



GRADUATE LEADERSHIP PROGRAMS AT HEBREW COLLEGE COURSES OF INSTRUCTION

**Fall Semester 2022-2023
August 29 – December 23, 2022**

General Information:

Courses listed below are all credit-bearing unless marked otherwise. If you would like to take one of the listed classes for non-credit (which is the same as “auditing” the class), please send an email to the registrar at registrar@hebrewcollege.edu. 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.

PLEASE NOTE: We use the online platform Schoology for our online courses. The majority of our on-campus courses also use the online platform to provide readings and other information to the students. You must have an email address to participate.

Registration is not complete until you pay your tuition. You will not receive access to Schoology until registration is complete.

TUITION AND FEES INFORMATION

Registration fee: *(This fee is non-refundable)*

Credit courses only	\$120 per semester
Combination of Credit and Non-credit courses	\$120 per semester
Non-Credit Courses only	\$ 60 per semester

TUITION FOR ALL COURSES

# Credits	Credit Price	Non-Credit
1 credit	\$1,270	\$ 380
2 credits	\$2,540	\$ 760
3 credits	\$3,810	\$1,140
4 credits	\$5,080	\$1,520

Fall courses begin on Monday, August 29, 2022.

Add/Drop ends on Monday, September 12.

The last day of instruction is Friday, December 16, and all final work must be turned in by Friday, December 23. Grades will be posted on Friday, January 6.

The complete Academic Calendar may be viewed here:

<https://hebrewcollege.edu/resources/academic-calendar/>

Dropping/Withdrawing from a course:

You may drop a course during the Add/Drop Period by returning to the Hebrew College Student Portal, Campus Café, and dropping the course. If you do not have access to Campus Café, please contact the Registrar at registrar@hebrewcollege.edu.

If you withdraw from a course after Add/Drop is over, you must email the Registrar's Office and include a [Course Withdrawal Form](#). *The student is responsible for notifying the Registrar's Office when withdrawing from any course.* A conversation with the instructor is not sufficient. If the Registrar's Office is not notified, you will be responsible for full course tuition and not entitled to any sort of refund.

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.

Refunds will be applied as follows:

- During the Add/Drop period: 100 percent tuition refund
- First week after Add/Drop period ends: 50 percent tuition refund.
- Second week after Add/Drop period ends: 25 percent tuition refund.
- No tuition refund after two weeks past end of Add/Drop period.

Students receiving Federal Direct Loans or Pell Grants are subject to federally mandated refund regulations. Please contact the Financial Aid Office for further information: 617-559-8847 or bgielow@hebrewcollege.edu.

Students with extenuating financial circumstances may contact the financial aid office for special consideration: 617-559-8847 or bgielow@hebrewcollege.edu.

GRADUATE LEADERSHIP PROGRAMS AT HEBREW COLLEGE
COURSES OF INSTRUCTION

Fall Semester 2022-2023
August 29 – December 23, 2022

BIBLE

Core Text - Torah 1: Bereshit 1

Rachel Adelman

BIB500

3 graduate credits

Tuesdays, 11:30 am – 1:00 pm and Thursdays, 2:30 pm – 4:00 pm

(Beit Midrash preparation Tuesdays and Thursdays, 9:00 am – 11:15 am)

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), revolving primarily around the matriarchs and patriarchs. Focus will be on honing skills in reading the biblical text, as well as delving into Rashi's commentary and the midrashic sources. We will address questions of gender and family dynamics, character development and narrative arc, themes of procreation and barrenness, as well as rivalry and sacrifice.

Core Text - Torah 2: Shemot 1

Shayna Rhodes

BIB600

3 graduate credits

Mondays, 2:30 pm – 4:00 pm and Thursdays, 11:30 am – 1:00 pm

(Beit Midrash preparation Thursdays, 9:00 am – 11:15 am and Fridays, 9:15 am – 10:15 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, Umberto Cassuto), 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 2:30 pm – 4:00 pm

(Beit Midrash preparation Thursdays 11:30 am – 1:00 pm)

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

Wednesdays, 11:45 am – 1:15 pm

(Beit Midrash preparation Wednesdays, 9:30 am – 11:30 am)

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.

Tanakh--Parashat HaShavuah

Gita Karasov

BIB504

2 graduate credits

Mondays, 2:30 pm – 4:00 pm
(Beit Midrash preparation Mondays, 11:00 am – 1:00 pm)
Level Year: Mekorot
Requires Hebrew 4 or above

This course offers students an introduction to slow, close reading of Biblical texts. By moving through the weekly Torah portion, students will develop familiarity with Biblical narrative while cultivating the tools to access the text in the original language. Experientially, this course will require students to reflect on the practice of moving through Jewish time alongside the weekly Torah portion and how that experience informs their evolving spiritual practices.

CANTORIAL

Cantorial Capstone Seminar

Lynn Torgove
MUS906
1 graduate credit
Open only to Cantorial and Rav-Hazzan students
This is a year-long course, and students must register in both the fall and the spring semesters

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

Cantorial Coaching

Various Instructors
PRC579
1 graduate credit
Open only to Cantorial & Rav-Hazzan students

This course provides coaching by practicing cantors and Jewish music professionals who will guide the student according to their 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 Lifecycle and other professional Cantorial skills.

Introduction to Basic Cantillation

Louise Treitman
CAN519
2 graduate credits
Tuesdays, 2:30 pm – 4:30 pm
Level Year: Mekorot

Requires Hebrew 4 or permission from 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).

Preparation for Comprehensive Exams

Various

PRC997

1 graduate credit

Open only to cantorial & rav-hazzan students in their final year

Cantorial and rav-hazzan students must receive permission from their advisor to enroll in this course

This course is open to cantorial and rav-hazzan students only in their final year before ordination and is intended for review for the completion of comprehensive exams required in Nusach. Students must complete all comprehensive exams by the end of the two weeks before Passover.

EDUCATION

Additional education classes may be added; check back in July and August for updates.

Graduate Research Seminar for MJE and MJEJS students

Michael Shire

EDU900

1 graduate credit for MJE, 2 graduate credits for MJEJS

Online, asynchronous, with monthly synchronous meetings via Zoom

This is a year-long course, and students must register in both the fall and the spring semesters

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. Students must register in both the fall and the spring semesters.

Graduate Research Seminar for Pardes Educator students

Marion Gribetz

EDU900P

1 graduate credit

Online, asynchronous, with monthly synchronous meetings via Zoom

This is a year-long course, and students must register in both the fall and the spring semesters

This research seminar is the culmination of Pardes Educator students' two years of learning and practice. Students will prepare a final project, the Hebrew College-Pardes Educator Portfolio of Growth. Through the Portfolio of Growth students will:

- Synthesize theory and practice
- Deepen the ability to analyze, reflect and apply content to enhance professional practice
- Evolve their teaching through peer and mentor feedback
- Apply their pedagogy learning to practice
- Critically explore pedagogical practices
- Reflect deeply on their growth as an educator during graduate school
- Build a portfolio of professional artifacts and examples in order to be prepared for novice teaching and beyond.

Human Development

Instructor TBD

EDU802

3 graduate credits

Online, asynchronous

This course explores the relationship between human development and a lifelong trajectory of Jewish growth and learning. By exploring various developmental theories, including cognitive, psychosocial, and moral development, students will gain a deeper understanding of the developmental needs of, challenges facing, and opportunities for learners from early childhood through adulthood. The course will also delve into the realm of social and emotional learning and its place in Jewish education. Over the course of the semester students will both analyze and design Jewish educational programs that address learners' developmental needs as well as reflect upon their own developmental trajectory as Jewish educators.

Philosophies of Education and Leadership in Jewish Thought and Practice

Michael Shire

EDU720

2 graduate credits

Mondays, 2:30 pm – 4:00 pm

Level Year: 3

Open only to ordination students

Our work in this course is divided into two components. In the first component, we will examine some important modern philosophies of Jewish education, in order to become familiar with some of the different approaches in this field and the purposes of Jewish education. In the second component, we will attempt to move from these more abstract levels of reflection to contemplate concrete areas and issues in contemporary Jewish education. This will give us a chance to explore how philosophical perspectives inform educational strategies and practices, whether explicitly or implicitly; it will also provide an opportunity for students to begin to spell out their own philosophical positions on real topics in day-to-day Jewish education, as they contemplate their educational leadership in these areas.

Supervised Field Experience I

Susan Morrel

EDU915

1 graduate credit

Prerequisite: Models of Teaching in Jewish Education

This is a year-long course, and students must register in both the fall and the spring semesters

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.

Supervised Field Experience II

Susan Morrel

EDU916

1 graduate credit

Prerequisite: Models of Teaching in Jewish Education and Field Experience I

This is a year-long course, and students must register in both the fall and the spring semesters

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.

HEBREW LANGUAGE

Foundations of Biblical Hebrew 1

TBD

HBW510

3 graduate credits

Mondays, Tuesdays, and Thursdays, 9:15 am – 10:45 am

Level Year: Mekorot

Requires Hebrew 4 or above

Non-Hebrew College ordination students require permission from the instructor

This course is an intensive introduction to Biblical Hebrew. A basic familiarity with Hebrew is presumed. Working in close coordination with the Tanakh--Parashat HaShavuah course, students will learn grammatical concepts to be applied to the decoding of Biblical texts.

Hebrew for Tanakh Study

Harvey Bock

HBW605

3 graduate credits

Mondays, 2:30 pm – 4:00 pm and Thursdays, 11:30 am – 1:00 pm

Level Year: 1

Prerequisite: Foundations of Biblical Hebrew or equivalent

Non-Hebrew College ordination students require permission from the instructor

Students will work on the language of the biblical text and of the related midrash and traditional rabbinic commentary assigned in the Shanah Aleph Bereshit course, with which this course will be closely coordinated. Grammatical topics will be presented in the context of the text study. Foundations of Biblical Hebrew is a prerequisite.

Rabbinic Hebrew

Harvey Bock

HBW608

2 graduate credits

Fridays, 10:30 am – 12:00 pm

Level Year: 2

Prerequisites: Foundations of Biblical Hebrew (or equivalent)

Using as its text corpus the rabbinic commentary and midrashic passages assigned in the Shanah Bet Shemot course, with which this course will be closely coordinated, students will apply their knowledge of Biblical Hebrew to reading and understanding unvocalized rabbinic text. Foundations of Biblical Hebrew is a prerequisite.

INTERDISCIPLINARY

Capstone Seminar- Jewish Studies

Rachel Adelman

INT950

1 graduate credit

Tuesdays, 9:15 am – 10:45 am on September 20, October 25 and December 6 (Group meetings)

Level Year: 5

Open only to rabbinical students in their final year

This is a year-long course, and students must register in both the fall and the spring semesters

The Capstone project allows the Shanah Heh student to delve deeply into one text with the support of a faculty member, both independently and in meetings with their tutor over the course of the fall and spring semesters. The student will build a study practice, and together with the advisor, define and complete a final project that reflects their learning.

Israel Study Abroad for Rabbinical Students

INT777

6 graduate credits

Student spends a semester or more in Israel studying. Time in Israel is required by program. Institutions at which the student may study and courses the student may choose from are specifically directed by Associate Dean for Academic Development and the Dean of the Rabbinical Program. Courses of study are chosen with a particular student in mind and will include Hebrew language courses as well as intensive text study. Student must take a minimum of 6 credits per semester and may be required to do online course work at Hebrew College during the semester as well.

JEWISH THOUGHT

Hasidut II

Ebn Leader

JTH800

2 graduate credits

Thursdays, 11:30 am – 1:00 pm

(Beit Midrash preparation Thursdays, 9:00 am – 11:15 am)

Level Year: 5

*Requires high level Hebrew skills and experience with textual analysis of hasidic teachings
Non-Fifth year Hebrew College rabbinical students must speak to the instructor before enrolling*

This course will engage with the texts teachings of early hasidism. Students will read and analyze examples of these teachings, and engage with contemporary scholarship on the topic.

Modern Jewish Thought

Dan Judson

JTH838

2 graduate credits

Tuesdays, 2:30 pm – 4:00 pm

Level 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.

The Zohar

Ebn Leader

JTH808

2 graduate credits

Thursdays, 9:15 am – 10:45 am

(Beit Midrash preparation Tuesdays, 2:30 pm – 4:00 pm)

Level Year: 3

A working knowledge of Talmudic Aramaic is required for this course

Non-Hebrew College rabbinical students must speak to the instructor before enrolling

An introduction to the Jewish mystical tradition and the reading of its central text, the Zohar. Students will be taught the symbolic language of Kabbalah and will learn to read passages in the Aramaic original, but also using the new translation and commentary of the Pritzker edition.

PRACTICAL COURSES FOR RABBINIC OR CANTORIAL STUDENTS AND CLERGY

Introduction to Spiritual Care and Counseling

Margot Meitner

PRC810

2 graduate credits

Thursdays, 9:15 am – 11:15 am

Level Year: 4

Non-Hebrew College ordination students require permission from the instructor

This course is an introduction to the theory and practice of spiritual care and counseling through the life cycle with particular focus on times of grief and loss and on mental health issues. Students will explore the role of clergy as “spiritual health practitioner,” integrating knowledge of psychology, spirituality, and Jewish tradition and practice to offer comfort and support, and inspire healing and growth, in individuals and communities. Topics covered include contemporary grief theory; the dynamics of healing relationships; boundaries and confidentiality; transference and counter-transference; active listening; psychological and spiritual dimensions of loss and grief, suffering and resilience; and prayer and Jewish practice as a pastoral resource. Students will write reflective papers, as well as participate in experiential exercises and roleplaying in class.

Lifecycle Seminar for Clergy

Michael Shire

PRC620

2 graduate credits

Thursdays, 2:30 pm - 4:00 pm

Level Year: 2

Non-Hebrew College ordination students require permission from the instructor

In the Lifecycle Seminar, students build their knowledge of and capacity to counsel people in preparation for and officiate at four lifecycle rituals: welcoming covenant rituals for Jewish babies, b-mitzvah, conversion, and weddings. For each ritual, we will address the following questions:

1. Life moment: How do we understand the nature and needs of the life moment the ritual is responding to?

2. Ritual response: What are some of the varied and creative ritual responses Jewish tradition and contemporary liturgical leaders have developed for this life moment? What are some of the key decision points for officiating this ritual?
3. Officiating: How do we prepare people for these rituals? How do we guide people through these rituals?

Local clergy are invited to present on their approach to officiation which may include a field trip to their location.

Spiritual Growth for Rabbinical and Cantorial Service

Daniel Klein

PRC600

2 graduate credits

Fridays, 10:30 am – 12:00 pm

(Beit Midrash preparation Fridays, 9:15 am – 10:15 am)

Level Year: 1

Non-Hebrew College ordination students in Shanah Aleph require permission from the instructor

The development of one's inner life and ability to sense the sacred, in Jewish tradition and the world we inhabit, is an essential component of rabbinic and cantorial leadership. The purpose of this course is for students to explore the concept of spiritual growth within Jewish tradition and work on strategies and practices for supporting their spiritual growth. The class is for Shanah Aleph rabbinical and cantorial students. Other interested students must have permission from the instructor to participate in the class.

Senior Seminar

Allan Lehmann

PRC915

2 graduate credits

Thursdays, 2:30 pm – 4:00 pm

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

Shani Rosenbaum

RAB500

3 graduate credits

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

(Beit Midrash preparation Mondays, 9:00 am – 11:15 am and Wednesdays, 9:30-11:30 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 Rabbinical 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 Rabbinical sources.

Core Text – Rabbinics 3: Nezikin

Various

RAB640 (There will be 2-3 sections for this course; sections and instructors TBD)

3 graduate credits

Level Year: 2, 3 and 4

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

(Beit Midrash preparation Mondays, 9:00 am – 11:15 am and Wednesdays, 9:30 am – 11:30 am)

Requires Hebrew 8

The Talmud curriculum for the Nezikin year will focus on selected sugyot from Seder Nezikin. Through close readings of Talmudic texts and their commentaries, we will explore questions such as: How did the ancient rabbis understand our legal responsibilities to one another and thus the meaning of personhood? How did they understand social status and its legal consequences? What were some of their ideas about just civil and criminal law? By examining these ancient ideas of social responsibility, we will consider how we might conceptualize and build our communities of responsibility.

Hilkhot Kashrut

Shani Rosenbaum and Devora Steinmetz

RAB726

2 graduate credits

Level Year: 2, 3, 4

Tuesdays, 11:30 am – 1:00 pm

(Beit Midrash preparation Tuesdays, 9:00 am – 11:15 am)

This course introduces students to the major categories of halakhic discourse around *v'heter*, “the forbidden and permitted,” commonly referred to among by contemporary Jews as “kashrut.” Students will gain fluency in the language traditionally used to address common kashrut questions, and explore deploying this new vocabulary as a tool for navigating uncertainty and doubt in our world. The accompanying Beit Midrash period will focus on developing skills for accessing core halakhic literature such as the Shuhan Arukh and Rema, and, for more advanced learners, the Tur and Beit Yosef.

Introduction to Mishnah and Jewish Practice Seminar

Jordan Schuster

RAB514

3 graduate credits

Wednesdays, 11:45 am – 1:15 pm and Fridays, 11:30 am – 1:00 pm

(Beit Midrash preparation Wednesdays, 9:30 am – 11:30 am and Fridays, 9:00 am – 11:15 am)

Level Year: Mekorot

Requires Hebrew 4

This course is an intensive introduction to the form and content of the Mishnah, the first code of rabbinic law. Students will gain familiarity with classical rabbinic syntax, vocabulary, and literary structures, building a foundation for the further study of rabbinic literature. In addition, this course will help students cultivate a relationship to the Mishnah as guide to grounding, innovating and evolving their own Jewish practice.

Teaching Talmud

Jane Kanarek

RAB900

2 graduate credits

Mondays, 2:30 pm – 4:00 pm **ONLINE**

Open only to participants in Svara fellowship program; alumni fellows should register through the registrar (registrar@hebrewcollege.edu)

This class is required for those participating in the Hebrew College-SVARA Talmud pedagogy fellowship

Over the course of the semester, we will study a variety of approaches to Talmud pedagogy. We will interrogate different teaching strategies, learn about classroom observation, and consider cultures of *hevruta*. In the process, we will become metacognitive practitioners, that is be conscious of how we conceptualize the Bavli, of the culture we aim to create in our classrooms, and how these intersect with our Talmud teaching. This course will lay the foundation for the intensive introduction to SVARA’s particular approach to Talmud pedagogy.

Theories of Halakhah

Ayalon Eliach

RAB529

2 graduate credits

Tuesdays, 2:30 pm – 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 explore some of the major features of halakhah and the ways in which they've been understood and debated by thinkers throughout the centuries. 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

Jewish Art Song

Lynn Torgove and Amy Lieberman

MUS510

2 graduate credits

Wednesdays, 4:00 pm – 6:00 pm

Enrollment by non-cantorial students is with permission from the instructor

This course helps students to make the connection between performance and analysis. Students learn the scope of the repertoire, analyze text and music, and investigate the relation of the composition to its context (historical, cultural and/or liturgical). Students then perform the songs and receive coaching and critique from faculty. Repertoire includes Jewish art songs, artful arrangements of folk songs, Jewish musical theater (popular and operatic), and classic hazzanut.

Kol Arev Chamber Choir

Amy Lieberman

MUS550

Non-credit only

Mondays, 4:30-6:30

Only Cantorial and Rav-Hazzan students need to register as their participation is required; all new students in any program, and community members, need to schedule an audition.

Auditions to be scheduled on Wednesday, September 7th, 2022; time to be announced or by appointment

This ensemble is open to students and community members who have successfully auditioned for and who will serve as members of Kol Arev Chamber Ensemble during the academic year.

Voice Lessons

Various

MUS500

1 graduate credit

Enrollment by non-cantorial students is only with permission from the Head of Vocal Arts and the Director of the Cantorial Program, 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, and preparing the student to be an inspiring musician and prayer leader. 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 two selections: a liturgical selection either from memory or from the Hebrew text, and a secular or liturgical piece with instrumental accompaniment, from memory from repertoire to be approved in advance.

Lesson Cancellation Policy

Private voice lessons can be cancelled only with sufficient lead-time by the instructor and a make-up lesson must be scheduled. If a student cancels their private lesson(s), the instructor is not obligated to offer a make-up lesson. All sessions must be completed during this semester -- no incompletes will be permitted.