



Azrieli Graduate School
of Jewish Education and Administration
Fanya Gottesfeld Heller Doctoral Program

**Executive Model EdD in
Jewish Educational Leadership and
Innovation**

Doctoral Student Handbook

YESHIVA UNIVERSITY

Spring 2018

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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 ahead, and staying focused on a long term project, especially for busy professionals, is challenging. This handbook has been designed to delineate the tasks and make them a bit less challenging.

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,” in that changes are anticipated as new policies and procedures are developed. It is available in both hard copy, and on the AGS website at www.yu.edu/azrieli. Policy and procedure changes are highlighted in the *Doctoral Digest*, which is sent via email to all registered students.

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 in order 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.

Whether you are an administrator, curriculum specialist, student support professional, or teacher planning on expanding your repertoire and responsibilities, we have designed a program to enable your development as an educational leader. We have attempted to be sensitive to the extensive demands of practicing professionals while developing coursework and requirements that encourage the highest levels of scholarship and educational innovation. Our program has evolved over the years and has always benefitted from student feedback. I invite you to share your impressions, concerns, and suggestions with me.

We recognize that we are partners with our students on a sometimes challenging journey. Faculty and staff are highly invested in supporting students' growth. Opportunities for collegial collaboration abound, and I urge you to find time to work with our outstanding faculty whenever possible.

Shortly after beginning at Azrieli, I realized what a remarkable place it is. Welcome, and thank you for joining us for what I am confident will be a highly rewarding experience.

Rona Milch Novick, PhD

A Message from the Director

Berukhim ha-Ba'im to the *Executive Model EdD in Jewish Educational Leadership and Innovation*, the newest iteration of the Fanya Gottesfeld-Heller Doctoral Program of the Azrieli Graduate School of Jewish Education and Administration of Yeshiva University. Although I have been both a faculty member of Azrieli and an administrator for a dozen years, this is my first term as director of the doctoral program.

As one “newbie” to another, welcome! The next several years promise to be personally and professionally fulfilling providing we strike the proper balance between the face-to-face touchstone meetings (*mifgashim*), intensive summer institute, and the ongoing online assignments. This will require close collaboration on the parts of administration, faculty, students and support staff and I am looking forward to meeting this challenge cooperatively.

Whenever Rabbi Nehunyah ben HaKannah entered the *beit midrash*, he would recite a brief prayer that not even inadvertent harm result from his actions. And when he exited, he would express satisfaction in his lot. (Berakhot 28b)

As educators who share in the responsibility for the beliefs, opinions, attitudes and practices of many day school children, let us, too, pray that we fulfill our responsibilities faithfully and to the best of our ever-increasing abilities, and may we, too, express satisfaction in our lots.

Moshe Sokolow, PhD

A Brief History

David J. Azrieli Graduate Institute of Jewish Education was established in 1983 in recognition of a major gift by the Montreal architect-builder and communal leader, to coordinate Yeshiva University's four graduate programs in Jewish education: Master of Science in Jewish Elementary Education; Master of Science in Jewish Secondary Education; Specialist's Certificate in Administration and Supervision of Jewish Education; and Doctor of Education in Administration and Supervision of Jewish Education. These were previously offered by Ferkauf Graduate School in the Department of Education and the Isidore and Rose Silverstein Department of Jewish Education, named in honor of the beloved parents of Mrs. Estelle Ferkauf. Yeshiva University's long tradition of quality education in this field began during the 1940's with programs at the School of Education and Community Administration.

In 2006, with the generous gift of its namesake, The Fanya Gottesfeld Heller Division of Doctoral Studies of the Azrieli Graduate School of Jewish Education and Administration was dedicated. With enrollment doubling in size, it is now among the leading doctoral programs in Jewish education in the country. To date over 50 graduates have completed their dissertations and moved on to distinguished careers in the profession of Jewish education.

The current *Executive Model EdD in Jewish Educational Leadership and Innovation* was initiated in the fall of 2014.

Program Mission

The Fanya Gottesfeld Heller Division of Doctoral Studies at the Azrieli Graduate School of Jewish Education and Administration offers a highly selective program to prepare leaders of Jewish schools and other Jewish educational agencies and institutions. We have responded to the Jewish community's need for more quality-trained educational leaders, including principals, student support service administrators and curriculum experts. Recognizing the core skills, knowledge base and affinities of successful educational leaders, all doctoral students are prepared to assume leadership positions. Students in the program benefit from the wisdom and guidance of our internationally recognized faculty through an innovative and comprehensive array of courses, collaborative faculty-student research initiatives, as well as academic and professional mentoring.

Office of the Doctoral Program

The Office of Doctoral Studies coordinates all aspects of the doctoral program. The Director of Doctoral Studies, Dr. Moshe Sokolow, determines, together with the program faculty, the policies, procedures, and curriculum for all course study. Dr. Sokolow is accessible both by phone at (212) 960-0139 and by email at msokolow@yu.edu.

The office is supported by Mrs. Louisa Wolf, Executive Assistant to the Dean. Her office is located in Belfer Hall, Room 311, and can be reached at (212) 960-0186, or by email at lwolf1@yu.edu.

Students

The doctoral students at AGS are active professionals in the field of Jewish education who have gained their Masters 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* blends an annual 5 day Intensive Summer Institute, with 4 three-day face-to-face touchstone meetings (*mifgashim*) spread throughout the Spring and Fall semesters, allowing new students to complete their coursework in 3 years. Additionally, the program has a "hands on" approach to learning, in which students are encouraged and obligated to relate theoretical constructs that are developed and explored in class to actual experiences in the field.

NB: Admissions to the new program will be biennial and the course offerings scheduled accordingly. Students admitted in a particular cohort who are unable to complete their requirements in a timely fashion, may have a substantial wait until those courses are available again.

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:

Scott J. Goldberg, PhD, Vice Provost for Teaching and Learning; *Student support, differentiated instruction, multilingual literacy, assessment, special education*

Jay Goldmintz, EdD. Adjunct Instructor; *Organization and Leadership, school culture, spiritual development*

Moshe Krakowski, PhD, Director of Masters' Programs; *Culture in schools, curriculum development in Judaic studies, and problem-based learning*

Rona Novick, PhD, Dean; 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.*

David Pelcovitz, PhD, Gwendolyn and Joseph Strauss Chair in Jewish Education; *Child development, trauma, at-risk children, values and religious growth*

Laya Salomon, EdD, Assistant Professor; *Methods of teaching, differentiated instruction, curriculum, assessment, and classroom management*

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

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

Karen Shawn, PhD, Visiting Associate Professor of Jewish Education; *Holocaust education, resources in education, teacher induction*

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 coursework concentrated in three years through face-to-face touchstone meetings and ongoing online project based learning throughout the academic year.

NB: Admissions to the new program will be made biennially and the course offerings scheduled accordingly. Students admitted in a particular cohort who are unable to complete their requirements in a timely fashion, may have a substantial wait until those courses are available again.

Program Elements: Courses

Edd in Jewish School Leadership and Innovation - 4 year program sequence
(A chart comparison of proposed and existing curriculum is also provided)

Year 1

Fall 1 - 6 credits

Introduction to Educational Research for Jewish School Leaders

Consideration of research questions schools routinely ask – including are students learning, what supervisory support will cultivate the best teachers, which curriculum is most effective, and application of research paradigms that can address them. Using the Stanovich Thinking Straight About Psychology text, issues of research design including reliability, validity, sampling biases, and correlation vs. causation will be explored and applied to actual educational research questions. Particular consideration of research challenges and biases in the Jewish community. Developing library research and reading research skills.

Organizational Theory and School Management

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.

Personnel Management

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.

Community Relations and Jewish Education

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.

Spring 1 – 6 credits

Ethical and Reflective Leadership of Jewish Schools

Theoretical readings introduce concepts of ethical and reflective leadership. Jewish ethics and secular models will be contrasted. Case-based and problem-based applications allow students to explore practical application of theory to actual school-based challenges.

Educational Leadership for Jewish Schools I

Consideration of teaching models and curricular design, coupled with additional readings and discussions of learning and cognition and unique characteristics of adult learning to support the development of school leaders who are true educational leaders for both secular and religious studies.

Technology and Jewish Education

Theoretical readings will challenge students to consider benefits and risks of technology in Jewish day schools and consider how to effectively integrate technology into their practice. The semester project will require inclusion of an appropriate technology application, providing students with hands-on experience with several technology platforms.

Summer 1– 6 credits

Administrative Leadership for Jewish Day Schools

Review of recruitment of professionals, legal issues in termination of staff, pragmatics of scheduling and time management, basics of plant management, and safety. Significant units on budgeting, fundraising, public relations and communications. Use of actual cases and problems will develop practical skills and knowledge and consider the unique nature and challenges in Jewish school settings.

Educational leadership for Jewish Day Schools II

This builds on educational leadership I with a focus on team and human resource development, and particularly on mentoring and supervising teachers. Particular challenges in developing skills among Jewish studies faculty will be a primary focus. Students will complete multiple supervision cycles with feedback from peers and faculty, and will plan and execute professional development offerings.

Introduction to Learning and Cognition

Readings, viewings and experiential activities to promote consideration of how students learn and think as critical for design of learning and school environments. The types of learning and cognition tapped in Jewish schools, particularly in text based learning, will be addressed.

Year 2:

Fall 2: (6 credits)

Applied Research and Data Driven Decision Making for Jewish Day Schools

Using an actual school problem, students will learn what action research, program evaluation, and data driven decision making entails. The relative limitations of data availability in Jewish studies vs. secular studies will be considered. Students will explore sources of data, understanding of data, data presentation and analysis strategies and the benefits of using data in the service of educational leadership.

Technology Applications for Jewish Day Schools

Students will use multiple technological formats to address selected Jewish school issues including generating recruitment and fundraising vehicles, creating parent learning materials, supporting struggling learners, enabling collaborative group work.

Legal Mandates and Legal Issues for Jewish School Leaders

Using a case format, students will consider legal mandates that apply in Jewish schools in a variety of domains, including personnel management, discrimination, educational accommodations, child abuse, confidentiality and educational entitlements. Readings and presentations by field experts will enhance learning.

Spring 2 (6 credits)

Philosophy and Mission—Considering Context and Goals in Jewish Day Schools

This brief consideration of major educational philosophies in Jewish and secular education offers a context for understanding modern educational models. Students also explore school missions, as stated in formal mission statements, and as embodied in their culture as they embody particular philosophical approaches.

Curriculum Design, Integration and Evaluation in Jewish Day Schools

Using the case of a school forced to evaluate and integrate its curriculum, students will consider the role of educational leaders in initiating, supervising and coordinating curricular design and integration across subject areas, as well as evaluation of curricular successes and weaknesses.

Models and Practices of Student Support in Jewish Schools

Using multiple case studies, students will be presented with core ideas and strategic models in inclusion and student support across academic, social, emotional, behavioral and spiritual domains. The benefits of a positive psychology focus and its consistency with Jewish beliefs will be discussed as a grounded theory approach to student support.

Summer 2 (6 credits)

Social Emotional Learning, Spiritual Development and Jewish Schools

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.

Social Challenges in Jewish Schools

Addressing issues of bullying, social class distinction and consideration of Jewish schools as social environments will be accomplished through case materials.

Budgeting and Strategic Planning for Jewish Day Schools

Using actual school cases and budgetary challenges facing schools, students will learn paradigms for responsible fiscal management and strategic planning.

Applied Research Strategies

Using a case or problem, students will apply action research, and curriculum and program evaluation to actual problems in school settings

Year 3:

Fall 3 (6 credits)

School Change and School Improvement in Jewish Schools

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.

Capstone Proposal Seminar I

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.

Spring 3 (6 credits)

Leadership in Thought and Practice – YU Lead Internship I

Students will be exposed to leaders in the field who will direct them through various reflective exercises, readings and discussions. As they consider effective leadership they will complete tasks and projects in their capacity as leader at their school. Mentors will provide guidance and feedback on students' work.

Board, Community and Family Relationships in Jewish Schools – 2 credits

Effective techniques for governance, alumni development, funder development and family engagement will be explored through readings and application to cases and problems.

Capstone Proposal Seminar II

To assist students in completing their capstone proposal by the end of this semester, students will participate in a seminar focused on their literature review and methodology.

Summer 3 (6 credits)

Leadership in Thought and Practice – YU Lead Internship II

Students will be exposed to leaders in the field who will direct them through various reflective exercises, readings and discussions. As they consider effective leadership they will complete tasks and projects in their capacity as leader at their school. Mentors will provide guidance and feedback on students' work.

School Change and School Improvement II

A capstone course, engaging students in applying knowledge and skills regarding curriculum, student support, learning and cognition, supervision of staff, board governance, technology applications and legal and ethical issues to a complex school change problem.

Year 4:

Capstone Project Advisement

Students work with faculty advisor and peer support team as they proceed through completion of their Capstone Project. The project must be submitted by February following the final spring course. Faculty will guide and support students, and is presented at a pre-graduation seminar in May.

Program Elements: Doctoral Comprehensive Paper

The doctoral comprehensive paper must be completed before students have completed 12 courses (i.e., before the end of Year 2). The paper is designed to provide students with experience completing a comprehensive literature review of a significant educational issue, problem or approach. This skill is of particular relevance to the successful completion of a doctorate, and together with a review of students' grades, serves as both a milestone for the early phase of the program, and, when successfully completed, allows students to apply for formal candidacy for the Doctorate, described in detail below.

Workshops to help students prepare the paper are archived on-line and available at any time for student review.

Process:

After completing 18 credits (i.e., at the start of Year 2), students submit an application to complete the Doctoral Comprehensive paper to the director of the doctoral program. The director will provide a minimum of 3 topics for the comprehensive paper, from which the student will select one, and notify the director in writing within one week. From the date of topic choice, students will have 2 months to submit their completed paper. All papers will be read by two readers within two weeks of submission. Papers will be graded as follows:

- High pass
- Pass
- Provisional pass – changes required, student will be awarded a pass if changes made within 2 week period
- Fail – student will meet with advisor or doctoral program director to develop remediation plan, and/or to discuss viability of continuing in program. One possible remediation plan may include the student completing an additional literature review.

Guidelines:

25-30 double spaced pages, including references, and following APA guidelines.

Sample Topics:

School Reform	Social Skills Interventions for Students on the Autism Spectrum
Peer Tutoring	Differentiated Instruction In Elementary Classrooms
Moral Education	Family-School Relationships
Supervision of Novice Teachers	Professional Development For Educators
Teacher Induction	Gender And Management Styles In Schools
Curriculum Based Measurement	Organizational Change
Lay-Professional Relationships	Use of Paraprofessionals and Aides
Inclusion of Special Needs Students	Curricula to Promote/Include Higher Order Thinking
Classroom Mgmt & Behavior Support for Specified Populations of Students	Multidisciplinary & Integrated Curricula
	Instructional/Curricular implications of academic Judaica

Program Elements: Applying for and Achieving Candidacy

After completion of a minimum of 18 credits and the doctoral comprehensive paper, students may apply for candidacy, signifying their interest in continuing in the doctoral program and their good faith commitment to complete the requirements for the program.

In order to apply for candidacy, students should fill out the *Application for Doctoral Candidacy* (see attached form in Appendix B). In order to be eligible for candidacy, students must meet the following requirements:

- Completion of 18 credits:
- Obtaining a minimum grade of B in all classes
- Successful completion of Doctoral Comprehensive Paper

While applying for candidacy, students are permitted to continue their coursework. Students granted candidacy will continue to work towards their doctorate, through the completion of the advanced courses and internship and eventually culminating in the students' dissertation. Students declined candidacy or whose life circumstances no longer allow them to commit to completing their program in time will confer with the Director of Doctoral Studies about alternatives, including completing the requirements of the Specialist Certificate in Jewish Education and Administration.

Program Elements: The Leadership Portfolio

Recognizing the importance of applying knowledge gained in the doctoral program in the field, practicum experiences are interwoven into courses and accented in a year-long focus on developing a leadership portfolio.

Students may register for the Leadership Portfolio only after they have successfully completed the doctoral comprehensive paper, and at least 24 credits.

Students entering the program in 2014 are eligible to fulfill their leadership portfolio requirement through participation in the *YU Lead* program administered by the YUSP (Yeshiva University School Partnership). With the approval of the program director, participation in *YU Lead* and completion of assigned responsibilities may be taken for Azrieli credit. The YU Lead program is a largely on-line year-long seminar, facilitated by experts in educational leadership.

Program Elements: The Capstone Dissertation Project

The doctoral dissertation is the capstone experience of the program. Students are expected to begin the process before completing their coursework and internship. Through courses, internship and other activities of the department students can begin to develop areas of interest, research questions and collections of scholarly works to support their dissertation. Regardless of the form or content students choose for their dissertation, it is expected that it will be a scholarly work, synthesizing existing knowledge and expanding it to create new understandings that will contribute to the field of Jewish education.

The content and process of each doctoral dissertation is unique to the student. What follows is a discussion of the recommended sequence and the required tasks/steps in the process. Going from idea, to proposal, to research to finished dissertation requires considerable effort and time, but must be completed within four years of completing coursework. Students who are unable to meet these requirements will receive a specialist certificate. If they wish to continue towards the doctorate, they will need to reapply for admission into the program. Students who have compelling life or professional circumstances that make such deadlines untenable, may submit a formal written request for an extension. Such a request must include a timeline for completion specifying appropriate interim goals. Accepted requests will result in a student being placed on probation, and failure to meet timeline goals will void the extension

AGS allows and encourages dissertations from various formats. Regardless of format/topic, the dissertation should include a thorough and critical review of relevant bodies of literature, and a compelling explanation for the methodology/approach chosen to address the research question. Questions posed by the dissertation research should be grounded in theory.

Dissertation topics/formats and methodological approach must be approved by the Director prior to a chair and committee being selected, and before students begin formal work on a dissertation proposal. Determining a chair and selecting a committee is done with the student's input and at the director's discretion.

Quantitative research dissertations:

- Randomized study – controlled application of intervention or approach
- Comparative study – investigation of differential effects of two or more interventions or procedures
- Correlational study – theory driven exploration of relationship between two variables
- Assessment study – development/calibration of a measurement instrument

- Secondary analysis – utilization of existing data to address a theory driven question or issue
- 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:

- Ethnographic study
- Case study
- Interview study

Humanities-style Textual dissertations:

- Thorough scholarly review of Jewish and general sources pertaining to a specific discipline in the day school curriculum
- Integration of prior research on aspects of instruction, and presentation of unique synthesis or new perspective
- Discussion of implications of new or existing scholarship for Jewish education

New Capstone Dissertation Project 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.

Curriculum Design and Development

In addition to the empirical social-science researched dissertations traditionally undertaken at Azrieli, students in the Executive EdD Program are encouraged to consider designing and developing a curriculum in fulfillment of their dissertation requirement.

This curriculum—in an area of Judaic Studies or an integration of Judaic and General Studies—should demonstrate competence in its four foundations: philosophy, history, psychology, and sociology, and familiarity with each of the curricular commonplaces: learning, instruction, milieu, and mastery of the operative subject matter, at the designated grade level.

- If the student wishes to focus on a particular instructional component of a curriculum, then the student must arrange for said curricular unit to be field tested, and incorporate either a quantitative or qualitative research module attesting to its implementation.

Case Study

Case studies describe situations that require administrative decision-making, and may have the following methodological purposes:

- research
- evaluation
- policy study
- teaching

The categories into which cases commonly fall:

1. true cases (no alterations to names of persons or organizations)
2. disguised cases (actual names are not supplied)

We will grant some latitude in terms of the size of the proposed case, in light of the fact that it may vary according to its intended purposes.

Action Research

According to the North Central Regional Educational Laboratory:

"Action research is inquiry or research in the context of focused efforts to improve the quality of an organization and its performance. It typically is designed and conducted by practitioners who analyze the data to improve their own practice. Action research can be done by individuals or by teams of colleagues. The team approach is called collaborative inquiry."

Colleagues who share either the same institutional/organizational background, or who fulfill identical organizational roles in comparable institutions may request permission for a collaborative project, providing the roles and responsibilities of the individual contributors must be well-defined and articulated.

Program Evaluation

Program evaluation is an individual or collaborative attempt to provide data for the assessment of the processes or outcomes of a distinct educational program. It may be formative, and provide data (to staff) for an ongoing program, or summative, and provide data (to funders or regulators) for evaluation of a concluded program.

Either or both quantitative and qualitative methods can be used—as in traditional social science research—although program evaluation tends to be more “client-focused” as researchers work closely with program staff to both obtain the data and implement evaluation.

Colleagues who share the same institutional/organizational background may request permission for a joint project, providing that their respective roles and responsibilities are well-defined and articulated.

The Dissertation Process: Recommended and Required Steps

The standard steps are summarized in the table below, and described more fully in the accompanying text that follows.

Required	Recommended
	<p>Read materials in area of interest, begin collecting references and consider research questions. Review research of AGS faculty, prior dissertations and other existing data sources to consider potential areas of inquiry.</p>
	<p>Narrow area of interest and read enough material in area to identify a focus area. Consider meeting with faculty with interest/expertise in area or related areas.</p>
Complete CCI on-line course and training course.	
Meet with Director to discuss area of interest, the capstone seminar most appropriate for you and potential faculty chair.	
Read and master literature in your area of study. Research questions should evolve from this scholarly review of literature. Review research questions and proposed methodology with Director for approval.	<p>Since much of this reading may later evolve into the proposal and dissertation literature review keep careful records of all references, and create note-taking system.</p>
Take Doctoral Capstone Seminar	
Write proposal and submit to chairperson and committee.	<p>Review previous proposals available through the Office of Doctoral Studies. Review Guidelines for Proposals available on the Wurzweiler website.</p>
Proposal Defense – if approved, submit Proposal Approval Form to Doctoral Studies Office	
Submit proposal to CCI and obtain formal CCI approval	
Conduct research/project If it will be necessary to recruit research subjects, consult with Director, Chair and Institute.	<p>Pilot data collection methods and vehicles, if appropriate. Consult with statistician for support.</p>
Write dissertation, sharing drafts with chair and committee.	<p>Consult with registrar’s office/ re: format for final draft of dissertation.</p>
With support from Doctoral Studies Office, schedule and hold defense.	
Make corrections, prepare and submit final draft.	

The Capstone Seminar

With guidance from the director of the doctoral program, students will have the opportunity to select from amongst several themed capstone seminars, based on the content and nature of their capstone project. Working with a faculty chair, students in a capstone seminar will work towards preparation of their proposals, and, ultimately, their completed capstone projects. They will be expected to provide feedback to peers, with the seminar serving as a laboratory for development of all students' projects. The faculty facilitator will serve as chairperson for each student in the seminar.

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 implications of the proposed inquiry grounded by a substantive literature review of relevant theory and empirical studies. Faculty committee members will review the proposal before it is submitted for the proposal defense. Faculty members are well aware of the need for feedback. However, members of your dissertation committee may be working with other students at varying stages in the program.

Therefore, when submitting drafts of chapters to the chair and members of your committee, be sure to allow a 4 week turn around for each version.

The proposal is a form of contract between the faculty and the student. Students should keep in mind that advisors and readers must reach a consensus regarding the merits of the proposal and may require changes at several points in the process of their reviews. The high standards of the dissertation proposal and consensus among reviewers increase the probability of subsequent approval of the proposal by the Committee on Clinical Investigations (see below), and of eventual completion of the dissertation, although neither are guaranteed even with a successful proposal defense. Increased probability of CCI acceptance of the proposal and do not mean such outcomes are guaranteed.

Official approval of the proposal takes place at the proposal defense, with participation of all members of the dissertation committee. Although the committee will have seen the proposal and provided feedback beforehand, the proposal defense allows for agreement as to the nature and extent of the work going forward.

“Guidelines for the Writing of the Dissertation Proposal” (available on the Wurzweiler website) is a well-structured guide to the writing of the proposal which is revised periodically, drawing upon the experience of students and faculty as the basis for modification. Students should refer to this document as they prepare their proposal. All proposals and dissertations must adhere to the APA style. (See: Publication manual of the American Psychological Association [6th ed.]. Washington DC: Author.)

Approval by the Committee on Clinical Investigations

After the proposal is approved by the student’s dissertation committee, the student must submit it to the Yeshiva University Committee on Clinical Investigations (CCI) 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 the process must include strict measures to protect the confidentiality of the responses by the human subjects at the time of inquiry and thereafter. Under no circumstances can the research commence until the CCI has rendered a decision in writing.

In order to be reviewed by the Committee on Clinical Investigations, it is crucial that all students follow the checklist of all the procedures required by the Committee. This checklist is provided in an Appendix to this handbook.

The Dissertation

After the proposal defense and approval by the Committee on Clinical Investigations, work on the capstone dissertation project can begin. The “Guide for the Writing of the Dissertation,” which is available on the Wurzweiler website, will serve as an essential tool in the process. (<http://yu.edu/wurzweiler/phd-program-social-welfare/resources/>)

Given the new knowledge and experience stemming from the actual conduct of the inquiry, the student will update and expand upon the material in the proposal for the dissertation. Students are reminded that faculty members may be working with other students at varying stages in the program. Therefore, when submitting drafts of chapters to the chair and members of your committee, be sure to allow a 4 week turn around time for each version. The final copy of the dissertation must be handed into the Office of the Doctoral Studies accompanied by the Final Review of the Doctoral Dissertation Form (see attached form in the Appendix).

The Oral Defense of the Dissertation

When the dissertation is approved by the committee, the oral defense can be scheduled. Outside readers, assigned by the Director, with recommendations from the student and chair will also be included.. To allow for scheduling, **a request to schedule a dissertation defense must provide a minimum of four weeks' notice.**

For the defense, the student will be expected to make a brief presentation of the research and respond to questions and comments of the committee and readers. The oral defense will produce further revisions which the student will have approximately 1 month to make. Once the doctoral candidate has successfully defended his or her thesis, and made the appropriate revisions the student may file for graduation for the next graduation ceremony.

See Appendix for necessary forms:

- (1) Application for Doctoral Candidacy;*
- (2) Dissertation Committee Form;*
- (3) Dissertation Proposal Cover Sheet;*
- (4) Protocol Submission Checklist;*
- (5) Final Review of the Doctoral Dissertation Form*

Program Policies and Procedures

Registration

Students must speak with the Director of the Doctoral Program before each semester to discuss their progress and development within the doctoral program and finalize their course selection for the upcoming semester. In addition, students must notify the Director of the Doctoral Program prior to any intended change in their course load during a semester. As part of the registration process, students are required to submit their current mailing address, phone number and email address. In the case of any changes, the student must notify the registrar and the Azrieli Office.

Registered students are assigned a Yeshiva University Mail System (YUMS) email account. Non-registered students, including those who have requested a leave of absence, cannot access those accounts, which are needed to receive correspondence from the program and to access the Moodle Online Course System. If you prefer to use a different email as your primary email, you must set up your YUMS email account to forward to your primary email address so that you may still receive important communications from the program. This can be done by filling out the *Online Forwarding Form* at <http://www.yu.edu/ymail/webforwd.html>.

Failure to register

Students who fail to register by the last day to add or drop a course, as specified in the Academic calendar and in the registration materials, will be considered to have withdrawn. In such circumstances, the student is responsible for all charges. It is the responsibility of each student to abide by the registration deadlines.

Grading System

Students are graded using letter grades of A, A-, B+, B, B-, C+, C, C-, F. Students are required to maintain a “B” average overall and in each semester. Each grade has numerical values, as follows:

A	A-	B+	B	B-	C+	C	C-	F,W
4.0	3.667	3.334	3.0	2.667	2.334	2.0	1.667	0

Grade assignments are solely determined by the individual instructors. Each individual instructor has the choice of what factors to take into account. This may include but is not limited to, class attendance, participation and class performance.

Incomplete Grades

Students are expected to satisfactorily complete all requirements **before** the last class session of the semester or before the deadlines set by the instructor for submitting final assignments. Extensions will be allowed only within the following guidelines:

- Students are expected to complete their course work within the prescribed time limits. Incompletes will be granted only in exceptional circumstances.
- Students who are granted an “incomplete” for their responsibilities in a given course must file an *Incomplete Grade Form* available in the Azrieli Office. It is the student’s sole responsibility to complete this form and its associated charge. The form must be signed by the Director of Doctoral Studies.
- Once granted an “incomplete,” the student is responsible to complete the work by no later than the last day of the following semester. (Incomplete work from the spring semester must be completed by the end of the following Fall semester.)
- Failure to follow this procedure may result in a grade of F for the incomplete work.

Note: Students are permitted to carry a maximum of two “incompletes” at any one time during matriculation.

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 continue in the program and places the student on academic probation. A student is considered to be in academic jeopardy in any of the following situations, which may lead to a student not qualifying for scholarship or disqualification from the program:

- Degree Candidates must maintain a B average (3.0). If an overall 3.0 average is not maintained in a given semester, the student shall automatically be placed on academic probation and be subject to academic review.
- A student on academic probation must raise his or her overall grade point average to a 3.0 level by the following semester. Failure to achieve the required 3.0 average after being placed on academic probation is grounds for dismissal.
- A student who fails any course (that is receives a grade of F) will be automatically dropped from the program.
- A student who receives 2 “incomplete” grades within one semester will be placed on academic probation until the incomplete course work is satisfactorily completed.

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:

- 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.
- 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.
- 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.
- 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.
- The Director will designate an ad hoc review sub-committee. This sub-committee will include members of the faculty as a whole and at least one person who has had no direct participation in the situation under review.
- The Ad-Hoc Sub-Committee may, at its option, request that the student submit relevant documents and/or meet in-person with the committee members. The student may request an in-person meeting.
- The Ad-Hoc Sub-Committee will make a recommendation to the Director of Doctoral Studies, whose options can include upholding the original decision, reversing the original decision, or suggesting a remedial plan of action that details what must be accomplished within a specified timetable to reverse the decision.
- The Director of Doctoral Studies will confirm the decision of the sub-committee, but may modify or clarify the remedial plan of action to ensure compliance with the provisions of this Handbook for the Doctorate in Jewish Education, as appropriate.
- If the decision is to uphold the original decision, the student may request in writing that Dean review the action/decision of the Ad-Hoc Sub-

Committee, and the Director of Doctoral Studies, clearly stating the reasons for such a further review. The Dean may grant or deny the request. If the Dean grants the request, he will evaluate all the available materials as to the facts and circumstances, including any recommendation from the Director of Doctoral Studies and the Ad-Hoc Sub-Committee and may request a personal interview with the student. The Dean's decision whether to review the determination shall be final.

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 and the Office of the Registrar 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; that is, students must complete no fewer than 42 credits on campus.*

Transfer credit can be granted in core areas and electives with the approval of the Director of the 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:

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

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

Auditing

Matriculating students may register to audit courses of their choosing (without earning credit) at any time. The charge for auditing a course is equivalent to the cost of 1 credit.

School Related Expectations

Class Attendance

Students are expected to attend all scheduled classes and touchstone seminars. Students unable to attend must make prior notification to the individual instructor or to the Director, and are responsible for making up the missed content. Failure to abide by these regulations raises concern as to the student's ability to complete the course requirements and may result in a failing grade for the course at the instructor's or Director's discretion.

Academic Integrity and Professional Conduct

Doctoral students are expected to show seriousness of intellectual dedication; respect for the views and convictions of others; concern for the impact of advanced knowledge on society at large; regard for instructors, fellow students and the school as a whole; and, above all, adherence to the highest ethical standards in their professional lives. The school is free to dismiss a student at any time for infringement of these standards. Students should be aware that the school will **NOT** condone plagiarism, falsification, or fabrication in any form. Any demonstrable breach of academic integrity or professional conduct will be penalized.

Plagiarism occurs when a student directly copies another's work without citation; or 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.

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.

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.

Academic Community and Supports

Financial Aid for Matriculated Students

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 a FAFSA. In order to maintain eligibility for this scholarship, a minimum of 6 credits per semester is required.

Please note the new Yeshiva University policy that requires the FAFSA to be completed in order for students to receive ANY FINANCIAL ASSISTANCE. If you plan on registering for ANY AGS credits (this includes Capstone Seminar, Leadership Portfolio (YU Lead), and courses) you MUST complete your FAFSA to be considered for aid in the upcoming academic year. Although the 50% scholarship will not be available for all students in the future, we are committed to maintaining that scholarship level for the upcoming academic year (Summer 2014 through Spring 2015) and will make every attempt to maintain it beyond that for existing students in the program.

Doctoral Fellowships

Additionally, doctoral students may apply for highly competitive and prestigious fellowships. Fellows receive full tuition assistance for full-time study and a generous yearly stipend. In addition to their studies, fellows collaborate with faculty members on a variety of school initiatives and provide other instructional or administrative services to the school.

General Financial Aid

In case of need for additional financial assistance, students should contact:
Office of Financial Aid, (212) 960-5269.

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 a faculty member cannot or may not wish to serve as reference. For example, the faculty member may have already provided a reference for another student for the same scholarship or job.

Doctoral Program Events and Milestones

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 chairperson.

Resolution of Problems

Grievance Policy and Procedure

The Azrieli Graduate School of Jewish Education and Administration is committed to a policy of resolving all student grievances through a formal set of procedures designed to ensure that the student's issue or concern is fairly resolved.

Procedure:

- If a problem is encountered in the class, the student is expected to take responsible action by talking to the instructor involved.
- If the issue remains unresolved or there is a desire for further clarification, the student should speak with his or her faculty advisor who will be assigned for their research practicum.
- If the issue is still unresolved, the student can arrange to see the Director of the Doctoral Program.
- If the above steps have been taken and the student feels that the issue or problem remains unresolved, the Dean is available, by appointment, for further consultation. Such consultation may be in person or in writing at the Dean's option. The Dean's decision whether to review the matter and the determination of the issues will be final.

The above procedure should be initiated within the semester in which the problem or incident occurs and no later than 30 calendar days beyond the final day of classes in any given semester, when possible.

Grading Authority

A student may appeal a final course grade directly to the Director of the Doctoral Program only after first discussing the matter with the instructor. Upon recommendation of the Doctoral Program Director, the Dean may override a faculty member's grade only if the Dean finds extreme and egregious unfairness or impropriety.

Procedure for Changing Status

Withdrawal

A student who is withdrawing from the Doctoral Program and does not expect to return at some future date is expected to adhere to the following procedure:

- Notification to instructors
- Written notice to the Director of the Doctoral Program
- File an official Withdrawal form, available in the Registrar's office. Completion of this form is necessary for the student's record to bear the notation that an official withdrawal was granted.

Students are responsible for contacting the Office of Student Finances regarding deadlines for tuition reimbursement.

Withdrawal from Individual Courses

Students may withdraw from individual courses in exceptional situations without penalty based on the deadlines designated in the School calendar. After those dates, a "W" will appear on the transcript. The following withdrawal procedure should be adhered to:

- Notification and discussion with the instructor
- Filing of *Program Change and Withdrawal* with the Doctoral Office and the Registrar.

Note: Courses are offered on a planned and sequential basis. Withdrawal from a course should be considered only under special circumstances and with prior consultation of the instructor and/or the Director of the Doctoral Program. In addition, some courses must be taken concurrently, and withdrawal from one will require the withdrawal from another. All withdrawal charges are the responsibility of the student.

Maintenance of Registration

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

1. Registering for at least one academic course each semester
2. Requesting a Leave of Absence
3. Registering for Dissertation Proposal or Doctoral Research, as applicable.

Leave of Absence

- Students who are not taking any course work, but who expect to return at some future date should request a leave of absence. A student should request the leave during the semester before the anticipated leave. Upon being granted a leave of absence, the student will register for Project Research II. Such leaves are normally granted for a maximum of 12 months. Leaves of absence do not extend the time limits set for the completion of degree requirements.
- Students are allowed a maximum of two leaves of absence for the entire length of matriculation (two semesters taken separately or together). In extenuating circumstances, students may only exceed the 12 month leave of absence with written permission from both the Director of the Doctoral Program and the Dean.
- Leaves of absence are only available to students who have **earned credits** at Azrieli Graduate School. Therefore, first semester students are not eligible for a leave of absence. They must withdraw from the School and only apply for readmission when they wish to return or defer enrollment for one semester.
- Granting a leave of absence does not alter or negate the requirements, conditions, or expectations in effect at the time the leave was approved. Upon returning from an official leave, a student is subject to the course requirements in place at the time of readmission.
- A student who neither registers nor secures an official leave of absence for any semester will be considered to have withdrawn from the School. A student who wishes to resume studies will be required to apply for readmission.

Change of Address

Students who change their home or local residences are required to notify the Azrieli office of the change of address within 10 days by filing a *Notification of Change of Address Form*. A student is responsible for all mail sent to the old address if the University has not been so notified.

Epilogue

If you have questions or need clarification of the issues covered within this handbook, be sure to consult with the Office of Doctoral Studies. The faculty and staff of the Doctoral Program are prepared to help make your educational experience at the Azrieli Graduate School of Jewish Education and Administration meaningful and fulfilling. Here is some relevant contact information:

Dr. Rona M. Novick PhD.
Dean
Belfer Hall 313
rona.novick@yu.edu

Dr. Moshe Sokolow
Director of Doctoral Studies
Belfer Hall 315
msokolow@yu.edu

Office of Doctoral Studies
Belfer Hall 311
212-960-0186
azrieli@yu.edu

Appendix

Comparison between existing EdD and Executive EdD programs
Application for Doctoral Candidacy
Dissertation Committee Form
Dissertation Proposal Cover Sheet
Protocol Submission Checklist
Final Review of the Doctoral Dissertation Form

Comparison of Existing EdD and Executive EdD

	Existing EdD	Proposed EdD
Class schedule	Traditional brick and mortar, 14 week semester, 2 hour classes, meeting once weekly	Blended learning with week long intensive summer institutes and 2 ½ day touchstone meetings four times annually, supported with synchronous and asynchronous on-line learning
Class Modality	Traditional lecture/seminar primarily	Problem based and case based learning almost exclusively
Class Sequence	5-6 core courses, followed by any sequence of required classes and 1-2 electives	Carefully structured class sequence that provides continued revisiting of core concepts and issues applied to real-life problems.
Class content	Classes conceptualized by content area such that topics are segmented, they may be repeated in various classes but not necessarily strategically	Intense focus by year on topics and themes in integrated manner on : Year 1: Ethical and Effective Leadership and Administration, Teaching and Learning and Curriculum Year 2: Student support, Inclusion, Social, Behavioral, Emotional and Spiritual Development, Professional Development Year 3: School Change, Community Relationships
Assessments	Primarily content focused and individual. Most are course based. Major assessments include comprehensive literature review, internship portfolio and traditional research dissertation	Content and process assessments for individual contributions to group work and group process, and individual assessments tied to problems and cases, often assessments are products that school leaders would need to master (i.e. grant proposals, communications to stakeholders, etc) as well as academic papers. Internship will result in a summary project, and comprehensive literature review and capstone project will also provide assessment.
Final/Capstone Project	Dissertation based on either primary or secondary data analysis	One of following, each with a thorough literature review as introduction: 1. Program Evaluation of program in existence or being initiated 2. Annotated and theory based case study 3. Action research in students' own school 4. Articulated curriculum – multi-unit and incorporating 21 st century learning paradigms

Course Comparisons

Existing Course in EdD	Proposed Course in Executive EdD	Rationale for Change
Introduction to Research Design (3 credits)	Introduction to Educational Research for Jewish School Leaders (2 credits)	The shift away from a research dissertation requirement makes extensive focus on research skills less critical. Instead, we are weaving research skills throughout the coursework and problem-based learning. The coursework in research focuses on becoming a competent consumer of research.
Organizational Theory for Jewish Schools (3 credits)	Ecological models, schools as systems (1 credit) Introduction to Leadership (2 credits)	To situate schools and leadership of schools within an ecological model, leadership styles and issues are explored in the context of the Jewish community. Critically important to build reflective leadership habits of mind.
History/Philosophy of Jewish Education (3 credits)	Philosophy and Mission – Considering Context and Goals in Jewish Day Schools (1 credit)	The pre-existing course was largely theoretical. While it is important for students to understand the historical context, this course connects it to modern missions and strategic planning.
Quantitative Research in Jewish Schools (3 credits)	No longer offered	Unnecessary to develop self-initiating research skills. Research consumerism will be fostered through many of the problem-based learning activities.
Qualitative Research in Jewish Schools (3 credits)		
Ethics and Law in Jewish Education	Ethical and Reflective Leadership of Jewish Schools (2 credits)	Ethical and legal issues are incorporated into many of the problems presented each semester. In addition, ethical issues are highlighted in a 2

	Administrative Leadership for Jewish Day Schools (3 credits)	credit course on reflective leadership, legal issues in personnel management is included in the
	Legal Mandates and Legal Issues for Jewish School Leaders (2 credits)	Administrative leadership course, and legal issues re: compliance, special needs students and governance are covered in a 2 credit course on Legal Mandates and Issues.
School Personnel Management in Jewish Schools	Administrative Leadership for Jewish Day Schools (3 credits)	There was significant overlap between existing courses in personnel management and supervision. The creation of a course on Administrative Leadership allowed for generalizing management and leadership tasks across various types of personnel and addressing the related scheduling and budgeting issues.
Jewish School Finance	Budgeting and Strategic Planning for Jewish Day Schools (2 credits)	This streamlined course is more practical than prior course, and will engage students in developing budgets and strategic plans in context of case studies. In addition, all case studies and problems presented in other courses will include fiscal planning elements.
Supervision in Jewish Schools	Educational leadership for Jewish Day Schools II (3 credits)	This builds on educational leadership I with a focus on team and human resource development, and particularly on mentoring and supervising teachers. Particular challenges in developing skills among Jewish studies faculty will be a primary focus. Students will complete multiple supervision cycles with feedback from peers and

Learning and Cognition in Jewish Schools	Introduction to Learning and Cognition (1 credit)	faculty, and will plan and execute professional development offerings.
Curriculum Design in Jewish Schools	Curriculum Design, Integration and Evaluation in Jewish Day Schools (2 credits)	A critical introduction to learning and cognition is now in the foundational Intensive Learning Institute of the program. The following fall, the course in Educational Leadership I, in providing case material that specifically addresses learning and cognition, deepens students' understanding of student processes and outcomes.
Curriculum Development in Jewish Schools	No comparable course, however, issues are addressed in numerous courses including Student Support and School Change and School Improvement	Although this formal course in curriculum design occurs in year 2, the basics of curriculum are addressed in the Educational Leadership class. Issues in curriculum are also raised in many of the case studies and problems presented.
Systems of Guidance and Support for Jewish Schools	Models and Practices of Student Support in Jewish Schools (3 credits)	Using multiple case studies, core ideas and strategic models in inclusion and student support across academic, social, emotional, behavioral and spiritual domains will be considered. The benefits of a positive psychology focus, and its consistency with Jewish beliefs will be discussed as a

Social Issues in Jewish Schools	Social Challenges in Jewish Schools (1 credit)	grounded theory approach to student support. This course addresses issues of bullying, social class distinction and consideration of Jewish schools as social environments. To supplement the course, additional social issues will be woven into the student support course and case materials.
Psychology of the Religious Personality	Spiritual Development and Jewish Schools (2 credits)	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.
	School Change and School Improvement in Jewish Schools (3 credits)	This review of theory and practice of school change and successful school improvement approaches including the Comer Schools, PBIS, National Network of Partnership Schools, and others was added to help students identify and employ effective mechanisms of school wide change. 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.
Dissertation Proposal Seminar	Capstone Proposal Seminar (3 credits)	Students will develop their proposal for the capstone project, with support in

Internship

Leadership in
Thought and
Practice – YU
Lead Internship I
and II– (2 credits
each)

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.

Students will be exposed to
leaders in the field who will
direct them through various
reflective exercises, readings
and discussions. As they
consider effective leadership
they will complete tasks and
projects in their capacity as
leader at their school.
Mentors will provide
guidance and feedback on
students' work.



**AZRIELI GRADUATE SCHOOL
OF JEWISH EDUCATION AND ADMINISTRATION**

YESHIVA UNIVERSITY

500 West 185th Street, BH-311 · New York, NY 10033
Tel. 212-960-0186 · Fax. 212-960-0184

APPLICATION FOR DOCTORAL CANDIDACY

Name: _____ **ID#:** _____

Address: _____

Phone: _____ **Cell:** _____

Email: _____

I am applying for candidacy in the specialization of:

Educational Leadership Psychology of Student Support Curriculum & Development

In order to be considered for candidacy, please provide a transcript confirming that you have completed the following requirements:

- **Research Practicum:** Semesters Taken: _____
- **Comprehensive Exam I:** Date Taken: _____

Student's Signature _____
Date

For Office Use Only

Candidacy Granted Candidacy Deferred Candidacy Denied

Director of Doctoral Program's Signature _____
Date



**AZRIELI GRADUATE SCHOOL
OF JEWISH EDUCATION AND ADMINISTRATION**

YESHIVA UNIVERSITY

Fanya Gottesfeld Heller Division of Doctoral Studies

500 West 185th Street, BH-311· New York, NY 10033

Tel. 212-960-0186 · Fax. 212-960-0184

DISSERTATION COMMITTEE FORM

Name: _____ YU ID: _____

Address: _____ City/State/Zip: _____

Home Phone: _____ Work Phone: _____

Fax: _____ Email: _____

Specialization:
(please check one)

- Educational Leadership
- Curriculum & Instruction
- Psychology of Student Support

**Planned Title of
Dissertation:**

By signing below, each of the following people agrees to serve as a member on the committee for the aforementioned dissertation (Please print name, degree, and affiliation, then sign):

<i>Member Name (please print)</i>	<i>Degree (e.g. Ed.D., Ph.D.)</i>	<i>Affiliation</i>	<i>Signature of Member</i>
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<i>Member Name (please print)</i>	<i>Degree (e.g. Ed.D., Ph.D.)</i>	<i>Affiliation</i>	<i>Signature of Member</i>
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By signing below, the following person agrees to serve as the chair and have the above people serve as members of the committee for the aforementioned dissertation.

<i>Chair Name (please print)</i>	<i>Degree (e.g. Ed.D., Ph.D.)</i>	<i>Affiliation</i>	<i>Signature of Member</i>
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<i>Candidate's Signature</i>	<i>Date</i>
------------------------------	-------------

<i>Doctoral Program Director's Signature</i>	<i>Date</i>
--	-------------

This form will be filed in the candidate's permanent file when completed. Please return the completed form to the Director of Doctoral Studies at the Azrieli Graduate School.



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Tel. 212-960-0186 · Fax. 212-960-0184

DISSERTATION PROPOSAL COVER SHEET

Name: _____ YU ID: _____

Address: _____ City/State/Zip: _____

Home Phone: _____ Work Phone: _____

Fax: _____ Email: _____

- Specialization:**
(please check one)
- Educational Leadership
 - Curriculum & Instruction
 - Psychology of Student Support

Proposed Title of Dissertation: _____

- Research Design:**
(please check one)
- Experimental
 - Survey/Research
 - Historical/Philosophical
 - Curricular/Instructional
 - Quasi Experimental
 - Qualitative Field Research
 - Other: *(specify)* _____

The signatures below certify the following:

- The Dissertation Committee has met at least once with the candidate and approves the attached proposal for review.
- The Dissertation Committee endorses the human subjects statement and procedures the candidate has detailed, and a copy of the complete proposal has been transmitted to the University Committee on Clinical Investigations according to their procedures. All proposals involving human subjects must be reviewed and approved by the Committee on Clinical Investigations before the collection of data may begin.

Member Name (please print) *Degree (e.g. Ed.D., Ph.D.)* *Affiliation* *Signature of Member*

Member Name (please print) *Degree (e.g. Ed.D., Ph.D.)* *Affiliation* *Signature of Member*

Chair Name (please print) *Degree (e.g. Ed.D., Ph.D.)* *Affiliation* *Signature of Member*

Candidate's Signature *Date*

Doctoral Program Director's Signature *Date*

**Please attach this as the cover sheet when you submit your accepted proposal to the
Director of Doctoral Studies at the Azrieli Graduate School.**

Albert Einstein College of Medicine of Yeshiva University
Jack & Pearl Resnick Campus
Belfer Educational Center for Health Sciences, Room 1002
1300 Morris Park Avenue, Bronx, NY 10461

Committee On Clinical Investigations
(Institutional Review Board)

Phone: (718) 430-2237
Fax: (718) 430-8817

Protocol Submission Checklist

- Complete Collaborative Institutional Training Initiative (CITI) at <http://www.citiprogram.org>. See <http://www.aecom.yu.edu/cci/page.aspx?id=9746> for more information.
- Write the protocol. See the following two links for guidance:
 - Research Protocol Design Criteria – Outline of the required elements of research protocol design. <http://www.aecom.yu.edu/cci/page.aspx?ID=9774>
 - Protocol Element Checklist - To be used as a checklist guide in the review of your protocol, prior to submission to the Committee on Clinical Investigations. This document will assist the investigator in ensuring that all of the research protocol design criteria are met. <http://www.aecom.yu.edu/cci/page.aspx?ID=9776>
- Attend a PATS Training. See the schedule, registration, and more information at <http://www.aecom.yu.edu/cci/page.aspx?ID=9650>
- Determine review type. See the following links for guidance:
 - Exempt Research – <http://www.aecom.yu.edu/cci/page.aspx?ID=9780>
 - Expedited Research – <http://www.aecom.yu.edu/cci/page.aspx?ID=9782>
 - Full Review – <http://www.aecom.yu.edu/cci/page.aspx?ID=9784>
- Complete Application
 - Exempt Application: See the definition of Exempt Research at <http://www.aecom.yu.edu/cci/page.aspx?ID=9780>
 - Chart Review/Database Study Application: Study Examples: Medical Records review, Hospital Databases, Public Database, Data Analysis, etc.
 - Behavioral/Observational Study Application: Study Examples: School based research, or research using Focus Groups or questionnaires, etc.
 - Specimen Study Application: No direct research intervention by PI. Study Examples: research on leftover specimens, identifiable previously collected specimens, prospective specimens, etc.
 - Clinical Research Study Application: Direct research intervention by PI. Study Examples: blood drawing, MRI's, radioisotopes, drugs, or devices, etc.
- Prepare recruitment tools/methods. These may include consent/assent forms, waivers of consent of written documentation of consent, Dear Parent/Participant letters, advertisements, etc.
- Submit the materials for review. See <http://www.aecom.yu.edu/cci/page.aspx?ID=9772> for submission requirement details.
- CCI Process
 - Audit
 - Review
 - Internet security verification
 - Approval
- Receive approval letter – research may begin.
- Ongoing Monitoring:
 - Amendments – Any changes to your protocol must be submitted to the CCI for review and approval.
 - Progress Reports – Annual updates regarding the status of the protocol are required for Full and Expedited Review protocols.
 - Research Records – The regulations require that research records must be maintained by the Investigator and stored for specific amounts of time.