



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

Fall 2022

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Introduction

Doctoral programs typically involve a sequence of courses, research experiences, and culminating exams, theses, or projects. Navigating the requirements, planning, and staying focused on a long-term project, especially for busy professionals, is challenging. This handbook has been designed to delineate the tasks and 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,” since changes are anticipated as new policies and procedures are developed. It is available in both hard copy, and on the AGS website at <https://www.yu.edu/azrieli/programs/doctoral>.

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

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

Welcome

A Message from the Dean

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

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

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 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

B'rukhim 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.

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 on-line 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 Nechunyah 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 80 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 (646) 592-6353 and by email at msokolow@yu.edu.

The office is supported by Mrs. Marian Reiss, Executive Assistant to the Dean. Her office is located in Belfer Hall, Room 311, and can be reached by phone at (646) 592-6364, email at marian.reiss@yu.edu.

Students

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

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

The *Executive Model EdD in Jewish Educational Leadership and Innovation* 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, Golda Koschitzky Chair in Jewish Education
Student support, differentiated instruction, multilingual literacy, assessment, special education.

Moshe Krakowski, PhD, *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, Director of Masters' Programs; Associate Professor and Director of Master's Program; *Methods of teaching, differentiated instruction, curriculum, assessment, and classroom management.*

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

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

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.*

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

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.

Year 1 Spring 1: 6 credits

Instructional Leadership

Understanding and implementing pedagogical content knowledge (PCK), forming and maintaining professional learning communities (PLC), and conducting ongoing, effective professional development (PD).

Supervision in Jewish Day Schools

Models of learning; effective teaching practices; 21st century learning; pre- and post-observation conferences; peer coaching and assessment; classroom walk-throughs; traditional and progressive grading practices.

Year 1 Summer 1: 6 credits

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.

Quantitative Research in Jewish Education

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 using computer software.

Year 2: Fall 2: 6 credits

Models and Practices of Student Support

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.

Qualitative Research in Jewish Education

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.

Year 2 Spring 2: 6 credits

Doctoral Seminar I

Applied seminar in the preparation and development of dissertation proposals and research design. For doctoral students who have completed all other course requirements.

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.

Year 2 Summer 2: 6 credits

Philosophy, Vision, and Mission

Major educational philosophies in Jewish and secular education offering a context for understanding modern educational models. Exploring school missions, as stated in formal mission statements, and implicit in their culture as they embody specific philosophical approaches.

Curriculum Design 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.

Year 3 Fall 3: 6 credits

Doctoral Research and 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.

Leadership in Theory and Practice 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 leaders at their schools. Mentors will provide guidance and feedback on students' work.

Year 3 Spring 3: 6 credits

Doctoral Research and Proposal Seminar II

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.

Leadership in Theory and Practice 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 leaders at their schools. Mentors will provide guidance and feedback on students' work.

Year 3 Summer 3

There are no courses scheduled during this term.

Year 4 Fall 4: 3 credits

Research Practicum

Applied seminar in the preparation and development of dissertation proposals and research design. For doctoral students who have completed all other course requirements.

Program Elements: Doctoral Capstone Assignments

The final capstone of the doctoral program at the Azrieli Graduate School is the dissertation. To best prepare students for successful completion of the dissertation, and to allow the dissertation proposal to be completed in the third year of the program, the following capstone assignments have been designed to complement required course work. All the assignments build the knowledge and skills necessary for students to expedite their doctoral dissertation and graduation.

Year I Capstone: Integration and Research Design Paper **Due August 30, end of summer of Year 1 of coursework**

The doctoral program has developed 11 core bibliographies that provide seminal and recent research readings in 11 major areas. In some cases, elements of or the entire bibliography will be assigned in a course. It is highly recommended that students complete as many of the bibliographies as possible during their doctoral work. At the end of Year 1, students will write and submit a paper based on one of the bibliographies. As follows:

A Literature Supported Research Question: Presentation of Potential Research Project Based on Integration of existing Research

Paper length: 5-7 pages – not including references

Format: double spaced, with careful APA formatting of in-text citations and references. PAPER WILL NOT BE GRADED IF MORE THAN 4 ERRORS IN APA FORMATTING ARE PRESENT

Content: The paper will present a potential research question and a proposed methodology to study it. This will be introduced by a carefully integrated discussion of the research in the area that supports the proposed research question and critiques the status of existing research. The paper must use one of the approved doctoral bibliographies for its focus and topic.

See **Example** and **Rubric** below

Example: A paper proposing a study on Gender Differences in Distributed Leadership in Educational Settings

Intro/Rationale:

The paper begins by stating a question and rationale for that question: Given the findings on the positive impact of distributed leadership in education, it would be helpful to explore whether there are gender differences between male and female school leaders' endorsement of distributed leadership beliefs and engagement in distributed leadership behaviors. (1-2 paragraphs for question and rationale)

Literature Review:

A brief review of the theory and practice of distributed leadership (2-4 pages)– integrating and critiquing the articles from the bibliography and others to help the reader understand:

- Key concepts/definitions in the field
- Methodological issues in the research (i.e. how are things measured, is measurement reliable and valid)
- Key findings – areas of agreement in the field
- Central questions that remain – in particular, why the research question presented is relevant

Critical to this section is

- Integration – beyond listing and describing each study/paper – pulling together common themes and findings
- Critique and critical integration – recognition of the limits of individual studies and in the field – beyond citing each study's limits, an integrated view of the field and its limitations
- An organized presentation that leads seamlessly to the research question

Research Question(s)

A well formulated, specific and testable research question (1-2 paragraphs). In this paper:
Research question 1: Are there gender differences between male and female school leaders' endorsement of distributed leadership beliefs?

Research question 2: Are there gender differences between male and female school leaders' engagement in distributed leadership behaviors?

Proposed Study Methods (1 page maximum)

A statement of the subjects, measures and methods that would allow exploration of the research question. The content can be general and specific measures or populations are not necessary. See example below:

Jewish school leaders will receive an email inviting them to participate in an anonymous online survey of their leadership beliefs and practices. The survey will include questionnaires and/or items from existing measures of beliefs supportive of distributive leadership which have demonstrated reliability and validity. Also included will be an assessment of engagement in distributive leadership behaviors using survey measures previously demonstrated to be reliable and valid. Also included in the survey will be demographic questions regarding gender, current position in school, and years in position.

References

Should include at least 20 items – with at least 5 which were not on the bibliography. All references cited in text and in reference list must be in APA format.

Rubric for Scoring Literature Supported Research Question

	Exceptional – 2	Acceptable – 1	Unacceptable - 0
General: writing	Professional, well written, articulate and grammatically correct, well formatted and highly organized	Reasonably written, could be a bit better organized, writing has some errors or lacks polish	Unorganized, casual language used, significant grammar and formatting errors
General: format	-Consistent with APA citation and referencing throughout -neatly presented with consistent fonts and indents -lengths of sections are consistent with assignment	-Minor < 4 APA format errors - Minor issue with fonts and indents -sections are slightly too long or short	-APA formatting minimally present -multiple fonts, inconsistent indents -sections do not comply with assignment lengths
Intro: Research question & rationale	-Clear, well written discussion of rationale -question clearly connects to research -question is researchable	-rationale presented and explained -connection to research question is offered -question may be researchable, but with some difficulty	-no rationale or poorly explained -no connection to research questions -research question is not researchable
Literature Review	-well organized and clearly written description of key concepts/definitions in the field -Methodological issues in research critically considered and integrated -Key findings fully integrated with areas of agreement in field and central questions presented. -discussion leads seamlessly to the research question	-studies reviewed and connected, but not fully integrated -some methodological issues mentioned, some critical integration -some key findings and central questions presented -discussion relates to the research question to some extent	-studies described and listed but little or no integration -minimal or no methodological issues and no critical integration -few if any key findings or central questions offered -connection of material to the research question is missing or unclear
Research Question	Clear articulated question that would lend itself to research	Question that may lend itself to research-somewhat unclear	Unclear question that and/or one that is not researchable
Proposed Study Methods	A clear, well written statement of the subjects, measures and methods that would allow thorough exploration of the research question.	Reasonable discussion of subjects, measures and methods that would allow some exploration of research question	Subjects, measures and methods are either not offered or insufficient or inappropriate to allow exploration of research question
References	Excellent collection of at least 20 citations, including research to support all elements of the paper, with APA formatting and at least 5 articles beyond the bibliography	20 citations, including at least 5 beyond bibliography. Acceptable collection of reasonable articles	Less than 20 citations and/or not 5 beyond bibliography, and/or articles included are not relevant

Year II Capstone: Qualifying Examination Paper

The qualifying examination is an opportunity for the student to demonstrate her/his mastery of multiple areas germane to school leadership and her/his ability to begin the process of crafting a dissertation proposal. The exam must be completed by the end of the summer of the student's second year in the program and is due no later than August 30.

- Qualifying exam cannot be taken if there are any incomplete grades
- Passing grade is required to be formally admitted to doctoral candidacy
- Students receiving a failing grade may re-submit their paper within one month of receiving feedback
- Students not receiving a passing grade may complete their doctoral coursework and are eligible to graduate with a Specialist Certificate but cannot proceed to the dissertation.

The grade is computed as follows:

Big ideas and Questions

A – 10 pts

B – 10 pts

C – 10 pts

Qualifying Exam Paper – 70 pts

The qualifying examination has two components (each described fully and with rubrics below):

1. **Part 1: Big Ideas and Questions:** Reviewing 3 bibliographies: students will provide for each of the 3 bibliographies chosen a brief (maximum 2 double spaced pages) statement including the big ideas in this field/area and one critical question the field continues to struggle to address, or is important for the field to address in the future
2. **Part 2: Preliminary Proposal:** A 10-page (double-spaced) paper proposing an area of dissertation research. It must focus on one of the bibliography subjects and review and integrate the literature in the bibliography and at least 10 additional studies to identify the big ideas in the field, methodological approaches to study in the field, and questions that remain to be addressed. In the final page, the student must provide a description of the study he/she would like to consider for their dissertation.

Big Ideas and Question: Description and Rubric

Students will choose 3 from amongst the 11 doctoral bibliographies. For each of the 3 bibliographies students will submit a paper (maximum 2 double spaced pages) which presents the “big ideas” in the field/area covered by the bibliography. The paper will use APA formatting to cite the articles in the bibliography to support their claims and may use research/readings beyond the bibliography to do so as well. The brief paper should conclude with a critical question(s) the field continues to struggle to address or is important for the field to address in the future – supported by a review of the literature included in the bibliography and any additional reading.

Big Ideas and Question Rubric

	Exceptional – 2 pts	Acceptable – 1 pt	Unacceptable – 0 pts
General: writing	Professional, well written, articulate and grammatically correct, well formatted and highly organized	Reasonably written, could be a bit better organized, writing has some errors or lacks polish	Unorganized, casual language used, significant grammar and formatting errors
General: format	-Consistent with APA citation and referencing throughout -neatly presented with consistent fonts and indents -lengths consistent with assignment	-Minor < 4 APA format errors - Minor issue with fonts and indents -length slightly too long or short	-APA formatting minimally present -multiple fonts, inconsistent indents - does not comply with assignment lengths
Big Ideas	-well organized and clearly written description of big ideas in the field - appropriate use of readings in bibliography to reference ideas in the paper	-acceptable description of big ideas in the field -adequate use of readings in bibliography to reference ideas in paper	-inadequate description of big ideas – main ideas are omitted - inadequate use of readings in bibliography to reference ideas in the paper missing or unclear
Question	Clear articulated question that is directly connected to the readings and prior discussion in the	Question that may lend itself to research-somewhat unclear	Unclear question that and/or one that is not researchable
Overall knowledge	Paper demonstrates mastery of literature in the bibliography, in-depth understanding of the field	Paper reveals reading of bibliography and understanding of the field	Paper reveals limited understanding of the literature, or incomplete reading

Part 2: Preliminary Proposal:

A 10 page (double-spaced) paper proposing an area of dissertation research. It must focus on one of the bibliography subjects and review and integrate the literature in the bibliography and at least 10 additional studies to identify the big ideas in the field, methodological approaches to study in the field, and questions that remain to be addressed. In the final page, the student must provide a description of the study he/she would like to consider for their dissertation.

Format: double spaced, with careful APA formatting of in-text citations and references. PAPER WILL NOT BE GRADED IF MORE THAN 4 ERRORS IN APA FORMATTING ARE PRESENT

Content: The 10-page paper will provide a review of research that supports a students' potential research question and proposed methodology. The paper and research question must evolve from one of the doctoral bibliographies. It may however focus on a selected area within the bibliography topic and must include significant research beyond the literature review (at least 12 additional citations).

The bulk of the 10 pages will focus on an integrated literature review of the topic in question,

providing a context for the research proposed on the final page. The paper may build on the capstone paper from Year I – but must go considerably further. Alternately, this paper may focus on a totally different bibliography and topic.

See **Preliminary Proposal Example** and **Rubric** below

Example: A paper proposing a study on the qualifications, attitudes and goals of teachers of the Holocaust in Jewish middle schools.

Intro/Rationale:

The paper begins by stating a question and rationale for that question: Given the research on best practices in Holocaust education, it is critical to understand the qualifications, attitudes and stated goals of those educators who provide it in Jewish Middle schools. (1-2 paragraphs for question and rationale)

Literature Review:

A review of best practice in Holocaust education, with a particular focus on the ideal qualifications and attitudes of teachers and age-appropriate goals (8-9 pages)– integrating and critiquing the articles to demonstrate

- Key concepts/definitions in the field (what is holocaust education, what are its usual goals)
- Methodological issues in the research (i.e. how are things measured, is measurement reliable and valid – are there existing survey instruments measuring teacher attitude, statements of accepted goals?)
- Key findings – areas of agreement in the field (i.e. is there research that documents that teachers should have specific preparation, are there teacher attitudes that lead to greater effectiveness?)
- Central questions that remain – in particular, why the research question presented is relevant (for example, the research emphasizes teacher preparation and specific goals that are most effective, yet little is known about the status of Holocaust educators in Jewish day schools)

Critical to this section is

- Integration – beyond listing and describing each study/paper – pulling together common themes and findings
- Critique and critical integration – recognition of the limits of individual studies and in the field – beyond citing each study’s limits, an integrated view of the field and its limitations
- An organized presentation that leads seamlessly to the research question

Proposed Study

(1 page maximum)

A paragraph stating the general area and question of research. For example: It is proposed to study the professional preparation, attitudes and curricular goals of middle school teachers who teach about the Holocaust in Jewish day schools.

A brief description of the proposed methods. For example: Jewish middle school educators will receive an email inviting them to participate in an anonymous online survey. The survey

will include questions about their professional preparation (pre- and Post- service) for teaching the Holocaust, a survey developed to assess educator’s attitudes regarding teaching the Holocaust, found to be valid and reliable, and a series of questions to assess the educators’ curricular goals in teaching the Holocaust. Questions include what factual, attitudinal, religious and identity related goals teachers endorse.

A brief description of the analysis. For example: The impact of educators’ degree of preparation on their attitudes (scores on the attitude questions are summed to determine an overall positivity towards Holocaust education are obtained) will be considered. In addition, the curricular goals questions yield scores on the degree to which educators endorse factual, attitudinal, religious and identity related goals. Relationships between level of preparation and the various curricular goals will be explored.

References

Should include at least 25 items – with at least 10 which were not on the bibliography. All references cited in text and in reference list must be in APA format.

Preliminary Proposal Rubric

	Exceptional - 2	Acceptable – 1	Unacceptable - 0
General: writing	Professional, well written, articulate and grammatically correct, well formatted and highly organized	Reasonably written, could be a bit better organized, writing has some errors or lacks polish	Unorganized, casual language used, significant grammar and formatting errors
General: format	-Consistent with APA citation and referencing throughout -neatly presented with consistent fonts and indents -lengths of sections are consistent with assignment	-Minor < 4 APA format errors - Minor issue with fonts and indents -sections are slightly too long or short	-APA formatting minimally present -multiple fonts, inconsistent indents -sections do not comply with assignment lengths
Literature review - intro	-Clear, well written discussion of rationale -proposed research clearly connects to literature -proposed research is researchable	-rationale presented and explained -connection to proposed research offered -proposal may be researchable, but with some difficulty	-no rationale or poorly explained -no connection to proposed research -proposed research is not researchable
Literature Review – main body	-well organized and clearly written description of key concepts/definitions in the field -Methodological issues in research critically considered and integrated -Key findings fully integrated with areas of agreement in field and central questions presented.	-studies reviewed and connected, but not fully integrated -some methodological issues mentioned, some critical integration -some key findings and central questions presented -discussion relates to the research proposed to some extent	-studies described and listed but little or no integration -minimal or no methodological issues and no critical integration -few if any key findings or central questions offered -connection of material to the research proposed is missing or unclear

	-discussion leads seamlessly to the proposed research		
Proposed Research	A clear, well written statement of the subjects, measures and methods that would allow thorough exploration of the research question.	Reasonable discussion of subjects, measures and methods that would allow some exploration of research question	Subjects, measures and methods are either not offered or insufficient or inappropriate to allow exploration of research question
References	Excellent collection of at least 25 citations, including research to support all elements of the paper, with APA formatting and at least 10 articles beyond the bibliography	25 citations, including at least 10 beyond bibliography. Acceptable collection of reasonable articles	Less than 25 citations and/or not 10 beyond bibliography, and/or articles included are not relevant

Program Elements: Applying for and Achieving Candidacy

After completion of a minimum of 18 credits and the doctoral capstone 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.

To apply for candidacy, students should fill out the *Application for Doctoral Candidacy* (see attached form in Appendix B). 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 capstone paper

While applying for candidacy, students may 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' dissertations. 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 woven 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 capstone 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
	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.
	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.
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.	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.
Take Doctoral Capstone Seminar	
Write proposal and submit to chairperson and committee.	Review previous proposals available through the Office of Doctoral Studies. Review Guidelines for Proposals available on the Wurzweiler website.
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.	Pilot data collection methods and vehicles, if appropriate. Consult with statistician for support.
Write dissertation, sharing drafts with chair and committee.	Consult with registrar's office/ re: format for final draft of dissertation.
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.]. WashingtonDC: 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 Canvas 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 onetime 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 our Financial Aid form. In order to maintain eligibility for this scholarship, a minimum of 6 credits per semester is required.

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, (646) 592-6260.

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:

- Registering for at least one academic course each semester
- Requesting a Leave of Absence
- 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, Dean

Belfer Hall 313
rnovick@yu.edu

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

Office of Doctoral Studies
Belfer Hall 311
(646) 592-6350
azrieli@yu.edu

Appendix

Application for Doctoral Candidacy

Dissertation Committee Form

Dissertation Proposal Cover Sheet

Protocol Submission Checklist

Final Review of the Doctoral Dissertation Form



**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>

_____	_____	_____	_____
<i>Member Name (please print)</i>	<i>Degree (e.g. Ed.D., Ph.D.)</i>	<i>Affiliation</i>	<i>Signature of Member</i>

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>

_____	_____
<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.



**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 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:

1. The Dissertation Committee has met at least once with the candidate and approves the attached proposal for review.
2. 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.

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

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.

COVID alert:

While the in-person (mifgash) requirements have been suspended during the COVID crisis, we are still obliged to maintain the requisite number of contact hours, which will be accomplished via synchronous on-line sessions.