Azrieli Graduate School

Fanya Gottesfeld Heller Doctoral Program

Executive Model EdD in Jewish Educational Leadership and Innovation

Doctoral Degree Academic Catalog

2023-2024

Yeshiva University Azrieli Graduate School of Jewish Education and Administration
Wilf Campus: Belfer Hall, 2495 Amsterdam Avenue, 3rd Floor, New York, NY 10033
Phone: 646-592-6350
Email: azrieli@yu.edu

ABOUT THIS CATALOG

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Welcome

A Message from the Dean

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

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

Whether you are an administrator, curriculum specialist, student support professional, or teacher planning on expanding your repertoire and responsibilities, we have designed a program to enable your development as an educational leader. We have attempted to be sensitive to the extensive demands of practicing professionals while developing coursework and requirements that encourage the highest levels of scholarship and educational innovation. Our program has evolved over the years and has always benefitted from student feedback. I invite you to share your impressions, concerns, and suggestions with me.

We recognize that we are partners with our students on a challenging journey. Faculty and staff are highly invested in supporting students' growth. Opportunities for collegial collaboration abound, and I urge you to find time to work with our outstanding faculty whenever possible.

Shortly after beginning at Azrieli, I realized what a remarkable place it is. Welcome, and thank you for joining us for what I am confident will be a highly rewarding experience.

Rona Milch Novick, PhD

A Message from the Director

My predecessor as director of the doctoral program, Dr. Moshe Sokolow, wrote in this space that whenever Rabbi Nechunyah ben HaKannah entered the beit midrash, he would recite a brief prayer that not even inadvertent harm result from his actions. And when he exited, he would express satisfaction in his lot (Berakhot 28b).

As educators, we are (at least somewhat) responsible for the beliefs, opinions, attitudes, and practices of the many day school children who are in our care, and as Dr. Sokolow noted, we must pray that we fulfill our responsibilities faithfully and without causing harm.

Admission Requirements and Program Structure

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:

Program Structure & Program Elements

Program Structure: Core Requirements and Sequence

The program is geared towards professionals currently working part or full time, with all pre-dissertation coursework concentrated in three years. Courses require face-to-face meetings (Mifgashim) at Yeshiva University for 5 days each semester, along with ongoing online project-based learning throughout the academic year. Students must be able to attend these meetings in person to complete the program.

Program Roadmap: Courses

EdD in Jewish School Leadership and Innovation - 3 year program sequence

Year 1 Fall 1: 6 credits

Introduction to Quantitative Research in Jewish Education EDU 8400

Introduction to various quantitative research designs and methods and the statistical analyses associated

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Change and School Improvement in Jewish Schools EDU 8812

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.

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Year 2: Fall 2: 6 credits

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Program Elements: Doctoral Capstone Assignments

At the end of each of the first two years of the program students are given a capstone assignment, designed to prepare students to write their dissertations. To best prepare students for successful completion of the dissertation, and to allow the dissertation proposal to be completed in the third year of the program, the capstone assignments have been designed to build the knowledge and skills necessary for students to expedite their doctoral dissertation and graduation.

Specific guidelines for each of the capstones can be found in the capstone assignment guide.

Year 1 Capstone

The first capstone assignment, given at the end of the first year of courses, is a formative assessment that helps students and professors identify areas that need additional support. As such, rubrics and grading for Capstone I do not impact program standing. This capstone is designed to acclimate students to the process of synthesizing research literature. This skill is an essential building block in the construction of a dissertation, as all research first requires the ability to understand and communicate the current state of the field.

Year 2 Capstone: Qualifying Examination Paper

The qualifying examination is an opportunity for the student to demonstrate her/his mastery of multiple areas germane to school leadership and her/his ability to begin the process of crafting a dissertation proposal. While the program sincerely hopes that all students will advance to doctoral candidacy, there are some students who may not have the ability to do so. Successful completion of the 2nd year

Secondary analysis – utilization of existing data to address a theory drivenquestion or issue

Single subject design including multiple baseline or other accepted form of singlesubject methodology

Purely descriptive studies are

The Dissertation Process

TIME FRAME and Step by Step Guide to the Azrieli Dissertation Process

The following sequence of steps/tasks/requirements describe the process necessary to complete an Azrieli Doctoral Degree. Some steps are optional, or can be completed out of sequence. In addition to providing the steps, potential courses of action are of

PHASE III – PROPOSAL DEVELOPMENT (SEE BELOW FOR MORE DETAIL)

B. With approval of the chair, and in conjunction with the director of the doctoral program,

A dissertation proposal must be developed and approved by the student's committee before any data collection or analysis can begin. The proposal sets forth the study questions, hypotheses, research methodology, and practice and/or policy implications of the proposed inquiry grounded by a substantive literature review of relevant theory and empirical studies. Faculty committee members will review the proposal before it is submitted for the proposal defense. Faculty members are well aware of the need for feedback. However, members of your dissertation committee may be working with otherstudents at varying stages in the program.

Therefore, when submitting drafts of chapters to the chair and members of your committee, be sure to allow a 4 week turn around for each version.

The proposal is a form of contract between the faculty and the student. Students should keep in mind that advisors and readers must reach a consensus regarding the merits of the proposal and may require changes at several points in the process of their reviews. The high standards of the dissertation proposal and consensus among reviewers increase the probability of subsequent approval of the proposal by the Committee on Clinical Investigations (see below), and of eventual completion of the dissertation, although neither are guaranteed even with a successful proposal defense. Increased probability of CCI acceptance of the proposal and do not mean such outcomes are guaranteed.

Official approval of the proposal takes place at the proposal defense, with participation of all members of the dissertation committee. Although the committee will have seen the proposal and provided feedback beforehand, the proposal defense allows for agreement as to the nature and extent of the work going forward.

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

Approval by the Committee on Clinical Investigations Public cee5 0 Td nve-339 0

The Dissertation

After the proposal defense and approval by the IRB, work on the capstone dissertation project can begin. The “Guide for the Writing of the Dissertation,” is available on the Azrieli website.

Given the new knowledge and experience stemming from the actual conduct of the inquiry, the student will update and expand upon the material in the proposal for the dissertation. Students are reminded that faculty members may be working with otherstudents at varying stages in the program. Therefore, when submitting drafts ofchapters to the chair and members of your committee, be sure to allow a 4 week turn around time for each version. The final copy of the dissertation must be handed into the Office of the Doctoral Studies accompanied by the Final Review of the Doctoral Dissertation Form (see attached form in the Appendix).

The Oral Defense of the Dissertation

When the dissertation is approved by the committee, the oral defense can be scheduled. Outside readers, assigned by the Director, with recommendations from thestudent and chair will also be included.. To allow for scheduling, a request toschedule a dissertation defense must provide a minimum of four weeks’ notice.

For the defense, the student will be expected to make a brief presentation of the research and respond to questions and comments of the committee and readers.

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 awarmd bec 0.1-0 0 - Td [(SD

PROGRAM POLICIES and PROCEDURES

YU Email Account

Registered students are assigned a Yeshiva University Mail System (YUMS) email account. This is the primary way of communication at YU. It is your responsibility to be functional and check for messages frequently on your YU email account. You must use your YU email to send messages to all YU offices. For assistance, please contact IT at helpdesk@yu.edu or 646-592-4357.

Students are graded using letter grades of A+, A, A-, B+, B, B-, C+, C, C-, F. Students are required to maintain a “B” average overall and in each semester. Each grade has numerical values, as follows:

Academic Grades:

A+	A	A-	B+	B	B-	C+	C	C-	F, W
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Appeal of Final Grade

A final grade may be changed by the instructor only for a computational error or recording error. In these two instances, the instructor completes a Change of Final Grade Form and the respective program director signs to approve the change and will send to the Office of the Registrar.

If a student believes a grade is incorrect, he/she must first meet with the instructor. Should this meeting be unsatisfactory, and the student would like to officially appeal the grade, the student may next meet with the Program Director. The Program Director will review materials related to the grade appeal and make a final decision.

Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance and progress. Any grade less than a B (that is B-, C+, C, C- and F) in a course raises questions as to the student's ability to continue in the program and places the student on academic probation. A student is considered to be in academic jeopardy in any of the following situations, which may lead to a student not qualifying for scholarship or disqualification from the program:

- Degree Candidates must maintain a B average (3.0). If an overall 3.0 average is not maintained in a given semester, the student shall automatically be placed on academic probation and be subject to academic review.
- A student on academic probation must raise his or her overall grade point average to a 3.0 level by the following semester. Failure to achieve the required 3.0 average after being placed on academic probation is grounds for dismissal.
- A student who fails any course (that is receives a grade of F) may be 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.
- Students are expected to complete the coursework in 4 years, submit their proposal within 2 years of completing courses, and submit the completed dissertation within 2 years of completing proposal. Extensions may be available in some cases, and only with the approval of the program director.

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:

SCHOOL RELATED EXPECTATIONS

Class Attendance

Students are expected to attend all scheduled classes and in-person Mifgashim in their entirety.

Waiver/Substitution of a Required Course

In some cases, where students can show proof of relevant work experience, a Program Director may grant the student a waiver for the required course. Students who wish to receive a waiver for a course requirement or substitute a program elective for a required course must submit a request form to the Office of the Registrar by the end of the student's first semester.

SATISFACTORY PROGRESS POLICIES

Good Academic Standing

All students must maintain a minimum grade point average of 3.0 per semester and cumulatively and must make satisfactory progress toward a degree within the time frames detailed in the “Time Limitations” provision. All students must meet these standards of good academic standing and satisfactory academic progress. Students not meeting these standards may be placed on academic probation and may become ineligible for financial aid. These standards are applicable to all students. They are required for certification by New York State for financial assistance under Section 145- 2.2 of the Regulations of the Commissioner of Education and are required by federal regulations to receive aid under Title IV of the Higher Education Act.

Academic Probation and Dismissal

Good Academic Standing: Students are always expected to remain in good academic standing in their respective programs. Not remaining in good academic standing can result in dismissal from the University or probation with the expectation that the student will return to good academic standing by the end of the following semester.

Dismissal at the End of the First Semester: If in the first semester of study, a student earns an “F” grade (fails a course), two “C” grades (“C” or “C+”), or has an overall GPA below 3.0, the student may be dismissed from the program.

Probation: A student who earns an “F” grade (fails a course), two “C” grades (“C” or “C+”), or has an overall GPA below 3.0 in any semester will be placed on academic probation beginning in the following semester (if not otherwise dismissed from the program).

If a student is placed on probation, he/she will receive a letter from the Program Director that outlines the reason for the academic probation and a date for a performance review meeting with the faculty committee. After the meeting, the student will be provided with a letter outlining a success plan by the Program Director, the terms of which must be met by the student, in order to return to good academic standing. The student must sign and return the letter acknowledging his/her understandings and responsibilities.

Where applicable, during their academic probation students may not be permitted to apply for their next externship or internship or attend an externship or internship they already received.

Academic probation may be documented on the student’s transcript. Being placed on academic probation may impact a student’s financial aid. Please contact the Office of Student Finance for more information.

Dismissal Following Probation: While on probation or afterwards, if a student earns an “F” grade (fails a course), two “C” grades (“C” or “C+”) or has an overall GPA below 3.0 for a semester, the student may be dismissed from the program.

Dismissal During the Didactic Year: An OTD or PA student who receives an “F” grade (fails a course) in more than one course in a given semester during the didactic year may be dismissed from the program.

Making Up an “F” grade (failing a course): If a student receives an “F” grade in any of their courses, the student (if not dismissed from the program) must repeat and pass the same course. The grade earned from the repeated course will replace the “F.” The “F” will remain on the student’s transcript but will not be included in their cumulative GPA.

Leave of Absence

Students who are not registered for academic credits or courses but who expect to return to the university should file for a Leave of Absence. Students may take one semester leave of absence per calendar year. Students are only eligible for a leave of absence after the completion of one (1) semester of coursework.

The leave of absence must be approved by the Program Director. To apply for a Leave of Absence the student must fill out and submit a Leave of Absence form to the Of5.9 (i)2.6 2.6 (e f)-6.6 (or)-6

with others including counseling and other relevant support services. In accordance with applicable law and regulations, procedures should be followed to ensure that a student considered for involuntary leave is not subject to an adverse action based on unfounded fears, prejudice, or stereotypes.

A psychological, psychiatric, or medical evaluation by a healthcare provider may be necessary to determine if an involuntary leave of absence is necessary or appropriate. The student may be asked to provide relevant psychological or medical records from his/her healthcare provider.

To the extent practicable, a student whose involuntary leave is under consideration will be informed in person, if practical, or in writing, and will be provided with an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official prior to any such decision.

A student who is placed on involuntary leave may appeal the decision to the Dean within 10 business days of the decision. The appeal should be in writing and set forth the basis for the appeal. The Dean or his/her designee will review the appeal and his/her decision will be considered final.

In cases of a safety emergency, a student may be removed from the University campus. To the extent practicable, the student will be provided with notice and an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official prior to any such decision. The student also may appeal the decision as set forth in the preceding paragraph.

The University reserves the right to make appropriate arrangements regarding the health and safety of the student.

A student placed on involuntary leave must remain off campus for the duration of their leave. A student on involuntary leave may not visit the campus or any other facility owned by the University without written approval from a University official.

The School will notify all relevant parties of the leave of absence and/or removal from campus.

A student’s continuance on the rolls of the University; the receipt of academic credits, honors, and awards; graduation; and the conferring of any degree, diploma, or certificate upon a student are entirely subject to the disciplinary powers of the University and to the student maintaining high standards of ethical and academic conduct. A student may be placed on probation or dismissed at the discretion of the Dean at any time for infringement of these standards.

Penalties and Procedures for Violating Academic Integrity Standards

Accordingly, students who act in a dishonest manner by cheating on written exams or plagiarizing are subject to penalty under the following procedures.

Please Note: If a faculty member determines that a student unintentionally misused sources on an assignment, he/she may lower the grade on the assignment in question (including lowering to a grade of “F”). No additional penalty should be imposed.

Notification Process

Any member of the Yeshiva University community may initiate a report of cheating on a written exam or plagiarism. The complainant should report the incident immediately, and no later than 10 days after the incident occurred and should submit an Incident Report Form to the applicable Program Director.

The Program Director will then submit a written copy of the charges (cheating or plagiarism) to the student no later than 10 days after the incident was initially reported.

The student will then have the opportunity to accept or deny responsibility for the actions or challenge the allegations within 5 days after receiving the report documenting the charges.

If the student accepts responsibility for the action, then appropriate academic sanctions will apply
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Engaging in unauthorized cooperation with other individuals in completing assignments or examinations.

- Submitting the same assignment, in part or whole, in more than one course, whether at YU or another institution, without prior written approval from both faculty members.

If a student commits one of the above (or similar) violations, the faculty member will propose an appropriate penalty. If the student accepts the proposed penalty, the faculty member will notify the applicable Program Director of the action taken. If the student denies the allegations or contests the penalty, the faculty member will notify the Program Director, who will then convene a hearing of the CASI in accordance with the procedures outlined above.

GRIEVANCES

Grievance Procedure

Azrieli is committed to a policy of resolving all student grievances through a set of appeal procedures designed to address the student's issue or concern fairly. Students may appeal evaluation decisions by instructors, supervisors, or faculty advisors when they believe they were subject to harassment, discrimination, and unsubstantiated claims of unsatisfactory performance that deviate significantly from standard evaluation procedures used by that instructor, supervisor or faculty advisor. Note that the procedures set forth in the University's Non-Discrimination and Anti-Harassment Policy (Title IX Policy) will apply in connection with alleged violations under such policy.

If a student has a grievance, he/she is assured of due process, respect, and confidentiality. The following procedure should be initiated within the semester in which the problem or incident occurs and no later than 30 days beyond the final day of classes in any given semester.

1. Informal Level: Students should first discuss their grievance with the primary instructor, supervisor, or faculty advisor who is the subject of the grievance. The purpose of this meeting is to clarify the reasons for the decision or action by the instructor, supervisor or faculty advisor and to provide the student with an opportunity to respond to the decision or action. The meeting also provides an opportunity for the student and the instructor, supervisor, or faculty advisor to reach a common understanding of the identified problem(s) and clarify recommendations and the expected timeframe within which problems will be remedied. A follow-up meeting is often scheduled to evaluate

4. Review by Dean: Should the CASI not be able to resolve the student's

Students are responsible for knowing how to quote from, paraphrase, summarize, and cite sources correctly. However, when a student has attempted to acknowledge a source but has not done so fully or completely, the instructor, perhaps in consultation with other faculty, administrators, or an academic integrity panel, may determine that the issue is Misuse of Sources or unsuccessful writing, rather than Intentional Misrepresentation.[1]

Health Insurance

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 visual impairments. Visit the following website for more information about documentation guidelines and available accommodations: Please visit the Disability Services website for more information about Disability Services.

Students who wish to request accommodations for a documented disability that affects his/her academic performance and students who suspect that they may have a disability are encouraged to contact the Office of Disability Services:

- Beren Campus: Rochelle Kohn, (646) 592-4132 /rkohn1@yu.edu
- Wilf Campus: Abigail Kelsen, (646) 592-4280 /akelsen@yu.edu
- Resnick Campus: Rochelle Kohn, (646) 592-4132 /rkohn1@yu.edu

Student Conduct and Student Rights

Please visit https://www.yu.edu/student-life/resources-and-services/Standards-Policies and review the University policies on student conduct and student rights, including:

- Athlete Protection Policy
- Anti-Bullying and Hazing Policy for Students
- Credit Card Marketing Policy
- Drug and Alcohol Policy
- Medical Form
- Requirements for Working with Minors
- Romantic Relationships Policy
- Sexual Assault Student Bill of Rights
- Title IX (Non-Discrimination and Anti-Harassment Po8Pziu02 0 4 Tw ( )Tj -0.013 -9Hg 0 Tc 0 Tw 1.707m

Library
libguides.yu.edu/home

IT Help Desk