

**The William Davidson Graduate School of Jewish Education
of The Jewish Theological Seminary**

Handbook for Doctoral Students

The doctoral program (Ed.D.) of the Davidson Graduate School of Jewish Education is designed to prepare students for senior roles as researchers, academicians and administrators in the field of Jewish education. This handbook reviews the policies and procedures by which doctoral students in the school will be guided.

Admissions

As a rule, students will not be considered for admission to the doctoral program in Jewish education unless they have had a minimum of four years of full time experience working in the field of Jewish education.

Candidates for the doctoral program must possess a substantial graduate level knowledge in both education and Judaica. This can be demonstrated through Masters degree(s) or other equivalent academic work. In some cases, students may be able to attain competency in these areas through additional course work taken while enrolled in the doctoral program. The core courses in education and Judaica for the MA degree in the Davidson School provide a baseline for the competency in education and Judaica expected of students entering the doctoral program.

Program Plan

The letter of acceptance into the doctoral program, which the student receives from the dean, specifies the course requirements (pre-requisites), beyond the general requirements for the doctorate in Jewish Education. It also includes the name of the student's program adviser. This adviser will assist the student in developing a program of study which will address the student's research interests and doctoral degree requirements. While the Davidson School faculty values the work experiences of doctoral candidates in education and related fields, it is not the policy of the School to give course credit for such experiences.

Students who are not taking courses are required to register for one of the following categories until the resumption of course work, the completion of all other degree requirements, graduation or official withdrawal from JTS.

Extended Residence

Students in the EdD program who have finished all course work but have not yet completed all comprehensive exams must register for this category.

Matriculation and Facilities

Students in the EdD program who have finished all course work and completed all other requirements except for the dissertation must register for this category.

Defense Semester

Students in the EdD program who plan to defend their dissertations must register for this category.

Maintaining Matriculation

Students who have completed all requirements for the degree but must wait for the next commencement exercises before receiving their degrees must register each semester for this category until their degrees are awarded. Although this category carries no fee, it does require the submission of a registration card each semester until the degree is awarded. Confirmation in writing from the dean of the school is required. Full payment of the commencement fee is due at spring registration.

Residence Requirement

As a rule, two consecutive academic years of full-time residence are required of all students in the Ed.D program.

Full-time residence demands that advanced study, including research and service projects, be the student's principal responsibility. Students in full-time residence may engage in outside employment only with the permission of the dean of the school.

After the first semester of residence, but no later than the beginning of the third semester, the candidate, with the assistance of the program adviser, completes a program plan that details the student's projected course of study to satisfy requirements for the Ed.D. or degree.

This plan includes:

- courses at JTS, UTS, Teachers College, as well as courses transferred from other institutions.
- proposed research and field experiences that are required in light of the candidate's professional and academic goals. Each student's program plan must be submitted to the dean and will be reviewed by the doctoral committee and signed by the candidate, the adviser and the dean.

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First-Year Review

The candidacy of all first-year doctoral students will be reviewed during their second semester of residence. The doctoral committee and the dean will review the progress the student has made to date and assess the student's potential to complete the degree. Occasionally a review may result in a recommendation to terminate the student's candidacy in the program.

Course of Study

As described above, in creating the program plan, courses are selected in consultation with the program adviser and with the dissertation adviser. The purpose of the consultations is to strengthen the student's background knowledge and to build expertise in areas which are crucial to the preparation of the student's dissertation proposal.

Hebrew Language

All entering students must take the Hebrew placement examination. In order to receive the doctoral degree, students must demonstrate a proficiency in Hebrew language equivalent to Hebrew 5303 (Advanced Hebrew). Students must register for Hebrew every semester that they are in residence, until this level of proficiency is attained.

Judaica (15 credits)

Students are required to take at least five advanced graduate level courses in Judaica beyond the M.A. (These do not include any prerequisite courses indicated in the student's letter of acceptance.)

Education (27 credits)

Courses will be selected in consultation with the program adviser and dissertation adviser and should reflect a balance among the following areas: History and Philosophy of Education, Curriculum and Instruction, Administration and Supervision.

Research Methods (21 credits)

Students will gain an understanding of educational research and develop facility in applying research skills through enrollment in three types of courses and seminars, as well as through their involvement in research projects related to their work in The Davidson School.

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- A. Research Method Courses
(9 credits)

Doctoral students are expected to attain competence in understanding and conducting research through the completion of at least three semester-long courses in statistics, research methodology and research design to be selected in consultation with the dissertation adviser.

- B. Doctoral Seminar
(4 semesters, 3 credits/semester)

All doctoral candidates participate in a weekly seminar for each semester of their residency. The four semesters of the doctoral seminar will continue on a “rolling basis” and will consist of the following content:

- 1 - *One* semester on research questions and “what is a good research question.” It will also deal with the relationship between research questions and research methods. It will read examples of research in general and Jewish education and study them more for their attention to questions and method than for their specific findings. It will also include selected JTS education doctoral dissertations of the past.
- 2 - *Two* semesters on selected readings from the Comps list to help students prepare and to help build group togetherness, inspiring study groups organized by the students themselves down the road. The specific readings will be divided up so that the two semesters will read different materials.

3 - *One* semester will be an in-depth look at a topic of interest—mostly led by the doctoral students themselves. The professor will choose a topic of general interest and the class will divide up responsibilities for leading the discussion and “teaching” the class for each session. This would be a way of doing a kind of advanced course more in a classic seminar style. It would fulfill the "social" dimension of the Seminar but will also advance students’ thinking in other areas and give them experiences as teachers of sessions of the seminar.

Comprehensive Examination

Upon completion of course work, doctoral candidates are required to take a written and oral comprehensive examination. Doctoral students taking the comps after July 1, 2007 will now use the following revised procedure and the list of readings that are appended to this Handbook.

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The Doctoral Comprehensive exams are designed to accomplish two goals: 1) to assess the knowledge and familiarity that the student has of the relevant scholarly literature relevant to the field of Jewish education in general and to the student’s own arena of specific interest. 2) to serve as a precursor to the writing of a dissertation. Familiarity with this academic literature helps create a framework and bank of resources that the student can draw upon in his or her future dissertation work.

Students are required to take a comprehensive exam composed of two sections, the “General” exam selected with the adviser from the list of readings in the last section of this Handbook and the “Specific” exam. The reading lists for the Specific exam are developed with one’s adviser. Both are taken at the same time, as a “take-home” (see below). Students work with their adviser to create questions for both exams using the process described below. The School appoints an examining committee including the student's adviser and two other faculty members. The examining committee refines the questions and following the written exams there is an oral exam with the committee.

The candidate, working with his or her adviser, develops sample questions for each section and submits them to the examining committee. For the General section the committee takes two of the candidate's questions and adapts them for the exam. A third question is written by the

examining committee. For the Specific section the student submits two questions and the committee adapts these questions (or adds a question of its own choosing). Around two weeks after the written examination is completed, the candidate meets with the committee for a one to one and a half hour oral examination about what he or she has written. The oral examination may also include questions about other readings from the lists.

The comprehensive exams will follow the following procedure:

- A. The exam will now consist of a two-part take-home exam.
 - B. Students will have 10 days to complete the exam.
 - C. Page limits will be specified for each question.
 - D. The General exam will consist of three questions—determined in the manner described above.
 - E. The Specific exam will now consist of two questions—determined in the manner described above.
 - F. Students will work with their adviser to choose a set of 45-60 readings from the General list.
 - G. The readings are now divided into eleven areas. Students must choose some readings from all areas, but the choices need not be perfectly balanced. It is the responsibility of the adviser to make sure that the student has chosen a varied-enough list.
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- H. In a case in which the student's Specific list is the same as one of the categories in the General list (e.g. if a student chooses "Moral education" as his or her Specific area), the student will not be responsible for that area on the General exam.

Dissertation

Upon approaching completion of all courses and comprehensive examinations, the candidate:

- formally selects a dissertation adviser from among the faculty members of the Department of Jewish Education and requests approval of the Dean.
- with the guidance of the dissertation adviser, develops an appropriate dissertation topic and proposal.
- presents a preliminary version of the proposal at a session of the doctoral seminar.
- When the adviser approves the written proposal, a hearing is scheduled with the dissertation committee.

The dissertation will be written under the direct guidance of the candidate's dissertation adviser and of a second member of the faculty selected by the adviser and the student with the approval of the Dean. The committee will consist of at least five members. In most cases the dissertation committee includes the same individuals who were on the proposal hearing committee, but in certain cases changes in the makeup of the final dissertation committee can be made. The dissertation committee usually includes two "outside" readers—one from another institution and one from a different department (e.g. Talmud, History, etc.) at the Seminary. The committee will be selected by the Dean, the adviser, and the student.

Proposal Hearing

The proposal is presented to the dissertation committee. Doctoral students in the school may be invited as observers. Committee members must receive copies of the proposal at least two weeks before the committee hearing. After the hearing, the student will receive written notice as to whether the proposal is accepted or rejected, along with a summary of the issues the committee suggests that the student address. A copy of the letter must be filed with the Dean. After the proposal has been vetted, two final copies are to be given to the Davidson School office; one is to be kept in the student's file and the other is to be kept in the communal proposal bank.

Scheduling the Hearing, Advanced Seminar, and Defense

After approval by the adviser and the second reader, a defense is scheduled through the office of the Dean. A student must apply for permission to defend the dissertation during the registration period of the semester in which he or she plans to defend. Copies of the approved

dissertation must be submitted to the office of the Davidson School for distribution to the members of the committee at least four weeks before the defense.

The dissertation committee may approve the dissertation as submitted; accept it with minor or major revisions, or reject it. If major revisions are required, a sub-committee will be appointed by the dissertation committee chair in consultation with the Dean to review the revised dissertation. Rejection of a dissertation automatically terminates the student's participation in the program.

After final approval by the dissertation committee or the sub-committee, the dissertation shall be prepared in final form for deposit at least six weeks before Commencement. Guidelines for the Preparation and Deposit of Doctoral Dissertations is enclosed in this binder.

Completion of Requirements

A candidate must complete all requirements for the doctoral degree including courses, comprehensive examination, and the deposit of the dissertation in no more than seven years from the date of formal admission to the program. The Dean regularly reviews student files to ascertain that appropriate progress is being made toward the completion of degree requirements. However, candidates engaged in the writing of the dissertation may apply in writing to the Dean for an extension, which ordinarily cannot exceed two years.

Part-Time Doctoral Program

The part-time doctoral program prepares students for the practical work in educational leadership, administration, supervision, curriculum development and educational research.

It offers two areas of concentration:

- 1) Teaching and learning;
- 2) Leadership and administration.

Admissions Procedures

The Davidson School accepts and reviews applications for admissions and funding on a rolling basis until July 15th of each year. Applications that are not completed by July 15th will not be reviewed. It is in the applicant's best interest to apply as early as possible as space in the class does fill up and funding, though merit-based, is awarded on a first-come, first-served basis. Matriculated students are only accepted in the fall.

The application form is available from the Office of Admissions, William Davidson Graduate School of Jewish Education, 3080 Broadway, New York, New York 10027-4649, (212) 678-8030, edschool@jtsa.edu.

An applicant for admission as a degree candidate must submit the following:

- A completed application form together with the \$50 fee
- An official transcript of academic records from all colleges and universities previously attended
- Official scores of the Graduate Record Examination (GRE) or Miller Analogies Test (MAT)
- Three letters of recommendation, at least two of which must be academic references
- Two academic writing samples that reflect the candidate's writing and research skills.
- One of the most important skills a doctoral student must have is the ability to write

clearly. Please submit two writing samples that you feel represent your skills as a researcher and writer. If you have earned an academic degree in the last 10 years, please submit two academic papers written for that degree. If you have been out of school for more than 10 years, please see the list below for some examples of what you might want to submit. Please submit one from List A and one from List B or two from List B. Both pieces should be substantial works, directed at an adult audience and written by you in the last 10 years.

List A

- Curriculum or Teacher's Guide
- Classroom Report
- Parent Newsletter
- Other field-based work

List B

- Published Article
- Original Research Paper with citations, on the topic of your choice, to be approved by the Director of Admissions.
Minimum length: 10 pages

Applicants whose native language is not English, and who have not been educated at a college where English is the language of instruction, may submit TOEFL scores instead of GRE or MAT scores.

As a rule, students will not be considered for admission to the doctoral program in Jewish education unless they have had a minimum of four years of full-time experience working in the field of Jewish education.

Students accepted to the doctoral program must possess a substantial, graduate-level knowledge in both education and Judaica. This can be demonstrated through a master's degree or other equivalent academic work. In some cases, students may be able to make up for deficiencies in these areas through additional coursework taken while enrolled in the doctoral program. An interview with the admissions committee and Dean is required.

Program Plan

Since the program is cohort based, students may only enter in the fall semester. Upon entering the part-time doctoral program, the dean of the Davidson School will assign the student to a doctoral program adviser from amongst the faculty of the Department of Jewish Education. This adviser will assist the student in formulating an initial program of study that will both serve the student's research interests and help the student to begin to meet the doctoral requirements.

After the first semester, but no later than the beginning of the fourth semester, the student will, with the assistance of the program adviser, complete a program plan of study that details the projected course of study to satisfy requirements for the EdD degree. It includes courses taken at JTS or through the consortium, as well as those transferred from other institutions, and proposed research and field experiences that are determined to be necessary in light of the

candidate's professional and academic goals. Each student's plan requires the signature of the candidate, the adviser and the dean. Students have a total of ten years to complete their degree. The plan is fully described in the Doctoral Studies Handbook available from the Office of the Dean.

The department of Jewish education faculty, in conjunction with the dean, will continuously review the progress the student has made to date and assess the student's potential to complete the degree. If the faculty and dean are not satisfied with either the student's progress or potential, they may exercise their prerogative of terminating the student's participation in the program.

Requirements

The part-time doctoral program requires 63 points beyond the master's degree. A candidate for the EdD who is enrolling in the part-time track must complete all requirements for the doctoral degree including courses, comprehensive examination and the deposit of the dissertation in no more than ten years from the date of formal admission to the program.

The dean regularly reviews student files to ascertain that appropriate progress is being made toward the completion of degree requirements.

However, candidates engaged in the writing of the dissertation may apply in writing to the dean for an extension, which ordinarily cannot exceed two years.

To achieve satisfactory academic progress, students must complete all the course requirements within the first six years of the program, a minimum of one-third the required number of credits, depending on the area of specialization and prerequisites needed. Students should allocate a minimum of two academic years after completion of course requirements to prepare for the comprehensive examination and begin research for the dissertation. Students should allocate two additional years to completion of the dissertation, which must be defended by the second semester of the tenth year.

As a rule, students will not be considered for admission to the part-time doctoral program in Jewish education unless they have had a minimum of five years of full-time experience working in the field of Jewish education.

Students accepted to the part-time doctoral program must possess a substantial graduate level knowledge in both education and Judaica. This can be demonstrated through a master's degree(s) or other equivalent academic work. In some cases, students may be able to make up for deficiencies in these areas through additional course work taken while enrolled in the part-time doctoral program. An interview with the admissions committee and dean is required.

Course Work Requirements

The program is cohort based and students may only enter in the fall semester when a new cohort begins. Students will be expected to take two courses per semester. Courses in education, research and the doctoral seminar will be carefully sequenced and structured in order to make sure students can complete the program. Judaica courses and summer courses

will be more flexible, based on individual needs and preferences.

During the first semester(s), courses are selected in consultation with the program adviser, and later, in consultation with the dissertation adviser. The dissertation adviser has the prerogative to require additional course work or readings beyond the number of credits specified in the bulletin for each category of course work.

Hebrew

All entering students must take the Hebrew placement examination. In order to receive the degree, students must demonstrate a proficiency in Hebrew equivalent to the level of HEB 5304 (advanced). Students must study Hebrew every semester until this proficiency is attained.

Judaica (15 credits)

Students are required to take at least five advanced graduate level courses in Judaica beyond the MA and in addition to the following foundation courses: TAL 5021: Introduction to Talmud; BIB 5011: Introduction to the Hebrew Bible; LIT 5031: Introduction to Liturgy; and MDS 5102: Classics of the Jewish Tradition II. If a student can demonstrate mastery of foundation course materials or has previously taken a comparable course for credit at an accredited institution, a waiver may be requested. Students of the Davidson School who wish to take a course in Talmud above the level of Talmud 5027 must take the Diagnostic Exam.

Education (27 credits)

These credits reflect both the predetermined sequenced courses and a balanced selection of courses in the following areas: history and philosophy of education, curriculum and instruction, and administration and supervision.

Research Methods (9 credits)

Students will gain an understanding of educational research and develop facility in applying research skills through enrollment in three types of courses and seminars, as well as through their involvement in research projects related to their work in The Davidson School.

Doctoral Seminar (4 semesters, Total 12 credits)

All part-time doctoral candidates participate in a weekly seminar together with full-time doctoral candidates for four semesters.

The four semesters of the doctoral seminar will consist of the following content:

One semester on research questions, including the exploration of what makes a good research question. It will also deal with the relationship between research questions and research methods. It will present examples of research (in general and Jewish educational contexts) but focus on their questions and method rather than their specific findings. It will also include selected JTS education doctoral dissertations from previous years.

Two semesters on selected readings from the Comps list to help students prepare for and build group togetherness, inspiring study groups organized by the students themselves. The specific readings will be divided up so that the two semesters will focus on different materials.

One semester will be an in-depth look at a topic of interest — mostly led by the doctoral students themselves. The professor will choose a topic of general interest and the class will divide up responsibilities for leading the discussion and teaching the class for each session. This will be an advanced course in a classic seminar style. It will fulfill the social dimension of the seminar but will also advance students' thinking in other areas and give them experiences as teachers.

Comprehensive Examinations

Upon completion of course work, part-time doctoral candidates are required to take a written and oral examination to assess their familiarity with and understanding of the field of Jewish education, educational literature and research methodology. Guidelines for the comprehensives appear in the Doctoral Studies Handbook which is available from the Office of the Dean.

Dissertation

As the student approaches completion of all course and examination requirements, the student will, with the assistance of the program adviser, select a dissertation adviser from among the faculty members of the Department of Jewish Education. This selection is subject to the approval of the Dean of The Davidson School.

The student must select an appropriate dissertation topic that will be an original and important contribution to the candidate's proposed area of research. The student will prepare the proposal in consultation with the dissertation adviser. The student will present a preliminary version of the proposal at a session of the doctoral seminar during the fourth semester of residence. When the adviser is satisfied with the written proposal that the student has prepared, the proposal must be presented to the faculty of the Department of Jewish Education at a hearing to which all of the departmental faculty have been invited. Faculty members must receive copies of the proposal at least one week before the hearing. The approval of the department is required before the student may go forward with the dissertation. The faculty may decide that the proposal requires revision and, if need be, the Dean will appoint a faculty committee to give final approval to the proposal. The final written version of the proposal must be submitted to The Davidson School Office and be approved in writing by the dissertation adviser and the Dean.

The dissertation will be written under the direct guidance of the candidate's adviser and a second member of the faculty, selected by the adviser and the student in consultation with the Dean. Dissertations are to be written in English.

After the dissertation has been approved by the adviser and the second reader, it must be defended before a committee. A student must apply for permission to defend the dissertation during the registration period of the semester in which he/she plans to defend. The committee will consist of at least five members, including one from another institution. The committee will be selected by the Dean, the adviser and the student, at least eight weeks before the date of the defense. Copies of the approved dissertation must be submitted to the Office of The Davidson School for distribution to the members of the committee at least eight weeks before the defense.

The defense committee may approve the dissertation as submitted, accept it with minor

or major revisions, or reject it. If major revisions are required, a subcommittee will be appointed by the defense committee chair and the dissertation adviser in consultation with the Dean to review the revised dissertation. Rejection of a dissertation automatically terminates the student's participation in the program.

After final approval by the defense committee or the subcommittee, the dissertation shall be prepared in final form for deposit at least six weeks before commencement. Guidelines for the preparation and deposit of doctoral dissertations are available in The Davidson School Office.

Completion of Requirements

A candidate must complete all requirements for the doctoral degree, including courses, comprehensive examination and the deposit of the dissertation, in no more than ten years from the date of formal admission to the program. The Dean regularly reviews student files to ascertain that appropriate progress is being made toward the completion of degree requirements.

Funding

This program must be funded by the student, or when possible the student's employer. Although JTS scholarships are not available for part time doctoral students, the JTS financial aid office (financialaid@jtsa.edu) offers low interest student loans for doctoral students taking 6 credits a semester (repayable over 10 years after completion of program) and no interest payment plans to help students finance this program.

The 2007.2008 financial aid applications are posted on the JTS website at: <http://www.jtsa.edu/campus/finaid/> . Applicants are able to download and access all of the applications at this site.

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Comprehensive Exam General Reading List

Doctoral students taking the comps after July 1, 2007 will now use a selection from the following list of readings for the "general" exam. (See the section above in this Handbook that describes the process.

Because books go in and out of print with a variety of publishers, the list does not provide publisher and date information except in cases where books may be difficult to locate:

I. Jewish Thought Applicable to Jewish Education

1. Borowitz, E. Renewing The Covenant: A Theology For The Postmodern Jew
2. Gillman, N. Sacred Fragments
3. Hartman, D. A Living Covenant: The Innovative Spirit in Traditional Judaism.

4. Heschel, A.J. God in Search of Man
5. Kadushin, M. Worship and Ethics: A Study in Rabbinic Judaism. (1964, pp. 3-96; 199-239.
6. Kaplan, M. The Meaning of God in Modern Jewish Religion.
7. Soloveitchik, J. The Lonely Man of Faith

II. Philosophy of Education/Philosophy of Jewish Education

8. Bruner, J. Culture of Education
9. Dewey, J. The School and the Society
10. Dewey, John. The Child and the Curriculum
11. Dewey, John. Experience and Education.
12. Fox, S. Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions.
13. Fox, Scheffler, Marom, Visions of Jewish Education
14. E.D. Hirsch, Cultural Literacy
15. Lukinsky, J. Three essays on "Integration in the Jewish Day School" in Integrative Learning (edited by Max Nadel)
16. Lukinsky, J. "Maybe the Lies We Tell . . ." in The Seminary at 100. (New York: JTS, 1987)
17. Peters, R. S. "Reason and Habit: The Paradox of Moral Education" in Scheffler, I. Philosophy and Education
18. Peters, R. S., "Criteria of Education" from his Ethics and Education
19. Rosenak, M. Commandments and Concerns.
20. Rosenak, M. Roads to the Palace. Providence: Bergahn Books,1995.)
21. Rousseau, J. Emile
22. Scheffler, Israel, from "In Praise of the Cognitive Emotions" from his Reason and Teaching
23. Whitehead, A. N. The Aims of Education

III. Teaching and Learning and Curriculum

24. Brooks and Brooks. In Search of Understanding: The Case for Constructivist Classrooms. (Alexandria, VA: ASCD, 1993)
25. Bruner, Jerome. The Process of Education.
26. Doll, William E., A Post-Modern Perspective on Curriculum
27. Dorph, Gail . "What Do Teachers Need to Know in order to teach Torah" in Cohen and Ofek, Lukinsky Festschrift
28. Egan, Kieran, Teaching as Storytelling Or Egan, The Educated Mind
29. Harris, Maria. Teaching and The Religious Imagination, pp. 1-116.
30. Holtz, B. Textual Knowledge (JTS Press 2004)
31. Jackson, Philip. Life in Classrooms
32. Jackson, Philip. "The Mimetic and the Transformative." In his The Practice of Teaching, (New York: Teachers College Press,) 1986, pp. 115-145.
33. Jensen, E. Teaching with the Brain in Mind (Alexandria: ASCD,) 1992.
34. Schon, Donald. The Reflective Practitioner

35. Schwab, Joseph. "Eros and Education," and "The Practical" (1, 3, & 4) in Science, Curriculum, and Liberal Education (eds.) Westbury, I and Wilkof, N, (Chicago: University of Chicago Press,) 1978, pp. 105-132, 287-321, 365-384.
36. Shulman, Lee. "Those Who Understand: Knowledge Growth in Teaching" in Educational Researcher, February 1986 (also in his collection The Wisdom of Practice)
37. Tyler, Ralph. Basic Principles of Curriculum and Instruction.
38. Eisner, E.W. The Educational Imagination
39. Wiggins, G. (1989). "The Futility of Trying to Teach Everything of Importance." Educational Leadership. November 1989. pp 44-59

IV. Human development, psychology of learning

40. Bettelheim, Bruno, The Uses of Enchantment. (New York: Vintage,) 1989, pp. 1-60 & 152-183.
41. Bronfenbrenner, The Ecology of Human Development
42. Bruner, Jerome. "Narrative and Paradigmatic Modes of Thought," in Learning and Teaching The Ways of Knowing (84th Yearbook of the National Society for the Study of Education), Eisner, E. (ed.) (Chicago: University of Chicago Press,) 1985.
43. Egan, Kieran. The Educated Mind: How Cognitive Tools Shape Our Understanding.
44. Egan, Kieran. Education Development
45. Erikson: Erik, Identity Youth and Crisis **or** Childhood and Society
46. Gardner, Howard. The Unschooled Mind
47. Harter, Susan. The construction of self: a developmental perspective
48. Jensen, Teaching with the brain in mind **OR** Sylvester, A celebration of neurons.
49. Paley, Vivian "On Listening to What Children Say" Harvard Educational Review, Volume 56, No 2 May 1986
50. Piaget, The Psychology of the Child
51. Mezirow, Jack. Learning as Transformation
52. Rogoff, Barbara. Everyday Cognition: Its Development in Social Context
53. Salovey and Sluyter, Emotional development and emotional intelligence: educational implications
54. Smith and Denton, Soul Searching: The Religious and Spiritual Lives of American Teenagers
55. Sternberg, Robert. Thinking Styles
56. Vygotsky, Mind in Society

V. Moral education

57. Damon, William. The Moral Child
58. Hansen, David. The Call to Teach
59. Ingall, C. Transmission & Transformation: A Jewish Perspective on Moral Education. (New York: Melton,) 1999.
60. Lickona, T. Educating For Character
61. Noddings, N. The Challenge to Care in Schools
62. Nucci, Larry. Education in the moral domain

63. Sizer and Sizer, The Students are Watching
64. Zins, Weissberg, et al, Building Academic Success on Social and Emotional Learning: What Does the Research Say

VI. Educational Reform

65. Barth, S. Improving Schools from Within
66. Comer, James, School Power
67. Freire, Paulo. Pedagogy of the Oppressed.
68. Fullan, Michael. The New Meaning of Educational Change
69. Goodlad, John, A Place Called School
70. Illich, I. Deschooling Society
71. Sarason, S. The Culture of the School and the Problem of Change.
72. Sizer, T. Horace's Compromise
73. Sarason, S. The Creation of Settings and the Future Societies

VII. Leadership and Administration

74. Barth, Roland. Run, School, Run
75. Dym and Hutson, Leadership in Nonprofit Organizations: Lessons From the Third Sector
76. Lickona, Thomas. Educating for Character.
77. Senge, Peter. The Fifth Discipline
78. Sergiovanni, Thomas. Building Community in Schools. or
79. Sergiovanni--Moral Leadership: Getting to the Heart of School Improvement

VIII. The Contemporary Jewish Community and the History and Contemporary Realities of American Jewish education

80. A Time To Act
81. Ackerman, Walter, "Jewish education--for what" in American Jewish Year Book 70:1-35.
82. Ackerman, Walter, "The Americanization of Jewish Education" in Judaism 24 (1975): 416-35
83. Aron, I. (ed.) A Congregation of Learners. (New York: UAHC Press,) 1995, pp. 56-77; 119-138, 185-227.
84. Brown, Michael "It's off to camp we go" in Tradition Renewed (JTS Press) (edited by Wertheimer)
85. Chazan, Barry, "What is Informal Jewish education" Journal of Jewish Communal Service 67, no. 4 (summer 1991).
86. Chazan, Barry. "Education in the Synagogue: The Transformation of the Supplementary School" in The American Synagogue: A Sanctuary Transformed ed. Jack Wertheimer, (Hanover: Brandeis University Press,) 1987, pp. 170-184.
87. Cohen and Eisen, The Jew Within
88. Cohen, Steven M. "Impact of Varieties..." in the journal Contemporary Jewry v. 16, 1995: 68-96

89. Eisen, Taking Hold of Torah
90. Ettenberg, S. and Rosenfeld, G. The Ramah Experience. (New York: JTS,) 1989.
91. Fishman, Sylvia Barak. Jewish Life and American Culture
92. Gamoran, Adam, Ellen Goldring & Bill Robinson, "Towards Building a Profession"
93. Grant, Schuster, Cohen, and Woocher, A Journey of Heart and Mind: Transformative Jewish Learning in Adulthood
94. Heilman, Samuel "From T-Shirts to Peak Experiences: Teens, the Israel Trip and Jewish Identity" in Abiding Challenges: Research Perspectives on Jewish Education, edited by Rich and Rosenak (Bar-Ilan University Press, 1999)
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115. Chapter 4 in Jossey Bass Reader - Real Boys: The truths behind the myths (by Pollack, from Real Boys: rescuing our sons from the myths of boyhood, 1998)
116. Chapter 31, Anita Hill is a Boy: Tales from a Gender-Fair Classroom (by Orenstein, from School Girls, 1994)
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