LEADERSHIP IN JEWISH EDUCATION AND COMMUNAL SERVICE M.A.

Degree: Master of Arts
https://www.towson.edu/cla/departments/familystudies/grad/jewisheducation/

Program Director: Dr. Hana Bor
Phone: 410-704-5026
Email: hbor@towson.edu

The Master of Arts in Leadership in Jewish Education and Communal Service program prepares students for careers as professional leaders for the Jewish community with a combination of leadership training, communal service and practical field experience. Through a choice of two concentrations, Education and Communal Professional, the program offers an interdisciplinary curriculum that combines courses in leadership, education, non-profit management, communal service, Judaic studies and an internship experience tailored to each student.

This program emphasizes the development of students’ capacities for effective communication, critical analysis and flexible thought. Students train for careers as educators or communal professionals in local, national and global nonprofits, service or educational organizations within the Jewish community. Examples include: the Jewish Federation, Hillel, Jewish Community Centers, social service agencies, Jewish schools, synagogues and others. Core components include five graduate Jewish studies courses, six professional courses, a supervised internship and practicum seminar.

Through the Baltimore Hebrew Institute, students can earn scholarships, fellowships and program enrichment.

Accelerated Bachelor’s-Master’s Program
Students may also earn the M.A. in Leadership in Jewish Education and Communal Service through the accelerated bachelor’s to master’s program (http://catalog.towson.edu/undergraduate/liberal-arts/family-studies-community-development/combined-bachelors-family-science-masters-jewish-communal-service). This program is designed to allow students to complete both the undergraduate and graduate degrees in five years, including 9 units taken during the summer terms. Students are required to complete the Hebrew Language requirement necessary for both the B.A. and acceptance into the M.A. program.

Master of Social Work and Leadership in Jewish Education & Communal Service

The dual-degree program in Social Work and Leadership in Jewish Education and Communal Service (or Jewish Studies) prepares students for careers in the Jewish community in areas such as Federations (planning, campaign and resource development); community relations councils (Jewish advocacy and community organizations); Jewish community center work (group work, programming, youth work and administration); Jewish educational settings (religious/day schools, camps) and Jewish family services (clinical social work).

The dual degree underscores the need to be skilled in social work, be knowledgeable about Judaism and receive professional experience in the Jewish community. This program emphasizes the development of students’ capacities for effective communication, critical analysis and flexible thought. Students may complete the program in two years with summer classes or a minimester; however a three-year program is offered and recommended.

Dual-degree students concurrently obtain their degrees from Towson University (TU) and the University of Maryland (UMD). The UMD School of Social Work accepts 6 units to be transferred from TU, to apply to the Advanced Curriculum requirements. TU accepts 6 units to be transferred from UMD.

Applicants to this dual-degree program must apply separately to each program at TU and UMD. Admission to one program does not guarantee admission to the other.

Admission Requirements

- Bachelor’s degree from a regionally accredited college or university**
- Minimum of a B average: overall GPA of 3.00/4.00
- Towson University graduate school application with required fee
- Official transcripts from all post-secondary institutions attended
- Statement of Intent: a one page essay describing your academic and professional goals and how this degree program can help you achieve these goals.
- Sample of Work: a written sample of an academic research paper, thesis chapter, lesson plans or another type of field-related writing sample, no more than 20 pages long.
- Two letters of recommendation, at least one from an academic source
- Current resume
- Interview with the director, in person or by phone
- Applicants from other countries are subject to the same requirements for admission as are applicants from the U.S. Applicants from countries where English is not the language of university-level instruction will be required to submit the results of the Test of English as a Foreign Language (TOEFL). JCS prefers a minimum score of 223 (computer-based) and 84-85 (internet-based). For information about testing center locations, please visit the TOEFL website.
- Applicants from other countries will be required to demonstrate proof of funding in order to obtain a visa to attend school in the United States. This information is not required for admissions consideration.

Non-immigrant International Students

Program Enrollment: F-1 and J-1 students are required to be enrolled full-time. The majority of their classes must be in-person and on campus. See the list of programs that satisfy these requirements (https://www.towson.edu/academics/graduate/admissions/international/programs-complying/j1-f1-regulations.html), and contact the International Student and Scholars Office (https://www.towson.edu/academics/international/iso) with questions.

Admission Procedures: See additional information regarding Graduate Admission policies (https://www.towson.edu/academics/graduate/admissions/policies.html) and International Graduate Application (https://www.towson.edu/academics/graduate/admissions/international) online.

**See Exceptions to Policy in Graduate Admissions (https://www.towson.edu/academics/graduate/admissions/policies.html)
# Degree Requirements

The M.A. in Leadership in Jewish Education and Communal Service requires successful completion of 38 units with an average GPA of 3.00 or higher. Core Courses: 15 units; Professional Courses: 18 units; Seminar: 2 units; Internship 3 units; Culminating Project; and Hebrew requirement.

### Jewish Studies Courses

Select at least one course in each of the following areas: 15 units

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<th>Code</th>
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<tr>
<td>JDST</td>
<td>BIBLICAL LITERATURE AND CIVILIZATION</td>
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<td>JDST</td>
<td>INTRODUCTION TO RABBINIC LITERATURE AND HISTORY</td>
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<td>JDST</td>
<td>JEWISH LAW AND ETHICS</td>
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### Leadership Core

Leadership Core 3 units

- LJEC 600 LEADERSHIP IN JEWISH EDUCATION AND COMMUNITIES

Practicum Seminar 2 units

The following course is required every term for two years, one unit per year:

- LJEC 614 JEWISH COMMUNAL SERVICE PRACTICUM SEMINAR (year-long, 1 unit)

Supervised Jewish Communal Service Internship 3 units

- LJEC 618 SUPERVISED JEWISH COMMUNAL SERVICE INTERNSHIP

Elective - Students may select from courses in Jewish Studies, Jewish Education, Jewish Communal Service, Family Studies or related topic with approval from the advisor/program director 3 units

### Concentration I: Jewish Education

#### Jewish Education

Select one of each of the following two groups: 6 units

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<td>Group 2</td>
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<td>FMST 620 PROJECT IN FAMILY FOCUSED PROGRAM DEVELOPMENT</td>
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<td>LJEC 606 FROM VISION TO PRACTICE IN JEWISH EDUCATION</td>
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<td>LJEC 764 QUALITATIVE RESEARCH IN JEWISH EDUCATION</td>
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#### Teaching Jewish Subject

Select one of the following: 3 units

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#### Elective

Select one of the following - courses are approved by the Graduate Program Director. Examples include: 3 units

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Special Topic Courses from JDST, FMST, JCS, EDUC, ELED, ECED or other related discipline, Independent Study

Total Units: 12

### Concentration II: Communal Professional

#### Professional Core

Select two of the following: 6 units

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<tr>
<td>LJEC</td>
<td>STRATEGIC MANAGEMENT OF JEWISH ORGANIZATIONS: MATERIAL RESOURCES</td>
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#### Elective

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1. Students complete a required field placement of a minimum of 400 hours.
Prerequisites: JDST 544 Biblical Hebrew I or consent of instructor.

and rabbinic texts as well as the Hebrew of the contemporary idiom. Continued studies of the classical Hebrew contain in the Hebrew Bible.

Foundation for continued studies of the classical Hebrew contain in the Hebrew Bible.

Syntax, and style of Biblical Hebrew. The fundamentals of Hebrew

JDST 544 BIBLICAL HEBREW I (3)

Bible and rabbinic texts as well as the Hebrew of the contemporary idiom. Foundation for continued studies of the classical Hebrew contain in the Hebrew Bible.

Knowledge of Hebrew is the foundation of Judaic learning. All entering students must take the Hebrew placement examination. In order to receive the degree, students must demonstrate proficiency in Hebrew equivalent to the level of two years of college Hebrew (through Biblical or Modern Hebrew IV). Beginning with their first term of matriculation, students must study Hebrew every term until this proficiency is attained. Students taking Hebrew course work must attain a grade of B or better each term in order to be considered proficient. Courses through Biblical Hebrew IV or Modern Hebrew IV do not count toward the 38 units required for the degree.

HEBR 101 ELEMENTS OF HEBREW I 3
HEBR 102 ELEMENTS OF HEBREW II 3
HEBR 201 HEBREW INTERMEDIATE I 3
HEBR 202 HEBREW INTERMEDIATE II 3
JDST 544 BIBLICAL HEBREW I 3
JDST 545 BIBLICAL HEBREW II 3
JDST 546 BIBLICAL HEBREW III 3
JDST 547 BIBLICAL HEBREW IV 3

1. Students will demonstrate content knowledge in Jewish studies.
2. Students will display Hebrew language and cultural literacy and proficiency in Hebrew reading, writing and speaking.
3. Students will be able to apply best practices in leadership of organizational management, community development or education.
4. Students will demonstrate knowledge of research techniques relevant to organizational management, community development or education.

Jewish Studies Courses

JDST 544 BIBLICAL HEBREW I (3)

Introduction to Hebrew with emphasis on the grammar, vocabulary, syntax, and style of Biblical Hebrew. The fundamentals of Hebrew language; preparation to read and translate classical Hebrew texts. Foundation for continued studies of the classical Hebrew of the Hebrew Bible and rabbinic texts as well as the Hebrew of the contemporary idiom. Prerequisites: None.

JDST 545 BIBLICAL HEBREW II (3)

Introduction to the fundamentals of Hebrew language; foundation for continued studies of the classical Hebrew contain in the Hebrew Bible and rabbinic texts as well as the Hebrew of the contemporary idiom. Prerequisites: JDST 544 Biblical Hebrew I or consent of instructor.

JDST 546 BIBLICAL HEBREW III (3)

Continued study of Biblical Hebrew tests with concentration on more complicated structures of Hebrew grammar, morphology, syntax, and vocabulary. Prerequisites: Six units of Biblical Hebrew or consent of instructor.

JDST 547 BIBLICAL HEBREW IV (3)

Reinforcement and expansion of existing knowledge of Biblical Hebrew; use of classical Hebrew texts to review Biblical Hebrew grammar and to build vocabulary; introduction of literary features in Biblical Hebrew narrative. Prerequisites: JDST 546 or consent of instructor.

JDST 600 BIBLICAL LITERATURE AND CIVILIZATION (3)

The Bible as the primary vehicle for the understanding of Israelite civilization. Critical examination of the Bible and its literature. Insights on literary form, style and function in ancient Israel; Israel's culture and history during the first millennium BCE; and Israel's religious ideas, institutions and theology. Prerequisites: None.

JDST 607 II SAMUEL - THE RISE AND FALL OF DAVID, THE KING (3)

Critical historical and literary analysis of the text of II Samuel, the narrative of the rise of the Davidic Kingdom centered in Jerusalem. Dramatic rise and tragic decline of David himself. Read and analyzed from a variety of exegetical perspectives. Exploration of viewpoints of author and audience and of the historical reality of the formative epoch of the ancient Israelite Kingdom. Prerequisite: None.

JDST 608 I KINGS: REFLECTIONS OF A GOLDEN AGE (3)

Careful reading and study of I Kings from a variety of exegetical perspectives. Prerequisites: None.

JDST 609 II KINGS; SOCIO-LITERARY PERSPECTIVES (3)

Survey of II Kings; the literary portrayal of ideological, historiographic, literary, theological and overarching cultural issues; nature of literary genres in II Kings. Prerequisites: None.

JDST 610 DIASPORA JEWISH COMMUNITIES (3)

Survey of Jewish world following World War II, examining Jewish communities in Israel, North America, Western, Central and Eastern Europe, South America, South Africa and Australia. Jewish life in each region, diverse challenges to maintaining Jewish distinctiveness; Diaspora Jewish communities' changing relationship to Israel and Zionism; shifting role of Israeli Jewry and American Jewry on the world stage in the late 20th and early 21st centuries. Prerequisites: None.

JDST 611 AMERICAN JEWISH HISTORY (3)

Comprehensive introduction to the 350-year history of the American Jewish community. The colonial and revolutionary periods; Jewish immigration to the U.S. from Central Europe (1840-1880) and Eastern Europe (1881-1924); life in the United States during the first half of the 20th century, including the impact of World War I, the depression, the Holocaust and the founding of Israel on American Jewish life; post-World War II developments including the crisis in Jewish liberalism, and complicated relations between Blacks and Jews; ethnic revival following the Six-Day War in 1967; debates over affirmative action; contemporary Jewish issues.

JDST 615 GLOBAL JEWISH LITERATURE (3)

Analysis of Jewish literature from around the world. Special focus on Asia, Africa, and South America. Focuses on issues of diaspora, globalization, anti-Semitism, and race.

JDST 617 JEWISH STUDIES INTERNSHIP (3)

Practical experiences within the historical profession. Special Permit required. Prerequisites: Approval of the program director.
JDST 625 RACE, GENDER, SEXUALITY, AND JUDAISM (3)
In-depth look at critical social issues in contemporary Judaism. Significant primary and secondary source analysis. Focus on Jewish law, tradition, practice, and identity.

JDST 630 MEDIEVAL JEWISH HISTORY (3)
Jewish history from the seventh century through the expulsion of the Jews from Spain in 1492.

JDST 631 JEWS IN THE MODERN WORLD (3)
Major transformations in Jewish history from the enlightenment through the conclusion of the twentieth century. Topics include: Jewish emancipation in Europe, religious transformations, the rise of modern anti-Semitism, East European Jewry and the emergence of Jewish politics and secular Jewish ideologies, the Zionist movement, the Holocaust, the founding and impact of the state of Israel, and the emergence of a vibrant American Jewish community. Prerequisites: None.

JDST 641 CLASSICAL HEBREW LANGUAGE AND LITERATURE II: SECOND SAMUEL (3)
Advanced Hebrew course that surveys the biblical book of 2 Samuel. Prerequisites: 12 units of college-level Biblical Hebrew or consent of instructor.

JDST 650 SPECIAL TOPICS IN JUDAIC STUDIES (3)
Diverse topics in the study of Judaism. May be repeated for a maximum of 6 units provided a different topic is selected.

JDST 661 THE TANYA: THE MAGNUM OPUS OF HASCIDIC LITERATURE (3)
Themes from the Tanya: the religious stature of the righteous; the influence of evil on the soul; the praxis of human attachment to divine reality; Hasidic gates of repentance and forgiveness; communion with the divine through spiritual happiness; letters of and words as diving ontology; the religious process of speech, thought, and action; and spiritual living in a state of nothingness. Prerequisites: None.

JDST 662 MYSTERIES OF THE HOLY ZOHAR (3)
Exploration of some of the focal Zoharic of the Holy Zohar, the most influential Kabalistic composition, important to core beliefs of Jewish spirituality. Zoharic language symbolism, the mystery of Ein-Sof and the Ten Sefirot, and other esoteric doctrines in the Zohar. Attention to basic Zoharic terminology in Hebrew and Aramaic. Prerequisites: None.

JDST 663 CONTEMPORARY JEWISH ETHICS: RESHAPING THE JEWISH IDENTITY IN OUR GENERATION (3)
Innovative trends of Jewish ethics and spirituality in the new modern Jewish world. Contemporary ideologies of both secular and religious Judaism since the rise of Haskalah and Zionism. Reflections on the Jewish community in America, and on the Jewish people in Israel. Influential authors including Rosenzweig, Buber, Heschel, Kaplan, Soloveitchik, Aghnon, Scholium, and Leibowitz. Jewish authenticity and individuality, existential freedom and ethical responsibility, assimilation and secularism, contemporary spirituality and creativity. Prerequisites: None.

JDST 666 INTRODUCTION TO JEWISH THOUGHT (3)
Examination of the religious ideas and the historical developments of Jewish thought over the last two thousand years. Prerequisites: None.

JDST 680 INTRODUCTION TO RABBINIC LITERATURE AND HISTORY (3)
Exploration of the history, literature and major personalities of the period from the return of the Jews from the Babylonian exile ($16$ BCE) until the Arab conquest of Palestine (c. 634 CE). Prerequisites: None.
Leadership in Jewish Education and Communal Service Courses

LJEC 557 HEBREW LANGUAGE INSTRUCTIONS FOR EDUCATORS (3)
Hebrew is fundamental to any Jewish learning experience. This course will explore Hebrew from the vantage point of common language patterns, both written and spoken, that should be routinely incorporated into Jewish teaching. Students will address issues of language acquisition and develop skills for teaching Hebrew as a second language.

LJEC 600 LEADERSHIP IN JEWISH EDUCATION AND COMMUNITIES (3)
Discusses theoretical concepts, practical insights and their application to leadership within Jewish communal institutions. Focuses on inspiring and developing effective leadership by addressing topics such as building a vision, encouraging collaboration, overcoming obstacles, recognizing community values and institutional opportunities, and improving communication. Students create a personal growth plan to apply to their career path in order to understand and improve their leadership performance. Prerequisite: graduate standing.

LJEC 602 FOUNDATIONS JEWISH EDUCATION (3)
Explores the historical and theoretical foundations of Jewish education. Issues include: How did the Jewish day school, Hebrew school, and summer camp begin in the United States? What major problems do Jewish educators face and how have experts addressed these problems?

LJEC 604 CURRICULUM PLANNING AND DECISION MAKING FOR THE JEWISH SCHOOL (3)
Provides the theoretical and practical sources for the design implementation of curricula in congregational, communal, or day school settings. Drawing from Jewish and general education sources, the course will examine primary dimensions of curriculum planning and decision making.

LJEC 606 FROM VISION TO PRACTICE IN JEWISH EDUCATION (3)
Explores the significance of school vision by learning different Jewish educational visions from multiple perspectives. Acting as social scientists, students will compare the espoused philosophy of schools to their practices in “real time” in order to develop an agenda for school change.

LJEC 610 PRINCIPLES OF JEWISH COMMUNAL SERVICE (3)
A comprehensive overview of the American Jewish community today, and a survey of specific challenges facing professionals in the field of Jewish Communal Service. Topics include major themes of American Jewish history; an introduction to the organization of the American Jewish community in the 21st century, including current day communal structures and institutional functions; an in-depth look at the most pressing issues confronting the American Jewish community today, as well as some of the newest solutions that have been raised by lay and professional leaders; and practical training in leadership skills.

LJEC 611 MANAGEMENT OF HUMAN SERVICES: LEADERSHIP AND SUPERVISION (3)
Introduces broad foundations and current theories of leadership and challenges participants to consider how to implement successful leadership in 21st-century community organizations. This course guides students in considering how to apply leadership in real life personal and institutional settings. Practical training in leadership development.

LJEC 612 STRATEGIC MANAGEMENT OF JEWISH ORGANIZATIONS: MATERIAL RESOURCES (3)
Unique internal dynamics and external relationships of non-profit organizations and especially Jewish non-profits. Material resource issues such as; fiscal management, policy formation, strategic planning, marketing and fund-raising, advocacy, philanthropy and priority planning.

LJEC 614 JEWISH COMMUNAL SERVICE PRACTICUM SEMINAR (0.5)
The monthly practicum seminar provides an opportunity for Master of Arts in Jewish Communal Service students to study with their peers and professional leaders. Theoretical and practical aspects of contemporary issues are discussed as well as relations with lay leaders; and community visionaries. This seminar integrates the studies and professional development to enable students to be confident as they embark on their careers. Register for the course in the second term. Participation in the seminar is mandatory for a minimum of two years.

LJEC 615 MORAL QUESTIONS IN THE CLASSROOM (3)
develop an understanding of competing models of moral education models that include: a virtues approach, cognitive developmentalism, and care ethics. Consider practical ways to teach texts in a variety of subjects to foster moral development as well as consider school-wide applications of moral education such as character education, discipline, and addressing bullying. Not open to students who have successfully completed EDUC 613.

LJEC 618 SUPERVISED JEWISH COMMUNAL SERVICE INTERNSHIP (1-3)
Students enrolled in the MAJCS program are required to complete a supervised field internship. This internship is carefully designed to develop leadership skills necessary to become a Jewish Communal Professional. The internship will enable students to develop the skills necessary for professional growth and adhere to the individual goals. Students must complete a minimum of two full days per week in a Jewish institution or organization. Special permit is required. Prerequisites: Consult with program director prior to registration.
LJEC 620 MODELS AND METHODS OF TEACHING LAW, CUSTOMS AND PRACTICE (3)
Provides a framework to understand Jewish religious practices. Students will learn a selection of laws, customs and rituals and will be provided with creative strategies, techniques and activities relevant to both informal and formal Jewish educational settings.

LJEC 621 MODELS AND METHODS OF TEACHING JEWISH HOLIDAYS (3)
Focuses on the processes of teaching and learning Jewish holidays. Combines effective pedagogy with content knowledge of Jewish holidays. Hand-on approach and innovative techniques to teaching holidays will be examined.

LJEC 647 TEACHING CLASSICAL JEWISH TEXTS (3)
This course focuses on different approaches to teaching Bible including the psychological, literary, and historical. Emphasizing a teaching approach of conductung good interpretive discussions, students will learn how to better engage learner of all ages.

LJEC 648 TEACHING CLASSICAL JEWISH TEXTS: A DEVELOPMENT APPROACH (3)
Students will explore stage theories of intellectual and moral development and build on the theories to develop age-appropriate lessons for teaching classical Jewish texts. Particular attention is paid to how children in PreK-12 settings understand stories.

LJEC 649 TEACHING CLASSICAL JEWISH TEXTS: A LITERARY APPROACH (3)
Reading classical Jewish texts entails surface level readings and more interpretive readings. In this course students will learn strategies for engaging students in reading, dramatizing, and applying the text to real-world problems.

LJEC 650 EXPLORATION OF HOLOCAUST EDUCATION (3)
Critical exploration of various topics of the Holocaust through art, literature, life stories, and film. Core information about the history of the Holocaust and the context and implications of that history. Examine effective teaching methodologies and challenge each student to prepare and present curricular units utilizing different teaching models. Not open to students who have successfully completed ILPD 650.

LJEC 655 TEACHING THE HISTORY, POLITICS AND CULTURE OF ISRAEL (3)
Given Israel's rapidly changing society, U.S. students have questions about the Jewish State. Students will learn more information about Israel's history, politics and cultural diversity, as well as methodologies to effectively communicate the complexities of these subjects to their own students.

LJEC 739 LEADERSHIP THEORY & PRACTICE FOR EDUCATIONAL LEADERS (3)
Focus on the theoretical and applied foundations of leadership concepts, principles, practices, and competencies; integration of theory and practice to apply these conceptual models of leadership in the education context; and the concept of the school as a learning organizational and its implications for the practice of educational leadership. This course is aligned with the standards established by the: Educational Leadership Council Consortium (ELCC), Interstate School Leaders Licensure Consortium (ISLLC), Maryland Instructional Leadership Framework (MILF), Technology Standards for School Administrators (TSSA). Not open to students who have successfully completed ILPD 739.

LJEC 764 QUALITATIVE RESEARCH IN JEWISH EDUCATION (3)
How can research help to understand and solve problems in Jewish schools today. By studying prior research in Jewish and general education, students will learn how to designs a research proposal for their own educational settings.