AZRIELI COURSE CATALOG DESCRIPTIONS
2023-24
TABLE OF CONTENTS

MASTER'S COURSES

Core Courses 2

Elective Courses 4

DOCTORAL COURSES 7

AZRIELI MASTERS COURSE DESCRIPTIONS

CORE COURSES

EDU 5000 LEARNING AND COGNITION *3 credits*

This course examines student thinking and learning through the perspectives of cognitive and learning science. It includes an introduction to cognitive science focusing on representations used to model student knowledge and thinking, and how these can be used to describe student learning over the short- and long-term. Finally, the course will focus on how these representations of knowledge and learning can enhance teaching practice in classroom settings.

EDU 5010 EDUCATIONAL PSYCHOLOGY AND JEWISH LEARNING *3 credits*

Note: This is a pre-requisite course required of all students who have not taken any psychology courses before joining Azrieli. Credits in this course do not count towards the 36-credit Azrieli course requirements.

Basic concepts in educational psychology are presented with particular attention to theory, research and practical applications for the educator. A wide range of topics related to the application of psychology to the classroom include a review of the psychology of motivation, instilling values, and the role of educators in promoting a healthy self-concept. A basic overview of the major theories of child development is provided in the context of recent research findings, Judaic perspectives, and implications for educators working in Jewish schools.

EDU 5070 PROMOTING JEWISH VALUES *3 credits*

In this course, a practical approach is taken to the field of moral development, values education and the psychology of religion, informed both by psychological theory and Jewish thought. The major focus of the course is on practical educational applications of the fields of positive psychology and social emotional learning. Specific topics in values education and religious education are presented in the context of recent research findings, Judaic perspectives, and implications for educators working in Jewish schools. In addition to weekly readings, discussion boards, and reflections, students are expected to prepare a module on a value of their choice to present to peers, and design lesson plans on that topic for their students.

EDU 5120 MODELS OF TEACHING I *3 credits*

This course integrates three major components of effective classroom pedagogy: instructional strategies, behavior management strategies and instructional design strategies. Students leave the course with a deep understanding of lesson planning, active and cooperative learning strategies, research-based questioning techniques, and best practices for effective classroom management. This is a practical, hands-on course that aims to ensure foundational skills and knowledge related to teaching. As a final product, students plan, prepare and deliver a complete lesson that integrates research-based strategies and techniques.

EDU 5121 MODELS OF TEACHING II *3 credits*

Models II is a framework of thinking about and learning with all students, by matching learner to learning through proactive planning, multiple approaches to content, process, product, and environment, and a blend of whole-class, group and independent learning. This course focuses on the knowledge, understanding, and skill related to differentiated instruction, including planning for, assessing and managing classrooms with diverse students.

Prerequisite: EDU 5120 Models of Teaching

EDU 5140 CURRICULUM AND ASSESSMENT ***3 credits***

This course familiarizes the student with the theoretical foundations of curriculum design and student assessment, along with the practical skills necessary to develop a coherent Jewish studies curriculum and varied assessments. It focuses on identifying learner-centered curricular goals for a Jewish educational domain, designing experiences that will successfully implement these goals, and devising a range of assessments to determine the extent to which the desired learning is taking place. Students in this course design a complete Jewish studies unit curriculum, with learning activities and unit assessments.
Prerequisite: EDU 5120 Models of Teaching

EDU 5302 SCIENCE AND PRACTICE OF TEACHING HEBREW READING ***3 credits***

Previously called "Teaching Literacy"

All Jewish educators who teach texts in Hebrew are teaching literacy and to do that effectively, they need to learn its science. This course examines the nature of reading and writing. Consideration is given to the acquisition and role of language (first and second) and to the emerging intellectual and emotional needs of children, particularly within a Jewish community. The facts and misconceptions concerning language learning, literacy development as it relates to bilingualism, various approaches to reading and writing instruction, assessment of reading and writing, and interventions for "at-risk" readers, are studied. Each student works individually with a child, observing, trying out methods and materials, and developing firsthand awareness of the reading and writing process, especially the role of the teacher and child in that process.
Prerequisite: EDU 5120 Models of Teaching

EDU 5551 PROFESSIONAL ENHANCEMENT PRACTICUM (PEP I) ***3 credits***

PEP (Student Teaching) is a 6-credit practicum *that extends over the course of the full academic year.* PEP includes a seminar course that meets approximately 15 times over the course of entire academic year to reflect on teaching and learning and discuss practical teaching challenges and applications, in a collaborative environment. In addition to the seminar, students in PEP are observed and mentored by an Azrieli supervisor in their actual classrooms a few times over the course of the academic year. The PEP experience is closely tied to the students' actual teaching experience and is highly personalized to the growth needs of the individual teacher. The course requires that students serve as head teacher, assistant teacher, or intern (non-paid placement by Azrieli) in a formal Jewish educational setting.

EDU 5552 PROFESSIONAL ENHANCEMENT PRACTICUM (PEP II) ***3 credits***

Students register for PEP II in the Spring. PEP II is a continuation of PEP I.

EDU 5700 PORTFOLIO ***0 credits***

Taken in the last semester before graduation, students are required to submit a Professional Portfolio demonstrating their growth and learning at Azrieli and the requisite knowledge, skills, and dispositions of a Jewish educator. After an introductory module explaining the nature and requirements for the portfolio, students compile their portfolio in a self-paced manner and submit by a noted deadline. Portfolio is graded on a Pass/Fail basis, with extensive feedback offered by the instructor.

EDU 5816 BIG IDEAS IN JEWISH EDUCATION ***3 credits***

Previously called "Seminar in Contemporary Jewish Education"

What does it take to be a great Jewish educator? This course explores some of the big ideas in Jewish education, including motivation for teaching, traits of an effective teacher, teacher-student relationships, teaching the whole child, teaching every child, professionalism, and self-care. Students study traditional Jewish texts and modern scholarship, and both double as springboards for self-reflective practice. Weekly assignments combine readings, journaling, discussion boards, and/or guided notes. More substantive assignments incorporate biography presentations and meta-reflections.

ELECTIVE COURSES

Pre-requisite for ALL elective courses: EDU 5120: Models of Teaching

EDU 5200 TEACHING BIBLE: CHUMASH *3 credits*

Principles, techniques, and materials of teaching Bible in Jewish day schools; trends and approaches in teaching Bible; relevance of the Bible in modern society. Analysis of student motivation, learning styles and development, and the selection of appropriate texts and commentaries.

EDU 5210 TEACHING BIBLE: THE PROPHETS *3 credits*

Maximizing the use of Nevi'im Rishonim (in elementary school) and Nevi'im Aharonim (in secondary school) as educational resources through the analysis of student motivation, learning styles and development, and the selection of appropriate texts and commentaries. Various instructional and assessment modalities are analyzed.

EDU 5212 TEACHING JEWISH STUDIES: PIRKEI AVOT *3 credits*

This course has two main goals, each overlapping with the other;

-How to teach Pirkei Avot and mefarshim to students, including important methodologies.

-How to teach social and emotional learning (SEL) and positive psychology to students.

This will be accomplished by using Pirkei Avot as a springboard to enhance this type of learning for a Jewish day school.

After an introduction to core ideas in SEL and positive psychology and an overview of Pirkei Avot, we will learn methodology to give us language as to how to teach Pirkei Avot to enhance critical thinking and analysis. We will also collect ideas cutting across Mishnayot and the commentators as they relate to different psychological principles, such as grit, self-control, productivity, character, social intelligence, emotional intelligence, and educational psychology. In addition to weekly readings, discussions, and smaller assignments, students will create lesson plans that integrate the Pirkei Avos methodology and psychology, as well as a three-part lesson plan on the topic of student's choice.

EDU 5213 TEACHING MACKSHAVA *3 credits*

The goal of this course is to help educators learn core methodologies, approaches, materials, strategies and challenges related to teaching Jewish thought (machashava, hashkafa, and philosophy).

EDU 5214 TEACHING TALMUD *3 credits*

This course covers the following topics: principles and techniques of teaching *Talmud*; developing readiness and skills; mastering language and style; logical and legal postulates; relationship to the bible and Codes; methods and materials for teaching *Talmud* to beginning and advanced students.

EDU 6319 TEACHING MIDRASH ***3 credits***

The objective of this course is to acquire a knowledge of midrashic literature and its uses in Jewish education. Knowledge includes distinguishing between different midrashic genres (halakhic and aggadic) and between Midrash and talmudic Aggadeta. Attention is also paid to the historical provenance of significant midrashic collections, such as Midrash Rabbah, Lekah Tov and Midrash HaGadol. Uses in Jewish education include the incorporation of midrashic sources in biblical commentaries and the use of midrashim, in general, for the development of student character and values education.

EDU 5220 TEACHING JEWISH HISTORY ***3 credits***

This course addresses the means, methods, goals and objectives of teaching Jewish History in formal and informal Jewish educational settings.

EDU 5225 SPIRITUALITY AND TEXTS ***3 credits***

This course is about advancing spiritual objectives through the study and teaching of Jewish texts. The course covers defining and assessing spirituality, close reading and interpretation of Jewish texts, deriving spiritual values from Jewish texts, and teaching students to derive spiritual values from Jewish texts.

EDU 5230 TEACHING TEFILAH ***3 credits***

This course addresses principles, techniques, and materials for teaching tefilah in Jewish day schools; resource materials, terminology, concepts, curriculum, and philosophy of Jewish prayer.

EDU 5240 TEACHING THE HOLOCAUST ***3 credits***

This course provides principles, practices, materials, interdisciplinary activities, and resources, with particular emphasis on literature and film, for teaching about the Holocaust in elementary and secondary schools.

EDU 5250 WORKSHOP IN INFORMAL JEWISH EDUCATION ***3 credits***

This course will examine the underlying theories and methodologies, as well as practical application, of informal Jewish educational principles and techniques, including psycho-educational perspectives underlying informal education, and student-centered active learning processes. Effective communication, drama, film and other multi- media procedures and programming materials will be considered, along with leadership training and halachik dimensions of outreach work.

EDU 5260 TEACHING JEWISH STUDIES: TORAH SHE BA'AL PEH ***3 credits***

This course focuses on the teaching of Torah She Ba'al Peh on the secondary level. It will include: an historical overview of the role and nature of Torah She Ba'al Peh studies; the place it has within the curriculum; an examination of the structure of the Midrash, Halakha, Mishna and Talmud; strategies for the teaching of texts and sugyot; contemporary Yeshiva approaches to Torah She Ba'al Peh studies; use of technology; chevruta learning; engaging the student; creative thinking and analysis; motivational techniques; logical thinking; teaching the challenged and areas often neglected.

EDU 5317 TEACHING ISRAEL AND ZIONISM ***3 credits***

Curricular and instructional development in religious Zionism and modern Israel, including multi- and inter-disciplinary approaches; studying current events and promoting Israel advocacy; integration of Israel education into Jewish and general studies curricular, co-curricular and extra-curricular options.

EDU 5325 ART AND PRACTICE OF ADULT JEWISH EDUCATION ***3 credits***

Participants will study classical theories of adult learning and apply them to instruction. Central theorists, notions of transformation and their application to the Jewish classroom will be considered. Students will study techniques for enhancing adults' learning - the management of difficult students and other challenges. Developmentally appropriate topic choices, approaches and evaluation of adult learning will be included. Will include some study and teaching of Jewish texts.

EDU 9000 Section AZ Independent Study

By special arrangement with a faculty member only.

AZRIELI DOCTORAL COURSE DESCRIPTIONS

EDU 8000 THEORIES OF LEARNING AND TEACHING *3 credits*

Curriculum evaluation: school-wide curriculum development processes, including involvement of stakeholders; development of a school-wide curriculum utilizing available resources and materials within a recognized framework of teaching and learning.

EDU 8100 CURRICULUM DEVELOPMENT *3 credits*

Classic and contemporary theories of curriculum development and their application to day schools in general and Judaic studies in particular. This includes designing and implementing effective curriculum and learning based upon a school's mission and philosophy, the capacities of its faculty, and the needs and abilities of its students.

EDU 8130 DIFFERENTIATED INSTRUCTION *3 credits*

Planning for and managing classrooms with diverse students; focus on the process of instruction and assessment; methods for using the classroom environment effectively and efficiently.

EDU 8200 HISTORY OF JEWISH EDUCATION *3 credits*

Survey of the development of Jewish education theory and practice: analysis of underlying religious, political, social, and intellectual forces influencing theory and practice.

EDU 8210 PHILOSOPHY OF JEWISH EDUCATION *3 credits*

This course will assess Jewish educational frameworks and practices from the perspective of both Jewish and non- Jewish philosophers. The role and influence of ideology in contemporary Jewish education will be considered with particular emphasis on curriculum development.

EDU 8222 CURRICULUM DESIGN *3 credits*

Theoretical and practical issues pertaining to the designation, articulation, implementation and evaluation of curricular objectives for day schools. Developing standards and benchmarks in limmudei kodesh for K- 12 Jewish education.

EDU 8300 SEMINAR IN JEWISH EDUCATIONAL POLICY *3 credits*

This course will provide an overview of the theory, development and implementation of Jewish educational policy in North America with particular emphasis on Jewish day schools and the K-12 student population. It will consider the structure of Jewish communities, their social and demographic trends, funding and budgetary concerns, human resources, government relations and the needs of special populations. It also will include reference to Jewish texts and sources that inform the process and ethical dilemmas in its implementation.

EDU 8310 SOCIAL AND EMOTIONAL LEARNING & SPIRITUAL DEVELOPMENT *3 credits*

Readings on spiritual development paired with social emotional learning exploration and completion of a spiritual auto biography. How Jewish schools can serve as incubators of spirituality is explored through discussion and case-studies.

EDU 8320 PSYCHOLOGY AND THE RELIGIOUS PERSONALITY *3 credits*

Freudian, Neo-Freudian, and contemporary schools of psycho-analysis; their relevance in dealing with the religious personality and ritual activity; explorations and dialogue from a Jewish perspective.

EDU 8330 VALUES & MORAL DEVELOPMENT *3 credits*

The course will review current psychological thinking about the development and education of values and morality in children and adolescents. This will include a psychologically informed and evidence based examination of strategies for instilling values in areas such as sexuality, materialism, respect, responsibility, self-control, anger management, and gratitude. Each of these categories will be examined through the prism of current psychological theory, Jewish thought, and model education strategies.

EDU 8340 PSYCHO-SOCIAL PROBLEMS IN THE JEWISH COMMUNITY *3 credits*

Processes and problems involving the personal development and attitudinal changes of Jewish youth in American society. Topics will include "at-risk" behavior, media (television, internet) exposure, and relationships between learning and behavior.

EDU 8400 INTRO TO RESEARCH IN EDUCATION *3 credits*

This doctoral level course introduces students to the discipline of empirical educational research, preparing them to be responsible consumers and producers of knowledge. Topics include the scientific method, research paradigms and data collection methods, study designs, conceptual frameworks and literature reviews, ethics, and APA style.

EDU 8410 RESEARCH IN JEWISH EDUCATION (QUANTITATIVE) *3 credits*

Introduction to various quantitative research designs and methods and the statistical analyses associated with each. Students gain the skills to read and conduct quantitative research studies, as well as to statistically analyze data through the use of computer software.

EDU 8420 RESEARCH IN JEWISH EDUCATION (QUALITATIVE) *3 credits*

The goal of this course is to prepare doctoral students to be critical consumers of the qualitative educational research literature, a crucial stepping-stone to developing their own dissertations. This will include a review of interviewing techniques and semi-structured interviewing; observation techniques, ranging from participant observation to experimental phenomenology; surveys, focus groups and projective techniques; and, ethical guidelines for qualitative research.

EDU 8501 DOCTORAL SEMINAR I *3 credits*

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

EDU 8800 GUIDANCE IN JEWISH SCHOOL *3 credits*

Guidance problems and techniques; paradigmatic counseling and guidance with clinical indications for pupil adjustment and parent-teacher consultation; individual and group methods for pupil-personnel work in Jewish education.

EDU 8810 ORGANIZATIONAL THEORY AND SCHOOL MANAGEMENT *3 credits*

This course will review major theories of organization and management with particular focus on public and tax exempt institutions. It will cover classic human relations and group theory, systems analysis, management by objectives, motivation, total quality management, corporate culture and strategic planning. In each case applications will be directed to formal and informal educational settings.

EDU 8820 SUPERVISION IN JEWISH SCHOOLS *3 credits*

This course will cover instructional supervision; staff development/in-service training; action research; instructional leadership and establishing professional culture of reflective practice among teachers; peer supervision and mentoring of co-curricular activities.

EDU 8830 INSTRUCTIONAL LEADERSHIP *3 credits*

Theories of leadership, forms of influence, and consequences and conditions of their use; line vs. staff position and their implications for the use of influence; in-service training; problems in supervision.

EDU 8840 POSITIVE BEHAVIOR SUPPORT *3 credits*

A focus on schools adopting research validated practices, data-based decision-making, team-based problem solving, an instructional design analysis of teaching social and academic skills, and a continuum of instructional and behavioral support to meet the needs of each individual student.

EDU 8850 RESOURCES AND MATERIALS IN EDUCATION *3 credits*

This course will examine the theoretical and applied dimensions of a variety of academic, cultural, technological, and communal resources. Participants select resources in their area of specialization, relate the theoretical literature to practical experience, and report on their curricular and/or instructional value. Students work collaboratively to evaluate and adapt secular products, places, and processes to the needs and goals of Jewish education. A visit to places of interest in NYC is also included.

EDU 8860 PERSONNEL MANAGEMENT *3 credits*

Fundamentals of managing staff, including effective management strategies, data-driven staff evaluation, and comprehensive models. Practical application of theories of motivation and decision-making to the school administration context. Implications of diverse organizational and decision-making structures for personnel management.

EDU 8870 COMMUNITY RELATIONS AND JEWISH EDUCATION *3 credits*

The effect of community institutions and personalities on the school, educator, principal and decision-making process; public relations, adult education, extra school projects; resource development; state regulations and the Jewish school.

EDU 8880 Jewish School Administration: Policy, Law and Finance *3 credits*

Focused on the role of the school head or principal, this course will survey legal, ethical and budgetary dimensions of Jewish day school administration and policy, It will include such topics as employment and compensation, student and teacher rights, tort liability, inclusive practice and state aid to parochial schools. In that context, it also will review basic budgetary principles for day schools such as strategic planning, tuition, communal support and institutional development. Special attention will be devoted to the costs of Jewish education and to the demands of equity and integrity in handling and allocating public or community resources.

EDU 8920 Dissertation Research and Presentation I ***3 credits***
EDU 8921 Dissertation Research and Presentation II ***3 credits***

In this two semester course students will be introduced to the various formats that dissertations may take (e.g., Action Research, Case Studies, Humanities-styled, etc.) and shepherded through the early stages of articulating a research idea, developing a proposal, and establishing a firm methodological foundation. Students will also be instructed about expectations regarding writing style and dissertation formatting and, where necessary, provided with appropriate scaffolding.

EDU 9000A INDEPENDENT STUDY ***3 credits***

EDU 9000B INDEPENDENT STUDY ***3 credits***

EDU 9001 PROJECT RESEARCH I – COMPREHENSIVE EXAMINATION ***0 credit***

EDU 9002 PROJECT RESEARCH II ***0 credit***

EDU 9700 DOCTORAL COMPREHENSIVE EXAM/PAPER ***0 Credit***

EDU 8500 INTERNSHIP: JEWISH EDUCATION I ***(150 hours)***

EDU 8503 INTERNSHIP: JEWISH EDUCATION II ***(150 hours)***

EDU 8502 DOCTORAL SEMINAR II ***0 credit***

EDU 8891 Research Practicum I ***0 credit***

EDU 8892 Research Practicum II ***0 credit***

REG 9992 Maintenance of Registration ***0 credit***