



Azrieli Graduate School
of Jewish Education & Administration

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Doctoral Student Handbook

Fanya Gottesfeld Heller Doctoral Program

YESHIVA UNIVERSITY

Fall 2009

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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, working professionals is challenging. This handbook has been designed to make the task 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.

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

It is with great pleasure that I welcome you to the Fanya Gottesfeld Heller Division of Doctoral Studies at the Azrieli Graduate School for Jewish Education and Administration at Yeshiva University. Every shred of data collected confirms that intensive Jewish education is the key to Jewish identity and continuity into the next generation. We firmly believe that it is the single most important function the Jewish community can perform. Through your work here you will be poised to assume the leadership roles so vital to the needs of our community.

The faculty and professional staff at Azrieli Graduate School of Jewish Education and Administration are dedicated to training creative and expert Torah educators who can further Jewish learning and scholarship for generations of students in North America, Israel and Europe. We accomplish this mission through our innovative coursework, colloquia and seminars; through promoting cutting edge research; through inculcating the highest professional standards in our curriculum and students; and through encouraging our students to be broad and expansive in the application of their professional skills. And they are.

From early childhood to the university campus to the beit midrash, from the pulpit to the classroom to the summer camp, from the mainstream to the gifted to those with special needs, our students and alumni serve in every facet and capacity. They staff formal agencies with highly structured curricula, as well as informal programs of looser design. Many reside in concentrated centers of Jewish life, while others work to build communal and educational institutions in less developed communities throughout North America, Israel and elsewhere.

As doctoral students at Azrieli, you stand at the very pinnacle of the enterprise. Your academic research and professional contributions set the stage for our future success as we pursue this sacred mission.

Welcome aboard! We look forward to joining with you at the start of this new and exciting journey. Help us work together to educate and inspire Jewish children throughout the world.

David J. Schnall, Ph.D.

A Message from the Director

Congratulations and welcome! It is my pleasure and honor to serve as Director of the Fanya Gottesfeld Heller Doctoral Program in 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 meet your needs. 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 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.

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, by a dynamic program that allows for coursework, research and practica in three areas of concentration; **Educational Leadership, Psychology of Student Support** and **Curriculum, Mentoring, and Instruction**. 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. Rona Novick, determines, together with the program faculty, the policies, procedures, and curriculum for all course study. Dr. Novick is accessible both by phone at (212) 960-5400 x6363 and by email at rona.novick@yu.edu.

The office is supported by Mrs. Karen Oliver, Executive Secretary to the Doctoral program, and Mrs. Louisa Wolf, Executive Assistant to the Dean. Their office is located in Belfer Hall, Room 311, and they can be reached at (212) 960-0186, or by email at azrieli@yu.edu.

Students

The students at AGS are current 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 doctoral program is designed in a "student-friendly" manner in which class hours permit the continuation of full-time Jewish education employment. 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.

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:

Shani Bechhofer, PhD, Assistant Professor of Jewish Education; *School culture, leadership, supervision, evaluation*

Chaim Feuerman, EdD, Golda Koschitzky Chair in Jewish Education; *Leadership, professional development, teacher training and mentoring*

Jeffrey Glanz, EdD, Raine and Stanley Silverstein Chair in Professional Ethics and Values, Coordinator, Masters Program; *professional development, supervision of instruction, leadership*

Scott J. Goldberg, PhD, Director, Institute for University School Partnership; *Student support, differentiated instruction, multilingual literacy, assessment, special education*

Moshe Krakowski, PhD, Assistant Professor of Jewish Education; *Learning and cognition, curriculum design, worldview and epistemology, ultra-Orthodox education, research methods*

Rona Novick, PhD, Director, Fanya Gottesfeld Heller Doctoral Program; *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*

Alvin Schiff, PhD, Irving I. Stone Distinguished Professor of Jewish Education; *Communal Jewish education, administration and supervision of education*

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

Moshe Sokolow, PhD, Associate Dean, Fanya Gottesfeld Heller Chair in Jewish Education; *Judaics, curriculum development, philosophy of education*

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

Laya Salomon, Coordinator of Professional Enhancement Program in Student 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 offered in the evenings during the school year, and during the day for the summer semester. The recommended sequence is illustrated below.

Doctoral Program Sequence



*** Years are estimated and depend on the number of courses taken each semester and summer schedule. Students may take longer or shorter to complete sequence elements, but they must be completed in this order.**

The program can be conceptualized as having three main phases and capstone products that complete each of the stages and allow students to move to the next stage. The program structure is summarized below. All program elements and capstone products will be discussed in detail in the remaining pages of this handbook.

PHASE	PROGRAM ELEMENTS	CAPSTONE PRODUCT
Early Phase	Core and Required Coursework Research Practicum	Doctoral Comprehensive Paper
Mid Phase	Advanced, Specialized and Elective Coursework Internship and Internship Seminar	Internship Portfolio
Dissertation Phase	Doctoral Seminar Proposal Defense	Dissertation and Dissertation Defense

Program Elements: Courses

Core Courses

These six courses are required of all students and are best completed early in the program, usually within the first year or year and a half. If faculty agrees, and scheduling allows or requires, students may take advanced and elective courses concurrently with core courses.

COURSE TITLE	COURSE NUMBER	CREDIT HOURS	PRACTICA*
History or Philosophy of Jewish Education	5521 or 5553	3	
Guidance in Jewish School	8600	3	School Climate Survey
Jewish School Management	8805	3	Mission Statement
Research Design for Education	TBA	3	
Quantitative Research in Jewish Education	8911	3	
Qualitative Research in Jewish Education	8912	3	

Total Core Course Credits 18

Required Courses – All Students

These courses address issues critical for Educational leaders in all three Doctoral concentrations. They are generally taken after the core courses are completed, but may be taken anytime during a student's coursework. The one exception is the Doctoral Seminar which is taken after all coursework is completed, and provides support for the completion of the dissertation.

COURSE TITLE	COURSE NUMBER	CREDIT HOURS	PRACTICA*
Supervision in Jewish Schools	8815	3	3 Supervision Cycles
Leadership of Schools	8816	3	
Seminar in Educational Policy and Purpose	8818	3	
Families and Schools	8820	3	Family Programming or Curriculum
Theories of Learning & Teaching	6223	3	
Doctoral Seminar	8931	3	

Total Required Course Credits 18

Core + Required Course Credits 36

* Practica are described in the Internship section of this handbook.

Concentration Specific Advanced Requirements and Electives

There are three concentrations available in the Doctoral program. It is assumed that all Doctoral graduates will assume leadership and administrative positions in their careers. Concentrations in three specific areas are achieved through focused courses and their companion fieldwork, and activities in the year long Internship seminar. Students may take courses in any track, as it is assumed educational leaders need and benefit from knowledge in all areas of school functioning.

The **Educational Leadership** concentration advances the skill and knowledge of school administrators, including Heads of School, principals and assistant principals.

The **Curriculum, Mentoring & Instruction** concentration is designed to support the Educational Leader particularly interested in curriculum design, implementation and supervision.

The **Psychology of Student Support** concentration supports those Educational Leaders who wish to focus on the development, maintenance and expansion of social emotional, academic, behavioral and spiritual support programs.

EDUCATIONAL LEADERSHIP			CURRICULUM, MENTORING & INSTRUCTION			PSYCHOLOGY OF STUDENT SUPPORT		
Course Title	Practica	Cr Hrs	Course Title	Practica	Cr Hrs	Course Title	Practica	Cr Hrs
6221 Curriculum Development	Curriculum Review	3	6221 Curriculum Development	Curriculum Review	3	5365 Moral Development		3
8817 Personnel Management		3	6070 Learning Different Child	Academic support	3	6070 Learning Different Child	Academic Support	3
8821 School, Board, Community	Strategic Planning	3	6222 Curriculum Design	Curriculum Map	3	5363 Psychology and the Religious Personality	Spiritual Support	3
8823 Ethics and Law		3	8711 Resources & Materials in Education	TBA	3	8620 Positive Behavior Support		3
8824 School Finance & Strategic Planning	Budgeting	3	5583 Concepts in Education		3	5352 Social & Psychological Perspectives of Jewish Youth	Social Support	3
						5369 Psychosocial Problems in the Jewish Community		3

Total Credit Requirements:

Educational Leadership	
Core + Required	36
Advanced/Specialty	15
Total =	51

Curriculum, Mentoring & Instruction	
Core + Required	36
Advanced/Specialty	15
Total =	51

Psychology of Student Support	
Core + Required	36
Advanced/Specialty	15
Total =	51

Program Elements: Research Practicum

The goal of the Practicum is to provide students with a window into the research process fairly early in the doctoral program, to introduce them to faculty research interests and projects and to cultivate skills and affinities that will contribute to successful completion of a doctoral dissertation. Students complete the research practicum in two semesters, typically beginning in their second semester in the program (Spring semester of year 1), and continuing in either the summer or fall semester following, depending on their own and their faculty sponsor's schedule.

An outline of the experiential, didactic, and summative program components is provided below.

Experiential

- Students will provide 3-5 hours per week working with assigned professor on his/her current research projects
- Tasks may be done at AGS, or offsite
- Responsibilities may include library research, data entry, data collection, review of manuscripts, and other tasks related to various faculty research projects.

Didactic

- Students are expected to participate in 3 meetings per year
 - 3 mini-lessons from faculty members (1 hour each) on topics that speak directly to the process of research. Two of these lessons will be offered during the spring semester. The remaining lesson will be offered during both the summer and fall semesters to give students flexibility in deciding when to attend this final lesson. Topics include but are not limited to:
 - Critical reading of research
 - Conducting a literature review
 - Research design
- All three meetings must be attended to fulfill Research Practicum requirement. However, if a student is unable to attend a given session, he/she can make it up during a future semester. No credit will be given until all Practicum components have been completed.

Summative

At the conclusion of the Practicum, students will be asked to submit a reflection paper documenting their research practicum experiences. The requirements and rubric for this paper are provided below.

Research Practicum – Reflection Paper Requirements

Over the course of the year long research practicum, doctoral students are expected to have a variety of experiences. For successful completion of the practicum, students must submit a reflection paper, to include the material specified below, and to be reviewed and approved by the faculty member to whom they have been assigned.

Reflection Paper Headings:

- Introduction: 1-2 page discussion of the area of inquiry in which student has been collaborating with faculty (If the practicum experience has included multiple areas of research, you may choose one). Include the major research questions being addressed, how the research is exploring those questions, and brief statement of its relevance to the field of Jewish education.
- Partial Literature Search: A reference list in APA format of at least 20 peer-reviewed articles or books in the area of research. (For text-based research – at least 10 textual sources that relate to the area of study.) The articles do not need to be read, summarized or reviewed.
- Log: A 1 page description of the activities in which you have participated during the practicum
- Research Methodology: A 1 page discussion of how the research in which you participated utilizes quantitative, qualitative, action-research, or text-based methodology, and discussion of at least one methodological issue (i.e. reliability, validity, observer bias, sampling bias, etc.)
- Reflection: A 1 page reflection on how the practicum activities do or do not have relevance to your work in Jewish educational settings and any research questions you have considered as a result of your work during the practicum.

Program Elements: Doctoral Comprehensive Paper

The doctoral comprehensive paper is completed within a semester of completing the core coursework, and before students have taken 12 courses. 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 a students' grades, serves as both a capstone 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 for the exam are offered frequently.

Process:

Within one semester following completion of the core courses, students submit an application to complete the Doctoral Core 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

Program Elements: Applying for and Achieving Candidacy

After completion of the 6 required core courses and the Doctoral comprehensive paper, students apply for candidacy, signifying their interest in continuing in the doctoral program and a good faith commitment to complete their requirements for their selected program.

In order to apply for candidacy, students should fill out the *Application for Doctoral Candidacy* (see attached form in Appendix B). Attached to this application, each student is responsible to provide a record of their overall GPA with the individual grades in each course. In order to be eligible for candidacy, students must meet the following requirements:

- Completion of core courses:
- Obtain a grade of at least B in all classes
- Completion of Research Practicum
- 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 specialization courses, electives, 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 will confer with the Director of Doctoral Studies about alternatives, including completing the requirements of the Specialist Certificate in Jewish Education and Administration.

Obtaining admission to the doctoral program, and even applying for and achieving candidacy does not guarantee graduation or the awarding of the doctoral degree. Students standing in the program, caliber of work, and fulfillment of requirements as specified in the Handbook and any other program updates are regularly reviewed. Students who are unable to perform at a reasonable level, as determined by the faculty, may be placed on probation, referred for some remediation or support, or discontinued from the program.

Program Elements: The Internship and Internship Seminar

Recognizing the importance of applying knowledge gained in the doctoral program in the field, practicum experiences are interwoven into coursework and accented in a year long internship seminar. Both course-based and seminar driven experiences result in professional artifacts which are collected in a Doctoral Portfolio. Students therefore begin completing tasks and creating professional materials for their portfolio as early as their first classes.

Students may register for the Internship seminar only after they have successfully completed the comprehensive paper, and at least ½ of the credits for the degree. During the year-long seminar, the cohort of students registered will meet (in person or virtually) a minimum of three times with an Azrieli faculty member. These seminars will serve to review internship activities and develop portfolios.

Alternate Internship Plan

Students who entered the program prior to the Fall of 2009 may find that they have completed courses without the practicum experiences listed in the guidelines below. Students may elect to complete the internship as specified, completing all tasks in their current site of employment, or at one arranged by the Doctoral program. Students may also, however, submit a personalized alternate internship plan to the Director. This plan should be summarized on the Alternate Internship form, and once approved, placed in the student's file. It is expected that these students will attend the Internship seminar when registered for the Internship.

Alternate Internship Form for Students Admitted prior to Fall 2009

Name _____

Date _____

Course Based Practica Alternates

EXISTING	ALTERNATE (specify portfolio contribution)
School climate study	
Mission statement	
Family involvement	
Educational Leadership Concentration: 1. Supervision cycles 2. Curriculum assessment 3. Strategic planning 4. Budgeting	
Curriculum, Mentoring & Instruction Concentration: 1. Supervision cycles 2. Curriculum assessment 3. curriculum material 4. Curriculum mapping	
Psychology of Student Support Concentration: 1. Academic support 2. Spiritual support 3. Social support	

Internship Seminar Alternates

EXISTING	ALTERNATE (specify portfolio contribution)
Professional Development	
Ethics	
Family involvement	
Educational Leadership Track: 1. Faculty meeting 2. Scheduling 3. Discipline/code of conduct	
Curriculum, Mentoring & Instruction Track: 1. Curriculum implementation 2. Curriculum evaluation	
Psychology of Student Support Track: 1. Supervision/consultation 2. Behavior support	

SUMMARY OF PRACTICUM AND INTERNSHIP EXPERIENCES

**Required of all students admitted in 2009 or later.
For students admitted prior to 2008, please see the Alternate Internship Plan on page 22
(Specific guidelines are provided in the additional charts below)**

CONCENTRATION	COURSE-BASED PRACTICA	INTERNSHIP SEMINAR
All Students	<ol style="list-style-type: none"> 1. School climate study – Guidance course 2. Mission statement – Org Theory 3. Family Involvement – Family course 4. Supervision – Supervision course 	<ol style="list-style-type: none"> 1. Professional Development 2. Ethics
Leadership	<ol style="list-style-type: none"> 1. Curriculum – curriculum course 2. Strategic Plan – school finance or School/Board/Community course 3. Budgeting – School finance course 	Administration: <ol style="list-style-type: none"> 1. Faculty meeting 2. Scheduling 3. Discipline/code of conduct
Curriculum	<ol style="list-style-type: none"> 1. Curriculum assess– curriculum development course 2. Curriculum material - resource development 3. Curriculum mapping – curriculum design course 	<ol style="list-style-type: none"> 1. Curriculum implementation 2. Curriculum evaluation
Student Support	<ol style="list-style-type: none"> 1. Academic support – Learning different child course 2. Spiritual support – Religious personality course 3. Social support – soc/psychological perspectives course 	<ol style="list-style-type: none"> 1. Supervision/consultation 2. Behavior support

COURSE BASED PRACTICA EXPERIENCES - ALL STUDENTS

	DESCRIPTION	LOGS AND PORTFOLIO ARTIFACTS	SETTING
Assessment - Complete an evaluation of school climate or culture	Select, administer and report on survey to evaluate an element of school climate or culture	<ul style="list-style-type: none"> ▪ Survey ▪ Survey results in presentation format (i.e. PowerPoint, exec summary) ▪ 2-3 page log reflecting on process including recommendations for improving school culture 	<p>Any school</p> <p>Completed as part of guidance and support course</p>
Mission	Review/redefine the mission/vision of the school, including analysis and review of past mission and vision statements, and in view of school climate and needs (based on your own study – see above).	<p>Either:</p> <ul style="list-style-type: none"> ▪ newly created vision and mission statements OR ▪ reflections on why the current mission/vision statements are appropriate without revision <p>And a log documenting meetings held participants in discussions.</p>	<p>Any school setting</p> <p>completed as part of Organizational Leadership course</p>
Family/Community Relationships – leadership and student support track	<ul style="list-style-type: none"> ▪ Meet with appropriate individuals to brainstorm ideas and suggestions on the type of school-community (including parents) initiatives needed for the school. Discussion should include how to make existing school programs/processes more family/community friendly, as well as development of new initiatives. ▪ Work with a representative group to design new program or re-design existing program, that meets the needs of the school, its stakeholders, and the surrounding community. ▪ Review current communication methods between school and home. 	<p>Log documenting meetings held, representative groups invited and participating, memos, letters, agendas, brainstormed ideas, and the final proposal for enhancing existing or creating new school-community program.</p> <p>Two sample letters from school to families regarding</p> <ul style="list-style-type: none"> ▪ A discipline policy or issue ▪ An upcoming event 	<p>Any school setting</p> <p>Completed as part of Families and Schools course</p>
Family/Community Relationships - Curriculum Track	Develop a family component for unit in a new or existing curriculum. This could include family engagement in the school building (i.e. family learning events) or homework tasks/projects.	<ul style="list-style-type: none"> ▪ Proposal for family program including rationale, description of how families will be involved, staff training required, and any actual materials developed. 	<p>Any school setting. Completed as part of Families and Schools course</p>
Supervision	Conduct pre-meeting, observation, and post-meeting cycles for 3 different of teachers including new teacher (less than 3 years), mid teacher (4-7 years), advanced teacher (8+ years). For student support concentration, cycles should focus on 3 different students with behavior/academic or social concerns	Three logs including typed notes to present to teacher during post-observation conference, finalized teacher improvement plans to be implemented, and any follow-up plans.	<p>Any school setting</p> <p>Completed as part of Supervision course</p>

COURSE BASED PRACTICUM EXPERIENCES – EDUCATIONAL LEADERSHIP

	DESCRIPTION	LOGS AND PORTFOLIO ARTIFACTS	SETTING
Curriculum	Assessment of an existing curriculum in light of school mission and culture including distributing copies of current curriculum and leading staff review (faculty suggesting corrections/revisions), as well as leading meeting(s) during which a team pieces together an updated curriculum.	<ul style="list-style-type: none"> ▪ Drafts and final formal copies of the newly revised curriculum ▪ Log documenting meetings held, participants in meetings, and brief summary of meeting content. 	<p>Any school setting</p> <p>Completed as part of Curriculum course</p>
Strategic Planning	<p>Manage development of strategic plan (for specific component of the school). Includes</p> <ul style="list-style-type: none"> ▪ Assess organization and stakeholders to determine need for improvement of a component of the school (e.g., technology) or for creation of a new program. (may include a more formal program evaluation). Assessment should include work with administrators and faculty to determine specific component or beneficial new program. ▪ Collaborate with members of school community to develop and, if possible, implement plan 	<p>List of brainstormed ideas, data and reasons to support the revisions to the specific component of the school or the implementation of the new program.</p> <p>Any and all documentation involving the revisions to the specific component or new program</p> <p>Log documenting meetings held, persons in attendance, brief minutes</p>	<p>Any school setting</p> <p>Completed as part of School finance or school, board community course</p>
Budgeting	<p>Shadow development process of school budget:</p> <ul style="list-style-type: none"> ▪ Work with principal (and financial management team if present) to learn about funding for various accounts in school, decisions on allocations, origin of funds, what to do and not to do financially, and what is important in budget prep and accountability. ▪ Assess expenses/needs for the next school year. ▪ Generate draft of materials and requests with allocations for each, in addition to basic school-year needs. 	<ul style="list-style-type: none"> ▪ Final budget. Including financial printouts from bookkeeper, document specifying accounts and vendors, needs for school year, money available, and how the money should be spent. 	<p>Any school setting</p> <p>Completed in School Finance course</p>

COURSE BASED PRACTICUM – CURRICULUM, MENTORING & INSTRUCTION

	DESCRIPTION	LOGS AND PORTFOLIO ARTIFACTS	SETTING
Curriculum Assessment	Assessment of an existing curriculum in light of school mission and school culture including distributing copies of the current curriculum and leading the staff in review (faculty suggesting corrections/revisions), as well as leading meeting(s) during which a team pieces together an updated curriculum.	<ul style="list-style-type: none"> ▪ Drafts and final formal copies of the newly revised curriculum ▪ Log documenting meetings held, participants in meetings, and brief summary of meeting content. 	Any school setting Completed in Curriculum development course
Curriculum Resource/Material Development	For Karen Shawn to describe – possible assignment in the Resources and materials in ed course		
Curriculum Map	Write a curriculum map for 2 subjects (age specific) on both a school level and class level. Utilize a specific theory or approach.	<ul style="list-style-type: none"> ▪ Sample lesson plans, home works, and assessments ▪ Log describing process used in developing curriculum map 	Any school setting completed as part of class
Differentiation	1. Assist 2 teachers with differentiation of instruction, including completing observations of their classrooms, review of students’ needs, and discussion with teachers re: curriculum. Meet with teachers to develop plan to differentiate selected lessons/subjects.	1. For each teacher, log documenting observations, meetings held and plans for differentiation. Any specific materials developed should be included.	

COURSE BASED PRACTICUM EXPERIENCES – PSYCHOLOGY OF STUDENT SUPPORT

	DESCRIPTION	PORTFOLIO SUBMISSION	SETTING
Spiritual Support	<ul style="list-style-type: none"> ▪ Review school system for moral and spiritual education. Consult with individuals responsible and prepare an initiative to address a spiritual issue (i.e. tefillah project, Israel guidance review, Shabbaton, etc). ▪ Review school system for addressing students’ spiritual concerns and questions, including how are such needs assessed, who addresses them, how is the impact of interventions measured. 	<ul style="list-style-type: none"> ▪ Log including results of review and description of initiative. Also include any materials developed for project ▪ Log including results of review and recommendations for improvement 	Any school setting completed as part of Psychology and the religious personality class
Social Support	<p>Conduct a 4-8 week social skills based group for students (general social skills, anger management, social problem solving)</p> <p>Conduct a workshop for either teachers or parents on bully prevention or other social issue</p>	<p>Log describing formation and content of group. Include example of materials used in group sessions.</p> <p>Log including description of workshop content and number and type (i.e. teachers, parents) of participants. Include any materials distributed.</p>	Any school setting completed as part of social and psychological perspectives course

INTERNSHIP EXPERIENCES COMPLETED DURING SEMINAR YEAR–ALL STUDENTS

	DESCRIPTION	LOGS AND PORTFOLIO ARTIFACTS	SETTING
Professional Development	3 distinct professional development activities, which could include workshops, seminars, or classes Content of professional development should relate to students' selected track	<ul style="list-style-type: none"> ▪ Handouts, PowerPoints, etc. from presentations ▪ 1 page log for each of 3 activities reflecting on effectiveness of PD activity and personal areas of strength and those to be further developed 	At least one of three must be outside school in which student works
Ethics	Consider an ethical dilemma in a school. Analyze a practice of the school in light of what the law (American and Jewish) and values of the school/community demand.	Log including an analysis of the school's adherence (or lack thereof) to designated ethical and legal practices and a list of suggested strategies to improve ethical practice in the school.	Any school setting

INTERNSHIP EXPERIENCES COMPLETED DURING SEMINAR YEAR

	DESCRIPTION	LOGS AND PORTFOLIO ARTIFACTS	SETTING
EDUCATIONAL LEADERSHIP			
Faculty	<ul style="list-style-type: none"> ▪ Conduct a faculty meeting including meeting with administrators and faculty to plan the meeting, developing an agenda for, and coordinating the faculty meeting, arranging speakers, refreshments, equipment, and any needed follow-up. ▪ Examine an interpersonal relationship conflict and its resolution 	<ul style="list-style-type: none"> ▪ Log including notes on planning, the faculty meeting agenda, and a reflection of the success of the meeting ▪ Log including an analysis of the conflict and the strategies used (or suggested strategies) to improve the situation. 	Any school setting
Scheduling	<ul style="list-style-type: none"> ▪ Work with assistant principal or coordinator of scheduling and be trained on master schedule preparation. ▪ Obtain a list of students and their desired/required courses and schedule students for classes for the next school year, keeping in mind staffing, class size, and building accommodations. 	Log including draft and final copies of the master schedule, documentation of scheduling conflicts resolved, a list of class offerings, and school staff members.	Any school setting
Discipline	<ul style="list-style-type: none"> ▪ Examine school's current approach to discipline/behavior management of students ▪ Based on the school's mission/vision, and in collaboration with a representative group of stakeholders in the school (teachers, administrators, family members, students) develop a list of expectations for student behavior. ▪ Develop plan for promoting, teaching and reinforcing these expectations school-wide. 	Log including description of process reviewing school's current approach and any newly developed materials	Any school setting
CURRICULUM, MENTORING, & INSTRUCTION			
Curriculum Implementation	Review of curriculum implementation – completing observations of teachers utilizing a particular curriculum or completing a unit of a curriculum.	<ul style="list-style-type: none"> ▪ Log of observations and summary of status of curriculum implementation 	Any school setting
Curriculum Evaluation	Develop an evaluation plan for the impact of a particular curriculum. Select from existing evaluation tools or develop evaluation measures. Pilot administration of evaluation tools.	<ul style="list-style-type: none"> ▪ Written evaluation plan describing methods/tools to be used, timeline and questions to be addressed. 	Any school setting
PSYCHOLOGY OF STUDENT SUPPORT			
Behavior Support	<ul style="list-style-type: none"> ▪ School-wide Behavior Support: Examine school's current approach to discipline/behavior management of students and in collaboration with a representative group of stakeholders in the school (teachers, administrators, family members, students) develop a list of expectations for student behavior based on school's mission/vision. Develop plan for promoting, teaching and reinforcing these expectations school-wide. ▪ Individual Behavior support: Complete 5 FBA's resulting in BIP's for 5 distinct students. FBA's must include behavior observation 	<ul style="list-style-type: none"> ▪ Log including description of meetings and discussions regarding behavior expectations. Artifacts to be submitted with log include list of behavioral expectations and description of plan for teaching the expectations school-wide. 	Any setting FBA's can include those completed in courses

Logs

Keeping a log of experiences during the internship activities will help the intern to develop the skills necessary to become a reflective practitioner while documenting work efforts and outcomes, along with skills and knowledge developed. The completed logs should be signed by the intern's cooperating professional (on-site mentor) and off-site mentor (Azrieli faculty member). Logs serve as both documentation and as a resource for the intern in future discussions, reflections, reports, and so on. A log should be generated for each internship experience/activity.

SAMPLE

AZRIELI GRADUATE SCHOOL

Doctoral Internship Log

Name _____

Time Period (dates when activities documented below occurred) _____

Internship Domain Addressed _____

Description: (Include objective, purpose, expected outcome, description of activity(ies), work completed, final outcome (attach supporting documents), reflections (including issues related to professional ethics), recommendations, follow-up

Signature of cooperating professional (on-site mentor) _____

Signature of off-site mentor (Azrieli faculty member) _____

The Comprehensive Portfolio Assessment

Through the internship and course-based practicum experiences, each doctoral student will work towards the completion of a portfolio, a collection of academic and work experiences and accomplishments that document his/her potential for excellence in Jewish educational leadership. The portfolio should demonstrate what the student knows and is able to do, given his/her experiences in the university and in the school setting. It serves as a summative assessment tool to assure that each doctoral student meets the competencies for Jewish educational leadership in the major areas spelled out in the course domains.

The portfolio should be organized according to three major sections:

1. Introduction – presents the student to readers of the portfolio. Development of materials for this section will be addressed in the Doctoral Internship Seminar
 - a. Personal statement
 - b. Professional goals and objectives
 - c. Curriculum vita or resume
 - d. Statement of professional ethics
 - e. Philosophy of education
 - f. Philosophy of leadership
 - g. Other areas that will help the reader understand the student
2. Body – subsections for areas covered by coursework and/or relevant to students' professional work. Suggested subsections for each concentration are:
 - Educational Leadership:
 - Administration & Supervision
 - Community/Family Relations
 - Academic Oversight
 - Psychology of Student Support:
 - Behavioral
 - Academic
 - Social
 - Family
 - Spiritual
 - Curriculum & Instruction:
 - Curriculum
 - Professional Development
 - Evaluation
 - a. Includes items/artifacts specified in manual. It is the responsibility of each student to collect items for inclusion, determine the placement of

selected items into the body of the portfolio, and write reflective statements describing how these items demonstrate the student's preparedness on each specific domain.

3. Professional Development Appendix – work experience that supplements the body of the portfolio
 - a. Artifacts that are carefully and sparingly selected to avoid making the portfolio look like a scrapbook rather than a unified presentation of one's professional self.
 - b. Areas from which to draw artifacts may include:
 - i. Professional development (list of courses, workshops, etc.)
 - ii. Professional involvement (professional organizations, publications, leadership roles, etc.)
 - iii. Leadership development (supervisory positions, other leadership roles, etc.)
 - iv. School involvement (clubs, activities, projects, etc.)
 - v. Community involvement (projects, partnerships, leadership roles, etc.)
 - vi. Professional endeavors (outstanding lessons/projects, work samples, research, student work samples, etc.)
 - vii. Honors and awards (certificates, awards/letters, acknowledgment in field, etc.)
 - viii. Performance evaluations (selected observations, summative evaluation, reflections, etc.)
 - ix. Commendations (letters from supervisors, peers, students, parents or community, etc.)

Each student will present his/her portfolio for review when complete.

Students should be in touch with the Director of Doctoral Studies before beginning the internship experiences to discuss how to proceed with each experience and to answer any questions

Program Elements: The Dissertation

The doctoral dissertation is the capstone experience of the program. Students are expected to begin the process long before completing their coursework and internship. Through courses, practica, 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 upon 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. The oral proposal defense meeting and approval must be accomplished within **two** years of completing coursework. The final dissertation defense must be accomplished within **two** years of the oral proposal defense. 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 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 be a scholarly paper, including 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 must be approved by a chair and committee before students begin formal work on their dissertation proposal.

Examples of 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
- Any quantitative study that utilizes a questionnaire or other instrument not previously researched must include piloting of that instrument and report of its statistical properties in the dissertation.

Examples of qualitative research dissertations:

- Ethnographic study
- Interview study

Examples of humanities-style textual dissertations:

- Thorough Scholarly review of Jewish and secular sources on a topic in Jewish education including an integration of prior research and presentation of unique synthesis or new perspective and discussion of implications for Jewish education

The Dissertation Process: Recommended and Required Steps

The 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.	
Approach faculty member to serve as chair. Present initial ideas for research area. If faculty member is unavailable, approach other faculty and/or consult with Director for suggestions.	
Read and master literature in your area of study. Research questions should evolve from this scholarly review of literature.	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 Seminar	
Invite and finalize committee members. Submit Committee form to Doctoral Studies Office.	
Write proposal and submit to chairperson and committee. If your committee does not include a methodologist, have consultation with approved statistician/methodologist, as agreed upon by 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 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.
In consultation with Chair and Director, arrange 2 outside readers for Defense.	
With support from Doctoral Studies Office, schedule and hold defense.	
Make corrections, prepare and submit final draft.	

Forming the Dissertation Committee

Dissertation committees are headed by a chair who must be a full time faculty member of Azrieli Graduate School. Additionally, the student and committee must have methodological approval, which can be accomplished by either having a committee member (or chair) who is a qualified methodologist in the area of research that will be studied, or by having the proposal reviewed by a methodological consultant approved by the Director and the dissertation committee. In the case of a Humanities type dissertation, there must be a committee member familiar with and skilled in such research include.

The process of forming a Dissertation committee can begin at any point during the student's tenure, but will be completed during the Dissertation Proposal Seminar, if not done earlier. The Director and other faculty will work with students to select a chair and form the committee. As they engage in coursework, work with faculty on research and applied projects, and become familiar with the work at AGS, students should discuss with faculty the possibility of their serving as Chair or committee member. Once the committee is finalized, students are responsible to complete a Dissertation Committee Form (see attached form in Appendix B) and return it to the Office of Doctoral Studies.

Creating the proposal

Students often believe that to begin a dissertation they need to develop a research question. In fact, a dissertation project or question should arise out of a fairly thorough review of a body of scholarly literature. Students are encouraged to review the rubric for the Doctoral Comprehensive Paper as they begin the dissertation literature review.

A dissertation proposal must be developed and approved by the student's dissertation committee before any research or writing of the dissertation 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. The literature review in the proposal should be of high caliber, and will serve, usually with minor changes, as the literature review for the final dissertation.

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 dissertation committees may be working with other students at varying stages in the program. Therefore, when submitting drafts of chapters to the chair and committee, allow a 4 week turn around time for each version. Unless otherwise decided with the student and committee, all drafts of the proposal and later

of the dissertation should be shared first with the Chairperson, and with the Chair's approval, the remaining committee members.

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 for 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 eventual completion of the dissertation do not mean such outcomes are guaranteed.

Official approval of the proposal takes place at the proposal defense, with participation of the student and all three members of the dissertation committee. Although the committee will have seen the proposal and provided feedback before hand, the proposal defense allows for agreement as to the nature and extent of the work going forward. It is expected that students will attend this critical meeting *in person*. At this defense, students are expected to provide a 10-15 minute overview of their proposed research and be prepared to answer any questions the committee may have.

Guidelines for the Writing of the Dissertation Proposal is a well structured guide to the writing of the proposal which is revised periodically, drawing upon the learning of students and faculty as the basis for modification. Students should refer to this document (available on the Wurzweiler website) as they prepare their proposal. All proposals and dissertations must adhere to the APA style. (See: American Psychological Association. (2001). Publication manual of the American Psychological Association [5th 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. If the study does not involve human subjects, the CCI must still review the proposal to grant it exempt status, before the student may begin work on the research. 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 students follow the checklist of procedures required by the Committee, provided in Appendix B of this handbook.

Completing the Research and Data Analysis

For those students electing to complete original research for their dissertation, a copy of the proposal defense form and CCI approval must be submitted to Karen Oliver in the doctoral program office in order to request recruitment of subjects through Azrieli or the Institute. Requests for subject recruitment should also include the specific text of an email or letter that will accompany the data collection materials.

Many students may elect to engage a professional statistical consultant to assist with their analyses. Statistical support is acceptable, however the student must demonstrate both in written materials and discussion with Chair and committee, their clear understanding of the rationale, methods, and results of their data analysis. Final approval of the methodology and data analysis rests with the committee. Students are therefore encouraged to ensure that any statistical analysis and approaches used are acceptable by the committee. Students who feel particularly challenged in using and understanding statistical methods may opt not to pursue a quantitative dissertation.

The Dissertation

Once the data has been collected and analyzed, the final drafts of the dissertation can be prepared. The Guide for the Writing of the Dissertation, available on the Wurzweiler website, will serve as an essential tool in the process. Given the new knowledge and experience stemming from the actual conduct of the inquiry, the student may wish, or be encouraged by the committee, to update and expand upon the proposal literature review, and methods sections. In the majority of cases, however, the proposal will need only minor changes, and the addition of the results and discussion sections to become a completed dissertation. Students should anticipate multiple drafts and versions, submitted first to the Chair, and then to committee, before the committee agrees that the student is ready to schedule the Oral Defense.

The final copy of the dissertation must be submitted to the Office of Doctoral Studies accompanied by the Final Review of the Doctoral Dissertation Form (see form in Appendix B).

The Oral Defense of the Dissertation

When the final draft of the dissertation is judged by the committee to be ready for oral defense, the committee and Director, with possible input from the student will invite

two outside readers to review the draft and participate in the defense. Outside readers must be doctoral level individuals with some knowledge/skill/expertise in the area of the dissertation research. oral defense can be scheduled. Two outside readers will be

The student will provide copies of the final draft to committee members and outside readers three weeks prior to a scheduled defense. The student and Chair should provide Karen Oliver in the doctoral program office with 5 dates/times that are mutually agreeable, and the office will coordinate scheduling the remainder of the committee and readers.

For the defense, the student will be expected to make a brief (10-15 minute) 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.

Students are also expected to have prepared and submit at the time of their defense a brief, edited version of the dissertation (20-30 pages) appropriate for submission for publication.

Once the doctoral candidate has successfully defended his or her thesis, and made the appropriate (likely) revisions, the student should submit the Final review of the Doctoral Dissertation form, and the final copy of the dissertation to the doctoral office and 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 confer with the Director of the Doctoral Program via phone or in person 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 Angel Course Management 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-, 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:

- Incompletes should be considered exceptional; students are expected to complete their course work in a timely manner
- Students who are forced to take 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 \$25 charge. The form must be signed off 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.
- Failure to follow this procedure may result in a grade of F or W 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 of the student’s progress.
- 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, options of which 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 shall be final as to whether to review the determination.

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 a P grade. 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 less 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 classes as scheduled. Students unable to come into a class session are responsible for notifying the classroom instructor that they will be absent. The student is responsible for making up the missed content. More than three absences from a class 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 discretion.

Program Time Frames

In an attempt to best support students in successfully completing the degree, the policy specified below was initiated in October, 2009. We make every attempt to structure the program to support students' timely completion, and are committed to providing the training, resources, and support necessary.

The oral proposal defense meeting and approval must be accomplished within 2 years of completing coursework. The final dissertation defense must be accomplished within 2 years of the oral proposal defense. Students unable to satisfy 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 written request for an extension. Such a request must include a timeline for completion specifying appropriate, measureable interim goals. Accepted requests will result in a student being placed on probation, and failure to meet timeline goals will void the extension, result in termination from the program and require application for re-admission.

Students who completed coursework prior to Fall 2006 will have a 2 year grace period to complete and defend their dissertation. They must speak with the Director before January, 2010 to determine whether a remediation plan is indicated (i.e. statistics/methodology tutorial, retaking dissertation seminar, etc), a time-line can be mutually agreed upon, or graduation with a certificate is indicated. If a remediation plan is recommended, written notification will be placed in student's file. As specified above, all students more than 2 years past coursework completion must submit a written request for extension, with a timeline specifying measureable interim goals.

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 and will sanctions such acts of misconduct.

Plagiarism occurs when a student directly copies another's work without citation; and 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, a scholarship of 50% against tuition is granted to all matriculated students. 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. Doctoral fellows are expected to hold no other positions or employment outside their commitment to the program. Doctoral fellowships are renewed annually and may be offered to students for a total of three years.

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

Dean's Reception: Scholar in Residence

Each year, Azrieli invites a scholar in the field of Jewish Education to spend several days at AGS. One evening of the scholar's visit, there is a Dean's reception that doctoral students are highly encouraged to attend, which includes dinner and a presentation by the visiting scholar. Additional opportunities for doctoral students to engage with the visiting scholar during classes and small group discussions are also scheduled and students are urged to make use of the opportunity for exposure to leaders in the field.

Doctoral Convocation (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. Awards for certain achievements may be given.

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 (which 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 as to 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.

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. 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. David Schnall
Dean, Azrieli Graduate School
Belfer Hall 313
dschnall@yu.edu

Dr. Rona M. Novick PhD.
Director of Doctoral Studies
Belfer Hall 305
rona.novick@yu.edu

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

Appendix

Application for Doctoral Candidacy
Dissertation Committee Form
Dissertation Proposal Cover Sheet
Final Review of the Doctoral Dissertation Form
Protocol Submission Checklist



**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:

- o **5 Foundation Courses** (Must have a grade of B or better in all classes)

	Semester	Grade
JED 5521 – History of Jewish Education	_____	_____
JED 8600 – Guidance in the Jewish School	_____	_____
JED 8805 – Jewish School Management	_____	_____
JED 8911 – Research in Jewish Education – Quantitative	_____	_____
JED 8912 – Research in Jewish Education – Qualitative	_____	_____

- o **Research Practicum:** Semesters Taken: _____

- o **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



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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):

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*

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.

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*

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*

FINAL REVIEW OF THE DOCTORAL DISSERTATION

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, I agree that the dissertation submitted by the above candidate meets the standards of doctoral level research and that an oral defense should be scheduled. (Please print name, degree, and affiliation, then sign):

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*

Doctoral Program Director's Signature *Date*

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.

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.