

Azrieli Graduate School

ABOUT THIS CATALOG

Unless otherwise stated in this document, this catalog supersedes all previous catalogs and academic information and policies and is binding on all Azrieli Graduate School graduate students at Yeshiva University, effective at the time they enroll. It was prepared based on the best information available at the time of publication. The University reserves the right to change tuition, fees, course offerings, regulations, policies, and admission and graduation requirements at any time without prior notice. However, students may continue a course of study in effect at the time they enrolled provided that they complete the program within the specified time period.

TABLE OF CONTENTS

WELCOME TO AZRIELI GRADUATE SCHOOL

YESHIVA UNIVERSITY

A MESSAGE FROM THE DIRECTOR OF THE MASTER'S PROGRAM

AZRIELI PROGRAM DESCRIPTIONS

- MASTER'S IN JEWISH EDUCATION

- Standard Two-year Program
- Online Program
- PELE Chinuch Fellowship

-MASTER'S IN JEWISH CURRICULUM DEVELOPMENT

- YESHIVA UNIVERSITY JOINT DEGREE PROGRAMS

- BA/MS Program
- Stern Legacy Program (Special BA/MS Program)
- Semicha Program
- Joint GPATS Program
- Joint Azrieli-Revel Dual Degree Program

ESSENTIAL PROGRAM COMPONENTS

-AZRIELI ROADMAP

-COURSES

- Course Considerations
- Course Offerings
- Course Sequence
- Course Grades

-AZRIELI PROGRAM DESCRIPTIONS AND COURSE SEQUENCES

- 2 year Recommended Program Sequence for Students Beginning in FALL
- 2 ½ -year Recommended Program Sequence for Students Beginning in SPRING
- PELE Chinuch Fellowship (1-Year)
- Standard 2-Year Teacher Program
- Pathways (BA/MS) Program
- Stern College for Women/Yeshiva College (1-Year)
- Semicha Student Master's Program
- Master's in Jewish Curriculum Development

-COOPERATIVE PROGRAMS

- Azrieli-Revel Dual Degree MS/MA Program
- Azrieli - GPATS Joint Program

-PEP/STUDENT TEACHING

- Components of PEP (Professional Enhancement Practicum)
- Teaching Experience with Mentoring:
- PEP Seminar
- Signing up for PEP

-CURRICULUM INTERNSHIP - For Students Doing the Curriculum Track

-

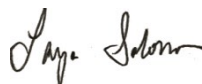
A Message from the Director of the Master's Program

Welcome to the Azrieli Graduate School of Jewish Education! Azrieli is the go-to higher education institution for preparing and training professionals in the field of Jewish education. Our strong research faculty is comprised of experts in curriculum, pedagogy, psychology, supervision, leadership and literacy. Led by our Dean, Dr. Rona Novick, our professors provide a rigorous Master's program that is driven by theory while grounded in the real world of classroom teaching. Our Master's program is unique in that we apply world-class expertise in education to the subjects of Jewish education. Students leave our program with more than just generic teaching ability; they also develop the knowledge, skills, and dispositions to teach Jewish subjects such as *Chumash*, *Navi*, *Tefila*, Hebrew reading, *Gemara*, and *Halacha*.

Our learning options are flexible, designed to meet your needs. Our diverse set of program tracks include the PELE Chinuch 1-year track, a BA/MS track, a Smicha track, a two-year teacher track, a degree in Jewish curriculum design, and an Azrieli-Revel dual-degree program. Among these options you are sure to find a track that suits your educational goals and personal schedule. In addition, it is a point of personal pride to me that Azrieli is not only a Master's program but also a community. Together, our students and faculty create a warm and welcoming learning environment; our students are active participants in the learning process, and our faculty is committed to helping each and every student grow as a teacher.

With our stellar faculty, rigorous learning experiences, diverse degree options, and warm and welcoming atmosphere, I am confident you will graduate our program thrilled to have chosen Azrieli for your professional and academic growth. Please reach out to me with any questions, concerns or suggestions, or to discuss anything related to Jewish education. I welcome the opportunity to get to know you, your interests, and needs, and to support you in any way I can.

B'Hatzlacha,



Laya Salomon, EdD
Director, Azrieli Master's Program

PROGRAM DESCRIPTIONS

Y

	<p>placement or paid teaching position in Jewish school, with mentoring by an Azrieli supervisor</p> <p>B -Yearlong PEP Seminar course to support</p>	<p>course of the year</p>	<p>2-Year & online program:</p> <p>Complete PEP <i>after</i> completing at least 6 courses, typically in second year</p> <p>Legacy Heritage program:</p> <p>exempt from PEP</p>	
--	---	---------------------------	---	--

copy to: G PhE@H/2G@H6Xh,Bg at Bar x@H@NE(m{P53.0 (E)E-58(r)-04D at 32057 (2410).482

COURSES

Course Considerations

- Core Courses - The learning in the 7 core courses reflect the knowledge, skills and understandings that Azrieli feels are essential for all current and aspiring Jewish educators.
- Elective Courses – The 3 elective courses focus on pedagogy specific to a given subject, discipline, or genre in Jewish education. Electives are offered each semester, though not all electives on the course list are offered in any given 2-

Course Sequence

- While students may complete the program at their own pace, we do have a recommended sequence of courses that we suggest students follow to the extent possible. This sequence reflects a progression of learning that we feel will maximize our students' professional learning and growth. By following this sequence, students

Azrieli Programs Descriptions and Sequences

The ensuing pages outline the structure, coursework and pathways for students in our various programs.

2-year Recommended Program Sequence for Students Beginning in FALL:

<u>Fall</u> <ul style="list-style-type: none"> • synchronous/live • and/or asynchronous online courses 	<u>Spring</u> <ul style="list-style-type: none"> • synchronous/live • and/or asynchronous online courses 	<u>Summer</u> <ul style="list-style-type: none"> • 1-week live intensive (end of June) and/or • 7-week asynchronous online (June-July)
YEAR 1		

- Models of Teaching I
-

PELE Chinuch Fellowship (1-Year)

Standard 2-Year Teacher Program

Purpose

Azrieli's 2-Year Teacher Preparation Program services both experienced and novice teachers with the knowledge and skills for educational excellence and professional enhancement. Those who are teachers may retain their current positions while they take courses and work towards their MS in Education in the evenings.

Structure

During the first and second year of the program, students generally take two classes per semester, on the same night. In the second year of the program, students also take PEP (Professional Enhancement Practicum) seminar, which meets 15 times over the course of the year.***

Content area methods electives will be offered during the summer sessions following each year (usually online). Students take a total of nine (9) elective credits (3 courses), one of which is taken in the spring semester of the second year. The other two may be taken in any of the following combinations: both during the first summer semester, one during each of the two summer semesters, or both during the second summer semester.

Standard 2-year Schedule (schedule below is approximate and subject to change)

Fall Semester

Pathways (BA/MS) Program

Stern College for Women/Yeshiva College (1-Year)

Purpose

The purpose of the BA/MS Program is to prepare highly qualified educators for teaching positions in Jewish day schools and *yeshivot* across the country. The program offers candidates a unique opportunity to earn a bachelor's and master's degree in an expeditious yet rigorous manner.

Structure

Joint bachelor's-master's programs exist between Stern College for Women (SCW)/ Yeshiva College (YC) and the Azrieli Graduate School of Jewish Education (AGS). Students who complete the program receive both BA and MS degrees. The graduate courses may count toward the 84-credit undergraduate residency requirement, may count both toward undergraduate requirements and the graduate degree, or may just allow the student to get an early start on graduate study.

Students in the BA/MS program take four total graduate courses in the fall and spring of their senior undergraduate year (12 credits). This is a cohort-based program, and students must take the designated BA/MS classes in order to participate. Undergraduate students who are not part of the cohort may still take Azrieli classes for undergraduate credit, and request that those credits be transferred to Azrieli at a later date; however, unlike the cohort classes, those credits cannot be used for their undergraduate degree.

After the BA/MS year, students are well-positioned to enter Azrieli in the second year of the 2-year program, having completed the first-year classes as undergraduates.

Standard Schedule for Pathways Students (approximate and subject to change each year) (w2 7.7)

Semicha Student Master's Program

Purpose

The purpose of the Smicha Student Program is to prepare highly qualified smicha students for teaching positions in Jewish day schools and yeshivot across the country. The program offers candidates a unique opportunity to earn a Master's of Science in Education while earning rabbinic ordination concurrently. This makes students highly attractive candidates for day school and other teaching positions.

This program is an approved co-requisite for RIETS students.

Structure

Students in the Smicha Student Master's Program generally pursue their educational studies in years three and four of smicha, following the same course schedule as the standard 2-year program. Some courses may count towards Smicha and Azrieli requirements, and will be communicated with students accordingly.

Master's in Jewish Curriculum Development

Purpose

The purpose of the Master's in Jewish Curriculum Development is to allow students who wish to make a difference in educational design and curriculum development.

Major Course Requirements

Students will work with a school administrator to identify various curriculum designs used at the school in one or more of the following areas: Tefilla, Halacha, Talmud, Chumash, Navi, Hebrew, Jewish History, or Hashkafa, and will submit a written summary report.

With the assistance of the administrator, the student will analyze data to identify recurring problems in student performance. The student will also analyze the curricula themselves to determine whether best practices are being followed and whether the curriculum is aligned with school goals. The student will then submit a comprehensive written report on the findings.

In collaboration with the school, the student will identify strategies for engaging teachers in ongoing study of current best practices, and research based methods for effective teaching and learning, together with a curricular plan that builds on these methods.

With the shared input of the relevant teachers, the student will then create a revised curriculum in this domain, and will oversee its implementation in the school.

200 hours of work with the host school is required.

Cooperative Programs: Azrieli-

PEP/STUDENT TEACHING:

Components of PEP (Professional Enhancement Practicum)

PEP is a 6-credit practicum that extends over the course of the full academic year (3 credits each semester). The two major components of PEP are: Teaching with Mentoring and PEP Seminar.

Teaching Experience with Mentoring

Students may fulfill the PEP teaching experience requirement as a paid employee or as an unpaid student teacher.

- In a paid position, students are responsible for obtaining their own teaching position and must maintain that position for the entire school year. While Azrieli does not give a specific number of hours to minimally meet student teaching requirements, our broader benchmark is that it be enough hours, weekly, to offer teachers the breadth and depth of experience needed to deeply understand and experience the role of Jewish educator. Azrieli determines if your teaching position meets that requirement and if it doesn't, we will work with you to supplement your teaching hours with opportunities to visit schools and observe teachers within and outside of your school. Students may complete student teaching requirements as an assistant teacher, so long as the head teacher agrees to give the assistant ample opportunities to teach the whole class, as well as opportunities to increasingly take on classroom responsibilities over the course of the school year.
- Students may opt to request unpaid placement in a school and complete a more traditional student teaching experience. In this arrangement, we will match the student with a cooperating teacher for the entire school year, during which time he or she will increasingly take on classroom responsibilities and ultimately plan and teach lessons and units by the end of the school year.
- Azrieli assigns each student to a supervisor/mentor who will observe the student teaching a lesson approximately four times throughout the year. Each observation will provide the supervisor and student teacher with an opportunity to evaluate the student's teaching skills, to offer constructi-1. Td(f)61.3 (n).3 (n)-0.8 (d)-p1.3 (u)-0.7 (r-8.9 (o -1.409 T

PROGRAM MENTORS

content. More than two 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.

Grading Policy

approve whether a student can take a course graded under the A/P/N option before the student begins the course.

I grades may be issued to accommodate unavoidable delays in the completion of course requirements. A student receiving an I

Expectations of All Learners

Participation in Azrieli's master's programs assumes students' demonstration of reflectiveness, objectivity, and professionalism. In particular, we expect students to engage with their professors, supervisors, cooperating teachers, and Azrieli administrators in a thoughtful and respectful manner. Students must be punctual, limit absences as much as possible, dress appropriately, and seek constructive feedback when confronting classroom dilemmas. Students who are unable to meet these basic requirements may be penalized, at the discretion of the Director of the master's programs, with the failure of a course, disciplinary dismissal, or such other penalties as are deemed proper.

Students are expected to be in contact with their professors if they are having issues with attendance or completing their course work. Professors will make exceptions to their rules at their discretion. Students should email the professors directly regarding their classes or coursework.

Azrieli has high expectations for its students' writing skills for their classes. If a student needs help with their writing, the university has many resources that students may take advantage of, including editors or the university's writing center. E

(. If)7.6 (a s)2.6 2 (841.9 -4 (i-8.3 57 0.8 9 Tw (h)22.6 (e)- appl-817.2)- 04 Tw -18. Y)7.7 (a) (e)-u a4 (s)2. (aah)7

READMISSION AFTER WITHDRAWING FROM THE UNIVERSITY:

Per Yeshiva University policy, any student who is not registered for classes for two (2) semesters in a row or takes more than one (1) leave of absence in a calendar year is considered to be withdrawn from the university. Should a student be withdrawn from the university, either by choice or because they failed to register for two (2) consecutive semesters, they will need to apply for readmission if and when they wish to complete their degree. For readmission, a withdrawn student must complete the application for admission and pay the application fee, but they do not need to resubmit the other application materials.

Readmission is at the discretion of the Program Director and is not always guaranteed.

IN-PERSON STUDENTS TAKING ONLINE COURSES:

According to New York State regulations, students enrolled in an in-person program may not complete more than 18 of the 36 credits for the degree in online classes. To ensure that a student is within these margins Azrieli recommends that any student in the in-person class take no more than 5 classes online. This policy includes all students in a Pathways program (including the Stern Legacy program), which are considered in-person programs.

If a student wishes to switch from the in-person program to the online program (for which they may take as many in-person or online classes as they wish), they must be readmitted to the

UNIVERSITY POLICIES

Equal Opportunity

Yeshiva University has a long-standing commitment to equal opportunity and affirmative action. We apply every good faith effort in achieving nondiscrimination and equality of opportunity in employment and in all spheres of academic life. All University-wide decisions regarding faculty, staff and students are based on equitable and equally applied standards of excellence.

Unlawful harassment procedures have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's policy is designed to insure that recruitment, hiring, training, promotion, and all other personnel actions take place, and all programs involving students, both academic and non-academic, are administered without regard to race, religion, color, creed, age, national origin or ancestry, sex, marital status, physical or mental disability, veteran or disabled veteran status, genetic predisposition/carrier status, sexual orientation, gender identity and expression, citizenship status, sexual and other reproductive health decisions, or any other characteristic protected by any applicable

Non-Discrimination and Harassment

Yeshiva University complies with all federal, state and local regulations governing Non-Discrimination and Harassment including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972. In keeping with its long-standing traditions and policies, Yeshiva University provides equal opportunity for faculty, staff and students within admissions and employment, and those seeking access to programs based on individual merit.

University-wide policies and procedures pertaining to discrimination and harassment have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures can be found online at <https://www.yu.edu/student-life/resources-and-services/policies>. This policy includes information about filing a report, seeking a response and options for confidential disclosure. The University will respond to all complaints promptly, thoroughly, and impartially.

Retaliation is prohibited against anyone who filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated. When warranted, the University will take appropriate, corrective action to remedy all violations of this policy, up to and including termination and/or expulsion. Administrative and investigative responsibility relating to enforcement of the policy has been assigned to the University's Title IX Coordinator, Dr. Chaim Nissel, at (646) 592-4201.

Accommodations for Students with Disabilities

The Office of Disability Services assists students with documented disabilities or medical conditions in obtaining reasonable accommodations. Some of the disabilities accommodated include physical, emotional or learning disabilities, ADHD, hearing impairments, and vnnr

Privacy

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as

DIRECTORY

Bradley Avrahami

Student Liaison

Phone: 646.592.6361

bradley.avrahami@yu.edu

Marian Reiss

Academic Administrator

Phone: 646.592.6364

marian.reiss@yu.edu

Rona Novick, PhD

Dean

Raine & Stanley Silverstein Chair in
Professional Ethics and Values

rnovick1@yu.edu

Laya Salomon, EdD

Director, Master's Program

Associate Professor

Phone: 646.592.6356

laya.salomon@yu.edu

Moshe Krakowski, PhD

Director, Fanya Gottesfeld-Heller Doctoral
Studies

Phone: 646.592.6358

mkrakow1@yu.edu

Graduate Admissions

gradschool@yu.edu

Phone: 833.241.4723 (GRAD)

(dial #6 for Azrieli admissions)

Office of Student Finance Student Aid

yu.edu/osf

Phone: 646.592.4166

studentaid@yu.edu

Student Accounts

Phone: 646.592-6260

accounts@yu.edu

Office of International Student Services

yu.edu/oiss

Phone: 646.592.4127

oiss@yu.edu

Office e: 02-33 (n29.7 (r. 8427) JG 20) JMC /Link 8 MCID 60 DC

