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

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

Doctoral Student Handbook

YESHIVA UNIVERSITY

Spring 2018

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Introduction

Doctoral programs typically involve a sequence of courses, research experiences, and culminating exams, theses or projects. Navigating the requirements, planning ahead, and staying focused on a long term project, especially for busy professionals, is challenging. This handbook has been designed to delineate the tasks and make them a bit less challenging.

Throughout the years, policies and procedures have been developed that define and describe the rights and responsibilities of doctoral students at the Azrieli Graduate School of Jewish Education and Administration. This handbook details these policies and procedures in one document that can easily be referenced. It is a “living document,” in that changes are anticipated as new policies and procedures are developed. It is available in both hard copy, and on the AGS website at www.yu.edu/azrieli. Policy and procedure changes are highlighted in the *Doctoral Digest*, which is sent via email to all registered students.

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

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

Welcome

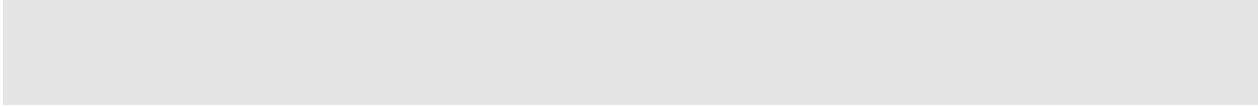
A Message from the Dean

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

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

Whether you are an administrator, curriculum specialist, student support professional, or teacher planning on expanding your repertoire and responsibilities, we have designed a program to enable your development as an educational leader. We have attempted to be sensitive to the extensive demands of practicing professionals while developing coursework and requirements that encourage the highest levels of scholarship and educational innovation. Our program has evolved over the years and has alwETh9 lwm nts thlwnBT1 0 0 1 BT8(wm BT1 0-6(a)4(m)-)-6(a)4(m)-31(ha)4(s)-383 366.7

A Message from the Director



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

As one "newbie" to another, welcome! The next several years promise to be personally and professionally fulfilling providing we strike the proper balance between the face-to-

A Brief History

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

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

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

Program Mission

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

Office of the Doctoral Program

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

The office is supported by Mrs. Louisa Wolf, Executive Assistant to the Dean. Her office is located in Belfer Hall, Room 311, and

Faculty

The Fanya Gottesfeld Heller Division of Doctoral Studies has an internationally renowned faculty that is dedicated to the mission of shaping the future educational leaders of the Jewish community:

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

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

Program Elements: Courses

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

Year 1

Fall 1 - 6 credits

Introduction to Educational Research

Spring 1 ó 6 credits

Ethical and Reflective Leadership of Jewish Schools

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

Educational Leadership for Jewish Schools I

Year 2:

Fall 2: (6 credits)

Applied Research and Data Driven Decision Making for Jewish Day Schools

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

Technology Applications for Jewish Day Schools

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

Legal Mandates and Legal Issues for Jewish School Leaders

Using a case format, students will consider legal mandates that apply in Jewish schools in a variety of domains, including personnel management, discrimination, educational accommodations, child abuse, confidentiality and educational

Summer 2 (6 credits)

Social Emotional Learning, Spiritual Development and Jewish Schools

Readings on spiritual development are paired with self-exploration and the completion of a spiritual autobiography. How Jewish schools can serve as incubators of spirituality is explored through discussion and case study material.

Social Challenges in Jewish Schools

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

Budgeting and Strategic Planning for Jewish Day Schools

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

Applied Research Strategies

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

Year 3:

Fall 3 (6 credits)

School Change and School Improvement in Jewish Schools

A review of theories of school change and successful school improvement approaches including the Comer Schools, PBIS, National Network of Partnership Schools, and others will help students identify effective mechanisms of school wide change. Through applied problems and cases will address the role of school leaders in supporting change and addressing inevitable roadblocks and challenges. The dialectic of respect for tradition and embracing of new methods that embodies Jewish education will be considered.

Capstone Proposal Seminar I

Students will develop their proposal for the capstone project, with support in

Spring 3 (6 credits)

Leadership in Thought and Practice ó YU Lead Internship I

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

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

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

Capstone Proposal Seminar II

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

Summer 3 (6 credits)

Leadership in Thought and Practice ó YU Lead Internship II

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

School Change and School Improvement II

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

Year 4:

Capstone Project Advisement

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

Program Elements: Applying for and Achieving Candidacy

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

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

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

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

Program Elements: The Leadership Portfolio

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

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

Students entering the program in 2014 are eligible to fulfill their leadership portfolio requirement through participation in the *YU Lead* program administered b2 12 S9m4262ET EMC91.

The Capstone Seminar

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

Approval by

Program Policies and Procedures

Review and Appeal Process

If there are questions about the capacity, performance, or the continuation of a student in the Program, these concerns

School Related Expectations

Class Attendance

Students are expected to attend all scheduled classes and touchstone seminars.
Students unable to

Resolution of Problems

Grievance Policy and Procedure

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

Procedure:

If a problem is encountered in the class, the student is expected to take responsible action by talking to the instructor involved.

If the issue remains unresolved or there is a desire for further clarification, the student should speak with his or her faculty advisor who will be assigned for their research practicum.

If the issue is still unresolved, the student can arrange to see the Director of the Doctoral Program.

If the above steps have been taken and the student feels that the issue or problem remains unresolved, the Dean is available, by appointment, for further consultation. Such consultation may be in person or in writing at the Dean's option. The Dean's decision whether to review the matter and the determination of the issues will be final.

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

Grading Authority

A student may appeal a final course grade directly to the Director of the Doctoral Program only after first discussing the matter with the i-469(fur)6(the)-ETJETO41ETO41

Procedure for Changing Status

Withdrawal

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

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

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

Withdrawal from Individual Courses

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

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

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

Maintenance of Registration

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

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

Leave of Absence

Students who are not taking any course work, but who expect to return at some future date should request a leave of absence. A student should request the leave during the semester before the anticipated leave. Upon being

Appendix

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

Comparison of Existing EdD and Executive EdD

	Existing EdD	Proposed EdD
Class schedule	Traditional brick and mortar, 14 week semester, 2 hour classes, meeting once weekly	

Administrative

Learning and Cognition in Jewish Schools

Introduction to Learning and Cognition (1 credit)

faculty, and will plan and execute professional development offerings.

A critical introduction to learning and cognition is now in the foundational Intensive Learning Institute of the program. The following fall, the course in Educational Leadership I, in providing case material that specifically addresses learning and cognition, deepens students' understanding of student processes and outcomes.

Curriculum Design in Jewish Schools

Curriculum Design, Integration and Evaluation in Jewish Day Schools (2 credits)

Although this formal course in curriculum design occurs in year 2, the basics of curriculum are addressed in the Educational Leadership class. Issues in curriculum are also raised in many of the case studies and problems presented.

Curriculum Development in Jewish Schools

No comparable course, however, issues are addressed in numerous courses including Student Support and School Change and School Improvement

Social Issues in
Jewish Schools

Social Challenges
in Jewish Schools
(1 credit)

grounded theory approach to
student support.

This course addresses issues
of bullying, social class
distinction and consideration
of Jewish schools as social
environments. To
supplement the course,
additional social issues will
be woven into the student
support course and case
materials.

Psychology of the
Religious
Personality

Spiritual
Development and
Jewish Schools (2
credits)

Readings on spiritual
development are paired with
self-exploration and the
completion of a spiritual
autobiography. How Jewish
schools can serve as
incubators of spirituality is
explored through discussion
and case study material.

School Change
and School
Improvement in
Jewish Schools (3
credits)

This review of theory and
practice of school change and
successful school
improvement approaches
including the Comer Schools,
PBIS, National Network of
Partnership Schools, and
others was added to help
students identify and employ
effective mechanisms of
school wide change. Applied

Internship

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

completing the literature
review and methodology.
Capstone projects may
include a Curriculum
Development Project, a
Curriculum
Review/Evaluation, an action
research project, or an
annotated case study.

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

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

YESHIVA UNIVERSITY

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

APPLICATION FOR DOCTORAL CANDIDACY

Name: _____ **ID#:** _____

Address: _____

Phone: _____ **Cell:** _____

Email: _____

I am applying for candidacy in the specialization of:

Educational Leadership Psychology of Student Support Curriculum & Development

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

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

_____ _____ *Date*

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For Office Use Only

