

Semester	Course of Study Courses	Cohort IV 2020-2023 Faculty
Fall 2020	Introduction to Educational Research for Jewish School Leaders Organizational Theory and School Management	Goldberg Schnall
Spring 2021	Instructional Leadership Supervision in Jewish Day Schools	Salomon/Sokolow
Summer 2021	School and Community OR Change and Innovation Quantitative Research in Education APPLICATION FOR DOCTORAL CANDIDACY	Sokolow/Novick Schiffman
Fall 2021	Guidance in Jewish Schools Resources fir Administrative Leadership Qualitative Research in Jewish Education	Pelcovitz/Schiffman Shawn Krakowski
Spring 2022	Models and Practices of Student Support in Jewish Schools Social Emotional Learning, Spiritual Development and Jewish Schools	Pelcovitz/ Shiffman
Summer 2022	Philosophy and Mission–Considering Context and Goals in Jewish Day Schools Curriculum Design, Integration and Evaluation in Jewish Day Schools REMOVAL OF ANY INCOMPLETE GRADES	Sokolow Goldmintz
Fall 2022	Leadership in Thought and Practice I Dissertation Research and Presentation Seminar I	Sokolow Goldberg
Spring 2023	Leadership in Thought and Practice II Dissertation Research and Presentation Seminar II	Sokolow Goldberg
Fall 2023	Doctoral Seminar I	Goldberg
Spring 2024	COMPLETION OF INTERNSHIP PORTFOLIO	

TOTAL 51 credits

DISSERTATION OPTIONS

In addition to the coursework, students in the EdD program complete a dissertation using one of the approved options below. All dissertations are supervised by Azrieli faculty and require a scholarly review and synthesis of the relevant literature in the field. Students are encouraged to join an Azrieli research laboratory early in the program to deepen their knowledge and expertise in a specific area as a precursor to submitting a dissertation proposal. Currently, Azrieli research laboratories include exploring Hebrew Literacy, Humanities Research in Jewish Education, Psychological Issues, and Teaching and Learning.

Quantitative or Qualitative Studies

The most common dissertation at Azrieli is empirical social-science research conducted on a subject of importance to day school education. Students may conduct their own primary research or utilize data collected by faculty. The study may be quantitative, qualitative, or mixed methods. Statistical analysis may be conducted by a professional statistician, but the student must, in any case, be prepared to defend both the methods and results of the study at the oral defense.

Azrieli faculty must chair the dissertation committee and usually staff it as well. However, exceptions can be made to include outside faculty as committee members of the subject warrants it. Two outside readers, often professionals with experience in a particular field, always augment the committee as outside readers.

Curriculum Design and Development

Students in the Executive EdD Program may also 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 must 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

There are commonly three categories into which cases may fall:

1. true cases (no alterations to names of persons or organizations)
2. disguised cases (actual names are not supplied)
3. hypothetical cases (fictitious cases, created to illustrate a principle, concept, or set of conditions)

We will grant some latitude in terms of the size of the proposed case, since 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.***"

We are open to a joint project, providing the collaborative inquiry is undertaken by colleagues who share either the same institutional/organizational background, or who fulfill identical organizational roles in comparable institutions.

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.

We are open to a joint project, providing the collaborative inquiry is undertaken by colleagues who share the same institutional/organizational background.

MIFGASHIM

Regulations of the New York State Department of Education require that doctoral programs conduct at least 50% of their coursework in-person. Azrieli has chosen to fulfill that mandate by scheduling two two-and-one-half day seminars (*mifgashim*) each term and a five-day *mifgash* each summer. All *mifgashim* take place on the Wilf Campus of Yeshiva University in Washington Heights, New York City, although selected portions may involve off-site visits.

The following dates have been set for the required in-person participation in the Azrieli Executive EdD program for the 2020-2021 academic year. Students who accept admission to the program are making a good-faith commitment to attend ALL of these *mifgashim*, as well as those that will occur during years 2 and 3 of the program.

We understand that exigent circumstances may cause students to miss part of a *mifgash*, in which case the missing work can be completed on an ad hoc basis. However, students who are unable to attend a significant portion of the live sessions may forfeit some credit for that semester and will not be able to complete the coursework until that content is repeated in another cycle. Bear in mind that due to biennial admissions, it may take up to two years for courses to be repeated.

FALL 2020*

Sunday, October 25 9 am-7 pm

Monday, October 26 10 am-7 pm

Tuesday, October 27 10 am-2 pm

[Shabbat accommodations will be made available upon request for those travelling to ensure that they can be present at the Sunday 9 am session.]

Sunday, December 6 9 am – 7 pm

Monday, December 7 10 am – 6 pm

Tuesday, December 8 10 am—2 pm

*Due to the vicissitudes of the Jewish calendar, we are unable to have a *mifgash* at the very start of the year, as we usually do. In order to provide a sense of cohesion and promote some degree of collaboration within the cohort, we plan to schedule a synchronous online session during the week of September 13th.

SPRING 2021

Sunday, February 14 10 am– 6pm

Monday, February 15 9 am—6pm

Tuesday, Feb 16 9 am – 1 pm

Sunday, April 18 10 am—6 pm

Monday, April 19 9 am—6 pm

Tuesday, April 20 9 am—1 pm

SUMMER 2021

Sunday, June 20 – Thursday, June 24 (5 full days, some evenings)