



ACADEMIC POLICIES AND PROCEDURES

Master of Arts in Jewish Education Programs of the Rhea Hirsch School of Education

Hebrew Union College – Jewish Institute of Religion

**Jack H. Skirball Campus
Los Angeles, CA**

Effective Spring 2013

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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 affect students enrolled in the Master of Arts in Jewish Education (MAJE) programs of the Rhea Hirsch School of Education. The Director of the Rhea Hirsch School of Education, the Dean of the Jack H. Skirball Campus, and ECASA are charged with overseeing these policies and procedures. The student body and faculty will receive electronic notification of any changes to this Handbook.

Additional policies and procedures affecting students in the Rhea Hirsch School of Education can be found in the Protocol for Clinical Education of the Rhea Hirsch School of Education and the Guide to the Hilborn Synagogue. All of these documents can be found in the “RHSOE Program (LA)” site on Sakai (<http://huc.edu/sakai/rhsoe>).

Questions regarding the policies and procedures in this Handbook should be addressed to the Director of the Rhea Hirsch School of Education.

RHSOE MISSION STATEMENT

The Rhea Hirsch School of Education of Hebrew Union College-Jewish Institute of Religion is dedicated to preserving and transmitting the Jewish tradition through Jewish learning, based on the belief that Jewish learning is essential to the continuity and vitality of the Jewish people.

The School sees itself as a place for both analysis and action, a place where theory and practice unite in the service of improving the field. We seek to develop new conceptions and deeper understandings of Jewish education. Working together with other agencies in the Reform Movement, we aspire to help individuals and institutions translate these new conceptions into programs, policies, and practices that will affect large numbers of Reform Jews.

The Rhea Hirsch School serves the Reform Jewish community and its institutions throughout North America through its work with present and future Jewish educational leaders. Central to its concerns are the students, faculty, and programs of the Hebrew Union College-Jewish Institute of Religion.

The School fulfills its mission by pursuing four goals:

- To prepare future educational leaders for the expanding field of Jewish education.
- To enhance the leadership capability of professionals currently in the field.
- To stimulate experimentation and contribute to change in those institutions in which Reform Jews are educated, both in North America and in Israel.
- To improve the state of Jewish education, and to elevate its importance within the North American Jewish community, through research and public discourse.

The Rhea Hirsch School of Education is committed to continued and expanded leadership in the field of Jewish education.

CORE VALUES OF THE RHSOE

- “Question What Is. Imagine What Can Be.” (A commitment to transformational leadership)
- The “3Rs”: **R**igor, **R**espect, **R**eflection
- Commitment to Jewish practice
- Commitment to Jewish peoplehood and the State of Israel
- Deep Jewish knowledge
- Dialogue between theory and practice
- Dialogue between your own values and the values and needs of a variety of stakeholders/students
- Inquiry
- Leadership can take many forms (leadership as an activity, not a position)

**COURSE OF STUDY
FOR MAJE AND JOINT MASTERS STUDENTS**

1st Year: The Year in Israel program includes the study of Hebrew language, extensive reading in the Hebrew of the classical texts of Judaism, and the study of the history and contemporary realities of Israel. Courses in liturgy and modern Judaism introduce the student to the thought and practice of the Reform movement.

Students also participate in a year-long education course. The seminar-style course introduces students to the big questions in education and Jewish education including: What is education? What is the relationship between society and education? What are the current and emerging trends in Jewish education in North America?

Students also look at the challenges of Israel education and develop their own personal vision (“credo”) for Jewish education.

2nd Year MAJE/JM Students
<u>Intensive</u> <ul style="list-style-type: none"> • EDU 601A Teaching 1 (1.5)
<u>Fall</u> <ul style="list-style-type: none"> • BIB 600 Bible (Torah) (3) • HEB 600 Hebrew Language 1 (3) • RAB 600 Mishnah 1 (3) • EDU 601B Teaching 2 (3) • EDU 605 Human Development (3) • EDU 610 Sociology of Jewish Education (3) • EDU 625A Supervised Teaching 1 (2)
<u>Spring</u> <ul style="list-style-type: none"> • BIB 601 Bible (Nevi'im) (3) • HIS 601 Late Antiquity and the Middle Ages (3) • RAB 601 Midrash Exegetical (3) • RAB 603 Commentaries A (1.5) • EDU 615 Liturgy Practicum (1.5) (1st half of semester) • EDU 601C Teaching 3 (1.5) (2nd half of semester) • EDU 620 Professional Learning 1 (3) • EDU 625B Supervised Teaching 2 (2)

3rd Year MAJE/JM Students

Intensive

- HEB 602 Introduction to Aramaic (1.5)

Fall

- BIB 602 Bible 3 (Ketuvim) (3)
- HIS 602 Modern Jewish History 3 (3)
- RAB 605 Talmud A (3)
- EDU 630A Curriculum 1 (1.5)
- EDU 635A Organizational Systems 1 (3)
- EDU 640A Leadership and Management 1 (3)
- EDU 650A Supervised Administration 1 (2)

Spring

- PHI 602 Jewish Thought: Modern/Contemporary (1.5)
- EDU 630B Curriculum 2 (3)
- EDU 645 Ideologies of Jewish Education 1 (3)
- EDU 650B Supervised Administration 2 (2)
- EDU 655 Family Systems (2)
- EDU 699 Guided Research on Curriculum (2)

**COURSE OF STUDY
FOR RABBINIC EDUCATION STUDENTS**

Rabbinic Education Students
<u>Intensive</u> <ul style="list-style-type: none">• EDU 601A Teaching 1 (1.5)
<u>Fall</u> <ul style="list-style-type: none">• EDU 601B Teaching 2 (3)• EDU 605 Human Development (3)• EDU 610 Sociology of Jewish Education (3)• EDU 630A Curriculum 1 (3)• EDU 635A Organizational Systems 1 (3)• EDU 640A Leadership and Management 1 (3)• EDU 650A Supervised Administration 1 (2)
<u>Spring</u> <ul style="list-style-type: none">• EDU 601C Teaching 3 (1.5) (2nd half of semester)• EDU 620 Professional Learning 1 (3)• EDU 630B Curriculum 2 (1.5)• EDU 645 Ideologies of Jewish Education 1 (3)• EDU 650B Supervised Administration 2 (2)• EDU 699A Guided Research on Curriculum (2)

CAPSTONE: THE CURRICULUM GUIDE

The Curriculum Guide serves as the capstone project for the Rhea Hirsch School of Education. Students begin working on the Curriculum Guide as part of EDU630A (Curriculum 1) and continue working independently in the spring as part of EDU699 (Guided Research on Curriculum). Students present their Curriculum Guide to the Rhea Hirsch School of Education community and the Jack H. Skirball Campus community at the Rhea Hirsch Showcase held each spring.

Detailed requirements for the Curriculum Guide as well as step-by-step instructions are included in the syllabus for EDU630A which students receive when they begin the curriculum course.

CLINICAL EDUCATION

Clinical Education is an integral part of the Rhea Hirsch School of Education, and the internship is its focus. Each student is assigned to a responsible position at a clinical education site, either at a program of congregational education or at another educational agency. Clinical learning emphasizes the acquisition of knowledge and skills through practice, direct observation and analysis of professional activity. It works in tandem with the student's academic coursework to strengthen the potential for professional growth and development. As such, it is a vital part of the academic, professional and religious education that the RHSOE offers.

The Protocol for Clinical Education describes the goals as well as the policies and procedures governing clinical education at the RHSOE. Students should read the protocol thoroughly and should consult it as needed during the year(s). The Protocol can be found on the "RHSOE Program (LA)" site on Sakai (<http://huc.cle.rsmart.com/xsl-portal/site/9001d78f-3799-438c-89a0-cc29d3901f05/page/73b3ab6a-8468-4df6-b58c-96c50ae405aa>).

ACADEMIC ADVISORS

Each student enrolled in the Rhea Hirsch School of Education is assigned an Academic Advisor each year. The Academic Advisor is a member of the RHSOE teaching faculty.

The Academic Advisor's task is to support and challenge the student's progress in all areas related to the student's academic and professional development. In order to do this, the Academic Advisor meets with the student on a biweekly basis throughout the school year.

The Academic Faculty Advisor engages in many activities, which may include the following:

- helping the student plan his/her academic course of study;
- discussing the student's progress in Judaica and professional courses;
- discussing larger issues in Jewish education;
- discussing the student's future career plans and how best to prepare for the future;
- listening to the student's perception of how he/she is performing in the internship;
- giving feedback, based on firsthand observation of the student in various settings (at Hebrew Union College and elsewhere);
- critiquing materials the student has produced at the internship, including videotapes of the student's performance;
- challenging the student's ideas on issues related to current or future professional functioning;
- raising problems related to the student's ability to function as a professional, and suggesting avenues for addressing those problems;
- supporting the student during difficult times;
- listening to the student's perception of problems he/she is having, supporting the student when appropriate, and challenging when appropriate;
- acting as the student's advocate vis-à-vis institutional issues at Hebrew Union College.

These various actions support the student, stimulate his/her personal and professional growth, and challenge the student to develop wider perspectives and deeper insights.

Students should bring any problems they are having or challenges they are facing to their Academic Advisor.

PARTICIPATION IN SERVICES

Participation in services at the Skirball Campus is an important part of the academic, professional and religious education offered at the Rhea Hirsch School of Education. Students are expected to participate on a regular basis, particularly in Monday and Thursday services. Please refer to Guide to the Hilborn Synagogue and to the rubric for shlichut tzibur.

Students in the MAJE and Joint Masters Programs are required to:

- Serve as shaliach/shlichut tzibur once in the 2nd year and once in the 3rd year
- Read from the Torah once in the 2nd year and once in the 3rd year
- Give a D'var Torah once in the 2nd year and once in the 3rd year
- Students may also volunteer to lead services on Tuesday and Wednesdays.

Students in the one-year rabbinic education program may volunteer to lead services during the year.

REQUIRED CO-CURRICULAR PROGRAMS

The Rhea Hirsch School of Education provides a rich combination of academic, professional and religious programming. Each year, several programs are offered to supplement formal coursework. Full participation in these programs is required. Specific dates will be announced by the summer preceding each academic year.

The **Sara S. Lee Seminar** is a 24-hour retreat focused on the presentation of a guest scholar who brings his or her expertise in issues related to the American Jewish community to bear on Jewish education. The retreat held every other fall includes services and other opportunities to forge the Rhea Hirsch School of Education learning community. The “Sara Seminar” is named for Sara S. Lee, the long-time Director of the Rhea Hirsch School of Education. It is sponsored by the RHSOE Alumni Association.

The **Cutter Colloquium** is a 24-hour retreat focused on the presentation of a guest scholar who brings his or her expertise in education to bear on Jewish education. The retreat held every other fall includes services and other opportunities to forge the Rhea Hirsch School of Education learning community. The Cutter Colloquium is named for the Founding Director of the Rhea Hirsch School of Education. It is sponsored by the RHSOE Alumni Association.

The **Alumnus-in-Residence Program** brings an outstanding alumnus or alumna to campus for three days of programming every other fall. The alumnus or alumna is selected by his or her peers for outstanding achievement as a Jewish educator. He or she conducts an evening seminar, reads Torah in the Hilborn Synagogue, delivers a D’var Torah, conducts a lunch-and-learn program and teaches in several RHSOE classes. Students also have a chance to meet with the alumnus or alumna individually to discuss issues related to professional life as a Jewish educator. (Students are expected to attend the evening seminar, services and the lunch and learn program.) The Alumnus-in-Residence Program is sponsored by the RHSOE Alumni Association.

The **Educator-in-Residence Program** brings an outstanding Jewish educator to campus for three days of programming every other year. The educator is selected because of interesting work he or she is doing in Jewish education. He or she conducts an evening seminar, and a lunch-and-learn program and teaches in several RHSOE classes. (Students are expected to attend the evening seminar and the lunch and learn program.)

The RHSOE Alumni Association sponsors a weekend study **Kallah** every other year. Students spend Shabbat leading services, and studying and networking with alumni. The Kallah is an opportunity for students to meet alumni and begin the process of integration into the Alumni Association.

OTHER EDUCATIONAL OPPORTUNITIES

Students in the MAJE program have the opportunity to apply to two additional programs which complement their learning in the RHSOE. Since these programs are only able to enroll a limited number of students, not all students who apply are accepted into these programs.

The HUC-JIR/Pardes (The Day Schools of Reform Judaism) **Externship Program** is designed to give students an in-depth introduction to Reform Jewish day school education. The program is held each year in the weeks following HUC/LA graduation. RHSOE externs along with rabbinic students from all three campuses, cantorial students, and students in the New York School of Education, spend one week at a Reform Jewish day school (a different school is selected each year). Externs observe throughout the school day for an entire week. They teach and learn with and from day school stakeholders including students, faculty, parents, board members, donors, founders, administrative leaders, and Reform and communal leaders advocating for and supporting the day school. In preparation for the week at the school, externs participate in a video seminar with HUC-JIR education faculty. In addition, they are expected to prepare and facilitate presentations about day school education on the Jack Skirball Campus during the following academic year.

The iCenter's **Masters Concentration in Israel Education** provides RHSOE and New York School of Education students, along with masters level students at five other institutions of Jewish education, the opportunity to grapple with the challenging issues involved in Israel education. Students participate in three seminars over 15 months, receive a stipend for short-term study in Israel, receive mentorship from an Israel educator in the field, and prepare a project on Israel education.

THE TARTAK LEARNING CENTER

The Tartak Learning Center, located in the *Mercaz* on the ground floor of the Los Angeles campus, is a major repository of print and electronic educational resources, with over 5,000 items to aid students and alumni of HUC-JIR, principals and teachers in religious schools and day schools, adult educators, camp directors and counselors, communal service professionals, rabbis, and cantors.

In addition to materials from the major Jewish educational publishers, the collection includes over 230 Curricula and Curriculum Guides prepared by students of the RHSOE since 1982. These unpublished materials are not available anywhere else, but are freely available as PDFs upon request. An annotated list of these projects and instructions for requesting copies can be found at the Tartak Learning Center website at <http://huc.edu/tartak/projects/> .

Efforts are also made to make students aware of the vast array of educational resources beyond the books in the collection. Holiday resource fairs are conducted for the campus community several times during the year, enabling students and visitors to collect printed materials and links to online content. The newsletter “*M’korot Mit’chadshim*,” is distributed quarterly, in print or via email.

THE EXPERIMENT IN CONGREGATIONAL EDUCATION

Because the RHSOE sees itself as a place of action and analysis, the school created the Experiment in Congregational Education (ECE) in 1992. Since then, the ECE has become the premier program of transformation of congregational education.

The ECE began with seven Reform congregations experimenting with new models of Jewish learning. Since then, ECE and its partners have worked with over 100 congregations across the country, helping them to question assumptions, rethink, and redesign the way they do Jewish learning from the ground up. ECE congregations have created or adapted a wide variety of new models that give new answers to old questions about the who, what, when, where, how, and why of Jewish education. Along the way, educational leaders (many of them RHSOE alumni), clergy, and lay leaders have acquired the disciplines of innovation and the habits of successful change process.

Through projects like the ECE's RE-IMAGINE Project, LOMED and Express Innovation (in partnership with the Jewish Education Project), CE21 (Congregational Education for the 21st Century in conjunction with the Partnership for Jewish Life and Learning), Jewish Learning Connections (in partnership with Combined Jewish Philanthropies) and others, RHSOE students and graduates frequently find themselves engaged directly in congregations that continue on a journey of transforming Jewish education.

The B'nai Mitzvah Revolution (BMR), a joint project of the ECE and the Union for Reform Judaism's Campaign for Youth Engagement, aims to empower synagogues to return depth and meaning to Jewish learning and reduce the rates of post-b'nai mitzvah dropout. Two current BMR initiatives are:

- The Pilot Cohort: 14 congregations working intensively in 2013 and 2014 to create experiments with new approaches to b'nai mitzvah preparation and observances.
- The Active Learning Network: a larger network of congregations learning from experts, research, and each other in order to move to action in revolutionizing b'nai mitzvah.