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JEWISH EDUCATION PART-TIME PROGRAM

**EDU 5140 CURRICULUM AND ASSESSMENT 3 credits**
This course will familiarize the student with the theoretical foundations of curriculum design and student assessment, along with the practical skills necessary to develop a coherent curriculum and varied assessments. It will focus on identifying learner-centered curricular goals for a Jewish educational domain, designing experiences that will successfully implement these goals, and devising a range of assessments to determine the extent to which the desired learning is taking place. *Pre-requisite: EDU 5120: Models of Teaching.*

**EDU 5130 DIFFERENTIATED INSTRUCTION 3 credits**
Differentiated Instruction (DI) is a framework of thinking about and learning with all students by matching learner to learning through proactive planning, multiple approaches (more qualitative than quantitative in nature) to content, process, product, and environment, and a blend of whole-class, group and independent learning. This course will focus on the knowledge, understanding, and skill related to DI, including planning for and managing classrooms with diverse students (classroom management techniques). We will concentrate on the process of instruction and assessment and methods for using the classroom environment effectively and efficiently. *Pre-requisite: EDU 5120: Models of Teaching.*

**JED 5010 EDUCATIONAL PSYCHOLOGY AND JEWISH LEARNING 3 credits**
Basic concepts in educational psychology are presented with particular attention to theory, research and practical applications for the educator. A wide range of topics related to the application of psychology to the classroom include a review of the psychology of motivation, instilling values, and the role of educators in promoting a healthy self-concept. A basic overview of the major theories of child development is provided in the context of recent research findings, Judaic perspectives, and implications for educators working in Jewish schools.

**EDU 5150 EDUCATIONAL TECHNOLOGY 3 credits**
This course will address best practices on integrating technology into the curriculum and classroom. The course will assist students in developing a working knowledge of educational technology standards and pedagogy, proficiency with fundamental technology tools, and the ability to apply them to the classroom. Students will have opportunity to evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning, access resources to help address instructional challenges, and evaluate the validity of those resources to meet student learning needs.

**JED 5100 FOUNDATIONS OF JEWISH EDUCATION 3 credits**
This course will cover the philosophy and history of general and Jewish education as well as its psychological and socio-cultural foundations. Students will be invited to rethink assumptions, consider divergent points of view, and engage in informed reflection and critical thinking about the nature and purpose of learning and teaching in Jewish contexts.

**JED 5000 LEARNING AND COGNITION 3 credits**
This course will examine student thinking and learning through the perspectives of cognitive and learning science. It will include an introduction to cognitive science focusing on representations used to model student knowledge and thinking, and how these can be used to describe student learning over the short- and long-term. Finally, we will focus on how these representations of knowledge and learning can enhance teaching practice in classroom settings.
EDU 5120 MODELS OF TEACHING 3 credits
This course integrates three major components of effective classroom pedagogy: instructional strategies, behavior management strategies and instructional design strategies.

JED 5700 PORTFOLIO 0 credit
Taken in the last semester before graduation, the student is required to submit a Professional Portfolio demonstrating knowledge, skills, and dispositions of a Jewish educator.

JED 5551 (Elementary) JED 5651 (Secondary)
PROFESSIONAL ENHANCEMENT PRACTICUM (PEP I) 3 credits
The PEP (student teaching) experience serves as the culminating expression of what students have learned in their coursework and in actual teaching, integrating theory, research, and practice. PEP is a 6-credit practicum that extends over the course of the full academic year (3 credits each semester). PEP I includes a seminar course that meets weekly on Wednesdays, 6:00 – 7:50 p.m. Students should reserve this time and not take on a work assignment that will prevent attendance in this seminar. The course requires that students serve as head teacher, assistant teacher, or intern in a formal Jewish educational setting.

JED 5552 (Elementary) JED 5652 (Secondary)
PROFESSIONAL ENHANCEMENT PRACTICUM (PEP II) 3 credits
The PEP (student teaching) experience serves as the capstone culminating expression of what students have learned in their coursework and in actual teaching, integrating theory, research, and practice. PEP is a 6-credit practicum that extends over the course of the full academic year (3 credits each semester). The course requires that students serve as head teacher, assistant teacher, or intern in a formal Jewish educational setting.

JED 5070 PROMOTING JEWISH VALUES 3 credits
A practical approach to the field of moral and spiritual development and values education, informed by psychological theory and Jewish thought. The major focus is on educational applications of new research in spiritual development in children and adolescents, and the field of positive psychology – an emerging science that focuses on understanding such positive traits as forgiveness, gratitude and happiness. Each topic is presented in the context of recent research, Judaic perspectives, and their implications for educators working in Jewish schools.

JED 5200 TEACHING BIBLE: CHUMASH 3 credits
Principles, techniques, and materials of teaching Bible in Jewish day schools; trends and approaches in teaching Bible; relevance of the Bible in modern society. Analysis of student motivation, learning styles and development, and the selection of appropriate texts and commentaries. Pre-requisite: EDU 5120: Models of Teaching.

JED 5210 TEACHING BIBLE: THE PROPHETS 3 credits
Maximizing the use of Nevi’im Rishonim (in elementary school) and Nevi’im Aharonim (in secondary school) as educational resources through the analysis of student motivation, learning styles and development, and the selection of appropriate texts and commentaries. Various instructional and assessment modalities are analyzed. Pre-requisite: EDU 5120: Models of Teaching.

JED 5317 TEACHING ISRAEL AND ZIONISM 3 credits
Curricular and instructional development in religious Zionism and modern Israel, including multi- and interdisciplinary approaches; studying current events and promoting Israel advocacy; integration of Israel education into Jewish and general studies curricular, co-curricular and extra-curricular options.

JED 5230 TEACHING JEWISH LITURGY 3 credits
Principles, techniques, and materials for teaching tefilah in Jewish day schools; resource materials, terminology, concepts, curriculum, and philosophy of Jewish prayer. Pre-requisite: EDU 5120: Models of Teaching.
JED 5220 TEACHING JEWISH HISTORY  3 credits
The means, methods, goals and objectives of teaching Jewish History in formal and informal Jewish educational settings.  
Pre-requisite: EDU 5120: Models of Teaching.

JED 5240 TEACHING THE HOLOCAUST 3 credits
This course will provide principles, practices, materials, interdisciplinary activities, and resources, with particular emphasis on literature and film, for teaching about the Holocaust in elementary and secondary schools.  
Pre-requisite: EDU 5120: Models of Teaching.

JED 5260 TEACHING JEWISH STUDIES: TORAH SHE BA'AL PEH  3 credits
This course focuses on the teaching of Torah She Ba'AL Peh on the secondary level. It will include: an historical overview of the role and nature of Torah She Ba'AL Peh studies; the place it has within the curriculum; an examination of the structure of the Midrash, Halakha, Mishna and Talmud; strategies for the teaching of texts and sugyot; contemporary Yeshiva approaches to Torah She Ba'AL Peh studies; use of technology; chevruta learning; engaging the student; creative thinking and analysis; motivational techniques; logical thinking; teaching the challenged and areas often neglected.

JED 5303 TEACHING JEWISH STUDIES: PIRKEI AVOT  3 credits
This course focuses on the principles, techniques and material of teaching Jewish ethics, literature, and culture in the context of Pirkei Avot.

JED 5215 TEACHING MIDRASH  3 credits
The objective of this course is to acquire a knowledge of midrashic literature and its uses in Jewish education. Knowledge includes distinguishing between different midrashic genres (halakhic and aggadic) and between Midrash and talmudic Aggadeta. Attention will also be paid to the historical provenance of significant midrashic collections, such as Midrash Rabbah, Lekah Tov and Midrash HaGadol. Uses in Jewish education include the incorporation of midrashic sources in biblical commentaries and the use of midrashim, in general, for the development of student character and values education. The history of midrashic interpretation will serve as a guide to whether midrashim should be taken literally or figuratively.

JED 5214 TEACHING TALMUD  3 credits
Principles and techniques of teaching Talmud; developing readiness and skills; mastering language and style; logical and legal postulates; relationship to the bible and Codes; methods and materials for teaching Talmud to beginning and advanced students.

JED 5020 UNDERSTANDING DIVERSE LEARNERS  3 credits
This course will focus on understanding models for serving diverse learners in special education and inclusion settings, with particular attention to the challenges in Jewish schools. It will review: learning, behavioral, medical and emotional phenomena; techniques for assessment and remediation of issues that compromise students' success; understanding the demands of Jewish studies curricula and how it can best be offered to meet the needs of these diverse learners.

JED 5250 WORKSHOP IN INFORMAL JEWISH EDUCATION  3 credits
This course will examine the underlying theories and methodologies, as well as practical application, of informal Jewish educational principles and techniques, including psycho-educational perspectives underlying informal education, and student-centered active learning processes. Effective communication, drama, film and other multimedia procedures and programming materials will be considered, along with leadership training and halachik dimensions of outreach work.  
Pre-requisite: EDU 5120: Models of Teaching.
## AZRIELI DOCTORAL COURSE DESCRIPTIONS

### JED 8870 COMMUNITY RELATIONS AND JEWISH EDUCATION 3 credits
The effect of community institutions and personalities on the school, educator, principal and decision-making process; public relations, adult education, extra school projects; resource development; state regulations and the Jewish school.

### JED 8100 CURRICULUM DEVELOPMENT 3 credits
Classic and contemporary theories of curriculum development and their application to day schools in general and Judaic studies in particular. This includes designing and implementing effective curriculum and learning based upon a school's mission and philosophy, the capacities of its faculty, and the needs and abilities of its students.

### JED 8110 CURRICULUM DESIGN 3 credits
Theoretical and practical issues pertaining to the designation, articulation, implementation and evaluation of curricular objectives for day schools. Developing standards and benchmarks in limmudei kodesh for K-12 Jewish education.

### EDU 8130 DIFFERENTIATED INSTRUCTION 3 credits
Planning for and managing classrooms with diverse students; focus on the process of instruction and assessment; methods for using the classroom environment effectively and efficiently.

### JED 8501 DOCTORAL SEMINAR I 3 credits
Applied seminar in the preparation and development of dissertation proposals and research design. For doctoral students who have completed all other course requirements.

### JED 8880 ETHICS AND LAW 3 credits
Study and analysis of ethical and legal dimensions of classrooms and schools as morally complex environments. This course will raise such issues as: equality and discrimination, student and teacher rights, tort liability, inclusive practice, Americans w/Disabilities Act, teacher employment, parochial aid, and the role of educators as moral agents.

### JED 8800 GUIDANCE IN JEWISH SCHOOL 3 credits
Guidance problems and techniques; paradigmatic counseling and guidance with clinical indications for pupil adjustment and parent-teacher consultation; individual and group methods for pupil-personnel work in Jewish education.

### JED 8200 HISTORY OF JEWISH EDUCATION 3 credits
Survey of the development of Jewish education theory and practice: analysis of underlying religious, political, social, and intellectual forces influencing theory and practice.

### EDU 8400 INTRO TO RESEARCH IN EDUCATION 3 credits
This doctoral level course introduces students to the discipline of empirical educational research, preparing them to be responsible consumers and producers of knowledge. Topics include the scientific method, research paradigms and data collection methods, study designs, conceptual frameworks and literature reviews, ethics, and APA style.

### JED 8890 JEWISH SCHOOL FINANCE 3 credits
Issues related to financial aspects of Jewish day schools: budgeting, tuition, sources of income, communal involvement, government decisions concerning aid, managing funds, and other related areas.
JED 8830 INSTRUCTIONAL LEADERSHIP 3 credits
Theories of leadership, forms of influence, and consequences and conditions of their use; line vs. staff position and their implications for the use of influence; in-service training; problems in supervision.

JED 8810 ORGANIZATIONAL THEORY AND SCHOOL MANAGEMENT 3 credits
This course will review major theories of organization and management with particular focus on public and tax exempt institutions. It will cover classic human relations and group theory, systems analysis, management by objectives, motivation, total quality management, corporate culture and strategic planning. In each case applications will be directed to formal and informal educational settings.

JED 8860 PERSONNEL MANAGEMENT 3 credits
Fundamentals of managing staff, including effective management strategies, data-driven staff evaluation, and comprehensive models. Practical application of theories of motivation and decision-making to the school administration context. Implications of diverse organizational and decision-making structures for personnel management.

JED 8210 PHILOSOPHY OF JEWISH EDUCATION 3 credits
This course will assess Jewish educational frameworks and practices from the perspective of both Jewish and non-Jewish philosophers. The role and influence of ideology in contemporary Jewish education will be considered with particular emphasis on curriculum development.

EDU 8840 POSITIVE BEHAVIOR SUPPORT 3 credits
A focus on schools adopting research validated practices, data-based decision-making, team-based problem solving, an instructional design analysis of teaching social and academic skills, and a continuum of instructional and behavioral support to meet the needs of each individual student.

JED 8320 PSYCHOLOGY AND THE RELIGIOUS PERSONALITY 3 credits
Freudian, Neo-Freudian, and contemporary schools of psycho-analysis; their relevance in dealing with the religious personality and ritual activity; explorations and dialogue from a Jewish perspective.

JED 8340 PSYCHO-SOCIAL PROBLEMS IN THE JEWISH COMMUNITY 3 credits
Processes and problems involving the personal development and attitudinal changes of Jewish youth in American society. Topics will include “at-risk” behavior, media (television, internet) exposure, and relationships between learning and behavior.

JED 8420 RESEARCH IN JEWISH EDUCATION (QUALITATIVE) 3 credits
The goal of this course is to prepare doctoral students to be critical consumers of the qualitative educational research literature, a crucial stepping-stone to developing their own dissertations. This will include a review of interviewing techniques and semi-structured interviewing; observation techniques, ranging from participant observation to experimental phenomenology; surveys, focus groups and projective techniques; and, ethical guidelines for qualitative research.

JED 8410 RESEARCH IN JEWISH EDUCATION (QUANTITATIVE) 3 credits
Introduction to various quantitative research designs and methods and the statistical analyses associated with each. Students gain the skills to read and conduct quantitative research studies, as well as to statistically analyze data through the use of computer software.

JED 8850 RESOURCES AND MATERIALS IN EDUCATION 3 credits
This course will examine the theoretical and applied dimensions of a variety of academic, cultural, technological, and communal resources. Participants select resources in their area of specialization, relate the theoretical literature to practical experience, and report on their curricular and/or instructional value. Students work collaboratively to
evaluate and adapt secular products, places, and processes to the needs and goals of Jewish education. A visit to places of interest in NYC is also included.

**EDU 8300 SEMINAR IN JEWISH EDUCATIONAL POLICY 3 credits**
This course will provide an overview of the theory, development and implementation of Jewish educational policy in North America with particular emphasis on Jewish day schools and the K-12 student population. It will consider the structure of Jewish communities, their social and demographic trends, funding and budgetary concerns, human resources, government relations and the needs of special populations. It also will include reference to Jewish texts and sources that inform the process and ethical dilemmas in its implementation.

**JED 8310 SOCIAL AND PSYCHOLOGICAL PERSPECTIVES OF JEWISH YOUTH 3 credits**
Etiology and remediation of issues facing Jewish youth. Topics include the role of the educator in identifying and teaching child victims of physical and sexual abuse or neglect, the needs of children living with serious financial difficulties, high-conflict marriage, or such ongoing stress as terrorism, disaster, or chronic illness.

**JED 8820 SUPERVISION IN JEWISH SCHOOLS 3 credits**
This course will cover instructional supervision; staff development/in-service training; action research; instructional leadership and establishing professional culture of reflective practice among teachers; peer supervision and mentoring of co-curricular activities.

**EDU 8000 THEORIES OF LEARNING AND TEACHING 3 credits**
Curriculum evaluation: school-wide curriculum development processes, including involvement of stakeholders; development of a school-wide curriculum utilizing available resources and materials within a recognized framework of teaching and learning.

**JED 8330 VALUES & MORAL DEVELOPMENT 3 credits**
The course will review current psychological thinking about the development and education of values and morality in children and adolescents. This will include a psychologically informed and evidence based examination of strategies for instilling values in areas such as sexuality, materialism, respect, responsibility, self-control, anger management, and gratitude. Each of these categories will be examined through the prism of current psychological theory, Jewish thought, and model education strategies.

**JED 9000A INDEPENDENT STUDY 3 credits**
**JED 9000B INDEPENDENT STUDY 3 credits**
**JED 9001 PROJECT RESEARCH I – COMPREHENSIVE EXAMINATION 0 credit**
**JED 9002 PROJECT RESEARCH II 0 credit**
**JED 9700 DOCTORAL COMPREHENSIVE EXAM/PAPER 0 Credit**
**JED 8500 INTERNSHIP: JEWISH EDUCATION I (150 hours)**
**JED 8503 INTERNSHIP: JEWISH EDUCATION II (150 hours)**
**JED 8501 DOCTORAL SEMINAR II 0 credit**
**JED 8891 Research Practicum I 0 credit**
**JED 8892 Research Practicum II 0 credit**
**REG 9992 Maintenance of Registration 0 credit**