



# **ACADEMIC POLICIES AND PROCEDURES**

## **Certificate Program in Jewish Education for Adolescents and Emerging Adults**

**Hebrew Union College – Jewish Institute of  
Religion**

**Effective Spring 2013**

## Table of Contents

Introduction.....	3
Welcome.....	4
The Cohort Experience.....	5
Curriculum.....	6
Course of Study.....	6
Final Action Project.....	10
Mentors.....	10
Academic Calendar.....	11
Technology Requirements.....	12
Assessments and Evaluations.....	13
Family Leave, Babies, and Nursing.....	14
National Student Handbook.....	15
Attendance Requirements.....	16
Travel Guidelines.....	17
Academic Issues.....	18
Withdrawal from Courses.....	18
Incompletes.....	18
Grades.....	19
Failing Grades.....	19
Leave of Absence.....	19
Exemptions and Reduced Academic Load.....	20
Payments.....	21

## **INTRODUCTION**

This Handbook supplements the National Student Academic Handbook of the Hebrew Union College-Jewish Institute of Religion which contains rules and procedures that apply to students in all of the academic programs of the College-Institute. This Handbook contains policies and procedures that are specific to students enrolled in the Certificate Program in Jewish Education for Adolescents and Emerging Adults (CAEA). The Coordinator of the Certificate Program and the Senior National Director of the Schools of Education are charged with overseeing these policies and procedures. The student body and faculty will receive electronic notification of any changes to this Handbook.

Questions regarding the policies and procedures in this Handbook should be addressed to the Coordinator of the Certificate Program.

## **WELCOME TO THE CERTIFICATE PROGRAM IN JEWISH EDUCATION FOR ADOLESCENTS AND EMERGING ADULTS (CAEA)**

Welcome to the Hebrew Union College-Jewish Institute of Religion. We are thrilled that you have chosen to embark on what we hope will be a rich journey of growth and learning. As students in the **Certificate Program in Jewish Education for Adolescents and Emerging Adults**, you are leading the way as the College-Institute continues to break new ground in offering programs for the 21<sup>st</sup> century that includes both on-line and face-to-face learning.

In the months ahead, we look forward to working with you as you learn and deepen your practice and understanding as Jewish youth educators.

This guidebook will help you navigate the waters of the CAEA. It consists of two sections:

- An Introduction to the CAEA, including norms, calendars, courses and other miscellaneous information.
- Academic policies that pertain to the CAEA program. These policies supplement the National Student Academic Handbook which applies to all students at the College-Institute. *Please note that these policies supersede the policies regarding the same topic that appear in the National Student Academic Handbook.* The National Student Academic Handbook can be found at [www.huc.edu/registrar](http://www.huc.edu/registrar).

We are here to answer any questions as they arise and to clarify issues or policies that are not clear.

Mazal tov and enjoy this exciting and challenging journey upon which you are about to embark.

L'shalom,

Rabbi Melissa Zalkin Stollman, MARE, MSW  
Coordinator  
Certificate Program in Jewish Education for  
Adolescents and Emerging Adults

Dr. Michael Zeldin  
Senior National Director  
HUC-JIR Schools of Education

## THE COHORT EXPERIENCE

The Certificate Program is a cohort-based learning experience. As such, students move through the program experiences together as a group. The cohort experience is a key element in the program's impact on students. Each cohort creates its own set of norms that serve to guide the group as it negotiates the various aspects of working, learning and, sometimes, living together. The following are sample norms that will be refined and reworked by each cohort.

### *Sample Certificate Program Norms*

- Respect the diversity of the cohort in terms of prior education and experiences. Be aware that everyone has a different perspective and background.
- Share skills and content learned in the program in order to make change the way you approach your work within your organization.
- Live up to the standards and expectations of the program, each other, and our organizations.
- Use other members of the cohort as resources.
- Respect confidentiality. Ask permission from each other sharing information outside of the group.
- Push each other to advocate for one another and to challenge each other in safe ways.

## **CURRICULUM**

The curriculum of the CAEA program consists of multiple types of learning experiences, all designed to enable students to engage deeply in learning and apply that learning to their practice in a meaningful manner. The curriculum includes coursework (both in face-to-face and online milieus), mentoring by experienced professionals in the field, and a final action project, all of which are detailed below. Each of these learning modes carries academic credit; they are equally important in successful completion of the program. Students are expected to maintain an academic stance to these experiences, completing all requirements in a timely fashion and to the best of their ability.

### **Course of Study**

The coursework for the Certificate Program falls into five main rubrics including electives that supplement the learning. The rubrics are:

1. Adolescence and Emerging Adulthood
2. Experiential Education
3. Transformation and Organizational Dynamics
4. Judaic Studies
5. Electives

Electives are offered in the following four areas:

1. Social Media and New Technologies
2. Jewish Education Through the Arts
3. Jewish Service Learning
4. Jewish Education and the Environment

### **Rubric #1 – Social Psychology of Adolescence and Emerging Adulthood**

#### **Jewish Identity Formation – CJE 400**

1 unit, Fall Intensive

This course will explore issues of identity and human development taking place during adolescence and young adulthood. The course will begin with an exploration of the student-educator's own identity forming processes, and extends to the youth and young adults with whom they work and beyond, to colleagues and the field at large. The course's unfolding assessment to create a page in a Handbook for Navigating Jewish Identity Formation will invite adolescent and young adult educators to decide what content, experiences, and language are most important in working with their population's Jewish identity formation processes.

#### **Social Psychology of Adolescent Development and Emerging Adults – CJE 401**

2 units (online), Fall Semester A

This course will delve into the developmental tasks teens and young adults face between ages 13 to 25. Students will investigate how these life stages require particular kinds of

programming based on emerging understandings of brain changes and societal pressures. Students will learn how the brain develops through these ages and what issues these individuals face, and will begin to think about the impact of this knowledge of 12-25 year olds, on how they program for this population.

Adolescents, Emerging Adults and Their Families: In and Out of Crisis – CJE 408  
2 units, Winter Institute

This course will discuss family systems, how to interact with parents, and social and emotional pressures confronting adolescents and emerging adults today. Students will explore the pitfalls they may face as the "pastoral" counselor, advisors, youth counselors and teachers who are often the first people in line to be the confidants. Issues such as confidentiality, mandatory reporting, dealing with crisis and maintaining boundaries will be emphasized, as well as the professional's role in these situations.

### **Rubric #2 – Experiential Education**

Principles of Experiential Learning in Informal Settings – CJE 402  
3 units (2 of which are online), Fall Semester B and Winter Institute

In this course, students will explore the historical and theoretical underpinnings of the emerging field of experiential Jewish education. Looking at how this field has grown, from camping to youth work to service learning trips, students will gain a better understanding of the work they do and how to apply the theory of Jewish experiential education to their settings.

Intentional Planning and Development for Experiential Education – CJE 403  
2 units (online), Spring Semester A

This course will focus on the basics of how to envision and implement curriculum and programs for informal education experiences for adolescents and emerging adults by employing methods of goal setting, assessment and evaluation in the theoretical context of experiential education and human development. Learners will have the opportunity to develop a framework for curriculum design that responds to the need of their organization and is aligned to its mission.

### **Rubric #3 – Transformation and Organizational Dynamics**

Dynamics of Organizational Change – CJE 404  
2 units (online), Spring Semester B

This course will enable students to effectively navigate their organization to achieve the goals of their programs. Through self-reflection and action planning students will identify concrete ways to work within the political, human resource, symbolic and structural frames. Additionally, students will learn ways to gather data so that participants and decision makers attend to the successes and needs of the program.

## **Rubric #4 – Judaic Studies**

### People of the Books: A Survey of the Classical Jewish Sources for Informal Educators – CJE 409

1 unit, Winter Institute

This course will familiarize students with the basic concepts, terminology and classical texts of the Jewish tradition with a particular emphasis on enhancing their practice as informal educators. In addition to an introduction to each of the major works in the traditional Jewish canon, special attention will be given to experiential methodologies to provide course participants with creative ways to make text study engaging for their learners.

Students with rabbinical ordination, or a graduate degree in Jewish studies or the equivalent, may petition to be exempt from this course.

## **Rubric #5 – Electives**

### Special Topics in Jewish Experiential Education (1 units) – CJE 405

#### *Social Media and New Technologies*

Fall and Spring Semesters – 2-3 sessions per semester

Through webinars and other online technology, students will explore the fast-growing world of new media and how its evolution changes our lives, professions and communities. This course will survey emerging and existing technologies to teach students best practices while navigating boundary issues relating to their personal and professional online personae. Students will learn to take a planned approach to using social and digital media as tools for engagement, marketing, outreach and community building. Students will also have the opportunity to learn about and evaluate what is happening in the arena of social media and new technologies within the field of Jewish education, and to develop individualized strategies.

#### *Jewish Education through the Arts*

Fall and Spring Semesters – 2-3 sessions per semester

This course recognizes that for many adolescents and emerging adults the arts are a powerful tool for engagement. Art can create a greater awareness and understanding of Jewish texts and help make Judaism more relevant in the lives of teens and young adults. Students will learn the theory and practice of using the arts as a foundation for teaching areas of Jewish content. Through this course students will have the opportunity to explore what is meant by “Jewish” and “art” when these words are combined, and the challenges that this might raise.



### *Jewish Environmental Education*

Fall and Spring Semesters – 2-3 sessions per semester

According to Nili Simhai of the Teva Learning Center, “When we hear the words ‘Jewish environmental education,’ we often only hear ‘environmental education’ and not ‘Jewish education.’ It’s easy—too easy—to think of environmental programs as a fun add-on, rather than core, to Jewish learning. That is a mistake.” This course will explore the relationship between Jewish texts and the environment and help students engage in this kind of learning in order to increase their own knowledge base and repertoire.

### Jewish Service Learning – CJE 407

1 unit, Spring Intensive

Students will explore social justice work in a Jewish experiential setting by learning about direct service that responds to communal needs. This course will explore the relationship between Jewish identity and Jewish service learning through the study of various program models and their impact on the Jewish and secular communities. By reviewing best practices students will strengthen their program development skills; deepen their understanding of service, social justice and community organizing; learn what is Jewish about Jewish service learning; and strategize about how to incorporate service learning into already existing programs.

### Final Action Project – CJE 410

1 unit, Spring Semester

The Final Action Project (FAP) is meant to be an in-depth academic experience that enhances the student’s knowledge of the process of creating an experiential educational curriculum. The purpose of the project is to demonstrate the student’s ability to translate knowledge gained through the coursework of the Certificate Program in Jewish Education into rich learning experiences through intentional planning and design. The FAP will be a substantive project that describes the experiential learning components of a year, semester, or summer of youth or emerging adult programming.

### Clinical Education – CJE 411

1 unit, Fall and Spring Semesters

Each student will work with a mentor throughout the academic year to help translate the theoretical learning they gain from their classrooms to their work in the field. Students will reflect on their own work and their developing identity as youth professionals.

## **Final Action Project**

The Final Action Project (FAP) is meant to be an in-depth academic experience that enhances the student's knowledge of the process of creating an experiential educational curriculum. The purpose of the project is to demonstrate the student's ability to translate knowledge gained through the coursework of the Certificate Program in Jewish Education into rich learning experiences through intentional planning and design.

As students near the conclusion of the Certificate Program, the FAP provides an additional opportunity for students to think as leaders and professionals acting as change agents while seeking to respect the history, culture and reality of the context in which they work. The FAP calls on students to draw upon and synthesize the learning in which they have engaged during the program to date.

The FAP is a substantive project that describes the experiential learning components of a year, semester, or summer of youth or young adult programming. Below are the guidelines for preparation of the project. Students may rework something they have used in the past, or create something new. *If students opt for the former approach, this does not mean pulling a project "off a shelf" and submitting it "as is", but taking a hard critical look at something they created in the past and bringing to it a fresh perspective based on the coursework they have completed in the Certificate Program.*

## **Mentors**

Each student in the CAEA program is paired with a mentor. Mentors are drawn from leading youth and young adult professionals in Jewish communities in North America. They are all graduates of HUC-JIR. Students meet with their Mentors each month they are enrolled in the program. The discussions between student and mentor center around the curriculum of the Certificate Program, challenges and accomplishments in the work place, and general professional issues.

The goals of the clinical mentoring component of the CAEA are to:

- Guide students in the process of application – integration – implementation of their learning.
- Support students as they rethink what their role in their organization is and develop their capacity to lead their institutions through a transformational change process.
- Help students engage in both personal and professional transformation as they themselves grow and change.
- Provide continuity and coherence between and among different elements of the experience as students pull the various program components together into a cohesive whole.
- Guide students as they complete their Final Action Projects.

**Academic Calendar: Certificate in Jewish Education for Adolescents and Emerging Adults, 2012-2013**

<b>September 4-6</b>	Fall Intensive: HUC-JIR, Los Angeles, CA Identity Formation – Rabbi Tali Zerkowicz, Ph.D.
<b>August 27</b>	Fall Online Course A Begins Adolescent Development and Emerging Adulthood – Dr. Betsy Stone
<b>November 2</b>	Fall Online Course A Ends
<b>October 29</b>	Fall Online Course B Begins Principles of Experiential Learning in Informal Settings – Phil Liff-Grieff
<b>December 21</b>	Fall Online Course B Ends
<b>January 2-11</b>	Winter Institute: HUC-JIR, New York, NY Family Systems and Dealing with Crisis – Dr. Betsy Stone Principles of Experiential Learning in Informal Settings – Phil Liff-Grieff People of the Books – Rabbi Andrew Davids
<b>January 14</b>	Spring Online Course A Begins Intentional Planning and Development for Experiential Settings – Rabbi Scott Aaron
<b>March 8</b>	Spring Online Course A Ends
<b>March 11</b>	Spring Online Course B Begins Dynamics of Organizational Change – Cyd Weissman
<b>May 3</b>	Spring Online Course B Ends
<b>May 6-20</b>	Final Project
<b>May 20-22</b>	End of Program Intensive: URJ Kutz Camp, Warwick, NY

**All dates are subject to change**

## TECHNOLOGY REQUIREMENTS

The CAEA combines face-to-face and online learning that requires specific technology. Students must have a computer with an integrated microphone and camera, or a separate, high quality microphone or camera. Smart phones and tablets may be used for some work but they cannot be used for the live session meetings.

Throughout the program, students will need to access the following web sites and portals:

- Sakai: HUC-JIR's online learning environment ([www.huc.edu/sakai](http://www.huc.edu/sakai))
- SIS: The Student Information System where students will register for classes and view your grades ([www.sis.huc.edu](http://www.sis.huc.edu))
- Google Drive ([www.google.com](http://www.google.com))
- JSP: Jewish Studies Portal ([www.huc.edu/jsp](http://www.huc.edu/jsp))
- Other websites and programs used by instructors such as DropBox and Diigo

Basic word processing and the ability to read PDF, DOCX, and XLSX documents are also required.

Every student will be issued an email address from HUC-JIR that will end in “@huc.edu” so that we can contact you through our online servers more easily. Students should check their inbox at this address at least 4 times per week if they choose not to forward it to their personal email addresses.

## **ASSESSMENTS AND EVALUATIONS**

Each student receives an assessment from each instructor. This is to help with the student's personal growth as the student continues in the program. Students are expected to maintain an academic stance to all experiences that are part of the Certificate Program, completing all requirements in a timely fashion and to the best of their ability.

Student reflection and evaluations of their experience are an important part of the learning process for the student and the instructor. Student feedback on the coursework, instructor and the program is critical and highly valued. At the end of each online course and face-to-face meeting students will have the opportunity to share thoughts on the learning experiences within the program.

## **FAMILY LEAVE, BABIES, AND NURSING**

If a new child should be joining a student's family please let the Program Coordinator know immediately so that arrangements can be made to assist the student in keeping up with the coursework and maintaining good standing in the program. Special accommodations may be worked out with the instructor to help the student with this transition.

Students are welcome to bring newborns and infants to intensives and the Winter Institute but the program will not cover the additional expenses involved such as the need for a single room. Students are expected to provide their own childcare, whether a family member or hired baby sitter.

Please do not bring your newborn or infant into class sessions. Other meetings, such as *t'filah*, meals, etc. may be acceptable with the permission of the instructor, leader or Program Coordinator.

If a student needs to nurse or pump, she should excuse herself from a class or meeting to do so in a more private location unless you have explicit permission from the instructor, leader or Program Coordinator.

## **NATIONAL STUDENT ACADEMIC HANDBOOK**

Many of the policies listed below are to supplement this handbook. Please note that anytime the National Student Academic Handbook lists “Program Director” this also applies to the Program Coordinator of the Certificate Program in Jewish Education for Adolescents and Emerging Adults. The National Student Academic Handbook can be found at [huc.edu/registrar](http://huc.edu/registrar).

## ATTENDANCE REQUIREMENTS

Learning is central to the mission of the College-Institute and the CAEA. Only during the course of their studies at the College-Institute will students have the opportunity to learn from and contribute to the knowledge and experience of both their professors and their classmates. Because each person in the Cohort adds to the learning environment, attendance is a crucial element of our academic programs.

On-line and face-to-face meetings of the CAEA are intense and critical to the success of the program. Absence from a face-to-face meeting and/or online live session can jeopardize a student's ability to pass a course. All students and faculty members are expected to make attendance a priority. However, we recognize that there are times when students must miss a face-to-face meeting or a live online session for significant reasons. Absences from *all* or *any portion* of face-to-face meetings must be cleared with the instructor and the Program Coordinator *in advance* if at all possible and will be allowed only in the most extenuating of circumstances.

If a student is absent from any on-line or face-to-face meetings, he or she is responsible for all written or oral work due at the time of the absence, the substance of the material addressed, and any announcements or information disseminated at that time.

The following policies apply to approved absences:

1. If a student is absent from live sessions, or submits an assignment later than the scheduled due date, the student may be subject to a reduced grade or failure for the course at the discretion of the instructor.
2. At intensives, seminars and institutes, NO absences are permitted. If a student is forced by extenuating circumstances to miss more than one day, the instructor may decide not to grant credit for the missed work.



## **TRAVEL GUIDELINES**

A stipend is offered for all travel to intensives and the institute.

Inclement weather:

- Students should be alert to any impending inclement weather and be in touch with the airlines as early as possible to make needed changes.
- Airlines will typically agree to waive change fees if the change is necessitated due to inclement or impending inclement weather. Students should always try to have any change fee waived.
- HUC-JIR cannot be responsible for additional incurred costs of changing flights except with the express permission of the Program Coordinator.
- Students are responsible for their own baggage fees and travel insurance should they choose to purchase it.

## ACADEMIC ISSUES

The CAEA is a “cohort-based” program. Students take all courses together with the same classmates, and as a result they share the same experiences and the same learning. Courses build on one another as students connect their learning from courses they have taken together to subsequent courses. As a result, special policies apply when students are unable to successfully complete a course.

### **Withdrawal from Courses**

In the event of extenuating circumstances and in consultation with the Program Coordinator, a student may: a) withdraw from the course in the early days or weeks of a course, or b) take an incomplete if the student has completed most of the course requirements. The decision as to whether the student may withdraw or take an incomplete will be made by the Program Coordinator after consultation with the student and the instructor.

In such cases, within a month of the end of the course it is the student’s responsibility, working in conjunction with the instructor and the program coordinator, to develop a plan to demonstrate how he or she will fulfill the requirement to take the course in an alternative manner. This plan should then be presented to the Senior National Director of the Schools of Education for approval.

Alternative modes of fulfilling the requirement to take a course may include but are not limited to: a) Independent study under the guidance of the course instructor, b) enrolling in the course the next time it is offered in the MA program, or c) completion of an equivalent, approved course at another institution. Students are responsible for any costs incurred in taking a course at another institution. Other modes of fulfilling the requirement will be considered should the student be able to demonstrate to the satisfaction of the instructor, the program coordinator, and the Senior National Director that the course requirements will be met.

Students may withdraw from or not complete a maximum of two courses for the duration of the program. Beyond that, students will be required to withdraw from the program and reapply to another cohort.

### **Incompletes**

If for reason of illness, birth/adoption of a child or other comparable extenuating circumstances a student cannot complete his/her work on time, the instructor may enter a grade of Incomplete (“I”) into the Student Information System (SIS).

Students may carry a grade of Incomplete up until the end of the next course of study. For example, an Incomplete from the first course in the fall semester must be completed by the second course in the fall semester. Below are the time frames by which the Incomplete must be resolved:

- 1<sup>st</sup> Fall Online Course: By end of the second semester online course
- 2<sup>nd</sup> Fall Course: By end of the Winter Institute
- Fall Semester-Long Courses (such as electives and clinical education): By end of Spring Semester
- 1<sup>st</sup> Spring Course: By end of second spring semester online course
- 2<sup>nd</sup> Spring Course: By the start of the next academic year, beginning with the fall intensive
- Spring Semester-Long Courses (such as electives, clinical education, and final project): By the start of the next academic year, beginning with the fall intensive

No Incompletes are granted for Intensive, Seminar or Institute courses unless there is an extenuating circumstance where a student cannot attend, as determined by the Program Coordinator.

Failure to resolve grades of Incomplete within the requisite time frame will result in a grade of F and the student will be asked to leave the program or will not graduate (depending on the time of year).

If a student carries more than 2 incompletes per semester, or one incomplete and one fail, he or she may be dismissed from the program.

### **Grades**

The CAEA is a Pass/Fail program. A passing grade signifies that a student has completed all the course requirements in a timely fashion, has demonstrated an understanding of the content and assignment, and was an active and contributing participant in the course. Turning in assignments late or not fully completing assignments may result in a grade of “LP” – Low Pass. Other reasons for receiving an LP may include missing a live session, not participating thoughtfully (or at all) in forum discussions and turning in lower quality work.

### **Failing Grades**

Students failing a course are required to present an alternative method of completing the course requirements within a month of being notified of the failing grade following the same procedures as outlined in the section on withdrawing from a course (above).

Students are unable to graduate from the program with any unresolved failing grades. Students failing more than one course will be dismissed from the program.

### **Leave of Absence**

Due to the cohort and sequenced nature of the CAEA program, students may not take a leave of absence. Withdrawal from a course does not constitute a leave of absence. See the policy regarding withdrawal from courses for further detail.

### **Exemptions and Reduced Academic Load**

A student may be exempt from taking a course if he or she has taken similar courses in a graduate program whether at HUC-JIR or elsewhere. Exemptions are granted with permission of the Instructor, Program Coordinator, and Senior National Director of the Education Schools.

## **PAYMENTS**

Tuition is billed at the beginning of the fall and spring semesters at the rate of \$1500 each semester. Other fees include a \$75 application fee, a \$150 enrollment fee, books (approximately \$100), and travel and meal costs to Institute and Intensives (approximately \$700).

If a student should withdraw or be dismissed from the program, he or she will not receive any refunds for monies already paid to HUC-JIR.