



ACADEMIC CATALOGUE

2020-2021

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Notice Regarding the Contents of this Catalogue

Hebrew College attempts to ensure that the material published in this catalogue is accurate at the time of publication. However, the information contained in this catalogue does not constitute a contract between Hebrew College and its students. Hebrew College reserves the right to correct or change any provision or requirement in this catalogue at any time. Hebrew College specifically reserves the right to change its tuition rates and other financial charges. Hebrew College also specifically reserves the right to rearrange its courses and class hours, to drop courses for which registration falls below the required minimum enrollment, and to change teaching assignments.

For further information, contact

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ABOUT HEBREW COLLEGE

The Hebrew College Mission

Hebrew College promotes excellence in Jewish learning and leadership within a pluralistic environment of open inquiry, intellectual rigor, personal engagement and spiritual creativity. We empower and inspire individuals to contribute their voices and vision to the Jewish community and to bring Jewish values to bear on the critical issues of our time. Dedicated to building bridges between the academy and the community, we offer diverse educational and cultural programs for youths, adults and Jewish professionals, and seek to invigorate Jewish life through the following core values:

AHAVAT TORAH: A LOVE OF LEARNING

At the heart of Hebrew College is our vibrant learning community. We share the conviction that education is the key to Jewish vitality, and we are devoted to rigorous study of the full breadth of Jewish religion and culture. Together, we foster lifelong Jewish learning that engages the whole person, challenging the mind and nourishing the soul.

AREIVUT: EMBRACING COMMUNAL RESPONSIBILITY

Jewish leaders in the 21st century must assume responsibility for both the Jewish future and the future of our planet. Hebrew College promotes learning in a context of communal commitment and concern – for our own local community, for Israel and Jewish communities around the world, and for all inhabitants of the Earth. Through education, activism, service and interfaith cooperation, we seek to bring healing to a world in need of repair.

ELU V'ELU: ENGAGING DIVERSITY

As a pluralistic institution, we recognize and value human diversity. Within our own k'lal Yisrael community and in dialogue with people from other faith traditions, we actively engage a multiplicity of experiences and perspectives in an environment of mutual respect. The encounter with different points of view prompts us to ask honest and searching questions of ourselves and of one another, and to see this process as a source of wisdom and strength.

YETZIRA: FOSTERING JEWISH CREATIVITY

Judaism, at its best, is a creative, intellectual and spiritual encounter among the individual, the community and the received tradition. Hebrew College encourages and empowers learners to see themselves as both inheritors and innovators – active participants in the unfolding story of the Jewish people. We embrace music, literature and the visual and performing arts as sources of inspiration and as vital modes of Jewish discovery and expression.

The Hebrew College mission continues to be as relevant as ever: To encourage and empower learners to see themselves as both inheritors and innovators - active participants in the unfolding story of the Jewish People.

HISTORY OF HEBREW COLLEGE

Midway through his announcement of the opening of Hebrew College, on the front page of the August 18, 1921 issue of the Jewish Advocate, Louis Hurwich issued a call to revolution:

“In the next five years, no less than 75 percent of the present Jewish teachers in Boston will go over to other professions,” warned Hurwich, the superintendent of the Bureau of Jewish Education of Boston. “The inability of the Jewish school to hold its own is sufficient challenge to the American Jewish community to wake up and to create bases for permanent improvement.”

HEBRAIST ROOTS

Hurwich's aspirations were not just institutional. He was sounding the themes of a new movement that had arrived in the early 20th century with the influx of Eastern European immigrants to cities across the country. Known as the Hebraist movement, this ambitious attempt to create a vital Hebrew culture in America flourished for a brief period, in the years from World War I to World War II.

Its proponents urged social change, motivated by the Zionist conviction that building a Hebrew movement in the Diaspora communities was essential to securing the dream of Jewish life in Eretz Yisrael. These were the intellectual heirs of Ahad Ha-am (1856-1927), the Russian thinker and founder of cultural Zionism, who taught that the everyday use of Hebrew would serve as a barrier against the pressures of assimilation and as a spiritual and cultural bridge between the dispersed Jewish communities of the Diaspora and Eretz Yisrael.

A NEW SYSTEM OF JEWISH INSTITUTIONS

The revival of the Hebrew language was the movement's first principle, and it mobilized, through committed Jewish educators such as Hurwich, a new system of Jewish institutions to teach and promote Hebrew literacy at every level. The network of Hebrew schools, colleges and summer camps that exist today remains its great, tangible legacy.

Established at the height of the movement, in November 1921, Hebrew College was a model of the Hebraist approach to education. Indeed, Hurwich made the European “ivrit b'ivrit” (Hebrew in Hebrew) teaching method the first principle of the college: Hebrew would be the exclusive language for instruction, and the Hebrew courses, its most intensive effort.

His appointment of Nissan Touroff, former director of the Hebrew educational system in Palestine, as the school's first dean, set the standard for the faculty. Primarily European scholars and ardent Zionists, they taught the Bible, the Talmud, and Hebrew literature and emphasized a nationalist, secular interpretation of Jewish texts and history.

Founded as the Hebrew Teachers College in a converted Crawford Street house in Roxbury, the college, from its inception, included education courses in the curriculum. But this was a training not just of teachers. Graduates, Hurwich envisioned, would become lifelong educators of “pioneer character” who would create a “dynamic Jewish consciousness that the dream of the world's Jewry of Jewish rejuvenation in Palestine may be realized.”

A daunting time commitment, as well as economic considerations, were significant factors in limiting the college's initial enrollments. Yet the numbers grew annually. By the end of the first year, there were 23 students; at the end of the second, 50. In 1923, a two-year preparatory course was added, which later became the “Hebrew High School,” and local primary schools began vying to prepare their students for admission. An annex was erected to accommodate more classes. By the mid-1930's, when classes were filled with talented students such as the future celebrated author Theodore H. White, the college had expanded its degrees to include bachelors, masters, and doctorates of Hebrew literature, laws and Jewish education.

THE MOVE TO BROOKLINE

In 1952, friends of Hebrew Teachers College purchased a new home for the growing institution – a classical beaux arts mansion at 43 Hawes St. in Brookline, former home of George Wightman, a turn-of-the-century industrialist. The elegant structure was a striking change from the college's humble beginnings on Roxbury's Crawford Street. But the college's mission remained the same - a commitment to promoting the highest quality Jewish education as vital to the survival of the Jewish people.

No longer the child of the Bureau of Jewish Education, the college became a constituent agency of Associated Jewish Philanthropies, forerunner of Combined Jewish Philanthropies. The college was first accredited by the New England Association of Colleges and Secondary Schools in 1955; in 1962, it was also accredited by Israel's Ministry of Education and Culture to train certified elementary-school teachers for Israel. Today, Hebrew College is a constituent agency of Combined Jewish Philanthropies of Greater Boston.

NEWTON CENTRE CAMPUS

In 2002, Hebrew College moved into its first true campus in Newton Centre. Under the leadership of the college's seventh president, David M. Gordis, the college had expanded its mission to bridge the worlds of academy and community. Innovative programming in adult learning, including Me'ah and the Me'ah Graduate Institute, expanded degree and certificate programs for Jewish professionals, path-breaking approaches to teen education in the Prozdor Hebrew High School - all had brought the college national recognition as a leader in pluralistic Jewish education, more students, and the need to expand physically.

In 2003, the college opened its Rabbinical School, the first full-time pluralistic rabbinical program at an accredited college; the following year, the college launched its pluralistic Cantor-Educator Program, part of what is now the School of Jewish Music. Hebrew College rabbis and cantor-educators have joined the ranks of the College's alumni – distinguished Jewish educators, scholars, communal and spiritual leaders throughout the world.

SECURING THE COLLEGE'S FUTURE

Following Gordis' retirement in 2008, the board of trustees tapped Rabbi Daniel L. Lehmann, founding headmaster of Gann Academy, an internationally acclaimed pluralistic Jewish high school in Waltham, MA, as Hebrew College's eighth president. Lehmann has renewed the college's commitment to pluralistic Jewish education in the realm of graduate studies, community learning and youth education.

Under his leadership, Hebrew College established the Center for Global Judaism, now the Betty Ann Greenbaum Miller Center for Interreligious Learning and Leadership, and the School of Jewish Music (formerly the Jewish Music Institute); became a member of the Boston Theological Institute (BTI), a consortium of 10 theological schools and seminaries in the Boston area; began partnerships with Northeastern University to provide a Doctor of Education in Jewish Education Leadership, and Boston University's School of Management, to provide a certificate program in nonprofit management for rabbis and rabbinical students; increased adult-learning options to include Parenting Through a Jewish Lens, Parenting Your Teen Through a Jewish Lens, Eser, and Open Circle Jewish Learning; and expanded the successful Prozdor supplemental Jewish high school program to middle-school-age students, with the establishment of Makor.

In summer 2012, Lehmann oversaw a plan to refinance the school's real-estate debt, reducing its original bond obligation by 75 percent and securing ownership of the campus. The occasion was marked with a building rededication celebration in December 2012.

NEW LEADERSHIP

In July 2018, Rabbi Sharon Cohen Anisfeld, former Dean of the Rabbinical School of Hebrew College, became Hebrew College's ninth president and the first woman to hold this position in the College's history. Rabbi Anisfeld was officially installed on October 15, 2018 with approximately 600 people in attendance.

OUR SEARCH FOR A NEW HOME

In August 2018, Hebrew College announced the sale of our Newton Centre campus to rededicate resources to educational programs and people.

PROGRAMS

Graduate Leadership Programs

Hebrew College offers graduate degrees in Jewish Education and Jewish Studies, as well as rabbinic and cantorial ordination within a pluralistic setting.

Rabbinic Ordination

In a complicated world, as patterns of Jewish identification and involvement shift and institutions and values are called into question, we need courageous and authentic spiritual leaders to serve and guide us.

The Rabbinical Program of Hebrew College is uniquely positioned to prepare Jewish leaders for the 21st century. Within Hebrew College's vibrant pluralistic community, our Rabbinical students:

- Find their voice as they cultivate an honest, authentic expression of Judaism and develop a nourishing Jewish spiritual practice;
- Drink deeply from the well of Jewish tradition through our Beit Midrash-centered learning, traditional and creative tefilla, and academically rigorous courses led by world-renowned faculty;
- Learn to lead diverse communities with skill and an open heart and help heal a fractured world.

In our program, we guide you through an educational journey to becoming a rabbi and give you the space to shape the program to your needs and interests.

The Rabbinical curriculum is a rigorous academic program that leads you on a five- or six-year journey of acquisition of knowledge and growth. Its thematic and practical approach nourishes your mind and spirit as you prepare to serve in the world as a rabbi. You'll graduate having encountered the essential texts for today's rabbinate, the skills for lifelong learning and leadership, and love of Talmud Torah.

All rabbinic ordination students earn a Master of Arts in Jewish Studies along with rabbinic ordination. Students can choose to complete a Master of Jewish Education in place of the Master of Arts in Jewish Studies. Rabbinic students also have the option of specializing in one of four areas, Halakha (Jewish Law), Hasidut and Kabbalah, Pastoral Care, or Spirituality and Social Justice Leadership.

The Rabbinic curriculum is devoted to six areas of study, Tanakh (Bible), Talmud (Rabbinics), Halakha (Jewish Law), Jewish Thought, Language Development, and Professional Development. The program breaks down as follows:

Year	Tanakh	Talmud	Halakha	Jewish Thought	Language	Professional Development
Mekorot - preparatory year	Genres & Themes of Biblical Literature Biblical Text course	Intro to Mishnah Intro to Talmud	Jewish Practice Seminar (2 semesters)	Siddur Intro to Hasidic Tale	Foundations of Biblical Hebrew (2 semesters)	From Diversity to Pluralism
Aleph - year 1	Bereishit (2 semesters)	Berakhot (2 semesters)	Theories of Halakha Hilkhot Tefilah	Theology of Prayer Classical Jewish Thought	Hebrew Grammar Intensive Biblical Hebrew	Clergy as Educator/Models of Teaching Introduction to Christianity
Bet - year 2	Shemot (2 semesters)	3 Year Cycle Mo'ed Nashim u'Gevarim Nezikin (2 semesters)	3 Year Cycle Shabbat Kiddushin Kashrut (2 semesters)	Theology of the Jewish Year Liturgy of the Yamim Noraim	Aramaic Rabbinic Hebrew	Lifecycle Seminar Introduction to Islam Homiletics
Gimel - year 3	Nevi'im Hamesh Megillot	3 Year Cycle Mo'ed Nashim u'Gevarim Nezikin (2 semesters)	3 Year Cycle Shabbat Kiddushin Kashrut (2 semesters)	Zionism/Israel Seminar Medieval Jewish Thought Kabbalah		
Dalet - year 4	Vayikra Bamidbar	3 Year Cycle Mo'ed Nashim u'Gevarim Nezikin (2 semesters)	3 Year Cycle Shabbat Kiddushin Kashrut (2 semesters)	Modern Jewish Thought Hasidut		Pastoral Counseling Leadership Seminar
Heh - year 5	Devarim		Senior Seminar			Capstone Seminar Management Seminar

Personal knowledge of and experience living in Israel is a critical component of Hebrew College's rabbinic education.

Rabbinical School students will spend Year 3 in Israel, cultivating a personal relationship with the land and its people, and engaging with the complexities of contemporary Israeli history, thought, and society. Through a combination of Hebrew language instruction, intensive text study, mifgashim (encounters) with Israelis, special seminars and tiyulim (trips) and volunteer work in Israeli communities and organizations, students gain a new appreciation for the joy, wonder and complications of Israeli culture.

The classes are designed specifically to maintain continuity with the Hebrew College curriculum and community, yet they give students the flexibility to study at a variety of approved Israeli institutions. In an Israel seminar, Rabbinical students learn alongside some of the country's leading thinkers and activists from across the religious, cultural and political spectrum, gaining greater insight into Israeli life and acquiring a deeper appreciation for the important role it plays in today's rabbinate.

Most rabbinic classes meet once a week and are worth two credits, while some classes meet twice a week and are worth three credits. Classes in the Tanakh and Talmud curricula have required Beit Midrash time once or twice a week, during which students do class preparation with peers under instructor supervision.

A minimum of 72 credits is required to complete the Master's degree in the rabbinic ordination program; additional credits are required to complete the rabbinic ordination component of the program.

Rabbinic ordination students also are expected to complete a minimum of one year in a rabbinic internship. Internships include responsibilities that prepare the student for ordination, including but not limited to the areas of prayer leadership, pastoral care and education. All internships include supervision from a designated mentor. Internships are opportunities for students to make learning goals, take appropriate risks in the name of learning, and work at the growing edge of their skillset. Most internships are 8-20 hours per week, and they include a stipend but no academic credit.

Cantorial Ordination

Jewish communal life in the 21st century requires talented, knowledgeable, and innovative spiritual leadership. We need cantors who are thoroughly trained in the liturgical history of the Jewish people, and who can at the same time, serve as spiritual leaders in our increasingly complex and diverse Jewish world.

Cantors sing but are not only singers. They teach but are not only teachers. Hebrew College ordains cantors who can communicate a Judaism that is both authentic and accessible, and can create vibrant and inclusive spiritual communities.

Students in Hebrew College's cantorial ordination program come from diverse Jewish backgrounds and are actively encouraged to explore their own and each other's beliefs and practices in an atmosphere of open inquiry and honest conversation. They graduate with an appreciation for the diversity of contemporary Jewish life and serve as role models for shared learning and friendship among Jews of all experiences and convictions.

The cantorial ordination program is a full-time program providing future cantors with the tools they need to serve 21st-century congregations. Classwork, vocal arts, private cantorial coaching, and internships are combined in one comprehensive curriculum, fusing traditional Jewish text and liturgy with innovative musical and spiritual programming. Students complete either a Master of Arts in Jewish Studies or a Master of Jewish Education degree together with their ordination requirements.

Graduates of the program will be eligible to apply for membership in both the Cantors Assembly and the American Conference of Cantors.

Cantorial students spend the first year of study in Jewish text, history and Hebrew classes with their rabbinical program peers, as well as beginning their study of nusach and cantillation. The five-year curriculum includes study of nusach, cantillation and liturgy of all days, seasons and holidays, in both traditional and contemporary models of prayer leadership. The Jewish music history curriculum will immerse students in the music of the Jewish people. Students will study and perform repertoire in Jewish art song, folk song, Jewish musical theater and hazzanut.

Cantorial students have ample opportunity to perform and participate in musical programming at Hebrew College and in Greater Boston. Students are required to sing with the Hebrew College chamber choir, Kol Arev—a music ensemble composed of students, faculty, staff and alumni of Hebrew College.

All cantorial students study privately on campus with renowned voice teachers from the Boston area. Voice lessons are an integral part of our vocal-arts curriculum, included at no additional cost. Each student is also assigned a cantorial coach in every semester of the program, and coaching sessions are crafted to meet the needs of the individual student. Coaching focuses on leading tefilla, officiating at Jewish lifecycle events, songs for the Jewish year, and guitar proficiency.

Most cantorial classes are worth three credits. Voice lessons and cantorial coaching are one-credit courses, taken in every semester of the program. A minimum of 60 credits of coursework is required to complete the Master's degree in the cantorial ordination program; additional credits are required to complete the cantorial ordination component of the program.

Cantorial ordination students also are expected to complete a minimum of one year in a cantorial internship. Internships include responsibilities that prepare the student for ordination, including but not limited to the areas of prayer leadership, pastoral care and education. Cantorial internships include significant musical responsibilities, in addition to other clergy responsibilities. All internships include supervision from a designated mentor. Internships are opportunities for students to make learning goals, take appropriate risks in the name of learning, and work at the growing edge of their skillset. Most internships are 8-20 hours per week, and they include a stipend.

Rav-Hazzan Dual Ordination Program

Hebrew College's first-of-its-kind Rav-Hazzan ordination program prepares rabbis and cantors for leadership in the 21st-century Jewish community.

As more cantors have been asked to fill not only educational and musical roles but pastoral roles as well, and more rabbis have been asked to take on the musical leadership of their congregation, the time came to merge innovative musical education and pluralistic rabbinic training.

Through a blended five- or six-year curriculum that leverages the expertise and resources of our rabbinical and cantorial ordination programs, the Rav-Hazzan (rabbi-cantor) program will award both rabbinic and cantorial ordination.

The program is structured to provide students with the broad range of skills and knowledge they will need to take on multiple spiritual-leadership responsibilities at congregations and other Jewish settings. In addition to cantorial and rabbinical ordination, graduates will receive a Master of Arts in Jewish Studies.

Students in the Rav-Hazzan program will follow the curriculum of the rabbinical school, adding in cantorial classes in most semesters as well as fulfilling some independent study during the summers. Rav-Hazzan students will sing in the Hebrew College chamber choir, Kol Arev, and receive private voice lessons and individualized cantorial coaching.

Mekorot Certificate Programs

For students who apply to an ordination program at Hebrew College and who are considered to be potential candidates for ordination but for whom there are still concerns about their ability to complete the full ordination track, the opportunity may be offered to become Mekorot Certificate students. Mekorot, or Preparatory, is the entry year for rabbinic students in the six-year program, and the first year for all cantorial students. Mekorot classes are an introduction to traditional texts, Biblical Hebrew, and Jewish thought and practice.

A student who is admitted to the Mekorot Certificate program is considered to be in a graduate preparatory program and may complete the certificate in one or two years. Midway through the student's study in Mekorot, the faculty and deans of the ordination program will reevaluate the student's candidacy for full ordination, and either make them an offer to matriculate into the ordination program in the next year or tell them that their formal study will end at the completion of the Mekorot certificate.

The curriculum for the one-year pre-Rabbinic Mekorot Certificate program

Fall -- 15 credits

- Genres & Themes of Biblical Literature (3 credits)
- Intro to Mishnah & Jewish Practice Seminar (3 credits)
- Siddur (2 credits)
- Biblical Hebrew (4 credits)
- Introduction to Basic Cantillation (3 credits)

Spring -- 14 credits

- From Diversity to Pluralism: An Intensive Seminar (2 credits)
- Intro to Talmud (3 credits)
- Mishnah 1: Tannaic Texts (2 credits)
- Biblical Hebrew (4 credits)
- Biblical Text course (3 credits)

The curriculum for the one-year pre-Cantorial Mekorot Certificate program

Fall -- 19 credits

- Genres & Themes of Biblical Literature (3 credits)
- Intro to Mishnah & Jewish Practice Seminar (3 credits)
- Siddur (2 credits)
- Biblical Hebrew (4 credits)
- Cantillation 1 (3 credits)
- Basic Nusach (2 credits)
- Voice Lessons (1 credit)
- Cantorial Coaching (1 credit)
- Kol Arev Chamber Choir (non-credit)

Spring -- 18 credits

- From Diversity to Pluralism: An Intensive Seminar (2 credits)
- Intro to Talmud (3 credits)
- Mishnah 1: Tannaic Texts (2 credits)
- Biblical Hebrew (4 credits)
- Biblical Text course (3 credits)
- Shabbat Nusach (2 credits)
- Voice Lessons (1 credit)
- Cantorial Coaching (1 credit)
- Kol Arev (non-credit)

Master of Arts in Jewish Studies Program

The Hebrew College commitment to in-depth Jewish study, pluralism, and spiritual vitality – and the opportunity the study alongside our rabbinical students – makes the Master of Arts in Jewish Studies program a unique learning experience.

It is a two-year program (when done relatively full time) but can also be done part-time at one's own pace. Students take classes on campus alongside rabbinic, cantorial, and Master of Jewish Education degree students.

The first year of the program is focused on grounding students with an introduction to Jewish texts, practice, Hebrew language and Jewish history. The second year of the program allows students to focus on either Jewish history and thought or the Jewish textual tradition.

Coming to study at Hebrew College also means there are a wealth of elective opportunities open in Jewish education, halakha (Jewish law), and Jewish mysticism.

Entrance Requirements: A bachelor's degree, and intermediate proficiency in Hebrew language.

Degree requirements: 36 credits

Required classes

- Two courses in Hebrew language (8 credits)
- Genres and Themes of Biblical Literature (3 credits)
- Introduction to Mishnah and Jewish Practice Seminar (3 credits)
- Introduction to Talmud (3 credits)
- One additional Biblical text course (3 credits)
- Electives to total 14 credits in the chosen track - either in Jewish History and Thought courses OR Jewish Text courses
- Graduate Research Seminar Thesis class (2 credits)

Sample Jewish History and Thought Track Electives

- Classical Jewish Thought
- Medieval Jewish Thought
- Modern Jewish Thought
- Mystical Prayer in Judaism
- Theology of the Jewish Year
- The History of Zionism and Israeli Society

Sample Jewish Text Track Electives

- Core Text – Torah 1 – Bereshit
- Core Text - Rabbinics 1: Berakhot
- Theories of Halakhah
- The Book of Ruth
- Mishnah 1 - Tannaic Texts
- Hilkhhot Tefillah

Master of Jewish Education Programs

A graduate degree in Jewish education from Hebrew College is more than a teaching credential. We offer a hybrid graduate degree to help prepare educators to lead, transform and elevate Jewish learning for a pluralistic world. We focus on helping students develop two critical skills:

- The ability to become entrepreneurial in their practice of Jewish Education in a rapidly changing world.
- A deep understanding of the complexity of Jewish life through a pluralist approach to Judaism.

Students learn the frameworks of subject-based pedagogy for teaching Torah, rabbinic literature, Jewish history, Jewish thought, and cultural literacy while exploring educational theories as a means to refine a personal vision of Jewish Education.

Hebrew College Master of Jewish Education graduates find meaningful work in a wide variety of settings, including Jewish day schools, congregational schools, youth groups, camps, college campuses and Jewish communal organizations. Professional opportunities include classroom teacher, curriculum developer, Jewish special educator, early-childhood director, campus professional, congregational family educator and camp director.

Master of Jewish Education

The Master of Jewish Education Program offers a comprehensive curriculum that combines leadership for learning, pedagogic application, and social and spiritual learning; supervised field experience; with an opportunity to become an iCenter Fellow for the teaching of Israel.

This 36-credit degree, hybrid program, which includes two supervised field experiences, may be completed in two years. Coursework is completed online and on campus.

As an online student, you will join a dynamic community of students from across the country and around the world in an interactive virtual classroom with Hebrew College faculty. Hebrew College uses the Schoology online learning platform, giving you the opportunity to learn with ease and comfort, even if you have never previously studied online. You will also build a personal relationship with your faculty adviser, who will help you to create an individualized program and who will serve as your mentor and guide.

On campus, students will share classes with Master of Jewish Education students from the Rabbinic and Cantorial programs.

FIELD EXPERIENCE

Supervised fieldwork in a Jewish setting is an integral and required part of the Master of Jewish Education program at Hebrew College— providing students with the opportunity to acquire advanced skills, explore new kinds of work and reflect on their practice. This invaluable learning opportunity, tailored to meet the professional goals and objectives of the individual student, is enriched by the three-way relationship among the student, the on-site supervisor and the Hebrew College director of field experiences. Supervisors are either members of the trained Hebrew College clinical faculty team or professionals specially recruited for their supervision and coaching skills, and experience.

HEBREW LANGUAGE

Hebrew language is an integral part of our master's program. Students are required to demonstrate Hebrew proficiency at an intermediate level by the time they graduate. Hebrew courses may be taken before or during the program. Hebrew College offers an Ulpan Program on Campus.

CURRICULUM

- Theory and Practice of Jewish Education (3 credits)
- Models of Teaching (3 credits)
- Seminar in Educational Leadership (3 credits)
- Human Development and Learning (3 credits)
- Special Education for Jewish Settings or other special education courses (3 credits)
- Pedagogic application courses (15 credits)
- Jewish Studies electives (3 credits)
- Two supervised field experiences (2 credits)
- Graduate Research Seminar/Final Project (1 credit)

Master of Jewish Education - Pardes Educators' Program

In collaboration with the Pardes Institute of Jewish Studies in Israel, students can combine their Jewish Education studies at Hebrew College with traditional text study at the Pardes Institute of Jewish Studies in Jerusalem to prepare for a career in Jewish day school education. The two-year, pluralistic program culminates in both a Master of Jewish Education degree from Hebrew College and a Certificate of Advanced Jewish Studies from the Pardes Institute of Jewish Studies.

ACADEMIC PROGRAM

The Master of Jewish Education is granted to students who successfully complete the Certificate of Advanced Jewish Studies at Pardes during the two-year period, as well as 24 graduate credits earned directly through Hebrew College. The course of study includes the following:

- Intensive Beit Midrash study of Hebrew texts
- Jewish education and Jewish studies courses, including online coursework through Hebrew College
- One-week residency seminar in Boston for an internship and intensive study at Hebrew College (spring semester of the first year of study)
- North American teaching internships (completed in the spring semester of both first and second years of study)
- Hebrew Ulpan

Students who are accepted into the Day School Educators Program will receive a generous yearly living stipend and two trips to the United States, supported by multiple foundations donors. Upon completion, they will commit to serving as a full-time Judaic studies teacher in a North American day school at the elementary, middle or high school level for at least three years.

Kivunim Undergraduate Gap-Year Program

Kivunim offers an academic Jewish gap-year program for North American High School graduates based in Jerusalem, Israel with programmed field trip visits to 11 countries and over 50 cities and villages significant to the historical and contemporary Jewish global world. Course work includes academic introductions to the history, culture, geographic and demographic context and Jewish institutions of the local Jewish community. Kivunim students are academically oriented learners, strongly motivated as Jewish learners with significant potential as future Jewish leaders. Hebrew College is keenly interested in such learners as key prospects for our graduate programs in Jewish leadership, ordination and Jewish Education. The pluralist, academic and contextual orientations of the Kivunim program align closely with Hebrew College's mission.

Hebrew College offers five courses totaling 30 credits as part of the Kivunim program, running for an entire academic year, from September through June:

- Arabic Language and Culture (6 undergraduate credits)
- Hebrew Language (6 undergraduate credits)
- Civilization and Society - Homelands in Exile (8 undergraduate credits)
- Land, People, Ideas - The Challenges of the Middle East (8 undergraduate credits)
- Visual Learning - The Art of Seeing (2 undergraduate credits)

Application and acceptance of students are overseen by Kivunim, and course registration is coordinated with the registrar of Hebrew College. Course content, faculty oversight, and the awarding of undergraduate credit are under the supervision of the Chief Academic Officer of Hebrew College.

For more information, see www.kivunim.org.

ACCREDITATION

Hebrew College is accredited by the New England Commission of Higher Education (NECHE).

The New England Commission of Higher Education (NECHE) is the regional accreditation agency for colleges and universities in the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Three institutions in Greece, three in Switzerland, two in Lebanon, and one in Bulgaria, Bermuda, and Morocco, respectively, are also affiliated with NECHE.

The Commission consists of faculty, administrators, and trustees from affiliated institutions and public members.

The Commission is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education for the institutions it accredits. The Commission is also recognized by the Council for Higher Education Accreditation (CHEA), affirming that its Standards and processes are consistent with the quality, improvement, and accountability expectations that CHEA has established.¹

Accreditation of an institution of higher education by NECHE indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

¹ Adapted from NECHE website, <https://www.neche.org/about-neche/>.

FACULTY AND ADMINISTRATION, 2020-2021

Administration

Rabbi Sharon Cohen Anisfeld, President

Steffi Bobbin, Director, Human Resources

Keith Dropkin, Vice President, Finance and Administration

Bob Gielow, Director, Office of Student Services

Rabbi Dan Judson, PhD, Dean of Graduate Leadership Programs

Rabbi Daniel Klein, Rab`10, Dean of Students

Rabbi Michael Shire, PhD, Chief Academic Officer;
Academic Director, Master of Jewish Education Program

Susie Tanchel, PhD, Vice President of Community Education

Faculty

Rachel Adelman, PhD, Associate Professor, Bible

Rabbi Sharon Cohen Anisfeld, President

Harvey Bock, Hebrew Language Coordinator,
Rabbinical Program

Rabbi Shoshana Meira Friedman`14, Director of
Professional Development, Rabbinical and Cantorial
Programs

Rabbi Art Green, PhD, Rector, Rabbinical Program

Marion Gribetz, Director, Congregational
Education Initiative Director of Educational
Initiatives, Jewish Education Program

Rabbi Dan Judson, PhD, Dean of Graduate
Leadership Programs

Rabbi Jane Kanarek, PhD, Associate Dean for
Academic Development and Advising; Professor of
Rabbinics

Rabbi Gita Karasov`20, Director of Admissions &
Student Life, Rabbinical & Cantorial Programs

Rabbi Daniel Klein`10, Dean of Students

Rabbi Ebn Leader, Rabbinical Program

Rabbi Allan Lehmann, Associate Dean, Rabbinical
Program, Co-director, Beit Midrash

Barry Mesch, PhD, H`13, Stone-Teplow
Families Professor of Jewish Thought

Susan Morrel, Director of Field Experience,
Jewish Education Program

Rabbi Nehemia Polen, PhD, Professor of Jewish
Thought

Rabbi Shayna Rhodes`08, Co-director, Beit
Midrash

Rabbi Or Rose, Director, Miller Center for
Interreligious Learning & Leadership

Rabbi Micha'el Rosenberg, PhD, Associate
Professor of Rabbinics

Rabbi Jordan Schuster`18, Rabbinical Program

Rabbi Michael Shire, PhD, Academic Director,
Jewish Education

Susie Tanchel, PhD, Vice President of
Community Education

Cantor Lynn Torgove`12, Director, Cantorial
Program

Cantor Louise Treitman, Senior Advisor,
Cantorial Program

Adjunct Faculty

Edward Breuer, PhD, Jewish Studies

Cantor Vera Broekhuysen Can`16,
Cantorial Program

David Brody, PhD, Jewish Education

Rachel Figurasmith, Jewish Education

Rabbi David Frankel, PhD, Jewish Education

Sandy Gold, Jewish Education

Joshua R. Jacobson, PhD, Senior Advisor,
Cantorial Program

Rabbi David Jaffe, Rabbinical Program

Andrea Rose Cheatham Kasper, MEd`12,
PhD, Jewish Education

Cantor Becky Wexler Khitrik Can`14,
Cantorial Program

Cantor Jeff Klepper, Cantorial Program

Meir Lakein, Rabbinical Program

Orah Levin-Minder, Jewish Education

Amy Lieberman, Head of Vocal Arts, Cantorial
Program

Cantor Brian Mayer, PhD, Cantorial Program

Rabbi Richard (Rim) Meirowitz, Rabbinical
Program

Rabbi Margot Meitner, LICSW, MSW,
Rabbinical Program

Barbara Merson, PhD, Jewish Education

Rabbi Carl Perkins, Rabbinical Program

Judith S. Pinnolis, Cantorial Program

Nina Price, Jewish Education

Ina Regosin, Jewish Education

Cantor Ken Richmond, Cantorial Program

Susie Rodenstein, Jewish Education

Francine Ferraro Rothkopf, MJLS'10, Jewish
Education

Rabbi David Starr, PhD, Rabbinical and Jewish
Education Programs

Devora Steinmetz, PhD, Rabbinical Program

Rabbi Jeffrey Summit, PhD, Director, Hebrew
College Innovation Lab

Sam Zerin, Cantorial Program

Vocal and Cantorial Coaches

Cantor Marcie Jonas, Can'10

Frank Kelley

Cantor Michael McCloskey, MEd and Can'07

Hazzan Elias Rosemberg

Cantor Robbie Solomon

Kivunim Faculty

David Mendelsohn, PhD, Director

Amal Abu-Sif, Kivunim faculty member

Peter Geffen, Kivunim Founder & President

Tobi Kahn, Artist-in-Residence

Board of Trustees, 2020-2021

Harvey Chasen, Me'ah`16

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EMERITI

Betty Brudnick, P`46, H`10

Mickey Cail, Me'ah`03, H`06

Theodore, Teplow, CJS`96, H`99

ADMISSIONS

General Admissions Policies

Hebrew College welcomes students of all backgrounds and beliefs to join in the academic study of Judaism, and to become knowledgeable, creative participants, educators and leaders in the Jewish community and the larger world.

Hebrew College offers graduate degrees in Jewish Education and Jewish Studies, as well as rabbinic and cantorial ordination within a pluralistic setting.

Prior Experience

Hebrew College does not issue credit for prior experience or non-collegiate work.

Students, especially in the Rabbinic program, who come to the school with advance knowledge may be given “advance standing” in that they are accepted as a second- or third- year student instead of a Mekorot or first-year student. They are not given any additional credits for this. They are permitted to graduate in fewer than the normal 5-6 years the rabbinic program normally takes. How this decision is made may include testing; it is up to the admissions officer and the dean.

Advanced graduate credit is only given for students in the Master of Jewish Education-Pardes Educators Program (MJE-PEP), for text work done at Pardes. This credit is issued only after an official transcript from Pardes is submitted. The number of acceptable course credits and which courses would be used for this advanced text-work credit were decided upon when the MJE-PEP program was created, in the agreement signed between Pardes Institute and Hebrew College. These credits are awarded only in the student’s final semester at Hebrew College and they will not count towards any other degree at Hebrew College.

Transfer Credits

Students may transfer up to 12 credits at the graduate level from accredited universities. The decision to accept or not accept any graduate credit is made on an individual basis. If the student has graduate work from another institution at time of application, transfer credit may be awarded at time of admissions (official transcript must be part of the admissions package, and the Registrar’s Office must vet the course after the Admissions Office and/or Dean provides the transcript and information about which course(s) they want to accept for transfer credit.

Foreign Transcripts

Applicants wishing to be admitted to a Hebrew College degree or certificate program after attending a program outside of the United States, or wishing to transfer credits from a program outside of the United States, must have the transcript(s) professionally translated from the foreign language and have them evaluated by an agency specializing in converting foreign credits into the American semester hour system. This includes transcripts from Israel and Canada. Applicants are responsible for the cost of these services.

Hebrew College will accept transcript translations or conversions from:

American Association of Collegiate Registrars and Admissions Officers (AACRAO)

International Education Services

One Dupont Circle, NW, Suite 520

Washington, D.C. 20036-1135

Phone: 202-296-3359

<http://www.aacrao.org/>

Education Credential Evaluators, Inc.

PO Box 514070

Milwaukee WI 53203-3470

Phone: 414-289-3400

www.ece.org

Josef Silny & Associates, Inc. International Education Consultants

7101 SW 102 Avenue

Miami, FL 33173

Phone: 305-273-1616

www.jsilny.com

World Education Services

Bowling Green Station

P.O. Box 5087

New York, NY 10274-5087

Phone: 212-966-6311

www.wes.org

Please note: no college, including Hebrew College, is required to accept for transfer any credits presented on other college's transcripts. Each institution has the right and responsibility to judge and decide which credits and how many credits will or will not be accepted. Additionally, no college, including Hebrew College, can guarantee that any or all credits shown on its transcript will be accepted by another institution.

International Students

Students must fill out an International Students information form during the application process.

TOEFL

An official score report from the Test of English as a Foreign Language (TOEFL) may be required for all foreign students whose native language is not English and who have not received a degree from an accredited United States college or university.

Housing

Hebrew College does not have on-campus housing. Our students live in the in cities and towns throughout Greater Boston, home to one of the most robust, learned and active Jewish communities in the world. The most popular of these are Newton, Brookline, Cambridge/Somerville, and the Jamaica Plain section of Boston. Newton, our host city, is a safe and welcoming community teeming with restaurants, shops, and public transportation. Brookline is the center of Jewish Boston. It is an urban area with kosher and non-kosher restaurants as well as more than 10 synagogues and places to pray on Shabbat. Cambridge, Somerville and Jamaica Plain have a great urban feel and an active and progressive Jewish community.

ADMISSION AND APPLICATION INFORMATION BY PROGRAM

Admission and Application Requirements for the Rabbinic Program

The Rabbinical Program of Hebrew College strives to bring together a richly diverse group of students who are prepared to traverse a rigorous path of rabbinic training.

Eligibility

JEWISH ENGAGEMENT AND IDENTITY

As a pluralistic program, we do not have prescriptions for how you should live as a Jew. Rather, we support each other in a search for a meaningful and authentic engagement with Jewish tradition. We expect our students to be in an ever-deepening relationship with the core aspects of Jewish life:

- *Ahavat Hashem*: Engaging God, Theology and Jewish practice
- *Ahavat Torah*: Engaging Torah study
- *Ahavat Israel*: Engaging the Jewish people and culture in North America, Israel and around the world

Applicants must be Jewish by birth as recognized by at least one major rabbinic body, or by a conversion process that is recognized by at least one major rabbinic body. Hebrew College admits qualified students without regard to age, sex, disability, race, color, national or ethnic origin, sexual orientation, gender identity/orientation, genetic information, military or veteran status. We do not admit or ordain rabbinical students with non-Jewish partners. We warmly welcome applicants whose partners have undertaken a process of conversion and are committed to supporting them through that process.

ACADEMIC

Applicants must have a bachelor's degree from an accredited college or university and a competitive GPA. We do not require applicants to have taken the GRE.

HEBREW

At Hebrew College, we seek the wisdom that emerges when we deeply engage sacred Jewish sources in the original text. Your authentic interaction with the text demands significant study of the Hebrew language to enable you to discover the layers of wisdom within. Generally, applicants must have completed at least two years of college-level Hebrew to start *Mekorot*, our preparatory-year program, and three years to enter Shanah Aleph (Year 1).

PREPARATION AND CLASS PLACEMENT

Rabbinical school should not be the beginning of your Jewish learning but a continuation. The time before rabbinical school is an opportunity to deepen your Jewish knowledge and practice. It is also a critical time for working on your command of Hebrew, making sure you have the fundamentals and are at a level to start rabbinical school.

We have developed two guides to help you prepare for this journey. The first offers suggestions for reading and growth in core areas of Jewish knowledge and identity. The second provides specific instructions for ensuring your knowledge of Hebrew is at the appropriate level to enter rabbinical school.

in either *Mekorot*, the preparatory year program, or Shanah Aleph (Year 1). The [Personal Preparation Guide](#) and the [Hebrew and Text Skills Preparation Guide](#) can be found on our website.

Before applying, prospective students should contact Rabbi Gita Karasov, Director of Admissions, to arrange a time to speak. We also recommend you visit campus when classes are in session. This is one of the best ways to get a sense of whether or not Hebrew College is a good fit for you. We hold prospective-student events every year. If you are not able to attend one of these, Rabbi Karasov can arrange another time for you to visit, sit in on classes and meet with students and faculty.

Application Requirements

Once you have decided to apply, you will need to complete an application by January 15. A full application includes the following:

- Online application form
- Typewritten essays I and II (see below for details)
- A completed Hebrew placement exam. Please contact Rabbi Gita Karasov to request a copy of the exam.
- A completed text skills assessment for candidates for Shanah Aleph. Please contact Rabbi Gita Karasov to request a copy of the exam.
- Resume
- Official transcripts of all undergraduate and graduate studies from accredited academic institutions. Please have official copies of transcripts forwarded directly from the issuing institution. Electronic copies should be sent to admissionsoffice@hebrewcollege.edu and hard copies to the Office of Admissions, Hebrew College, 160 Herrick Road, Newton Centre, MA 02459.
- An official score report from the Test of English as a Foreign Language (TOEFL) for all foreign students whose native language is not English and who have not received a degree from an accredited United States college or university.
- Three or four letters of reference. Please ask at least one rabbi write on your behalf. Online and downloadable forms for references are available on our website.
- A non-refundable application fee of \$60 paid by credit card as part of the online application.

Applicants are given access to an online portal after completing the online application form and will upload documents directly to the portal.

Qualified applicants are invited to campus for an interview. During your visit, you will meet with a committee of faculty and alumni, and you will visit classes. Interviews take place from mid-January to late March. We will inform you of our admissions decision within two weeks of your interview.

FINANCIAL AID

Information about our financial aid policies may be found below and on our website. If you are applying for financial aid, please complete and submit the Hebrew College Financial Aid Application by March 1. An application for financial aid does not in any way affect a candidate's application for admission.

LETTERS OF REFERENCE

We strive to consider our applicants as holistically as possible. Recommendations are a crucial part of this process. We want to hear from individuals who know you well and who can offer a view into your academic qualifications, intellectual capacities, personal qualities, Jewish background and/or spiritual journey. Please ask at least one rabbi to write on your behalf. Online and downloadable forms for references are available on our website.

APPLICATION ESSAYS

Your responses to the application essay questions allow us to get to know you as an individual, a student, a Jew, and a future rabbi. In addition, these essays give you an opportunity to articulate your views on a variety of topics in a relaxed manner. We want you to be yourself and honest in your essays.

Essay I. Please answer questions 1, 2 and 3 in no more than 1500-2000 words total, for all three sections combined.

1. Why have you chosen to apply to become a rabbi? Discuss your intellectual, personal and spiritual development as well as life experiences, specific events and significant relationships that have led you to make this decision. Please include in this personal statement reflections on the following:
 - a. Your conception of and relationship with God
 - b. The evolution of your current Jewish practice
 - c. Your relationship to the Jewish people and Jewish history, including your relationship with Israel
2. What do you find most compelling and most challenging about training for the rabbinate in a pluralistic context?
3. As you imagine yourself both in rabbinical school and as a future rabbi, what are the strengths, weaknesses and fears that you bring with you?

Essay II. Please answer one of the following questions in 1500 words or less:

1. Reflect on a Torah passage that you have found meaningful or challenging. You may include classical and contemporary commentaries that have been helpful to you in understanding the text.
2. Write a critical review of a book of Jewish or spiritual significance that you have read over the past year. What was significant about this book? Why would you recommend or not recommend it to another reader?

Admission and Application Requirements for the Cantorial Program

Eligibility

JEWISH ENGAGEMENT AND IDENTITY

As a pluralistic program, we do not have prescriptions for how you should live as a Jew. Rather, we support each other in a search for a meaningful and authentic engagement with Jewish tradition. For prospective students, a cantorial program should not be the beginning of your Jewish learning but a continuation. The time before cantorial school is an opportunity to deepen your Jewish knowledge and practice. We expect our students to be in an ever-deepening relationship with Jewish life, and to have spent some time involved in the Jewish community.

Applicants to the cantorial program must be Jewish by birth as recognized by at least one major rabbinic body, or by a conversion process that is recognized by at least one major rabbinic body. Hebrew College admits qualified students without regard to age, sex, disability, race, color, national or ethnic origin, sexual orientation, gender identity/orientation, genetic information, military or veteran status. We do not admit or ordain cantorial students with non-Jewish partners. We warmly welcome applicants whose partners have undertaken a process of conversion and are committed to supporting them through that process.

ACADEMIC

Applicants must have a bachelor's degree from an accredited college or university and a competitive GPA. We do not require applicants to have taken the GRE.

MUSICIANSHIP

Candidates for cantorial ordination must have previous music training. All applicants will be required to take a musicianship test which will assess proficiency in reading music, sight-singing and music theory.

HEBREW

At Hebrew College, we seek the wisdom that emerges when we deeply engage sacred Jewish sources in the original text. Your authentic interaction with the text demands significant study of the Hebrew language to enable you to discover the layers of wisdom within. Generally, applicants must have completed at least two years of college-level Hebrew to start the program. This does not apply for admission to certificate programs.

Application Requirements

All applicants must submit the following materials:

- Online application form
- Two essays as described below
- Resume
- Official transcripts of all undergraduate and graduate studies from accredited academic institutions. Please have official copies of transcripts forwarded directly from the issuing institution. Electronic copies should be sent to admissionsoffice@hebrewcollege.edu and hard copies to the Office of Admissions, Hebrew College, 160 Herrick Road, Newton Centre, MA 02459.
- Three or four letters of recommendation; see below for requirements.
- A completed Hebrew placement exam. Please contact Admissions Director, Rabbi Gita Karasov, to request a copy of the exam.

- An official score report from the Test of English as a Foreign Language (TOEFL) for all foreign students whose native language is not English and who have not received a degree from an accredited United States college or university.
- A non-refundable application fee of \$60 paid by credit card as part of the online application.

AUDITION AND INTERVIEW

The interview is an essential and required part of the application process for all Hebrew College graduate degree programs. This is an opportunity for us to get to know you better; for you to visit the campus, sit in on classes and meet students; and to learn more about the College and the cantorial program. During your visit to Hebrew College, you will also participate in a vocal audition, and take a musicianship assessment test. Candidates will be contacted to schedule a date once a completed application is received. For details of audition requirements, please contact Admissions Director Rabbi Gita Karasov.

LETTERS OF REFERENCE

We strive to consider our applicants as holistically as possible. Recommendations are a crucial part of this process. We want to hear from individuals who know you well and who can offer a view into your academic qualifications, intellectual capacities, personal qualities, Jewish background and/or spiritual journey.

Please include at least one reference from a cantor or other Jewish professional well-acquainted with your musical and Jewish background, and one, preferably, from an academic instructor. Online and downloadable forms for references are available on our website.

APPLICATION ESSAYS

Your responses to the application essay questions allow us to get to know you as an individual, a student, a Jew and a future cantor. In addition, these essays give you an opportunity to articulate your views on a variety of topics in a relaxed manner. We want you to be yourself and be honest in your essays.

Please submit two essays, of approximately 1,000-1,500 words each, in response to the following:

- Why have you chosen to become a cantor? Discuss your intellectual, personal and spiritual development, as well as life experiences, specific events and significant relationships that have led you to make this decision. Please include reflections on:
 - Your conception of and relationship with God
 - The evolution of your current Jewish practice
 - Your relationship to the Jewish people and Jewish history, including your relationship with Israel
- Read *“The Vocation of the Cantor,”* Chapter 16 in *“The Insecurity of Freedom”* by Abraham Joshua Heschel (link to chapter found on our website). Respond to Heschel’s views on the cantorate, prayer and Jewish music. In what ways do you agree or disagree with his assessment?

APPLICATION SUBMISSION

Applicants are given access to an online portal after completing the online application form and will upload supporting documents there. You are responsible to ensure that all of your application materials are received; we welcome calls or emails from candidates regarding the status of their applications.

Admission and Application Requirements for the Master of Arts in Jewish Studies Program

Eligibility

Applicants must have a bachelor's degree from an accredited college or university and a competitive GPA. We do not require applicants to have taken the GRE.

There is an intermediate level Hebrew requirement for entering the program. Incoming students must have completed Hebrew 4 (intermediate Hebrew) or its equivalent, and a Hebrew proficiency exam will be a part of the application process. For students who have had little exposure to Hebrew, Hebrew College offers a summer Ulpan course to prepare students for the master's program.

SELECTION OF CANDIDATES

Admissions decisions are based on a careful review of a candidate's completed application, credentials, supporting documents and appropriateness for the degree program. Applicants for graduate-degree programs must have a bachelor's degree from an accredited college or university and a competitive GPA.

Hebrew College admits qualified students without regard to age, sex, religion, disability, race, color or national origin. An application for financial aid does not in any way affect a candidate's application for admission.

DEADLINES

Application deadlines are May 15 for fall admission, with a priority date of March 1, and Nov. 15 for spring admission. Extensions are granted on a case-by-case basis, though financial aid awards may be more limited for late applications.

You are responsible to ensure that all of your application materials are received; we welcome calls or emails from candidates regarding the status of their applications.

Application Requirements

All applicants must submit the following materials:

- A completed online application form
- Two essays, as described below
- Official transcripts of all undergraduate and graduate studies from accredited academic institutions. Please have official copies of transcripts forwarded directly from the issuing institution to the Office of Admissions, Attn: Rabbi Gita Karasov, 160 Herrick Rd., Newton Centre, MA, 02459.
- Three letters of recommendation, including at least one from an academic instructor. Letter of reference forms can be found on our website and mailed directly to the Office of Admissions or sent electronically to admissionsoffice@hebrewcollege.edu.
- Hebrew placement exam
- Nonrefundable application fee of \$60.

INTERVIEW

The interview is an essential and required part of the application process for all Hebrew College graduate degree programs. This is an opportunity for us to get to know you and for you to learn more about the college and program for which you are applying. Interviews are conducted via Zoom.

FINANCIAL AID

Information about our financial aid policies may be found below and on our website. If you are applying for financial aid, please complete the required forms and submit with your application materials according to the deadline schedule above.

ESSAY QUESTIONS

We consider the personal statement to be an essential part of the application process. Please compose a 500- to 700- word essay for each of the following questions:

1. Why are you applying to the Master of Arts in Jewish Studies degree program at Hebrew College? How will studying here enable you to achieve your goals?
2. Select a book, article or essay related to Jewish life/culture that you have read recently. Discuss your reactions, impressions and opinions.

CONTACT INFORMATION

Rabbinical, Cantorial, Rav-Hazzan and Jewish Studies Programs and Admissions

Rabbi Gita Karasov

gkarasov@hebrewcollege.edu

Admission and Application Requirements for the Master of Jewish Education Programs

Please read these instructions carefully before completing your application. Should you have any questions about the application process or regarding the status of your application, please contact us:

Master of Jewish Education Program at Hebrew College

dron@hebrewcollege.edu

Eligibility

Admissions decisions are based on a careful review of a candidate's completed application, credentials, supporting documents and appropriateness for the degree program. Applicants for graduate degree programs must have a bachelor's degree from an accredited college or university and a competitive GPA. Hebrew College admits qualified students without regard to age, sex, religion, disability, race, color or national origin. An application for financial aid does not in any way affect a candidate's application for admission.

Application Instructions for Master of Jewish Education

Applications are available online through our website. Please send supporting materials to dron@hebrewcollege.edu.

You are responsible to ensure that all of your application materials are received; we welcome calls or emails from candidates regarding the status of their application.

DEADLINES

Application deadlines are May 15 for fall admission, with a priority date of March 1, and Nov. 15 for spring admission.

Extensions are granted on a case-by-case basis, though financial aid awards may be more limited for late applications.

MASTER OF JEWISH EDUCATION ONLY

(see below for application instructions for Pardes Educators' program)

All applicants must submit the following materials:

- A completed online application form
- Two essays, as described below
- Official transcripts of all undergraduate and graduate studies from accredited academic institutions.
- Please have official copies of transcripts forwarded directly from the issuing institution to admissionoffice@hebrewcollege.edu or to the Office of Admissions, Hebrew College, 160 Herrick Rd., Newton Centre, MA, 02459.
- Three letters of recommendation, including at least one (if possible), from an academic instructor. Letter of recommendation forms can be found on our website, and they should be mailed directly to the Office of Admissions or sent electronically to dron@hebrewcollege.edu.
- A nonrefundable application fee of \$60.

APPLICATION INSTRUCTIONS FOR MASTER OF JEWISH EDUCATION - PARDES EDUCATOR'S PROGRAM

Interested students must apply to both Hebrew College and the Pardes Institute. The admissions departments of both institutions communicate to evaluate student applications. Additionally, the institutions communicate regarding administration and academic and student services.

All applicants must submit the following materials:

- A completed online application form
- Official transcripts of all undergraduate and graduate studies from accredited academic institutions, forwarded directly from the issuing institution to admissionsoffice@hebrewcollege.edu or to the Office of Admissions, Hebrew College, 160 Herrick Rd., Newton Centre, MA, 02459.
- Copies of your Pardes application essays
- A nonrefundable application fee of \$60.
- Pardes will forward your letters of reference to Hebrew College on your behalf.

INTERVIEW

The interview is an essential and required part of the application process for all Hebrew College graduate degree programs. This is an opportunity for us to get to know you and for you to learn more about the college and program for which you are applying. Interviews are conducted via Zoom.

FINANCIAL AID

Information about our financial aid policies may be found below and on our website. If you are applying for financial aid, please complete the required forms and submit with your application materials according to the deadline schedule above.

ESSAY QUESTIONS

Please compose two essays, in one- to two- pages each:

Question 1

- Why are you applying to the Master of Jewish Education program at Hebrew College? How would studying here enable you to reach your personal and/or professional goals?

Question 2

- Discuss your reactions, impressions and opinions to the following text:

חנוך לנוער על פי דרכו

(“Educate a child according to his/her own needs and direction”)

(Proverbs 22:6)

Contact Information

Debrah Ron

Graduate School of Jewish Education Admissions
dron@hebrewcollege.edu

ACADEMIC CALENDAR, 2020-2021

SUMMER 2020: JUNE 15-AUGUST 30

June 15	First day of summer classes
July 12-17	Jewish Studies Summer Seminar
July 19-24	Jewish Education Summer Seminar
July 29	Erev Tish'a B'av, Campus closes at 1 PM
July 30	Tish'a B'av, Campus closed
Aug. 21	Last day of summer classes

FALL SEMESTER 2020: AUG. 31-DEC. 23

Aug. 31 - Sept. 4	Rabbinic and Cantorial Orientation
Sept. 7	Labor Day, Campus closed
Sept. 8	First day of fall classes
Sept. 16	Add/Drop period ends
Sept. 18	Erev Rosh Hashanah
Sept. 19-20	Rosh Hashanah, Campus closed
Sept. 21-25	No classes: Rosh Hashanah through Yom Kippur, Campus open
Sept. 27	Erev Yom Kippur, Campus closes at 1 PM
Sept. 28	Yom Kippur, Campus closed
Oct. 2	Erev Sukkot
Oct. 3-4	Sukkot, Campus closed
Oct. 5-9	Intermediate days of Sukkot, classes held
Oct. 9	Hoshana Rabbah
Oct. 10-11	Shmini Atzeret/ Simchat Torah, Campus closed
Oct. 16-18	Rabbinical/Cantorial Shabbaton
Nov. 3	Election Day, classes held, Campus open
Nov. 11	Veteran's Day, classes held, Campus open
Nov. 16-17	Ta Sh'ma Open House for prospective rabbinical and cantorial students
Nov. 25	Day before Thanksgiving, Campus closes at 1 PM
Nov. 26-27	Thanksgiving Holiday, Campus closed
Dec. 10	Hanukkah begins
Dec. 18	Last day of fall classes
Dec. 23	Last day to turn in fall semester work
Dec. 24	Winter Break begins, Campus closes at 1 PM
Dec. 25-Jan. 4, 2021	Winter break, Campus Closed
Jan. 4, 2021	Fall semester grades due

WINTER AND SPRING SEMESTER 2021: JAN. 4 -MAY 21

Jan. 4	Campus Reopens
Jan. 18	Martin Luther King Jr., Day, Campus closed
Jan. 19-22	Rabbinical and Cantorial January Intensive Seminars
Jan. 25-29	Rabbinical and Cantorial Winter Seminar
Feb. 1	First day of spring classes
Feb. 8	Add/drop period ends
Feb. 15	President's Day, Campus closed
Feb. 19-20	Rabbinical and Cantorial Shabbaton-in-Newton
Feb. 25	Erev Purim, Campus closes at 1 PM
Feb. 26	Purim, Campus closed
March 27	Erev Pesach, Campus closes at 1 PM
March 28-29	Pesach, Campus closed
March 30-April 1	No classes, Campus open
April 2	Erev end of Pesach, Campus closed
April 5	Classes resume, Campus open
April 8	Yom HaShoah
April 14	Yom HaZikaron
April 15	Yom HaAtzma'ut, Campus-wide day of learning
May 14	Last day of spring classes
May 16	Erev Shavuot, Campus closes at 1 PM
May 17-18	Shavuot, Campus closed
May 21	Last day to turn in spring semester work
May 28	Spring semester grades due
May 31	Memorial Day, Campus closed
June 3	Project/Thesis Presentation Day
June 6	Graduation & Ordination

Hebrew College Operating Schedule and Snow/Emergency Policy

For the purpose of this policy, the official opening time for the College is 8:00 a.m. A delayed opening means that the College will open at 10:00 a.m. Evening classes begin at 6:00 p.m. or later. In the event that the College must close or delay opening due to severe weather conditions or other emergency, an announcement will be made by 6:30 a.m. for day classes and by 3:00 p.m. for evening classes. During these emergencies, a recorded message of the College's operating schedule can be obtained by calling 617-559-8609. Announcements will also be made in the following media:

Radio: WRKO 680 AM; Television: WBZ Channel 4, WCVB Channel 5

ENROLLMENT POLICIES

Enrollment Deposit

Once you have been accepted to one of Hebrew College's academic programs, a nonrefundable enrollment deposit is required. This deposit will be applied toward your first semester's tuition and fee charges. If you choose not to enroll in the program for which you were accepted, the deposit will not be refunded.

Email Addresses for Students

Once you have been accepted to one of Hebrew College's academic programs, you will be required to complete an IT Agreement and will be assigned a Hebrew College email address. All official emails from the college will be sent to this address. The student may forward the hebrewcollege.edu email to another address if he/she so chooses. It is the student's responsibility to use the hebrewcollege.edu address in a responsible and legal manner.

Vehicles on Campus/Parking

All students, staff and faculty who drive to campus on a regular basis may use the campus parking lot. You are expected to follow posted signs and park only in designated areas. No cars should be left overnight without permission. Please speak to the receptionist in the main lobby for specific directions.

Registration of an Out-of-State Vehicle

Massachusetts' state law requires all students using cars not registered in the Commonwealth of Massachusetts to file a non-resident driver statement with the policy department located in the same city or town as the college the student is attending. If you are a non-resident student who will be driving to campus, you are required to complete the Massachusetts Non-Resident Statement Form. The Office of Student Services will provide you with the necessary form and then issue the legally required out-of-state decal which you must display on your vehicle.

Health and Immunization Requirements

(revised December 2020)

All newly matriculated students who will attend classes or programs on campus are required to provide proof of immunization. Students must be immunized against hepatitis B (three inoculations), measles, mumps and rubella (individually or through the MMR vaccine), tetanus and diphtheria (TDap vaccine), and varicella. Students may submit either the Hebrew College Immunization form, signed by a healthcare provider, or an immunization record which comes directly from the healthcare provider's office. This form needs to be submitted only once, before new students begin their studies, and must be received before classes begin.

All matriculated students who attend classes or programs on campus are also required annually to provide proof of receiving a flu vaccine, by December 31 of each academic year.

Students who are medically exempt from vaccinations may submit a letter so stating signed by a health professional. Students who are not able to access their immunization records must review their situation with the director of their program at least 30 days before the beginning of the academic year.

Students who attend classes exclusively online and never visit campus in person are exempt from the immunization requirements.

Any student who has not complied with the requirements of this immunization policy will be barred from the campus pending compliance.

The Hebrew College Immunization form can be found on the Hebrew College website, under Resources/Registrar/Forms.

POLICY ON REQUIRED HEALTH INSURANCE

The Commonwealth of Massachusetts requires all full-time students to be enrolled in a Health Insurance plan. Hebrew College directs students who do not already have health insurance to the Massachusetts Health Connector, <https://www.mahealthconnector.org>.

REGISTRATION POLICIES

Students must register each semester to attend classes. Anyone attending a class who has not registered and who does not appear on the official class roster may be asked to leave the classroom until he or she has officially registered. Students will not be allowed access to any online course without being registered for that course. Students will only receive grades or credit for classes for which they are registered.

All students—matriculated, non-matriculated, for-credit and non-credit—are required to register for courses by the registration date listed in the Academic Calendar available on the Hebrew College website.

Only students in good academic and financial standing are eligible to register for classes. Registration requires payment of a nonrefundable registration fee, as well as payment of tuition. All students may register through Hebrew College's online Campus Cafe system.

Payment of all tuition and fees is due at the time of registration. Hebrew College does not provide third-party billing. If tuition is being paid by an employer, payment should be made directly to the College. Alternatively, students can make the payment and arrange for personal reimbursement from the employer. Other arrangements for payment (student loans, payment plans) must be made with the Office of Student Services at or prior to registration. No registrations will be accepted without payment information. Students who fail to follow this procedure will not be considered registered and are not entitled to the student and academic services of the College.

A student may still register for classes during the Add/Drop Period. Total payment is due upon registration. No registrations will be accepted after the Add/Drop Period has ended. Students wishing to withdraw from a class after the Add/Drop deadline must receive their advisor's approval and submit a written request to the registrar. For tuition refund schedules after withdrawing from a class, see Tuition and Fees.

Cross-Registration Opportunities

Hebrew College participates in cross-registration agreements with the following colleges and universities, as well as other area accredited colleges and universities on a case-by-case basis:

- Boston University
- Northeastern University
- Boston Theological Institute's member schools (see below for additional information)

Only matriculated Hebrew College students already accepted into a Hebrew College degree or certificate program may cross-register through Hebrew College for courses at these colleges and universities. The normal tuition and fees are paid to Hebrew College. However, the host school may require an additional registration fee. Note that semester start and end dates may vary among schools. It is your obligation to register during the registration period as required by the school at which you wish to cross-register. Registration is done on the Boston Theological Institute's website: <http://www.bostontheological.org/> in the cross-registration section of the website.

CROSS REGISTRATION THROUGH THE BOSTON THEOLOGICAL INSTITUTE (BTI)

BTI Member Schools are:

- Boston College Theology Department
- Boston College School of Theology & Ministry
- Boston University School of Theology
- Gordon-Conwell Theological Seminary
- Hartford Seminary
- Harvard Divinity School
- Hebrew College
- Holy Cross Greek Orthodox School of Theology
- St. John's Seminary & Theological Institute

Hebrew College's membership in BTI provides our student's access to library resources at all BTI member institutions. Access includes borrowing privileges.

Students may take courses at any of the member institutions. The student is fully responsible for completing the cross-registration through the BTI cross-registration website. Additionally, the student is responsible for meeting add/drop dates, withdrawal from course(s) and filing for incompletes. Improper registrations may result in late fees or problems transferring course credits and grades.

Pertinent dates such as add/drop (for each BTI institution) and deadlines for filing and completing incompletes may be different from the date at the student's home school. It is the student's responsibility to keep track of and meet these deadlines, and to confirm in writing with the BTI school's registrar the date by which an incomplete must be completed.

Tuition for courses taken at a member school will be paid by the student to the home institution—therefore, the student must be registered for the course at both the student's home school and the BTI institution offering the course.

Courses available from BTI are listed on their website: www.bostontheological.org. and registration is done on the BTI website.

Failure to Register

A student wishing to take a semester off must petition for a leave of absence. A matriculated student who fails to register for classes or petition for a leave of absence and does not pay the required tuition and/or fees for more than one semester will be considered an inactive student and may be required to apply for readmission to the College. Readmission under these circumstances may result in the student being required to follow the degree requirements in place at time of readmission, rather than those in place when the student was originally admitted to the College.

Students who have completed their coursework and are waiting for graduation, or who are spending the semester writing their thesis, are still required to register each semester. They should register for a Leave of Absence for Continuation of Candidacy or Writing of Thesis. See the section on Leave of Absence for more information, including registration fee requirements.

Leaves of Absence

Matriculated students in good standing who need to discontinue their studies for a short period of time may request up to two consecutive semester-long leaves of absence from their degree program without jeopardizing their enrollment or their standing in the program. The student must complete the "Petition for Leave of Absence" form and submit it, together with the required fee, to the Office of the Registrar.

A leave of absence may be requested in the following circumstances:

- A matriculated student requires time off for personal, professional or other legitimate reasons before all coursework has been completed. Student may take a leave for no longer than one year during the degree program. Leaves are set up semester by semester and fees are required for each semester of this type of leave.
- A matriculated student who is writing a thesis, but not attending classes for a specific semester. Leave of Absence fee is required.
- A matriculated student who has completed all coursework, including a thesis or final project, for a degree and is awaiting the next commencement. No Leave of Absence fee is required.
- A matriculated student who has a medical need to take a leave of absence. Student must complete the Leave of Absence form and provide a letter from a doctor requesting the student be allowed leave. No Leave of Absence fee is required.

ACADEMIC POLICIES AND PROCEDURES

Attendance

Students are expected to attend classes regularly. In the event that you must be absent for any reason, it is recommended that you consult with the instructor in advance to establish how and when to make up missed material and coursework. If absences exceed three class sessions, you may be subject to administrative review by the Chief Academic Officer that may lead to academic probation or dismissal. Students are expected to complete their coursework in a timely manner. Final papers and other coursework will be assigned well enough in advance so that work can be submitted before grades are due. Grades for Hebrew College courses are due two weeks after the final day of each semester. Prior to the end of each semester, instructors will be notified by the Registrar's Office of the exact due date of grades.

Hebrew College Policy on Credit Hours

Hebrew College's Graduate Leadership Programs operate on a semester system using credit hours. There are fall and spring semesters of approximately 15 weeks each, and a summer semester of 6-10 weeks. Some programs may run required mini-courses during the January preceding the spring semester, with those credit hours counting towards students' spring semester credit loads.

Calculation of credit hours follows the recommendations of the US Department of Education. Each credit hour assumes the equivalent of three hours of work per week over a 15-week semester, including class time, structured partner study time (in "beit midrash" or "hevuta"), homework, research, papers and exams. In total, one credit hour equals 45 hours of work over the course of the semester.

Online classes which are asynchronous follow the same credit hour guidelines, with 45 hours of work per credit hour expected over the course of the semester.

Grading and Credit Requirements for Degree Candidates

UNDERGRADUATE STUDENTS

Students must maintain a grade-point average of 2.5 or above. Full-time undergraduate students must complete a minimum of 12 credits per semester and finish their degree within five years of initial enrollment. Part-time students are those taking fewer than 12 credits per semester and must complete their degree within 10 years.

GRADUATE STUDENTS

Students must maintain a minimum grade-point average of 3.0. Students in graduate programs only receive credit for courses in which they earn a B- or better. In graduate-level Hebrew courses, students only receive credit for a grade of C or better.

Students in Hebrew College's ordination programs are graded on a pass-fail basis in many of their required courses, with individualized assessments and evaluations making up a portion of the grading process. A passing grade requires the equivalent of a B- or better.

Full-time students in the graduate programs are expected to complete at least 9 credits per semester. Part-time students are those taking fewer than 9 credits per semester. Full-time master's degree students are expected to graduate within three years. Part-time master's degree students are expected to complete their degree within four years. Students in the Rabbinical program are expected to complete their degrees within 6 years. Students in the Cantorial program are expected to complete their degrees within 5 years if they are full-time students, and 7 years if they are part-time students.

Credit Requirements for Students Receiving Student Loans

Both undergraduate and graduate students who ask for student loans are required by the federal government to take a minimum number of credits each semester. This requirement may differ from the part-time or full-time categories listed above. Recipients of student loans are also required to make satisfactory academic progress each semester. Failure to do so can impact eligibility for further student loans. See the “Financial Aid at Hebrew College” section for more information.

Grading System

Hebrew College grade-point averages and academic standards are based on the following grade-point equivalents:

A+ = 4.2

A = 4.0

A- = 3.7

B+ = 3.5

B = 3.3

B- = 3.0

C+ = 2.7

C = 2.5

C- = 2.3

D = 2.0

F, I, NC, P, W, PI, NG = 0

Incompletes

A student, who for compelling reasons postpones the submission of required coursework, must fill out a “Petition for Incomplete” form to be signed by the instructor and submitted to the Office of the Registrar. The form must be received by the registrar before the last day of the class. A deadline for when the completed coursework is due may be set by the instructor and this information will be given to both the student and the registrar’s office. If no specific deadline is set, the coursework must be completed and submitted by the student during the following semester.

- If an Incomplete is requested for a fall semester course, the outstanding work must be submitted by the last day of spring semester of the same academic year.
- If an Incomplete is requested for a spring semester course, the outstanding work must be submitted by the first day of the fall semester.
- If an Incomplete is requested for a summer course, the outstanding work must be submitted by the last day of the fall semester.
- Students should inform the Registrar’s office when they have submitted all outstanding work to the appropriate instructor.
- Graduating students must complete all incomplete courses no later than March 1st during the spring semester of their final year.
- A student holding two or more Incompletes may not register for subsequent semesters until coursework is completed. An academic hold will be placed on their account.
- If a student fails to submit the outstanding work to the instructor within the designated time frame outlined above, the grade of “I” will be changed to a grade of F. Instructors may request that the Registrar enter a grade of PI, Permanent Incomplete, rather than a grade of F.

Extension of Incomplete

In special circumstances, the Chief Academic Officer has the authority to grant an extension for the submission of overdue work with the approval of the instructor. To request an extension, you must submit a written petition to the Registrar's Office, explaining the extenuating circumstances. The petition must include a date by which work will be submitted. The Registrar will submit the petition to the Dean of your program for approval. Generally, the extension will be limited to two to four weeks.

Student Academic Standing and Evaluation

While grade-based guidelines of satisfactory progress are used to confirm student status and eligibility for financial aid and student loans (see section on Financial Aid Policies), satisfactory academic progress in ordination programs is determined by more than grades and course requirements. It also reflects evaluation of clergy presence, interpersonal skills, communication skills, spiritual clarity, and more, which are more subjective criteria. Success in these areas is determined by the faculty of the rabbinic and cantorial programs through mid- and end-of-year reviews of student progress. Deans meet with students who are not making sufficient progress in the programs to determine continuation or not.

Rabbinical students are graded pass-fail; Education and Jewish Studies students are graded with letter grades; and cantorial students are graded with a combination. For students in rabbinical and cantorial programs, there are subjective, values-based criteria used to evaluate competencies in addition to academic criteria. Criteria for grading is published and available to students in each program.

Extensions and Probation for Degree Candidates

Matriculated students requesting less than half-time study or extensions of time limits should consult with their deans. Students who do not maintain acceptable grade-point averages or who fail to complete the required number of credits may be placed on academic probation by written notification. Students on academic probation are entitled to participate fully in all aspects of College life; however, any financial assistance provided by the College may be discontinued for the duration of the student's probation. A student's continued inability to maintain satisfactory academic progress for one semester following announcement of probation normally results in dismissal on academic grounds. Application for special consideration may be made to the Registrar's Office in writing and will be brought to the dean of your program for approval.

Withdrawing from an Academic Program

If you wish to withdraw from your degree program, you must submit the official withdrawal form as notification of "Withdrawal from School" to the Office of the Registrar. Non-attendance or a conversation with an instructor or dean does not constitute formal withdrawal, nor does it reduce or alter your financial obligation to the College.

Non-Degree & Consortium Students

Non-degree and cross-registered students who take Hebrew College classes for credit are held to the same academic standards and policies as matriculated students. Students who are registered for non-credit will not receive a grade at the conclusion of the course and will be expected to be mostly silent observers during class discussions.

ACADEMIC STANDARDS

Students at Hebrew College are treated with respect and receive individual attention and support from faculty and staff. In turn, students must live up to their share of the academic partnership: fulfilling academic standards, completing coursework and honoring the Codes of Academic Integrity and Personal Conduct. Hebrew College has the right to maintain its academic standards and enforce its Codes of Academic Integrity and Personal Conduct.

Code of Academic Integrity

Academic integrity is the responsibility of every student who registers at the College. Dishonesty diminishes the quality of scholarship and deceives all those who depend on the integrity of the College's academic programs.

Student Responsibilities

Students should be particularly careful not to compromise their academic integrity regarding examination behavior, research fabrication and plagiarism.

Behavior during an Examination

The use of any external assistance during an exam will be considered academically dishonest, unless expressly authorized by the instructor. Inappropriate examination behavior includes, but is not limited to, communicating with another student in any way during an exam, copying material from another student's exam, allowing another student to copy from your exam paper and using unauthorized notes or other unauthorized materials.

Research Fabrication

Any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity. Fabrication includes, but is not limited to, inventing or altering research for a research project or field project, and resubmitting returned and corrected academic work without the full knowledge and approval of the instructor.

Plagiarism

Appropriation and passing off another person's ideas or words as your own is considered plagiarism. When using another person's words or ideas, you must acknowledge the original source through recognized referencing practices. If you are unsure whether or not a citation is necessary or what sort of citation is appropriate, you should consult with your adviser or course instructor. Use of another's ideas or words must be properly acknowledged as follows:

- Direct quotations must be acknowledged by footnote citation and by either quotation marks or other appropriate designation.
- When another person's ideas are borrowed in whole, or in part, and restated in your own words, you must include proper acknowledgment. A footnote or proper internal citation must follow the paraphrased material.

Other forms of academic dishonesty include, but are not limited to, the submission of another person's paper as your own work, the use of a paper or essay to fulfill requirements in more than one class without both instructors' knowledge and expressed permission, and the acquisition of a copy of an examination in advance without the knowledge and consent of the instructor.

Action on Suspected Violations

CASES OF UNDISPUTED ACADEMIC MISCONDUCT

If the student has admitted to the academic misconduct and has never been found guilty of an academic conduct violation at Hebrew College, the faculty member may request the designated Dean's authorization to sanction the student by means of grading penalty. In such a case, a student who has admitted to academic misconduct may agree to a grading penalty as determined by the faculty, up to and including a failing grade in the course. The faculty member will inform the designated Dean of the proposed grading penalty.

Students who are not allowed the option of a grading penalty or who elect to have their cases heard by the dean may receive the sanctions of Reprimand, Disciplinary Probation, Suspension, or Expulsion. In the case of minor violations that do not warrant sanction, there may be no penalty.

Reprimand

- For violations of a minor nature or mitigated by extenuating circumstances.
- A copy of the reprimand shall be placed in the student's file but shall not be recorded on the permanent academic record. Past reprimands may be considered in imposing sanctions for future offenses.
- Reprimands place no restriction on the student's participation in academic activities.

Disciplinary Probation

- For violators deemed serious enough to warrant some abridgment of the student's rights and privileges.
- Given for a specific period of time.
- Recorded on the student's permanent internal record.

Suspension

- For violators deemed seriously enough to warrant separation of the student from the college community for a limited time, but not serious enough to warrant expulsion.
- Given for a period of up to one semester.
- Recorded on the student's permanent internal record; the student's external record shall carry the statement "withdrawn".
- The student must apply to the Dean of his or her School for readmission, making a satisfactory statement concerning his or her interim activities and his or her intended future conduct.

Expulsion

- For extremely serious academic misconduct.
- Recorded permanently on the student's academic record.
- Expulsion is permanent.

Personal Conduct Code

Students are expected to conduct themselves in accordance with the goals of Hebrew College as an educational institution. You should treat all members of the College community with courtesy, and your behavior should reflect the basic principles of respect for persons and property. In order to maintain a learning environment that is safe and inviting for every member of the College community, instructors may, with the approval of the Chief Academic Officer, exclude from class any student who exhibits unbecoming conduct.

Use of Cell Phones

To maintain a respectful and courteous learning environment, students are expected to refrain from the use of cell phones in classes, lectures, the Bet Midrash or during a religious service. You should turn off your cell phone before entering class. If anticipating an urgent call, set your cell phone to silent or vibrate mode and either leave the room before the expected time of the call or exit quickly and unobtrusively when the cell phone vibrates. You should wait until you have left the room to begin the conversation.

ACADEMIC GRIEVANCE POLICY

Academic grievances relate to a complaint about a course, program of study or academic grade. You are expected to address any disagreement or grievance directly with the instructor involved. If after this, there is no satisfactory resolution, you should contact the Dean of the School.

All communications regarding the complaint must be presented in writing, and all meetings and communications should be documented.

Steps to the Grievance Procedure are as follows:

1. An academic grievance should initially be directed to the instructor. A complaint must be made within six months of the problem. All students are urged to discuss their school-related concerns, problems or questions openly and frankly with their instructors. Effective two-way communication between instructors and students can serve the best interests of both. Many problems can be resolved in this way. All instructors are expected to listen carefully to students, consider the problem and try to resolve it through direct conversation.
2. If the student is not satisfied with this solution, they may write to their Dean, explaining the problem in detail with copies of all correspondence relating to the matter. The Dean will review the letter with the Chief Academic Officer and arrange a meeting with the student to evaluate the situation. Within 10 working days, the Dean should reply in writing to the student stating the resolution of the matter.
3. If the student is still not satisfied with this solution, he or she may write a letter to the Dean and Chief Academic Officer stating the problem with the resolution and the justifications for the dissatisfaction with the resolution.
4. The Chief Academic Officer will consult with the President who may decide to re-open the review of the resolution or confirm the original decision. The decision of the President is final, and the student should receive a letter explaining that decision within 10 working days.

ACADEMIC ACCOMMODATIONS AND DISABILITY SERVICES

Disabilities Policy

Hebrew College is committed to providing equal access to the College's programs, activities and services for all qualified students with disabilities, while maintaining the high standards of achievement that are essential to the integrity of the College's programs and services. In advancing these dual aims, the College will ensure that its policies, practices and procedures conform to federal and state statutes and regulations.

Two federal statutes govern the rights of individuals with disabilities and apply to those who attend Hebrew College. Section 504 of the Rehabilitation Act of 1973 states that no "otherwise qualified person" with a disability can be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity within an institution that receives federal financial aid. The Americans with Disabilities Act (ADA) defines a person with a disability as any individual who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is perceived by others as having such an impairment. The ADA applies to Hebrew College, both as a place of public accommodation and as an employer. Section 504 and the ADA require institutions of higher education to provide equal access to educational opportunities to otherwise qualified persons with disabilities.

Learning Disabilities Policy

Hebrew College is committed to being an inclusive learning institution and community and supporting all students to the extent possible to engage fully with our courses of study. This section details our approach and commitments to accommodating students with disabilities.

RIGHTS AND RESPONSIBILITIES OF STUDENTS WITH DISABILITIES

Title III of the American Disabilities Act (ADA) of 1990 along with certain provisions of Sections 504 and 508 of the American Rehabilitation Act (ARA) of 1973 provides regulations and guidance for private postsecondary institutions with regard to meeting individual students' needs.

(<http://www2.ed.gov/about/offices/list/ocr/transition.html>) Due to these laws, all public and private colleges are required to demonstrate compliance with applicable federal mandates.

(<http://www.ldonline.org/article/6082/>, <https://adata.org/faq/what-are-public-or-private-college-universitys-responsibilities-students-disabilities>)

Accordingly, all Hebrew College students have the right to the following:

- Equal access to Hebrew College's programs, activities and services;
- Reasonable accommodations and academic modifications and services that may be needed for equal access to the College's programs, activities and services (including but not limited to coursework and examination);
- Appropriate confidentiality of information concerning any disability as required by federal and state law;
- Reasonably accessible and available information concerning the College's disability services;
- Access to the Office of Student Support;
- Auxiliary aids and services when they are necessary to ensure effective communication with individuals with hearing, vision, or speech impairments. However, it should be noted that auxiliary aids that would result in an undue burden to the College (i.e., "significant difficulty or expense") or in a fundamental alteration in the nature of the program or services are not required by the regulation.

Hebrew College students with disabilities have the responsibility to do the following:

- Meet the College's qualifications and maintain essential technical, academic and institutional standards;
- Inform the Dean of their program and Director of Student Support if they require accommodations and/or modifications to have equal access to any of the College's programs, activities or services;
- Provide in a timely manner appropriate documentation as requested by the Director of Student Support, indicating how their disability limits participation in any of the College's programs, activities and services;
- Follow the Director of Student Support's procedures for requesting and obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services.

Hebrew College has the right to do the following:

- Request and receive appropriate documentation supporting students' requests for accommodation, academic adjustments and/or auxiliary aids and services;
- Defer action on a student's request for accommodation until the student provides appropriate documentation supporting the existence of his or her claimed disability and the appropriateness of the requested accommodation(s);
- Offer students the most cost-effective accommodations, academic adjustments and/or auxiliary aids and services that are responsive to the student's particular needs;
- Decline to (1) lower or substantially modify essential requirements (2) change the substantive content of the test, (3) make adjustments that would fundamentally alter the nature of a service, program, or activity, (4) or that would result in an undue financial or administrative burden (5) provide personal attendants, individually prescribed devices, readers for personal use

or study, or other devices or services of a personal nature, such as tutoring and typing.
<http://www2.ed.gov/about/offices/list/ocr/transition.html>

Hebrew College has the responsibility to do the following:

- Provide information to students concerning the resources and services available for students with disabilities and provide that information in accessible formats upon request;
- Ensure that the College's programs, activities and services, when viewed in their entirety, are accessible to all students, including those identified with disabilities in an integrated and appropriate setting;
- Work with students who request accommodations and modifications to identify reasonable and effective accommodations and modifications for each student's needs within the context of a particular course or program's essential elements;
- Respond to all requests for accommodation in a timely manner;
- Provide reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids for students with disabilities;
- Maintain appropriate confidentiality of the student's documentation, records and communication in accordance with federal and state law.

Process for Requesting Accommodations

Hebrew College attempts to assist students with disabilities to pursue their programs successfully. If you believe that you have a disability that has yet to be evaluated, you should contact the Director of Student Support regarding these concerns. A referral for psycho-educational and/or neuropsychological evaluation may be suggested. Such an evaluation would be at your expense. Students are advised to check with their health insurance carrier to determine if these evaluations are covered under their policies. Students with documented physical, medical, visual, hearing, learning or psychiatric disabilities, who wish to request accommodations and/or modifications for their disability must make an appointment to meet with the Director of Student Support of the disability to discuss why the accommodation and/or modification is necessary and provide reasonable documentation. A qualified professional must prepare the documentation.

The Director of Student Support will request a meeting with your Dean and Advisor to review your request for accommodations and/or modifications and the supporting documentation, and determine whether you are eligible to receive the requested or some alternative accommodations/modifications, and inform you in writing of this decision. The Director of Student Support will also inform you in writing of your right to appeal the decision.

If you are deemed eligible for accommodations and/or modifications, the Director of Student Support will assist in developing the specific accommodations and/or modifications and facilitate those accommodations and/or modifications that will allow for optimal learning and completion of relevant assignments (for example, untimed testing, distraction-free testing environment). Once the necessary accommodations and/or modifications have been determined, an Individualized Student Plan (ISP) will be developed by the Director of Student Support detailing the required accommodations and/or modifications. A copy of the ISP will be distributed to your teachers, advisor, and Dean and be placed in your file, separate from your Educational Record. This process will be completed in a timely manner that is considered reasonable by the College. In making requests for accommodations and/or modifications, you should remember that it takes time for the College to arrange accommodations. Therefore, if requests are not made in a timely manner, the College cannot guarantee that accommodations and/or modifications will be provided when needed.

TUITION AND FEES AND FINANCIAL AID POLICIES

Tuition and Fees

Depending on the program of study, tuition may be charged on a block basis (for students in the rabbinical and cantorial programs, and in the Master of Jewish Education-Pardes Educators' Program) or on a per-credit basis, or per courses for non-credit basis. Summer course tuition and registration fees are typically not included in the block tuition rates.

Tuition charges will be applied to the student's account immediately upon class registration each semester. Any financial aid credits to the account will typically be applied by the Director of Financial Aid during the month prior to the start of the semester.

Before the semester begins, the sooner the better, students are required to either pay their tuition balance, set up a payment plan or arrange for a sufficient student loan(s). Students will not be considered enrolled in that semester's classes, and may not be allowed to attend class, until one of these is completed. (Note that student loans are disbursed to student accounts one or more weeks after the semester has begun.)

In order for a student to have officially registered for a semester or classes, they must obtain financial clearance from the Office of Student Services. In order to obtain financial clearance, a student must:

- Settle and pay any balance remaining from a previous semester or session,
- Prior to the start of classes each semester, student must pay or show valid evidence that payment is forthcoming for the full amount of the current semester's net charges. Valid evidence should include documentation of student loans, scholarships in process, financial aid, outside institution approved payment plan, etc.
- In special cases, temporary deferred payment arrangements may be made, provided that the balance is paid in full before the end of that current semester,
- Every graduating student must settle and pay all financial obligations to the College no later than twenty (20) business days prior to graduation in order to participate in graduation exercises and receive a diploma or transcript.

Tuition and Fee Payment Options

Tuition must be paid in full before classes begin in each semester unless the student has arranged to participate in alternative payment plans offered by Hebrew College.

Payment plans offered for block-tuition students include a two-payment plan (one payment in the fall, second payment in the spring) and a nine-month plan (payments made monthly from August through April). For students who are paying on a per-credit or noncredit basis, there is a four-month plan. These plans are administered by an outside agency.

CREDIT CARD POLICY

Students may elect to use a credit card (MasterCard or Visa) to pay their tuition to the extent that other sources have not already been identified such as student loans, scholarships, grants or fellowships. For example, if the total tuition and fees for an academic year are \$21,950 and the student has received authorization to receive a student loan of \$10,000 and an institutional financial-need based grant for \$5,000, then only \$6,950 is eligible for credit card payment. Payment by credit card will incur convenience fees.

TUITION REFUNDS

Students with credit balances are immediately notified, one time, that they have an outstanding balance, including instruction on how they can request a refund. At the end of every fiscal year (typically May or June), all students are notified if they have an outstanding balance, including instruction on how they can

either request a refund or ask that the balance be carried over to a future term. These students are advised that if they do not request a refund or ask that the balance be carried forward, then Hebrew College will assume that their intent is to donate the balance to the College on an unrestricted basis.

Note that registration fees, payment plan fees and late fees are nonrefundable.

No refunds of loan proceeds will be made, of any kind, if the student has an outstanding balance to the College.

Fall, Spring, and Full Summer Semesters: Refunds for withdrawals are offered up to and including the end of the fourth week of classes. Students withdrawing from class after the fourth week of classes are no longer eligible to receive a refund.

- By add/drop date 100% tuition refund
- By second week 80% tuition refund; “W” (withdrawal) on transcript
- By third week 50% tuition refund; “W” on transcript
- By fourth week 25% tuition refund; “W” on transcript
- After fourth week No refunds issued; “W” on transcript
- There are no refunds after the fourth week of the semester.

A student who withdraws from the College and fails to do so in the prescribed manner will not be entitled to any refund.

Summer Programs Lasting 1, 2, or 4 Weeks: Because on-campus summer semesters are short, the refund policy for the regular academic year does not apply. Students must withdraw or add/ drop a course (or change from credit to noncredit, or vice versa) *on the first day of class*.

- By Add/drop 100% tuition first day of class refund
- No refund after the start of classes

Students who receive federal loans are subject to federally mandated repayment/refund regulations.

Withdrawal from School

Students who drop all classes and withdraw from their respective program of study must do so in writing to the College’s Registrar. Refunds will be forthcoming if the student’s notification occurs as stated above. Failure to withdraw in writing will result in the student’s continuing financial obligation to pay the school tuition for those classes even after the student has stopped attending class.

Students who receive federal loans are subject to federally mandated repayment/refund regulations.

Student Financial Obligations

Should a student in any Hebrew College program fail to meet his or her financial obligations with respect to payment of all tuition, fees, charges or repayment of loans when due, or fail to make satisfactory payment arrangements with the Office of Student Services, the College may bar a student’s registration, refuse admittance to classrooms or online course sites, restrict library privileges or withhold certificates, diplomas and transcripts until such obligations are met. Continued failure to meet student obligations may result in suspension of the student from the College. Students in default of tuition and fee payments will be asked to leave current classes and will not be allowed to register for any subsequent classes until their default situation is cleared.

All graduating students must settle and pay all financial obligations to the College in order to participate in graduation exercises and receive a diploma, certificate or transcripts.

The College will make every effort to work with students to clear the outstanding balance; however, the College reserves the right to send the account to a collection agency. The student will be responsible for all collection costs or legal fees incurred by the College during the collection process. Transcripts, grades and other academic records will not be released until all financial obligations to the College have been met.

Tuition and Fees 2020-2021

Graduate Degree Programs Tuition

PROGRAM	COST PER CREDIT	COST PER YEAR, FULL-TIME (18-CREDITS)
Master of Arts in Jewish Studies	\$1,240	\$22,320
Master of Jewish Education	\$1,240	\$22,320
Master of Jewish Education/Master of Arts in Jewish Studies (Dual Degree)	\$1,240	\$22,320
Master of Jewish Education/Pardes Educators Program	\$1,240	\$8,980 (block tuition)
Cantorial Program	\$1,240	\$31,880 (block tuition)
Rabbinic Program	\$1,240	\$31,880 ((block tuition)
One-Year Mekorot	\$1,240	\$31,880 (block tuition)
Two-Year Mekorot	\$1,240	\$15,480 (block tuition)

Fees for 2020-21 Academic Year

REGISTRATION FEES

Registration fees are nonrefundable and required of all students each semester.

For those taking only course for credit	\$120
For those taking a combination of credit and noncredit courses	\$120
For those taking only noncredit courses	\$60

LATE FEES

There is a \$25 fee for matriculated students who have unresolved tuition balances over 30 days. When circumstances warrant, Hebrew College reserves the right to apply this fee up to four times within a semester.

STUDIO FEES

Required of all ordination students in the School of Jewish Music	\$200
Non-cantorial ordination students taking voice lessons	\$1,200

GRADUATION FEES

Required of all graduating students regardless of whether or not they attend graduation ceremonies.* Fee is collected in early spring of graduation year.

Ordination plus master's degree	\$200
Ordination only	\$175
Degree only (bachelor's or master's)	\$175
Degree plus certificate	\$175
Certificate only	\$75

*Paid by program sponsor for students in Pardes program only

Estimated Cost of Attendance

In addition to tuition and fees, students should plan for the normal costs of living, including room and board, transportation and personal expenses. An estimate of those costs is shown below.

ITEM	COST
Room and board	\$22,239 (9 months)
Books	\$1,000
Transportation and personal expenses	\$3,000
Health Insurance	\$3,000
<i>Total</i>	<i>\$29,239</i>

Adding this figure to your tuition and fees will give you an approximate cost of attendance per academic year. Students attending classes during summer sessions will have additional costs – both in the cost of attendance and tuition and fees.

For example, a full-time student in the Rabbinical Program will incur the following cost of attendance:

ITEM	COST
Tuition	\$31,880
Registration	\$240
Room and Board	\$22,239
Books	\$1,000
Transportation and personal expenses	\$3,000
Health Insurance	\$3,000
<i>Total</i>	<i>\$61,359</i>

This figure may be conservative if you have more personal expenses, live in a more expensive apartment or home, etc.

Financial Aid

Overview

Hebrew College strives to ensure that no qualified matriculated student is prevented from enrolling for financial reasons. Regardless of income, students should consider applying for financial aid. We take many factors into consideration, not just financial need. The only way to know if you will be eligible for grants, loans, fellowships and scholarships is to apply for assistance.

Several means of financial aid are available, including Hebrew College merit-based fellowships and scholarships, need-based grants, tuition discounts and federal loans. The College also helps students to identify outside funding sources, such as community scholarships and private loan programs, to further support their education.

In order to be considered for any form of financial aid at Hebrew College, students must complete and submit the Free Application for Federal Student Aid (FAFSA) and Hebrew College's Application for Financial Aid. All matriculated students must reapply for financial aid each year.

Additionally, students must be accepted into a degree program and take at least 6 credits on a for-credit basis during both the fall and spring semesters. All students must maintain satisfactory academic progress.

Using the information provided in these documents, the Office of Financial Aid applies two different formulas to determine the student's need for aid. A "federal methodology" to assess eligibility for federal programs, and an "institutional methodology" to evaluate eligibility for Hebrew College Institutional funds are used. After reviewing the results of the formula calculations, we put together an aid package to help meet the student's financial need; the package may include fellowships, scholarships, grants, discounts, and/or loans.

No one who owes a refund on a federal grant or is in default on a federal educational loan will qualify for aid.

Any award is subject to revision if the student changes the number of credits he/she is taking, or if the student's financial situation changes. The college will also make adjustments if there are discrepancies between the financial aid application and supporting documentation.

Hebrew College reserves the right to withhold financial support from any student who has not met his/her financial obligations to the college.

Hebrew College financial aid decisions are made on an academic-year basis. Students must apply each spring for the following year and meet the published priority application deadlines to maximize eligibility. The financial aid may be higher or lower in future years if family circumstances change. If the student's income changes, if the family size changes, or if there is a change in the number of family members enrolled in degree programs, there can be a significant change in financial aid eligibility. If the student drops below full-time, the aid will be reduced by at least the same dollar amount as the reduction in tuition. If the student drops below halftime enrollment, the student will lose eligibility for almost all types of assistance. Students enrolled in their final semester and taking less than six credits may still qualify for federal aid - please speak to the Financial Aid Office.

Types of Financial Aid

DEFINITIONS

Eligibility: Eligibility for need-based financial aid is determined through an evaluation a student's/family's ability to contribute to educational expenses, also known as the Estimated Family Contribution (EFC). Hebrew College's philosophy for awarding financial aid is based on the premise that the student and family, when applicable, have the primary responsibility for paying for their educational programs to the extent that they are able. The contribution expected from a student is based on both the student and their family's income and assets. Hebrew College may award funds from federal, state, and institutional programs to supplement your ability to pay. At Hebrew College, both academic strength and financial need are used to determine the composition of a financial aid package. Since financial aid awards are based on the student's most recent financial information, the award may change from year to year, depending on the student's financial circumstances. Financial aid can also be affected by other factors, such as a change in enrollment status, the number of children in a family attending college, the number of dependents, and/or cost of housing.

If a merit-based fellowship or scholarship is granted through the admissions process, and the student also has financial need, the merit award will reduce the student's calculated need and will, therefore, reduce the size of the need-based grant for which the student is eligible.

Financial Need: The difference between the established cost of attendance and the student's ability to contribute toward paying that cost is the student's financial need. Two formulas are used to determine the estimated contribution from family resources. Federal Methodology is used to determine the eligibility for federal aid. A family contribution is determined from the data submitted by the student and their family provided on the Free Application for Federal Student Aid (FAFSA). Because the federal formula omits some financial information from consideration, Hebrew College uses a second formula, Institutional Methodology, to determine the student's eligibility for Hebrew College-based funding. Institutional Methodology helps us target limited resources to the neediest students.

In determining eligibility for Hebrew College-based funding, we assume that the student will be able to contribute a minimum of \$1,000 from their summer earnings to use toward their program costs during the academic year. The student's remaining need may be met with a combination of grants, scholarships, fellowships, discounts, loans and/or employment opportunities. These programs are funded by a variety of sources including federal and institutional aid programs. Some of these financial aid programs are also funded through the generous contributions of friends, supporters and alumni, and Hebrew College's endowed funds. These programs are described later.

How Much Will It Cost? The cost of attendance contains both direct and indirect costs for the academic year. These costs are reasonable estimates for what a student might expect to spend for one year at Hebrew College. The amount included in the standard resident budget for housing is based on the College Board's estimate of student housing costs in the Boston area. If the student chooses more expensive accommodations, the additional cost incurred will not be covered by need-based financial aid or be included in the student cost budget. Conversely, if the student chooses less expensive accommodations, we will not reduce the financial aid award. Any changes in enrollment status (e.g., if the student registers less than full-time) will have an impact on costs and therefore the aid eligibility.

Grants and Scholarships

NEED-BASED GRANTS

The Office of Financial Aid will determine the total amount of need-based grant funding the student should receive according to federal and institutional formulas.

Hebrew College merit-based fellowships and scholarships, along with grants from outside sources, are counted toward this total first. If these awards do not meet the student's financial obligation to the

College, a Hebrew College Need-Based Grant may be awarded and/or student loans may be requested to meet the remaining eligibility to the extent funds are available and the student is eligible.

Ineligibility for Hebrew College need-based grant funds in one academic year does not preclude the student from receiving institutional grant funding in other years if financial need increases.

If a student is awarded a Need-based Grant as part of their aid package, they may be notified at any time during the academic year that their grant was sponsored by one of the many Hebrew College endowed funds or from an outside sponsor/donor. The total grant amount will not change. Endowed grants are part of the pool of Hebrew College need-based funds. Scholarships or grants sponsored by outside organizations are given to support aid already given to a student. These funds are made possible through the generosity of individuals, corporations and agencies who believe in providing opportunities for needy students at Hebrew College. Our ability to assist all students increases substantially due to this generous support. Students may be asked to write a letter of appreciation to the contact person for the endowed or sponsored fund, which may be a condition of the grant being disbursed to the student account. Failure to provide the letter may jeopardize the award. Financial need and academic performance are the most common criteria in awarding these scholarships. All students who apply for financial aid will be considered for these scholarships.

Needs-based grants are determined by the Office of Student Financial Aid in accordance with the policies and criteria established by the College's Administration. These need-based grants are first awarded after acceptance to the degree program. There may be a time lag between receipt of their acceptance letters and receipt of their award letters. The awards are presented annually and are not automatically renewed for subsequent years. Returning students are awarded need-based grants after they have completed all requirements noted above. On March 1st, all applications received will be included into a pool of eligible students wishing to receive Hebrew College Institutional financial aid for the next academic year. Institutional financial aid will be granted to the extent funds have been allocated. Returning students who submit their application after the due date may jeopardize their eligibility for Hebrew College institutional financial aid or only be considered for a reduced amount. The pool of eligible candidates filing the application on time will be considered first and any remaining funding will be given to the late filers.

At no time will any member of Hebrew College's faculty, staff or Deans have the authority to grant a student a financial-need based grant. The Financial Aid Director will make the calculations and awards in accordance with the policies and procedures outlined in this document.

FELLOWSHIPS AND SCHOLARSHIPS

Drawing on the top students in Jewish studies and Jewish education, the competitive Hebrew College Fellows Program encompasses several merit-based fellowships for full-time study. These fellowships are granted on a competitive basis to exceptional students enrolled in Hebrew College's graduate degree programs. Most fellowships are awarded on an annual basis and may be renewable. Preference for fellowships will be given to those new degree applicants whose complete applications are received by the award deadline. Fellowship awards will be granted based on application content. An interview may be required.

All applications for a merit-based fellowship or scholarship will be reviewed by the committee appointed by the president of Hebrew College. Awards will be made in accordance with the criteria established by the committee and the amounts allotted for that year's budget. Funding for these fellowships or scholarships may come from the College's endowment funds, a sponsor/donor or other fundraising activities.

At no time will any member of Hebrew College's faculty, staff or Deans have the authority to grant a student a merit-based grant or scholarship without the prior approval of the committee.

Those students wishing to apply for fellowships and other merit-based funds only should complete the Hebrew College Financial Aid form and note on the form that you do not wish to be considered for need-based or federal aid. If this is the case, you do not need to complete the FAFSA Application.

OTHER PRIVATE SOURCES FOR SCHOLARSHIPS AND LOANS (OUTSIDE SCHOLARSHIPS & BENEFITS)

The federal government requires that a student informs us directly of any grants, scholarships or other education benefits they will receive for the academic year from sources outside of Hebrew College such as employers, religious organizations, civic organizations, vocational rehabilitation programs, tuition reimbursement benefits, prepaid tuition programs, alternative loans, etc. It is our policy to replace Need-Based Institutional Aid, Plus Loans, and Direct Student Loans (in this order), with the outside resource. The student must notify us by July 1st if they will receive scholarships, or other assistance from outside Hebrew College, including any “cash-outs” from prepaid tuition programs. Notification of an outside award should be sent directly to the Office of Financial Aid. If the student notifies us of an outside scholarship or benefit after the July 1 deadline, we may have fewer options for adjusting their aid; and the student may be more likely to lose Institutional grant funds.

The aid offered to a student by Hebrew College is subject to federal laws, and Hebrew College is held accountable for the use of funds in accordance with regulations. The federal government stipulates that all available resources, including veterans’ education benefits, employer tuition assistance, outside scholarships, and alternative loans, shall not exceed the total cost of attendance. If a student’s total resources exceed their cost of education, the financial aid package must be adjusted to correct what is called an “over award.” If the student has need-based aid, that aid combined with resources cannot exceed the financial need and will therefore be reduced. If an adjustment to a student’s aid package is required, we will send the student a revised award letter. The financial aid award letter lists the total amount of outside resources that were reported to us through the financial aid application process. If this amount is incorrect, the student must notify us immediately of the correct total including the sources and amounts of each outside resource.

A number of scholarships, grants and loans from within the Jewish community are available to students attending Hebrew College. Applications for these programs are outside the jurisdiction of Hebrew College and should be made directly to the individual program.

Government Grants and Loans

VETERAN’S ASSISTANCE

Students who attend Hebrew College under the GI Bill, or while receiving veteran’s assistance, are eligible for this assistance. The paperwork must be completed before classes begin. Classes must be taken on a for-credit basis. Any amounts granted by the GI Bill will be deducted from Hebrew College Institutional funding.

FEDERAL LOAN PROGRAMS

The federal loan programs described here allow students to borrow funds at low interest rates to help pay education costs. Each requires that the student sign a promissory note. Repayment of these loans can be deferred until graduation or until the student drops below half-time enrollment. Depending on the amount borrowed, the student may have up to 10 years to repay loan funds.

If the student has not fulfilled requirements for their student loans by the end of September, we will assume that the student does not intend to borrow the loan(s) and we will place the loan in a forfeited status.

GRADUATE WILLIAM D. FORD FEDERAL DIRECT LOAN

Program may not exceed \$138,500 combined subsidized and unsubsidized loans. The amounts include all undergraduate and graduate loans.

GRADPLUS LOAN

The GradPlus Loan is a low-interest, federally backed student loan. This loan is available to students enrolled at least half-time in a program leading to a master's degree. This loan can be used to pay for the total cost of education, less any aid and other loans the student has received. Eligibility for this loan, however, is dependent on the borrower's credit rating and credit history, as opposed to the Direct Loan Program's purely financial-need eligibility. The origination fee for the GradPlus is higher than is the case for the Direct Student Loan. Additionally, the student must have borrowed the yearly maximum allowed in the Direct Loan Program before applying for a GradPlus Loan. Completion of a FAFSA is required for this loan as well. The interest rate and fees are set by the federal government in May each year. The rate is fixed and may be tax deductible. Repayment of this loan may be deferred while the student is attending school. The annual borrowing amount is limited to the student's cost of attendance (as set by the school) less the students' EFC, financial awards granted to the student by the school and outside organization.

Financial Aid for International Students

Hebrew College offers financial aid to eligible international students. U.S. permanent residents holding an Alien Registration Receipt Card (I-151 or I-551) or a Conditional Permanent Resident Card (I-151C) and those noncitizens holding an Arrival-Departure Record (I-94)—showing one of the designations Refugee, Asylum Granted, Indefinite Parole, Humanitarian Parole or Cuban-Haitian Entrant—may participate in the federal student loan programs. These students will be required to complete both the Hebrew College Institutional financial aid application and the FAFSA.

Students who have been issued a student visa through the Hebrew College (an F1 visa) do not qualify to participate in any of the federal loan programs and should complete only the Hebrew College Institutional financial aid application by March 1st. They may be asked to provide financial information in addition to the Hebrew College form (usually income/tax information from their home country), but they will not be required to complete the FAFSA.

Students with F1-visa status are only permitted to work for Hebrew College.

Senior Citizen Discount

A senior citizen discount of 20% is offered to anyone 65 years of age or older that wishes to take courses for no credit at the College. The student seeking the discount must present valid proof of age in order to be eligible. The Senior Citizen Discount will be applied only to those courses that have not already been discounted from tuition costs; therefore, community education offerings will not qualify for this discount. The full registration fee is required.

Employee Tuition Remission Benefit Program

Employees wishing to take advantage of the Employee Tuition Remission Benefit Program should refer to the separate policy document and direct questions to the Human Resources department. Approval is required in advance of registration for any classes.

In general, students are not eligible for this benefit.

How to Apply for Financial Aid

All students must complete both the Hebrew College Financial Aid Application and the Free Application for Federal Student Aid (FAFSA). Hebrew College's FAFSA code is #002157. NOTE: International students need not complete the FAFSA.

The FAFSA application may be completed online at the FAFSA website, <https://studentaid.gov/h/apply-for-aid/fafsa>. Awards are based on your federal tax returns. Applications for the 2020-21 academic year are based on your 2018 federal returns (those due in April 2019). You will be asked to use the IRS Data Retrieval System available on the FAFSA website. Full information is available on the FAFSA website.

DEADLINES

Continuing matriculated students must reapply each year for financial aid. Applications are due by April 1 to receive full consideration. Applications will be accepted after that date, but late applicants run the risk of receiving less funding.

Students applying for admission should complete their aid application at the same time they complete their admissions application or as soon as they are accepted. Preference in financial aid decisions is given to new students who submit their materials by February 1st. Should you defer admittance for a year, your application for financial aid will be due by February 1 before your entry date.

AWARDING POLICIES

After all of your application materials have been submitted and reviewed by our office, an offer of financial assistance will be sent to you outlining the financial aid that you have been offered for the specified academic year.

No offer of aid will be made before the student has been accepted into a certificate or degree program at Hebrew College.

REPORTING OUTSIDE ASSISTANCE

If you will be receiving any forms of assistance not listed on your offer (such as a scholarship from an outside organization), you must notify us of this additional resource. All aid you receive from the school and outside sources must be accounted for so you do not end up having to return some funds because of over-awarding. This is especially true if you receive any federal funding.

REDUCTION IN ENROLLMENT

Your offer of aid is based on the expectation that you will take a certain number of credits each semester, as indicated in the award notification letter. A reduction to your course load may result in a reduction or cancellation of your aid. An amended offer of financial aid will be sent to you stating the new amount(s) you will qualify for after a change in course load.

DISBURSEMENT OF FUNDS

Most aid is disbursed term by term – the same way you pay tuition. In most cases, you must be attending school during a particular term to receive a disbursement. No aid is given out until we have verified the number of credits for which you have registered.

DIRECT STUDENT LOANS

Federal Direct Student Loans are low-interest loans offered to you through the U.S. Department of Education. Terms for these loans are generally more favorable than consumer loans or credit-based educational loans. These loans are subject to federally mandated regulations regarding student eligibility, interest rate, repayment, and refund rules. To be offered the option of taking a federal loan, you must

1. submit the Free Application for Federal Student Aid (FAFSA),
2. be a US citizen (or hold a permanent resident Visa),
3. be in good academic standing,
4. be enrolled at least half-time (as determined by your program of enrollment), and
5. not be in default on your former education loans.

Federal loans are obtained through the College, and if you are qualified, they will be offered to you as part of your financial aid package. There are no credit checks for these loans. You are not obligated to take out a student loan.

Eligible Hebrew College students are encouraged to take full advantage of federal loan programs with the understanding that loans must be repaid. You should, therefore, calculate your repayment ability in relation to your total debt projections and anticipated future earnings. More specific information on the Federal Student Loan Programs can be found on the federal website www.studentloans.gov. This website includes information on the terms, limits and eligibility requirements for Direct Unsubsidized and for GradPlus loans.

To help you anticipate what you might experience, here is a summary of Hebrew College's 2019 graduates.

- 56% of total graduates and 67% of ordination graduates took federal student loans to help them pay for their Hebrew College tuition costs
- Of these borrowers, the average student took over \$67,000 in loans to cover their Hebrew College tuition costs (slightly higher amounts for ordination graduates)
- Of these borrowers, the average student graduated with an outstanding loan debt (including undergraduate loans) of over \$80,000 (slightly lower amounts for ordination graduates)

The 3-year, federal loan default rate was only 4.4% for students graduating in 2017. (Source--US Department of Education.)

STUDENT LOAN DISBURSEMENTS

Federal student loans are disbursed per semester. No funds will be disbursed until after the Add/Drop date has passed each semester. When the semester's disbursement arrives at the school, it is placed into the student's account and the student is notified. The student then has 14 days to change his/her mind about the loan and notify the school. If the school does not receive notification that the student wishes to decline receipt of the disbursement, the money is applied to any outstanding tuition and fees, and any leftover funds are refunded to the student by check. The check is mailed to the student. If you wish to pick up your refund, you must make arrangements with the Student Accounts Coordinator.

Students who are new to the school and are receiving federal student loans through us for the first time will receive their first loan disbursement after the fourth week of classes during the first semester that they receive student loans. All other disbursements will be done as explained above.

Students who are studying abroad should make arrangements with the Financial Aid Office as to where they want their disbursement checks sent (to a relative or friend in the U.S. so it can be deposited in the student's bank account, or to the student in the foreign country).

FEDERAL VERIFICATION PROCESS

Approximately one-third of all financial aid applicants are selected by either the U.S. Department of Education or Hebrew College for verification of the accuracy of information provided on the FAFSA. We will notify you if you have been selected. If you are selected, any offer of aid you have received will be tentative pending the completion of the verification process. No aid can be disbursed until verification is complete.

Should the verified financial information differ significantly from the original information provided on the FAFSA, your offer of aid may have to be amended. Please be sure to respond to requests for follow-up documentation in a timely manner to avoid delays in applying your financial aid as a credit to your student account.

You will be required to complete the verification worksheet and provide a copy of your federal income tax transcript and/or tax return forms. Upon receipt of the required materials, we will finalize the review of your application for financial aid.

If documentation is not received by the established deadline, your offer of assistance could be canceled.

STUDENT RESPONSIBILITIES

- Complete and submit application materials to the appropriate agencies within required or recommended timeframes.
- Read all materials sent to you from the Financial Aid Office and other agencies awarding you aid. Read, understand, and keep copies of all forms you sign.
- Know and comply with the rules governing the aid you receive. These rules include but are not limited to:
 - You must not be in default on any prior educational loan
 - You must not owe a refund on a Federal Pell Grant or a Federal Supplemental Educational Opportunity Grant due to repayment
 - You must provide additional documentation, federal tax transcripts, federal tax returns, W-2s, verification documentation and any additional information if requested by the student financial aid office
 - You must comply with the provisions of any promissory note and all other agreements you sign, including repaying your student loans
 - You must complete the registration process each term by the end of the Add/Drop period to ensure availability of all student aid funds you have been awarded
 - You must use student financial aid proceeds solely for direct educational costs and related living expenses
 - You must maintain satisfactory academic progress
 - You must report private sources of student financial aid to the student financial aid office
 - You must report any changes in your marital, academic, enrollment, residential or name status
 - You must keep your local and permanent addresses current with the Hebrew College registrar

STUDENT RIGHTS

All records and data submitted with your application for financial aid will be treated as confidential information, as prescribed by the Family Education Rights and Privacy Act (FERPA). All students have the right to:

- Have an explanation of the award process
- Be notified of changes in your financial aid status and the reasons for those changes
- Know the conditions of any loan you accept

CODE OF CONDUCT

The Office of Financial Aid has adopted the National Association of Student Financial Aid Administrators' (NASFAA) Statement of Ethical Principles and Code of Conduct, which helps to guide financial aid professionals in ensuring transparency in the administration of student financial aid programs. In addition, the financial aid office follows legislated requirements prohibiting a conflict of interest regarding the administration of Title IV student loans and the responsibilities of an agent of the college.

1. Employees shall not solicit or accept any gift having a monetary value of more than a nominal amount from a lender, guarantor, or servicer. Certain items are not considered gifts, such as training materials, meals at training events, and philanthropic contributions not related to student loans. Employees may also be reimbursed for reasonable expenses incurred in serving on the advisory board, commission, or group.
2. Employees shall not enter into any revenue-sharing arrangement with any lender where the lender provides or issues a Title IV loan to the student or student's family in exchange for the school recommending the lender or the lender's loan products in exchange for a fee or material benefit including profit or revenue sharing that benefits the school or a school's employee or agent.
3. Employees shall not accept from any lender or affiliate of any lender, any fee, payment, or other financial benefit (including the opportunity to purchase stock) as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to education loans.
4. The college shall not request or accept funds from any lender for private education loans including funds for an opportunity pool loan to its students in exchange for the school providing promises of a specified loan number or volume or a preferred lender arrangement for educational loans.
5. Employees shall not assign, through award packaging or other methods, a first-time borrower's loan to a particular lender or refuse or delay processing of a loan based on the borrower's selection of a lender or guarantor.
6. Employees shall not accept or request any assistance with call center or financial aid office staffing from any lender except as allowed by law.

Satisfactory Academic Progress

Satisfactory academic progress is defined as the measure of progress toward the completion of a course of study according to the standards of Hebrew College and as required by federal regulations.

The standards of Satisfactory Academic Progress (SAP) apply to all financial assistance programs including Federal Pell Grant, Federal Direct Loans and Grad PLUS Loans, as well as any assistance received from the state and from Hebrew College. SAP standards apply to all students: full-time, part-time, degree and certificate candidates, even if they are not receiving aid.

GRADUATE STUDENTS

A graduate student's satisfactory academic progress will be reviewed based on the following standards:

QUALITATIVE STANDARD

For qualitative purposes, satisfactory academic progress requires a cumulative Quality Point Average of 3.0 or better. The qualitative standard will be reviewed annually. Students who fail to meet this standard will not be eligible for federal aid until the cumulative 3.0 QPA is achieved.

QUANTITATIVE STANDARDS

Students must also meet two quantitative requirements to retain their eligibility for financial aid.

1. **Credit Completion Rate:** The Financial Aid Office measures a student's quantitative standards by reviewing completed credits as a percentage of attempted credits. Students must earn at least 50 percent of their cumulative attempted credits to maintain satisfactory academic progress. To calculate this number, all attempted hours will be totaled and multiplied by 0.50 to determine the number of credit hours a student must have earned in order to continue to receive financial aid.
2. **Maximum Time Frame Standard:** Students will not be eligible to receive financial aid once they have attempted more than 150 percent of the normal credits required for their degree or certificate program.

IMPORTANT CONSIDERATIONS

The following are considered when evaluating a student's satisfactory academic progress:

- Withdrawals (W), incompletes (I) and (PI), no grade (NG) and failures (F) are considered attempted but not earned hours.
- Passing credits received for pass/fail courses are considered attempted and earned credits; failing grades in pass/fail courses are considered attempted but not earned.
- Repeated courses are included in the calculation of both attempted and earned hours. A student is allowed to repeat a course only twice, except where required by the program. No federal aid is allowed to be given for courses that are passed and then repeated only to get a better grade.
- Transfer credits are included in the credit-completion rate and maximum time-frame calculations, but not the GPA.

APPEALS OF INELIGIBILITY DUE TO NONSATISFACTORY ACADEMIC PROGRESS

Students who appeal their ineligibility due to not making satisfactory academic progress have the right to have their situation reviewed by the Office of Financial Aid. Approval of a student's financial aid appeal will be based on extenuating circumstances outside the normal school activities that have an impact on the student's ability to achieve the minimum standards of satisfactory academic progress. Cases to consider may fall into the following categories:

- Student becomes seriously ill. Spouse, child or other relative has medical emergency.
- Student is severely injured. Spouse, child or other relative has medical emergency.
- Student's family member dies.

Other cases may be considered if they are determined to have caused physical or psychological stress on a student. Each situation is reviewed on a case-by-case basis. These requirements, stating time-frame and consequences, must be submitted in writing by the student and documented in their file. A student's eligibility for all aid will be lost in the next semester if the student does not meet the requirements in the period stated.

REGAINING ELIGIBILITY

Students may regain eligibility for aid during the academic year if they reach the minimum standards of satisfactory progress within the same period of enrollment. Students may continue to attend courses without the assistance of federal, state or institutional funding. In addition, students may be able to attend classes elsewhere in order to demonstrate eligibility for reconsideration of aid.

Students are determined to be eligible for funds based on the timing in which they reach the minimum standards. The U.S. Department of Education's standards outline different eligibility criteria for students who meet satisfactory progress standards within the current period of enrollment versus those who regain eligibility in a later period. The financial aid office will award appropriate aid as specified by the U. S. Department of Education.

Changes in Financial Circumstances

The majority of financial assistance is need-based. The FAFSA form collects data primarily on your financial resources for the previous year or years. We realize that a family's income is not always the same from one year to the next and that circumstances beyond a family's control may inhibit its ability to contribute to educational expenses.

We welcome the opportunity to discuss a substantial change in your family's status since filing your aid application and the FAFSA. Such circumstances may include marriage or divorce, loss of income, high medical or dental expenses (not covered by insurance) or a catastrophic expense.

If you or your family experience a significant financial change (such as those listed above), you should submit a letter explaining the situation and any pertinent documentation to support an explanation of the situation. This documentation should be addressed to Office of Financial Aid.

The financial aid office will review the submitted documentation and determine if there can be a recalculation of your original EFC (Estimated Family Contribution). If there is a recalculation that results in a decrease in your EFC, additional aid will be considered on a funds-available basis.

Tax Credits and Deductions

There are a number of tax advantages related to educational expenses. The following is general information and not tax advice; we provide this information to educate you about what tax advantages may be available to you. You should consult a tax professional about your particular situation and follow that professional's advice when filing your taxes and claiming any credits or deductions.

TAX CREDITS

The American Opportunity Credit allows taxpayers to take up to a maximum credit of \$2,500 for education expenses for each qualifying student. The full credit is available to individuals with a modified adjusted gross income of \$90,000 or less, or \$180,000 or less for married couples filing a joint return. The credit is phased out for taxpayers with incomes above these levels. A taxpayer whose modified adjusted gross income is greater than \$90,000 (\$180,000 for joint filers) cannot benefit from this credit. The tax credit can be applied towards four years of post-secondary education instead of two and adds required reading materials and a computer (if it is needed as a condition of enrollment or attendance at the educational institution) to the list of qualified expenses. You should check with your tax advisor for guidance and more complete information about the tax benefit.

Generally, to take the American Opportunity Credit for a student, all of the following must apply:

- As of the beginning of the tax year, the student had not completed the first four years of postsecondary education as determined by the eligible educational institution
- The student was enrolled during the tax year in a program that leads to a degree, certificate, or other recognized educational credential
- The student was taking at least one-half the normal full-time workload for his or her course of study for at least one academic period during the tax year
- The student has not been convicted of a felony for possessing or distributing a controlled substance

If all of the above conditions are not met, you may be able to take the Lifetime Learning Credit for all or part of that student's qualified education expenses instead.

A Lifetime Learning Credit of up to \$2,000 can be claimed for qualified education expenses paid for all students enrolled in eligible educational institutions. It is most useful for graduate students, part-time students and those who are not pursuing a degree because there is no limit to the number of years the lifetime learning credit may be claimed for each student. The amount of the credit equals 20 percent of qualified expenses paid, up to a maximum of \$10,000 of qualified expenses per return. The amount of your credit is gradually reduced if your modified adjusted gross income is between \$50,000 and \$65,000 (\$100,000 and \$130,000 if you file a joint return). You cannot claim a credit if your modified adjusted gross income is \$65,000 or more (\$130,000 or more if you file a joint return).

Generally, you may claim the Lifetime Learning Credit if you meet all three of the following requirements:

- You paid qualified education expenses of higher education
- You paid the education expenses for an eligible student
- The eligible student is yourself, your spouse or a dependent you claim as an exemption on your tax return
- Education credits are claimed on IRS Form 8863

Please note: You cannot take both the American Opportunity Credit and the Lifetime Learning Credit for the same student in the same year. However, if you pay for qualified educational expenses for more than one student in the same year, you can choose to take the American Opportunity Credit for one student and the Lifetime Credit for the other student. You should consult a tax adviser for guidance on this and all other tax matters.

TAX DEDUCTIONS

Taxpayers not eligible for the American Opportunity or Lifetime Learning Credits may be eligible for a Tuition and Fees Deduction. The qualified expenses must be for higher education. This deduction, reported on IRS Form 8917, can reduce the amount of your income subject to tax by up to \$4,000.

Generally, the tuition and fees deduction may be claimed if you meet all three of the following requirements:

- You paid qualified education expenses of higher education
- You paid the education expenses for an eligible student
- The eligible student is yourself, your spouse or a dependent you claim as an exemption on your tax return

You cannot claim the **Tuition and Fees Deduction** if any of the following apply:

- Your filing status is married filing separately
- Another person can claim an exemption for you as a dependent on his or her tax return. You cannot take the deduction even if the other person does not actually claim that exemption.
- Your modified adjusted gross income is more than \$80,000 (\$160,000 if filing a joint return)
- You were a nonresident alien for any part of the year and did not elect to be treated as a resident alien for tax purposes
- You or anyone else claims an education credit for expenses of the student for whom the qualified education expenses were paid

Withdrawals and Leaves of Absence

Students who need to withdraw or take a leave of absence may do so for academic, discipline, personal or medical reasons. If you are receiving federal financial aid and withdraw or take a leave of absence, you may be subject to the federal Return of Title IV Funds and state financial aid return policies. Students must notify the financial aid office about any change in enrollment, whether due to withdrawal from a class, a leave of absence or withdrawal from Hebrew College. The withdrawal or leave must be done officially in writing using the appropriate form from the Registrar's Office.

Nonattendance does not constitute official withdrawal. If a student stops attending class and does not officially withdraw, that student will fail to earn a passing grade in at least one course over an entire term. Hebrew College must assume that the student has unofficially withdrawn. For this purpose, non-passing grades are defined as W, I, PI, NG or F. Unofficial withdrawals will be determined within 90 days of the end of the term. Federal financial aid recipients will have their awards reviewed and recalculated, causing a reduction in aid awarded.

Remember that if you are not enrolled at least half-time for more than six months, your student loans will go into repayment.

Tuition Insurance

Hebrew College also offers students the option to purchase a Tuition Insurance plan from Liberty Mutual to supplement our refund policy if a student needs to withdraw due to illness, injury, mental health issues, unforeseen loss of life, or other reasons. Please visit our Tuition Insurance page for additional information.

Federal Return to Title IV Aid Overview

The Office of Student Financial Aid is required by federal law to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60 percent of a term. The student's eligibility for the funds received from federal Title IV financial aid programs must be recalculated in these situations. Recalculation is based on the percentage of earned aid using a federally mandated formula.

FEDERAL RETURN OF TITLE IV FUNDS FORMULA

- Percentage of earned aid equals the number of days of the term completed up to the withdrawal date, divided by the total days in the term. For unofficial withdrawals, the withdrawal date used for aid recalculation is the midpoint of the term. Any break of five days or more is not counted as part of the days in the term.
- Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned equals 100 percent of the aid that could be disbursed, minus the percentage of earned aid, multiplied by the total amount of aid that could have been disbursed during the term.
- If a student earned less aid than was disbursed, the institution and/or student will be required to return a portion of the funds that were disbursed to the student. Therefore, when it is necessary to return Title IV funds to the U.S. government, if the funds were already disbursed to the student, the student may be required to return those funds to the government. If a student earned more aid than was disbursed, the institution would owe the student a post-withdrawal disbursement that must be paid within 120 days of the student's withdrawal.

NONDISCRIMINATION STATEMENT

Hebrew College does not discriminate on the basis of race, color, religion, national or ethnic origin, gender, sexual orientation, age or disability in admission to, access to, treatment in, or employment in its programs and activities. Any student who is unable because of religious beliefs to attend classes or to participate in any examination, study or work requirement on a particular day will be excused and will be provided with an opportunity to reschedule, provided that the make-up exam or work does not create an unreasonable burden upon the College. No fees of any kind will be charged for this change. No adverse or prejudicial effects will result in any student availing himself or herself of the provisions of this regulation. Inquiries regarding nondiscrimination policies at the College should be directed to the Chief Academic Officer. Inquiries may also be referred to the Regional Director, U.S. Department of Education, Office of Civil Rights, 222 J.W. McCormack Post Office and Courthouse, Boston, Mass. 02109-4557.

USE OF TECHNOLOGY POLICIES

Acceptable Use of Hebrew College's Information Technology Resources including Email

Information Technology resources are provided to Hebrew College faculty, staff and students as tools to facilitate the educational mission and business activities of the College. It is the responsibility of each employee and student to ensure that these resources are used for proper business purposes, and in a way that does not compromise the confidentiality of proprietary or other sensitive information. The IT resources covered include (but may not be limited to) computers (desktops, laptops, servers), software, internet access (including wireless), and telephone service. This policy applies to all Hebrew College students and employees (whether faculty, staff, student worker, or contractor) who are given access to such resources. Compliance with this policy is a condition of (continued) employment by Hebrew College.

The use of these resources is a privilege, not a right of membership in the Hebrew College community, and is nontransferable. It is intended solely for the administrative and educational purposes of the community. These privileges are only made available to matriculating students registered for Hebrew College courses, faculty and staff. Public Internet access for research purposes is also available in the library.

State and Federal laws as well as Hebrew College's own official school policies govern use of the school's computing resources. In instances where data is transferred across the Internet or other networks, users are advised that acceptable use policies of those other networks may limit usage.

Hebrew College reserves the right to change its usage policy and procedures at any time, including setting limits or prohibiting access. Hebrew College's computer services are administered by the Information Technology Department under the direction of Vice President for Finance and Administration.

Hebrew College Information Technology Department Policies and Procedures

Email	All email correspondence is the property of Hebrew College. Email messages sent over the internet cannot be considered private or secure. The college reserves the right to access employee/student email when necessary either for legitimate business needs or to resolve a technical problem.
Protecting confidential information	<p>Employees and students are expected to protect any confidential information to which they have access. In particular:</p> <p>Logins, passwords, and security PIN's are <u>not</u> to be shared with anyone -- including other staff, temporary workers or students -- except for IT staff when needed for troubleshooting. Social Security numbers are to be treated with the strictest privacy.</p> <p>Confidential information about Hebrew College's constituents (e.g. donor information) must be treated with caution.</p> <p>Printouts containing confidential data (e.g. donor reports, student transcripts) should be shredded when discarding.</p>
Internet use	Access to the internet is provided for college business use only. All employees and students are expected to limit personal use of internet and email to a reasonable level that does not interfere with business needs and normal operations. Please note that using the Hebrew College wireless connection can also affect the normal use of the College's system. Any unauthorized use of the Internet is strictly prohibited. Unauthorized use includes, but is not limited to: <ul style="list-style-type: none"> • connecting to, posting, or download pornographic material; • attempting to bypass the security systems (passwords, antivirus, antimalware) put in place to protect the College's computers; • attempting to gain unauthorized access to a computer system, whether owned by Hebrew College or accessed from a Hebrew College computer; • posting of email or other messages that violate "Equal Employment Opportunity" or "Sexual Harassment" rules; • copyright infringement.
Telephone use (Employees ONLY)	The College recognizes that occasionally it is necessary for employees to make or receive personal telephone calls during working hours. However, employees are expected to limit their personal telephone usage.
Software	Software is installed and maintained in accordance with the College's software licenses, for the business needs of the College. Employees and students may not install software on Hebrew College computers without the express written permission of the IT Department. Employees and students also may not uninstall software that was installed by the IT department.
Personal data	The College makes every effort to maintain, backup and secure all data needed for business purposes. However, the College bears no responsibility to maintain, backup, or secure any personal data that employees or students may have on their computers' hard drives. Such personal files (including any digital music files) are the sole responsibility of the employee or student, and may not take up more than 10MB of space per person.

Support of staff or student owned computers	The College does not have the resources to support or trouble-shoot problems employees or students may have with their personally-owned computers. There are many repair options outside the College that employees and students can use. Similarly, software that is provided for use on College computers is generally NOT available for use on employees' or students' personal home computers.
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Copyright Infringement Policy

All graphics, photographs, and text appearing on the Hebrew College website are protected by copyright. Redistribution or commercial use is prohibited without express written permission. Use of the name, logos, and other marks of Hebrew College is subject to the written consent of Hebrew College.

The downloading and/or sharing of copyrighted materials such as movies, music, software or books and articles without the express permission of the copyright holder or their agent is illegal and will not be tolerated. Community members—students, faculty and/or staff—who chose to violate Federal Copyright Law, whether through unauthorized usage, copying or distribution of written material, or the uploading, downloading or filesharing of copyrighted electronic or digital materials, including music, videos, software, photographs or other copyrighted materials, do so at their own direct personal risk. Each individual will be held solely responsible for any and all consequences of these actions.

Any community member using the Hebrew College network will be held accountable for all activity that transpires through their computing account. Copyright Infringement may lead to the college revoking that person's access to the network as well as further disciplinary sanctions as may be appropriate. Civil and criminal penalties, which may include fines and criminal imprisonment, may also be brought against those individuals violating the copyright laws.

EDUCATIONAL RECORDS

Requests for Transcripts

You may review your grades within the Campus Cafe Portal. You may also request a copy of your unofficial transcript and/or official transcript by completing a Transcript Request form and submitting it to the Office of the Registrar. The college will issue official transcripts directly to you or to another college, employer, institution or agency only at your written request. Requests must include the same name you used while in school and your social security number or student ID number, as well as complete information about where to send the official transcript. All transcripts will be sent via U.S. Postal Service; official transcripts cannot be faxed or sent electronically. Credit card information or a check or money order in U.S. dollars payable to Hebrew College must be included with the request. No transcripts will be issued if you have an unpaid balance in your student account. The Transcript Request form is available for download from the Registrar's page on the Hebrew College website.

Name Change Process

Current and former students have the opportunity to change their names on Hebrew College forms and records, but there are two different procedures for name changes, depending upon whether the name change will be used internally on Hebrew College listserves, class rosters and forms, or whether the name change will impact official academic records, transcripts, tax documents and financial aid and loan forms.

Use of one's legal name is required for certain offices that perform administrative processes which legally necessitate the use of a legal name, such as financial aid and student billing offices, the registrar's office, and human resources.

Current Students

LEGAL NAMES

Currently enrolled students may change their legal names on institutional records. Before making any changes in the student information system database, Hebrew College's Registrar must first receive legal documentation of the student's new name. This documentation might include a driver's license, marriage license, court order and/or current passport. A student's first and last name in the database must always match the name associated with their social security number. International students must use the name which is on their visa.

An official name change will be reflected in a student's academic record, transcript, financial aid documents, tax documents and payroll.

PREFERRED NAMES

Current students may choose to use a preferred first or middle name only and will be asked to submit a form to the registrar's office requesting this name be used. A preferred name will be reflected in the student's Hebrew College email address, class rosters, and advising documents. A student's username in Campus Café will continue to use the student's legal name.

Former students

TRANSCRIPTS AND DIPLOMAS

No name changes are possible unless there has been a court-ordered change of name. If a certified copy of a court order has been presented, a diploma in the new name will be issued when requested. The new diploma will include wording that it has been re-issued along with the date the degree was originally conferred. Note that the new diploma will include the signatures of the current administration and likely not the administrators at the time of graduation.

DATABASE

Hebrew College will change alumni/former student names in our database after receiving legal documentation of the student's new name. This documentation might include a driver's license, marriage license, court order and/or current passport. Note that the former name of the student will be kept in our database for cross-referencing purposes.

Former students are welcome to notify the College, at any point, regarding nicknames (e.g., "Bob" when the legal name is "Robert") with which they would like to be addressed.

Records existing in alternate formats are difficult to change. Some states prohibit changing existing records without lawful authority. Hebrew College will attempt to maintain cross-reference documentation regarding such records.

Requests for Student Educational Records

"Student Educational Records" are all the documents relating to a student that are maintained by an educational institution. To inspect your Educational Records at Hebrew College, you must submit a written request to the Office of the Registrar, identifying the records to be inspected. Written requests will receive a response within a reasonable time, but not more than 45 days after submission. The Registrar will arrange for access and will notify you (or your parent if you are a dependent student) and arrange for a time and place where the records may be inspected. The College may charge a fee for a copy of the requested Educational Records. Further questions about the College's policies and practices regarding access to specific Educational Records should be addressed to the Office of the Registrar.

The Family Educational Rights and Privacy Act (FERPA)

Hebrew College does not release Student Educational Records to third parties, except by the respective student's written request or as authorized by law. Federal legislation, specifically the Family Educational Rights and Privacy Act (FERPA), ensures the confidentiality of these records.

For complete information regarding FERPA legislation, read the most current FERPA Guide published by the American Association of Collegiate Registrars and Admissions Officers. In general, you have the right to:

- Inspect your Educational Records;
- Require that the College obtain your prior written consent before releasing personally identifiable information;
- Request that corrections be made to Educational Records, if you believe the records are inaccurate or misleading.

STUDENT PRIVACY PREFERENCES

Both Hebrew College policy and FERPA provide you with certain protections concerning the confidentiality of your Educational Records. No information about you, except that which is defined below as "Directory Information," is released outside the College without your prior written consent unless otherwise authorized or required by law. The College, however, maintains the legal right to withhold the release of Directory Information to third parties who may not have an educational interest in the information.

The College defines the following student information as Directory Information: name, date of birth, dates of enrollment, full- or part-time status, degree or certificate program, area of specialization, Hebrew College ID image for degree and certificate candidates, academic honors, prior degrees and schools attended, and expected or actual date of graduation. You have the right to withhold the disclosure of this information. You can restrict release or publication of any information in your Educational Records held by the Registrar's Office, your program of enrollment or by other offices of the College. These restrictions may be added or reversed.

To restrict the release or publication of any information, you must submit a written request to the Registrar's Office. No student information is released about students who have requested the College to withhold the disclosure of Directory Information, unless otherwise authorized or required by law. After graduation, privacy preferences remain in effect. If, for example, you have restricted the release of your degrees, honors and awards, the Office of the Registrar will not confirm degrees earned to prospective employers or any other party without your written permission.

Under FERPA, Hebrew College is allowed to disclose, without your prior written consent, student information that is not considered Directory Information to school officials with legitimate educational interests. A school official is a person employed by Hebrew College in an administrative, teaching, research, law enforcement or health services position or an agent of the College, such as a person with whom or a company with which the College has contracted. Hebrew College determines whether an official has a legitimate educational interest by considering if disclosure of the information is appropriate for the effective functioning of the person's office, his or her position or the College.

RESTRICTED INFORMATION

Under FERPA, students do not have a right to inspect information held by the College that is not an Educational Record. These include:

- Medical records;
- Law enforcement records;
- Employment-related records;
- Records containing information about the individual after he or she is no longer a student.

However, you may have rights to inspect such records under other laws. In addition, you do not have the right to access certain Educational Records, such as:

- Confidential letters of recommendation, if you have waived your right of access in writing.
- Financial records of your parents.
- Records of instructional, supervisory and administrative personnel and educational personnel.
- Admissions records for a student who does not officially attend the program of admission. If you completed a course at Hebrew College, but never officially attended as a degree candidate in the program of admission, then you have FERPA rights with respect to that course, but do not have rights with respect to the admissions credentials for that program.
- Student records that contain information on other students. You or an eligible parent may inspect, review or be informed of only the specific information about you.

LIMITATION ON RE-DISCLOSURE

Under FERPA, information disclosed by the College may be subject to restrictions against re-disclosure.

STUDENT REQUEST FOR RECORD DISCLOSURE TO A THIRD PARTY

A current or former student who wishes to permit another person to receive copies of the student's Educational Records must provide a signed and dated written consent, including the following information:

Specify the records that may be disclosed.

State the purpose of the disclosure.

Identify the person or class of parties to whom the disclosure can be made. If requested, the College will provide you with a copy of the disclosed records.

RECORD DISCLOSURE WITHOUT STUDENT CONSENT

In general, the College may not disclose information from your Educational Records without your prior consent. However, in compliance with the law, Hebrew College will disclose personally identifiable information without consent under these conditions:

- To Hebrew College officials, staff and others engaged in activities on behalf of the College;
- Information designated as "Directory Information" in a record of campus disciplinary proceedings that involve a charge of sexual assault, violence or non-forcible sex offense;
- Information to parents of students under 21 about violations of the College's drug and alcohol policy by the student;
- In compliance with a legal subpoena;
- To authorized representatives of certain government offices, such as U.S. Comptroller General's Office, U.S. Attorney General, U.S. Department of Education, and state and local educational authorities;
- In compliance with the Solomon Amendment for purposes of military recruiting by the Department of Defense;

- To officials of other institutions or organizations to which the student seeks to transfer or in which the student is already enrolled, involving the student's application, placement, enrollment, transfer, internships, practica, affiliations, programs or financial aid;
- In emergency situations, information to the appropriate parties, if the College deems it necessary to protect the health, safety or well-being of the student or other individuals;
- In response to complaints and legal actions involving the student and the College;
- To authorized representatives of the state and local government;
- To organizations that accredit colleges and universities for the purpose of assisting their accrediting functions;
- To organizations conducting studies for or on behalf of the College to improve education or student aid programs.

FERPA COMPLAINT PROCEDURE

Students have the right to file a complaint about alleged failures by the College to comply with the requirements of FERPA to the Family Policy Compliance Office at the U.S. Department of Education. A complaint must be submitted within 180 days of the date of the alleged violation or of the date that the student knew or reasonably should have known of the alleged violation. The complaint must contain specific factual allegations giving reasonable cause to believe that a violation of the Act has occurred, and should be forwarded to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

Amending Educational Records

Students have the right to have their Educational Records maintained accurately. If the normal channels for amending Educational Records within the College do not result in the desired corrections, you should submit a written request to the Office of the Chief Academic Officer (CAO). The CAO will inform you of the College's decision concerning the requested amendment within 45 days from the date of receipt of the written request. If the College decides not to amend the Educational Record as requested, it will inform you of the decision, advise you of your right to a hearing to challenge the content of the Educational Record on the grounds that the information is inaccurate or misleading, or violates your rights under FERPA, and will explain the procedures to request such a hearing.

If, after the hearing, the College decides that the information contained in the Educational Record is neither inaccurate nor misleading, it will inform you of the right to place a statement in the Educational Record commenting on the contested information or stating why you disagree with the College's decision. The process of amending Educational Records or requesting hearings is pertinent only for information that has been recorded inaccurately or incorrectly, or that violates your rights under FERPA. This is not the process through which you may appeal grades, disciplinary decisions or other decisions. Normal review and appeal channels should be used where the dispute is with the decision itself, and not with the accuracy with which the decision or information has been recorded.

RELEASE OF EDUCATIONAL INFORMATION FOR A DECEASED STUDENT

According to FERPA, the privacy interests of an individual expire with that individual's death. Accordingly, the FPCO (Family Privacy Compliance Office) has determined that the disposition of records held by an institution pertaining to a deceased eligible student is not a FERPA issue but a matter of institutional policy and/or state law.

Hebrew College follows the following procedure regarding the record of a deceased student:

- Identify the student as deceased in the College's administrative software
- Remove all address information and replace it with an address line 1 of DECEASED
- Convert all paper documents to the appropriate archiving media

Within the first year following the death of a student, the College will release the educational records of the individual student under the following condition(s):

- The student has submitted a signed Authorization to Release Educational Records form which designed the person(s) eligible to request and/or receive educational records. Authorized person must submit a signed request for records which can be mailed, faxed, or hand-delivered to the Registrar's Office.
- The student has officially designated the person(s) as an emergency contact. Authorized person must submit a signed request for records which can be mailed, faxed, or hand-delivered to the Registrar's Office.
- The person(s) is the Executor/Executrix of the student's estate
- In response to a legal subpoena

The College will respond to requests for records in a timely manner, but records, with the exception of an unofficial transcript, will not be produced the same day. Requested documents will be mailed to the requestor.

After one year has elapsed following the death of an individual student, the College may release the educational records of an individual student at its discretion.

INSTITUTIONAL POLICIES

Drug-Free Schools and Communities Act of 1989

This statement is provided to students, faculty, and staff as part of Hebrew College's compliance with the Drug-Free Schools and Communities Act Amendments of 1989.

Hebrew College provides a drug-free, healthful and safe campus. To meet this goal, the College expects you to attend classes in a mental and physical condition that enables you to perform in a competent manner. The College's general policies provide that the campus and school activities are not a sanctuary from federal, state, and local laws. The policies prohibit the unlawful use, possession, sale, distribution, or manufacture of controlled substances or alcohol on school property or as part of school activities.

While on Hebrew College premises or while conducting College-related activities off Hebrew College premises, you may not use, possess, distribute or sell alcohol or drugs, or be under the influence of alcohol or illegal drugs. The College permits the legal use of prescribed drugs only if they do not impair your ability to perform effectively and safely without endangering others.

If you violate this policy, it may lead to disciplinary action, up to and including immediate disciplinary procedures and/or criminal prosecution under state and federal laws. Additionally, you may be required to participate in a substance abuse rehabilitation or treatment program. If you violate the policy, there could also be legal consequences.

Hebrew College recognizes that alcoholism, drug addiction, and substance abuse may represent illnesses or conditions that require professional counseling, assistance, or treatment. Faculty, students, and staff with problems related to or stemming from alcohol and substance abuse or dependency are encouraged to utilize the services provided through the school or other sources of assistance. However, neither addiction nor abuse excuses any member of the Hebrew College community for violating the rights of others, or for neglecting or performing inadequately academic or job-related responsibilities.

The unlawful possession, use, or distribution of illicit drugs or alcohol by any student or employee on school property or as part of or in connection with any school activity is prohibited.

STATE AND FEDERAL LAWS AND SANCTIONS CONCERNING DRUGS AND ALCOHOL

In addition to disciplinary sanctions imposed by the school, all students, faculty, and staff should be aware that federal, state, and some local laws treat illegal use, possession, sale, distribution, or manufacture of

drugs or alcohol as serious crimes. Conviction can lead to imprisonment, fines, and assigned community service. Felony and certain other convictions can prevent you from entering many fields of employment or professions and may have to be listed on applications for employment or admission to graduate or professional schools.

Many cities and towns in Massachusetts, including Boston and Newton, have local ordinances and regulations which prohibit public consumption of alcoholic beverages on private property without the owner's consent. Similar laws and regulations apply in most other states and in many localities.

Massachusetts laws punish sale or delivery of alcoholic beverage to persons under twenty-one with a fine of up to \$2,000 and six months imprisonment, or both. Misrepresenting one's age or falsifying an identification to obtain alcoholic beverages is punishable by a fine of \$300. First conviction of driving under the influence of alcohol has a penalty of a \$500- \$5,000 fine, a one-year revocation of driver's license, up to two and a half years in prison, and mandatory alcohol rehabilitation.

The Commonwealth also has criminal penalties for use of controlled substances, or drugs, with penalties varying with the type of drug. In general, punishment for using narcotic and addictive drugs and drugs with a high potential for abuse will have heavier penalties.

Possession of controlled drugs is illegal without valid authorization. While penalties for possession are generally not as great as for the manufacture and distribution of drugs, possessing of a relatively large quantity of drugs may be considered distribution. Under both state and federal laws, penalties for possession, manufacture, and distribution are much greater for second and subsequent convictions. Many laws dictate mandatory prison terms and the full minimum term must be served.

Massachusetts law states it is illegal to be in a place where heroin is kept and to be "in the company" of a person known to possess heroin. Anyone in the presence of heroin at a private party or in a home risks a serious drug conviction. Sale and possession of "drug paraphernalia" is illegal. Under federal laws and some state laws, participation in drug-related criminal activity can result in seizure or forfeiture of personal property and other assets utilized in conjunction with or stemming from the proceeds of the illegal activity. In addition, conviction of a drug-related offense may entail civil fines and denial or revocation of certain licenses and benefits.

Anyone convicted of drug possession under state or federal laws is ineligible for federal student grants and loans or for participation in federally sponsored research grants or contracts for up to one year after the first conviction, and up to five years after the second; the penalty for distributing drugs is loss of benefits for five years after the first conviction, for ten years after the second, permanently after the third.

Under federal law, distribution of drugs to a person under the age of twenty-one is punishable by twice the normal penalty, i.e., a mandatory one-year prison term; a third conviction is punishable by mandatory life imprisonment. These penalties apply to distribution of drugs in or within 1,000 feet of a college or school. Federal law sets greatly heightened prison sentences for manufacture and distribution of drugs if death or serious injury results from use of the substance.

In accordance with the requirements of the Drug-Free Workplace Act, as a condition of employment, any employee who is engaged in the performance of work under a federal grant or contract must notify the College if he or she is convicted of violating any criminal drug statute for activities done in the workplace not later than ten days after conviction; students who receive Pell and certain other federal grants are subject to similar conditions and must report any conviction of a drug-related offense to the U.S. Department of Education within ten days of the conviction if the offense occurred during the period covered by the grant.

If you have questions about this policy or issues related to drug or alcohol use, you may raise your concerns with the Chief Academic Officer without fear of reprisal. Students who are concerned about substance abuse are encouraged to consult with the Chief Academic Officer for confidential advice on resources.

Hazing Policy

A participant in the crime of hazing, as defined by the Massachusetts Board of Higher Education and Massachusetts state law, will be immediately dismissed from Hebrew College with the understanding that this student will never be considered for readmission. No refund of tuition will be given, nor will the student be permitted to complete the courses for which the student had already enrolled. Additional punishment in the form of fines or imprisonment may also be brought against the student as defined by Massachusetts law.

Policy on Bias-Related Harassment, Sexual Harassment and Discrimination

Bias-related harassment, sexual harassment and discrimination are violations of federal and state laws. Hebrew College policy states that such behavior is also a violation of academic and personnel practices. It is against the policies of Hebrew College for any member of the College community (faculty, staff, administrator or student) to harass a student or person employed by the College, male or female, or to discriminate against that person. Under Hebrew College policy, harassment may be generally defined as an act or communication causing emotional stress that is specifically addressed to individuals or groups with intent to harass, intimidate or humiliate the individual or group because of race, religion, creed, gender, age, ethnicity, national origin, physical disability or sexual orientation.

Sexual harassment refers to gender-based behavior that is personally offensive and/or interferes with the work or study effectiveness or living situation of an individual. Sexual harassment may include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct that creates an intimidating or hostile working, learning or living environment.

Discrimination is defined as communication of or acts of intolerance that have the effect of intimidating, demeaning, humiliating or creating a hostile environment for an individual or group because of race, religion, creed, gender, age, ethnicity, national origin, physical disability or sexual orientation. Any student who believes that he or she has been subjected to any type of bias-related harassment and/or discrimination by any member of the College community should report such occurrence immediately to the Chief Academic Officer. All such reports shall be confidential and shall not be communicated to any other person except with consent of the reporting student. Individuals found responsible for bias-related acts of harassment and/or discrimination will be subject to sanctions up to and including suspension and/or dismissal from school. In such instances where the conduct also can be characterized as a "hate crime," individuals may be subject to arrest and prosecution in the courts of the Commonwealth of Massachusetts.

Sexual Harassment/Title IX Policy

It is the intent of the Hebrew College Sexual Misconduct Policy that all members of the Hebrew College community will learn, live, and/or work in an environment free from sexual misconduct. The College seeks to foster a safe environment through ongoing education, a clear and consistently upheld sexual misconduct policy, and fair and equitable investigation and grievance procedures.

The College expects members of our community to respect themselves and one another, contribute to the safety and security of our community, and encourage one another to act as active bystanders to prevent, lessen, and curb sexual misconduct. Creating a safe campus environment is the responsibility of all Community members.

Sexual assault, sexual harassment, dating violence, domestic violence, stalking, and all forms of discrimination relating to one's sex or gender identity violate the rights and dignity of those subjected to the prohibited conduct. When any member of our community (student, faculty, staff, trustee, friend, vendor, or visitor) engages in sexual misconduct, that person exhibits a fundamental failure to act with integrity and to recognize and respect the intrinsic worth of another. Acts of sexual misconduct are contrary to the College's educational mission and values and will not be tolerated.

This policy does not apply to an incident of sexual misconduct between employees. Such situations will be referred to the College's Director of Human Resources. Situations involving an employee and a student will, however, be managed by the Director of Human Resources and the Title IX Team.

All Hebrew College community members are responsible for their actions and behavior on- and off-campus and have a responsibility to adhere to College policies and all applicable laws (local, state, and Federal). Any individual may report breaches to the Sexual Misconduct policy and, if determined that a sexual misconduct violation has occurred, the College will hold those individuals accountable for their behaviors.

Details of Hebrew College's Sexual Harassment/Title IX Policy can be found at www.hebrewcollege.edu/resources/policies-accreditation.

Institutional Integrity (Whistleblower) Policy

Hebrew College has a responsibility to manage its resources wisely, in a manner consistent with the law, and in accordance with the Hebrew College's stated purposes. Hebrew College has put in place operating procedures and internal controls that are intended to enable Hebrew College to conduct its operations in accordance with these obligations and to detect, deter, or prevent improper activities. However, intentional and unintentional violations of laws, regulations, policies, and procedures may occur and may constitute improper or unlawful activities.

Hebrew College has a responsibility to investigate any reports of improper or illegal conduct, and to take action where necessary to remedy a problem and prevent reoccurrence. In certain circumstances Hebrew College will report allegations of improper activities to the appropriate parties and will also report the resolution of any investigation. Investigations will be conducted with discretion and the information obtained made available only on a "need to know" basis.

Matters that should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of Hebrew College assets, or suspected regulatory, compliance, or ethics-related issues, concerns, or violations. Reporting violations of Hebrew College's applicable human resources policies, problems with coworkers or managers, or issues related to alleged employment discrimination or sexual or other form of unlawful harassment should be dealt with in accordance with Hebrew College's Human Resources Policies or its Policy on Discrimination and Sexual Harassment.

It is the responsibility of every employee to report any suspected incidents of improper or illegal activity and violations of significant Hebrew College policies and procedures. An employee should also report any situation where the employee believes he or she has been directed to engage in conduct or activity that would result in a violation of law. These reports should be factual and contain as much specific information as possible.

An employee should report these concerns promptly to Steffi Bobbin in Human Resources or another appropriate senior administrator. If an employee is concerned about making a report, the employee may make the report anonymously, but this often hampers the ability to conduct a full investigation.

An employee filing a complaint concerning a violation or suspected violation of the standards noted above must act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Hebrew College recognizes its responsibility to protect from retaliation employees who, in good faith, report allegations of improper or illegal conduct at Hebrew College or by Hebrew College personnel. In the event an employee believes retaliation is occurring, or s/he is being pressured not to report improper or illegal activity, the employee should promptly advise Steffi Bobbin. Anyone who engages in retaliation or acts to frustrate the intent of this policy will be subject to discipline. An employee who is found to have acted in an improper or illegal manner, or, conversely, does not act in good faith under this policy, will also be subject to discipline up to and including termination.

If any member of the Hebrew College staff has any questions or seeks additional information about this policy, please contact Steffi Bobbin in Human Resources.

DISCIPLINARY POLICIES

Disciplinary Sanctions

Hebrew College will impose disciplinary sanctions on students and employees who violate the College's rules of conduct. In addition, students or employees who violate public law may be subject to criminal prosecution. Conviction may result in fines, imprisonment, and revocation or loss of eligibility to receive federal funding (such as grants and financial assistance) and other privileges. College-imposed discipline may include sanctions up to and including expulsion of a student or termination of employment, in addition to referral for criminal prosecution. Disciplinary sanctions may include participation in a treatment, counseling, or other approved rehabilitation program.

Disciplinary Courses of Action

Students who have acted dishonestly or breached the Code of Academic Integrity or other College student conduct policies may be subject to academic penalties, administrative review and/or dismissal from their academic programs, pending the decisions of the instructor and the director of the specific program. Students may appeal these decisions as outlined in the Grievance Procedure (see below). It is College policy that suspensions, probations and dismissals be listed on academic transcripts. Any student dismissed from the College for violations of academic integrity, policy or rule of conduct may apply for readmission. In evaluating this reapplication, the Office of Admissions will consult with the committee that originally made the decision to dismiss.

Suspension or Dismissal

Hebrew College, through its various faculties or appropriate committees, reserves its discretionary right to suspend or dismiss any student from the College for failure to maintain a satisfactory academic record or for demonstrating behaviors that are deemed excessively disruptive to the academic process and/or social climate of the campus.

COURSE LISTINGS 2020-2021

Graduate Leadership Programs

Summer 2020

June 15 - August 21, 2020

JEWISH STUDIES SUMMER SEMINAR: THE JEW IN THE MODERN WORLD

INT526

David Starr

3 credits

The class will be asynchronous, with one hour of live class time (via Zoom) weekly. The class will run the entire duration of the summer semester.

This seminar explores the radical change in Jewish life and thought wrought by the great events and processes that we associate with the notion of being modern. Those included the emergence of new kinds of politics and states, the rise of industrial capitalism and its impact on the ways that people worked and lived, and the intellectual and cultural consequences of disciplines like science and history, all of which challenged traditionalist assumptions about the nature of truth.

Many of these encounters between Jewish values and behavior first arose in Central and Western Europe. But modernity happened everywhere, including in the Jewish cultural and demographic heartland of Eastern Europe. The geographic range of our course thus enables us to grapple with the idea and reality of “multiple modernities” that characterized European Jewry in this period.

This class focuses mainly on Jewish intellectual ideas while not ignoring the social, political, and economic transformation of the Jewish community. We will also place the changes going on in the Jewish community within the broader context of modern history.

JEWISH EDUCATION SUMMER SEMINAR: POSITIVE BEHAVIOR SUPPORT

EDU555

Rachel Figurasmith

3 credits

The class will be asynchronous, with one hour of live class time (via Zoom) weekly. The class will run the entire duration of the summer semester.

Students will learn to carry out a variety of behavior-change strategies within educational settings. Emphasis will be placed on the development of supportive classroom structures that lead to positive interactions among students with and without special needs, and between students and teachers. Students will also consider the Jewish dimension of behavioral management, specifically how values such as “dereh erez” can be reflected in general learning experiences.

Fall 2020

September 8- December 18, 2020

GENERAL INFORMATION:

For fall of 2020, on-campus classes are only open to students who are matriculated into one of Hebrew College's graduate degree programs. Non-degree students, and students who are cross-registering from other institutions, are welcome to enroll in classes being offered exclusively online.

Courses which are meeting exclusively online are marked as such. If the class is not designated as online, it will meet on campus. If a class is marked online with no date and time, that class meets asynchronously.

BIBLE

CORE TEXT - TORAH 1: BERESHIT 1

Shayna Rhodes

BIB500

3 graduate credits

Tuesdays 2:30 - 4:00 pm and Thursdays 11:30 am-1:00 pm ONLINE

(Beit Midrash preparation Tuesdays 11:30 am - 1:00 pm and Wednesdays 11:45 am - 1:15 pm ONLINE)

Level: Year 1

Non-Hebrew College students may take this class only with permission from the instructor

Requires Hebrew 5 or above

In this course, we will engage in close readings of selected passages in Genesis (Bereshit). We will hone our text reading skills in Biblical Hebrew as well as medieval commentary. Students will be introduced to rabbinic exegesis (Parashanut), with a special focus on Rashi and his midrashic sources.

CORE TEXT -TORAH 2: SHEMOT 1

Rachel Adelman

BIB600

3 graduate credits

Thursdays 11:30 am-1:00 pm and Fridays 11:15 am - 12:45 pm

(Beit Midrash preparation Thursdays and Fridays 9:00-11:00 am)

Level: Year 2

Non-Hebrew College students may take this class only with permission from the instructor

Requires Hebrew 7 or above

From a family of twelve sons to a great nation, Exodus (Shemot) recounts the foundational myth of the Jewish People. This course entails a close study of the Hebrew text, through the lens of classical parshanut and midrash as well as modern literary readers (Benjamin Sommer, Avivah Zornberg, Nahum Sarna), while attentive to major themes and motifs such as exile, the Egyptian oppression and plagues, the role of Righteous Women in the Redemption, and miracles in the desert (as in the Splitting of the Sea and the Manna).

CORE TEXT - TORAH 3: VAYIKRA

Nehemia Polen

BIB800

2 graduate credits

Thursdays 11:00 am - 1:00 pm ONLINE

(Beit Midrash preparation Thursdays 9:00 - 11:00 am ONLINE)

Level: Year 3 & Year 4

Requires Hebrew 8 or above

Standing at the very center of the Pentateuch, Vayikra reveals the priestly view of the relationship between God and Israel, and the interconnected dimensions of sacred time, space, and person. We will study major themes of Vayikra including the sacrificial system, the numinous power of the divine Presence, purity and impurity, the relationship between personal and social embodiment, the meaning of sacred time, and the interplay of the ritual and the ethical. We shall attempt to understand Vayikra's theory of priesthood, including the paradox of self-referentiality and the paradox of initiation.

Attention will be given to the role of Vayikra in the context of the Pentateuch as a whole, with special focus on narrative elements such as the death of Aaron's sons on the Tabernacle's inaugural day. We will apply insights from anthropology, comparative theology, and the contributions of modern scholars, but our main emphasis will be a close and careful reading of the text, assisted by classical commentators including Rashi, Ramban and Seforno.

CORE TEXT - TORAH 5: DEVARIM

Allan Lehmann

BIB900

2 graduate credits

Tuesdays 2:30-4:00 pm ONLINE

(Beit Midrash preparation Tuesdays 11:00 am-1:00 pm ONLINE)

Level: Year 5

Requires Hebrew 8 or above

Deuteronomy, the final book of the Torah, is the text Rabbinical students at Hebrew College approach as they enter their final year of the program. This course will approach this book, which has been so formative in shaping all later expressions of Judaism, through modern historical and literary lenses, as well as through the varieties of traditional interpretations through the ages.

GENRES AND THEMES OF BIBLICAL LITERATURE

Rachel Adelman

BIB502 (use BIB502X for non-credit)

3 graduate credits

Tuesdays and Thursdays 2:30-4:00 pm ONLINE

(Beit Midrash preparation Tuesdays 11:30 am-1:00 pm and Wednesdays 11:30 am-1:15 pm ONLINE)

Level: Mekorot

Requires Hebrew 4

This course will focus on biblical narrative and legal discourse. We will cover the arc of biblical history and historiography in its Ancient Near Eastern context, examining prose selections from the Torah, as well as the historical books: Joshua, Judges, Samuel I and II, and Kings I and II, with a foray into the early Second Temple Period. A few sessions will also focus on legal sections, including ritual and civil law. Particular attention is paid to understanding of the Hebrew text, and to the linguistic and literary characteristics of the different genres.

CANTORIAL

CANTILLATION 1

Josh Jacobson
CAN529
3 graduate credits
Wednesdays 9:30 - 11:30 am ONLINE

Requires Hebrew 4 or above and basic music ability

Students analyze the punctuation system underlying the chanting of the Hebrew Bible. Students are instructed in the syntactic parsing and correct contemporary pronunciation of biblical Hebrew, and learn a traditional Ashkenazic mode for the public cantillation of the Pentateuch.

While this course is primarily for cantorial and rabbinical students, others are welcome provided they have an adequate sense of musical pitch and the ability to read and translate biblical Hebrew.

INTRODUCTION TO BASIC CANTILLATION

Louise Treitman
CAN519
3 graduate credits
Thursdays, 11:15 am - 1:00 pm ONLINE
Level: Mekorot

Requires Hebrew 4 or permission of the instructor

This class is an introduction to basic concepts of Torah cantillation. It is not just about learning the melodies. Students will acquire and/or improve skills to chant Torah on weekdays, Sabbaths and Festivals using a common Ashkenazi trope. Topics will also include the rituals surrounding the Torah service, the history of cantillation/trope, correct contemporary pronunciation of biblical Hebrew, and the underlying syntactic structure of the whole system of cantillation. While this course is primarily for rabbinical students, others are welcome (depending on size of the class), provided they have adequate sense of musical pitch and the ability to read and translate biblical Hebrew (with the help of a dictionary).

Although this course cannot count for graduate credit for cantorial ordination students, cantorial students are welcome to register for non-credit.

INTRODUCTION TO BASIC NUSACH

Lynn Torgove
CAN522
2 graduate credits
Wednesdays 3:45 - 5:15 pm ONLINE
Level: Year 1

Requires Hebrew 4 or permission of the instructor

An introduction to the modes and motifs of traditional synagogue prayer. Emphasis will be on not only acquiring the musical skills to lead services, but also exploring the spiritual and textual underpinnings of nusach. We will be discussing issues of prayer leading, including improvisation and congregational participation, as well as the historical context of traditional davening. We will be studying Weekday and Shabbat nusach and melodies with a concentration on how to learn the modes. There will be reading assignments, and weekly recording assignments.

CANTORIAL COACHING

Various Instructors

PRC579

1 graduate credit

Open only to Cantorial & Rav-Hazzan students.

This course provides coaching by a practicing cantor who will guide the student according to his or her individual needs. Goals of coaching are to increase facility with prayer leading and to improve vocal and musical interpretations of selected repertoire as pertains to the Jewish Life Cycle. The student will be evaluated on the benchmark requirements by the third year of residency to ascertain proficiency.

CANTORIAL INTERNSHIP 1

Various

PRC700

1 graduate credit

Open only to Cantorial & Rav-Hazzan students.

Students spend a semester on location in a synagogue, observing a practicing cantor. The on-site cantor meets with and coaches the student in the practical application of skills learned in the classroom.

PREPARATION FOR COMPREHENSIVE EXAMS

Various

PRC997

1 graduate credit

Open only to Cantorial & Rav-Hazzan students in their final year.

This course is open to cantorial and rav-hazzan students only in their final year before ordination and is intended for review and completion of comprehensive exams required in either Nusach or Cantillation. Students must complete all comprehensive exams by April 1. Cantorial and rav-hazzan students must receive permission from their advisor to enroll in this course.

EDUCATION

FOUNDATIONS OF JEWISH EDUCATION

Michael Shire

EDU850

Mondays, 2:30 - 4:00 pm ONLINE

2 graduate credits

Only open to ordination students

Jewish Education is a practical art that has a theoretical base with application to practice. It has roots in Western industrial schooling as well as traditional pedagogies of teaching and learning in rabbinic antiquity. Recent innovation has drawn upon social, emotional and spiritual modes of learning to redefine Jewish Education for the 21st century. Jewish Education is a vast field including all kinds of schooling, camping, experiential and wilderness learning as well as college campus and adult and community learning. Students will be introduced to relevant theories and key pedagogical methods in the field of Jewish education so that they become familiar with the discourse of the field and can be skilled, innovative and knowledgeable about Jewish teaching and learning. The course incorporates the ways in which ordination students will utilize educational frameworks and approaches in their specific clergy roles.

HUMAN DEVELOPMENT

Nina Price
EDU802
3 graduate credits

Online

The course is focused on understanding the processes of human cognitive development by drawing from both classical prominent scholars in educational psychology and up-to-date scientific findings from neuroscience and cognitive and educational psychology. The learning process is discussed from the perspective of the ever-developing brain. Students will acquire knowledge and tools to meaningfully evaluate traditional, common and science-based learning strategies. The goal is to be able to understand the tension between effective cognitive processing and psychological factors that prevent most of us to choose them, and think of ways to overcome the barriers. Specifically, the course introduces highly-effective research-based learning strategies. And focus on the following questions: why are they effective? Why they are NOT so commonly used? What educational myths are related to them? And last, what is the important role of the teacher in advancing and fostering effective learning among their students? Moreover, the implications for teachers' own processes of development as learners and human beings will be highlighted. Students will have the opportunity to ask questions about their own practice as instructors, guides or learners, and find ways to look for answers by designing small-scale behavioral research.

Required Texts:

The majority of readings for the course will be available on-line or will be posted on Schoology.

You will be required to purchase two texts: Goodman, R. L. (2008). What We Now Know about Jewish Education. Torah Aura Prod. and Moskowitz, N.S. (2003). The Ultimate Jewish Teacher's Handbook. ARE Publications. It is recognized that these books are a bit expensive. This is not the only course for which they will be required reading, so please recognize the purchase of these books as an investment in your entire MEd course of instruction. Although you will not be required to purchase other books from the syllabus, the books included on the syllabus are wonderful resources, and you may want to consider adding them to your personal bookshelf.

MODELS OF TEACHING

Susie Rodenstein
EDU601
3 graduate credits

Online

In this course, students will analyze a wide repertoire of teaching models in Jewish education, influenced by content, students and institutional contexts, which represent techniques, philosophical approaches and values of teachers. The course will examine rationales for choosing or adapting different models and students will practice alternative approaches. Features of lesson planning and how to structure lessons and courses for Jewish educational settings will also be considered. In addition, students will reflect on their own teaching experiences and collaboratively assess alternative ways to address the range of educational issues that they encounter.

NEURODIVERSITY ACROSS THE JEWISH LIFESPAN

Rachel Figurasmith

EDU681

3 graduate credits

Online

In our Jewish communities we interface with a range of neurodiversity, involving individuals with strengths and challenges along a continuum of competencies at all stages of life. This course explores the reality that neurodiversity is part of people's lifelong experiences and manifests itself in different ways across the lifespan. We will explore what neurodiversity is, why this is the language of choice, and how this conceptually can shape our interactions with members of our communities. Each week of the semester we will focus on a different stage of life: beginning with young children and reaching all the way up to older adults. We will look at ways in which early childhood supports neurodivergent children and their families; inclusion and self-contained settings in public schools, day schools, and summer camps; the unique experiences of transitioning to adulthood with disabilities; and experiences of neurodivergent individuals as they age.

Students will participate in the course synchronously (live) on a weekly basis for 75 minutes. Students will be polled about availability and the time will be determined prior to the first day of class. Students will be expected to interface with their community as they are able, to participate in virtual tours, participate actively in course communication, and complete all written assignments.

SUPERVISED FIELD EXPERIENCE 1

Susan Morrel

EDU915

1 graduate credit

This is a year-long course

Prerequisite: Models of Teaching or Foundations of Jewish Education

All field experiences must be approved by the Director of Field Experiences.

Full academic year-long supervised experience in a Jewish setting (school, agency, synagogue, etc.). A minimum of 6 hours per week, based on the discretion of the Director of Field Experience, is required. Experiences will be tailored to meet the professional goals and objectives of the individual student. If appropriate, a current paid position may be incorporated into the experience. Focus on execution of emerging skills and reflective practice.

SUPERVISED FIELD EXPERIENCE 2

Susan Morrel

EDU916

1 graduate credit

This is a year-long course

Prerequisite: Supervised Field Experience 1

All field experiences must be approved by the Director of Field Experiences.

Full academic year-long supervised field experience in a Jewish setting (school, agency, synagogue, etc.) that is designed to meet the professional needs of students at a more advanced level. A minimum of 6 hours per week, based on the discretion of the Director of Field Experience, is required. Experiences will be focus on application and integration of expanded knowledge and continued reflective practice. If appropriate, a current paid position may be incorporated into the experience.

SUPERVISED FIELD EXPERIENCE: SPECIAL EDUCATION

Susan Morrel
EDU924
1 graduate credit

This is a year-long course

Prerequisite: Supervised Field Experience 1

All field experiences must be approved by the Director of Field Experiences.

Full academic year-long supervised experience in a Jewish setting (school, agency, synagogue, camp, etc.) serving students with a variety of special needs. A minimum of 6 hours per week, based on the discretion of the Director of Field Experience, is required. Experiences will be tailored to meet the professional goals and objectives of the individual student. If appropriate, a current paid position could be the basis for the experience with a focus on expanding the role to include a wide range of skills.

SUPERVISED FIELD EXPERIENCE: EARLY CHILDHOOD 2

Susan Morrel
EDU927
1 graduate credit

This is a year-long course

Prerequisite: Supervised Field Experience in Early Childhood 1 (EDU926)

All field experiences must be approved by the Director of Field Experiences.

Full academic year-long supervised field experience in an Early Childhood Jewish setting. A minimum of 6 hours per week, based on the discretion of the Director of Field Experience, is required. Experiences will be designed to meet the professional needs of students. Focus on application and integration of expanded knowledge and continued reflective practice. If appropriate, a current paid position may be incorporated into the experience.

GRADUATE RESEARCH SEMINARS

GRADUATE RESEARCH SEMINARS

Michael Shire and Barry Mesch
Hybrid

Register for the appropriate section which corresponds to your degree program:

EDU900 for MJE students --1 credit

EDU901 for MJEJS students --2 credits

EDU902 for MAJS and MJLS students --2 credits

EDU900P for Pardes Educator students --1 credits

This research seminar is the culmination of a student's years of study at Hebrew College and provides students with the opportunity to integrate their learning of Judaic texts with educational theories and practice. The final project allows students to further investigate a topic that intrigues them and relates to their work. Throughout the yearlong project, students will be guided by the seminar instructors, a faculty adviser of their choosing and by the seminar community itself. The project is then submitted as a bound written paper and presented orally at an end-of-year day of celebration. This course is yearlong, ending in May.

HEBREW LANGUAGE

ARAMAIC

Harvey Bock
HBW611
2 graduate credits
Tuesdays 2:30 - 4:00 pm ONLINE
Level: Year 2

Requires Hebrew 6 and permission of the instructor

Students will learn the basic features of Aramaic grammar, focusing on the dialect of Aramaic used in the Babylonian Talmud. A solid knowledge of Hebrew grammar will be expected, so that students can take advantage of systematic correspondences between Hebrew and Aramaic grammar. Some experience reading Talmudic texts will also be presumed. The texts that are read consist primarily of aggadic materials from the Babylonian Talmud. At the end of the course, other texts with liturgical and halakhic significance will be read as well.

FOUNDATIONS OF BIBLICAL HEBREW 1

Harvey Bock
HBW510
4 graduate credits
Tuesdays and Thursdays 9:00-11:00 am ONLINE
Level: Mekorot and Year 1

Requires permission of the instructor

This course is an intensive introduction to Biblical Hebrew, with an added emphasis on the morphology that continues to serve in subsequent periods of Hebrew. A basic familiarity with Hebrew is presumed, such as two years of college-level Hebrew or a day-school background.

INTERDISCIPLINARY

APPROACHING THE HOLOCAUST

Barry Mesch
Online

Please register for the correct section:

INT539 is the 3-credit version, without hevruta component

INT539A is the 4-credit version, with hevruta component - this section fulfills a Jewish Text Class requirement for Jewish Studies degree students

INT539X is the non-credit version, without hevruta component

Approaching the Holocaust : From antisemitism to genocide - from disbelief to recognition to no options for escape. Perpetrators, victims, bystanders, upstanders.

We will try to understand what happened and also try to understand “how and why.” We will look at a variety of primary sources as well as an excellent book by Peter Hayes called “WHY - Explaining the Holocaust.” We will also look at responses to the Holocaust - - How does Judaism survive after such a catastrophe? And some Christians ask the same question about Christianity - how does it survive? How does the founding of the State of Israel represent a response to the Holocaust? Finally, we will look at a phenomenon taking place in Poland today attempting to educate the younger generation about the Holocaust by putting them in touch with the Jewish history of their own towns and cities. At the same time that antisemitism rears its ugly head throughout the world there are seeds of something different.

Assignments will include readings of history, poetry, videos, etc. There will be a Folder on the website that will encourage you to post URL's or materials that you would recommend to the class.

This is a class where your ongoing weekly participation is crucial. The material is often difficult and upsetting. Bring your responses to the discussion threads and the "office hours". We truly learn from each other.

There will be a few short papers and a final paper in the course. You will also be asked to lead one class discussion thread during the semester on Schoology.

Required for Purchase

Peter Hayes, **Why - Explaining the Holocaust**, Norton, 2017

Peter Hayes, **How was it Possible: A Holocaust Reader** This book is available digitally through EBSCO host.

BEIT MIDRASH

Beit Midrash Staff

INT555

non-credit

Level: All

Regular Bet Midrash participation is a required part of the Rabbinical School program. Complementing formal classroom study, students will be paired in hevrotot for intensive study of Jewish texts. This takes place during daily Beit Midrash hours within a supervised study hall setting, where tutors are available to help students work with the original sources and to discuss ideas and issues that emerge from the text study.

CAPSTONE SEMINAR- JEWISH STUDIES

Jane Kanarek

INT950

3 graduate credits

Note: Year-Long Course

Level: Year 5

This year-long course is required of all graduating rabbinical students receiving the MAJS degree. The course meets four times during the fall and twice during the spring.

INNER LIFE AND SOCIAL JUSTICE ACTIVISM

David Jaffe

INT561

2 graduate credits

Mondays 4:30-6:00 pm ONLINE

Level: All

This course explores inner, personal development and social change activism as an integrated spiritual path. Drawing on Mussar and Chassidic literature and the concept of tikkun hamiddot (personal ethical and spiritual development), this course examines the connections between spirituality and strategies for social justice organizing and advocacy for transformative social change. Some of the specific areas of exploration will include motivation and self-interest, choice, humility and trust.

JEWISH THOUGHT

CLASSICAL JEWISH THOUGHT

Jordan Schuster

JTH518

2 graduate credits

Wednesdays 9:30 - 11:00 am (Beit Midrash preparation Mondays 2:30 -4:00 pm)

Level: Year 1

Requires Hebrew 6 and permission of the instructor

In this course, we will be exploring rabbinic conceptions of creation, desire, and G-d. Grounded in 20th and 21st century scholarship on rabbinic thought, our conversations will additionally rely upon our reading of primary source materials in the Hebrew original.

HASIDUT - YOSHER DIVREI EMET

Ebn Leader

JTH803

2 Graduate Credits

Level: Year 5

Wednesdays 11:45 am -1:15 pm (Beit Midrash preparation Wednesdays 9:30-11:00 am)

Requires high level Hebrew skills and experience with textual analysis of hasidic teachings. People who are not fifth year rabbinical students should speak to the instructor.

In this course we will study the teachings of Rabbi Meshulam Feibush of Zbarz, one of the early hasidic teachers of the lineage of the Maggid of Zlotchov. We will focus on his teachings in relation to the Jewish year cycle, and use this learning as an opportunity to introduce some of the basic structures of the year cycle as seen in Lurianic kabbalah. Students should have the capacity to read the Hasidic teachings in the original Hebrew.

Required Texts: We will study the book *Yosher Divrei Emet* by R Meshulam Feibush of Zbarz, focusing mainly on his teachings regarding the year-cycle and the High-Holidays in particular (sections 51-57).

MODERN JEWISH THOUGHT

David Starr

JTH838

2 graduate credits

Thursdays 2:30 - 4:00 pm ONLINE

Level: Year 3 & Year 4

This course will explore the writings of major Jewish thinkers living in the modern era and place them in the context of their historical setting. The class will focus on the various ways these thinkers - from Mendelssohn to Buber - understood the dynamic relationship between inherited tradition and modern conceptions of religious life.

MYSTICAL PRAYER IN JUDAISM

Arthur Green
JTH580 (use JTH580X for non-credit)
2 graduate credits
Tuesdays 4:30-6:00 pm ONLINE
Level: All

Readings for advanced Hebrew students in R. Meir Ibn Gabbai's *Tola'at Ya'akov*, a sixteenth century Kabbalistic commentary on the daily prayerbook. Background reading will include key concepts of Kabbalistic thought and devotion.

THEOLOGY OF THE JEWISH YEAR

Nehemia Polen
JTH630
2 graduate credits
Mondays 2:30 - 4:00 pm ONLINE
Level: Year 2

Requires Hebrew 8

The calendar, with its cycle of sacred observances, is the great teacher of Judaism's practices, values and theology. We will study the explicit and implicit theology of the year, focusing on key texts from the Bible to Hasidism. We will examine theocentric, historical, agricultural and ethical framings of the holidays, and will consider the interplay between solar and lunar rhythms. We will focus on Hasidic texts, especially for Hanukkah and Purim. In every case we will attempt to uncover the ideas that motivate the rituals and that transform ceremonies into spiritual practices. Hasidic texts will be read with an eye to interiority and the personal and collective quest for meaning.

LITURGY

SIDDUR

Daniel Klein
LGY591
2 graduate credits
Mondays 2:30-4:00 pm
Level: Mekorot

Requires Hebrew 4 or above

Students not in Mekorot need permission of instructor

The broad goal of this course is to help students transform words of liturgy into words of prayer by learning more deeply about the background, meaning and structure of the weekday Shacharit service. We will focus most of our attention on Ashkenazi liturgy, with some time spent on liturgical variations for Shabbat and holidays, on some differences between Ashkenazi, Nusach Sefard and Edot haMizrach liturgies and on liturgical differences between movements. Students will also work on their capacity to read and/or chant the service aloud and reflect on how their growing knowledge of liturgy influences their prayer practice.

PRACTICAL COURSES FOR RABBINIC OR CANTORIAL STUDENTS AND CLERGY

SENIOR SEMINAR

Allan Lehmann

PRC915

2 graduate credits

Tuesdays 9:00-10:30 am ONLINE

Level: Year 5

The Senior Seminar provides an opportunity for students approaching graduation to investigate a number of current topics that face rabbis in their practice. Most of these topics involve issues of personal status and Jewish identity such as intermarriage, Jewish identity by birth, the role of non-Jews in Jewish families and communities, and conversion. Contemporary readings from a range of Jewish sources are integrated with primary text study. Students are encouraged to bring their personal experience to class discussions.

RABBINICS

CORE TEXT - RABBINICS 1: BERAKHOT 1

Micha'el Rosenberg

RAB500

3 graduate credits

Mondays 11:30 am - 1:00 pm and Fridays 11:15 - 12:45 pm

(Beit Midrash preparation Mondays and Fridays 9:00-11:00 am)

Level: Year 1

Requires Hebrew 6 or above

Through intensive, guided study of one full chapter of the tractate Berakhot, this first semester inducts first-year rabbinical students into the discipline of traditional rabbinic learning. Course work covers essential themes in the field of liturgy while building skills that are necessary for reading, understanding, appreciating, analyzing and participating in Talmudic discourse and for accessing the full range of classical rabbinic sources.

CORE TEXT - RABBINICS 3: MO'ED 1 (SECTION 1)

Shayna Rhodes

RAB642-1

3 graduate credits

Mondays 11:30 am-1:00 pm and Wednesdays 11:45 am - 1:15 pm ONLINE

(Beit Midrash preparation Mondays 9:00-11:00 am and Wednesdays 9:30 -11:30 am ONLINE)

Levels: Years 2, 3, 4

This course will focus on several aggadic selections in masekhet Ta'anit. We will begin by orienting ourselves to the tractate by studying the Mishnah. We will go on to look at several tales, examining them individually, comparing them, and analyzing what they have in common. Our focus will be primarily on the sugya itself, secondarily on Rashi. The goals will be to introduce the study of narrative in the Talmud and to improve skills: navigating text without pointing or punctuation, fluency in reading Rashi, beginning to see the sugya as a whole and how one sugya relates to another. Ta'anit is a treasure trove of narratives that illuminate the worldview of the sages in a way that far surpasses the legal material.

CORE TEXT - RABBINICS 3: MO'ED 1 (SECTION 2)

Devora Steinmetz

RAB642-2

3 graduate credits

Mondays 11:30 am-1:00 pm and Wednesdays 11:45 am - 1:15 pm ONLINE

(Beit Midrash preparation Mondays 9:00-11:00 am and Wednesdays 9:30 -11:30 am ONLINE)

Levels: Years 2, 3, 4

This semester we will focus on the study of aggadic sections of the Bavli. We will learn selected stories as well as sustained aggadic passages, attending to literary features, context, and intertextuality as well as to the core ideas and questions that these texts address.

CORE TEXT - RABBINICS 3: MO'ED 1 (SECTION 3)

Jane Kanarek

RAB642-3

3 graduate credits

Mondays 11:30 am-1:00 pm ONLINE and Wednesdays 11:45 am - 1:15 pm ON CAMPUS

(Beit Midrash preparation Mondays 9:00-11:00 am and Wednesdays 9:30 -11:30 am ONLINE)

Levels: Years 2, 3, 4

This course will focus on conceptualizing the relationship between halakhah and aggadah. We will study selected sugyot from the Bavli and Yerushalmi as well as their parallels in tannaitic and aggadic midrashim. Readings of scholars from the geonic to the contemporary period will help frame our thinking about this material and its intersections with our own religious practices and those of the communities we hope to lead.

HILKHOT ERUVIN

Micha'el Rosenberg

RAB535

2 graduate credits

Wednesdays 4:00 - 5:30 pm ONLINE

Level: All

Requires one semester of Talmud level 3 or above and permission of instructor

In this course, we will study the laws of erubin, with particular attention to: a) defining the various Sabbath domains, b) requirements for construction of boundaries for an eruv, and c) requirements for the shared communal food that serves as the core of the "eruv." We will study each of these in diachronic fashion, beginning with relevant verses and rabbinic passages, moving through rishonim (primarily as summarized in the Beis Yosef), Shulhan Arukh, aharonim, and contemporary eruv guides.

HILKHOT SHABBAT (SECTION 1)

Miriam-Simma Walfish

RAB630-1

2 graduate credits

Tuesdays, 11:30 am -1:00 pm ONLINE

(Beit Midrash preparation Tuesdays 9:00 - 11:00 ONLINE)

Levels: Years 2, 3, 4

Requires Hebrew 8

The course deals with the laws and traditions of the Shabbat. Students will learn central terminology and concepts related to Shabbat law, and will explore how these laws fit into an overarching conceptual framework.

HILKHOT SHABBAT (SECTION 2)

Micha'el Rosenberg

RAB630-2

2 graduate credits

Tuesdays, 11:30 am - 1:00 pm

(Beit Midrash preparation Tuesdays 9:00 -11:00 am)

Levels: Years 2, 3, 4

Requires Hebrew 8

This course is an in-depth examination of some of the central concepts of hilkhot shabbat with a particular focus on the laws of heating/reheating food (shehiyah/hahzarah). Emphasizing the development of these laws from the Talmud through contemporary halakhic handbooks, we will also ask how these laws seek to transform the physical place of cooking from every day to holy.

INTRODUCTION TO MISHNAH AND JEWISH PRACTICE SEMINAR

Jordan Schuster

RAB514

4 graduate credits

Mondays 11:30 am-1:00 pm and Fridays 11:15 am - 12:45 pm

(Beit Midrash preparation Mondays and Fridays 9:00-11:00 am)

Level: Mekorot

Requires Hebrew 4

This course offers an intensive introduction to the form and content of the Mishnah. By focusing on the Mishnah's first tractate, Masekhet Berachot, students will gain familiarity with rabbinic composition and rhetoric, as well as rabbinic frameworks for spiritual practice and mundane life. In addition to offering a rigorous and intellectual approach to Mishnah, this course will require students to cultivate an experiential relationship to the Mishnah as well, one in which students encouraged to engage the Mishnah as a guide to grounding, innovating and evolving their own Jewish practice -- personal and communal.

THEORIES OF HALAKHAH

Jane Kanarek

RAB529

2 graduate credits

Thursdays 2:30-4:00 pm ONLINE

Level: Year 1 and Year 2

Requires Hebrew 6 or above

This course will provide an introduction to theories of halakhah and halakhic literature. We will contextualize halakhah within a wider world of legal theory as well as examine this particularly Jewish expression of law. As we gain a more expansive understanding of the development of halakhah and halakhic literature, we will also have the opportunity to consider how the languages of halakhah can be a resource for our individual and communal Jewish practices.

VOCAL ARTS

SENIOR RECITAL

Lynn Torgove
MUS905
1 graduate credit

This is a year-long course

Emphasis is on preparing the student for the senior recital. This course will be taken in addition to voice lessons during final two semesters before graduation.

Open only to Cantorial and Rav-Hazzan students.

VOICE LESSONS

Various
MUS500
1 graduate credit

Enrollment by non-cantorial students is only with permission from the Head of Vocal Arts, and will require payment of a studio fee.

Private lessons in singing. Emphasis is on understanding the working of the vocal mechanism, maximizing the potential of the individual singer, learning to be an effective vocal teacher, and preparing the student to be an inspiring performer. Students will be taught how to use correct technique while singing a variety of different styles of music. Students will be required to participate in a studio recital once each semester and to memorize the music that is being performed. To adjudicate progress, cantorial students will also be required to sing in Vocal Boards, performing a liturgical selection either from memory or from the Hebrew text, and a secular piece from memory from repertoire to be approved.

Winter/Spring 2021

Pre-Semester January Intensive Classes January 19-22, 2021

Spring Semester Classes February 1- May 21, 2021

General Information:

For winter/spring of 2021, on-campus classes are only open to students who are matriculated into one of Hebrew College's graduate degree programs. Non-degree students, and students who are cross-registering from other institutions, are welcome to enroll in classes being offered exclusively online.

Courses are marked as online or on campus; classes which show no date and time meet asynchronously, and they are marked as such.

JANUARY INTENSIVE SEMINARS

FROM DIVERSITY TO PLURALISM: JEWISH IDENTITY IN JEWISH RELIGIOUS AND COMMUNITY LEADERSHIP

Rabbi Or Rose

INT510

non-credit only

January 19-22, 2021

Tuesday, Wednesday, Thursday -- 9:00-11:00 am and 12:00-2:00 pm

Friday 9:00-11:00 am

ONLINE

Required for Mekorot students; open to all Hebrew College degree students and non-students working in the fields of Jewish Education or Jewish Communal Service

Tuition for non-ordination students is \$180 plus a non-refundable \$60 registration fee.

Hebrew College is an intentionally pluralistic educational institution, welcoming students and teachers who hold diverse visions of Jewish life and the role of Jews and Judaism in the broader world. Furthermore, we live in one of the most religiously diverse societies in the history of humankind. How do we create an ethos of dignified engagement—both within our school community and beyond—acknowledging our similarities *and* differences, working for the common good when possible? What are the values and human qualities (*middot*) that support such an effort? What are some practical ways to actualize our best intentions? Which Jewish resources—classical or contemporary—might be particularly helpful in developing and sustaining this dialogical and inclusive spirit?

In this intensive course we will explore these and other related issues through text study; small and large group discussion; journaling; and song and meditation. We will also welcome guest teachers and practitioners working in related fields of endeavor.

INTRODUCTION TO CHRISTIANITY

Rev. Soren Hessler

INT519

non-credit only

January 19-22, 2021

Tuesday, Wednesday, Thursday - 10:00 am-12:00 pm and 1:30-3:30 pm

Friday 10:00 am-12:00 pm

ONLINE

Required for Shanah Aleph students; open to all degree students and non-degree students

While the course is primarily designed to orient emerging Jewish religious leaders to the traditions of Christianity, non-Jewish students are welcome to enroll.

Tuition for non-ordination students is \$180 plus a non-refundable \$60 registration fee.

Introduction to Christianity will focus on the histories, beliefs, and practices of contemporary Christian communities. The online intensive course will engage churches and Christian organizations in greater Boston, providing students the opportunity to network with other important actors in the religious landscape and exposure to the various expressions of Christianity in Boston. The course will be facilitated by Rev. Soren Hessler, former Associate Director of the Miller Center for Interreligious Learning & Leadership, and will include guest lecturers and workshops led by area clergy and religious professionals.

INTRODUCTION TO ISLAM FOR JEWISH LEADERS

Celene Ibrahim

INT600

non-credit only

January 19-21, 2021

Tuesday, Wednesday, Thursday -hevruta study 11:00 am-12:00 pm, class 12:00-1:00 pm and 3:30-5:30 pm

ONLINE

Required for Shanah Bet students; open to all Hebrew College degree students.

Tuition for non-ordination students is \$180 plus a non-refundable \$60 registration fee.

In this intensive course, students will explore key concepts and practices drawn from Islamic traditions. Special attention will be given to three distinct themes: to Islamic ethical principles, conceptions of justice, and understandings of virtue; to the deeper significances of embodied practices of worship and devotion; and to the narratives of Biblical figures who also have importance in the Qur'an. Attention to these themes supports current and emerging Jewish Leaders probe core aspects of Muslim intellectual history and recognize points of both convergence and divergence between worldviews. The course will be taught by Dr. Celene Ibrahim, Muslim scholar and faculty member in the Department of Religious Studies and Philosophy at Groton School.

MANAGEMENT SEMINAR

Dan Judson

PRC918

non-credit only

January 19-22, 2021

Tuesday, Wednesday, Thursday -- 9:30-10:30 am, 11:00 am-12:30 pm, and 2:00-3:30 pm

ONLINE

Level: Year 5

Open to rabbinic students in Shanah Heh only

This course will introduce students to budgeting, development, working with boards, supervision, as well as planning and assessment. Guest lecturers with backgrounds in particular fields will help with instruction.

SPRING CLASSES

BIBLE

CORE TEXT - TORAH 1: BERESHIT 2

Rachel Adelman

BIB501 (use BIB501X for non-credit)

3 graduate credits

Wednesdays 11:45 am - 1:15 pm and Fridays 11:15 am - 12:45 pm

(Beit Midrash preparation Wednesdays 9:30 - 11:30 am and Fridays 9:00 - 11:00 am)

ONLINE

Level: Year 1

Non-Hebrew College students may take this class only with permission from the instructor

Requires Hebrew 5 or above

In this course, we will consider the second half of *Sefer Bereshit*. In addition to developing a stronger sense of the the poetry, rhetoric, and narrative structuring of the book, we will familiarize ourselves with various 20th and 21st century modes of biblical hermeneutics (Buber-Rosenzweig's redactor-critical lens, Julia Krysteva's French feminist lens, Eliade and Bachelard's topoanalytic lens, CG Jung's psychoanalytic lens). To supplement our reading of *Bereshit*, we will also be turning to medieval commentary, rabbinic midrash, and a smattering of hasidic sources.

CORE TEXT - TORAH 2: SHEMOT 2

Devora Steinmetz

BIB601 (use BIB601X for non-credit)

3 graduate credits

Tuesdays 2:30 - 4:00 pm and Fridays 11:15 am - 12:45 pm

(Beit Midrash preparation Tuesdays 9:00 - 11:00 am and Fridays 9:00-11:00 am)

ON CAMPUS

Level: Year 2

Non-Hebrew College students may take this class only with permission from the instructor

Requires Hebrew 7 or above

From Sinai to the consecration of the Mishkan (Tabernacle), this course engages in a deep reading of the narrative and legal sections in the book of *Shemot* following the redemption of Israel from slavery. We will focus on the main events in the wilderness: the theophany at Sinai, the Sin of the Golden calf, and the building of the Tabernacle. We will draw upon interpretations primarily from classic rabbinic midrash and Medieval commentaries: the Mekhilta, Rashi, Ramban, and Ibn Ezra. We will also engage in a reading of the Revelation at Sinai and other selected passages through the lens of modern biblical criticism (the documentary hypothesis).

CORE TEXT - TORAH 4: BEMIDBAR - THE BOOK OF NUMBERS

Rachel Adelman

BIB700-1 (use for both sections)

2 graduate credits

Section 1 - Fridays 9:30 - 11:30 am ONLINE

Section 2 - Tuesdays 11:30 am - 1:00 pm ON CAMPUS

(Beit Midrash Preparation for both sections from 9:00 am-11:00 am on Tuesdays; Hybrid of Online and On Campus)

Level: Years 3 and 4

Requires Hebrew 8 or above

This course on the Book of Numbers (BeMidbar) will focus on crises of leadership in the Wilderness. This period tracks the transition of the Israelites from being slaves in Egypt to their formation as a self-determining nation, prepared to settle the land. We will grapple with the complaint narratives, challenges to Moses' prophecy, the spies report, Korah's rebellion, and the social and legal innovations in settling the Promised Land. We will engage in a wide-range of sources - from Tannaitic Midrash (Sifre) and classic Medieval exegesis to source criticism - with an eye to broadening our reading strategies. Students will also be invited to extend and personalize issues of leadership, in anticipation of their own transition to "Rabbanut."

THE BOOK OF RUTH

Jordan Schuster

BIB505 (use BIB505X for non-credit)

3 graduate credits

Mondays 11:30 am - 1:00 pm and Thursdays 11:30 am - 1:00 pm

(Beit Midrash preparation Mondays 9:00 - 11:00 am and Thursdays 9:00 - 11:00 am)

ON CAMPUS

Level: Mekorot

Requires Hebrew 4 or above, or 2.5 years of college-level Hebrew

This course will begin with selections from the Book of Judges. These selections will not only initiate our semester long study of Biblical poetics and narratology; they will also provide us with a sense of the larger theological and political realities under which the Book of Ruth's intimate portrait of life (and romance) transpires.

CANTORIAL

SHABBAT NUSACH

Brian Mayer
CAN550
2 graduate credits
Thursdays 11:00 am - 1:00 pm
ONLINE

Requires Introduction to Basic Nusach, Hebrew level 4 or above, and basic knowledge of music theory.

In this course, students master the traditional liturgical chants for the entire Shabbat liturgy. Students learn scales/modes, musical motifs and nusachically germane congregational melodies for all Shabbat Services. The material is approached by study of music theory, and practical application through Hevruta learning, as well as required recordings.

CANTORIAL COACHING

Various Instructors
PRC579
1 graduate credit

Open only to Cantorial & Rav-Hazzan students.

This course provides coaching by a practicing cantor who will guide the student according to his or her individual needs. Goals of coaching are to increase facility with prayer leading and to improve vocal and musical interpretations of selected repertoire as pertains to the Jewish Life Cycle. The student will be evaluated on the benchmark requirements by the third year of residency to ascertain proficiency.

CANTORIAL INTERNSHIP 2

Various
PRC701
1 graduate credit

Open only to Cantorial & Rav-Hazzan students.

Students spend a semester on location in a synagogue, observing a practicing cantor. The on-site cantor meets with and coaches the student in the practical application of skills learned in the classroom.

EDUCATION

FAMILY, SCHOOL AND COMMUNITY

Ilene Vogelstein
EDU503 (use EDU503X for non-credit)
3 graduate credits
ONLINE, asynchronous

This course is designed to acquaint teachers with the theories, knowledge, skills, and practices of relationship building among families, schools, and communities. In this course, we will consider conceptual frameworks in which the unique relationships between families, communities, and schools can be understood. These frameworks will help us to define the multitude of factors that impact the partnerships between families, schools, and communities, including cultural backgrounds and values, societal forces, and differing role expectations of parents and teachers. These understandings, as well as our own reflections and experiences, will serve as a basis from which our own practice concerning families, schools, and communities will develop. *This course fulfills a pedagogic application course requirement.*

ICENTER SEMINAR

Susie Rodenstein
EDU685
3 Credits
ONLINE - some asynchronous and some synchronous meetings, with dates and times to be coordinated with class members

Only open to participants in the iCenter Fellowship

As a component of the iCenter fellows program, this course prepares students for the final project of the Israel Education concentration and offers reflective practice on the teaching of Israel in schools and synagogues. iCenter fellows are required to participate fully and complete all written assignments for the iCenter as well as all requirements for this seminar. *This course fulfills a pedagogic application course requirement. Eligible only for iCenter fellows.*

SPIRITUAL DEVELOPMENT FOR JEWISH EDUCATION

Michael Shire
EDU626
3 graduate credits
ONLINE, asynchronous

Too often Jewish education has been primarily concerned with transmission of knowledge, acquisition of skills, and developing Jewish identity in young people. Nurturing the spiritual growth of the child is often missing from Jewish educational practice. This course seeks to explore the spiritual life of the child, and it will draw upon the latest research and our own experience, offering a Jewish lens with which to view this spirituality from our traditional sources. We will seek to develop new practices for Jewish education in classrooms, camps, synagogues, community centers that nurture the Jewish spiritual life of our children. The course will offer an educational focus for spiritual development, including the spirit of the child, sacred teaching, spiritual learning and transforming Jewish education. *This course fulfills a pedagogic application course requirement.*

THEORY AND PRACTICE OF 21ST CENTURY JEWISH EDUCATION

Barbara Merson
EDU834
3 graduate credits
ONLINE, asynchronous

This course explores the theories of 21st century Jewish education and ways that these theories inform practice. We will examine different tools for learning and teaching across educational venues. The course will explore how different applications support current theories in Jewish education and will also identify the pedagogic implications for integration of technology and ideas of 21st century education into learning experiences for Jewish education

SEMINAR IN JEWISH EDUCATIONAL LEADERSHIP

Susan Morrel and Marion Gribetz
EDU710
3 graduate credits
ONLINE, asynchronous

This course explores the process of educational supervision, instructional leadership and organizational leadership in Jewish education. Students will consider and practice varied models of supervision and staff development and examine issues of change in Jewish education. In addition, students will practice Jewish educational leadership skills, including public speaking, homiletics and educational planning and problem solving. *For advanced students and supervisors.*

EDUCATION COURSES FOR PARDES EDUCATOR STUDENTS

SUPERVISED FIELD EXPERIENCE 1 - PARDES

Susan Morrel
EDU915P
1 graduate credit

Supervised experience in a Jewish setting (school, agency, synagogue, etc.) for the full academic year. A minimum of 6-10 hours per week over two semesters is required. Experiences will be tailored to meet the professional goals and objectives of the individual student. If appropriate, a current paid position may be incorporated into the experience. Supervision will focus on execution of emerging skills, observation and basic knowledge. All field experiences must be approved by the director of field experiences.
Prerequisite: Models of Teaching

This section is only open to students in the Pardes Educators Program.

SUPERVISED FIELD EXPERIENCE 2 - PARDES

Susan Morrel
EDU916P
1 graduate credit

Supervised experience in a Jewish setting (school, agency, synagogue, etc.) for the full academic year. A minimum of 6-10 hours per week is required over two semesters. Experiences will be tailored to meet the professional goals and objectives of the individual student. If appropriate, a current paid position may be incorporated into the experience. Supervision will focus on execution of emerging skills, observation and basic knowledge. All field experiences must be approved by the director of field experiences.
Prerequisite: Models of Teaching and Field Experience I

This section is only open to students in the Pardes Educators Program.

SEMINAR ON JEWISH DAY SCHOOLS

Andrea Kasper
EDU826
3 graduate credits
ONLINE, asynchronous

Students will study the unique learning contexts of Jewish day schools and the particular challenges and opportunities they present to teachers. Students will consider selected problems in teaching a curriculum that includes Jewish and general studies; integration of multiple disciplines; and intentions to foster Judaic, Hebraic and English literacy at high levels of understanding. This course is for student teachers in Jewish day schools as well as classroom teachers who are at the early stages of their careers in Jewish day-school training. This course is only open to first-year students in the Pardes Educator Program.

SOCIAL, EMOTIONAL & SPIRITUAL LEARNING

Evelyn Rotstein
EDU650P
3 graduate credits
ONLINE, asynchronous

This course will explore the complexities of teaching and studying the Biblical text in the 21st century, as seen through the lenses of contemporary thinkers and educators, biblical scholars and teachers. Traditional commentary and modern scholarship, rabbinic Midrash and personal interpretation, sacred legacy and moral deliberation are some of the issues that will inform our discussion. Biblical texts representing all genres of Scriptures (narrative; law; wisdom; poetry; prophecy and history) will serve as foci for the greater part of the semester. Participants will be required to work on a particular Biblical text, presenting both their personal study and teaching of that text to fellow participants. A final written project which integrates the application of principles learned is to be submitted at the end of term.

This course is only open to students in the Pardes Educators Program.

HEBREW LANGUAGE

FOUNDATIONS OF BIBLICAL HEBREW 2

Two Sections - please register for the correct section:

For Mekorot students,
Jordan Schuster - HBW511-1
Mondays and Thursdays 9:00 - 11:00 am

For Shanah Aleph students,
Harvey Bock - HBW511-2
Tuesdays 9:00 - 11:00 am and Thursdays 2:30 - 4:30 pm
(use HBW511X for non-credit)
Requires Foundations of Biblical Hebrew 1 and permission of instructor

4 graduate credits
ONLINE

This course is a continuation of Foundations of Biblical Hebrew 1.

RABBINIC HEBREW

Harvey Bock
HBW608 (use HBW608X for non-credit)
2 graduate credits
Mondays 2:30 - 4:00 pm
ONLINE
Level: Year 2

Requires Hebrew 7 or above and permission of the instruction

This course surveys the Hebrew of classic rabbinic works, with the goal of refining the students' ability to accurately read and understand the language of major genres of post-biblical literature. Representative texts from the Mishnah through medieval biblical commentary and law are examined sequentially. Secondary literature about the Hebrew of the genres covered is also read and discussed.

INTERDISCIPLINARY

BEIT MIDRASH

Beit Midrash Staff
INT555
non-credit
Level: All

Regular Bet Midrash participation is a required part of the Rabbinical and Cantorial programs. Complementing formal classroom study, students will be paired in hevrotot for intensive study of Jewish texts. This takes place during daily Beit Midrash hours within a supervised study hall setting, where tutors are available to help students work with the original sources and to discuss ideas and issues that emerge from the text study.

ORGANIZING JEWISH COMMUNITIES FOR JUSTICE AND TRANSFORMATION

Meir Lakein
INT562 (use INT562X for non-credit)
2 graduate credits
Mondays 4:30 - 6:00 pm
ONLINE
Level: All

Students will learn the fundamentals and principles of community organizing that will help them bring people together as a real community united around a common purpose and ready to act collectively both to live out their values in the public square and to build the communities they dream of having. When the country is beset by both tragedy and the inspiration of communities standing up for themselves, Jewish communities will need their leaders, particularly rabbis, to organize them to do their part. The course will cover the building blocks of community organizing, tools such as one on one relational meetings, house meetings, power analysis, leadership development, and strategy, Jewish learning, case studies, and ample opportunities for students to learn off of their own experiences.

JEWISH HISTORY

THE HISTORY OF ZIONISM AND ISRAELI SOCIETY

David Starr
HIS510 (use HIS510X for non-credit)
2 graduate credits
Tuesdays 11:30 am - 1:00 pm
ONLINE
Level: Year 2

Requires permission of the instructor

In the first part of the seminar we will explore the history of Zionism both by studying the social development of the movement in Palestine up until 1948 and via close reading of the various streams of Zionist thought. The course will focus on the seminal political events of early Zionism: the Zionist congresses, the Balfour Declaration, the successive waves of aliyot, etc. The latter part of the course will focus on the development of Israeli society, looking at questions of Jewish identity, the democratic nature of Israel, Ashkenazi-Sephardi tension, and the contentious relationship with the Palestinians. We will end the course by looking at contemporary critiques of Zionism, raising the charged questions of whether Zionism is at its end.

JEWISH THOUGHT

CONFRONTING MODERNITY, CONFRONTING THE PAST: FORMATIVE JUDAISMS OF THE 18TH AND 19TH CENTURIES

Edward Breuer
JTH539 3 graduate credits
JTH539A 4 graduate credits, with hevruta component
JTH539X non-credit
ONLINE, asynchronous

This course seeks to examine the intellectual, religious and cultural dimensions of the Jewish confrontation with modernity. Through a careful reading of primary texts, students will encounter various movements and thinkers, and attempts to navigate the continuities and discontinuities of Judaism in the modern era. Examining the years between 1780 and the middle of the 19th century, the course will focus on the ways in which Jews read, interpreted, and reinterpreted their biblical and rabbinic heritage. The course will also consider new ways that Jews viewed their past, including the emergence of a new historical consciousness and its impact on the re-formation of contemporary Jewish society.

CONTEMPORARY JEWISH THOUGHT

Dan Judson
JTH918
2 graduate credits
Wednesdays 9:30 - 11:00 am
ONLINE
Level: Year 5

This course has two components. In the first half of the semester we will explore American Jewish history focusing on themes of particular importance to rabbinical students like the emergence of denominations and the evolution of the American synagogue. The second half of the course is a survey of the seminal Jewish thinkers who wrote in an American context such as Mordecai Kaplan, Abraham Joshua Heschel, Joseph Soloveitchik, Judith Plaskow and others.

We will ultimately be aiming to place our own historical moment and our own theologies within broader historical/theological frameworks.

HASIDUT - NO'AM ELIMELECH: THE ROLE OF THE TZADDIK

Ebn Leader
JTH801 (use JTH801X for non-credit)
2 graduate credits
Mondays 2:30 - 4:00 pm
ON CAMPUS
Level: Year 4

Requires Hebrew 7 or above

This course will explore the models of spiritual leadership presented in the book *No'am Elimelekh*. Rabbi Elimelekh of Lezansk, the author, is one of the most important figures of early Hasidism precisely because he articulated a theory of leadership which had tremendous impact on the entire movement from the generation of his disciples onwards. We will study R Elimelekh's teachings and reflect on their relevance to contemporary rabbis. Students should have the capacity to read the Hasidic teachings in the original Hebrew.

LEVI YITZHAK OF BERDITCHEV ON HANUKKAH AND PURIM

Arthur Green
JTH901 (use JTH901X for non-credit)
2 graduate credits
Tuesdays 4:30 - 6:00 pm
ONLINE

This class will be conducted primarily in Hebrew

Permission of the Dean of Ordination Programs is required to enroll

ר' לוי יצחק מברדיצ'ב: ספר קדושת לוי על חנוכה ופורים. (זהו ספר קדושת לוי המקורי, שהוציא המחבר לאור בימי חייו).
הקורס יתנהל בעברית.

Along with studying the original text, students will have a pre-publication opportunity to read my forthcoming book on R. Levi Yitshak. There will also be some more general readings on the early history of Hasidism. The course will include a historical or theological research paper of 10-15 pages.

MEDIEVAL JEWISH THOUGHT

Barry Mesch
JTH719
2 graduate credits
Thursdays 2:30 - 4:00 pm
ONLINE
Level: Year 3

This course introduces major medieval thinkers and their enduring contributions to scriptural interpretation, law, ethics, philosophy, ritual, mysticism and theology. Main figures include

- Rashi-- his work as biblical exegete, anthologist, Talmudic commentator and pedagogue.
- Judah Halevi--his vision of Jewish history and role on world stage, as well as views on Hebrew language, prophecy, *mitzvot*, Land of Israel, prophecy; Halevi's poetry.
- Maimonides--unparalleled codifier of Talmudic law; magisterial philosopher and theologian; mishnaic commentator and community leader.
- Nahmanides--master expositor of biblical narrative; kabbalist responsible for bringing kabbalistic thinking into the rabbinic mainstream.

- Rabbi Jacob ben Asher--Baal ha-Turim. Major halakhist and Torah commentator, originated the four-fold structure of the Shulhan Arukh; his works are filled with transformative devotional and liturgical insights
- Rabbi Bahya ben Asher--Torah commentator, moralist and kabbalist. *Kad ha-Kemah* presents a complete *mussar* system.
- Zoharic literature--theurgy, symbolism, *ta'amei ha-mitzvot*; the ongoing influence and development of the Jewish mystical tradition.

As time allows, we will look at other genres such as *piyyut* (sacred poetry), polemical literature (both intra-Jewish and against other religions), and ethical treatises.

THEOLOGY OF JEWISH PRAYER

Nehemia Polen

JTH600 (use JTH600X for non-credit)

2 graduate credits

Mondays 9:00 - 10:30 am

ONLINE

Level: Year 1

Requires Hebrew 7

Prayer is the very core of religious life, yet our understanding of how and why to pray has varied throughout Jewish history. This course will survey ideals of *tefillah* in all periods beginning with *Tanakh*, but our main focus will be the teachings and practices associated with Hasidism, emphasizing interiority, fervor, and embodied expression. We will explore *davening* modalities and postures such as contemplative, petitionary, thanksgiving, ecstatic; the role of *niggun*, dance, and silence. We will study texts and tales of the hasidic masters, and will develop the idea of prayer as sonic offering. Based on a Baal Shem Tov tradition, we will develop a schema based on the rubric P.R.A.Y.=Presence/Resonance/Alignment/Yes!

PRACTICAL COURSES FOR RABBINIC OR CANTORIAL STUDENTS AND CLERGY

HOMILETICS

Sharon Cohen Anisfeld

PRC790

2 graduate credits

Tuesdays 2:30 - 4:00 pm

ONLINE

Level: Year 3

Sermons offer an important context for meaningful dialogue between a rabbi and her community. The process of preparing a sermon challenges the rabbi to bring Torah to bear on real and significant questions and concerns in her own life and in the lives of her congregants. This course will help students cultivate skills in sermon preparation and delivery. There will be an emphasis on encouraging students to develop their own voices and styles as darshanim. Learning to give and receive constructive feedback will be an important part of the substance and structure of the course.

LIFECYCLE SEMINAR FOR CLERGY

Daniel Klein

PRC620

2 graduate credits

Thursdays 2:30 - 4:00 pm

ONLINE

Level: Year 2

Non-Hebrew College ordination students require permission of the instructor

This course will train students to officiate at certain Jewish lifecycle events: covenantal ceremonies for newborns, weddings, and conversions. In this course, we will study classical and contemporary forms of these rituals and focus on identifying our decision points and processes for shaping these rituals. We will also devote time to developing the capacity to shepherd and counsel people through the rituals.

MAAVAR -- SHANAH HEH SEMINAR

Daniel Klein

PRC920

2 graduate credits

Wednesdays 2:30 - 4:00 pm

ONLINE

Level: Year 5

This course is only open to Hebrew College rabbinical students in Shanah Heh

The transition from student to rabbi is a momentous, exciting and often challenging process and experience. The purpose of this course is to help with the transition through a reflection on the nature and purpose of Jewish spiritual leadership and our own growth towards spiritual leadership. We will meet with rabbis to hear about their experience and advice for moving through this transition, study texts that give insight into spiritual leadership and reflect on our growth and path forward. We will also devote time to studying the Hebrew College smikha document and planning and preparing for ordination.

RABBINICS

CORE TEXT: RABBINICS 1 - BERAKHOT 2

Micha'el Rosenberg

RAB501

3 graduate credits

Mondays 2:30 - 4:00 pm and Thursdays 11:30 - 1:00 pm

(Beit Midrash preparation Mondays 11:30 am - 1:00 pm and Thursdays 9:00 - 11:00 am)

ON CAMPUS

Level: Year 1

Requires Hebrew 6 or above

A continuation of the fall semester, we will complete the fourth chapter of tractate Berakhot, then continue on to a study of sugyot relating to the sacrificial service, Shema, and the Amidah, as a means of thinking about various approaches to and purposes of "prayer." The focus continues to be both on building skills that are necessary for reading, understanding, appreciating, analyzing and participating in Talmudic discourse and on developing more sophisticated and nuanced thinking about prayer.

CORE TEXT - RABBINICS 2: MO'ED 2 (SECTION 1)

Jane Kanarek

RAB643-1

3 graduate credits

Mondays 11:30 am - 1:00 pm and Wednesdays 11:45 am - 1:15 pm

(Beit Midrash preparation Mondays 9:00 - 11:00 am and Wednesdays 9:30 - 11:30 am)

ONLINE

Levels: Years 2, 3 and 4

This course focuses on the intensive study of selected sugyot from the third chapter of Moed Katan that focus on the intersection of festivals and mourning. We will examine questions such as: How does the Bavli understand what happens when festivals and mourning overlap with one another? How does the Bavli understand the year calendar and the life-cycle calendar? How does the Bavli's perspective intersect with our own experiences of the year calendar and the life-cycle calendar? BY examining these questions through close readings of the Bavli, we will continue to build our skills in analyzing a talmudic argument.

CORE TEXT - RABBINICS 2: MO'ED 2 (SECTION 2)

Shayna Rhodes

RAB643-2

3 graduate credits

Mondays 11:30 am - 1:00 pm and Wednesdays 11:45 am - 1:15 pm

(Beit Midrash preparation Mondays 9:00 - 11:00 am and Wednesdays 9:30 - 11:30 am)

ONLINE

Levels: Years 2, 3 and 4

This course focuses on the intensive study of selected sugyot from the third chapter of Moed Katan that focus on the intersection of festivals and mourning. We will examine questions such as: How does the Bavli understand what happens when festivals and mourning overlap with one another? How does the Bavli understand the year calendar and the life-cycle calendar? How does the Bavli's perspective intersect with our own experiences of the year calendar and the life-cycle calendar? BY examining these questions through close readings of the Bavli, we will continue to build our skills in analyzing a talmudic argument. When appropriate, we will also study relevant rishonim.

CORE TEXT - RABBINICS 2: MO'ED 2 (SECTION 3)

Micha'el Rosenberg

RAB643-3

3 graduate credits

Mondays 11:30 am - 1:00 pm and Wednesdays 11:45 am - 1:15 pm

(Beit Midrash preparation Mondays 9:00 - 11:00 am and Wednesdays 9:30 - 11:30 am)

ON CAMPUS

Levels: Years 2, 3 and 4

We will focus on Tractate *Hagigah*, whose major themes include: Pilgrimage and encounter with God in the Jerusalem Temple; education of children and definitions of maturity; the Rabbinic movement's self-understanding, including the nature of *derashah* (scriptural interpretation); early Jewish mysticism; master-disciple relationships and competition in disciple circles; gradients of holiness; purity and mindful orientation; and the role of festivals in blurring social divisions and creating *communitas*. We will examine Hagigah's Mishnah, Tosefta, Yerushalmi, and Bavli, and the relationship between these corpora. Students are expected to read the primary texts with fluency and comprehension. In addition, you will be asked to read and summarize articles in Hebrew and English, reflecting recent research on the theology, legal reasoning, and modes of transmission of early rabbinic literature, and make class presentations on these topics.

HILKHOT TEFILLAH

Allan Lehmann

RAB518 (use RAB518X for non-credit)

2 graduate credits

Tuesdays 2:30 - 4:00 pm

(Beit Midrash preparation Tuesdays 11:30 am - 1:00 pm)

ONLINE

Level: Year 1

Requires Hebrew 6 or above

This course will introduce students to primary halachic texts relating to tefillah in terms of personal practice and prayer leadership. We will study both Ashkenazi and Sephardic sources that explore the traditional obligations one has as a Jew and as a leader with regard to tefillah. What are the daily obligations? What are the required characteristics of a shaliach tzibbur? What are the rules surrounding the reading of Torah to the community? We will begin to think about all of these questions as we experiment with practice and look around our school and our local communities to see how tefillah is lived in our surrounding environment.

HILKHOT YOM TOV (SECTION 1)

Allan Lehmann

RAB635-1

2 graduate credits

Thursdays 11:30 am - 1:00 pm

(Beit Midrash preparation Thursdays 9:00 - 11:00 am)

ONLINE

Level: Years 2, 3 & 4

Requires Hebrew 8

This course will cover textual sources and issues relating to specific areas of spring and autumn festival practice. Its goals are both to help students become familiar with these materials and to develop their understanding of the *halachic* process and their capacity to engage in it. The course involves analysis of *halachic* material, much of which is not available in translation, and is thus appropriate for students with advanced text skills.

HILKHOT YOM TOV (SECTION 2)

Devora Steinmetz

RAB635-2

2 graduate credits

Thursdays 11:30 am - 1:00 pm

(Beit Midrash preparation Thursdays 9:00 - 11:00 am)

ONLINE

Level: Years 2, 3 & 4

Requires Hebrew 8

This course will cover textual sources and issues relating to specific areas of spring and autumn festival practice. Its goals are both to help students become familiar with these materials and to develop their understanding of the *halachic* process and their capacity to engage in it. The course involves analysis of *halachic* material, much of which is not available in translation, and is thus appropriate for students with advanced text skills.

INTRODUCTION TO TALMUD

Shayna Rhodes

RAB520

3 graduate credits

Tuesdays 2:30 - 4:00 pm and Fridays 11:15 am - 12:45 pm

(Beit Midrash preparation Tuesdays 11:30 am - 1:00 pm and Fridays 9:00 - 11:00 am)

ONLINE

Level: Mekorot

Requires Hebrew 4 or above

Students in this course will learn the skills of analyzing a variety of Talmudic texts, aggadic and halakhic. How are Talmudic sugyot (thematic units of a Talmudic tractate) constructed? What are the recurring technical terms of a Talmudic “discussion”? What are the conceptual assumptions of Talmudic discourse?

What are the social and cultural contexts of the sugyot? Students will learn basic Talmudic terminology, including a glossary of Hebrew and Aramaic terms and concepts, and how to use dictionaries, concordances and other reference tools to decipher and understand a Talmudic sugya. This course also includes selections from the commentaries of Rashi and the Tosaphot with an examination of their interpretive concerns and methods. Students will be required to record selections from the Talmudic texts in order to improve skills in reading Rabbinic Hebrew. Some previous exposure to rabbinic literature is desirable.

MISHNAH 1 - TANNAIC TEXTS

David Maayan

RAB516 (use RAB516X for non-credit)

2 graduate credits

Wednesdays 11:45 am - 1:15 pm

(Beit Midrash preparation Wednesdays 9:30 - 11:30 am)

ONLINE

Level: Mekorot

Requires Hebrew 4 or above

VOCAL ARTS

VOICE LESSONS

Various

MUS500

1 graduate credit

Enrollment by non-cantorial students is only with permission from the Head of Vocal Arts, and will require payment of a studio fee.

Private lessons in singing. Emphasis is on understanding the working of the vocal mechanism, maximizing the potential of the individual singer, learning to be an effective vocal teacher, and preparing the student to be an inspiring performer. Students will be taught how to use correct technique while singing a variety of different styles of music. Students will be required to participate in a studio recital once each semester and to memorize the music that is being performed. To adjudicate progress, cantorial students will also be required to sing in Vocal Boards, performing a liturgical selection either from memory or from the Hebrew text, and a secular piece from memory from repertoire to be approved in advance.



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