



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

Subseries 3: Lead Communities, 1988–1997.

Box
35

Folder
6

Milwaukee, Wis. Cleveland College proposal, 1994.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

MAY 2 - 1994

file -
Milwaukee, girl

Dr. Ruth Cohen
Milwaukee Jewish Federation
1360 North Prospect Avenue
Milwaukee, WI 53202

May 26, 1994

Dear Ruth,

Thanks for faxing me the notes of the Cleveland College proposal and the report of the meeting of the personnel task force from April 26 (I thought we were now calling this group personnel issues action team). It was good talking to you about both of these documents and I look forward to seeing the other documents about which we spoke.

The proposal from Cleveland College certainly looks interesting and we should discuss it. I will ask Alan if he knows anything about these outreach programs. You suggested that you will talk to Daniel Pekarsky and get more information about the college's programs in education. I think that's a great idea.

I have a few questions about the notes from the April 26th meeting. I understand from our conversation that these are Susan Jona's notes. I think that the group needs to get some feedback because the notes aren't clear and I'm concerned that they may be based on some confusion about terms and misunderstanding of concepts but I'm not sure. It may be that they are in shorthand and perfectly clear to those who were present. We can't take that chance though without checking it out.

1. What does goal "c" (parents need to participate with children) mean in terms of this action team?

2. In the area of "increasing knowledge and skill," it seems as though curriculum based training and core competencies are assumed to be the same thing. Am I

misunderstanding the intention of the notes? It's certainly not my understanding that these two refer to the same thing.

3. It is true that we will have to set up programs that apply to day schools and supplementary schools separately. Given the fact that more day school teachers have pre-service training, the approach to the programs themselves may also be very different. That is not reflected in the way in which "dual curriculum" idea is presented.

4. When we were talking at dinner Monday night, I thought Louise was describing a "learning ladder" (mentioned here in "b" under "Increase knowledge and skill") that was based on core competencies. Is that what is meant here? Is this something different from the way in which core competencies was used in suggestion "a" under "increase knowledge and skill?" Is it possible to see what exists in Madison so that we can more precisely explore its usefulness to our setting?

5. Does the action plan refer to both "a" and "b," that is, is the understanding that developing a learning ladder will "speak" both to developing courses and core competencies which are mentioned in "a" and the custom tailored program mentioned in "b?"

I look forward to continuing to speak with you about these and other issues as we move forward in this process.

Sincerely,

Gail Dorph

cc. Jane Gellman
Alan Hoffmann
Ginny Levi
Louise Stein

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

FAX COVER SHEET

Date sent: 5/25/94 Time sent:

No. of Pages (incl. cover): 8

To: Alan & Ginny

From:

Organization:

Phone Number:

Phone Number: 212 532 2360

Fax Number:

Fax Number: 212 532 2646

COMMENTS:

What do you think about this?

Can we add it to the "stuff" we need to talk about
sooner than later.

Sall



26500 Shaker Boulevard Beachwood, Ohio 44122-7197 216-464-4050 Fax 216-464-5827

Friday, May 06, 1994

Ms. Ruth Cohen
Milwaukee Jewish Federation
1360 North Prospect Avenue
Milwaukee, WI 53202-3094

Dear Ruth:

I was delighted to receive your call yesterday about a relationship between the Milwaukee Jewish Federation Lead Community Project and the Cleveland College of Jewish Studies. I believe that it is possible to overcome the obstacles of distance to provide high quality Jewish educator training to communities which require access to institutions of higher Jewish learning.

While I need to know much more about Milwaukee and your community's needs, I can assume certain similarities with Cleveland. Although it would require further discussion to develop a proposal appropriate to Milwaukee, I am enclosing a concept paper which illustrates what we might offer. It assumes that we might offer a Master's Degree program in Jewish education to Jewish educators in Milwaukee but it could just as easily be developed as a proposal for a Bachelor's Degree or a Certificate in Jewish Education. The budget which goes along with the paper would likewise change for a different program. It is meant as a point of departure for further discussions rather than a narrow idea of what the College can offer.

I look forward to discussing the concept with you shortly.

Sincerely,

A handwritten signature in dark ink, appearing to read 'David Ariel'.

David S. Ariel
President

May 6, 1994

**Proposal to the Milwaukee Jewish Federation
for a
Master in Judaic Studies Degree (Jewish Education Concentration)
for Milwaukee Jewish Educators**

Cleveland College of Jewish Studies Center for Jewish Education

The Cleveland College of Jewish Studies is dedicated to meeting the continuing need for more professional, and professionally trained, Jewish educators in the Great Lakes region. The Cleveland College of Jewish Studies offers a comprehensive set of programs through the Center for Jewish Education to train a new generation of professional Jewish educators and to bring the talents of Jewish education faculty experts to the community, the congregations and the schools in which educators are employed. These include the Cleveland Fellows Program and the Master in Judaic Studies Degree in Jewish Education. The College is chartered by the Ohio Board of Regents, accredited by the North Central Association of Colleges and Universities, and a member of the Association of Institutions of Higher Learning for Jewish Education.

New program initiatives have been developed for Jewish educators working in communities throughout the Great Lakes region which will allow them to pursue professional development at the graduate level without relocating to Cleveland. The new initiatives will be offered through the College's Center for Jewish Education. The Center for Jewish Education includes the work of full-time and part-time faculty experts in Judaic studies and Jewish education. They contribute to Jewish education by preparing Jewish educators within the College's certificate and degree programs and teaching in community in-service programs, planning for in-service education and consulting in a variety of educational settings. Faculty also serve the community through their involvement in community planning, educational programming, in-service work with school directors and volunteer leaders in congregations and schools. They develop family education programs and help to make family education a regular feature of congregational education.

Degree Programs

The Cleveland College of Jewish Studies Center for Jewish Education will assist the Milwaukee Jewish Federation by providing professional development programs for Jewish educators. The College will offer a Master in Judaic Studies Degree (Jewish Education Concentration) to Jewish educators sponsored by the Milwaukee Jewish Federation. This program will enable students to complete a Master's Degree without relocating from Milwaukee. The program will also build upon the strong foundation and resources which exist in Milwaukee.

Budget

The minimum number of participants required to deliver the program is eight students proceeding at a similar rate of progress towards completion of the Master's Degree. The College fee for providing the educational program is as follows:

One monthly colloquium costs \$4,000 per year x 3 years (includes faculty transportation, room and board)	12,000
One summer school course costs \$5,000 x 4 courses	20,000
One intensive semester course costs \$5,000 x 5 courses (includes faculty transportation, room and board if necessary)	25,000
One videoconference course costs \$10,000 x 3 courses	30,000
One course taught by a resident instructor costs \$3,000 x 3 courses	9,000
Administrative overhead costs \$1,333 per year x 3 years	4,000
TOTAL (over 3 years)	\$100,000

The cost of the Master's Degree program to the Milwaukee Jewish Federation is \$33,333 per year or \$100,000 for the three year program excluding participants transportation, educational materials, room and board. The cost is based on the assumption of ten participants in the program. If figured on a per person cost basis, the cost for each participant is \$10,000 (for ten people), \$7,692 (for 13 people), or \$12,500 (for 8 people). The program would require a minimum of eight participants in each cohort.

The Milwaukee Jewish Federation will provide a resident coordinator who will administer the program locally, serve as liaison with the Cleveland College of Jewish Studies, and provide regular consultation to the participants. The Milwaukee Jewish Federation will provide a classroom for the Milwaukee-based portions of the program except for the videoconferencing.

milwauk

The requirements for the Master's Degree are (1) satisfactory completion of a designated sequence of fifteen graduate courses in Judaic studies and Jewish education, (2) satisfactory completion of an approved field placement or internship in a current or new work setting or settings, and (3) supervised mentorship with a faculty advisor.

The Cleveland College of Jewish Studies will work with the Jewish educators sponsored by the Milwaukee Jewish Federation to develop a specific program which will include a core curriculum and individualized study programs. The College will work with the individual educator in order to assess educational needs and determine the appropriate course of study.

The core curriculum of the program will include the following courses:

- Foundations of Education
- Philosophies of Jewish Education
- The American Jewish Community
- Working With Families
- Supervision in Formal and Informal Settings
- Administering Programs and Institutions
- Colloquium: Issues in Jewish Education
- Independent Project

The elective courses will include, among others, the following:

- Understanding and Teaching Prayer.
- Teaching Bible: Investigation and Methodology
- Israel and Jewish Identity: Their Place in the Curriculum
- Group Theory and Practice: Integrating Formal and Informal Education
- Supervising a Hebrew Language Curriculum
- Human Development: Cognitive, Moral and Spiritual Perspectives
- Learning and Teaching

Students are required to complete five courses in Judaica studies and demonstrate competency in Hebrew by the time of completion of the program.

A monthly colloquium will anchor the program. The project director will travel to Milwaukee to conduct the colloquium and to offer individual advisement. All students participating in the degree program will be expected to participate in the monthly colloquium devoted to fostering a sense of professional identity and serving as a forum for serious discussion of the foundations of education and educational theory.

The program can be completed in three years and can begin September 1, 1994. The College will offer a variety of learning venues and delivery systems through which Jewish educators will be able to complete the Master's Degree. These venues and delivery systems include:

- **Summer School:** The College offers a summer school program between July 1- 31 each year. The summer school will offer a sufficient number of courses so that an individual may complete the course requirements, internships and colloquia for the degree in three summers while pursuing full-time employment during the regular academic year. Students will take classes for two to three weeks, Monday through Thursday and will reside in residential dormitories at a university near the College.
- **Intensive Semester:** The College offers several intensive courses each year in Jewish education. Each course may be offered on four consecutive weekdays (Monday-Thursday) from 9:00 a.m.- 3:00 p.m. so that participants could complete a course within one week. Each course would be preceded by a six-week supervised reading period and followed by a six-week project. Other time frames will also be considered. Some of the intensive semester courses will be offered in Milwaukee and others will be offered in Cleveland. Some will be offered during school vacation periods and others will be scheduled as necessary.
- **Distance Learning Programs:** The College will employ distance-learning programs to expand the available course offerings, offer specialized instruction by non-resident experts, and deliver courses by faculty from origination sites including Cleveland and other institutions of higher learning in North America to Milwaukee. The distance learning program is based on videoconferencing which is fully interactive two-way video and audio communications involving multiple locations linked by videocameras, microphones and viewing monitors across telephone lines. This will create a virtual classroom in which technology creates the environment of a regular classroom even though the instructor and students are in different locations. The platform for the videoconferencing program is the CLI Eclipse Videoconferencing System, operating at 112 Kbps. Through an agreement with Management Recruiters International, a Cleveland-based firm operating the Conferview Videoconferencing System, the College will make MRI facilities available to the the Milwaukee Jewish Federation program for this program. Videoconferencing programs may be held at an MRI site in Milwaukee (601 East Henry Clay, Milwaukee WI 53217) or at a location within the Jewish community.
- **Faculty in Residence:** The College will employ a resident instructor(s) as an Adjunct Professor of Jewish Studies or Education in Milwaukee who will teach a regular course to the Jewish educators in the program who will provide field supervision and mentor the students on a regular basis .
- **Credit from other Institutions of Higher Learning:** The College will accept up to three courses from other accredited institutions of higher learning towards the degree.

Recruitment and Admission

The College will work closely with designated representatives of the Milwaukee Jewish Federation to identify suitable candidates for these programs. Students will apply through the regular admissions process of the College. Admission to the program is open to students with a Bachelor's Degree from an accredited institution of higher learning. Upon review of their credentials, the faculty may recommend that preparatory studies be completed prior to acceptance in the Master's Degree program.

Applicants must complete the College application and receive a letter of support from the Milwaukee Jewish Federation. The College operates with a rolling admissions policy for all degree programs. Other policies and procedures are detailed in the Student Handbook.

Graduates of the Program

Graduates of the Master's Degree program in Jewish education at the Cleveland College of Jewish Studies have been able to work more effectively in their current positions and to advance professionally within a variety of settings. Graduates of the Master's Degree program are currently serving as teachers, family education specialists, subject area specialists, principals, school directors, congregational educators, directors of central agencies for Jewish education, department heads of central agencies for Jewish education, and other positions in congregational and communal education. The Jewish Education Service of North America recognizes the Master's Degree as qualification for the highest level of national licensure. The Master's Degree is recognized by the Israel Ministry of Education.

Scholarships

The Milwaukee Jewish Federation will establish a pool of scholarship funds for Milwaukee Jewish educators. Students in the degree program may receive tuition and fellowship funds based on merit, need and the importance to the Milwaukee community of the professional position for which the individual is being prepared. Participants in the program are eligible to apply for Federal Student Financial Aid programs and other College fellowships.

Schedule

The Master's Degree program schedule might include:

First Year (3 courses)

Fall

- One intensive semester course in Cleveland
- One course taught by the resident instructor in Milwaukee

- Colloquium

Spring

- One videoconferencing course in Milwaukee
- Colloquium

Second Year (6 courses)

Summer

- Two summer school courses in Cleveland

Fall

- One intensive semester course in Cleveland
- One videoconferencing courses in Milwaukee
- Colloquium

Spring

- One intensive semester course in Milwaukee
- One course taught by the resident instructor in Milwaukee
- Colloquium

Third Year (6 courses)

Summer

- Two summer school courses in Cleveland

Fall

- One videoconferencing course in Milwaukee
- One intensive semester course in Milwaukee
- Colloquium

Spring

- One course taught by the resident instructor in Milwaukee
- One intensive semester course in Milwaukee
- Colloquium

Personnel Issues Action Team
November 21, 1994

SUMMARY NOTES

Attendance: Steven Baruch, Roberta Goodman, Susan Jona, Ina Regosin, Bonnie Shafrin, Louise Stein, Judith Werlin. Staff: Ruth Cohen.

I. The Cleveland College Proposal

Several questions were asked about the proposal.

- Are the standards established by the college acceptable? How does the program compare with other MA programs (e.g., Yeshiva University, JTS)
- Judaica requirements are "slim" in comparison with the requirements for education.
- We need to have more details about cost and logistics of implementing the program.
- We need clarification about the nature of the internship.
- Courses need to be laid out in a time frame.

The following comments were made in response to these statements.

- In order to augment the Judaica requirements, we may require that the 9 credits of electives will be taken in Judaica.
- The Cleveland College program offers a cohesive program, where courses in Judaica and Education are integrated and reinforce each other.
- Cleveland College has a good reputation. It has a strong faculty in both Judaica and education. It is the only college ready to launch a "long distance" program.
- The program is flexible, ready to respond to individual needs. It can benefit people with diverse entry skills.

The following suggestions were made:

- Develop a list of questions needing more clarification from the College.
- Obtain comparative curriculum from JTS and Yeshiva University.
- Set up a teleconference with Lifsa Schachter and David Ariel.

- Ask Cleveland to provide an outline of the requirements for each year, specify number of hours per week, course work to be done in Cleveland, etc.
- Ruth and Ina should go to Cleveland to observe the program.

II. Action Plans

OBJECTIVE 1

To develop an MA degree program in Milwaukee for local Jewish teachers through the Cleveland College of Jewish studies.

Suggestions for providing subsidies for the program

It was suggested that the community will provide students with:

- A grant to cover 1/3 of cost.
- A loan to cover 1/3 of cost. The loan will be forgiven if students work in Jewish education for 3 years after graduation (one year of service for each year of subsidy)

Students will be responsible for:

- Paying tuition for 1/3 of cost.
- Covering cost of travel and lodging when enrolling in summer courses in Cleveland.
- Students who drop out of the program will be responsible for payment of loan and grant for the current year.

The goal of the program is to enhance Jewish knowledge, not career advancement. Therefore, the community will not make a commitment for creating higher level jobs for graduates. It is hoped that in 5-10 years new opportunities in the field of Jewish education will open up.

(Ruth Cohen, Ina Regosin, Karen Sobel)

OBJECTIVE 2

To raise salaries and benefits to competitive levels

Action Steps

- To define 'competitive' by gathering information on salary levels and available benefits packages both in the Milwaukee area (in the public and private sectors) and in cities of comparable size.

- To connect salary structure with level of academic achievement and teaching experience.
- To explore financial avenues that would provide school systems with additional income to accommodate salary increases.

(Jody K. Loewenstein, Richard Miller)

OBJECTIVE 3

To provide group benefit packages for Jewish educators.

Action Steps

- To access information on benefit packages which currently exist in outside organizations and/or communities.
- To further define full time vs. part time educators based on national standards, for the purpose of defining the population entitled to benefits.
- To create a flexible cafeteria package for communal educators who work at least 3/4 time, which could include such benefits as: dental insurance, modified health insurance (80/20), life insurance, pension options, credit union usage, tax sheltered annuity options, the use of section 125 for tax shelters and possibly disability insurance.
- To establish functional system/organization that would enable a "centralized" benefit plan to be put into place. (ie. organization of educators or centralized employer)
- To raise communal awareness and educate our communal "leaders" concerning the need for such benefit packages.
- To explore financial resources that would allow the community to establish and maintain a benefit system for qualified Jewish communal educators.
- To market the benefit packages to the various administrators in order to obtain a "broad based buy-in."
- To promote and enroll all qualified educators into the plan.
- To incorporate those individuals who work in multiple settings in accessing part time the communal benefit package.

(Jody K. Loewenstein, Richard Miller)

OBJECTIVE 4

To Judaicly certify all teachers that teach in Jewish settings.

Action Steps

- To ascertain all teachers' current levels of Judaic/Hebrew/Pedagogical knowledge (transcripts, experience, interviews, references.)
- To establish criteria for minimum levels of competence in Judaica/Hebrew/Pedagogy.
- To establish a committee to oversee certification, which would be responsible for maintaining contact with teachers, keeping accurate records for teachers, informing teachers of continuing education opportunities, issuing certificates.
- To establish criteria for certificate renewal every five years. (ie 6 academic hours of related course work at a recognized institute of higher learning, and/or a specific number of clock hours of in-service, Kenes, institutes, etc.)
- To work together with other communities to provide courses that lead to certification and re-certification.

(Susan Jona, Karen Torem)

IMPORTANT DATES

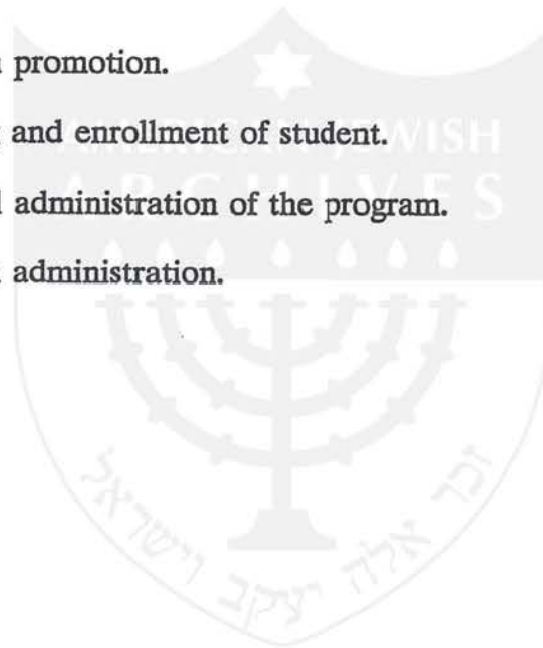
Next Personnel Action Team meeting: **Monday, December 12, 7:30 p.m., JCC Room 212.**

A videoconference session with Dr. David Ariel, president of the Cleveland College and Dr. Lifsa Schachter, Director of Long Distance Programs, will be held on **Thursday, December 15, 12:00 noon - 1:00 p.m.** Management Recruitment International Studio, 601 E. Henry Clay, Whitefish Bay.

SUMMARY OF LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

OBJECTIVES:

- 1 To develop a mechanism for program promotion.
- 2 To develop a procedure for screening and enrollment of student.
- 3 To develop a mechanism for financial administration of the program.
- 4 To develop a mechanism for program administration.



LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #1

Specific result for Promotion/Marketing :

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Design/adapt brochure from Cleveland College				
2.	Mail brochure to all teachers				
3.	Hold informational meetings with interested students				
4.	Develop a presentation with a representative of Cleveland College (possibly a Video Conference session)				
5.	Follow up telephone contact with interested educators				
6.	Send out application materials				

LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #2

Specific result for Screening/enrollment :

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish an admission committee (action team will select members of committee)				
2.	Establish an admission criteria <ul style="list-style-type: none"> • recommendations (2 professional, 1 personal) • committment to community • committment to teaching in Jewish education 				
3.	Review all applications by committee				
4.	Develop an interview format				
5.	Screen/review all applications by committee				
6.	Conduct initial interview of prospective candidates as recommended by committee: Interviews to be held by local coordinator and project director <i>conducted</i>				
7.	Notify candidates of admission decision (by Cleveland College)				

LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #3

Specific result for Financial Administration :

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Designate an attorney from MJF to negotiate contract with Cleveland College				
2.	Designate an attorney to develop legal contract for monitoring agreements between individual students and MJF				
3.	Develop a system within MJF to monitor dispersal of money to Cleveland College and collection of students' loans/grants				
4.	Establish a subsidy policy (See Appendix A)				
5.	Establish a payback policy (See Appendix A)				

LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #4

Specific result for Program Administration :

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Appoint a program coordinator (MAJE)</p> <ul style="list-style-type: none">a. to find spaceb. to oversee use, operation of video equipmentc. to act as liaison with Cleveland College, students and LCI Steering Committeed. coordinate all logistics for classese. develop a mechanism to access professional librariesf. organize/administer internship requirementsg. provide support to studentsh. provide LCI Steering Committee with an annual progress reporti. collect all necessary data				

APPENDIX A

Suggestions for a subsidy and a payback policy:

Plan A:

Subsidy: $\frac{1}{2}$ of tuition to be paid by student.
 $\frac{1}{2}$ of tuition to be loaned to students by MJF.

Payback: 1. If a student works in Jewish education in Milwaukee 8 or more hours per week for two years after graduation, the loan will be forgiven.

 2. If the student works in Jewish education in Milwaukee less than 8 hours per week, the loan is forgiven after 3 years of service after graduation.

Plan B:

Subsidy: $\frac{1}{3}$ of tuition to be paid by student.
 $\frac{1}{3}$ of tuition to be loaned to student.
 $\frac{1}{3}$ of tuition to be paid through a grant from the MJF.

Payback: 1. If a student works 8 or more hours per week in Jewish education in Milwaukee for two years after graduation, the loan will be forgiven.

 2. If a student works less than 8 hours per week, the loan is forgiven after 3 years.

Attrition from Program

If a student leaves the program before completion:

In both plans A and B, the entire loan must be paid in full. A student who has received a grant from the community and leaves the program in the middle of an academic year, will repay the grant for the current year. MJF will establish a repayment schedule with each student.

CLEVELAND COLLEGE OF JEWISH STUDIES

MASTER OF JUDAIC STUDIES IN JEWISH EDUCATION AT DISTANT LOCATIONS

PROGRAM DESCRIPTION

The master's degree program offered by the Cleveland College of Jewish Studies at locations away from the College is bound by the same educational requirements that pertain to the programs offered at the College itself. However there are some modifications in the way the program is structured and delivered to accommodate the realities of distant locations.

GOALS

The program is designed as an integrated set of experiences aimed at intensifying participants' understanding of basic Jewish concepts and appreciation for and competence in the study of Jewish texts; deepening participants personal involvement in Jewish life; and fostering an approach to education that is holistic and reflective. It takes into account the varied paths that bring applicants to the field of Jewish education and the varied tasks that they will be expected to undertake. It assumes the central importance of the family to Jewish education and the integration of the formal and the informal, the cognitive and the affective. It views education as taking place in multiple contexts, including but not limited to the classroom. It has several overarching goals that are fostered throughout the curriculum. They include developing the following skills:

- * the ability to reflect on the meaning of Judaism in one's own life and on one's own practice of education;
- * the ability to analyze basic Jewish texts and to cultivate an appreciation of them in students of all ages;
- * the ability to analyze problematic situations and to develop solutions to them; and
- * the capacity to work with children, adults and families.

The program is built on an initiatory model, designed to provide graduates with the tools, skills and desire to grow Jewishly and to confront the ever changing demands facing the Jewish educational professional.

ELIGIBILITY AND REQUIREMENTS

The program is open to students with an undergraduate degree from an accredited institution who demonstrate the ability to study Judaica on the graduate level. Students with weak background in Judaica may be asked to engage in additional study as co-requisites for the program. In addition, before completing the degree, students will be required to establish that they have minimum level Hebrew competency equivalent to 2nd year College level Hebrew. This study will be undertaken locally. The program is designed to be completed in three academic years and two summers while taking into account the needs of working educators.

The program formally requires the completion of twenty-four credits in Education and twenty-one credits in Judaica. Judaic knowledge is also furthered in the educational courses. Similarly, Judaic courses are constructed to be sensitive to the pedagogic knowledge required of the Jewish educator. While there is a core required of all students there are opportunities for electives and individualized study based on students' backgrounds and career interests. In lieu of a thesis, participants will be required to write an integrative essay to be described below. Students who have

students will be exposed, the centrality of the thematic material to Jewish life, and the way the topics help explicate authentic Jewish modes of learning and transmitting culture and identity.

I. 6 Credits Required of All Students

3 credits	The Passover Haggadah
3 credits	Parshat Hashavua

II. 6 Credits to be Determined from the Following:

3 credits	Daily, Yearly and Life Cycles: Sources and Significance
3 credits	Jewish Prayer: Text and Context
3 credits	A History of Jewish Ideas
3 credits	Relating to the Land of Israel/the State of Israel
3 credits	Sources of Jewish Spirituality

III. 9 Credits in Judaica Electives

These can be selected by the students with advisor approval from among courses offered at the College or at other approved colleges or universities (at personal cost at other institutions).

Final Essay or Project

The concluding integrative essay or curricular or education related project of the Master's Program is designed to assist the student in integrating the varied experiences of the program. This will be developed with the guidance of the Project Director.

Personnel Issues Action Team
December 12, 1994

SUMMARY NOTES

Attendance: Susan Jona, Jody Kaufman Loewenstein, Steven Baruch, Jane Gellman, Richard Miller, Doris Shneidman, Karen Sobel, Karen Torem, Ruth Cohen

I. Dvar Torah

Susie Jona

II. Update

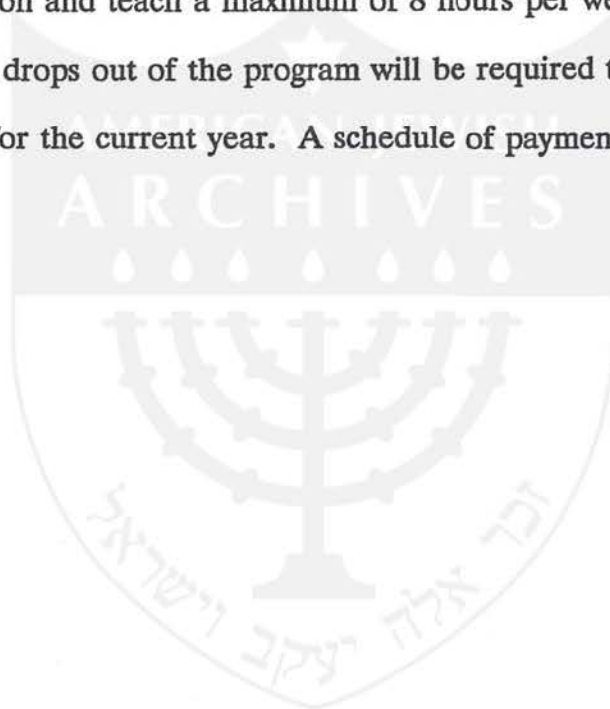
1. The Wisconsin Jewish Chronicle's article - Ruth expressed her displeasure with the general tone and titles of the two articles about the teachers studies. The LEAD project has made an effort to present the results of the study in a constructive manner - mobilizing the community without putting the teachers down. These articles have accentuated the negative and alienated many educators. Ruth emphasized that the information quoted in the paper was taken verbatim from the executive summary of the study and was not provided by her. The group recommended that the LEAD project meet with the Chronicle's board and discuss their publication policy.
2. Teacher's benefits - Susie Jona presented information from the Associated Torah of Chicago about professional benefits available through this organization to the faculty of schools affiliated with ATT. In order to be eligible for benefits, a teacher has to enroll in ATT's Advanced Teaching Certificate program. Susie will further explore the eligibility criteria and affiliation requirements.
3. Ruth and Ina plan to go to Cleveland on January 3-4 to observe the M.A. program and discuss the long distance program with the college's administrative staff.

II. The Cleveland College Proposal

Teachers subsidy - The group discussed the details of the community's subsidy and the payback policy. It was recommended that the community loan will be forgiven for teachers who complete the program and meet the following requirements:

- Continue working in Jewish education in Milwaukee for two years after graduation, and teach 8 hours or more per week.
- Continue working in Jewish education in Milwaukee for three years after graduation and teach a maximum of 8 hours per week.

A student who drops out of the program will be required to return the entire loan and the grant for the current year. A schedule of payment of the grant will be developed.



CLEVELAND COLLEGE OF JEWISH STUDIES

MASTER OF JUDAIC STUDIES IN JEWISH EDUCATION AT DISTANT LOCATIONS

PROGRAM DESCRIPTION

The master's degree program offered by the Cleveland College of Jewish Studies at locations away from the College is bound by the same educational requirements that pertain to the programs offered at the College itself. However there are some modifications in the way the program is structured and delivered to accommodate the realities of distant locations.

GOALS

The program is designed as an integrated set of experiences aimed at intensifying participants' understanding of basic Jewish concepts and appreciation for and competence in the study of Jewish texts; deepening participants personal involvement in Jewish life; and fostering an approach to education that is holistic and reflective. It takes into account the varied paths that bring applicants to the field of Jewish education and the varied tasks that they will be expected to undertake. It assumes the central importance of the family to Jewish education and the integration of the formal and the informal, the cognitive and the affective. It views education as taking place in multiple contexts, including but not limited to the classroom. It has several overarching goals that are fostered throughout the curriculum. They include developing the following skills:

- * the ability to reflect on the meaning of Judaism in one's own life and on one's own practice of education;
- * the ability to analyze basic Jewish texts and to cultivate an appreciation of them in students of all ages;
- * the ability to analyze problematic situations and to develop solutions to them; and
- * the capacity to work with children, adults and families.

The program is built on an initiatory model, designed to provide graduates with the tools, skills and desire to grow Jewishly and to confront the ever changing demands facing the Jewish educational professional.

ELIGIBILITY AND REQUIREMENTS

The program is open to students with an undergraduate degree from an accredited institution who demonstrate the ability to study Judaica on the graduate level. Students with weak background in Judaica may be asked to engage in additional study as co-requisites for the program. In addition, before completing the degree, students will be required to establish that they have minimum level Hebrew competency equivalent to 2nd year College level Hebrew. This study will be undertaken locally. The program is designed to be completed in three academic years and two summers while taking into account the needs of working educators.

The program formally requires the completion of twenty-four credits in Education and twenty-one credits in Judaica. Judaic knowledge is also furthered in the educational courses. Similarly, Judaic courses are constructed to be sensitive to the pedagogic knowledge required of the Jewish educator. While there is a core required of all students there are opportunities for electives and individualized study based on students' backgrounds and career interests. In lieu of a thesis, participants will be required to write an integrative essay to be described below. Students who have

completed graduate work in other venues that replicate courses within the program may be allowed up to six (6) transfer credits.

The Program will be directed by a member of the College's education faculty and will be administered locally by a coordinator designated by the home community. The Program Director and the community coordinator will meet with students in the home community to provide an orientation them to the program and to map out a course of study.

Education Requirements

All colloquia, one supervised internship and individual courses share a unified approach to the work of educators that is inquiry based and fosters reflection. The program also recognizes the need for the acquisition of essential skills and understandings about how people learn and interact.

I Core

- | | |
|-----------|---|
| 2 credits | Intensive Colloquium: Restructuring Jewish Education - Assumptions Issues and Promise - to be offered at or near the beginning of the program to provide an orientation to the themes to be developed throughout the curriculum |
| 3 credits | Monthly Colloquium on Issues in Jewish Education (One credit annually) |
| 1 credit | One Year Supervised Internship (Additional internships without credit may be designated where deemed appropriate.) |

II 9 Credits Required of All Students (After consultation with the home community - may be revised.)

- 3 credits in Foundations of Jewish Education (with a focus on either history or philosophy)
- 3 credits in Curriculum for Jewish Educational Settings
- 3 credits in Developmental Issues in Jewish Education

III 9 Credits of Electives to be selected from the Following:

- 3 credits in Family Education
- 3 credits in Learning and Teaching
- 3 credits in Mentoring Coaching and Supervising
- 3 credits in Administering Jewish Educational Programs
- 3 credits in Teaching in the Various Subject Areas
- 3 credits in Working with Groups
- 3 Credits in Informal Education

Judaica

All Judaica courses are text-based and are designed to deepen the students' ability to work with traditional Jewish texts and to encourage the process of exploring the meaning of Judaism in the students' life. The core of the Judaic Curriculum is built around four courses, two of which will be selected in consultation with the home community. These courses are chosen because of the range of texts to which the

students will be exposed, the centrality of the thematic material to Jewish life, and the way the topics help explicate authentic Jewish modes of learning and transmitting culture and identity.

I. 6 Credits Required of All Students

3 credits	The Passover Haggadah
3 credits	Parshat Hashavua

II. 6 Credits to be Determined from the Following:

3 credits	Daily, Yearly and Life Cycles: Sources and Significance
3 credits	Jewish Prayer: Text and Context
3 credits	A History of Jewish Ideas
3 credits	Relating to the Land of Israel/the State of Israel
3 credits	Sources of Jewish Spirituality

III. 9 Credits in Judaica Electives

These can be selected by the students with advisor approval from among courses offered at the College or at other approved colleges or universities (at personal cost at other institutions).

Final Essay or Project

The concluding integrative essay or curricular or education related project of the Master's Program is designed to assist the student in integrating the varied experiences of the program. This will be developed with the guidance of the Project Director.