total of 7 courses, 3-credits each, for a total of 21 credits in the "post-comp" phase. The courses are:

SWK 8401 Quantitative Seminar I  
SWK 8402 Quantitative Seminar II  
SWK 8416 Qualitative Data Analysis  
SWK 8696 Social Work Education  
SWK 8010 Grant Writing & Administration  
Elective  
Elective

The second-year curriculum allows students to choose one elective course each semester. Electives are listed on a yearly basis in the program's course offerings. Students may also apply

to take courses in other YU schools or at other universities for a maximum of 6 credits with the prior approval of the Program Director as per the Program's transfer policy.

*Benchmark: Successful completion of 45 credits total (pre-comp and post-comp combined)*

### Third Year - Proposal Phase

In this phase, students take a series of two seminars during which they will write and defend their dissertation proposal. Each seminar is 3 credits, bringing the student to the program credit requirement of 51 credits. The two seminars are:

SWK 8904 Proposal Seminar I

SWK 8920 Proposal Seminar II

In the Seminars, students complete a systematic literature review to identify a research question upon which to build their research study and write all sections of their dissertation proposal. In this phase, they also select their Committee Chair and members. Students may move through the proposal writing process at different speeds, but they should aim to defend their proposals at the end of SWK 8904 Proposal Seminar I and no later than the end of SWK 8920 Proposal Seminar II. They must also submit their proposals to the University's Institutional Review Board for approval. The program's [Guide to the Preparation of the Dissertation Proposal](#) serves as a basic text for the seminars.

*Benchmarks: Completion of 51 course credits and Proposal Defense*

Before being considered "ABD" (all but dissertation), students must successfully complete all required coursework for a total of 51 credits. They must have completed at least 48 credits when they defend their dissertation proposal. Once a student successfully defends their dissertation proposal, they enter "Dissertation Phase."

### Fourth Year and Beyond – Dissertation Phase

In this phase, students are working closely with their Chair and Dissertation Committee to actively carry out their dissertation research. This includes data collection, data analysis, and writing of all chapters of their dissertation. Because students are no longer taking courses, they must register for SWK8999 Extension to maintain matriculation in the program.

#### *Extension*

During the Dissertation Phase, students must register for SWK8999 Extension every Fall and Spring until they graduate. Extension is a no-credit, fee-bearing structure that maintains access to University and program resources including the student's Chair and Dissertation Committee.

#### *Methodology Center*

In the proposal and dissertation phases, students have access to research consultants in the Methodology Center. Students will be able to contract with Center instructors for specific services to support project design, instrument design, data collection, and data analysis at no cost. On occasion when additional data analysis support is needed, outside consultation may be needed at students' expense. Please note that neither Center instructors nor Dissertation

Committee members will perform data analyses for students.

*Benchmark: Dissertation Defense*

## **B. SAMPLE COURSE PLAN (AKA “ROADMAP”)**

This section provides a course plan, based on the now-current schedule of offered courses and program requirements. The Program Director reserves the right to make changes in the schedule of course offering based on program resources or otherwise. Occasionally, the program will update or substitute a course as needed. The program will endeavor to notify students who are affected by such changes.

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### **PHD PROGRAM ROADMAP**

Please note: Roadmap will be tailored to a student’s schedule based on FT or PT status and interest in taking summer courses.

#### **Year 1 (Pre-comp Phase)**

##### **Summer 1**

(up to 2 courses)\*

##### **Fall 1**

SWK 8421 Strategies of Inquiry I	3
SWK 8406 Fundamentals of Applied Statistics	3
SWK 8425 History & Philosophy of Social Work	3
SWK 8809 Legal Foundations of Social Work	3

##### **Spring 1**

SWK 8814 Social Work Practice Theories	3
SWK 8422 Strategies of Inquiry II	3
SWK 8823 Ideology	3
SWK 8296 Social Welfare Policy	3

##### **Summer 2**

(Up to 2 courses)\*

\* Generally, the pre-comp courses offered in the summer will be SWK 8425 History & Philosophy of Social Work and SWK 8296 Social Welfare Policy.

**Pre Comp Credit Total: 24**

#### **COMPREHENSIVE EXAM (End of July)**

Students must have completed 24 credits before taking the Comprehensive Exam

## Year 2 (Post-Comp Phase)

### Fall 2

SWK 8401 Quantitative Seminar I	3
SWK 8696 Social Work Education	3
Elective**	3

### Spring 2

SWK 8402 Quantitative Seminar II	3
SWK 8010 Grant Writing & Administration	3
SWK 8416 Qualitative Data Analysis	3
Elective**	3

### Summer 3

(Up to 2 courses)\*\*\*

\*\*Students take a total of 2 electives. Electives can be taken in Fall 2, Spring 2, Summer 3, Fall 3, or Spring 3

\*\*\*Generally, the post-comp courses offered in the summer will be SWK 8416 Quantitative Data Analysis and Electives.

<b>Second Year Total:</b>	<b>21</b>
<b>Pre Proposal Phase Credit Total:</b>	<b>45</b>

## Year 3 (Proposal Phase)

### Fall 3

SWK 8904 Proposal Seminar I+	3
Credit Equivalency Form++	0

### Spring 4

SWK 8920 Proposal Seminar II+	3
Credit Equivalency Form++	0

+SWK 8904 and SWK 8920 cannot be taken in the same semester, or before a student has reached 41 credits, or while the student is taking more than 1 other course. Students need permission to register for these courses. The seminars will be offered every semester including Summer.

++The Credit Equivalency form is needed if students are registered for less than 9 course credits but are actively working on their proposal or dissertation and wish to have a full-time student status.

<b>Proposal Phase Credit Total:</b>	<b>6</b>
<b>Required Course Credit Total:</b>	<b>51</b>

PROPOSAL DEFENSE

## **Year 4 and Beyond (Dissertation Phase)**

SWK 8999 Extension+++

0

+++Students must register for Extension every Fall and Spring semester after they reach 51 credits to maintain enrollment in the University and access to University services and their Dissertation Committee. There is an extension fee for each semester.

### DISSERTATION DEFENSE

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#### **C. COURSE AVAILABILITY**

The faculty and administration of the program pride themselves on the richness and flexibility of the curriculum and its course offerings. Enrollment levels may occasionally affect the variety of elective courses available to students or may reduce or increase the range of days and times of classes being offered. The Program Director reserves the right to cancel an elective course or to consolidate sections of a required course when enrollment drops below a reasonable number.

#### **D. 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. Generally, students take the exam in the School's computer lab or online via Zoom. 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. 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. Grades of "I" or "incomplete" are not considered to be indicators of having satisfactorily completed coursework. Students having "incompletes" for first -year course work may not sit for the exam, except in unusual cases with the Program Director's permission.

#### **Criteria for Grading the Comprehensive Exam**

The comprehensive exam is graded by professors teaching first-year courses in the program. 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 PhD study and a readiness to move ahead to the second year?

### **Procedure in Case of Failure**

Oral exams will be required if, in the opinion of the professors grading the exam and the Program Director, the exam grade is either a failure or a very marginal pass. In this case, the Program Director 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 course work. Students taking an oral exam will be notified in writing of the outcome within 14 business days of the exam.

There are three possible outcomes to the comprehensive exam: pass with a successful written exam, pass with a successful oral exam, 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 (see Section V for information on appealing dismissals).

## **E. THE DISSERTATION PROPOSAL**

The proposed dissertation research is expected to make a significant contribution to the building of the knowledge base in social welfare. The writing of the proposal and the dissertation itself will demonstrate the student's mastery of scholarly research at the PhD level.

All courses taken in the first and second year share 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, in turn, should lend coherence to the course work.

The dissertation proposal is a detailed description of the proposed research project. It 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. In conceptualizing a proposal, students should review several proposals of past dissertations. Completed dissertations are available through the ProQuest Dissertations and Theses Database using the search term "Wurzweiler."

Approval of the proposal takes place at a proposal defense in which the student submits their written proposal, gives an oral presentation of their proposal to their Proposal Defense Committee, and answers questions. The Proposal Defense Committee is chaired by the student's Dissertation Committee Chair and two additional Committee members at least one of whom is a Wurzweiler faculty member, selected by the student with guidance from the student's

Dissertation Committee Chair. All committee members must be doctorally qualified, and committee members who are not full-time WSSW faculty members also must be approved by the Program Director.

The proposal serves as an agreement between the student and Wurzweiler School of Social Work about the research to be conducted by the student. Students should keep in mind that Dissertation Committee members 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 University's Institutional Review Board, and of eventual completion of the dissertation. However, neither are guaranteed by a successful proposal defense.

Students are held responsible for following the version of the Dissertation Guide in effect at the time that they enroll in the *Proposal Seminar*, unless, with permission of their Chair and the Program Director, they specifically elect to come under any new guidelines.

### **References**

All proposals and dissertations must adhere to the most recent edition of the American Psychological Association (APA) (currently the 7<sup>th</sup> Edition). APA 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 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.

### **Institutional Review Board Review**

A proposal is not officially approved until it has received favorable action by the University's Institutional Review Board, currently WCG Institutional Review Board (WCG IRB). All proposals are reviewed by WCG IRB to determine whether human subjects who participate in the research are adequately protected against harm as a consequence of their participation and that informed consent has been obtained. All research projects approved in this process must include strict measures to protect the confidentiality of the responses by the human subjects at the time of inquiry and thereafter. The proposal must be submitted to WCG IRB within three months of the date the proposal is approved by the student's Dissertation Committee. If this timetable is not followed, the dissertation proposal will be considered "out of date" and will need to go back to the student's Dissertation Committee for re-consideration. The Dissertation Proposal Guide found in Appendix A contains additional WCG IRB procedures.

In addition, prior to submission of the proposal to WCG IRB, all students are required to complete and pass the on-line CITI exam regarding research on human subjects during the Dissertation Proposal Seminar course.

In designing the research protocol, students should be aware of the guidelines for review which have been developed by Yeshiva University and discuss their applications for approval with their Dissertation Committee. The Program Director or the Dean of WSSW may be involved in additional three-way discussions in order to clarify particular questions.

Not all proposals require a full or face-to-face hearing by WCG IRB. Some studies are eligible for exempt status or an expedited review without a face-to-face hearing. This determination is made solely by WCG IRB upon review of the application.

If a hearing is necessary, the Dissertation Committee Chair, as the principal investigator of the research, will participate. The individuals designated as reviewers by WCG IRB are expected to share any major concerns in advance with the Chair/principal investigator so that the student can deal directly with these concerns at the hearing. In some situations, a postponement of the hearing may be requested in order to address the issues raised by the WCG IRB reviewers. Alternatively, WCG IRB reviewers may suggest that the protocol be withdrawn from WCG IRB consideration until such time as substantive changes are made in accord with reviewer recommendations.

Under no circumstances can the research commence until WCG IRB has approved the proposal.

A copy of the forms required to be completed in order to request WCG IRB consideration and approval are available on the WCG IRB website. While a student may choose to begin drafting their IRB application prior to their defense, the student cannot submit the application until the student's Dissertation Committee has approved the proposal and after all revisions requested by the committee are made.

Once the proposal has been formally approved by the student's Dissertation Committee, it is still possible to modify the methods of investigation, even it has already been approved by the WCG IRB. These changes should be discussed with the student's Dissertation Committee Chair to determine whether a new proposal or an amendment should be formally submitted to the WCG IRB. Under no circumstances can the research commence until the WCG IRB has rendered an affirmative decision on the modified proposal in writing.

## **F. THE DISSERTATION**

Students have two choices for the format of their dissertation. The first option is a traditional dissertation consisting of one long paper (roughly 150-250 pages) on a single topic. The second format option consists of three papers of publishable quality, which should be on interrelated topics (see the Dissertation Proposal Guide). Students should discuss the format for their dissertation with their Dissertation Committee while in the proposal phase.

Students will need to work with their Dissertation Committee Chair to construct a timeline for completing work, submitting work to the Dissertation Committee for feedback, and incorporating feedback. This timeline should incorporate sufficient time for Committee members to provide useful feedback and for students to thoughtfully incorporate Committee members' feedback. In situations where this process breaks down, the Program Director is available to support students and Committee Members.

After submitting a final version of their dissertation to their committee, the student must defend their dissertation in a formal presentation during which committee members will ask questions.

All students are required to have one Dissertation Committee member from outside the WSSW

faculty at the time of their dissertation defense. Students should discuss with their Dissertation Committee Chair prospective scholars outside WSSW to serve on the Dissertation Committee. This person will be chosen by the student in consultation with their Committee Chair. Upon selection, the external committee member's curriculum vitae must be forwarded to the Program Director. For additional information on Committee formation and membership, and dissertation timelines and requirements, please see the Dissertation Guide (Appendix A).

## **G. DEGREE CONFERRAL AND GRADUATION**

In order to be eligible for a degree, students must complete all required coursework and other requirements as published in the Catalog for the semester in which the student first enrolled. This includes final approval of their Dissertation and deposit of the final approved version of the Dissertation with the Registrar's Office and ProQuest. Students who fail to complete all requirements before the date of degree conferral will need to re-apply for the next possible degree date. Any student who is on probation, does not meet the satisfactory academic performance standards, or has a 'financial hold' on their account will not be eligible to receive a degree.

Degrees are conferred in September, January, and May each year. A student applies for a degree by filing an Application for Graduation Form in the Office of the Registrar. Students will not be eligible to receive a degree unless they have submitted the [Application for Graduation](#) by the appropriate deadline as published in the Academic Calendar. Should the degree not be awarded at that degree date, a new application must be filed prior to the degree date deadlines thereafter until the degree is awarded. Graduation fees paid initially remain valid for two (2) years and need not be paid again unless more than two (2) years elapses between payment and award of degree.

Currently, there are two graduation ceremony date options, one at the end of Spring semester in May and the other after summer session in July. All course and other requirements must be completed before the date of graduation. Students who have not completed the requirements (including not having the sufficient credits and not having had their Dissertation approved) will not be listed in the Commencement Program, will not be permitted to participate in the Graduation ceremony unless they receive special permission to do so.

## **H. ROLE OF THE FACULTY MENTOR**

Upon admission to the PhD Program, all students will be assigned a faculty mentor who generally will serve as the student's primary faculty advisor until the student selects a Dissertation Committee Chair. Students should contact their mentors early in their first semester to set up a meeting schedule. The role of the mentor includes:

- Socializing the student to the School and the program
- Providing support/mentoring
- Becoming informed about the student's background
- Establishing with the student their needs and interests
- Encouraging the development of the student's intellectual interests pertinent to research and scholarship
- Monitoring academic progress

- Participating in faculty meetings concerning student issues/progress
- Clarifying/interpreting course requirements
- Serving as liaison to other faculty and external resources, as needed (e.g., editors, consultants)
- Helping the student to identify a dissertation research area and the central questions to be addressed
- Helping student identify Dissertation Committee Chair and members

At the end of their first year of course work and successful completion of the Comprehensive Exam, students may provide input regarding their preference for a mentor to guide their second year of study and proposal development. Although no promises can or will be made, there will be an effort to honor student preferences, depending on faculty availability.

## **I. REFERENCES/RECOMMENDATIONS**

Students often request letters of recommendation from faculty for scholarships, honors and awards, and jobs. Students should first obtain the permission of the faculty member before indicating their 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. Writing references is a regular part of the faculty member's role, and students need not be shy requesting a reference. When looking for a faculty member who can provide a reference, students should start with their mentor or Chair, or a faculty member with whom they have worked on an independent study or publication.

## **SECTION III: ACADEMIC AND PROFESSIONAL STANDARDS**

### **A. GRADING SYSTEM**

1. Grade assignments are determined solely by individual instructors.
2. Students are graded using letter grades of: A, A-, B+, B, B-, C+, C, F.
3. A student who has not satisfied an "Incomplete" grade for a course may not register for the next semester (unless expressly approved by the Program Director).

### **B. ACADEMIC STANDARDS**

Students are required to maintain satisfactory standards of scholastic performance and progress. A student is considered to be in academic jeopardy in any of the following situations:

- (1) Students are required to maintain a cumulative 3.0 GPA or better to remain in good academic standing. If an overall 3.0 GPA is not maintained, the student will be placed on academic probation. A student on academic probation must raise their overall GPA to at least 3.0 by the semester immediately following the semester in which their overall GPA was less than 3.0. Failure to achieve the required 3.0 cumulative average in such semester is grounds for dismissal.
- (2) A final grade lower than a "B" (including B-) earned in a course places a student on

academic probation. More than one final grade at any point in the program lower than a “B” (including B-) is grounds for dismissal.

- (3) A student who fails any course (that is, receives a grade of F) may be dismissed from the program.
- (4) A student who receives two or more incompletes in a given semester will be placed on academic probation for the following semester. If the student receives another incomplete in any subsequent semester, they may be dismissed from the program.
- (5) Students are required to complete their degree within eight years of admission. Failure to do so without an approved exception is grounds for dismissal.

### C. ACADEMIC PROBATION

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

Students on academic probation must:

- (1) meet (within one week of receiving the probationary letter) with the Program’s Associate Director for Academic Advising (or their designee) to review progress and to develop a plan for remediating the identified issues; and
- (2) raise their overall GPA for the next semester to at least 3.0 and maintain at least an overall 3.0 GPA each subsequent semester. Students must have a cumulative 3.0 GPA to graduate from the program.

Students on academic probation are advised to use supports available at WSSW which include the writing consultants, faculty mentorship, PhD Director and Associate Directors, or Associate Dean. Students are encouraged to reach out for help in remediating issues impeding their academic progress.

### D. COMPORTMENT STANDARDS

“Professional Comportment” is defined as acting and conducting oneself in an ethical and professional manner and is a required educational component of the program. Professional Comportment attributes describe skills and qualities needed for success as both a student and scholar. Failure to demonstrate these attributes can lead to probation and/or dismissal from the program. These attributes include the following:

- (1) **Acceptance of Diversity, Equity, and Inclusion:** Students should demonstrate an appreciation for the value of diversity, equity, and inclusion. Students are expected to treat everyone, including fellow students, faculty and staff, with dignity and respect regardless of age, race, ethnicity, class, religion and religiosity, political affiliation, gender identity, sexual identity, disability status, legal status or otherwise.
- (2) **Communication:** Students must be able to communicate effectively with everyone, including fellow students, faculty, and staff, in a clear, open, honest, and respectful way. Communication involves reflexive speaking, listening, and understanding non-verbal cues and body language. In addition, it is important to protect confidentiality by not divulging to other people information about clients discussed or comments made by other classmates. Confidentiality should also be maintained when discussing any events taking

place in a course with anyone who is not the instructor of the course or a student enrolled in the course.

- (3) **Interpersonal Skill:** Interpersonal skill is a measure of how proficient one is at interacting with others. Examples include active listening, conflict resolution, compassion, objectivity, integrity, teamwork, leadership, flexibility, respect for others, and reflexivity, or the ability to attend to the ways that implicit bias, social identity and positionality impact interactions. Students must demonstrate an advanced level of interpersonal functioning when interacting with other people, including fellow students, faculty, and staff. Inappropriate or disruptive behavior toward other persons, including fellow students, faculty and staff, will not be tolerated.
- (4) **Class Attendance, Engagement, and Participation:** Consistency in these areas offers students the best opportunity to understand course content and to think critically about the topics being covered and to demonstrate a commitment to a successful learning experience. Students are expected to help maintain a classroom atmosphere that is conducive to learning and intellectual discourse. The use of personal computers, cell phones or recording devices is not permitted during class without the express permission of the instructor. In live-online classes, this includes keeping one's video camera on and not driving, cooking, walking, or engaging in any other activities during class time. Students should be alone in a private area during online classes. It is also expected that students arrive to class on time, and remain in the class for the full class period; being late to class is a discourtesy to instructor and classmates alike and disrupts the flow of the class.
- (5) **Respect for the Ideas and Perspectives of Instructors, Administrators, and Fellow Students:** The program classrooms are diverse spaces. Students are expected to demonstrate respect for and tolerance of differing viewpoints, ideas, and beliefs with all members of the Wurzweiler community. Microaggressions, and any language or behavior that intimidates and belittles others, or which causes emotional harm, will not be tolerated. Students are also expected to build positive relationships with fellow students, faculty and staff.
- (6) **Deadlines & Assignments:** Students are expected to show responsibility and dependability by meeting assignment deadlines and to communicate with instructors to request extensions when needed. Failure to consistently meet deadlines may be grounds for dismissal from the program.
- (7) **Self-Reflection:** Students must demonstrate a willingness to reflect on how their social position and life experiences impact their worldview and an ability to integrate new knowledge from course material, instructor feedback, and class contributions from fellow students.
- (8) **Empathy:** Students are expected to exemplify self-compassion and the ability to ask for help when needed, as well as empathy for their classmates as fellow learners.
- (9) **Ethical Conduct:** Students are expected to demonstrate honesty and integrity in all aspects of the program, as well as full compliance with the Code of Ethics promulgated by the National Association of Social Workers (NASW). The program will not condone cheating, academic dishonesty and/or plagiarizing. In addition, a student may not submit the same paper or an assignment from another class for credit in a different class.

As with academic probation, students may be placed on comportment probation for violating any of the above guidelines, as well as any other University or School policies (including the University's Policy on Drugs and Alcohol). A student on comportment probation will receive a Probation Letter outlining the reasons for the probation and the required course of action. Failure

to improve, as well as an extraordinary or inexcusable one-time violation or repeated violations, may be grounds for dismissal from the program.

## E. 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 impose disciplinary sanctions to acts of *plagiarism*. A student who presents someone else's work as their 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. If a determination is made that a student plagiarized any part of any assignment in a course, they will automatically **FAIL** the course and, depending on the circumstances, will be placed on academic probation (as described above) or dismissed from the program. 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](http://www.grammarly.com/plagiarism_checker)

[www.dustball.com/cs/plagiarism.checker](http://www.dustball.com/cs/plagiarism.checker)

[www.plagtracker.com](http://www.plagtracker.com)

[www.plagium.com/](http://www.plagium.com/)

[www.plagscan.com/seesources/](http://www.plagscan.com/seesources/)

[www.duplichecker.com/](http://www.duplichecker.com/)

## F. CLASS ATTENDANCE

### Attendance Policy for Face-to-Face and Live Online Classes

Students are expected to attend all classes as scheduled. Prompt and regular attendance is an expectation. Social work is an applied professional discipline. Punctuality and attendance are indicative of current and future professional conduct. Gaps in learning resulting from class absences or tardiness compromise the student's ability to fully meet obligations as a professional social worker. An unexcused or uncommunicated absence is a serious matter.

- (1) To receive credit for a course, students must regularly attend, be prompt in their arrival to class and remain in class for the full period, whether the course is in-person or online. Students in Live Online classes are expected to arrive to class by logging in on-time and keep their camera on for the full period. Students are deemed to have left class when they turn their camera off. Students who frequently leave and return to class disrupt the flow of the class which is a discourtesy to instructors and classmates alike and in violation of classroom etiquette. Penalties for lateness, early departure or for classroom disruptions will be at the discretion of the instructor.
- (2) Some absences are unavoidable. The criteria for granting an excused absence for an

extenuating circumstance includes urgent and substantiated non-academic reasons directly affecting the student and are beyond the student's control (such as: religious observance, military obligation, illness of the student or immediate family member, participation in WSSW activities at the request of WSSW faculty/administration, and other compelling circumstances beyond the student's control such as death of family member, court appearance). In such situations, a student may ask the instructor prior to the class session for an excused absence. In the event of a hospitalization or emergency, the student should contact the professor within 48 hours of the missed class. It is at the professor's discretion whether an excused absence will be permitted.

- (3) Students missing more than 20% of class time may receive an "F" for the class. Instructors typically have specific rules about attendance, which might include appropriate consequences as noted on the syllabus (i.e. reduction in grade, or extra assignments to make up material missed). Students are responsible for understanding each instructor's policies on attendance, and realizing that any absence from class may affect their grade. The instructor retains discretion over the consequences of absences.
- (4) Only enrolled students may attend class; no outsiders (including infants and children) may attend class. Students in virtual classes should ensure that they have a private location in which to attend class.

### **Attendance Policy for Asynchronous Online Classes**

Students are expected to actively participate in class activities regularly. Logging in without participation is insufficient by itself to satisfy the requirement for participation. Students must complete assigned activities in order to be counted as 'attending' class. Activities are outlined by the professor in the syllabus. If a student has not logged into a course for a period longer than two weeks, the student may be asked to withdraw from the class, with penalty. To receive credit for a course, students must regularly participate in the class discussion boards and all other assignments.

Students missing more than 20% of class time/activities will receive an "F" for the class. Exceptions will be made only for excused absences per the criteria described above, approved by the instructor. Instructors typically have specific rules about deadlines, discussion boards, and posts, which might include appropriate consequences as noted on the syllabus (i.e. reduction in grade, or extra assignments to make up material missed). Students are responsible for understanding each instructor's policies on missed course activities, and realizing that any missed activities may affect their final course grade.

### **Attendance Policy for Students with Disabilities**

Any student with a documented disability must be registered with the Yeshiva University Office of Disability Services (Abigail Kelsen, (646) 592-4280; [akelsen@yu.edu](mailto:akelsen@yu.edu)) to qualify for consideration for class absences and lateness. Students with chronic health issues, which occasionally cause absences from class, are encouraged to register. Students with accommodations are responsible for completing all coursework. The accommodation should not be viewed as a waiver of attendance requirements.

## **G. CLASS PARTICIPATION**

The PhD Program views each student as having a wealth of skills, resources, and life experiences that can enhance their experience in courses, the dissertation process, and time spent with mentors. To encourage engagement in the learning process, the program provides an educational environment that is challenging and supportive. In this environment, students are encouraged to take risks (within the guidelines set forth herein) necessary to become advanced social welfare scholars, researchers, and practitioners.

## H. INCOMPLETES

Students are expected to satisfactorily complete all requirements for a course 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, they may determine the student's grade based on the work completed.
3. If the instructor gives the student the grade of "I", the instructor will determine a deadline no later than the last day of the following semester for the student to complete the work. The instructor, together with the student, will complete an [Incomplete Contract](#) outlining the work to be completed and setting the deadline.
4. If the "incomplete" is not changed within one semester, and an extension has not been granted, the Registrar's Office is authorized to automatically convert the grade to an "F."
5. Prior to the deadline, 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 Program Director.* Any incomplete grade will automatically become a failing grade at the end of the extension period if the missing work has not been completed by then.
6. Please note for Incompletes incurred in the Spring, the agreed time for completion cannot exceed the end of summer session for students enrolled in summer courses and the first day of Fall classes for students not enrolled in summer courses
7. **Students may *not* enroll in course work for the next semester until such time as the "I" grade is changed.** The only exception to this policy is with written approval of the Program Director.
8. An "Incomplete" in the first semester of a year-long course must be completed before the student can register for the second half of the course.
9. **A student who receives two or more incompletes in a given semester will be placed on academic probation for the following semester.** If the student receives another incomplete semester at any time following that semester, the student may be dismissed from the program.

## I. PROGRAM TIME FRAMES

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

1. Completion of required course work (51 credits) within 3 years of initial entrance into the program for full-time students) and 5 years for part-time students. In some cases

exceptions will be made for students requiring additional time or when students need to change from full-time to part-time. Exceptions are made only with the approval of the Program Director.

2. Completion and acceptance of dissertation proposal by the student's Dissertation Committee and WCG IRB approval within 1 year from the date that SWK 8920 is completed.
3. Completion and defense of dissertation within 3 years from date of proposal acceptance by the WCG IRB.
4. Completion of all coursework, and completion and defense of dissertation within a total of 8 years.
5. Leaves of Absence do not extend the time limits set for completion of degree requirements.

Students are expected to complete the full program, including completion and defense of the dissertation, within 8 years of initial entrance into the program, or sooner. It is expected that students will complete the program in a 4-5 year time frame, but it is recognized that in some circumstances, students need extra time. Limited extensions beyond 8 years may, at the discretion of the Program Director in consultation with the student's Dissertation Committee, be granted in special or unusual circumstances upon student petition. Successful petitions provide students with up to a one-year extension. Only 1 extension is allowed, and the maximum time allowed in the program is 9 years.

## **J. POLICY AND PROCEDURE ON TRANSFER CREDITS**

Subject to approval as described below, credit may be transferred for a doctoral level course taken before entry into the program, if the course was taken within the past five years at another accredited institution of higher education and if the course grade is a "B" or higher. Grades of B- are not accepted for credit.

Generally, the School does not accept transfer credits to replace required course work; this is because the 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 program curriculum. Transfer credits may, however, be applied to satisfy elective course requirements. *The maximum total number of credits that may be transferred from another doctoral program is six (6).*

Any student who wishes to transfer credit from another institution must submit a Transfer of Credit Form to the Office of the Registrar. This form must be approved and signed by the Program Director. Students must also include an official transcript showing the course they wish to transfer with a final grade, together with any course descriptions or syllabi for the course. All Transfer of Credit Forms for courses taken at another institution prior to beginning the program should be submitted to the Office of the Registrar during the student's first semester. All Transfer of Credit Forms for courses taken at another institution after the student is enrolled in the program should be submitted to the Office of the Registrar promptly after the course is finished (and in any event within 30 days). It is at the discretion of the Program Director to decide which courses may transfer.

Approved transfer credits are not entered on a student's permanent record until the student has

satisfactorily completed at least 12 credits in the program, and may be revoked, either in whole or in part, if subsequent work by the student, either generally or in a particular subject, is not satisfactory. 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.

## **K. ACADEMIC WRITING**

Writing is an important skill for success in the PhD program. Students will not only need to do a significant amount of writing in their coursework, they will also need to produce a dissertation of publishable quality. This may require learning new forms of writing (e.g. systematic literature review), mastering APA format, and gaining comfort asking for and receiving help. Students need to be receptive to feedback on their writing and be proactive in seeking support as needed to hone their writing skills.

**The Wurzweiler Writing Consultants** aim to help students find the resources and develop the skills they need to write proficiently. They are available to consult on all kinds of writing tasks, from decoding assignments, to brainstorming and organizing papers, to using APA style and polishing sentences. Students can sign up for sessions at <http://wsswwriting.setmore.com/>. The session options include in-person meetings, email exchanges, and online or telephone chats. Writing Support staff do not provide copy-editing services, and students may need to hire outside editing support during the dissertation process.

## **SECTION IV: UNIVERSITY SUPPORTS AND POLICIES**

### **A. STUDENT SUPPORT SERVICES**

**The Counseling Center** offers a range of services to current Yeshiva University students attending classes at the Manhattan campuses, including counseling and support, medication management and referrals. All services are free of charge and confidential.  
<http://www.yu.edu/student-life/counseling/>

**Office of Disability Services** collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities.  
<http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

**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/>

**E-Reserves** provides online access to “on reserve” full text articles and materials for a course. E-Reserves can be accessed through the course Canvas page or the library website. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: [gross@yu.edu](mailto:gross@yu.edu) or [ereserves@yu.edu](mailto:ereserves@yu.edu).

### **Academic Calendar**

Please see the Wurzweiler academic calendar which is available on the School’s website at [www.yu.edu/wurzweiler](http://www.yu.edu/wurzweiler) prior to the beginning of class. Be aware that some course meeting dates may be changed due to holidays. Each semester consists of 14 class sessions.

## **B. CANVAS**

Canvas is our online learning management system. For information, see the following website: <https://www.yu.edu/its/academic-computing/student-computing/eLearning> All classes, whether face-to-face (F2F), live-online, hybrid, or asynchronous have a Canvas shell associated with the class. Canvas support is available 24/7/365 at (800) 829-7418.

The PhD Program has a Canvas site called PhD Information Central, which all students and faculty are encouraged to join to access important resources, forms, and information.

## **C. FINANCIAL AID**

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

On a selective basis, when possible, students may be 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 also may be available. Three years of post-MSW work 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, has the three –year post MSW work 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. For more information about student loans, visit the Office of Student Finance website: [www.yu.edu/osf](http://www.yu.edu/osf) or contact [studentaid@yu.edu](mailto:studentaid@yu.edu). For questions regarding scholarships, awards, please contact The Office of Admissions at <http://www.yu.edu/Admissions/Graduate/Wurzweiler/>.

## **D. AUDITING A COURSE**

Audits may be permitted if there is space available in the course. An audited course is not considered part of a student’s workload. For additional instructions, see:

[https://www.yu.edu/sites/default/files/inline-files/Request%20%20to%20Audit%20a%20Course\\_Form\\_2021\\_Fillable.pdf](https://www.yu.edu/sites/default/files/inline-files/Request%20%20to%20Audit%20a%20Course_Form_2021_Fillable.pdf)

## **E. IMMUNIZATIONS**

NYS law and University policy require all students to prove immunity to measles, mumps and rubella. In addition, the University requires all students to be fully vaccinated against COVID-19 (i.e., two weeks after the second dose of the Moderna or Pfizer/BioNTech vaccine, or two weeks after the single dose of the Johnson & Johnson vaccine) and have received all boosters they are eligible for. Proof of such immunizations is required prior to registration/entry to campus. Please check for updates and exemptions to this policy here: <https://www.yu.edu/covid-updates>

## **F. HEALTH INSURANCE**

All students 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 the University's coverage, you must complete the online waiver form at [www.gallagherstudent.com/yeshiva](http://www.gallagherstudent.com/yeshiva).

## **G. NON-DISCRIMINATION AND HARASSMENT**

Yeshiva University complies with all federal, state and local regulations governing Non-Discrimination and Harassment including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972. In keeping with its long-standing traditions and policies, Yeshiva University provides equal opportunity for faculty, staff and students within admissions and employment, and those seeking access to programs based on individual merit.

University-wide policies and procedures pertaining to discrimination and harassment have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures can be found online at <https://www.yu.edu/student-life/resources-and-services/policies>. This policy includes information about filing a report, seeking a response and options for confidential disclosure. The University will respond to all complaints promptly, thoroughly, and impartially.

Retaliation is prohibited against anyone who filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated. When warranted, the University will take appropriate, corrective action to remedy all violations of this policy, up to and including termination and/or expulsion. Administrative and investigative responsibility relating to enforcement of the policy has been assigned to the University's Title IX Coordinator, Dr. Chaim Nissel, at (646) 592-4201.

## **H. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The Office of Disability Services assists students with documented disabilities or medical conditions in obtaining reasonable accommodations. Some of the disabilities accommodated include physical, emotional or learning disabilities, ADHD, hearing impairments, and visual impairments. Visit the following website for more information about documentation guidelines and available accommodations: <https://www.yu.edu/student-life/resources-and-services/disability-services/students>.

Students who wish to request accommodations for a documented disability that affects his/her academic performance and students who suspect that they may have a disability are encouraged to contact the Office of Disability Services for Wilf Campus: Abigail Kelsen, (646) 592-4280 /[akelsen@yu.edu](mailto:akelsen@yu.edu)

## **I. STUDENT CONDUCT AND STUDENT RIGHTS**

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

- Athlete Protection Policy
- Anti-Bullying and Hazing Policy for Students
- Credit Card Marketing Policy
- Drug and Alcohol Policy
- Medical Form
- Requirements for Working with Minors
- Romantic Relationships Policy
- Sexual Assault Student Bill of Rights
- Non-Discrimination and Anti-Harassment Policy (including TIX)

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

## **J. PRIVACY**

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as “FERPA,” Yeshiva University has adopted certain policies to protect the privacy rights of its students with respect to their education records. FERPA affords students certain rights of access to their education records. FERPA also limits the persons to whom the University may disclose a student’s education records and permits certain disclosure without the student’s written permission. Please visit the Office of the Registrar or its website at <https://www.yu.edu/ferpa> to obtain the Yeshiva University FERPA Policy Statement.

## **K. USE OF THE UNIVERSITY’S NAME**

No student or student organization may use the name of the University or any of its components in print or digital/electronic media for any purpose, including identification, without written permission from the Office of the Dean.

# **SECTION V: STUDENT REVIEW AND GRIEVANCE PROCEDURES**

## **A. CONCERNS RAISED BY STUDENTS**

The School is committed to a policy of resolving all student grievances through a set of appeal procedures designed to address the student’s issue or concern fairly. Students may appeal evaluation decisions by instructors, supervisors or faculty advisors when they believe they were subject to harassment, discrimination, and unsubstantiated claims of unsatisfactory performance that deviate significantly from standard evaluation procedures used by that instructor, supervisor or faculty advisor. Note that the procedures set forth in the University’s Non-Discrimination and Anti-Harassment Policy (Title IX Policy) will apply in connection with alleged violations under such policy.

If a student has a grievance, he/she is assured of due process, respect, and confidentiality. The following procedure should be initiated within the semester in which the problem or incident occurs and no later than 30 days beyond the final day of classes in any given semester.

1. **Informal Level:** Students should first discuss their grievance with the primary instructor, supervisor, or faculty advisor who is the subject of the grievance. The purpose of this meeting is to clarify the reasons for the decision or action by the instructor, supervisor or faculty advisor and to provide the student with an opportunity to respond to the decision or action. The meeting also provides an opportunity for the student and the instructor, supervisor or faculty advisor to reach a common understanding of the identified problem(s) and clarify recommendations and the expected timeframe within which problems will be remedied. A follow-up meeting is often scheduled to evaluate compliance with these recommendations. Every effort should be made to resolve grievances at this level and safeguard confidentiality by involving only essential parties.
2. **Meet with Program Director:** When the student thinks that his/her grievance is still unresolved by the instructor, supervisor, or faculty advisor, the student may arrange a meeting to discuss the grievance with the Program Director. Students are expected to submit written documentation of evidence for their grievance within 30 days of the conclusion of the Informal Level process, and preferably by the final day of classes of the semester in which the problem occurred. Students can consult with the PhD Program Associate Director of Advising and Student Advocacy for support with this process. The Program Director will review all documentation and will notify the student and relevant instructor, supervisor or faculty advisor of his/her decision.
1. **Appeals Committee:** If the Program Director cannot resolve the student's issue, or the student files (within 30 days) a written appeal of a decision made by the Program Director, then the case will be referred to the Appeals Committee. The Hearing Appeals Committee will consist of three (3) faculty members and two (2) student representatives. The Hearing Appeals Committee will convene and select a Chair. Each member of the Committee will have one vote. The student can consult with the Associate Director for Advising and Student Advocacy for support with the appeal process. The student will have the opportunity to orally present the nature of his/her appeal to the committee. The committee will review all documentation and testimony and will notify the Program Director and the student of their decision to grant or deny an appeal or recommendation on disciplinary action on the issue.
3. **Review by Dean:** Should the Appeals Committee not be able to resolve the student's issue, or the student wishes to appeal a decision by the Appeals Committee, the student must submit a written request (within 30 days of the decision) that the Dean review the action, clearly stating the reasons for such a review. The Dean may grant or deny the request. If the Dean grants the request, he/she will evaluate all the available materials as to the facts and circumstances, including any recommendation from the Appeals Committee, and may request a personal interview with the student. The Dean's decision shall be final as to whether to review the determination, and, if so, whether to adhere to the committee's recommendation.

## **B. CONCERNS RAISED BY FACULTY**

If there are questions about the capacity, performance, or the continuation of a student in the Program, these concerns should be brought by the faculty member to the attention of the Program Director. The Program Director may request consultation with the ad hoc PhD Student Review Committee which consists of the Program Director (who serves as Chair) and two faculty members chosen by the Program Director.

The specially appointed ad hoc Student Review Committee acts as an advisory group of colleagues to any faculty member who wishes to utilize it for consultation and advice with regards to any student with whom they are working. 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 program.
- c. In any case in which there are academic performance or comportment issues that rise to the level of Probation, a Letter of Probation will be issued (see Section III B-D on Academic and Comportment Standards). If the concerns do not rise to the level of Probation, a **Letter of Notice of Concern** may be sent to the student indicating the nature of the difficulties and the academic requirements to be met by the student. The purpose of the Letter of Notice of Concern is to make students aware of concerns before issues rise to the level of academic or comportment probation

### **C. 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 and two (2) student representatives, chosen by the Program Director, will convene and elect a chair. Each Committee member will have one vote.
- 3) The Appeals Committee will review 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 they choose.
- 5) The student may name witnesses and/or advisors for the Appeals Committee to speak with for relevant information.
- 6) 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.
- 7) 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.
- 8) 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.
- 9) 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.

## **D. APPEAL OF GRADES**

A final grade may be changed by the instructor only for a computational error or recording error. In these two instances, the instructor completes a Change of Final Grade Form and the Program Director signs to approve the change and will send to the Office of the Registrar.

If a student believes a grade is incorrect, he/she must first meet with the instructor. Should this meeting be unsatisfactory, and the student would like to officially appeal the grade, the student may (within 30 days of the grade being posted) meet with the Program Director. The Program Director will review materials related to the grade appeal and make a final decision.

## **SECTION VI: PROCEDURES FOR CHANGING STATUS**

### **A. WITHDRAWING FROM THE PROGRAM**

When withdrawing from the program, students are expected to make all necessary provisions for responsible separation from classes and their Dissertation Committee.

The following formal withdrawal procedures should be adhered to:

1. Notification and discussion with mentor or Dissertation Committee Chair (as applicable);
2. Notification to class instructors;
3. Filing an Official Withdrawal Form signed by the Program Director and approved by the Dean.

### **B. WITHDRAWING FROM A COURSE**

Students may drop classes through [InsideTrack](#) from the start of the designated registration period until the “last day to drop a course” as listed on the [Academic Calendar](#). In order to drop (withdraw) from a course (or all courses) after the “last day to drop a course,” students will be required to fill out an Add/Drop Form found on the Registrar’s website. Students who chose to withdraw from Yeshiva University during the course of any semester are bound by the registration, grading and refunding rules noted [online](#). It is your responsibility to discuss impacts to tuition, aid and academic progress with the Office of Student Finance and your academic advisor.

Students should be aware of the refund dates for each semester. Students may not receive a full refund for courses dropped even if they are dropped before the “last day to drop a course without a W”.

### **C. LEAVE OF ABSENCE**

The PhD Program requires student to be continuously enrolled until their degree is granted. To maintain continuous enrollment, students must register each Fall and Spring semester or take a leave absence.

Students who desire to leave the program temporarily and then return at some future time must file a request for a formal "Leave of Absence." Such leaves are normally granted for one

semester per year. A student may take only 2 leaves over the course of the program. Leaves of Absence do not extend the time limits set for completion of degree requirements. 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. To request a Leave of Absence, a student should start by contacting the PhD Program Associate Director for Advising.

In addition to the above:

- A Leave of Absence is only available to students who have already earned credits in the program. Therefore, first semester students are not eligible for a Leave of Absence. They must withdraw from the program 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 enrolls nor secures an official Leave of Absence for any semester will be considered as having withdrawn from the university. Such a student who wishes to resume studies will be required to apply for readmission.

#### **D. MAINTENANCE OF ENROLLMENT**

Students are required to maintain continuous enrollment with the University until they complete all of the requirements for a degree. There are three mechanisms for doing so:

- a. Registering for at least one academic course in each Fall and Spring semester;
- b. Registering for SWK 8999 “Extension,” if all coursework has been completed;
- c. Requesting a Leave of Absence (one semester per academic year).

Students who fail to maintain enrollment for more than one semester will be considered as having withdrawn from the program and their student status will be deactivated.

#### **E. READMISSION AFTER WITHDRAWING FROM THE PROGRAM**

Students who withdrew (or are considered to have withdrawn) from the program 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 VII: STUDENT GOVERNANCE**

Students are encouraged to organize themselves and to elect representatives. Student representatives from each cohort are invited to meet at regular intervals with the Program Director 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.

## **Frequently Asked Questions**

Below are some of our most frequently asked questions. If you do not see your question addressed, please contact us at [phd.WSSW@yu.edu](mailto:phd.WSSW@yu.edu).

### 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](http://www.yu.edu/findid). Your Wurzweiler email account gives you access to important program and course information. Students should not use personal email accounts to correspond with 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 here: [https://yu.instructure.com/courses/5103/modules#module\\_940](https://yu.instructure.com/courses/5103/modules#module_940). 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 have trouble logging into Canvas, email [canvassupport@yu.edu](mailto:canvassupport@yu.edu) or phone 212-960-5438.

### Not sure about your YU Email username or password?

Visit [www.yu.edu/findid](http://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. See the [Department of Safety and Security](#) website for more information.

### 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?

Contact the Associate Director for Advising about your roadmap and schedule options. Then log into [InsideTrack](#) to register online.

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

Students who wish to add or drop a course following official registration can go to InsideTrack and drop the course using the same CRN 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?

A financial hold is when you owe money to the University for past due tuition, fees or other amounts. Students who have financial obligations to the University will have a hold place on their record, which will prevent registration and the issuance of transcripts and diplomas by Yeshiva University. 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. Students may not attend class until their registration for that course is complete. 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 [InsideTrack](#) and navigate to Banner Self Service. Select Student Records to view your grades and transcript.

## COURSE DESCRIPTIONS

### PHD Program Required Courses:

#### **SWK 8010 - Grant Writing & Administration**

This course acclimates social work doctoral students to grant-writing culture. It helps students understand the important role that private and public grant funding plays in the development, evaluation, and provision of social work services. Through a hands-on grant proposal assignment, readings, guest speakers, and class activities, students will learn how to identify a funding need, distinguish between different types of funding sources, search for potential funders, communicate successfully with grant officers, and write all components of a grant narrative. Students will also learn how to seek funding for their dissertation research.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

#### **SWK 8296 - Social Policy**

Policy analysis and advocacy are key skills for social work researchers, academics, and leaders—roles that we expect all of you to take on in some way after you complete your doctorate at Wurzweiler School of Social Work. This course highlights both the skills of policy analysis and advocacy as well as the context in which analysis and advocacy happens.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

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3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

#### **SWK 8401 - Quantitative Seminar I**

Quantitative Seminar I is the first course in a two-semester sequence that emphasizes multivariate statistical approaches including multiple regression analysis, logistic regression, and advanced generalized (GZLM) linear modeling approaches to analyzing data from social work research. The course begins with an overview of the quantitative approach to social work research and a review of bivariate correlation and regression. We then proceed to the main focus of the course, providing a thorough understanding of the assumptions and application of multiple regression. The final portion of the course covers binary logistic regression and some of the basic underpinnings of more advanced statistical methods. Throughout the semester, we emphasize the application of the statistical techniques we are

learning (including computer applications using *Stata*) and the substantive interpretation of quantitative results in relation to research questions and hypotheses.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

### **SWK 8416 - Qualitative Data Analysis**

This course is devoted to qualitative research methods. It is intended for all doctoral students so that they will be able to assess whether qualitative, quantitative, or mixed research methods will better serve their dissertation; and so they will be prepared to use sophisticated qualitative methods should they choose to proceed in that direction. During the semester each student will conduct interviews, coding it using Atlas TI, and writing it up in a form that will be acceptable for publication by a journal such as *Qualitative Social Work Research*. At the end of the semester, they will present their research to the class, as if presenting it at a conference. Students may research any subject under the purview of social work but are encouraged to investigate some issue relating to their planned dissertation.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

### **SWK 8421 - Strategies of Inquiry I**

Beyond the selection of research questions, per se, this course provides a thorough grounding for students in the design of inquiries, systematic data collection, and analysis of information related to a research issue. There are a diverse set of knowledge building methodologies; this first semester is focused on qualitative methods, beginning with the underlying philosophical connections between theory and method and the principles that govern ethical research. Such methods include analysis of historical documents, field observations, survey research, ethnography, and participant observation. The major focus is on the application of modern theories and research methods to understanding and interpreting the social world and the role of social work in improving the lives of people.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

### **SWK 8422 - Strategies of Inquiry II**

In the second semester of the Strategies of Inquiry course sequence, quantitative methods is the subject of study. Topics to be studied include survey research, sampling theory, experimental and quasi-experimental designs, validity and reliability, and an introduction to statistical analysis. Additionally, students will review the ways to read and understand quantitative studies in their own areas of interest. The work for this semester will continue to be grounded in concerns of the social work profession.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture  
**Prerequisite:** SWK 8421 - Strategies of Inquiry I

### **SWK 8425 - The History & Phil. of SWK**

This is a one semester course. This is a first semester doctoral course exploring selected events in the history of social work and social welfare in America. The events have been

chosen because each represents an important step in the professionalization of social work, or in the way we think about and try to help vulnerable populations. Where available, primary sources have been used to supplement contemporary writings on the subject. This course is required for all doctoral students because we believe that in order to become a sophisticated practitioner in this field, it is necessary to understand the social factors that brought about the changes in the way we reason and practice. Or, in the words of David McCullough, "History is who we are and why we are the way we are."

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, RIETS **Schedule Types:** Lecture

### **SWK 8402 - Quantitative Seminar II**

Quantitative Seminar II is the second course in a two-semester sequence that emphasizes multivariate statistical approaches including multiple regression analysis, logistic regression, and advanced generalized (GZLM) linear modeling approaches to analyzing data from social work research. The course continues with an overview of sampling and power analysis as it applies to social work research. We then proceed to the main focus of the course, providing a thorough understanding of the assumptions and application of the GZLM. The final portion of the course covers Multilevel and longitudinal modeling and the basic underpinnings of more advanced statistical methods. Throughout the semester, we emphasize the application of the statistical techniques we are learning (including computer applications using *Stata*) and the substantive interpretation of quantitative results in relation to research questions and hypotheses.

3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture **Prerequisite:** SWK 8401 – Quantitative Seminar I

### **SWK 8406 - Fundamentals of Applied Stats**

This course is designed to help students learn the introductory descriptive and inferential statistical procedures that are used in behavioral and social science research studies. Students will acquire statistical literacy, become skilled at graphic production, learn the basics of making inferences from samples to populations, and recognize the statistics used with different types of data. These skills will provide the student with a basis to conduct their own such analyses and to evaluate critically others' uses of statistics.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

### **SWK 8696 - Social Work Education**

The goal of this course is to prepare doctoral students for roles as social work educators with a particular focus on infusing Diversity, Equity and Inclusion into implicit and explicit social work curricula. The course includes a discussion of social work epistemology and how social work knowledge, skills, and values are transmitted within the classroom and field, a detailed examination of CSWE's Core Competencies guide social work education, skill-building around syllabus creation and course activity development, specific strategies for enhancing inclusion and belonging and supporting student acquisition of skill related to equitable social work practice through curriculum content and teaching method, and exploration of alternatives to classroom-based teaching including online, hybrid and community-based models.

3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8809 - Legal Foundations of Soc Work**

The focus of this course is the application of legal and policy research skills to social work practice. This course builds upon Social Policy and Ideology, which among other courses introduced first year students to law, policy, and ethical dilemmas in social work practice. To ensure focus and depth in this course, the instructor will select a main topic or theme for investigation throughout the semester, with wider applications to students' areas of interests as they think about their dissertation topics.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate  
**Schedule Types:** Lecture

### **SWK 8814 - Social Work Practice Theories**

In this course, students will explore contemporary social work theory within the context of its applicability and relevance to social work practice. The focus is on an in-depth examination of the role and use of practice theory within the social context in which it is practiced and the interface between political, cultural, and national issues that influence the development, selection, and use of practice theory.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, RIETS, Undergraduate  
**Schedule Types:** Lecture

### **SWK 8823 - Ideology**

This is a one semester course. The first half of the semester focuses on social work ideology as located in the context of political ideology and the sociology of knowledge. This is followed by the study of values, a key component of ideology. We study social work values, value conflicts between social workers and clients, and personal and professional values. Models of value classification and ideology are applied to conflict situations in social policy, direct practice, and agency service.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

### **SWK 8904 - Proposal Seminar I**

This course aims to build knowledge and skills related to the dissertation proposal as a whole, which fundamentally requires students to develop and justify a plan of study. This includes the skills needed to develop a research topic and research question. In the first semester, students will learn how to create a substantive literature review, including (1) evaluating and synthesizing research, (2) writing literature reviews that can be potentially successfully subjected to the peer review process, (3) using information gathered through the literature review process to further develop research questions and research procedures. This course serves as a precursor to the Dissertation Seminar (SWK 8001). This course equips students with a set of ground rules, assumptions, and techniques for understanding scholarly work in a range of professional disciplines that comprise the social sciences, with an emphasis on social work and social welfare literature. Literature reviews published in peer-reviewed journals set the standards for the course. This is a one semester course that is eligible for extension.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

### **SWK 8920 - Proposal Seminar II**

This course builds upon SWK 8904 Dissertation Proposal Seminar I. It focuses on the nuts and bolts of dissertation proposal development. Following the work completed in other coursework and in SWK 8904, we begin by conceptualizing an empirically testable research question relevant to Social Work and continue through to drafting the remainder of the dissertation proposal. Ideally, at the semester's end, each student is expected to have completed a draft of the entire dissertation proposal, as outlined in Wurzweiler School of Social Work (2020), *Guide for the Writing of the Dissertation Proposal*. An individual plan will be developed for each student in week 1 of the semester.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

### **SWK 8999A - Dissertation Extension**

Dissertation Extension is intended for students who have completed all course requirements and require faculty mentoring and the use of the library and other university facilities while completing research and writing the dissertation. After completing all required coursework, all PhD students must register for Dissertation Extension every Fall and Spring semester to remain in the program until they successfully defend their dissertation and graduate. Students must actively work on their dissertations and gain permission from the program to register for Dissertation Extension.

Special Fee. 0.000 Credit hours **Levels:** Doctoral **Schedule Types:** Recitation/Discussion

### **PHD Program Elective Courses:**

#### **SWK 8003 - Scholarship: The Peer Review Process and its Complexities**

Through our research, be it theoretical or empirical, social work researchers address some of the most pressing issues affecting individuals, families, groups, organizations and communities. We engage in this work in order to advance social work's mission of promoting health and wellbeing and fostering social justice for marginalized communities. To realize these outcomes, we aim to effect practice and policy through our research. Therefore, disseminating our scholarly work is essential to the profession. Although there are many ways to disseminate one's research, scholarly publishing, especially in peer-reviewed venues and scientific meetings, is fundamental to advancing evidence-informed practice and policy. This seminar will provide students with the necessary information for writing a publishable article, which includes the selection of a topic, target audience, appropriate journal, impact factors as well as the importance of the organization of content and the review process. Emphasis will be placed on developing an understanding of the editorial and peer review process, developing writing skills to include a personal writing process and writing habits, as well as highlighting impediments to writing.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

### **SWK 8007 - Special Topics**

The purpose of this course is to provide PhD faculty and students an opportunity to explore emerging trends in social work research, theory, practice or policy. This course will help students connect current scholarship to their research and career goals.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8009 - Structural Equation Modeling**

This course will provide a general introduction to structural equation modeling (SEM). SEM is a technique for modeling the relationships among multiple variables. It includes models that have multiple indicators of constructs (path analysis; structural equations). SEM is a very general framework that has been extended to model almost any sort of data, but here we will primarily focus on the basics (normally distributed, non-nested data). The class will cover both conceptual and practical aspects of SEM, with the goal of preparing you to use SEM in your own research and to critically evaluate its use in others' work.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8011 - Clinical Data Mining**

This course is an introductory course on data mining. It introduces the basic concepts, principles, methods, implementation techniques, and applications of data mining, with a focus on two major data mining functions: (1) pattern discovery and (2) cluster analysis. In the first part of the course, which focuses on pattern discovery, you will learn why pattern discovery is important, what the major tricks are for efficient pattern mining, and how to apply pattern learning concepts, principles, and skills to practice and engage in scalable pattern discovery methods on massive data; discuss pattern evaluation measures; study methods for mining diverse kinds of frequent patterns, sequential patterns, and sub-graph patterns; and study constraint-based pattern mining, pattern-based classification, and explore their applications.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

### **SWK 8413 - Proposal Methodology Lab I**

The purpose of this course is to provide ongoing support for students working on the methodology chapter of their dissertation proposals. Students will meet one on one with the course instructor.

2.000 OR 3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8414 - Proposal Methodology Lab II**

The purpose of this course is to provide ongoing support for students working on the methodology chapter of their dissertation proposals and who have not completed their methodology chapter after taking SWK 8413. Students will meet one on one with the course instructor.

2.000 OR 3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8417 - Dissertation Methodology Lab I**

The purpose of this course is to provide ongoing support for students who are engaged in their dissertation data collection and/or analysis and need additional support related to research methods. Students will meet one on one with the course instructor.

2.000 OR 3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8681 - Administrative Practice and Policy**

This course is designed for the advanced practitioner who occupies or intends to occupy high level management positions. The intent is to provide doctoral-level practitioners with knowledge about and skills in effective leadership and management practices for nonprofit organizations. The course explores current trends in the economy, philanthropy and the nonprofit sector itself as the context in which social work administration is enacted today. The course will be eclectic in nature, drawing from multiple cases, sources and literatures in search of best practices and ideas in management.

3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8806 - Writing for Publication**

This course will focus on preparing students to write for publication. The seminar will allow students to explore and write about a variety of topics in depth. The seminar will emphasize the integration of analysis, writing and research.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

### **SWK 8883 - Research- Based Interventions**

This course closely examines the evidence-based process and studies how it affects social work practice in a variety of settings. Students will learn how interventions become evidence-based and why some interventions are considered to be evidence-informed and/or best practices. Students will analyze research methodologies and emphasizes both the process and the value of building evidence.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8901 - Independent Study**

An *Independent Study* is a course taken with faculty supervision for knowledge enhancement beyond the courses offered in a particular area of interest. *Independent Study* coursework is detailed in a mutually agreed-upon contract between a faculty member and a student. It can provide students with a unique opportunity to work on carefully selected projects under the direct tutelage of faculty members with a shared interest. Sponsorship is done at the discretion of the faculty. A course offered as part of the curriculum may not be taken as an *Independent Study*.

2.000 OR 3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8902 - Independent Study**

An *Independent Study* is a course taken with faculty supervision for knowledge enhancement beyond the courses offered in a particular area of interest. *Independent Study* coursework is detailed in a mutually agreed-upon contract between a faculty member and a student. It can provide students with a unique opportunity to work on carefully selected projects under the direct tutelage of faculty members with a shared interest. Sponsorship is done at the discretion of the faculty. A course offered as part of the curriculum may not be taken as an *Independent Study*. Students who have already taken SWK 8901 should register for SWK 8902 if they do a second Independent Study. Students are limited to 2 Independent Studies during their time in the PhD program. 2.000 OR 3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8911 - Diss Prop Plan I**

The purpose of this course is to provide ongoing support for students working on their dissertation proposals. Students will meet one on one with the course instructor. 2.000 OR 3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

### **SWK 8912 - Diss Prop Plan II**

The purpose of this course is to provide ongoing support for students working on their dissertation proposals who have not defended their proposals after completing SWK 8911 Dissertation Proposal Planning I. Students will meet one on one with the course instructor. 2.000 OR 3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

### **SWK 8971 - Doctoral Research I**

The purpose of this course is to provide structure and guidance as students work on writing their dissertations or dissertation proposals. Students will meet weekly with for designated writing time with the course leaders as well as additional times in small groups. There will be opportunities for peer feedback, assistance with developing a writing and time management plan, and trouble-shooting writing issues/roadblocks. 1.000 TO 4.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

### **MSW Program Elective Courses that can be taken in the PHD program:**

#### **SWK 8020 - Grounding the Strengths Perspective: Spirituality and Existential-Humanism**

This course provides PhD students with a substantial toolkit of practice interventions grounded in strengths-based biopsychosocial practice models. An emphasis is placed upon mediations and exercises that can be done to affect change and strengthen relationships among individuals, families and communities.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, RIETS, Undergraduate

**Schedule Types:** Lecture

### **SWK 8114 - Introduction to Psychodrama**

This course is designed to explore the bridge between personal narratives, creativity, and the power of community. In this course students will gain an understanding of the principles and techniques of psychodrama, sociometry, and group psychotherapy. Conceived and developed by Jacob L. Moreno, psychodrama employs guided dramatic action to examine problems or issues raised by an individual or a group. Using experiential methods, sociometry, role theory, and group dynamics, psychodrama facilitates insight, personal growth, and integration on cognitive, affective, and behavioral levels. It clarifies issues, increases physical and emotional well being and enhances learning and develops new skills.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture Division Undeclared Division

### **SWK 8141 - Family Systems**

This course introduces the student to a beginning conceptual framework of a systems approach to social work practice with families. It provides an overview of family life taking into consideration the developmental life cycle of families. It also highlights the profound impact that societal and cultural influences have on a family's identity, structure, communication patterns and style functioning. The course explores how common issues such as mental and physical illness, alcoholism and domestic violence may impact family life. The course provides an overview of assessment and interventions with families from a systems perspective.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

### **SWK 8328 - Social Work With Groups**

This course is designated to increase students' knowledge and skill in social work practice with groups. Covered are the generic knowledge and skills that social workers require to work in groups with vulnerable populations. An aim of the course is to assist students in recognizing the efficacy of practice with groups in a variety of clinical and community settings. Emphasis is on the skills necessary for influencing individual change through small groups. Special issues include values and ethics in group work practice and social justice. This is an elective course that builds upon the knowledge and skills acquired in the first year Foundations of Practice courses.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture Division Undeclared Division

### **SWK 8623 - Treatment of Eating Disorders**

The Eating Disorders Elective class will provide students with a comprehensive overview of eating disorders as biopsychosocial disorders and will focus primarily on methods and approaches to treatment within the confines of therapeutic social work practice. Students will gain an understanding of the etiology of eating disorders and accompanying personality issues from a developmental perspective. Diagnostic criteria will be fully covered, and students will be able to identify specific eating disorders in their clinical practice. Students will become familiar with the underlying language of an eating disorder and available treatment options including the benefits of working in a treatment team with this population. Mandatory readings will be assigned as will a suggested reading list for students interested in further

study. All aspects of high-quality treatment for eating disorders will be addressed and students will leave this class with a solid base for understanding the complexity of eating disorders from a clinical and societal perspective.

3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8630 - Social Work Prac in Schools**

This course is intended for students who plan to work in schools or in agencies that are school-based or school-linked. While it is primarily a practice course, it is also a policy course because social work practice in schools is so strongly influenced by state and Federal education laws. This course seeks to familiarize students with the roles social workers assume in schools; the culture of primary, middle, and high schools; the psychosocial and developmental needs of the students; and the pressing issues facing schools today, including violence, diversity, racism, homophobia, over-crowding, poverty, and the changing relationship between family, school and community.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

### **SWK 8684 - Child & Family Welfare**

This course examines the social welfare policies, programs and services to families and children, historically known as "child welfare services." It explores major issues facing children, youth and families, critically examining the assumptions, values, and philosophical perspectives underlying the social policies that shape child welfare. A central theme of this course is the impact of social problems, economic inequity and discrimination on family well-being and how these forces have affected the development of services for families and children.

3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

### **SWK 8685 - Trauma & Interpersonal Violence**

This course examines trauma from a critical lens exploring the various types of trauma, its effect on human lives and trauma-informed, evidence-based interventions for social work practice. Exploring trauma from an ecosystems lens, this course contextualizes the environment in which traumatic events occur, analyzing the historical roots of movements and social policy influencing social thought about trauma and response strategies. Students will learn about the intersectionality of persons vulnerable to trauma exposure and their historical, cultural legacies. Students will also learn about the neurobiological impact and complex manifestations of trauma, including the effects of surviving adverse childhood experiences as it relates to social determinants of health.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

### **SWK 8686 - Gerontology**

This is an elective course open to students in either the foundation or advanced years. The course introduces students to the field of aging providing an overview as preparation for the dramatic demographic shifts facing our society and profession. The course builds upon knowledge of biology, and psychosocial development taught in the Human Behavior and Social Environment course. It also explores the contemporary manifestations of ageism taught

from a historical perspective in the social welfare organization course. The course highlights the unique challenges confronting aging women, LGBT groups and ethnic racial minorities who have had to cope with multiple levels of oppression, sexism, racism and other forms of discrimination throughout their lifespan.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

#### **SWK 8691 - Social Work Prac. w/Addictions**

This course is designed to increase student knowledge and skills for addressing of addictive phenomena and its relation to social work practice issues. Students values are explored and cognitive and affective processing of macro, meso and micro level practice concerns are covered. Attention will be given to biological, psychological and social factors in the etiology of individual addiction and implications for families. Addiction exists in diverse cultural contexts; thus, the importance of language and clinical presentation is addressed. The consequences of addictions will be studied at the individual, family, community and societal levels. There will be some policy covered as well. This course will draw on current research in the field of addictions and will emphasize critical thinking and analysis of the current controversies in the field.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate **Schedule Types:** Lecture

#### **SWK 8702 - Coping with Loss**

course is designed to explore aspects of social work practice with clients experiencing loss and grief in a variety of situations. The course builds on psychosocial theories of human development as well as the work of internationally recognized experts in grief and bereavement. Since society generally associates grief with death, grief that accompanies life events such as separation from home (child welfare), divorce, immigration, retirement, homelessness or chronic illness, is frequently not addressed by clients or professionals. As with all human processes, the grieving processes are intertwined with each individual's place in their life span, their strengths, vulnerabilities, cultural orientations, values and resources.

3.000 Credit hours **Levels:** Doctoral, Graduate **Schedule Types:** Lecture

#### **SWK 8791 - SWK Practice w/Addictions II**

Social workers taking this course are planning to specialize in direct practice with addicted individuals and families. Group and policy practice are covered as well. Addictions are intertwined with many other social problems and psychosocial conditions such as the opioid epidemic, family violence, child welfare, AIDS and mental health. The course emphasizes the multiple causation of the misuse of addictive substances, the biological, social and psychological consequences of substance abuse, and the impact of addictions on the family, community, and larger society. Particular attention is paid to the policy and programmatic responses to this social problem, the role of the courts and differing philosophies and practices regarding treatment.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

#### **SWK 8810 - Soc Wk Prac with the Military**

This is an elective course that focuses on the specific problems of those who serve in the

military with a focus on the needs of family members and children and the response of social workers to those needs. The course will explore the nature of war, its impact on those who are wounded - physically and mentally -- and their loved ones/caregivers. The course content will look at theories, research and intervention strategies for social workers who choose to work with this population. Students will be introduced to a theoretical orientation to combat stress management which acknowledges the stressors of war and the adaptations made by those engaged in battle. In addition, students will be provided with an overview of the management of various war related physical and mental health challenges for the returning war veteran.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

#### **SWK 8825 - Palliative Care: Adv. Illness**

This course will provide a comprehensive study of issues related to palliative and end-of-life care. This course will integrate an interdisciplinary approach to caring for individuals facing life-limiting and serious chronic illness and their families.

3.000 Credit hours **Levels:** Doctoral **Schedule Types:** Lecture

#### **SWK 8882 - Evidence Based Practice**

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

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, Undergraduate **Schedule Types:** Lecture

#### **SWK 8891 - Social Work Practice with Addictions III**

This elective course introduces the student to the field of substance abuse and includes an overview of the policy issues, etiology, manifestations, practice settings, and treatment approaches to addiction/dependency. For purposes of this course, substance abuse refers to the misuse of both illegal and legal drugs abused in society. There are no prerequisites for this course, which can be taken as an elective during the first or second year of study. This course draws upon and interrelates with content covered in Human Behavior and the Social Environment, Social Welfare Organization, Foundation Practice, and Research I. It is predicated on a liberal arts foundation. All social workers, at some point in their careers are likely to come into contact with the issues or consequences of substance abuse, whether in direct practice, group work, or community organizing and planning. This is because substance abuse is intertwined with many other social problems and psychosocial conditions, such as family dysfunction, foster care, permanency planning, HIV/AIDS, and psychopathology. The course emphasizes the multiple causation of the misuse of addictive substance, the biological,

social, and psychological consequences of substance abuse, and the impact of substance abuse on the family, community, and larger society. Particular attention is paid to the policy and programmatic responses to the social problem. Ph.D students will be given extra course work to satisfy the more intense curriculum of Social Welfare.

3.000 Credit hours **Levels:** Continuing Education, Doctoral, Graduate, RIETS, Undergraduate

**Schedule Types:** Lecture

