

Azrieli Graduate School

Fanya Gottesfeld Heller Doctoral Program

Executive Model EdD in Jewish Educational
Leadership and Innovation

Doctoral Degree

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ABOUT THIS CATALOG

Unless otherwise stated in this document, this catalog supersedes all previous catalogs and academic information and policies and is binding on all Azrieli Graduate School graduate students at Yeshiva University, effective at the time they enroll. It was prepared based on the best information available at the time of publication. The University reserves the right to change tuition, fees, course offerings, regulations, policies, and admission and graduation requirements at any time without prior notice. However, students may continue a course of study in effect at the time they enrolled provided that they complete the program within the specified time period.

This catalog, posted on the YU website, is the official catalog. Printed versions are copies of the catalog. If there are corrections or changes, they will be published on the YU website.

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Introduction

Doctoral programs typically involve a sequence of courses, research experiences, and culminating exams, theses, or projects. Navigating the requirements, planning, and staying focused on a long-term project, especially for busy professionals, is challenging. This handbook has been designed to delineate the tasks and give you all the information you need to chart course of study.

Throughout the years, policies and procedures have been developed that define and describe the rights and responsibilities of doctoral students at the Azrieli Graduate School of Jewish Education and Administration. This handbook details these policies and procedures in one document that can easily be referenced. It is a “living document,” since changes are anticipated as new policies and procedures are developed. It is available in both hard copy, and on the AGS website at <https://www.yu.edu/azrieli/programs/doctoral>.

This handbook provides statements about policies and procedures which are currently operative, and it is intended primarily as a source of information for doctoral students. The school, however, reserves the right to change policy and procedures without prior notice and to notify all parties of such changes. It is your responsibility to maintain ongoing contact with the school to remain aware of any and all additions or changes to the basic policies outlined in this handbook.

The Doctoral Program makes every attempt to meet the needs of all types of learners and students. All requests for reasonable accommodations under the Americans with Disabilities Act of 1990 should be made to the Director of the Doctoral Program.

Welcome

A Message from the Dean

Congratulations and welcome! It is my pleasure and honor to serve as Dean of the Azrieli Graduate School of Jewish Education and Administration. I hope to come to know you during your tenure and look forward to sharing in your professional growth.

As dedicated Jewish educators, you have no doubt made significant contributions to the field. It is our hope that the coursework, practicum experiences, research opportunities and numerous other vehicles for learning at Azrieli Graduate School will further empower you to continue and expand your work in Jewish education.

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A Message from the Director

Admission Requirements and Program Structure

The doctoral students at AGS are active professionals in the field of Jewish education who have gained their Master's degree in Jewish Education or related fields at Azrieli or other schools. The Doctoral Program Committee has the right to approve the admissions of students who are working in Jewish Education but have a Master's degree in a related field. Such applicants may be required to complete specific prerequisite classes at Azrieli once admitted to the Doctoral Program.

To be considered for admission, it is strongly suggested that students have at least two years' experience beyond their Master's degree. Azrieli may, however, selectively admit students directly from a Master's program based on an individual assessment of their readiness to undertake doctoral studies.

The *Executive Model EdD in Jewish Educational Leadership and Innovation* is a cohort-based program. The program blends distance and in-person learning by providing 51% of student course hours during a face-to-face "*Mifgash*" at Yeshiva University during each semester. These face-to-face meetings take place twice each semester for 2.5 days or once a semester for 5 days, including

Faculty

The Fanya Gottesfeld Heller Division of Doctoral Studies has an internationally renowned faculty that is dedicated to the mission of shaping the future educational leaders of the Jewish community:

Michael Berger, PhD

Moshe Krakowski, PhD, Director of Doctoral Program, *Research methods, culture in schools, curriculum development in Judaic studies, and problem-based learning.*

Laya Salomon, EdD, Director of Masters' Programs; *Methods of teaching, differentiated instruction, curriculum, assessment, and classroom management*

Scott J. Goldberg, PhD, Golda Koschitzky Chair in Jewish Education, *Research methods, student support, differentiated instruction, multilingual literacy, assessment, special education.*

Rona Novick, PhD, Dean Emeritus; Raine and Stanley Silverstein Chair in Professional Ethics and Values; *Social emotional learning and bully prevention, student support, early development, special education, family-school partnership.*

Moshe Sokolow, PhD, Fanya Gottesfeld Heller Chair in Jewish Education; *Judaic Studies, curriculum development, history and philosophy of education.*

Mark (Mordechai) Schiffman, EdD, Clinical Assistant Professor; *Positive Psychology, Jewish texts and values.*

David J. Schnall, PhD, Dean Emeritus, Azrieli Graduate School of Jewish Education and Administration; *Organizational management, human resources and development, public policy.*

Ilana Turetsky, EdD, Instructor; *Differentiated Instruction, Methods of Teaching.*

Program Structure & Program Elements

Program Structure: Core Requirements and Sequence

The program is geared towards professionals currently working part or full time, with all pre-dissertation coursework concentrated in three years. Courses require face-to-

Change and School Improvement in Jewish Schools EDU 8812

A review of theories of school change and successful school improvement approaches including the Comer Schools, PBIS, National Network of Partnership Schools, and others will help students identify effective mechanisms of school wide change. Through applied problems and cases will address the role of school leaders in supporting change and addressing inevitable roadblocks and challenges. The dialectic of respect for tradition and embracing of new methods that embodies Jewish education will be considered.

Year I Capstone: Integration and Research Design Paper

At the end of the first year of coursework students will write and submit a paper based on one of eleven bibliographies that Azrieli faculty have assembled. Students will develop a literature-supported research question that presents a potential research project (e .2hr)0.7 (e (r)0 61.5b)0.o.7 (t y ET/Ah0 0 12 610 10.98 60.5

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Year 2: Fall 2: 6 credits

Doctoral Research and Preparation Seminar EDU 8920

Students will develop their proposal for the capstone project, with support in completing the literature review and methodology. Capstone projects may include a Curriculum Development Project, a Curriculum Review/Evaluation, an action research project, or an annotated case study.

Social Emotional Learning, Spiritual Development and Jewish Schools EDU 8310

Readings on spiritual development are paired with self-exploration and the completion of a spiritual autobiography. How Jewish schools can serve as incubators of spirituality is explored through discussion and case study material.

Year 2 Spring 2: 6 credits

Applied Qualitative Research Methods EDU 8420

OR Applied Quantitative Research Methods EDU 8410

Students choose either qualitative or quantitative methods depending on the likely direction of their dissertation. These classes are designed to prepare students for their dissertation work by familiarizing them with the actual practice of research planning, data collection, and analysis.

Program Elements: Doctoral Capstone Assignments

At the end of each of the first two years of the program students are given a capstone assignment, designed to prepare students to write their dissertations. To best prepare students for successful completion of the dissertation, and to allow the dissertation proposal to be completed in the third year of the program, the capstone assignments have been designed to build the knowledge and skills necessary for students to expedite their doctoral dissertation and graduation.

Specific guidelines for each of the capstones can be found in the capstone assignment guide.

Year 1 Capstone

The first capstone assignment, given at the end of the first year of courses, is a formative assessment that helps students and professors identify areas that need additional support. As such, rubrics and grading for Capstone I do not impact program standing. This capstone is designed to acclimate students to the process of synthesizing research literature. This skill is an essential building block in the construction of a dissertation, as all research first requires the ability to understand and communicate the current state of the field.

Year 2 Capstone: Qualifying Examination Paper

The qualifying examination is an opportunity for the student to demonstrate her/his mastery of multiple areas germane to school leadership and her/his ability to begin the process of crafting a dissertation proposal. While the program sincerely hopes that all students will advance to doctoral candidacy, there are some students who may not have the ability to do so. Successful completion of the 2nd year capstone is an important marker of the student's ability to complete the dissertation successfully. Students who are not able to progress to the dissertation stage may still complete the full sequence of coursework, which qualifies them to receive the New York State recognized Specialist Certificate in Jewish Educational Leadership and Innovation. To continue beyond the coursework into the dissertation phase requires passing the Qualifying Examination Paper.

The paper must be completed by the end of the summer of the student's second year in the program.

Mifgashim

Although the doctoral program allows students to complete much of the work from afar, it is a face-to-face program. More than 50% of course time is spent in person at Yeshiva University. This is accomplished through doctoral "Mifgashim" for 5 days each semester (either two 2.5 day Mifgashim, or one 5 day Mifgash). These Mifgashim are mandatory and students who enter the program must commit themselves to attend. Failure to attend part or all of a Mifgash will result in the student being unable to complete the course.

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*f*Secondary analysis – utilization of existing data to address a theory driven question or issue

*f*Single subject design including multiple baseline or other accepted form of single subject methodology

Purely descriptive studies are generally not sufficient for dissertation research.

Qualitative research dissertations:

*f*Ethnographic study

*f*Case study

*f*Interview study

*f*Design research

Humanities -style Textual dissertations:

*f*Thorough scholarly review of Jewish and general sources pertaining to a specific discipline in the day school curriculum

*f*Integration of prior research on aspects of instruction, and presentation of unique synthesis or new perspective

*f*Discussion of implications of new or existing scholarship for Jewish education

Additional Dissertation Options

Preface

All of the procedural prerequisites and requirements of the capstone project (above and below) apply to the new dissertation options. Every dissertation needs a faculty chair, a committee, a proposal, and proposal defense, CCI approval where applicable, and a formal defense.

The Dissertation Process

TIME FRAME and Step by Step Guide to the Azrieli Dissertation Process

TIME FRAME and Step by Step Guide to the Azrieli Dissertation Process

PHASE I – TOPIC SELECTION, CONCEPTUALIZATION AND PRELIMINARY SCHOLARSHIP

This can be accomplished at any time after completing the first year of the program. The

Once you have secured a dissertation chair you should assemble a committee together with your chair and have the committee and topic approved by the doctoral director. Make sure that at least one person on your committee is a methodologist—someone whose expertise lies in the type of research methodology you will be using.

At this point there is a form that must be filled out (available online) and signed by you, your chair, and the doctoral director. In order to fill out this form and proceed with your project it is essential that you:

1. Have no incomplete grades
2. Have completed more than half of your coursework

Any form filled out without these conditions in place will not be accepted.

PHASE III – PROPOSAL DEVELOPMENT

By the end of your third year of classes, you should be turning to the proposal.

Before you begin a proposal you should:

(See “AGS - Dissertation Proposal Outline” on the website for a complete breakdown of the pieces of the proposal.)

Defend Proposal to Committee

1. Proposal defense must be scheduled a minimum of 2 weeks in advance, and at discretion of committee chair
- 2.

- i. Reject dissertation
 - ii. Accept with major revisions
 - iii. Accept with minor revisions
 - iv. Accept with no changes
- C. The student is responsible thereafter to implement the changes recommended/required at defense.

It is the student's responsibility to note the comments/concerns/recommendations at the defense, and work with chairperson after the defense to make necessary changes.

Generally, the committee agrees to have all further edits and changes reviewed and approved by the chairperson alone.

- D. The student must assure proper formatting of dissertation and submit final copies to the appropriate university official after receiving approval from the Chair.
 - a. The student is responsible for contacting the Office of the Registrar to ascertain current university regulations re: format of final dissertation (i.e. margins, number of hard copies to be submitted), and to submit dissertation and graduation paperwork to the appropriate university offices.
 - b. Graduation/Degree Conferral dates are: May 30, September. 30, January 30. The final version must be filed and uploaded by the conferral date to meet that graduation date.
 - c. The student should inform the director of the doctoral program when final materials have been submitted.
- E. MAZAL TOV! ON TO COMMENCEMENT!

Creating the Proposal

To guarantee that dissertations follow acceptable AGS guidelines, all students must gain approval from the director for both the topic area and the methodology to be used. This can be accomplished during or prior to participation in the Capstone Seminar. A capstone committee will be formed with input from the student, chairperson and doctoral program director.

A dissertation proposal must be developed and approved by the student's committee before any data collection or analysis can begin. The proposal sets forth the study questions, hypotheses, research methodology, and practice and/or policy

The proposal is a form of contract between the faculty and the student. Students

The Oral Defense of the Dissertation

When the dissertation is approved by the committee, the

Falsification means manipulating, changing or misrepresenting research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

Fabrication means making up data, experiments or other significant information in proposing, conducting, or reporting research.

The submission by a student of any examination, course assignment, or degree requirement is assumed to guarantee that the thoughts and expressions therein not explicitly credited to another are literally the student's own. Evidence to the contrary will result in penalties which may include failure in the course, disciplinary dismissal, or such other penalties as are deemed proper.

PROGRAM POLICIES and PROCEDURES

YU Email Account

Registered students are assigned a Yeshiva University Mail System (YUMS) email account. This is the primary way of communication at YU. It is your responsibility to be functional and check for messages frequently on your YU email account. You must use your YU email to send messages to all YU offices. For assistance, please contact IT at helpdesk@yu.edu or 646-592-4357.

Registration

Before their first semester, incoming graduate students will be provided with instructions by the school on how to register for their courses.

Registration announcements and reminders are sent by the Azrieli office to each student's YU email address approximately 6 weeks before the beginning of each new semester. It is the student's responsibility to check their portal to for financial holds, to clear their financial holds and to register on time.

Continuing students will register online through YU Portal (<https://insidetrack.yu.edu>). Continuing

Grades

To view grades:

Go to [Inside Track](#)

Withdrawal from a Course

Students may drop classes through Inside Track from the start of the designated registration period until the “last day to drop a course” as listed on the Azrieli Academic Calendar. Students will be required to fill out an Add/Drop Form found on the Registrar’s website (<https://www.yu.edu/registrar/forms>). If permission is granted to withdraw from a course after the allowed date, the course is listed on the permanent record with a grade of “W”. Students should be aware of the refund dates for each semester. Students may not receive a full refund for courses dropped even if they are dropped before the “last day to drop a course without a W”. See the “Grades” section for more information about Withdrawal.

Consult the Office of Student Finance website for more details about the tuition refund schedule and fees: <https://www.yu.edu/osf/contact>

Appeal of Final Grade

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 respective 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 next meet with the Program Director. The Program Director will review materials related to the grade appeal and make a final decision.

Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance and progress. Any grade less than a B (that is B-, C+, C, C- and F) in a course raises questions as to the student’s ability to

Review and Appeal Process

If there are questions about the capacity, performance, or the continuation of a student in the Program, these concerns will be brought by a faculty member to the attention of the Director of the Doctoral Program. Such concerns about academic progress and/or suitability for the program may be raised by the faculty whether or not the student is formally on probation.

If it is felt that there are serious questions about the student's performance or continuation in the program, the following procedure is utilized:

- x A letter of notice is sent by the Director of the Doctoral Program indicating the nature of the difficulties and the requirements to be met by the student.
- x A probationary period may be provided for the student to meet the requirements as set forth in the above-mentioned letter. During this period, there will be regular meetings between the Director of the Doctoral Program and the student designed to help the student to meet the requirements. At approximately the midpoint of the period, an appraisal of progress will be made.
- x In the event that the student has not successfully met the requirements specified in the letter of notice, he or she will be dropped from the program. The student who is to be dropped from the program will have the decision conveyed to him or her in writing.
- x A student who has been notified in writing that he or she will be dropped from the program may make a request to the Director of the Doctoral Program for a review and reconsideration of this decision.
- x The Director will designate an ad hoc review sub-committee. This sub- committee will

Policy and Procedure on Transfer Credits

Credit for work completed at another institution of higher education is not automatically granted. The Dean, the Director of Doctoral Studies must approve its acceptability and its appropriateness to the Doctoral degree.

No credit is given for any course transferred from another institution with a grade below B or with a grade of P. Credits that have been used to fulfill requirements for a degree that has been granted already may not be transferred. *Azrieli will consider transfer of a maximum of 9 credits towards the Doctoral degree; transferring more than 9 credits will require the special permission of the Director and the Dean.*

Transfer credit can be granted in core areas and electives with the approval of the Director of Doctoral Studies. The request for transfer credits must be initiated by the student after the applicant has been accepted to the doctoral program and paid his or her deposit. When requesting transfer credits a student must present in writing:

- x Name of institution where the credits were earned
- x Course name and course number
- x Course description
- x Transcript showing that the credits were earned

When all necessary paperwork is received and completed, the materials will be forwarded to the

SCHOOL RELATED EXPECTATIONS

Waiver/Substitution of a Required Course

Students are bound by the curriculum that was in effect during the first semester they enrolled in the program. Students are responsible for meeting regularly with their academic advisors and checking their unofficial transcripts to ensure they are on track to graduate.

Graduation (Hooding Ceremony)

The convocation is an exciting milestone in which doctoral students are awarded their Ed.D. Azrieli held its first independent graduation ceremony in May 2007. This is a chance for students and their families to take pride and for their accomplishments to be recognized. Hooding will be performed by the student's chairper (o1on (ed.) BDC /T(es)-1.7 i2 Tw 0.27t i)-1 (nf (i)-1.1 i)-1 3t0 Tdack to gradu

Please Note: If a faculty member determines that a student unintentionally misused sources on an assignment, he/she may lower the grade on the assignment in question (including lowering to a grade of “F”). No additional penalty should be imposed.

Notification Process

Any member of the Yeshiva University community may initiate a report of cheating on a written exam or plagiarism. The complainant should report the incident immediately, and no later than 10 days after the incident occurred and should submit an Incident Report Form to the applicable Program Director.

The Program Director will then submit a written copy of the charges (cheating or plagiarism) to the student no later than 10 days after the incident was initially reported.

The student will then have the opportunity to accept or deny responsibility for the actions or challenge the allegations within 5 days after receiving the report documenting the charges.

If the student accepts responsibility for the action, then appropriate academic sanctions will apply including, but limited to, a retake of the exam, reduced credit or zero on an exam, reduced final grade or failing grade, or resubmit assignment paper.

If the student denies the allegations, the Azrieli School Student Advocate will conduct an initial investigation to assess the merits of the case within 10 days after receipt of the student’s statement of denial. The Azrieli School Student Advocate is a full-time staff member appointed by the Dean to help students understand academic policies and procedures and to facilitate the

The CASI Committee Chair will notify the student in writing of the date, time, and place of the hearing. The student can meet with the Student Advocate for further clarification on the hearing process. The student may bring written materials and witnesses, but no advocates or advisers (including parents and attorneys). The Committee will consider all the facts and circumstances, may ask for further information from the relevant parties, and will determine whether the student committed an academic integrity violation within 10 days after the hearing. The Committee will provide a written summary of the hearing and its findings along with its recommendation for appropriate action to the Dean.

Decision

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

Appeal

Within 10 days of receipt of the Dean's letter, the student may file an appeal by submitting it in writing to the Provost of Yeshiva University. No appeal will be considered if received after the 10-day deadline. The Provost will consider the merits of the appeal and will consult with the Chair of the CASI. The Provost may interview the student but will not conduct a new hearing. The standard for review will be whether the student received appropriate notice and had an opportunity to be heard (i.e. whether there was a fair hearing), and whether the School followed its procedures. The Provost may designate the Dean of another University graduate or professional school to hear the appeal. The student will receive notice of the decision in writing in a timely fashion, but no later than 3 weeks from the receipt of the appeal. This decision is final.

Portions of this definition are adapted from The Council of Writing Program Administrators, "[Defining and Avoiding Plagiarism: WPA Statement on Best Policies](#)" Syracuse University, "[Academic Integrity Policies and Procedures](#)" and Washington State University, "[Plagiarism: What is it?](#)"

Records

Copies of the final decision (after appeal) will be sent to the Dean of Azrieli and to the Office of the Registrar and may be documented on official transcript.

Readmission after Dismissal

Students who have been dismissed as a result of a violation of academic integrity standards may apply for readmission after one semester of non-attendance. An application for readmission should be made directly to the Program Director and the Office of Admissions. The application should state the reasons for readmission and include a statement of steps the student has taken or changes he/she has made to merit readmission. Any readmission may require conditions of probation and/or academic or other counseling.

Other Violations of Academic Integrity

In addition to cheating and plagiarism, other examples of academic integrity violations include, but are not limited to:

- x Assisting or attempting to assist another student in an act of academic dishonesty.
- x

GRIEVANCES

Grievance Procedure

Azrieli 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 Azrieli Student Advocate 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.
3. **Committee on Academic Standards and Integrity (CASI):** 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 CASI. The student can consult with the Azrieli School Student Advocate for support with the appeal

4. Review by Dean: Should the CASI not be able to resolve the student's issue, or the student wishes to appeal a decision by CASI, 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 CASI, and may request a personal interview with the student. The Dean's decision shall be final as to whether to review the determination, and, if so, whether to adhere to the committee's recommendation.

CODE OF ETHICS

Academic Integrity

The submission by a student of any examination, course assignment, or degree requirement is assumed to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary will result in appropriate penalties, described below.

Cheating on Assignments and/or Exams

Cheating is an affront on academic integrity and ethics. Any instance of dishonesty undermines your work and the work of your classmates and the University.

Plagiarism

In defining plagiarism, this policy distinguishes between Intentional Misrepresentation (which is deemed to constitute plagiarism) and Misuse of Sources. These are two clear extremes, but this policy also recognizes that [there](#) can be a continuum between them.

Intentional Misrepresentation occurs when a student deliberately uses someone else's language, ideas, or other original (not common knowledge) work without acknowledging the source. Examples include but are not limited to when a student submits an

Students are responsible for knowing how to quote from, paraphrase, summarize, and cite sources correctly. However, when a student has attempted to acknowledge a source but has not done so fully or completely, the instructor, perhaps in consultation with other faculty, administrators, or an academic integrity panel, may determine that the issue is Misuse of Sources or unsuccessful writing, rather than Intentional Misrepresentation.¹

Academic Community and Supports

Calendar - The Sabbath and Holiday Policy

The school calendar is organized so that the educational program does not conflict with the Sabbath and the Jewish Holy Days. See the annual school calendar for a listing of holidays and school closings.

The Azrieli calendar does not follow the Yeshiva College calendar.
The Azrieli Calendar is at the [AGS website](#) under [Student Resources](#).

Canvas

Canvas is Yeshiva University's Learning Management System, and all Azrieli School students (both in online and on-campus programs) have access to Canvas. Canvas provides 24/7 support to give students the best experience possible when learning online. Students registered for online courses will be invited to participate in a self-paced, online orientation covering the basics of what they need to know about going to school online.

Career Center

Yeshiva University's Career Center offers students a range of programs and resources, from personalized counseling and career planning to the latest professional search technologies. The Career Center also hosts on-campus recruiting events, career fairs, and information sessions, partnering with employers, alumni, and community supporters to connect students

Health Insurance

All Yeshiva University students who are taking at least 6 credits on campus are required to have [health insurance](#). Students may join a health insurance plan through the University, or they may [file a waiver](#) if they have their own health insurance. For more information on Health Insurance requirements, visit [YU Health and Wellness](#) or contact them at yuship@yu.edu.

Library Services

Yeshiva University's libraries offer a wealth of information and support for advanced learning, research, and scholarly inquiry in an environment dedicated to the open exchange of information. While their primary responsibility lies with the students and faculty of Yeshiva University, the libraries also engage in scholarly, cultural, and artistic interactions with broader communities. Students at any Yeshiva University campus have full access to the entire YU Libraries system. Learn more at <https://library.yu.edu/home>.

Office of International Students and Scholars

The Office of International Student and Scholar Services (OISS) provides international students and scholars with immigration support and assistance with cultural adjustment, to help you achieve your educational goals. The OISS also acts as a liaison with the U.S. Department of Homeland Security (DHS) to ensure University-wide legal compliance with government immigration regulations and reporting requirements. International students are encouraged to visit the following website for support with their immigration status as a student at Yeshiva University: <https://www.yu.edu/international-students>.

Office of Student Finance and General Financial Aid

The University's [Office of Student Finance](#) is available to help determine final costs, navigate financial aid applications, and more. [Tuition and fees](#) are also posted at their website. In case of need for additional financial assistance, students should contact [Office of Financial Aid](#), or (646) 592-6260.

Scholarships

Azrieli is fully devoted to encouraging career advancement within Jewish education. To this end, generous scholarships of up to 50% are offered to students in good standing and who complete our [Scholarship Application](#). Please contact our Academic Administrator [Marian Reiss](#) to request the form.

In order to maintain eligibility for this scholarship, students must meet all academic requirements and standards.

References / Recommendations

Doctoral students often request letters of recommendation from faculty for scholarships, honors and awards and jobs. Students should first obtain the permission of the faculty member before providing his/her name as a reference. This is common courtesy. There may be reasons why

UNIVERSITY POLICIES

Equal Opportunity

In addition, the University's annual security reports, which includes all campus crime statistics, and the University's annual fire safety reports are available on the University's website at <https://www.yu.edu/safety-security/policies-procedures-reports> or may be obtained from the University's Chief of Security, Paul Murtha (212-960-5221/security@yu.edu).

The annual security report for each campus includes: (i) campus crime statistics for the most recent calendar year and the two preceding calendar years; (ii) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (iii) policies concerning the security of and access to campus facilities; (iv) policies on campus law enforcement; (v) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (vi) campus crime prevention programs; (vii) policies on illegal drugs and alcohol; (viii) where information provided by the State on registered sex offenders may be obtained; and (ix) policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs.

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.

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: Please visit the [Disability Services website](#) for more information about Disability Services.

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

- Beren Campus: Rochelle Kohn, (646) 592-4132 /rkohn1@yu.edu
- Wilf O

Program Codes

All programs are registered by the New York State Education

Office of the Registrar

wifregistrar@yu.edu

Library

libguides.yu.edu/home

IT Help Desk

Phone: 1.800.337.2975

helpdesk@yu.edu

Technology Resources Handbook

https://www.yu.edu/sites/default/files/inline-files/ITS_For_Students_2023.pdf

Find Your Banner ID and Email Address

yu.edu/findid

February 21, 2025 MR