



Hebrew Union College-Jewish Institute of Religion

Los Angeles Campus

2022-2023 Program Descriptions

(May 30, 2022 - May 9, 2023)

**Jack H. Skirball Campus
3077 University Avenue
Los Angeles, CA 90007-3424
Phone Number: (213) 749-3424
LosAngeles@huc.edu
www.huc.edu**

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. All content in the catalog is subject to change. Please visit our website for updated information.

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Mission

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.

Academic Programs on the Los Angeles Campus

Day School Leadership Through Teaching

DeLeT	39 semester hours
Master of Arts in Teaching (MAT)	12 semester hours
(The MAT is not a stand-alone degree. It may be earned after completing the DeLeT certificate.)	

Pines School of Graduate Studies

Doctor of Hebrew Letters (DHL)	Individualized program
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Rabbinical Program

Master of Arts in Hebrew Letters (MAHL)	130 semester hours
Ordination (ORD)	25 semester hours
Ordination and MA in Jewish Nonprofit Management	174 semester hours

Rhea Hirsch School of Education

Master of Arts in Educational Leadership (MEDL)	53 semester hours
Master of Arts in Jewish Learning (MAJL)	37 semester hours
(The MAJL is not a stand-alone degree. It may be earned in conjunction with the MEDL.)	
Master of Arts in Jewish Education and MA in Jewish Nonprofit Management	84 semester hours*

*Indicative, please contact the Program Director for further details.

Zelikow School of Jewish Nonprofit Management

Master of Arts in Jewish Nonprofit Management	34 semester hours
Master of Science in Organizational Leadership and Innovation	34 semester hours
Certificate in Jewish Organizational Leadership	10 semester hours

Day School Leadership Through Teaching

DeLeT Program

Day School Leadership Certificate / Day School Leadership Certificate with Teaching in Hebrew (DeLeT)

The heart of the 13-month DeLeT credential program is a full-year teaching residency in a Jewish day school in the Los Angeles, San Diego, or San Francisco Bay areas (partner schools vary each year). Through a carefully staged sequence of teaching responsibilities, students gradually learn the intricacies of teaching and, just as importantly, they learn how to think like sophisticated teachers so that they can continue to learn about teaching throughout their careers. In-classroom mentors and visiting Clinical Educators (CEs) offer support and supervision throughout the year.

During the school year, students engage in coursework two evenings each week, either in-person or via video conference. All students come to campus for a full-time intensive summer institute during both the summer before and the summer after their teaching residency.

Students who successfully complete the program are awarded a Certificate in Day School Teaching from Hebrew Union College-Jewish Institute of Religion and also may earn a California Preliminary Multiple Subject Teaching Credential. They may also apply to continue their studies in a 2 semester Masters of the Art of Teaching (MAT) program.

Post-Graduation

Candidates for teaching credentials must pass three Multiple Subject California Subject Examinations for Teachers (CSET) tests and the CSET Writing Exam or CBEST. The CSET fulfills both the subject matter competence and the basic skills requirements of the State. [Click here](#) for further information on the CSET and CBEST.

A test on the US Constitution is required unless you have proof of having passed a college-level course on the US Constitution. The US Constitution test is a multiple-choice exam with a study guide provided with the testing fee. The test can be taken online. Candidates are also required to take the RICA (Reading Instruction Competence Assessment) examination.

SOC Occupation Code: 25-2021-00 (School Teachers)

Mission Statement - DeLeT

DeLeT: Day School Leadership through Teaching is dedicated to fostering teaching excellence in Jewish day schools in North America. Operating at the Rhea Hirsch School of Education on the Los Angeles Campus of HUC-JIR, DeLeT prepares and supports day schoolteachers in the DeLeT credential program, the DeLeT MAT, the DeLeT induction program, and the DeLeT L'Ivrit Certificate of Excellence in Teaching Hebrew. All DeLeT programs include mentored teaching experiences, academic coursework, and cohort-based learning and support.

DeLeT - Day School Teachers for A New Generation

A Teacher Affects Eternity

See what teaching excellence and innovation in Jewish day schools is all about, and along the way, find the path to fulfill your values and goals while making a difference in the lives of children and their families. Earn a California State Teaching Credential and a Certificate in Jewish Day School Teaching in this 13-month program which uniquely combines graduate-level coursework and a yearlong internship in a Jewish Day School in Los Angeles, San Diego, or the San Francisco Bay Area. Learn more about DeLeT or contact us at DeLeT@huc.edu.

DeLeT is a full-time 13-month teacher education fellowship. As a DeLeT fellow, you will spend two summers studying education and Judaica, with particular emphasis on integrating general and Jewish studies in the day school. During the intervening year, you will be assigned to a year-long internship in a Jewish day school in Los Angeles, San Diego, or the San Francisco Bay Area under the guidance of two mentor teachers - one in general studies and one in Jewish studies - while you continue to study part-time. You will learn the intricacies of teaching and, equally important, learn how to think about teaching so that you can continue to learn about teaching throughout your careers.

As a fellow, you will:

- Develop inquiry-driven ways of thinking critically about classroom teaching,
- Hone your teaching skills,
- Gain insights into working with children and their families,
- Learn how to infuse classroom life with Jewish and American values,
- Develop the capacity to reflect on teaching,
- Nurture personal growth as teachers, as Jews, and as human beings, and
- Create ways to bring Jewish studies and general studies into relationship with one another in children's learning experiences.

During the academic year, you will be in your school placement every day of the teaching week except for Tuesday and Thursday afternoons, when you will be in class. The Los Angeles-based fellows will meet at the Jack H. Skirball Campus of HUC-JIR, and those in San Diego and the San Francisco Bay Area will be connected to the classes via videoconference. The summer will consist of five consecutive weeks of classes which will meet every day from 8:30 am - 5:00 pm (8:30 am - 2:00 pm on Fridays).

You will be required to attend two Sunday-Monday retreats (kallot) during the year, during which fellows visit one another's schools. One kallah will take place in Southern California and one in Northern California.

The DeLeT program is demanding and rigorous, so taking on outside work is strongly discouraged. If you have a special work situation, you must have the approval of the DeLeT Education Director.

Summer Semester

DeLeT Credential Summer 1:

DLT 501 – Teaching and Learning Seminar – 3 credits

This core course offers a repertoire of skills and strategies necessary to engage in successful teaching. Through guided reflection and analysis of teaching experiences, students develop a personal vision for what it means to be a Jewish day schoolteacher. The course integrates current education research with the teaching residency experience. The first of the four-part course focuses on elements of instruction.

DLT 510 - Child Development and Learning – 2 credits

This course is an inquiry into learning and development of children from early childhood through adolescence with emphasis on the elementary grades. Surveying the work of major child development theorists, the course examines human universals, individual differences, and cross-cultural variability in psychosocial and cognitive development. The context of Jewish day school education provides a platform for discussing both values and developmental issues.

DLT 520 - Reading, Language, and Literature – 1 credit

This course introduces students to the principles of early literacy, including the concepts of listening, concepts of print, the alphabetic principle, letter recognition, letter-sound correspondence, phonological awareness, phoneme awareness, decoding, common word patterns, syllabication, sight words, word analysis and reading comprehension.

DLT 530 – Arts Workshop – 1 credit

Using music, dance, theater, and visual arts, guest specialists immerse students in the delights of teaching the arts including creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Integration of art and music into and across the disciplines is modeled using games, projects, routines, and other activities that promote creative expression while improving self-esteem, self-concept, cooperation, and motivation in the elementary classroom.

DLT 534 – Educational Technology – 1 credit

The course provides an overview of current computer-based technologies used in a variety of educational settings. Significant changes in teaching and learning through technology are presented by matching instructional strategies with relevant technology. The course focuses on computer and technology knowledge and skills appropriate for beginning

teachers, such as hardware and software terminology, operations, troubleshooting, records management, email, collaborative tools, copyrights, privacy, security, and safety issues.

DLT 557 – T’fillah – 1 credit

In this course, students will discover essential understandings of *t’fillah* by using the siddur as a textbook. Each session will analyze the form and content of a major section of *t’fillah*. Additionally, class sessions will look at how *t’fillah* reflects fundamental human experiences and the search for meaning. The class will also look at how *t’fillah* connects to various stages of student developmental levels. Knowledge and experience in this class will lead to the student’s answering a driving question s/he has about *t’fillah*.

DeLeT Credential Summer 2:

DLT 504- Teaching and Learning Seminar – Teaching Practicum – 1 credit

The culmination of this year-long core course offers an opportunity for students to merge research, experiences, and content learning. Students collaborate in building an integrated and collaborative capstone project that reflects their vision for day school teaching.

DLT 516C Diversity in Schools– 1 credit

Please see complete listing for DLT 516.

DLT 517 Jewish Communities– 1 credit

In this course, students will explore the ideas of understanding and responsiveness to diversity in the classroom, an essential aspect of “caring” in schools and strong pedagogy. They will discuss how diversity is essential for Jewish cultural literacy and begins with teacher preparedness, and that diversity in the Jewish classroom includes ethnic/cultural, religious, socioeconomic and gender components.

DLT 525 – Integrated Social Studies – 1 credit

This course introduces methods for teaching social sciences content within the elementary school classroom, incorporating history, geography, economics, culture/anthropology, archaeology, philosophy, sociology, psychology, government, law, and politics. By utilizing thematic units of study across the domains of social science, students learn knowledge, skills, and attitudes that promote positive citizenship in our culturally diverse, democratic society. Opportunities for integration between social studies and Judaic studies curricula are presented.

DLT 528 – STEAM Methods – 1 credit

Progress in science is made by sharing observations, asking meaningful questions, and conducting careful investigations. This course identifies the big ideas and methods of science and presents strategies to enrich and enliven the Day School curriculum through integration and the use of technology. The course emphasizes points of convergence between the scientific and Jewish approaches to posing questions, studying multiple sources, seeking evidence, teasing out significant data, and making authentic and relevant applications.

DLT 530 – Arts Workshop – 1 credit

Using music, dance, theater, and visual arts, guest specialists immerse students in the delights of teaching the arts including creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Integration of art and music into and across the disciplines is modeled using games, projects, routines, and other activities that promote creative expression while improving self-concept, self-discipline, cooperation, and motivation in the elementary school classroom. Attention is paid to Jewish holidays throughout the school year.

DLT 559 – Rabbinic Texts – 2 credits

This course delves into the major genres of Jewish text, including the *Torah*, *Mishnah*, *Talmud*, and *Commentaries*. The course examines the characteristics of the texts, the broad issues raised by studying these works, and the pedagogical concerns surrounding the teaching of the texts in Jewish day schools.

Fall Semester

DeLeT Credential:

DLT 502 – Teaching and Learning Seminar – 2 credits

This continuation of DLT 501 further develops skills and strategies necessary to engage in successful teaching. Through comprehensive analyses of teaching experiences, students refine their visions for what it means to be a Jewish day schoolteacher. The course integrates current education with the teaching residency experience. This course emphasizes students, the modalities through which they learn, and the construction of experiences to meet their needs.

DLT 512 – Meeting the Needs of All Learners – 1 credit

This course surveys the special needs of learners and programs designed to meet their educational needs within the Jewish day school context. Students learn to recognize and describe learning difficulties, working in partnership with parents, specialists, and administration. The course examines the broad range of resources available to day schools to successfully accommodate special needs learners including implications for second language programs.

DLT 521 – Reading, Language, and Literature II – 1 credit

This course introduces principles for teaching reading and writing in grades 1-8 while inspiring appreciation for language and literature. Strategies for conducting literary analysis through class discussions, reading workshops, book reports, reading aloud, the use of picture books are presented.

DLT 527 – Mathematics Methods – 1 credit

This course combines the five content strands: numbers and operations, algebra, geometry, measurement, and data analysis and probability, with the five process strands for acquiring content knowledge: problem solving, reasoning and proof, communication, connections, and representation. The course focuses on instructional processes that link students' prior knowledge to new knowledge through active constructivist learning activities. Assessment is an integral part of teaching and learning in math, informs teaching and practice, and links students' knowledge and abilities with challenging and appropriate curricular content.

DLT 558 – Jewish Values – 1 credit

Integrating *middot* into our classrooms unites teachers serving in Jewish Day School settings. Throughout this course, we will use the framework of *Mussar* to become keen observers of the way our school and our classroom reflects the foundational principles of Judaism. At the same time, we will explore the way our behavior personally reflects some central Jewish values in order to become even stronger role models for our students.

DLT 580 – Supervised Day School Teaching – 4 credits

This course is comprised of supervised teaching in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty clinical educator.

DeLeT Lehora'at Ivrit:

DLT 515A – Hebrew Teaching Practicum – .5 credits

In the Hebrew Teaching Practicum course, students share lesson plans, dilemmas they encountered in fieldwork, and recordings of their teachings. Peer and instructors' feedback are an integral part of the course.

DLT 561H – Teaching Hebrew I – 1 credit

Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Students will survey several approaches to and theories about strategies for assessing the proficiency levels of their students. Underlying this course is an emphasis on how learning Hebrew can foster a sense of Jewish Peoplehood, a vibrant connection to Israel, and a strong sense of community within the classroom.

DLT 562H – Teaching Hebrew II – 1 credit

Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Students will survey several approaches to and theories about strategies for assessing the proficiency levels of their students. Underlying this course is an emphasis on how learning Hebrew can foster a sense of Jewish Peoplehood, a vibrant connection to Israel, and a strong sense of community within the classroom.

DLT 580H – Supervised Day School Teaching – 1 credit

This course is comprised of supervised teaching in Hebrew in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty "clinical educator".

DeLeT Mentors

As a DeLeT fellow, you will work with two Mentors who have demonstrated success in their classrooms and welcome the opportunity to continue to learn and share their knowledge.

You will have a primary Mentor in whose class you spend the greatest number of hours per week, and a supporting Mentor with whom you enjoy a professional relationship for a lesser number of hours per week. Since you will be engaged in the teaching of general and Judaic studies, these Mentors reflect both aspects of the school program.

Mentors coordinate their primary responsibility for facilitating student learning with the additional responsibilities of guiding, supporting, and assessing your learning. Working closely with Clinical Educators and other program staff, Mentors play a vital and indispensable role in helping fellows learn to teach and develop the tools to study and improve their teaching.

Mentors are able to talk about their practice and about the goals that affect the decisions they make. They are role models because of their expertise, communications skills, flexibility, patience, and commitment to Jewish knowledge and values.

Testing and Credentials

When DeLeT courses are successfully completed and state-mandated tests and TPA's are passed, all the program requirements are fulfilled to the satisfaction of the faculty and administration, HUC-JIR will recommend the candidate to the California Commission on Teacher Credentialing for a preliminary multiple-subject teaching credential. The credential document will be finalized approximately two months after the recommendation is made. During that time, however, the State considers you to be credentialed.

Like all new teachers in California, graduates of the DeLeT program must "clear" their credential within five years of receiving it by participating in a two-year program of mentoring and advanced study of their practice. DeLeT alumni are eligible to participate in the DeLeT Induction Program which fulfills this obligation.

What tests does the State of California require?

Candidates for teaching credentials must pass three Multiple Subject California Subject Examinations for Teachers (CSET) tests and the CSET Writing Exam or CBEST. The CSET fulfills both the subject matter competence and the basic skills requirements of the State.

A test on the US Constitution is required unless you have proof of having passed a college-level course on the US Constitution. The US Constitution test is a multiple-choice exam with a study guide provided with the testing fee. The test can be taken online.

Candidates are also required to take the RICA (Reading Instruction Competence Assessment) examination.

When should I take the CSET, RICA, and US Constitution tests?

The California Commission on Teacher Credentialing (CCTC) requires all credential candidates to take and pass the 3 Multiple Subject and Writing CSET's **prior to the start of their credential program.**

It is recommended that DeLeT fellows take the three CSET multiple subject tests and the writing test or CBEST in two to three sittings prior to the start of DeLeT or during the first summer of the program. CSET and CBEST study guides can be found online or at local bookstores.

Does the State of California have any additional requirements?

Yes. Four Teacher Performance Assessments (TPAs) are required by the State. These are assigned, explained, and discussed in academic courses during the year.

What is "clearance" and how do I get it?

The Certificate of Clearance is state-mandated finger printing and the first step in applying for the California Preliminary Multiple-Subject Teaching Credential. All candidates for the credential must have a certificate of clearance before beginning to work in a classroom.

After Graduation

As a DeLeT graduate, we hope and expect that you will continue to teach in a Jewish day school and/or continue your graduate studies. While our alumni are responsible for securing post-DeLeT employment, DeLeT provides support and guidance during the placement process and works with schools in which alumni are employed to encourage these schools to develop an environment which supports new teacher learning.

As our alumni begin their teaching careers, DeLeT provides support through the **DeLeT Induction Program**, which offers one-on-one mentoring to beginning teachers in Jewish day schools to help them to "clear" their California Preliminary Multiple Subject Teaching Credential. The DeLeT Induction Program is accredited by the California Commission on Teacher Credentialing (CCTC) and is open to DeLeT graduates and other teachers in Jewish day schools who need to "clear" their California Preliminary Multiple Subject Teaching Credential.

The DeLeT Induction Program includes:

- A Beginning Teacher Network orientation to the electronic Formative Assessment System (FAS).
- One-on-one mentoring, observation, feedback, and guidance from a DeLeT Clinical Educator/mentor (CE) for 2+ hours at your school-site every other week throughout the school year using the New Teacher Center's Formative Assessment System.
- An Inquiry Action Project focusing on a specific area of interest, designed to further your teaching knowledge and practice.
- Yearly Beginning Teacher Network meetings for DeLeT Induction Program participants in DeLeT alumni classrooms in the area to discuss best practices and California Standards 5 and 6 regarding Pedagogy and Universal Access.
- Meetings twice each year with your school's administrator and the DeLeT CE/mentor to set goals and evaluate teaching growth
- A one-year early completer option for teachers with more than 3 years of day school teaching experience.

The cost of the DeLeT Induction Program is \$3,600 per year. We encourage participants to ask for financial support from their school. Scholarships are available for DeLeT alumni. To learn more, contact the DeLeT Induction Program Coordinator, Dr. Bonnie Sharfman, at bsharfman@huc.edu or at 310-701-8819.

DeLeT also provides advisement regarding graduate school options and some alumni enter the Rhea Hirsch School of Education's Master of Arts in Jewish Education program.

DeLeT L'Ivrit

If you are fluent in Hebrew and love working with children, DeLeT L'Ivrit will help you define your future professional direction.

You are invited to apply to this 13-month fellowship program, which features a mentored internship teaching Hebrew and Judaic Studies in a Jewish day school.

You will not only teach, but learn in weekly seminars and intensive summer studies at Hebrew Union College-Jewish Institute of Religion's Jack H. Skirball Campus in Los Angeles, CA.

Enjoy professional development and personal growth and fulfill your values and goals, as you demonstrate your commitment to serving the Jewish people.

This program is designed for both newcomers to the field and for current assistant teachers seeking to enhance their teaching through formal education.

Emerge prepared for the California Preliminary Multiple Subject Teaching Credential, receive a Certificate in Day School Teaching from HUC-JIR, and join the over 200 Jewish day school educators in 50-day schools throughout America who have participated in DeLeT.

MAT – Masters of the Art of Teaching

The DeLeT MAT program offers continued learning for DeLeT alumni working as classroom teachers who wish to strengthen their professional practice and skills. Coursework focuses on pedagogical skill, action research design, reflective teaching practice, and collaborative professional development leadership.

Students conduct an action research project according to the field standards of teacher-led action research, including literature review and synthesis. They design, conduct, and share the findings of this inquiry with their peers and professional community. As a cohort, DeLeT MAT students participate in group reflective practice using protocols, writing, and structured exercises to support each other in their teaching. Each student also participates in a year-long individual mentoring relationship, collaboratively identifying areas of growth and working with observations and planning sessions to strengthen these areas.

The DeLeT MAT is a two-semester program held on weekday afternoons and evenings with some Sunday seminars throughout the academic year (August-May).

DeLeT Fall Semester MAT:

MAT 610 –Collaborative Reflective Practice I – 2 credits

Gathering as a cohort provides an opportunity for students to learn models of collaborative professional reflection such as protocols, lesson study, and Critical Friends work. Topics will include both issues common to all novice teachers and those specific to the unique environments of Jewish day schools. These reflective experiences complement the individual support offered in the Mentored Teaching course.

MAT 620 –Mentored Teaching I – 2 credits

Mentored Teaching builds upon prior mentoring work and individual needs in order to provide crucial support and feedback on classroom practice. For those pursuing a permanent California teaching credential, this course will fulfill the mentoring/observation requirements for induction.

MAT 630 – Practitioner Inquiry– 2 credits

This year-long course allows students to identify a specific area of interest and design an inquiry project to explore it both in and outside of their classroom. Components include literature reviews of current research, integration with Judaics studies content, and action inquiry elements to allow for testing and experimentation in their classroom.

DeLeT Spring Semester MAT:

MAT 611 –Collaborative Reflective Practice II – 2 credits

See course description for MAT 610 for complete description of this year-long course.

MAT 621 –Mentored Teaching II – 2 credits

See course description for MAT 620 for complete description of this two-semester course

MAT 631 – Practitioner Inquiry– 2 credits

In this continuation of MAT 630, students will complete their individual inquiry projects and prepare to share them with colleagues from their schools and cohort in a public seminar prior to graduation.

Pines School of Graduate Studies

Information About the DHL Program

The program leading to the degree of Doctor of Hebrew Letters (DHL) is an international program of the Hebrew Union College-Jewish Institute of Religion administered centrally by the Pines School of Graduate Studies. Students may work with faculty members on any of the campuses, in Cincinnati, Los Angeles, and New York (in Jerusalem as well, under certain circumstances). Eligibility for matriculation in the DHL program is normally limited to rabbinic graduates of HUC-JIR (any campus). The basis for this eligibility is the period of residency that is required for the MAHL degrees and subsequent ordination.

Ordinees of other academically accredited institutions may also be eligible for the DHL program and should consult with the director of the Pines School of Graduate Studies.

Course of Study

The goal of the program of study in a minor area is to develop broad competence and general proficiency in that area. The major program of study, which leads to the dissertation, goes beyond that base of competence, and cultivates professional expertise in a well-defined area of specialization.

The major and minor areas normally are selected from the following list (other areas of Judaic Studies maybe considered as well, as long as they are duly approved):

- Bible and Related Literature
- Hebrew Literature
- Human Relations (minor field only)
- Jewish Liturgy and Worship
- Jewish Religious Education (minor field only)
- Jewish Theology
- Jewish Philosophy
- Jewish History
- Judaism and Early Christianity
- Judaism and Hellenism
- Medieval Jewish Biblical Commentaries
- Midrashic and Homiletical Literature
- Talmud and Rabbinic Literature

Program of Study--Minor Areas

The program outline for each of the two minor subject areas should specify the subject matter to be studied, including the primary and secondary source material to be covered, the methodology to be used, and a tentative description of a concluding project (usually a written assignment).

Program of Study--Major Areas

The program of study in the major subject area should augment the program outline for the minor in that area, adding the extra primary and secondary resources that are required to go beyond the level of general competence and attain professional expertise. The program outline should specify the subject matter to be studied, including the primary and secondary source material to be covered and the methodology to be used.

In the case of the major, there is no interim "concluding project" as there is for each minor. Rather, the dissertation represents the culmination of the major, which means that the major advisor normally serves as the dissertation advisor. The major program outline submitted at the time of application need not include a full dissertation proposal, but it should indicate the direction of research that will eventuate in a dissertation.

DHL Courses in Real Time

The Pines School of Graduate Studies offers real-time courses open to DHL students originating from each of the stateside campuses. These courses may be taken in person or through electronic connection. Permission of the instructor

is required, and the PSGS director must be notified so that the IT Department can set up the electronic connection in advance of the course's first session.

Course work can be coordinated with the predefined program outlines of the minor subject area. DHL candidates may take up to two of these courses per year for no additional fee beyond the annual DHL tuition. For more information, contact the Office of the Pines School of Graduate Studies.

DHL Examinations

When the candidate has completed a program of study in a minor area, the advisor submits a letter of confirmation to the director of the Pines School of Graduate Studies. The DHL oral examinations can be administered only after receipt of these letters. The examination in the major may be administered when the advisor certifies in writing that the dissertation is the only outstanding program requirement but must be taken at least one month prior to the submission of the dissertation.

The DHL oral examinations normally take place at one of the stateside campuses of HUC-JIR. Their content is based upon the work that comprised the course of study.

For the sake of convenience, candidates usually are examined in all three areas at one time; it is possible, however, to take the examinations at separate times if desired. The all-in-one examination lasts two hours, with one half-hour devoted to each minor area, and one hour devoted to the major. All three faculty advisors must attend the DHL examination(s)—this can be done electronically when the advisors are on several campuses—and the other members of the faculty are invited to attend as well. Some flexibility exists for the exams outlined above.

DHL Dissertation

The DHL dissertation is the "concluding project" in the candidate's major area, as well as the culmination of the degree program.

"The [doctoral] research project should be an original, theory-driven investigation characterized by rigorous methodology and capable of making a significant contribution to knowledge about the subject under study."

(The Role and Nature of the Doctoral Dissertation, Council of Graduate Schools Policy Statement, 1991, pp.6-7)

Dissertation Proposal

The dissertation proposal is an integral part of the program outline for the major area. The proposal should give an overview of the proposed topic, outline the specific subject matter of the dissertation, describe how the subject matter will be treated, and include some relevant bibliography. The proposal should indicate the original contribution to scholarship that the student expects to make.

The proposal may be submitted at any time during the course of study, as early as the time of application, but no later than one year prior to the anticipated date of graduation. Students are encouraged to formulate their dissertation proposals before taking the DHL examinations.

The procedure for submission and approval of the proposal is as follows: the student submits the proposal to the dissertation advisor (normally the major area advisor); the advisor signs the proposal and submits it to the director of the Pines School of Graduate Studies; the director conveys the proposal to the Graduate Executive Committee (GEC) for approval.

A typical dissertation proposal might be laid out as follows (each of the following items except for the bibliography should require no more than one page):

Cover Page, including the student's name, the title of the dissertation, and the name and signature of the faculty advisor.

Statement of the Problem, giving the general scholarly context out of which, the thesis topic has emerged, and indicating the questions to be raised and/or hypotheses to be verified.

Review of Prior Scholarship, emphasizing that which is specifically relevant to the dissertation. What is lacking in scholarship to date that makes the proposed work desirable or necessary?

Statement of Methodology or Approach, with particular emphasis on where it participates in and deviates from current scholarly discussion of the topic.

Outline of the Contents of the Dissertation, which should be simple in form, and follow a standard outline format (e.g., *The Chicago Manual of Style*).

Preliminary Bibliography, topically arranged, and limited to what is strictly relevant.

The Format of the Dissertation

The Graduate Executive Committee has established several guidelines and regulations for the preparation of dissertations. These cover such areas as required contents (abstract, title page, etc.), paper size and quality, formatting, printing, and annotation. Examples appear in the Graduate Student Handbook of the Pines School of Graduate Studies. Any significant deviations from the regulations in that document must be discussed with the director of the Pines School of Graduate Studies and, if necessary, brought before the Graduate Executive Committee for approval.

Submission of the Dissertation

When the advisor agrees that the dissertation is ready for submission, the candidates should prepare the final copy for official submission. Two unbound submission copies of the dissertation and a pdf file copy, together with the advisor's written evaluation approving the dissertation, must be in the Office of the Pines School of Graduate Studies by March 15 if the DHL is to be awarded at the spring graduation exercises.

Rabbinical School – Los Angeles

Rabbinical Program

The Rabbinical School offers a five-year program of full-time graduate study leading to the Master of Arts in Hebrew Letters degree and rabbinic ordination. Students admitted to the rabbinical program are required to spend their first academic year, beginning in late June, at the College-Institute's campus in Jerusalem. In rare instances, students with exceptional backgrounds and degrees in Hebrew and cognate studies may be exempt from the Year-in-Israel Program. Upon successful completion of the Year-in-Israel Program, students return to one of the three American campuses to which they had been assigned upon admission to the Rabbinical School. Application is made to HUC-JIR and not to a particular campus. The Los Angeles campus offers a four-year program leading to the degree of Master of Arts in Hebrew Letters (MAHL) after the successful completion of 95 credit hours.

Rabbinic ordination is awarded after the successful completion of 155 credit hours.

SOC Occupation Code: 21-2011-00 (Rabbi).

Mission Statement

The mission of the HUC-JIR Rabbinical School is to educate rabbis to serve the Reform Movement, the Jewish people, and humankind. Through rigorous academic and professional study, mentored professional experiences, and opportunities for personal and spiritual growth, the HUC-JIR Rabbinical School prepares rabbis to:

- Engage in critical study of Jewish thought, tradition, culture, history, Hebrew language, and text.
- Effectively teach people of all ages, across denominations and faiths.
- Organize and lead inspiring Jewish worship services, and religious ceremonies.
- Advocate and act for social justice.
- Promote meaningful relationships with Israel and its cultural life.
- Provide pastoral care and religious guidance.
- Serve effectively as visionary leaders in their work and communities.
- Be self-reflective in their personal practice, ritual observance, and belief, and in fulfilling their professional commitments.
- Act as informed spokespersons for Judaism and the Jewish people; and
- Foster the vibrant development of the Reform Movement.

Program Requirements

You must be able to meet the following criteria by June of the summer you intend to enroll:

- A Bachelor's degree from an accredited college or university.
- An academic record reflecting a 3.0 grade point average or above on a four-point scale.
- Capacity in the Hebrew language comparable to one year of college-level Modern Hebrew, as demonstrated by performance on the Hebrew Capacity Examination which is given at the time of the interview.
- Completion of a preliminary consultation with a representative of the admissions office or a Rabbinical School Director.
- Submission of the general Graduate Record Examination (GRE) to HUC—JIR.
- International applicants from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL), now an internet-based test (IBT). International
- applicants must have a working knowledge of English and a score of at least 90 on the TOEFL, with at least 22 on each constituent part.
- Demonstration of the interpersonal skills needed to interface with people in diverse situations.
- A readiness for graduate study, including the capacity to meet the intellectual, ethical, and emotional demands of graduate school.
- A serious commitment to academic study and the capacity to develop self-awareness.
- A commitment to and leadership experience within Reform Judaism and K'lal Yisrael.
- An ability to engage in abstract reasoning, to think analytically and conceptually, and to formulate mature judgments.
- An aptitude for clear oral and written self-expression.

- Current policy states that applicants who are married to or in committed relationships with non-Jews will not be considered for acceptance to this program.

Course of Study

The curriculum of the Rabbinical School has two phases. The first phase, the Core Curriculum, is covered during the Year-In-Israel and the first two years stateside; upon completion of the Core Curriculum, students are awarded the MAHL degree. The second phase, the post-MAHL course of study, consists of work done primarily in the fourth and fifth years of the Program.

The Core Curriculum sets national standards and learning outcomes for the Rabbinical School. The faculty of each stateside campus creates courses and other learning experiences that allow each student to meet the standards and outcomes. Consequently, the course of study varies slightly on each of the three stateside campuses. The same is true of the post-MAHL requirements; each stateside campus requires approximately the same number of credits for ordination, but each campus has a slightly different approach to the distribution of elective courses.

Priorities

- An understanding of the Hebrew language, both as it is found in traditional Jewish sources and in modern usage.
- The acquisition of basic text skills that will be used throughout the five-year program and in the rabbinate.
- An encounter with Israel that leaves students informed, enthused, and energized about the significance and challenges of Jewish statehood and peoplehood.
- The encouragement of self-awareness as future Jewish professionals.

Year-In-Israel

The Year-In-Israel program is mandatory for first-year rabbinical students. Students who are accepted to the Rabbinical School who can demonstrate native or near-native fluency in Hebrew and have a strong background in Jewish Studies may be able to exempt from the Year-In-Israel through an examination. The program begins in early July and culminates in May of the following year. Year-in-Israel priorities include the following:

- An understanding of the structure of the Hebrew language which will serve our students in mediating between the sources of Judaism and the North American Jewish community.
- An encounter with Israel which leaves the students informed, enthused, and energized about the challenges of statehood and the implications of peoplehood.
- The acquisition of basic textual skills which allows the successful continuation of studies in the U.S.
- An exploration of the students' religious and spiritual identities, with special emphasis on Reform Judaism.
- The provision of professional skills and the encouragement of a self-consciousness as future Jewish professionals within the community.

Curriculum

The curriculum of the Rabbinical School educates rabbis for the diverse challenges of the 21st-century rabbinate. Students prepare to become rabbis and leaders in a variety of settings, including congregations, Hillel foundations, schools, communal organizations, and pastoral settings.

The curriculum of the Rabbinical School:

- Promotes the acquisition of skills and competence in the study of Jewish texts, history, thought, language, and literature.
- Promotes professional development through course work and fieldwork.
- Promotes the spiritual and religious growth of each student through worship experiences, discussion of core issues in Jewish thought and life, and mentoring.

Academics

Studies are full time with classroom study 5 days a week, Sun through Thursday, divided between core courses, professional courses, and a weekly First Year Seminar. Other requirements include tefillah, inquiry groups, field study trips, a mid-year colloquium, and community service project.

Core Courses:

- Cantillation of the Torah
- Classical Grammar
- The Geography, Chronology and Selected Polemics of Biblical History
- Introduction to Bible
- Introduction to Liturgy Lecture
- Introduction to Liturgy Shiur
- Modern Hebrew
- Modern Jewish History
- Rabbinic Texts (Rabbinical and Education students only)
- Second Temple through Late Antiquity History
- Seminar - Israeli Society: Its multiple voices and search for solidarity

First Year Seminar - Israeli Society: Its multiple voices and search for solidarity: For one day a week, Israel is the classroom, as students explore aspects of Judaism and the Jewish State as part of the Richard J. Scheuer Seminar. Some days studies take place on campus and many others there are site visits of various kinds. Learning techniques include text study sessions, film, independent research and more. Two of the extended field study trips are part of the wider course. Requirements include two research papers and active participation. Sessions tend to run from 8:30am until 4:00pm throughout the year. Subjects include Religion and State, Life Cycle and Zionism.

The Mandel Initiative for Visionary Leadership provides structured opportunities in the curriculum for students to integrate their academic and clinical learning in a more meaningful way and to build on that integration in shaping their personal Jewish identities and their professional aspirations. During the Year-in-Israel, the focus is on Israel and Jewish Peoplehood, reflecting the centrality of those ideas and ideals in the learning and experiences of students spending their first year of studies in Israel.

Review of Students

1. At the end of the Year in Israel, the Jerusalem faculty and administration will conduct a review of students regarding their suitability to continue in the program.
2. There also will be a formal review of students at the end of the third year. In addition, there shall be periodic reviews of students by faculty according to the assessment protocols established in each program.
3. Information about student tenure can be found in the National Academic Handbook.

Curriculum

The curriculum of the School of Rabbinic Studies at the Hebrew Union College-Jewish Institute of Religion has two phases. The first phase, the Core Curriculum, is covered by the Year-in-Israel and the first two years stateside; upon completion of the Core Curriculum in Los Angeles, students are awarded the MAHL degree. The second phase, the post-MAHL course of study, consists of work done in the fourth and fifth years of the program.

Years 2 and 3: The Core Curriculum consists of foundational courses that examine the language and literature of a variety of disciplines, different critical approaches to those disciplines, and the acquisition of professional skills through classroom learning. These courses are generally taken during the second and third years of the rabbinic program.

The required courses for the degree of Master of Arts in Hebrew Letters are:

Fall – Year 2

BIB 600	Torah
HEB 600	Hebrew Language
LIT 600	Liturgy
PDE 602	Homiletics
PDE 604	Education A
PDE 611	Rabbinic Practicum A
RAB 600	Mishnah

Spring - Year 2

BIB 601	Prophets
HEB 603	Hebrew Language
HIS 601	Late Antiquity and the Middle Ages
PDE 603	Speech
PDE 609	Creating Worship Experiences
PDE 612	Rabbinic Practicum B
RAB 601	Midrash

Fall – Year 3

BIB 602	Ketuvim
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HEB 602 Introduction to Aramaic (one week intensive)
 HIS 602 Modern Jewish History
 PDE 613 Rabbinic Practicum C
 PHI 601 Medieval/Early Modern Jewish Thought
 RAB 604 Commentaries
 RAB 605 Talmud A

Spring – Year 3

HIS 603 American Jewish History
 EDU 630A Curriculum Content
 PDE 614 Rabbinic Practicum D
 PHI 602 Modern/Contemporary Jewish Thought
 RAB 606 Talmud B
 RAB 607 Codes

Years 4 and 5: The post-MAHL program consists of 16 advanced courses and two one-week intensives that are generally taken in the fourth and fifth years of the rabbinic program. The following courses are required: PDE 643: Leadership for the Reform Rabbinate; HIS 620: Islam Intensive; and HIS 621: Christianity Intensive.

The remaining 15 courses are chosen by the student with two caveats:

1. To ensure that students continue to deepen their Judaica knowledge and skills, students may take no more than four of the 15 electives in Professional Development.
2. If a student receives a LP in a Core course, the student must take an elective in that subject area and receive a P in that course.
3. Electives in each discipline may not be taken before the completion of the Core courses in that discipline.

Additional Requirements

1. All rabbinic students are expected to participate in worship services at HUC. Students are assigned to lead services, read Torah, and deliver *divrei Torah*. The synagogue calendar, which contains these assignments, is published at the beginning of each academic year, and can be found on Canvas.
2. Each rabbinic student will deliver two sermons, one each during the fourth and fifth years. Sermon dates are assigned at the beginning of the academic year and printed in the synagogue calendar.
3. Each student must complete three years of fieldwork. Students must serve at least
4. one year in a monthly student pulpit (or its equivalent) and one year in a supervised internship. Each student must also complete a pastoral care internship or one unit of CPE (Clinical Pastoral Education).
5. Each student will participate in the Gerecht Institute (2nd Year) and the Outreach Institute (4th year), and the joint HUC-CCAR Mentoring program. Assignments for the mentoring program are made by a committee of HUC faculty, CCAR alumni, administration, and CCAR staff during the fourth year and will continue two years after Ordination. Successful completion of this program is required for Ordination and membership in the CCAR.
6. Each student must complete a capstone: a rabbinic thesis, a text immersion, or a project under the supervision of a member of the HUC faculty.

Capstone Requirements

1. Every student is required to complete a capstone during their final year of rabbinic school.
2. Each year, the Director of the School of Rabbinic Studies will review the current capstone requirements with fourth year students. Capstone guidelines will be posted on Canvas.
3. During the fourth year, a student must submit the proposed subject of the capstone to the Director of the School of Rabbinic Studies on or before the date set that year.
4. The student shall first discuss the proposed capstone subject with a member of the faculty with whom the work is to be pursued. Written approval must be obtained from the advisor regarding the formulation of the subject.
5. Ordinarily, a capstone is executed under one advisor a member of the Los Angeles faculty. When a capstone involves more than one area of study or methodological approach, a second and, if necessary, third faculty member from our schools or associated institutions may be co-opted as minor advisors.
6. The capstone proposal form may be downloaded from Canvas and once signed by the advisor is to be submitted to the Director of the School of Rabbinic Studies, together with the student's proposal.
7. A request to emend the capstone topic or vehicle, or to change advisors must be submitted to the Rabbinic School Office at the beginning of the fall semester of the student's fifth year.
8. No faculty member may be expected to serve as advisor for more than three rabbinic capstones in a given year. Faculty members are not expected to serve as capstone advisors while on sabbatical.
9. Students are required to meet regularly with their advisor throughout the time that the work is in progress. If a student fails to meet according to the schedule agreed upon by the student and the faculty advisor, the student will not be allowed to continue work on the capstone. As a result, they will not be ordained that year.
10. In the senior year, the candidate delivers the completed capstone to the advisor(s) and to the Library no later than the date announced on the Academic Calendar. If, for reason of illness or other similar extenuating

circumstances, a student is unable to present the completed work by that date, they may, upon the written permission of the Director of the School of Rabbinic Studies (who will consult with the advisor), be granted up to a one-week extension. The student must also submit a Capstone Completion Form, signed by the advisor(s), to the School of Rabbinic Studies.

11. If a student does not complete their thesis by the assigned due date, s/he will not be able to participate in CCAR/HUC-JIR placement. The Faculty, via the Rabbinical Program Director, may grant one more year to complete the thesis at their discretion. Upon completion of the thesis, the student will then be eligible to seek a position through the CCAR. Any student who does not complete the thesis after a second year will have their tenure in the program terminated.

Capstone Project

The rabbinical thesis or capstone project enables a student to explore a topic of interest to him/her and to culminate their rabbinical education by creating an in-depth piece of work that can be the basis of ongoing study, teaching, and research in their professional work. It enables students to hone research and writing skills. The thesis also affords students an opportunity to work closely with faculty members on a project of their choosing.

Fifth-Year Residency and Requirements

The School of Rabbinic Studies is a five-year, full-time academic program. Students are expected to be in Los Angeles during their fifth year to meet with their thesis advisors, participate in the ordination seminar, and complete their course work.

All rabbinic students should register for THS 698 (4.5 credits/semester) and PDE 620 and 621 Ordination Seminar (1.5 credits/semester) during each semester of their fifth year.

Students may take courses in the spring semester of their fifth year; work for these courses must be completed by the deadline set by the National Registrar.

Students must complete all required coursework in the spring semester of their final year by the date determined by the National Registrar.

Maximum Course Load

A student's course load will not exceed 18 credits per semester without the written permission of the Director of the School of Rabbinic Studies. A one-week intensive taken before the beginning of the semester is not counted toward the 18-credit cap.

Independent Study

An independent study is a course not regularly offered but developed specially by a student and faculty member.

1. Students shall generally be allowed to take one independent study course per semester with the permission of the Director of the School of Rabbinic Studies and the faculty member to be credited as a post-MAHL course, up to a total of four such courses. Only one independent study course is permitted each summer and a maximum of three independent study courses.
2. during a leave of absence. If a student requests additional independent study, permission must be obtained from the Director of the School of Rabbinic Studies; appropriate exemptions may be made on a case-by-case basis.
3. Any full-time faculty member may be asked to sponsor an independent study course. Since faculty members direct independent study courses in addition to their regular teaching load, they shall undertake to work with students at their own discretion. It is recommended that no faculty member sponsor more than two such courses in any one semester.
4. No student who has failed a course in either of the previous two semesters may register for an independent study course unless permission is obtained from the Director of the School of Rabbinic Studies.
5. Independent Study Registration forms are available on the National Registrar's page of the HUC website. Every independent study must be approved by the student's advisor and the Director of the School of Rabbinic Studies as well as the faculty member directing the independent study.
6. In special circumstances and with the permission of the School Director, independent study may be used to fulfill a core course requirement.

Clinical Education

A critical aspect of the rabbinical training at HUC-JIR is the practical experience that students gain through their rabbinical pulpit experiences. These in-field opportunities are coordinated with academic courses to form an integrative learning experience. As part of the student pulpit program, students receive guidance from rabbinical mentors, either from their supervising rabbi at the congregation where they are interns or from a rabbi in the field who provides on-going mentorship and visits the congregation to observe the student on a weekend. In addition, the students participate in supervision with professionals within HUC-JIR. The support of rabbinical mentors and supervisors helps to guide the students through these important and sometimes challenging professional growth experiences.

Rabbinical students must complete a minimum of two years of in-field experience, serving at least one year in a Reform congregation. Students serve either as rabbinical interns in congregations that are local to the HUC-JIR campuses or as the sole clergy for small congregations to which the students travel on weekends.

As rabbinical interns, students have the opportunity to be part of a clergy team and to be exposed to the diversity of services, programs, and activities of large metropolitan and suburban congregations. The internships typically include a range of responsibilities, such as teaching in the religious school, preparing b'nai mitzvah students, teaching adults, and advising the youth group, as well as taking part in leading worship services, preaching, and participating in life cycle events. Through regular meetings with their supervising rabbi, the student gains a realistic perspective on the life of the congregational rabbi.

At "student pulpits", rabbinical students serve as the sole clergy to small communities to which they travel on a bi-weekly or monthly basis. During their weekend visits, students fulfill a full range of responsibilities, from leading worship, preaching, providing pastoral care, administering, and teaching in the religious school, training b'nai mitzvah students and officiating at their service, and occasionally officiating at life cycle events. The students work closely with the lay leaders in visioning and planning for the congregation.

In addition to congregational experience, rabbinical students at HUC-JIR are required to complete a supervised Pastoral Care Internship. Most often, this requirement is fulfilled by completing a unit of CPE (Clinical Pastoral Education) at a hospital. Students often describe this training, sometimes experienced with students from other seminaries, as a highlight of their years at HUC-JIR; it is essential for all rabbis, regardless of the professional path they ultimately chose to take.

Additional field work opportunities include Hillel or Jewish student centers on college campuses (working specifically with a Reform group on campus or providing a Reform rabbinical presence); serving in homes for the aged; working in organizations such as WRJ, URJ, Dorot; and military chaplaincy.

All clinical education experiences are coordinated either through the Rabbinical Program Director or the Director of Field Work.

Learning Opportunities

In addition to academic classes and field work, HUC-JIR provides rabbinical students with a number of co-curricular learning experiences that enrich students' personal and spiritual growth and development.

Tefillah

All stateside campuses offer daily student-led tefillah (worship). Rabbinical students assume the responsibility of serving as shliach/shlichat tzibbur (service leader), gabbai, and ba'al koreh (Torah reader). On the New York campus, rabbinical students lead worship in partnership with cantorial students; on the Cincinnati and Los Angeles campuses, rabbinical students lead worship with a cantor from the community. Students receive feedback from faculty advisors to help strengthen their worship leading skills.

Student Sermon

One of the highlights of a rabbinical student's tenure at HUC-JIR is delivering a sermon before the HUC-JIR community. Students work with a faculty advisor and write a sermon on a topic of their choosing. Following the sermon, there is community discussion in which faculty and students offer feedback to the preacher and discuss issues raised in the sermon.

Outreach Retreat Weekends

In addition to addressing the important topics of conversion and interfaith families in various classes in the Rabbinical Program, students participate in two retreats on these crucial topics. In their third year of studies, they attend HUC-JIR's Gerech Family Institute for Outreach and Conversion, developed in conjunction with the Outreach Department of the

URJ. Through text study, prayer, and discussion with professionals in congregations, outside experts in the field, URJ staff, and Jews-by-choice, students receive an in-depth introduction into this most important topic.

During their fourth year of studies, students participate in an Outreach Institute held at a Reform congregation with a strong vision for outreach, especially towards interfaith families. This program, planned in partnership with the Outreach Department of the URJ, provides students with the opportunity to better understand the significant and growing diversity of personal backgrounds within the families of our congregations and the challenges and opportunities these new realities present.

Engaging with synagogue professionals and lay leadership, the Outreach Institute deals with a wide variety of concerns, including: the difficulties faced within both families and synagogues by interfaith couples before and after marriage; successful means of integrating diverse families into congregational life; the place of the non-Jew in the synagogue; techniques for outreach to families with special needs, singles, gays, and lesbians; the ongoing question of intermarriage officiation; and approaches that have successfully created institutional change.

Social Justice

As part of the Rabbinical Program's focus on leadership, all rabbinical students are required to take a course in Social Responsibility as part of the core curriculum. In addition, they are required to complete one in-field experience in an agency or organization in the area of social action where they are mentored by a professional in that agency. Through this personal experience students gain a deeper understanding of such organizations and an appreciation for the role of the rabbi in social justice work.

Spiritual Development

Beyond academic and professional development, a rabbinical student must also nurture their spiritual growth. Spiritual development takes place in many different venues and varies from individual to individual. Participating in worship regularly is an important avenue for spiritual growth. Other opportunities include spiritual direction, spirituality retreats, electives devoted to spiritual growth, and intersession or summer intensives. These programs vary among the three stateside campuses reflecting the different faculties and programs unique to each campus. Students are always encouraged to discuss their religious interests and challenges with their faculty adviser and/or rabbinical mentor.

Mentoring

In addition to rabbinical mentors assigned to students as part of their field work experiences, students receive rabbinical mentors in the fifth year of the Rabbinical Program as part of the Central Conference of American Rabbis (CCAR) requirement for admissions and guidelines established by the CCAR/HUC-JIR Joint Commission on Mentoring. These rabbis serve as mentors through the students' culminating year at HUC-JIR and during their first two years in the rabbinate. CCAR mentors have been carefully selected and have received training for such mentoring through the Joint Commission.

Aronoff Rabbinic Mentoring Program

1. Students serving student pulpits are required to participate in the Aronoff Rabbinic Mentoring Program. Information about the program can be found in the Fieldwork Handbook of the School of Rabbinic Studies.
2. All HUC-JIR rabbinical students are required to participate in the JCRMI Mentoring Program for three years. The program begins at the end of the student's fourth year in rabbinical school and continues during the first two years following ordination. Orientation to the program and assignment of mentors is done during the fourth year.

Lifecycle Officiation and Pastoral Care in Los Angeles

The Hillside Rabbinic Practicum in Lifecycle Officiation and Pastoral Care prepares students to guide individuals and families through stage of life transitions from birth to death. The curriculum recognizes that life cycle rituals – welcoming children into the Covenant, recognizing the assumption of Jewish responsibilities by Bar/Bat Mitzvah students, marriage ceremonies, and funerals – all take place against the backdrop of powerful emotions and family dynamics. As part of the practicum, rabbinical students will attend weekly sessions during their second and third years. Each session will focus on a chosen topic and will reflect an integrated model that brings together appreciation and understanding of Jewish ritual and an analysis of the psycho-social issues that arise surrounding this stage/event in the life of an individual or family. Additionally, an experienced rabbi, who is also trained as a therapist, will lead the practicum. This program is made possible by a gift from Hillside Memorial Park and Mortuary.

Joint Degree Opportunities

Master of Educational Leadership: Rabbinical students may pursue this degree by enrolling in the Rabbinical Education year under the auspices of the Rhea Hirsch School of Education; it is usually undertaken between a student's third and

fourth years of Rabbinic School. Rabbinical students may apply as many as nine credits of course work taken during the Rabbinical Education program toward their rabbinical school requirements.

Certificate in Jewish Organizational Leadership or Master of Arts in Jewish Nonprofit Management: Rabbinical students may earn a Certificate in Jewish Nonprofit Management through one summer of course work. Two courses from the program may also be applied toward the student's Rabbinical School requirements. A student who wishes to earn the Master of Arts in Jewish Nonprofit Management must complete a year of field work in the nonprofit sector and write a thesis that integrates the student's work in Rabbinical School and nonprofit management.

After Ordination

"The sun never sets on the graduates of the Hebrew Union College," aptly said Dr. Jacob Rader Marcus, z"l, Professor of American Jewish History, and founder of the American Jewish Archives at HUC-JIR. Our graduates are truly international, coming from many nations around the world and serving congregations, organizations, and institutions on almost every continent. Rabbinical alumni are forging new entrepreneurial visions and applying the latest technologies to worship experiences and community building, as they provide the leadership for the next generations of our far-flung Jewish people.

HUC-JIR works closely with the other arms of the Reform Movement and the larger Jewish world to assist our students in finding employment at the conclusion of their studies at the College-Institute. The Union for Reform Judaism (URJ), the Central Conference of American Rabbis (CCAR), and HUC-JIR together comprise the components of the Rabbinical Placement Commission: the committee of placement professionals, lay leaders, rabbis, and educators who guide in the placement of rabbinical students (and rabbis already in the field) for employment in Reform synagogues throughout North America. Our Hillel rabbis also have professional placement processes to aid them in this most important milestone. For those interested in international pulpits, HUC-JIR assists in working with the World Union for Progressive Judaism (WUPJ) placement system.

Rabbinical graduates find personal fulfillment as well as competitive salaries and benefits as leaders in a broad range of settings:

- Nearly 900 Reform congregations in North America
- Progressive Movement synagogues and communities in Israel and around the world
- Reform congregational schools, Jewish day schools, and boards of Jewish education
- URJ summer camps and Israel youth programs
- NFTY youth groups
- URJ, CCAR, WUPJ, and WRJ program departments
- Hillel Foundations, Birthright, and Jewish student centers on college campuses
- Federations and social service agencies
- National and regional Jewish communal organizations
- Academic administration and faculty positions at universities
- Jewish communal and private philanthropic foundations
- Jewish museums and cultural institutions
- Jewish community centers and educational outreach organizations
- Jewish media
- Chaplaincies and administration in hospitals and hospices
- U.S. military chaplaincy
- HUC-JIR sustains close ties with rabbinical alumni through the Rabbinical Alumni Association, which offers continuing education resources, on campus and distance learning programs, collegial support, and privileges at HUC-JIR's libraries. Rabbinical alumni serve as mentors to students during their student pulpits and other professional development programs and are vital partners in helping to recruit the next generations of Jewish leaders.

Study in Other HUC Programs

Rabbinic students are encouraged to enroll in the Rabbinic Education year offered by the Rhea Hirsch School of Education or the concurrent master's degree in Jewish Nonprofit Management (MAJNM) or the certificate in Jewish Organizational Leadership offered by the Zelikow School of Jewish Nonprofit Management.

The Rabbinic Education year is usually undertaken between a student's third and fourth years of rabbinic school, after the student completes the MAHL requirements.

The master's degree in Jewish Nonprofit Management can be completed concurrently with rabbinic school studies. The concurrent degree requires two summers of coursework, 1 year of fieldwork and practicum, Capstone, and participation in the Seminar in Nonprofit Global Innovation. The certificate in Jewish Organizational Leadership can be completed concurrently in a single summer of coursework.

Students may apply two courses from the Rabbinic Education year toward their post-MAHL course requirements. The designated courses are: EDU 635 (Organizational Systems) and EDU 645 (Ideologies of Jewish Education). EDU 635 is counted as a PDE course and EDU 645 is counted as an open elective. Students also take a Judaica text elective while in the Rabbinic Education year that counts toward the post-MAHL course requirements.

Students may apply six credits from the Zelikow School certificate program or MAJNM toward their post-MAHL course requirements.

This decision to do the concurrent MAJNM should be made with input from the directors of the two schools. Students must do one year of fieldwork that satisfies the requirements of the Zelikow School.

Students who enroll in both the Rabbinic Education program and a Zelikow School program may apply only two courses or six credits toward their post-MAHL requirements; the student may choose which of the courses listed above to apply toward rabbinical school requirements.

Study at Other Institutions

1. Students may enroll in graduate level courses at accredited institution and receive credits toward their HUC degree, provided that the proposed course of study is submitted in advance, in writing, and is approved by the Director of the School of Rabbinic Studies.
2. HUC-Los Angeles has a reciprocity agreement with the Rabbinical School of the American Jewish University which enables full-time students to take rabbinical school courses at AJU with no additional tuition fee. Students should check the AJU website for course information and consult with their advisors about appropriate courses.
3. No more than 25% of course requirements can be fulfilled by study at other institutions, whether that work is done prior to enrollment at HUC-JIR or during the student's tenure at HUC-JIR.

Academic Advising

1. The faculty advisor is intended to support students; to stimulate students' personal, professional, and intellectual growth; and challenge students to develop wider perspectives on Jewish life, belief, and practice, as well as deeper insights into their academic and experiential learning.
2. Upon arrival at the Los Angeles campus, each student is assigned a member of the faculty or administration as an advisor. The advisor is available to the student to discuss academic, professional, and personal issues.
3. Changes may be requested by the advisor or the student. Unless a change is requested, students will have the same advisor from the beginning of their second year until ordination.
4. Students and advisors should meet no fewer than four times a year. The first meeting should take place at the onset of the academic year. Meetings should then take place later in the first semester and twice during the second semester. Additional meetings are encouraged.
5. We wish to create an atmosphere of trust between students and their advisors. A student should be able to speak to their advisor confident that the advisor will not discuss the student's academic situation with another student or with anyone not directly involved professionally in the student's academic program. If an advisor believes that sharing information with faculty members would be beneficial, they should speak to the student about sharing that information.
6. Students are required to consult with their advisors as they prepare to give divrei Torah and sermons in the HUC-JIR Synagogue.

Rhea Hirsch School of Education

Rhea Hirsch School of Education

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. This Handbook contains policies and procedures that affect students enrolled in the MEDL and MAJL 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 RHSOE Academic Policies Handbook. Questions regarding the policies and procedures in this Handbook should be addressed to the Director of the Rhea Hirsch School of Education.

Mission Statement

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

Core Values

- "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)

MEDL - Master of Education Leadership Program (optional MA in Jewish Learning, MAJL)

The Rhea Hirsch School of Jewish Education offers a two-year full-time program divided between core and elective courses. Students are awarded their MEDL after the successful completion of 52 credits at the LA campus. Students choosing MAJL will spend the first year in Israel followed by 2 years in campus for MEDL. MAJL requires 37 additional credits.

SOC Occupation Code: 21-2021-00 (Educator)

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.

Through our whole-person leadership approach, we support creative educators who seek a lifetime of fulfilling work that provides passion, learning and joy, transforming lives and enriching communities. During your two to three years at HUC-JIR, you will:

- Reap the benefits of personalized attention and mentorship from leading Jewish education scholars and thought leaders.
- Immerse yourself in Jewish study and reconnect with your own personal spiritual journey. Collaborate with a diverse array of student peers in hands-on courses and real-world professional opportunities, gaining practical skills to advance your career.
- Imagine and innovate creative ways to curate rich cultural experiences for a new generation

Concurrent Master of Arts in Jewish Learning (optional 3-year track): The MEDL is organized into 5 strands – Teaching and Learning Strand, Aims and Aspiration Strand, Leadership Strand, Labs in Pedagogical Content Knowledge in Jewish Education, and Capstone Seminar, with each requiring certain number of credit hours.

Post-Graduation:

A Master's degree in Jewish Educational Leadership is the doorway to your life's work. Come to HUC-JIR to become the dynamic leader you are meant to be, with a wide range of professional opportunities awaiting you in your career.

Upon graduation, you might become:

- Director of K-12 Learning and Engagement
- Assistant Director, Preschool
- Director, Midrasha
- Rabbi Educator
- Assistant Director, Campus Hillel
- Director of Jewish Learning, Day School
- Director of Experiential Education
- Assistant Camp Director
- Museum Educator
- Director of Teen Engagement

Overview of the Course of Study for the Master of Educational Leadership Program (MEdL)

The MEdL program integrates academic and professional studies, equipping students with a vocabulary and toolbox for visionary, relational, effective leadership in Jewish education. The program is designed to tap into and expand each student's imagination, curiosity, and creativity. Our academic and clinical faculty foster a culture of reflection, inquiry, challenge, and support to enrich all learning, which is the hallmark of the HUC School of Education programs. The coursework will relate directly to the student's graduate residency.

The course of study weaves together five strands of expertise. Each strand is divided into several courses, some required, and some elective.

- **Teaching and Learning (12.5 credits):** Jewish educators design the conditions where learning is optimized for curiosity, deepening understanding, skill-building, growth, transformation, and community building. The courses in the Teaching and Learning strand prepare educators to make learning come alive, to engage in smart, flexible planning, to make use of creative resources, and to design with an understanding of the learners' needs and their relationship to the subject matter.
- **Aims and Aspirations of Jewish Education (6 credits):** Visionary Jewish educators operate with a deep sense of purpose. They aspire to transform learners' lives and engage learning as a tool for shaping our communities and our world for the better. These courses provide a think tank for educators to investigate the history and current philosophy and practice in Jewish education, analyze trends and ideologies, and imagine what an innovative Jewish educational system for the future might entail.
- **Leadership (11.5 credits):** Leadership in Jewish education demands a high level of self-awareness, integrity, and clarity of values. This series of courses explores the personal side of becoming an effective leader, the

relational dimensions of leadership, and leading within a particular institutional culture. In this strand educators will also learn about managing complex leadership dilemmas and organizational change. Finally, educators will learn essential skills in administration.

- **Judaic Content (15 credits):** The Judaic coursework will give students access to the texts, language, and interpretive skills of the Jewish textual, intellectual, and spiritual heritage. Students will deepen their own Jewish literacy in courses on Bible, Midrash, Rabbinic literature, Jewish history, for both their professional knowledge base and their own connection to Jewish texts and tradition.
- **Teaching and Learning Labs (Teaching of Specific Content Areas) (4.5 - 7.5 credits):** This course of study introduces a series of new electives where students can take deep dives into the classic, current, and creative ways to design effective learning of various subject areas. These subjects include time-honored Jewish academic disciplines such as Bible, rabbinics, and Jewish history. We are also introducing new cutting-edge courses on Teaching Israel and Teaching for the New Millennium, which place students in field-forging conversations about cultivating civil discourse, creative thinking, and social justice.
- **Capstone Seminar (2.5):** Students will create their own unique capstone project, a deep exploration and project that reflects their authentic and original work in their graduate residency. The project is designed to be a professional contribution to the workplace and the field which will share the narrative of the graduate's talent and potential.

Program Details:

The MEDL is organized into 5 strands – Teaching and Learning Strand, Aims and Aspiration Strand, Leadership Strand, Labs in Pedagogical Content Knowledge in Jewish Education, and Capstone Seminar, with each requiring certain number of credit hours.” I accidentally asked you to put it where the concurrent degree info was! The paragraph under Concurrent Master of Arts in Jewish Learning (optional 3-year track) should say: “Spend an optional additional year of study at our Jerusalem campus, immersed in the land, literature, and life of the Jewish people to earn credits toward an additional concurrent degree, a Master of Arts in Jewish Learning (MAJL). Further details about this program will be available with the Program Director.

TEACHING AND LEARNING STRAND – Total 13 credits

EDU 571 Creating a Culture of Learning (2)

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 I (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.

(Note: Students who took EDU 573 in Fall 2020 earned 2 course credits; the credit amount has since been reduced)

EDU 574 Understanding the Learners II (1.5)

Building on the foundation of part 1 of the course, students will now explore the complex dynamics of the many factors that can influence how learning identities develop, including culture, race, class, gender, socioeconomics, power, politics, technologies of learning, etc. Bridge to residencies: Students will learn to identify these dynamics at play and choose the strategies to manage and engage a diverse community of 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 576 Pedagogy Practicum ABCD (1)

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 four (4) 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.

- Pedagogy Practicum A: plan, teach, record, and reflect on a lesson - tied to Intro to Pedagogy and Pedagogical Planning
- Pedagogy Practicum B: plan, teach, reflect, re-plan a lesson – tied to Understanding the Learners II
- Pedagogy Practicum C: taken during Year 2, reteach something from last year, reflect, re-plan
- Pedagogy Practicum D: differentiated lesson: plan, teach, co-reflect with learners, re-plan

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 578 Curriculum Practicum (1)

Design and implement a “unit” or “program” with multiple feedback loops, for use in their residencies.

AIMS AND ASPIRATIONS STRAND – Total 6 credits

EDU 579 Charting the Future of Jewish Education (1.5 per semester)

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 – Total 12 credits

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 Leading Professional Learning (1)

Educational leaders foster growth and learning for faculty by nurturing professional learning communities. 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. Bridge to residencies: students will create and lead a professional learning community.

EDU 582 Instructional Leadership (1)

Instructional leaders assure high quality educational experiences for students by supervising and evaluation teachers and others responsible for delivering educational experiences. 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. Bridge to residencies: students will supervise a teacher over a 3-month period.

EDU 581B Professional Learning and Instructional Leadership (2)

Note: This course was created in Fall 2020 when we combined EDU 581 and EDU 582 into one course with one adjunct instructor. If in the future the courses need to be separated again, those course codes still exist.

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 Jewish Education (2)

This course will introduce students to the similarities and differences between incremental, intrapreneurial change and transformational change and will help them develop the capacity to lead both types of change, including developing human and financial support for change. Bridge to residencies: students will either lead an incremental change or participate in a transformational change process. 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. 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 ABCD (4)

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 – Total 4.5 credits required for MEdL students. Total 7.5 credits required for MAJL students

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) - Required for all MEdL students not earning the concurrent MAJL

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

RAB 632 Reading and Teaching Talmud (1.5) (existing course)

BIB 430 Teaching Bible to Adults (1.5) (existing course)

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 (1.5)

As the graduate residency is designed to be a laboratory for student practice, students will create a portfolio of authentic work that applies their coursework in their practice. The portfolio will be a demonstration of two years of work and will include: demonstrations and artifacts of teaching experience; a visionary leadership project; a design project, and an organizational change project. Students will implement each assignment in their graduate residency, analyze the draft, reflect with their Faculty Tutor and Clinical Faculty Mentor/supervisor, and revise accordingly to produce professional-grade work.

In the final semester, students will participate in a brain trust/working group with fellow students, where they will refine and improve upon their original drafts and develop a more expansive project of their choosing. As a means of developing a deeper level of expertise in an area of interest, each student will select one projects to expand for a capstone. The project might be a full curriculum guide; a vision and design for a new program; a digital gallery of teaching strategies; a professional learning module for teachers; or another significant creation crafted and implemented in the residency. Ideally, all the projects will be authentically situated in their residency, examples of crafted, beautiful work and achievements worthy of listing on their resumé and potentially for conference presentation and publication.

Faculty Tutors will oversee student progress on the portfolio and ensure the quality of the individualized trajectory tied to the residency. The final portfolio products will be significantly edited, professional-quality work. This approach is designed to shift from the habits of completing an academic assignment with no real-world consequences, to refining work to meet high standards and the real needs of institutions and learners.

In the final semester, students will participate in a brain trust/working group with fellow students, where they will refine and improve upon their original drafts and develop a more expansive project of their choosing. (This is similar to our current curriculum guide process, but the students will have more options besides a curriculum.)

As a means of developing a deeper level of expertise in an area of interest, each student will select one of these projects to expand for a capstone during the final semester of study. The project might be a full curriculum guide; a vision and design for a new program; a digital gallery of teaching strategies; a professional learning module for teachers; or another significant creation crafted and implemented in the residency. Ideally, all the projects will be authentically situated in their residency, examples of crafted, beautiful work and achievements worthy of listing on their resumé and potentially for conference presentation and publication.

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 RHSEO 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 their 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 they are 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 they are 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 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 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 on 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.

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 can apply to an additional program which complements their learning in the RHSOE. Since this program is only able to enroll a limited number of students, not all students who apply are accepted into this program.

The iCenter's **master's Concentration in Israel Education** provides RHSOE and New York School of Education students, along with master's 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 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 the 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.

Zelikow School of Jewish Nonprofit Management

Mission and Values

Our graduates lead the business of Jewish life. For over 50 years, the Zelikow School of Jewish Nonprofit Management has shaped the Jewish future by educating its leaders.

The ZSchool is a transformative gathering place for nonprofit professionals interested in Jewish social innovation and leadership studies to learn and collaborate. We use creative problem solving to spark creative solutions to today's Jewish nonprofit challenges. Our students are activists, intellectuals, artists, musicians, engineers, rabbis, social workers, educators, and policy wonks that include dual degree students as well as students concurrently enrolled in the cantorial, education and rabbinic programs of HUC.

Since our founding in 1968, as the School of Jewish Communal Service, we have maintained a distinguished reputation as a premier center for the education of Jewish nonprofit leaders. Our students and alumni are a community of difference makers with global reach and impact.

Our Values Approach to Education

Value your values

We like students who live values first. Nonprofit leadership is about repairing the world. It is a way to challenge the status quo and for you to make a career in making good happen.

Innovation with a purpose

We use creativity to problem find. For us, innovation is not a bunch of randomly placed sticky notes, it is a way to help you to design a more perfect world.

Practice makes perfect, almost

We believe there is a lot to learn from missing the mark. There is also a lot to learn by doing. Our internships and consulting projects provide a lab for you to practice and develop your nonprofit expertise with people who care about your career.

Network for good

We are in this together. Our students and 650+ alumni are a community of difference makers with global reach and impact. They affect change and you will too.

Sacred Roots

We embrace diversity, pluralism and are non-denominational. Our students come from a spectrum of backgrounds, knowledge sets, and geographies. You will find faculty who care and a place where Jewish wisdom and values are intertwined to reinforce our educational practices and the work we inspire in the nonprofit ecosystem.

The ZSchool Method

We believe in a *different way to school*. "ZSchooling" works best when students arrive with a willingness to:

Get Lost (in it). Immerse yourself in the content.

Chat (someone's ear off). Express yourself! Talk it, type it, live it, and seek feedback with curiosity.

Make (something bold happen). Bring into being by forming, shaping, or altering material.

Think different (about it). Just because the course is over does not mean the learning is done. Keep challenging your own understanding.

Academic Programs and Experiences

Master of Science in Organizational Leadership and Innovation (MSOLI)

Degree students will generally complete 34-44 credits depending on the specific course of study. This is an accelerated degree and may be taken as a low residency program, completed on the following semester sequence: Summer One/Fall One/Spring One/Summer Two.

Master of Arts in Jewish Nonprofit Management (MAJNM)

Degree students will generally complete 38-52 credits depending on whether it is taken as a single or dual degree and the specific course of study. This degree may be taken as a low residency program and is completed on the following semester sequence: Summer One/Fall One/Spring One/Summer Two/Fall Two/Spring Two and includes the Israel Seminar in December of 2021.

Dual Degrees with MAJNM

Dual Degrees may be completed independently with most universities with prior departmental approval.

USC Dual Degrees with MAJNM

Master of Social Work (USC Suzanne Dworak-Peck School of Social Work) and MAJNM

Master of Public Administration (USC Price School of Public Policy) and MAJNM

Master of Communication Management (USC Annenberg School of Communication) and MAJNM

Master of Business Administration (USC Marshall School of Business) and MAJNM

HUC Concurrent Degrees

Cantorial Studies and MAJNM

Education Studies and MAJNM

Rabbinic Studies and MAJNM

Certificate in Jewish Organizational Leadership (CJOL)

Certificate students must complete a minimum of 10 credits during the summer semester. The curriculum provides theoretic and practical knowledge to support professionals seeking to take the next step in their career path as leaders in Jewish organizations. The Certificate in Jewish Organizational Leadership may be taken by those interested in strengthening their professional practice or concurrently by students in the Cantorial School, Rabbinical School, and Rhea Hirsch School of Education. The Certificate program is open to students at all three HUC stateside campuses (Cincinnati, Los Angeles, and New York). The Certificate can be achieved in 1 summer (5 courses). Courses are selected from Zelikow School Course listings as below.

SOC Occupation Code: 11-0000 and 11-2031-00 (Management Occupations, Public Relations and Fundraising).

Master of Arts in Jewish Nonprofit Management

Innovation, business design, and fundraising provide the core management practices needed in the rapidly changing field of nonprofit management. Students explore social challenges and develop the creative problem-solving skills to successfully lead organizations or launch their own. Field internships and consulting projects provide students with unique, real-world experiences that establish their abilities as nonprofit professionals and build a network of career professionals already serving in the field (24 months)

Degree Expectations: The degree is conferred upon successful completion of a minimum of 34 credits and fulfillment of the academic requirements.

Course Requirements: 2 summers of coursework totaling 34 credits (minimum) in Nonprofit Management and Jewish Communal Dynamics.

Fieldwork (internship): You will benefit from up to two years of supervised field practice and related practicum course in an experiential learning environment that is constructed to meet educational objectives by integrating leadership theory with on-the-job learning.

Capstone Project: A two-semester experience in research methods, Human-Centered Design, and our business model accelerator for the Jewish nonprofit. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students participate in a Launchpad, which replicates the experience of a high-tech business accelerator in order to develop leaders who can innovate within existing organizations or launch their own startups. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation protocols that have practical application.

Seminar in Global Nonprofit Innovation: The Windmueller Israel Seminar is a 2.5-week experience designed to explore challenges in Israel that take place at the fault lines of social justice and how nonprofits have developed creative and innovative ways to meet those challenges. Past trips have explored the intersection of Israel's high-tech community and innovative NGOs, meeting with leaders like Jonathan Medved, founder, and CEO of OurCrowd, and Dyonna Ginsburg, Executive Director of OLAM, to understand how creative problem solving and business principles in the for profit and social enterprise sectors can be put to use in nonprofits. The trip is offered every other year (odd-numbered years) and begins in mid-December. Students in the MAJNM degree track receive a partial scholarship and are required to attend the Seminar for credit, though they must cover their travel expenses.

SOC Occupation Code: 11-0000 and 11-2031-00 (Management Occupations, Public Relations and Fund-raising)

Master of Science in Organizational Leadership and Innovation

The accelerated master's degree in Organizational Leadership and Innovation is designed for working professionals seeking to maintain their career while completing a master's degree. In this program you will develop the nonprofit know-how to propel your career or launch your own organization (14 month). Students build on fundamental knowledge and expand their leadership capabilities in the following core competencies:

- Leadership Theory and Change Management
- Creative Problem Solving and Innovation
- Business Administration
- Fundraising and Resource Development
- Applied Jewish Wisdom

Degree Expectations: The degree is conferred upon successful completion of a minimum of 34 credits and fulfillment of the academic requirements. Your individual course of study will depend on your professional interests and career objectives. Students with previous graduate school or extensive life experience in some cases may be able to count them toward their coursework with the approval of the director.

Course Requirements: 2 summers of coursework totaling 34 credits (minimum) in Nonprofit Management and Jewish Communal Dynamics.

Applied Learning: Create your education, your way. The following options are available to you for credit and towards the completion of your degree:

Fieldwork: An immersive experience in your existing Jewish nonprofit job, or in unique circumstances through a Jewish nonprofit fieldwork experience (internship).

Capstone Project: A two-semester experience in research methods, Human-Centered Design, and our business model accelerator for the Jewish nonprofit. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students participate in a Launchpad, which replicates the experience of a high-tech business accelerator in order to develop leaders who can innovate within existing organizations or launch their own startups. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation protocols that have practical application.

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Course Selections:

MGT 515A – Fundamentals of Creative Problem Solving 1

This Seminar examines how creative problem solving may be activated as a leadership capacity. Depending on the semester, different practices will be employed to understand how we problem find, approach problems, and navigate organizational challenges as nonprofit professionals. Themes that are common in this course include how Design Thinking can be used by leaders and why failure is a valuable tool for effective leadership. The course is designed to provoke a deeper understanding of creative leadership and how creativity and failure are important to effective leadership.

MGT 521 – History of Jewish Ideas and Communal Trends – 2 credits

This course examines contemporary communal issues and provides an opportunity to review the basic sweep of Jewish history from its origins to the present and, in the process, allows the learner to become better acquainted with foundational Jewish texts. Topics include national origins, Diaspora community, religious development, relations with non-Jews, the phenomenon of anti-Semitism, cultural differentiation, and patterns of migration and communal life.

MGT 519 – Entrepreneurial Leadership – 2 credits

This course is centered on developing your capabilities as a creative leader. We will explore the core leadership principles at the intersection of creativity and marketing. Entrepreneurial leaders disrupt the status quo and to do so requires developing a different way of thinking about the "big challenges" that confront organizations in the Jewish nonprofit ecosystem. This course is designed to support students in building their own brand of creative leadership.

MGT 544 – Organizational Development – 2 credits

This course provides an understanding of the impact that organizational culture and climate have on the functioning and performance of Jewish nonprofit organizations. Grounded in nonprofit organizational theory, students explore different administrative challenges that nonprofits face across their organizational lifecycle.

MGT 531 – Fundraising and Financial Resource Development 1 – 2 credits

This is a practice-oriented course in fundraising for nonprofit organizations, exploring both theoretical frameworks and practical techniques within the context of a Jewish value system and contemporary dynamics in Jewish philanthropy. Students will develop an understanding of the structures of fundraising and the landscape of Jewish philanthropy.

MGT 540 – Introduction to Jewish Communal Organizations – 2 credits

This seminar introduces students to the Jewish organizational structure and how organizations operate in an ecosystem that includes partnership and competition. It requires substantial time outside the classroom visiting Jewish communal agencies, religious institutions, and other organizations in the LA area in order to understand and critically analyze how leadership styles shape the organized Jewish community.

MGT 527 – Evolution and Structure of the American Jewish Community – 2 credits

This course provides a historical and sociological understanding of the foundations of the contemporary American Jewish community. Through interactive discussions, lectures and readings, students study models of community organization, the evolution of American Jewish institutions, and ideas of communal responsibility.

MGT 579 section 2 – Applied Jewish Wisdom – 2 credits

Applied Jewish Wisdom is a professionally oriented introduction and exploration of how we bring Jewish life into the practice of leading in Jewish organizations. Students will explore the concept of leading Jewishly and ways in which Jewish wisdom may be applied to strengthen the organizational impact. This includes developing an understanding of how Jewish holidays, lifecycle events, ceremonies, customs, texts, values, ideas, and Hebrew words can enrich the practices of Jewish nonprofit professionals.

MGT 512 Encounter Seminar: Leadership & Change Management

This Seminar examines different leadership challenges that are commonly encountered in Jewish nonprofits through the experiences of lay and professional leaders. Themes that are common in this course explore organizational lifecycle and change management issues using case studies. Topics may include launching a nonprofit, succession planning, diversity and bias, and responding to community crisis. The course is designed to develop an understanding of the geography of nonprofit challenges and of students' abilities to recognize and respond to challenges in the field.

MGT 523 section 1 – Nonprofit Leadership – 2 credits

The business of Jewish life takes place in a volatile, uncertain, complex, and ambiguous (VUCA) nonprofit ecosystem. Leaders have a profound impact on organizational culture and ultimately determine the effectiveness of employees and lay-leaders in meeting an organization's mission. This course studies the practice of leadership in building a high performing organizational culture. Research, case study analysis, and team projects will support students in developing an understanding of leadership theory and their own leadership practice.

MGT 525 Nonprofit Marketing and Branding

Through a practice-oriented seminar, students develop the tools and mindset to implement marketing and branding in the dynamic context of Jewish communal organizations. While theory will drive much of what we will do in the course, we will also consider the material in an applied context that will serve as a laboratory to understand how well our theoretically informed decisions survive outside of the classroom.

MGT 573 – Nonprofit Finance and Planning – 2 credits

This course introduces students to organizational financial management. Students will interact with basic financial tools, terms, and situations, which may include planning and budgeting, understanding financial statements, internal financial management and external financial communication. The course utilizes case studies and experiential exercises that help students integrate a financial orientation to program design and management into their business acumen toolkit.

MGT 590 – Collaborative Communication – 2 credits

This course provides both the theory and practice of effective communication in the management and leadership of Jewish communal organizations. It combines lectures, assigned readings, and group discussion with individual and team presentations built around workplace scenarios. Special emphasis is placed on the values and processes of working in teams and the practices of building productive relationships with others, be they peers, colleagues, supervisors/supervisees, and lay leadership.

SOC Occupation Code: 11-0000 and 11-2031-00 (Management Occupations, Public Relations and Fund-raising)

Zelikow School Course Listings (MAJNM, MSOLI, CJOL)

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MGT 515B – Fundamentals of Creative Problem Solving 2 – 1 credit

This Seminar examines how creative problem solving may be activated as a leadership capacity. Depending on the semester, different practices will be employed to understand how we problem find, approach problems, and navigate organizational challenges as nonprofit professionals. Themes that are common in this course include how Design Thinking can be used by leaders and why failure is a valuable tool for effective leadership. The course is designed to provoke a deeper understanding of creative leadership and how creativity and failure are important to effective leadership.

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MGT 592 – Organizational Management and Supervision – 2 credits

There is a direct relationship between a nonprofit organization's ability to successfully deliver on its mission and the executive leader's ability to manage the organization, supervise employees, and partner with lay leadership. This course will explore nonprofit management and supervision best practices, discuss real world examples, and build a toolkit for students to implement in their professional practice. Coursework will be rooted in practical experiences drawn from Jewish and secular not-for-profit and for-profit organizations and be delivered through a mix of virtual discussions, case studies, research, and team projects.

MGT 596 section 1 – Board Development – 2 credits

This course will explore some foundational and strategic elements that underlie the work of building and shaping effective boards for Jewish nonprofits. Using a lens of relationship and focusing on balancing a range of conflicting values that are at the core of successful nonprofit management, the course will draw upon the knowledge and skills learned in the first year of the program and will provide students with conceptual strategies that can guide their creative leadership practice.

MGT 596 section 2 – Board Development 2 – 2 credits

This course will explore some foundational and strategic elements that underlie the work of building and shaping effective boards for Jewish nonprofits. Using a lens of relationship and focusing on balancing a range of conflicting values that are at the core of successful nonprofit management, the course will draw upon the knowledge and skills learned in the first year of the program and will provide students with conceptual strategies that can guide their creative leadership practice.

MGT 546A – Practicum: Nonprofit Management – 1 credit

MGT 900A – Capstone: Research Methods – 3 credits – TBA

The Capstone is offered as a two-semester Jewish nonprofit accelerator. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students develop a business/program to address the identified challenge and bring it through a business model accelerator either as a startup organization or as a program within an existing organization. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation protocols that have practical application.

MGT 900B – Capstone: Lean Launchpad for the Jewish Nonprofit – 3 credits

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