

Azrieli Graduate School
Summer 2025 June 9 – August 1
Master's Courses, Calendar and
Course Descriptions (page 2)

All courses are asynchronous.

Course Descriptions and Calendars follow below.

CRN	Course No.	Title	Time	Professor
		Asynchronous Online Courses		
60561	EDU 5120	Models of Teaching 1	Asynch	Dr. Ilana Turetsky
60634	EDU 5140	Curriculum and Assessment	Asynch	Dr. Laya Salomon Jill Jarecki Mainzer
60562	EDU 5200	Teaching Bible: Chumash*	Asynch	Dr. Ilana Turetsky
60563	EDU 5212	Teaching Jewish Studies: Pirkei Avot	Asynch	Dr. Mordechai Schiffman
60565	EDU 5700	Portfolio**	Asynch	Dr. Laya Salomon
		Blended: Synchronous/ Asynchronous Online Courses		
60642	EDU 5930	Thinking About Our Vision of Chinukh: An Exploration <i>This course will meet online every Tuesday from 6-8pm; the rest of the course content will be asynchronous.</i>	Tuesdays 6:00pm - 8:00pm online	Dean Michael Berger
		*Models of Teaching I is a pre-requisite ** Portfolio has special prerequisites		

Summer 2025	
Seven-Week ONLINE Courses	
June 9 – August 1, 2025	
Tues., May 27	Last day to register without \$100 late registration fee
Mon., Jun 9	Semester begins – Asynchronous modules open
Thurs., Jun 12	Last day to add a course
Thurs., Jun 19	Last day to drop with 100% tuition refund and without a “W” mark on academic record
Fri., Jun 20	Mark of “W” begins for course withdrawals
Fri., Jul 4	Independence Day. University closed/no classes.
Fri., Jul 18	Last day to drop a course with a W mark on academic record
Wed., Jul 23	Online registration for Fall 2025 opens
Fri., Aug 1	Semester ends
Mon., Sept 30	Degree conferral date

Course Descriptions

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 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 5212 TEACHING JEWISH STUDIES: PIRKEI AVOT 3 credits

This course has two main goals: 1) How to teach Pirkei Avot and mefarshim to students, including important methodologies and 2) How to teach social and emotional learning (SEL) and positive psychology to students. 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.

EDU 5930 THINKING ABOUT OUR VISION OF CHINUHK: AN EXPLORATION 3 Credits

In every class, every course and every day school, we make hundreds of large and small decisions about students learning limudei kodesh. But what brings all these decisions together? What creates coherence or sense of purpose?

Over the last 50 years, thinkers in the English-speaking world have sought to articulate more precisely what the vision and purposes of chinukh are, especially as Jewish education has become the primary vehicle tasked with ensuring the next generation will be knowledgeable and committed Jews. Their aim has been to better align the curricula and pedagogies chosen, making what and how students learn a much more intentional enterprise.

In this course, we will read, analyze and discuss 8-10 major writers who have reflected deeply on the goals of Jewish education, with the aim of formulating the personal vision that animates our own educational choices.

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.