



Academic Policies and Procedures

Master of Educational Leadership Program
of the Rhea Hirsch School of Education

Hebrew Union College - Jewish Institute of Religion

Jack H. Skirball Campus

Los Angeles, CA

Effective: August 2023

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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 the academic programs of the College-Institute. Both documents can be found on the National Registrar page of the HUC-JIR [website](#). This Handbook contains policies and procedures that affect students enrolled in the Master of Educational Leadership (MEdL) programs of the Rhea Hirsch School of Education. The Director of the Master of Educational Leadership Program, the National Director of the 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 Master of Educational Leadership Graduate Residency Program Description and the Guide to the Hilborn Synagogue. All documents can be found on the MEdL [canvas site](#).

Questions regarding the policies and procedures in this Handbook should be addressed to the Director of the Master of Educational Leadership Program or the National Director of the HUC-JIR School of Education.

HUC-JIR Mission Statement

Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is North America's premier institution of Jewish higher education and the center for professional leadership development of Reform Judaism. A multi-campus academic and spiritual learning community, HUC-JIR builds vibrant progressive Judaism in North America, Israel and around the globe by:

- Studying the great issues of Jewish life, history and thought with an open, egalitarian, inclusive and pluralistic spirit.
- Educating innovative, visionary clergy and professionals who embody the sustaining values, responsibilities, practices, and texts of Jewish tradition to inspire future generations; and
- Advancing the critical study of Judaism and Jewish culture in accordance with the highest standards of modern academic scholarship.

RHSOE Vision and Mission

Jewish education has long been valued as a tool for cultural preservation and continuity; but we believe that Jewish education is poised to achieve so much more. We envision a Jewish educational enterprise that provides learners with the trove of resources, analytical tools, curiosity, and commitments to lead the creative adaptation and cultural disruption that enables each new generation in history to reinvigorate Judaism and Jewish life. HUC-JIR's School of Education is guided by a vision of Jewish education that faces not only inward to enrich our own community, but outward: engaging the world, informing society, and transforming the lives of individuals, families, and communities.

We aim to cultivate Jewish educators who can create the conditions for inspired, substantive, connected Jewish learning experiences; who can guide their learners to weave distinctively Jewish wisdom into creative thinking that enriches people's lives; who, through their work, strengthen humanity and uplift society. Our mission is to prepare professional Jewish educational leaders and educators who:

- Possess the skills, depth of knowledge, and relationships to be forward-thinking agents of change in the broad landscape of Jewish learning and engagement.
- Design, create, lead, and teach in institutions, communities, and programs that make Judaism accessible, inspiring, and meaningful for all; to enrich the lives of individuals, and strengthen their families, communities, and society.
- Apply vision, passion, creative thinking, and practical expertise to their work.

- Lead, manage, and educate courageously in a time of uncertainty, instability, and opportunity.

Master of Educational Leadership

The RHSOE Master of Educational Leadership (MEdL) degree program aims to bridge the needs of today’s students with graduate studies that will most effectively prepare change-makers and meaning-makers for the field of Jewish education. The centerpiece of the degree is a two-year paid part-time (20-25 hours per week) graduate residency in selected Jewish educational institutions which function as living laboratories enabling students to gain meaningful leadership experience while experimenting with intrapreneurial educational design and change management. In these learning laboratories, our graduate residents:

- apply their graduate studies directly to institutions that are open to new and sophisticated thinking;
- bring Jewish content, ideas, inspiration, and practices to life with a variety of age groups;
- develop the muscles of educational decision-making, negotiating change, and building relationships that are at the heart of effective educational leadership;
- see the results of their authentic contributions to these institutions and feel the satisfaction of doing valuable work in Jewish education.

The MEdL program has two tracks, which are outlined in detail below:

- Single degree (2 years) Master of Educational Leadership
- Dual degree (3 years, includes the HUC-JIR Year in Israel and, combined with 13 credits stateside, pending final credit count for revised YII, earns “Master of Arts in Jewish Learning”)

Course of Study: Master of Educational Leadership

The course of study for all students weaves together five strands of expertise:

- Teaching and Learning (9.5 credits)
- Aims and Aspirations of Jewish Education (4.5 credits)
- Leadership (12.5 credits)
- Labs in Pedagogical Content Knowledge in Jewish Education (Teaching of Specific Content Areas) (4.5 credits)
- Capstone Seminar (2.5)

Each curricular strand develops and deepens in sophistication over the two years from an introductory orientation to a leadership stance. The progression of the strands, and the relationship between them, are also designed to be in direct conversation with the work of the students in the field, guiding them in becoming analytical, adaptive, relational educational leaders.

Students are also required to take a total of 15 credits in Judaic Content (see below).

Total Credits: 46.5

Required EDU Courses

MEdL Year 1	MEdL Year 2
<u>Fall Intensive:</u> EDU 571: Creating a Culture of Learning (1.5)	<u>Fall Intensive:</u>
<u>Fall Semester:</u> EDU 572: Introduction to Pedagogy & Pedagogical Planning (2) EDU 577: Designing Educative Learning (3) EDU 593: Pedagogy Practicum (.25) EDU 581B: Leading Professional Learning and Instructional Leadership (2) EDU 650: Supervised Leadership (1) Teaching Lab (TBD) (1.5) *	<u>Fall Semester:</u> EDU 593: Pedagogy Practicum (.25) EDU 578: Charting the Future AB (3) EDU 585: Leading with Integrity: The Human Side of Leadership (1.5) EDU 591: Capstone Seminar (1) EDU 650: Supervised Leadership (1) Teaching Lab (TBD) (1.5) *
<u>Winter Intensive:</u> EDU 588: Israel Education in North America (1.5) *	<u>Winter Intensive:</u>
<u>Spring Semester:</u> EDU 573 Understanding Learners I (1.5) EDU 580: Entering an Organization (1) EDU 583B: Leading Change in Jewish Education (3) EDU 586: Teaching for our Times (1.5) * EDU 651: Supervised Leadership (1)	<u>Spring Semester:</u> EDU 575: Advanced Pedagogical Design (1) EDU 579: Charting the Future C (1.5) EDU 584: Leading Amidst Complexity (1) EDU 592: Capstone Seminar (1.5) EDU 651: Supervised Leadership (1) Teaching Lab (TBD) (1.5)

Hebrew Requirements

The goal of the Hebrew requirement is that graduates will have enough familiarity with Hebrew to be able to use it in the settings in which Jewish educators typically function.

Thus, students in this track have a Hebrew language exit requirement: in order to graduate, you must have achieved a Hebrew proficiency level equivalent to one year of college-level Hebrew.

For guidance on how to complete the Hebrew requirement, students should consult with the Director of the Master of Educational Leadership Program; resources are available on [the MEdL Canvas site](#).

Students who wish to complete the MA in Jewish Learning will need to meet the Hebrew entrance requirements for the HUC Year in Israel. In addition, they may choose to take additional Hebrew courses on their home campus to count toward completion of the degree.

Labs in Pedagogical Content Knowledge in Jewish Education (Teaching Labs) Requirements

“Pedagogical content knowledge” (PCK) refers to the unique body of knowledge and skills required to teach a subject (in contrast to simply “knowing” the subject.) Students earning the MEdL will be required to take a minimum of 3 courses (4.5 units) in Teaching Labs. Students may select which of those labs they would like to take from among those offered. Courses to be taken will be determined in consultation with the Director of the Master of Educational Leadership. Some courses may be dependent upon knowledge of Hebrew and previous exposure to Jewish text study, as well as at the program director’s and/or instructor’s discretion.

Students earning the additional MAJL will be required to take an additional 2 courses (3 units) in Teaching Labs, for a total of 5 courses (7.5 units).

The following Teaching Labs are offered on a rotating basis:

- BIB 430: Teaching Bible to Adults (3) - Double counts for a Judaic Content course
- EDU 586: Teaching for our Times (1.5) - Required for all MEdL students
- EDU 514: Teaching the Jewish Past (1.5)
- EDU 587: Teaching for Contemporary Jewish Living (1.5)
- EDU 588: Israel Education in North America (1.5)
- EDU 589: Teaching Hebrew (1.5)
- EDU 615: Teaching T’fillah (1.5)
- EDU 590: Israel Seminar (1.5) - Required for all MEdL students who are not earning a concurrent MAJL
- RAB 511: Mussar (3) – Double counts for a Judaic Content course
- RAB 632: Reading and Teaching Talmud (3) - Double counts for a Judaic Content course

Judaic Content Requirements

All students will be required to take a total of 15 credits of Judaica courses. Courses to be taken will be determined in consultation with the Director of the Master of

Educational Leadership Program and are dependent upon their knowledge of Hebrew and previous exposure to Jewish text study, as well as at the program director's and/or instructor's discretion. Students may be able to select from courses offered on campus, across campuses, or in the EMA program. Students who complete the YII OR can demonstrate the requisite proficiency for entry will be eligible to take elective courses offered in the rabbinical program. In some cases, students may be asked to complete an assessment to determine eligibility for certain courses. The flexibility of the course of study is intended to give students the opportunity to deepen expertise in a subject area of interest that can serve their particular career goals. We recommend that students take a balance of Judaica courses that could include:

- 2 Biblical Literature
- 1 Rabbinic Literature
- 1 Thought
- 1 History: Modern or American

Course of Study: MA in Jewish Learning

Students who wish to complete the HUC-JIR Year in Israel (YII) program and immerse in a more extensive exploration of Jewish language, land, literature, and liturgy, within an educational analytical framework that explores how people learn about these subjects in Jewish contexts may earn an additional degree, a Master of Arts in Jewish Learning (MAJL).

The MAJL degree may only be earned in conjunction with the Master of Educational Leadership, as it builds on the foundation of the MEdL. Rabbinic and Cantorial students will not be eligible for the MA in Jewish Learning as the YII coursework will apply toward their ordination requirements. With the foundation of the Year in Israel course of study, students in this track will be eligible to take Judaic studies courses that are offered in the rabbinic program and will be required to have a Judaic text, history, Israel, or language component in their capstone portfolio.

Course requirements for this degree are:

- Year in Israel/First year courses (pending final credit count for revised YII, currently 18 credits)
- 2 additional Pedagogic Content Knowledge in Jewish Education electives beyond the MEdL requirements (3 credits)
- Judaic and/or Hebrew courses given in the Rabbinical School (6 credits) double-count for MEdL
- Teaching and Learning (4 credits) double-count for MEdL

Total Credits: 31 credits

Course of Study for Clergy-Education Students

Rabbinical and cantorial students can apply for admission to the Master of Educational Leadership program. In this one-year version of the program, students are matched with a graduate residency where they earn a salary for significant part-time work in Jewish educational leadership, complemented by academic coursework that advances and diversifies their career options as clergy, educators, and leaders. Students who wish to complete the degree spend a year on the Los Angeles campus in residence at the Rhea Hirsch School of Education. The one-year program is typically completed between the third and fourth years of rabbinical/cantorial school. Students may apply to the program when they apply to rabbinical/cantorial school, or they may apply during their third year.

Required EDU Courses for Clergy-Ed Students

<u>Fall Intensive:</u> EDU 571: Creating a Culture of Learning (1.5)
<u>Fall Semester:</u> EDU 572: Introduction to Pedagogy & Pedagogical Planning (2) EDU 593: Pedagogy Practicum A (.25) EDU 577: Designing Educative Learning (3) EDU 578: Charting the Future AB (3) EDU 581B: Leading Professional Learning and Instructional Leadership (2) EDU 585: Leading with Integrity: The Human Side of Leadership (1.5) EDU 591: Capstone Seminar (1) EDU 650: Supervised Leadership (1) Teaching Lab (TBD) (1.5) OR Text & Lab Class (3) *
<u>Winter Intensive</u> EDU 588: Israel Education in North America (1.5) *
<u>Spring Semester</u> EDU 573 Understandings Learners I (1.5) EDU 579: Charting the Future C (1.5) EDU 583B: Leading Change in Jewish Education (3) EDU 584: Leading Amidst Complexity (1) EDU 580: Entering an Organization (1) EDU 586: Teaching for our Times (1.5) EDU 592: Capstone Seminar (1.5) EDU 651: Supervised Leadership (1)

In addition to these required courses, clergy-education students earning the MEdL will be required to take a minimum of 2 courses (3 units) in Teaching Labs. All clergy-education students will be required to take EDU 586: Teaching for Our Times (as noted in the above chart). They may then select a second Teaching Lab from among those offered during their year in the RHSOE as a MEdL student (*indicated with an asterisk in the chart above). Courses to be taken will be determined in consultation with the Director of the Master of Educational Leadership Program.

Total Credits: 30.25

Capstone

The goal of the MEdL Capstone project is to enable students to develop and demonstrate deeper levels of expertise in a specific area of Jewish Educational Leadership. Each student will create a project that requires them to apply the knowledge, themes, principles, skills, and experiences they have learned in their coursework and residency to the creation of an authentic example of their work.

Students, in consultation with their Faculty Tutor and the Capstone Seminar Instructor, will choose from among seven (7) Capstone project options. Each option is similar in scope and size. The final product of each option has been designed to be an authentic representation of the student's learning and work in that area. So, while each project may, in the end, look very different, they each require students to do similar amounts and types of work.

In the final year of the MEdL program, students will participate in a Capstone Seminar (EDU 591 and 592) which will function as a braintrust/working group with fellow students where they will develop, refine, and improve upon their work in the process of developing their Capstone project.

Detailed descriptions of each Capstone project option and the protocols for completing a capstone are available on the [MEdL canvas site](#).

Capstone for Clergy-Education Students

Clergy-education students will choose their Capstone project with the clergy-education Faculty Tutor and the Capstone Seminar Instructor. While students may consider all options, certain ones are recommended given the feasibility of completing these projects in a one-year program. Digital versions of the Capstone project can become a companion to clergy-ed's professional websites.

Grading Policies

The default grading system for students will be Pass/Fail. Students will indicate their choice of grading systems at the beginning of their academic program and may change from one grading system to the other annually, prior to the first day of classes of the Summer or Fall semester.

- a. The change must be submitted to the Office of the National Registrar in writing or via the student's HUC email account.
- b. The request must be submitted before the first day of classes for the Fall semester.
- c. Requests cannot be honored to retroactively change a student's grading scale and grades for prior semesters.

Advanced Standing and Transfer of Credits

For advanced standing and transfer of credits refer to the procedure for Advanced Standing and Transfer of Credits in the National Student Handbook and the form available on the Registrar [website](#).

Clinical Education

Clinical Education is an integral part of the Rhea Hirsch School of Education, and the graduate residency is its focus. The graduate residency is modeled in part after the role of laboratory schools in the education field and teaching hospitals in medical training.

With the support and assistance of the Director of the Master of Educational Leadership Program, each student interviews with and is hired by an approved graduate residency partner institution. Residency matches are made in organizations that are living laboratories led by master educators who are also skilled supervisors and mentors, and who are excited about this vision and committed to elevating their practice and cultivating the next generation of Jewish educational leadership. Residency organizations are at the cutting edge in thinking about Jewish education, value innovation, play, & experimentation, and are committed to building true interpersonal connections amongst their constituencies.

These institutions partner with HUC-JIR in creating a robust, hands-on graduate and leadership experience where students can learn skills that must be developed in authentic experiences outside the academic classroom. Partner institutions may include congregations which house a variety of educational offerings (such as day school, supplementary school, adult education, pre-school, and day camp); day schools; educational non-profits/agencies; camps.

Applicants to the MEdL program may petition to create their own unpaid graduate residency where they develop an educational startup under Faculty Tutor supervision. A faculty member must "sponsor" the student by vouching for their academic and professional merit and promise. This option is a pilot and highly selective.

Each student will be mentored in their graduate residency by a Clinical Faculty Mentor (CFM). In most residencies, the CFM will also serve as the student's supervisor. In some settings, a separate day-to-day supervisor will be identified.

The Master of Educational Leadership Graduate Residency Program Description describes the matching process, host institution and CFM criteria, educational goals and learning outcomes, and formative review procedures that are elements of clinical education at RHSOE. Students should read the Program Description thoroughly and should consult it as needed during the year(s). The Program Description can be found on the [MEdL canvas site](#).

Faculty Tutors

Each year a student is enrolled in the Rhea Hirsch School of Education they are assigned a Faculty Tutor. The Faculty Tutor is a member of the RHSOE teaching faculty.

The Faculty Tutor's task is to support and challenge the student's progress in all areas related to the student's academic, professional and leadership development. In order to do this, the Faculty Tutor meets with the student on a biweekly basis throughout the school year. Course credit is earned each semester for this component of the MEdL curriculum (EDU 650 Supervised Leadership).

Meetings with the Faculty Tutor may be held individually or in small pods with the other students who have the same tutor. Individual meetings are tailored to each student's particular questions and needs. Tutoring pod meetings may address some of the shared challenges Tutors see across the pod.

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

- partnering with the student's CFM in formulating, finalizing, and assessing the student's progress through their Learning Contract;
- partnering with the student's CFM on completion of two (2) Pedagogy Practica (EDU 593)
- curating the creation of the student's Capstone portfolio;
- 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 they are performing in their residency;
- 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 their residency;
- 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, and if applicable directing the student to appropriate mental health professionals;
- listening to the student's perception of academic or professional problems they are having, supporting the student when appropriate, and challenging when appropriate.

These various actions support the student, stimulate their 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 Faculty Tutor.

Participation in Jack H. Skirball Campus Community T'fillot

Students are required to demonstrate T'fillah leading proficiencies in the times and places where T'fillah authentically occurs in their residencies and on campus among their peers and faculty.

Participation in services at the Jack H. Skirball Campus is an important part of the academic, professional, and religious education offered at the Rhea Hirsch School of Education and serves as a safe learning ground for developing T'fillah leading skills. Thus, students in the MEdL Program are required to:

- Serve in the roles as *shlichut tzibur* once a year during a Monday or Thursday T'fillah
- Read from the Torah once a year during a Monday or Thursday T'fillah
- Give a D'var Torah once a year during a Monday or Thursday T'fillah

Students may also volunteer to take on any of these roles on additional days or at additional times during the year.

Please refer to Guide to the Hilborn Synagogue and to the rubric for *shlichut tzibur*, which are posted on the [MEdL canvas site](#).

Students in the one-year Clergy-Education program may volunteer to lead services during the year.

Co-Curricular Programs

The Rhea Hirsch School of Education provides a rich combination of academic, professional, and religious programming to enrich the professional learning community in formal and informal learning. Full participation in these programs is expected. Students who are unable to participate must communicate conflicts in advance. 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 their 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 designed around the teaching of a guest scholar, the Diane Luboff Scholar-In-Residence, who brings their expertise in education to bear on Jewish education. The retreat is designed to frame the year and begin to foster the professional learning community of the Rhea Hirsch School of Education. The Cutter Colloquium is named for the Founding Director of the Rhea Hirsch School of Education, Dr. William Cutter. The retreat is sponsored by the RHSOE Alumni Association and endowed by the family of Diane Luboff.

The **Dr. Michael Zeldin Alumnus-in-Residence Program** brings an outstanding alum to campus for 2-3 days of programming every year. The alum is selected by their peers for outstanding achievement as a Jewish educator. Typically, alumni teaching will include co-curricular seminars, participation in leading t’fillah and/or delivering the D’var Torah, and teaching in several RHSOE classes. The alum is also available to meet individually with education students for 1:1 mentoring and networking. The Dr. Michael Zeldin Alumnus-in-Residence Program is sponsored by the RHSOE Alumni Association.

The SOE 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.

The School of Education has been awarded a grant from the Covenant Foundation for **Beit HaYotzer/the Creativity Braintrust**. Students in the Rhea Hirsch School of Education will benefit from learning with guest faculty who are part of the Beit HaYotzer scholars circle, both within existing courses and in co-curricular programming, which will be communicated in the annual Rhea Hirsch School of Education program calendar.

Additional required Co-Curricular Programs may be scheduled on a year-to-year basis. Students will be informed of specific dates and programs at the beginning of the Fall semester.

Other Educational Opportunities

Students in the MEdL program have the opportunity to apply to additional programs that 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 **iCenter's iFellows: Masters Concentration in Israel Education** provides HUC-JIR students, along with masters level students at other Jewish graduate institutions, 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. MEdL students are eligible to participate in the iFellows program during their final year in the program. Applications and additional information can be found on [The iCenter's website](#).

Concurrent Programs with the Zelikow School of Jewish Nonprofit Management

Students applying or accepted to the School of Jewish Education who have an interest in further certification in organizational leadership may apply to do a summer certificate in Jewish Organizational Leadership. Qualified students may also apply to pursue a concurrent MA in Jewish Nonprofit Management. Students will need to plan ahead accordingly as enrollment in either of these programs has implications for summer residency work obligations. Applications and additional information about these programs can be found on the [Zelikow School for Jewish Nonprofit Management website](#).

The Tartak Learning Center

The Tartak Learning Center, located in the Mercaz on the ground floor of the Jack H. Skirball 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 nearly 300 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 via email to tartak@huc.edu. 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/curricular-projects>.

MEdL Degree Progress Checklist

Student's Name (print): _____

Required Courses

MEdL Year 1		MEdL Year 2	
<i>Course</i>	<i>Term & Year Completed</i>	<i>Course</i>	<i>Term & Year Completed</i>
EDU 571 Creating a Culture of Learning		EDU 575: Advanced Pedagogical Design	
EDU 572: Introduction to Pedagogy & Pedagogical Planning		EDU 578: Charting the Future of Jewish Education	
EDU 573: Understanding Learners I		EDU 579: Charting the Future of Jewish Education	
EDU 577: Designing Educative Learning		EDU 584: Leading Amidst Complexity	
EDU 580: Entering an Organization		EDU 585: Leading with Integrity: The Human Side of Leadership	
EDU 581: Leading Professional Learning and Instructional Leadership		EDU 591: Capstone Seminar	
EDU 583: Leading Change in Jewish Education		EDU 592: Capstone Seminar	

Pedagogy Practica

<i>Course</i>	<i>Term & Year Completed</i>	<i>Faculty Tutor Approval</i>
EDU 593		
EDU 594		

Teaching Labs

<i>Course Number and Title</i>	<i>Term & Year Completed</i>
1.	
2.	
3.	

Judaic Content

<i>Course Number and Title</i>	<i>Credits</i>	<i>Term & Year Completed</i>
1.		
2.		
3.		
4.		
5.		

Supervised Leadership

<i>Course</i>	<i>Term & Year Completed</i>	<i>Faculty Tutor Approval</i>
EDU 650		
EDU 651		

T'fillah Leadership

	<i>Date</i>	<i>Parsha</i>
Shlichut Tzibur (year 1)		
Shlichut Tzibur (year 2)		
D'var Torah (year 1)		
D'var Torah (year 2)		
Torah Reading (year 1)		
Torah Reading (year 2)		

Hebrew (MEdL Exit Requirement)

Course(s)	Director of the Master of Educational Leadership Program Approval

Additional Requirements

Sara Lee Seminar	Dates:
Cutter Colloquium	Dates:

Capstone Project

<i>Capstone Project Topic or Question:</i>
<i>Capstone Project Option:</i>

MAJL Degree Progress Checklist

Student's Name (print): _____

Year in Israel

<i>Year Completed</i>	
<i>Credits Earned</i>	
<i>Hebrew Level</i>	

Judaic & Hebrew (6 credits double counted from MEdL or additional)

<i>Course Number and Title</i>	<i>Credits</i>	<i>Term & Year Completed</i>
1.		
2.		
3.		
4.		
5.		

Teaching Labs (Additional 3 credits required)

<i>Course Number and Title</i>	<i>Credits</i>	<i>Term & Year Completed</i>
1.		
2.		

MEdL Degree Progress Checklist for Clergy-Education Students

Student's Name (print): _____

Required Courses

Fall Semester		Spring Semester	
<i>Course</i>	<i>Term & Year Completed</i>	<i>Course</i>	<i>Term & Year Completed</i>
EDU 571 Creating a Culture of Learning		EDU 573: Understanding Learners I	
EDU 572: Introduction to Pedagogy & Pedagogical Planning		EDU 579: Charting the Future of Jewish Education	
EDU 577: Designing Educative Learning		EDU 580: Entering an Organization	
EDU 578: Charting the Future of Jewish Education		EDU 583: Leading Change in Jewish Education	
EDU 581: Leading Professional Learning		EDU 585: Leading with Integrity: The Human Side of Leadership	
EDU 584: Leading Amidst Complexity		EDU 586: Teaching for our Times	
EDU 591: Capstone Seminar		EDU 592: Capstone Seminar	

Teaching Labs

<i>Course Number and Title</i>	<i>Term & Year Completed</i>
1.	
2.	

Pedagogy Practica

<i>Course</i>	<i>Term & Year Completed</i>	<i>Faculty Tutor Approval</i>
EDU 593		

Supervised Leadership

<i>Course</i>	<i>Term & Year Completed</i>	<i>Faculty Tutor Approval</i>
EDU 650		
EDU 651		

Capstone Project

<i>Capstone Project Topic or Question:</i>
<i>Capstone Project Option:</i>

MEdL Course Descriptions & Numbers

The following courses have been or will be offered in the Rhea Hirsch School of Education and count for credit to the MEdL degree. Please refer to pages 6-9 above for the current course requirements.

TEACHING AND LEARNING STRAND

EDU 571 Creating a Culture of Learning (1.5)

This course seeks to educate students about the issues involved in creating learning environments which nurture curiosity, creativity, safety, and are responsive to the current needs of learners. Attention to the factors that go into classroom cultures should be considered a key element of good teaching and learning. This course explores and analyzes approaches to classroom management and discipline, and consideration of ethical dilemmas of teaching. Bridge to residencies: Students will create a blueprint for creating a classroom culture in their residency settings.

EDU 572 Introduction to Pedagogy and Pedagogical Planning (2)

This course introduces students to generic good pedagogical practices including: creating a lesson plan, selecting and implementing appropriate pedagogical techniques, and reflection on action and reflection in action. Bridge to residencies: students will create and implement learning plans.

EDU 573 Understanding the Learners (1.5)

This course is an orientation to the diverse characteristics, interests, and readiness of learners, and how educators learn to recognize different learning profiles when planning for effective learning. The course draws upon learning theory, human development, affective neuroscience, and socio-cultural trends to prepare educators to navigate building relationships with learners and their parents and consider “learner-centered” and “learning centered” designs. Bridge to residencies: students will develop inquiry and inventory tools to get to know their learners. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 575 Advanced Pedagogical Design (1)

Students will practice progressive pedagogical strategies that are often highly valued but difficult to master, including: assessment and making learning visible; differentiation and Universal Design for Learning; teaching for creativity and creative thinking; as well as investigate current trends in teaching. Bridge to residencies: students will create and implement learning plans.

EDU 577 Designing Educative Learning (3)

This course introduces students to the fundamental practices of curriculum design, for application in a variety of educational settings (including experiential or informal settings) where learning needs to be planned intentionally and will address such topics

as: models of curriculum design including backward design, elements of curriculum design such as formative and summative assessment, alignment, generic and collective practice. Bridge to residencies: students will begin the process of designing a curricular “unit” or “program” for use in their residencies.

EDU 593 Pedagogy Practicum (.25)

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The practicum is the space for reflection and refining of work that builds the muscle and dispositions of an effective educational decision-maker. The students will have two (2) practica in pedagogy (each worth .25 credits). Bridge to residencies: students will plan, teach, record, reflect and re-plan lessons that they teach in their residency settings and are linked to the content, skills and practices they are learning in the Teaching and Learning Strand courses.

AIMS AND ASPIRATIONS STRAND

EDU 578 Charting the Future of Jewish Education (3)

EDU 579 Charting the Future of Jewish Education (1.5)

What can we learn from historic visionary educational ideas? What educational visions are prevalent today? What does this moment in history demand of us, and what might we imagine for the future? How might Jewish education serve as a tool to transform learners, communities, and society? In an ongoing dialogue across 4 semesters, this course provides a historical and sociological framework for charting an educational vision and planning for Jewish education. Students are invited to explore “the big picture” of Jewish education, by analyzing a variety of priorities in Jewish education, including cultural literacy, social justice, creative society, identity, Jewish values and more. The sequence explores classic texts and contemporary manifestos that describe aspirations and existence proofs in education and Jewish education. Students will clarify and articulate the ideologies of Jewish education that they will enact in their leadership. Students will read extensive literature and learn to produce publishable advocacy pieces for a variety of stakeholders, both local and national/global. Bridge to residencies: students will produce communications to stakeholders in their communities that articulate the rationale for their program aspirations and approach to Jewish education. Students may co-author with their supervisors and/or faculty.

LEADERSHIP STRAND

EDU 580 Entering an Organization (1)

Students will develop the tools to understand an organization through the structural, political, human resources and symbolic frames. They will learn anthropological tools for learning about an organization. Bridge to residencies: students will get to know their residencies by asking questions and analyzing their residency sites through the 4 frames.

EDU 581 Professional Learning and Instructional Leadership (2)

Educational leaders foster growth and learning for faculty by nurturing professional learning communities as well as by supervising and evaluating teachers and others responsible for delivering educational experiences. This course introduces students to a wide range of approaches to professional learning communities in education and exposes them to multiple models in the field. Additionally, students will learn a variety of approaches to supervision and will develop the skills of observing teachers, conferencing with them and providing them with feedback. Students will also learn various approaches to teacher evaluation. Bridges to residencies: students will create and lead a professional learning community; students will supervise a teacher over a 3-month period.

EDU 583 Leading Change in a Jewish Education (3)

Jewish educational leaders enter institutions with existing structures, cultures and practices that may not yet match their vision for ideal learning environments. The educational leader must navigate that reality in order to move the institution toward an educational vision. In order to do that, a leader must be able to understand the factors that either enhance or impede an institution's ability to change and consider strategies that lead to successful change in educational institutions. In this course, students will explore the complex dynamics and many factors that go into leading and making change in organizations with a mindset that is attuned to the needs, identities, lived experiences and perspectives of community members and builds a culture in which all members experience a sense of belonging. Additionally, students will make distinctions between types of change, examine a number of change methodologies, and select one (or a combination of several) to facilitate a process of educational change. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 584 Leading Amidst Complexity (1)

Complexity and uncertainty challenge every educational leader as they come to realize that command and control leadership is rarely effective. This course will help students develop strategies for leading amidst complexity. Particular emphasis will be placed on managing enduring dilemmas where two values stand in tension with one another. Bridge to residencies: students will lead the faculty, a board or committee, or a group of parents through a deliberation on an enduring dilemma facing the institution.

EDU 585 Leading with Integrity: The Human Side of Leadership (1.5)

The self is the most powerful tool a leader can use to motivate others to pursue the shared ideals of an organization. Students will learn effective habits for managing themselves and will come to understand how they can use their strengths in interacting with others. Students will explore the power and limitations of empathy in working with children, families and staff members and will examine different perspectives on integrity which lies at the heart of effective leadership in Jewish settings. Students will also consider the challenging emotional realities facing Jewish educational leaders. Bridge to

residencies: students will craft a personal statement on one's approach to Jewish educational leadership.

EDU 650 Supervised Leadership (1)

Students will have four semesters of supervision with a Faculty Tutor (each worth 1 credit). Over the course of each semester, pods of students will meet monthly as a group with their Faculty Tutor. These group meetings will be curricularized so that all Tutors and students are engaging in the same scope and sequence of learning.

Additionally, each student will meet monthly one-on-one with their Tutor in meetings that are tailored to the individual needs of the student to focus on professional socialization, mentorship, and personal areas of growth.

TEACHING AND LEARNING LABS

EDU 514 Teaching the Jewish Past (1.5)

Teaching the Jewish Past focuses on developing pedagogical skills and pedagogical content knowledge necessary for the teaching of Jewish history and heritage. Students will explore key issues relevant to teaching the Jewish past in a variety of educational contexts. Topics will include understanding the multiple and often competing goals for Jewish history education, teaching with primary and secondary sources, designing historical simulations and reenactments, and more.

EDU 586 Teaching for Our Times (1.5)

An exploration of issues that are timely and relate to Jewish educational leadership. This course will be responsive to current trends, topics, and issues such as: civil discourse, intersectionality, preparing for and responding to crisis, teaching for justice, and specific social issues of the day. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 587 Teaching for Contemporary Jewish Living (1.5)

An exploration of dilemmas and approaches to teaching about Jewish ritual, observance and practice for contemporary Jewish learners, the purposes and aims of teaching these content areas, along with a variety of strategies. Topics include: ritual, lifecycle, holidays, liturgy, *middot* and "Jewish Sensibilities." This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 588 Israel Education in North America (1.5)

An exploration of the key dilemmas and approaches to teaching about Israel, and the competing purposes of Israel education in American Jewish contexts, along with a variety of strategies. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 589 Teaching Hebrew (1.5)

An exploration of different pedagogies of Hebrew language instruction. Managing the distinctive pedagogies of modern, classical, and liturgical Hebrews. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 590 Israel Seminar (1.5)

A 10-day Israel experience which engages learners in thinking about the pedagogy of immersive Israel experiences, Zionism, and peoplehood.

EDU 615 Teaching T'fillah (1.5)

This course explores the role that prayer and worship play or should play in Jewish life and will help students to make informed decisions when fashioning a tefillah experience, program, or curriculum. The class will seek to answer the question of what settings, rituals, props, and methodologies will best facilitate a meaningful worship experience with a focus on the spiritual development of children and adolescents.

RAB 511 Mussar

RAB 632 Reading and Teaching Talmud (1.5)

BIB 430 Teaching Bible to Adults (1.5)

EDU 592 Special Topics course (credit varies by semester) occasional special topics courses that may be offered for only one or two semesters.

EDU 591 Capstone Seminar (1) (Fall)

EDU 592 Capstone Seminar (1.5) (Spring)

In the final year of the MEdL program, students will participate in a Capstone Seminar which will function as a braintrust/working group with fellow students where they will develop, refine, and improve upon their work in the process of developing their Capstone Project.