



TOPIC: Towson University: Master of Arts in Leadership in Jewish Education and Communal Service

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: June 5, 2013

SUMMARY: The proposed program integrates two previously approved degree programs: the MA in Jewish Education and the MA in Jewish Communal Leadership. The integrated program in Leadership in Jewish Education and Communal Service (LJEC) is a 38-credit program that prepares professionals to lead the Jewish community of the 21st century. Students are immersed in academic studies, develop a comprehension of the scope of Jewish experience, and prepare to become effective Jewish educators and communal workers.

The decision to integrate the two existing master's programs was the result of a three-year review to determine the future plans for the graduate programs. The proposed revised curriculum includes two concentrations: 1) Jewish Education and 2) Communal Professional. The integrated program proposal will decrease overlap of coursework, streamline resources, and strengthen the foundation of leadership that was incorporated into each of the two existing master's programs. Concurrent with the implementation of the integrated program, the existing programs in Jewish Education and Jewish Communal Services will be discontinued as separate programs (the two Post-Baccalaureate Certificate programs will remain separate).

The restructuring into one integrated program will also increase the emphasis on leadership within the context of the discipline, while continuing to give students the opportunity to declare an area of concentration. The decision in 2012 to move the Jewish Education component from the College of Education to the College of Liberal Arts helped to consolidate the core program in a single administration department in a content area, integration of programs will: result in a streamlining of resources needed to support programming, remove duplication of effort, and serve as a single point of contact for students. The proposed program also addresses issues related to degree productivity as the degree production of the integrated major exceeds MHEC requirements.

ALTERNATIVE(S): The Regents may not approve the program or may request additional information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Towson University to offer the Master of Arts in Leadership in Jewish Education and Communal Services.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Joann Boughman

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Mission

The proposed changes in this program support the mission of the institution through its emphasis on the development of students' capacities for effective communication, critical analysis, and flexible thought. The program's learning outcomes further support the mission recognizing the importance of cultivating an awareness of both difference and commonality necessary for multifaceted work environments and for local and global citizenship and leadership.

Characteristics of the Proposed Program

Background of Proposed Program Changes

In 2009 Towson University entered into a cooperative agreement with Baltimore Hebrew University. Included within the "primary purposes" of the agreement (page 2) were: *to transfer to TU all graduate courses and degree programs offered by BHU and to integrate the transferred BHU graduate level courses and programs into the TU curriculum.* At that time, the programs were housed in two colleges: Jewish Education (M.A. and P.B.C.) was housed in the College of Education and Jewish Communal Service (P.B.C. and M.A.) was housed in the College of Liberal Arts. In 2012, the programs in Jewish Education were moved to the College of Liberal Arts. We now propose modifications to two of the three transferred master's programs (M.A. in Jewish Education and MA in Jewish Communal Service) that will combine them within the College of Liberal Arts in support of the initial 2009 agreement approved by MHEC to integrate Baltimore Hebrew University into Towson University.

The modifications are the result of a meeting on May 9, 2012, that included faculty and administrators from the Colleges of Education and Liberal Arts at Towson University and the director from Baltimore Hebrew Institute. The meeting marked a three-year review to determine future plans for the Graduate Programs in Jewish Education and Jewish Communal Services. In July 2012 the Provost and Deans from the Colleges of Liberal Arts and Education approved a plan to integrate the MA in Jewish Education and the MA in Jewish Communal Services into a single integrated called Leadership in Jewish Education and Communal Services. The proposed revised curriculum includes two concentrations: 1) Jewish Education and 2) Communal Professional. The integrated program proposal will decrease overlap of coursework, streamline resources, and strengthen the foundation of leadership that was incorporated into each of the two existing master's programs. Concurrent with the implementation of the integrated program, the existing programs in Jewish Education and Jewish Communal Services will be discontinued as separate programs (the two PBC programs will remain separate).

Curriculum

The integrated program in Leadership in Jewish Education and Communal Service (LJEC) is a 38-credit program that prepares professionals to lead the Jewish community of the 21st century. Students are immersed in academic studies, develop a comprehension of the scope of Jewish experience, and prepare to become effective Jewish educators and communal workers. This program integrates two previously approved degree programs the MA in Jewish Education and the MA in Jewish Communal Leadership.

1) Educational objectives and expected student learning outcomes

- Students will demonstrate content knowledge in Jewish studies.
- Students will display Hebrew language and cultural literacy and proficiency in Hebrew reading, writing and speaking.

- Students will be able to apply best practices in leadership of organizational management, community development and education.
 - Students will demonstrate knowledge of research techniques relevant to organizational management and community development or education (Key University Core Learning Outcomes and Related Goals). Students will be able to write clearly and persuasively for a variety of purposes and for different audiences (Key University Core Learning Outcomes and Related Goals).
 - Students will be applying appropriate critical-thinking/problem-solving skills and communication skills in discipline-specific contexts (Key University Core Learning Outcomes and Related Goals).
 - Students will use technology to enhance productivity and outreach (Outcomes relating to Information Literacy and Technological Competency).
 - Students will use technology to gather and evaluate information for decision making (Outcome relating to Information Literacy and Technological Competency).
- 2) General requirements for degree:**
- a. Hebrew Requirement**
 - b. Total number of credits (38) including, Core Coursework (26) and a concentration (12)**
 - c. List of courses with title, number, credit hours, and course descriptions** (descriptions are attached at the end of the proposal)

Hebrew Requirement

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 the 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 credits required for the degree. For course selections, see the JDST program information.

Required Core Coursework (26 credits) as follows:

• Jewish Studies Courses (15)

All students are required to complete at least one course in each of the following areas.

Biblical and Ancient Near Eastern Civilization

JDST 600 Biblical Literature and Civilization (3)

Rabbinic Literature

JDST 585 Jewish Law and Ethics (3) or

JDST 680 Rabbinic History and Literature (3)

History

JDST 631 The Jews in the Modern World (3)

Jewish Thought and Mysticism

JDST 666 Introduction to Jewish Thought (3)

Jewish Studies Elective (3)

Examples of courses that fulfill this requirement include:

JDST 610 Diaspora Jewish Communities

JDST 663 Contemporary Jewish Ethics: Reshaping the Jewish Identity in Our Generation

JDST 671 The History and Dynamics of the Arab-Israeli Conflict

ILPD 650 Exploring Holocaust Education

- **LJEC 600: Leadership in Jewish Education and Jewish Communal Services (3)**
- **JCS 614: Jewish Communal Service Practicum Seminar (2) (placement appropriate to concentration - 1 credit per year)**
- **JCS 618: Supervised Jewish Communal Service Internship (1-3) (placement appropriate to concentration - 3 credits for program)**
- **Elective (3) (Students may select from courses in Jewish Studies, Jewish Education, Jewish Communal Service, Family Studies, or a related topic with approval from the advisor/program director)**

Concentrations: Students will select either Education or Communal Professional for an additional 12 credits required for the degree

Concentration I: Education (12 credits)

- **Jewish Education (6)** One from each of the following two groups:
 - EDUC 600: Foundations of Jewish Education (3) **OR** EDUC 604: Curriculum Planning and Decision Making for the Jewish School (3)
 - EDUC 606: From Vision to Practice in Jewish Education or FMST 620: Project in Family Community Program Development (3) or EDUC 764: Qualitative Research in Jewish Education (3)
- **Teaching Jewish Subjects (3)** One from the following:
 - EDUC 647: Teaching Classical Jewish Texts or EDUC 655: Teaching the History, Politics and Culture of Israel or EDUC 557: Hebrew Language Instruction for Educators or EDUC 620: Models and Methods of Teaching Law, Customs and Practice or EDUC 621: Models and Methods of Teaching Jewish Holidays
- **Elective (3)**
 - Elective courses are approved by the Graduate Program Director. Examples of approved courses include: ILPD 650: Exploring Holocaust Education, EDUC 613: Moral Questions in the Classroom, a second course in the area of Teaching Jewish Subjects, EDUC 557: Hebrew Language Instruction for Educators, JDST 610: Diaspora Jewish Communities, Special Topics courses from JDST, FMST, EDUC, JCS, ELED, ECED or other related discipline, Independent Study.

Concentration II: Communal Professional

- **JCS 612: Strategic Management of Jewish Organizations: Material Resources (3)**
- **JCS 610: Principles of Jewish Communal Service (3)**
- **Professional Courses (6) choose two of the following:**
 - FMST 550: Fundamentals of Leadership in the Nonprofit Sector
 - FMST 555: Fundraising, Friendraising and Volunteer Management
 - JCS 611: Management of Human Services: Leadership and Supervision
 - FMST 620: Project in Family Community Program Development
 - ILPD 650: Exploration of Holocaust Education
 - ILPD 613: Theoretical and Practical Dimensions of Educational Administration

d. Impact on student's information literacy and technology fluency

Students will show evidence of enhanced information literacy and technology fluency as these are goals that are embedded within the program's student learning outcomes identified above. Information literacy and technology fluency will be developed with discipline emphasis and

application.

e. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

The program has approved assessment plans on file with the University Assessment Office. A comprehensive review and assessment of program including student learning outcomes will occur at the end of each academic year and will include goals for the next year.

In addition, all courses are evaluated by students every semester. The results are included in the annual review of faculty.

Justification

As noted above, the restructuring of the existing Jewish Education and Jewish Communal Service programs into one integrated program will increase the emphasis on leadership within the context of the discipline, while continuing to give students the opportunity to declare an area of concentration. The Jewish Education program was originally housed in the College of Education and the Jewish Communal Service program was housed in the College of Liberal Arts. The decision to move the Jewish Education component from the College of Education to the College of Liberal Arts helped to consolidate the core program in a single administration department in a content area. Integration of programs will result in a streamlining of resources needed to support programming, remove duplication of effort, and serve as a single point of contact for students. The proposed program also addresses issues related to degree productivity as the degree production of the integrated major exceeds MHEC requirements.

There are no similar programs in the state of Maryland and a limited number of programs nationwide. The program in Jewish Communal Service is one of only thirteen similar programs in the country as listed on the Jewish Communal Service Association of North America website <http://www.jcsana.org/articlenav.php?id=38>. The program in Jewish Education is one of fourteen similar programs in North America as listed in <https://www.jesna.org/2012-academic-program-guide/introduction>. There are no combined programs that focus on Leadership in Jewish Education and Communal Service. There are no combined programs that focus on Leadership in Jewish Education and Communal Service.

The revised program will continue to serve graduate students seeking education to develop an advanced knowledge base to prepare them for leadership roles in Jewish schools or nonprofit agencies. Studies indicate there is a shortage of qualified professionals to teach and lead in both Jewish Education and Communal Services. Many existing teachers and administrators will retire in the next ten years creating a personnel crisis. There is an urgent need to train young adults to serve as teachers, leaders and other professional (The Personnel Crisis <http://jcpa.org/article/the-future-of-jewish-education/>)

It is a unique program that supports cultural diversity and leadership development. In addition, the program reflects the complementary and integrated nature of Jewish education and communal services within the community. As noted above, this integrated program is unique to Towson University. Five-year enrollment in the two programs was as follows:

Five-Year Fall Enrollment by Program

	2008	2009	2010	2011	2012
Jewish Communal Service	10*	12	6	7	4
Jewish Education	18*	16	15	7	8

*Reported by Baltimore Hebrew University prior to merger

Five-Year Degree Productivity by Program

	2007-08	2008-09	2009-10	2010-11	2011-12
Jewish Communal Service	1*	2*	4	2	1
Jewish Education	5*	3*	4	4	2

The creation of an integrated major is intended to result in stabilization in enrollment, with the hope of modest increases in overall enrollment. The proposed program prepares students for careers as professional leaders in the Jewish community such as Informal Educators, Directors of Youth & Experiential Education, Children & Family Coordinators, and Residential Camp Supervisors. Graduates enter careers in a variety of settings in nonprofit organizations. Program graduates typically work in a service-based agency within the Jewish community. Many alumni hold positions locally and nationally with Jewish Federations, Hillel, Jewish Community Centers, Jewish Family and Children's Services, Jewish hospitals, Jewish Volunteer Connections, various Jewish camps, social service agencies and synagogues. The Clearinghouse for Jewish Communal Jobs indicates numerous employment opportunities are available nationwide. Out of the 400 positions posted on January 22, 20 opening are listed in Maryland. (https://www.jewishjobs.com/cgi-bin/index.cgi?action=login_page&secure=1, January 22, 2013).

The table below summarizes expected enrollment projections for the integrated program.

Five-Year Enrollment Projection

	2013	2014	2015	2016	2017
Leadership in Jewish Education and Communal Service (LJEC)	12	13	14	15	16

Demonstrable Number and Quality of Program Faculty

The program will be supported through the direct efforts of two designated faculty members in the Family Studies and Community Development Department who came to Towson University when Baltimore Hebrew University was integrated into Towson University. The program will be further supported by six CLA faculty with expertise and regular teaching assignments in Judaic Studies at the graduate level; a faculty member with expertise in Jewish Education; and FMST department faculty with expertise in program development, community development, nonprofit leadership, and research. The department includes eight tenure/tenure track faculty, two clinical faculty members and two lecturers. All courses in the program will be taught by full time faculty.

Faculty Resources					
	FTE	Highest Degree Earned/Field of Study/Department	Rank	Status (Full-time or Part-time)	Courses Teaching
Existing Faculty					
Instructor 1	1.0	PhD/Jewish Studies /Family Studies and Community Development	Associate Professor	F/T	Jewish Communal Service and Jewish Education Courses
Instructor 2	.25	Dr.P.H./Public Health/ Family Studies and Community Development	Assistant Professor	F/T	Nonprofit Leadership Courses
Instructor 3	.125	PhD/Social Work/Family Studies and Community Development	Professor	F/T	Project in Family Community Program Development course
Instructor 4	.25	PhD/History/History	Assistant Professor	F/T	Judaic Studies-Jewish History
Instructor 5	.25	PhD/Rabbinics/Philosophy and Religious Studies	Associate Professor	F/T	Judaic Studies-Rabbinics and Ethics
Instructor 6	.50	PhD/Near Eastern Studies/Philosophy and Religious Studies	Assistant Professor	F/T	Judaic Studies-Hebrew and Bible
Instructor 7	.25	PhD/Oriental Studies/Philosophy and Religious Studies	Professor	F/T	Judaic Studies-Biblical and Archaeological Stud.
Instructor 8	.25	PhD/Jewish Thought/Philosophy and Religious Studies	Professor	F/T	Judaic Studies—Thought and Mysticism
Instructor 9	.25	EdD/ Educational Technology and Literacy/College of Education	Assistant Professor	F/T	Jewish Education Courses
Instructor 10	.25	PhD/Religious Studies/ Family Studies and Community Development	Assistant Professor	F/T	Jewish Communal Service

Library Requirements

No additional library resources are required based on the modification of the existing program. At the time of the integration of the graduate programs of Baltimore Hebrew University with those of TU, the holdings of the 80,000 volume Joseph Meyerhoff Library were placed on permanent loan to Towson University and are available to all students in the MA programs. The loan is for the duration of time that Judaic Studies graduate programs exist at TU. (Letter of support below)

Facilities, Infrastructure and Instructional Equipment

In June of 2011, the Department of Family Studies and Community Development relocated to a new, LEED-Gold certified, 300,000 square foot building which houses the College of Liberal Arts. The building, the newest academic building on campus, is home to classrooms, conference rooms, 7 computer labs, faculty offices, research spaces, and student study areas. The location provides all necessary physical facilities, infrastructure and instructional equipment to implement the modified program.

Resources and Expenditures

This proposal represents a substantive change to two existing programs rather than a new initiative. Combining the MA in Jewish Education with the MA in Jewish Communal Services to create the MA in Leadership in Jewish Education and Communal Service will streamline current resources. Assuming an increase of one student per year and no increases in tuition and fees, resources generated by the program will increase will increase by \$43,488 in the program's fifth year of implementation (Table 1). Because the existing programs are in place and already have the capacity to support the proposed program with modest increases in enrollment, no additional expenditures are anticipated.

TABLE 1: RESOURCES

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds¹	0	0	0	0	0
2. Tuition/Fee Revenue²	0	10,872	21,744	32,616	43,488
a. Annual Full-time Revenue of New Students					
	0	1	2	3	4
Annual Tuition Rate	\$8,424	\$8,424	\$8,424	\$8,424	\$8,424
Subtotal Tuition	\$0	\$8,424	\$16,848	\$25,272	\$33,696
Annual Fees	\$2,448	\$2,448	\$2,448	\$2,448	\$2,448
Subtotal Fees	\$0	\$2,448	\$4,896	\$7,344	\$9,792
Total Full-time Revenue of New Students	\$0	\$10,872	\$21,744	\$32,616	\$43,488
b. Annual Part-time Revenue					
Number of Part-Time Students					
Credit Hour Tuition Rate					
Annual Fees Per Credit Hour					
Annual Credit Hours Per Student					
Subtotal Tuition	\$0	\$0	\$0	\$0	\$0
Subtotal Fees	\$0	\$0	\$0	\$0	\$0
Total Part Time Revenue	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other Sources³	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$0	\$10,872	\$21,744	\$32,616	\$43,488

TABLE 2: EXPENDITURES

Fill in blue shaded areas only.

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	\$0	\$0	\$0	\$0	\$0
(b + c below)					
a. #FTE					
b. Total Salary					
c. Total Benefits	0	0	0	0	0
2. Total Administrative Staff Expenses	0	0	0	0	0
(b + c below)					
a. #FTE					
b. Total Salary					
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses	0	0	0	0	0
(b + c below)					
a. #FTE					
b. Total Salary					
c. Total Benefits	0	0	0	0	0
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (1-7)	\$0	\$0	\$0	\$0	\$0

COURSE DESCRIPTIONS

- **EDUC 557: Hebrew Language Instruction 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. Prerequisites: None.
- **EDUC 600: Foundations of Jewish Education (3)**
This course 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? Prerequisites: None.
- **EDUC 604: Curriculum Planning and Decision Making for the Jewish School (3)**
This core course will provide 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. Prerequisites: None.
- **EDUC 606: From Vision to Practice in Jewish Education (3)**
This course 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. Prerequisites: None.

- EDUC 621: Models and Methods of Teaching Jewish Holidays (3) This course will focus on the processes of teaching and learning Jewish holidays. The course combines effective pedagogy with content knowledge of Jewish holidays. Hand-on approach and innovative techniques to teaching holidays will be examined.
- EDUC 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 conducting good interpretive discussions, student will learn how to better engage learner of all ages. Prerequisites: None.
- EDUC 655: Teaching History of Israel (3)
Given Israel's rapidly changing society, U.S. students have questions about the Jewish State. Students will learn core information about Israel's history, politics and culture as well as methodologies to effectively communicate the complexities of these subjects to their own students. Prerequisites: None.
- EDUC 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 design a research proposal for their own educational settings. Prerequisites: None.
- FMST 550: Fundamentals of Leadership in the Nonprofit Sector (3)
Overview of nonprofit organizations, roles and responsibilities of leaders in the nonprofits sector, issues concerning nonprofits. Junior/senior standing required. Prerequisites: consent of instructor.
- FMST 555: Fundraising, Friendraising and Volunteer Management (3)
How nonprofit organizations generate and manage financial and human resources, including the theoretical, behavioral, and pragmatic foundations of philanthropy, fund development, and volunteerism. The 500 level section of this course will enable graduate students to take this course as an elective, incorporating a more advanced application of the content. Prerequisites: FMST 550 and MKTG 341: consent of instructor.
- FMST 615: Applied Research Methods in Family Science (3)
This course focuses on the use of program evaluation methodology for the assessment of practice in human services. Students will critically appraise empirical articles in order to assess and implement best practices. Students will engage in activities related to research including developing research questions through analyzing data and disseminating empirical findings. Prerequisite: Graduate standing.
- FMST 610: Family-Professional Collaboration (3)
Family-Professional Collaboration moves the student beyond understanding and applying family based theories to a focus on the development of collaborative relationships with school-affiliated families and other school personnel. Students will learn and practice advanced communication including conflict resolution, problem solving and reframing techniques in the classroom and in the field. They will work with colleagues to interview families about their life experiences and world views.
- FMST 620: Project in Family Focused Program Development (3)
Project in Family Focused Program Development takes the student to the next level of involvement - the community. Students will use action research with focus group methodology to understand the needs of families in a particular school or community setting. This information will be used to develop a project to address identified needs. Course requirements will include data gathering and analysis that integrates information from a variety of sources, and a summary of the information will be used in planning for school-based family-professional collaboration. This course consists of face-to-face instruction and web- and field-based experiences.

- ILPD 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.
- JCS 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; practical training in leadership skills.
- JCS 611: Management of Human Services: Leadership and Supervision (same course as ILPD 605) (3)
This course will assist students in developing management expertise for working in nonprofit Jewish organizations. Course focuses on leadership style, interpersonal relations mission statements, shared vision, executive roles, working with committees, communities and colleagues. Prerequisites: None.
- JCS 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. Prerequisites: None.
- JCS 614: Jewish Communal Service Practicum Seminar (2) (1 credit per year)
The monthly practicum seminar provides an opportunity for 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. Prerequisites: None.
- JCS 618: Supervised Jewish Communal Service Internship (1-3) (must complete 3 credits)
Students enrolled in the 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.
- JDST 585: Jewish Law and Ethics (3)
Cutting edge issues of ethical and legal concern as understood by traditional Jewish legal and ethical sources and by contemporary Jewish thinkers. Basic structure and methodology of Jewish law. Understanding of the system through examination of different issues. Prerequisites: None.
- 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 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 631: The 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 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, Agnon, Scholem, and Leibowitz. Jewish authenticity and individuality; existential freedom and ethical responsibility; assimilation and secularism; contemporary spirituality and creativity. Prerequisites: None.
- LJEC 600: Leadership in Jewish Education and Communal Service (3)
This core course discusses theoretical concepts, practical insights and personal their application to leadership within Jewish communal institutions. This course 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 implementing improving communication. Students create a personal growth plan to apply to their career path in order to understand and improve their leadership performance.

Jan. 24, 2013

Karen Eskow, Ph.D
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Department of Family Studies and
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Towson University
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Dr. Eskow,

The Baltimore Hebrew Institute Collection (BHIC) at Towson University (formerly the Baltimore Hebrew University Joseph Meyerhoff Collection) is a specialized academic library of Jewish Studies housed in the Albert Cook Library. It features an extensive collection of material in the areas of Bible, Archaeology, Jewish History, Sociology, Jewish Education, Rabbinics, Jewish Philosophy, Political Science, Hebrew and Yiddish Language and Literature, and the Arts. It contains monographic and periodic resources in print and electronic formats, and it includes items in several languages such as English, Hebrew, Yiddish, German, French, and Russian. Various databases, both general and specific, also enhance the collection. It is additionally highlighted by a number of special collections held in the Special Collections and Archives department of the library. These include the Rare Book Collection, the Holocaust Survivor Testimonies, the Jewish Cultural Reconstruction Organization Collection, and the Yizkor (Memorial) Books Collection.

The resources of the BHIC are available to all students in the Towson University community and continue to support the Master of Arts in Jewish Studies programs.

Sincerely,

Elaine Mael
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Jewish Studies Subject Specialist
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