



ACADEMIC CATALOG

2024-2025

ABOUT HEBREW COLLEGE	1
The Hebrew College Mission	1
Core Values	1
HISTORY OF HEBREW COLLEGE	2
DEGREES OFFERED BY HEBREW COLLEGE	5
Master of Arts in Jewish Studies	5
Master of Jewish Education	6
Certificates in Jewish Education	8
PROGRAMS	9
Graduate Leadership Programs	9
Rabbinic Ordination	9
Cantorial Ordination	12
Rav-Hazzan Dual Ordination Program	15
Master of Arts in Jewish Studies Program	15
Master of Jewish Education Programs	16
Graduate Certificate Programs	19
Certificate Programs in Jewish Education	19
Kivunim Undergraduate Gap-Year Program	20
Young Judaea Year Course Undergraduate Gap-Year Program	21
ACCREDITATION	22
FACULTY AND ADMINISTRATION, 2024-2025	23
Administration	23
Faculty	24
Adjunct Faculty	25
Matthew Hass, PhD	25
Rabbinical School	25
Rabbinical School	25
Rabbi Margot Meitner, LICSW, MSW	25
Rabbinical School	25
Cantor Louise Treitman, MM	25
Rabbinical School	25
Vocal and Cantorial Coaches	25
Board of Trustees, 2024-2025	26
ADMISSIONS	27
General Admissions Policies	27

Prior Experience	27
Transfer Credits	27
Foreign Transcripts	27
International Students.....	28
TOEFL.....	28
Visa Information.....	29
Housing	30
ADMISSION AND APPLICATION INFORMATION BY PROGRAM	30
Rabbinic Program	30
Admission and Application Requirements for the Rabbinic Program	33
Eligibility	33
Application Requirements	34
Admission and Application Requirements for the Master of Arts in Jewish Studies Program.....	36
Eligibility	36
Application Requirements	36
Admission and Application Requirements for the Master of Jewish Education Programs	38
Eligibility	38
Application Instructions for Master of Jewish Education	38
Deadline	38
Application Requirements	38
Application Essays.....	38
Admission and Application Requirements for Certificate Programs	40
Certificates in Jewish Educational Leadership.....	40
Deadline	40
Application Requirements	40
ACADEMIC CALENDAR, 2024-2025	41
Hebrew College Operating Schedule and Snow/Emergency Policy.....	43
ENROLLMENT POLICIES.....	43
Enrollment Deposit	43
Email Addresses for Students.....	43
Health and Immunization Requirements.....	43
Registration of an Out-of-State Vehicle.....	44
Vehicles on Campus/Parking.....	45
Cross-Registration Opportunities through the Boston Theological Interreligious Consortium (BTI)	46

Failure to Register	47
Leaves of Absence	47
ACADEMIC POLICIES AND PROCEDURES	48
Attendance.....	48
COVID Attendance Policy	48
Hebrew College Policy on Credit Hours	48
Grading and Credit Requirements	49
Credit Requirements for Students Receiving Student Loans	49
Grading System	49
Incompletes.....	50
Extension of Incomplete.....	50
Student Academic Standing and Evaluation	50
Academic and Non-Academic Probation	51
Extensions and Probation for Degree Candidates	53
Withdrawing from an Academic Program	53
Non-Degree & Consortium Students	53
ACADEMIC STANDARDS	54
Code of Academic Integrity.....	54
Student Responsibilities.....	54
Behavior during an Examination.....	54
Research Fabrication	54
Plagiarism	54
Action on Suspected Violations	55
Personal Conduct Code.....	56
Use of Cell Phones.....	56
ACADEMIC GRIEVANCE POLICY	56
ACADEMIC ACCOMMODATIONS AND DISABILITY SERVICES	57
Disabilities Policy	57
Academic Support Services Policies and Procedures.....	57
TUITION AND FEES AND FINANCIAL AID POLICIES	61
Tuition and Fees	61
Tuition and Fee Payment Options	61
Withdrawal from School.....	63
Student Financial Obligations	63
Tuition and Fees 2024-2025	64

Graduate Degree Programs Tuition	64
Fees for 2024-2025 Academic Year	64
Estimated Cost of Attendance.....	65
Financial Aid	66
Overview	66
Types of Financial Aid	67
Grants and Scholarships	68
Government Grants and Loans	70
Financial Aid for International Students	70
Senior Citizen Discount.....	71
Employee Tuition Remission Benefit Program	71
How to Apply for Financial Aid.....	71
Satisfactory Academic Progress	75
Changes in Financial Circumstances.....	76
Withdrawals and Leaves of Absence.....	77
Federal Return to Title IV Aid Overview	77
NONDISCRIMINATION STATEMENT	78
USE OF INFORMATION TECHNOLOGY STUDENT POLICIES	79
EDUCATIONAL RECORDS	82
Requests for Transcripts	82
Replacement Diplomas	82
Name Change Process	82
Current Students	83
Former students.....	83
Requests for Student Educational Records	84
The Family Educational Rights and Privacy Act (FERPA)	84
Amending Educational Records.....	87
INSTITUTIONAL POLICIES	88
Drug-Free Schools and Communities Act of 1989.....	88
Hazing Policy	90
Policies on Bias-Related Harassment, Discrimination, and Sexual Harassment	90
Sexual Harassment/Title IX Policy.....	91
What is Title IX?	91
Hebrew College Title IX Policy	91
Make a Report	91

Talk to a Confidential Resource.....	91
Support a Friend	91
Contact Us	92
Institutional Integrity (Whistleblower) Policy.....	92
Hebrew College Written Information Security Program	93
DISCIPLINARY POLICIES	93
Disciplinary Sanctions	93
Disciplinary Courses of Action.....	93
Suspension or Dismissal	93
COURSE LISTINGS, GRADUATE LEADERSHIP PROGRAMS	94
Course Catalog	94

Notice Regarding the Contents of this Catalog

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ABOUT HEBREW COLLEGE

The Hebrew College Mission

Reimagining Jewish learning and leadership for an interconnected world. Making our lives more meaningful, our communities more vibrant, and our world more whole.

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 for 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 NEW HOME

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

In March 2021 it was announced that Hebrew College would partner with Temple Reyim to create a new shared campus for Jewish life on the grounds of Temple Reyim, 1860 Washington Street in Newton, Mass. We relocated to our new home in January 2023.

Our new site provides an ideal physical location for the College's base of operations, including easy access to parking, local highways, and public transportation. It is conveniently located for our full-time students, faculty and staff, and members of the wider community we serve. And it is nestled on a beautiful, wooded campus, which we will develop with an eye to environmental sustainability and the preservation of green space.

Through the Hebrew College's Capital Campaign, Branching Out, Building Together, we renovated 25,000 square feet of Temple Reyim's former building space, and constructed an additional two-floor state-of-the-art wing dedicated to offices and program space. The shared campus model allows Temple Reyim and Hebrew College to maintain their distinctive identities and programs, while sharing space and resources to strengthen their missions and long-term sustainability, and together, serve the wider Jewish community in Greater Boston and beyond.

The collaborative builds on the strength of existing relationships with organizations that were already located at Temple Reyim's campus, including Mayyim Hayyim Living Waters Community Mikveh and Education Center, Keshet Newton Jewish Afterschool Program, and Zamir Chorale of Boston. Hebrew College brought several other dynamic pluralistic Boston-based Jewish organizations to the shared campus, including the Jewish Arts Collaborative, the Jewish Women's Archive, Keshet, the Massachusetts Board of Rabbis, RUACH/ Breath Lab, and Camp Yavneh, creating an interdisciplinary hub of Jewish learning, spirituality, and innovation.

DEGREES OFFERED BY HEBREW COLLEGE

Master of Arts in Jewish Studies

36-72 credits, depending upon track

MASTER OF ARTS IN JEWISH STUDIES (WITHOUT ORDINATION)

- Jewish History and Thought Track
- Jewish Text Track

Requires Hebrew level 4 to enter
Requires completion of 36 credits
Can be completed in 3 years

Required subject areas and credits:

- Hebrew language (6 credits)
- Introduction to Rabbinic Texts (6 credits)
- Biblical Text Courses (8 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)

MASTER OF ARTS IN JEWISH STUDIES - RABBINIC

This degree culminates in a master's degree and rabbinic ordination.

Requires Hebrew level 4 to enter
Requires completion of 72 credits plus ordination requirements
Can be completed in 4-6 years, full-time; advanced standing is available to those with a prior history of Jewish text study.

- 45 credits in Jewish Text Study
- 24 credits in Jewish Thought, Liturgy, History and Hebrew Language
- 3 credits of Capstone Project

Additional practical, professional development and text classes will be required to complete the accompanying certificate of rabbinic ordination.

MASTER OF ARTS IN JEWISH STUDIES - CANTORIAL

This degree culminates in a master's degree and cantorial ordination.

Requires Hebrew level 4 to enter
Requires completion of 60 credits plus ordination requirements
Can be completed in 5 years, full-time.

- 27 credits in Jewish Text Study
- 30 credits in Jewish Thought, Liturgy, History, Prayer and Hebrew Language
- 3 credits of Capstone Project

Additional practical, professional development and vocal arts classes will be required to complete the accompanying certificate of cantorial ordination.

MASTER OF ARTS IN JEWISH STUDIES - RAV-HAZZAN

This degree culminates in a master's degree and both rabbinic and cantorial ordination.

Requires Hebrew level 4 to enter

Requires completion of 78 credits plus ordination requirements

Can be completed in 5-6 years full-time; advanced standing is available to those with a prior history of Jewish text study.

- 45 credits in Jewish Text Study
- 30 credits in Jewish Thought, Liturgy, History, Prayer and Hebrew Language
- 3 credits of Capstone Project

Additional practical, professional development and text classes will be required to complete the accompanying certificate of rabbinic ordination.

Master of Jewish Education

36-72 credits, depending upon track

MASTER OF JEWISH EDUCATION (WITHOUT ORDINATION)

Course requirements revised for students entering beginning in the fall of 2023.

Requires completion of 30 credits

Can be completed in 3 years part-time

Requires completion of:

- Three Certificates (8 credits each, to total 24 credits)
Certificates include, but are not limited to, the following:
 - Teaching & Learning
 - Emerging Trends in Jewish Education
- Supervised field experiences (3 credits)
- Graduate Research Seminar/Final Project (3 credits)

Co-curricular requirements:

Hebrew Language

While Hebrew language is not a prerequisite for admission, Hebrew proficiency is required to complete the degree. Hebrew courses may be taken before or during the program. Students are expected to pass a Hebrew assessment by the time they graduate, and those who wish to be exempt may request to take a Hebrew assessment upon entering the program.

MASTER OF JEWISH EDUCATION - PARDES TEACHER FELLOWSHIP

Requires completion of 30 credits
Can be completed in 2-3 years full-time

The course of study includes the following:

Year One, online coursework:

- 4 modules from Master of Jewish Education certificate offerings (8 credits)
- EDU600P, Teaching Skills for the Day School Classroom (3 credits)

Year Two, online coursework:

- 4 modules from Master of Jewish Education certificate (8 credits)
- EDU700P, Advanced Teaching Skills for the Day School Classroom (3 credits)
- Year-long teaching fellowship (3 credits)

Year Two or Three:

- Graduate Research Seminar/Final Project (3 credits)

Students will also earn 2 credits in Advanced Judaic Studies at the Pardes Institute of Jewish Studies.

At the completion of the degree program, students will have earned a concentration in Jewish Day School Education in addition to the Master of Jewish Education degree.

MASTER OF JEWISH EDUCATION - RABBINIC

This degree culminates in a master's degree and rabbinic ordination.

Students who have completed one year in the Master of Arts in Jewish Studies - Rabbinic program may petition to change to this degree. Students require approval of the Dean of the Graduate Leadership Programs.

Requires completion of 72 credits plus ordination requirements

Can be completed in 4-6 years full-time; advanced standing is available to those with a prior history of Jewish text study.

- 42 credits in Jewish Text Study
- 12 credits in Jewish Thought Liturgy, History and Hebrew Language

- 18 credits in Jewish Education, including one year of supervised field experience and a final thesis

Additional practical, professional development and text classes will be required to complete the accompanying certificate of rabbinic ordination.

MASTER OF JEWISH EDUCATION - CANTORIAL

This degree culminates in a master's degree and cantorial ordination.

Students who have completed one year in the Master of Arts in Jewish Studies - Rabbinic program may petition to change to this degree. Students require approval of the Dean of the Graduate Leadership Programs.

Requires completion of 60 credits plus ordination requirements
Can be completed in 5 years, full-time.

- 26 credits in Jewish Text Study
- 16 credits in Jewish Thought, Liturgy, History, Prayer and Hebrew Language
- 18 credits in Jewish Education, including one year of supervised field experience and a final thesis

Additional practical, professional development and vocal arts classes will be required to complete the accompanying certificate of cantorial ordination.

Certificates in Jewish Education

Earn a Graduate Certificate in one of two areas.

Certificate in Emerging Trends in Jewish Education (4 graduate credits)

Module 1: Teaching Israel: Theory and Practice

Module 2: Navigating DEI and Addressing Anti-Semitism in Jewish Educational Settings

Module 3: People and Planet: Growing the Field of Jewish Environmental Education

Module 4: Judaism, Resilience, Well-Being: Recovering the Sparks of Wholeness

Certificate in Teaching and Learning (4 graduate credits)

Module 1: Becoming a Reflective Practitioner: Developing our Teacher Stance

Module 2: Curriculum and Planning: Beginning with the End in Mind

Module 3: Modalities of Teaching: Pedagogies for Educational Settings

Module 4: Assessment: Lessons from Teaching and Learning

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 full-time program that leads you on a 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.

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	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	Biblical Hebrew Biblical Hebrew	Education course Introduction to Christianity
Bet – year 2	Shemot (2 semesters)	3 Year Cycle: Mo'ed Nashim u'Gevarim Nezikin (2 semesters)	3 Year Cycles: Shabbat Kiddushin Kashrut Aveilut Poalim Yom Tov	Theology of the Jewish Year Liturgy of the Yamim Noraim Zionist History	Aramaic Rabbinic Hebrew	Lifecycle Seminar Introduction to Islam Homiletics
Gimel – year 3	Nevi'im Hamesh Megillot	3 Year Cycle (2 semesters)	3 Year Cycles (2 semesters)	Medieval Jewish Thought Kabbalah		
Dalet – year 4	Vayikra Bamidbar	3 Year Cycle (2 semesters)	3 Year Cycles (2 semesters)	Modern Jewish Thought Hasidut I		Pastoral Counseling Leadership Seminar
Heh – year 5	Devarim		Senior Seminar	Hasidut II Contemporary Jewish Thought		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.

Students in our year-in-Israel program attend the [Pardes](#) Institute of Jewish Studies, our partner institution in Israel. The classes at Pardes are designed specifically to maintain continuity with the Hebrew College curriculum and community. Students also have some flexibility to study at a variety of approved Israeli institutions.

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 and academic credit.

Rabbinic ordination students are further encouraged to supplement their learning by participating in other training opportunities, whether paid or volunteer. Some examples of supplemental learning include tutoring students for *b'nei mitzvah*, leading services in synagogues or in the community, teaching in youth or adult education programs, officiating at lifecycle events, participating in social justice initiatives, clinical pastoral education programs in a hospital setting, and working in Jewish summer camps.

The rabbinic ordination program is a full-time, residential program. Under certain circumstances, students may elect to attend on a half-time basis; all requests for less than full-time status must be approved by the Dean of the Rabbinical School. If half-time status is approved, the Dean of the Rabbinical School will work with the student and the student's advisor to plan the details of the program, and will also work with the Director of Financial Aid to coordinate the student's eligibility for merit- and need-based aid and student loans.

Commented [GB1]: Should this read "Pardes Institute of Jewish Studies?"

Commented [SM2R1]: [@Gielow, Bob](#) Sure. No one in the biz uses the whole name, but I'll add it. It's like saying we partner with Harvard, rather than Harvard University. But I'll formalize it.

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.

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 and academic credit.

Cantorial ordination students are further encouraged to supplement their learning by participating in other training opportunities, whether paid or volunteer. Some examples of supplemental learning include tutoring students for b'nei mitzvah, leading services in synagogues or in the community, teaching in youth or adult education programs, officiating at lifecycle events, participating in social justice initiatives, clinical pastoral education programs in a hospital setting, and working in Jewish summer camps.

The cantorial ordination program is a full-time, residential program. Under certain exceptional circumstances, students may elect to attend on a half-time basis; all requests for less than full-time status must be approved by the Dean of the Rabbinical School. If half-time status is approved, the Dean of the Rabbinical School will work with the student and the student's advisor to plan the details of the program, and will also work with the Director of Financial Aid to coordinate the student's eligibility for merit- and need-based aid and student loans.

The Cantorial curriculum is devoted to the following areas of study: Nusach (Jewish Prayer Chant) and Cantillation, Jewish Musical Repertoire, Text Courses, and Professional Development. Students will have additional degree requirements based on whether they are receiving a Master of Jewish Studies or a Master of Jewish Education. Required courses will include:

NUSACH AND CANTILLATION COURSES

- Basic Weekday Nusach
- Shabbat Nusach
- Three Festivals Nusach
- Rosh Hashanah Nusach
- Yom Kippur Nusach
- Torah Cantillation
- Haftarah Cantillation
- High Holiday Torah Cantillation
- Cantillation of Esther, Book of Ruth (Three Festivals) and Lamentations.

JEWISH REPERTOIRE CLASSES

- Jewish Music History
- Jewish Art Song
- Choral Conducting
- Accompanied Repertoire for Shabbat
- Accompanied Repertoire for the High Holidays
- Individual Cantorial Coaching, all semesters
- Private Voice Lessons, all semesters
- Kol Arev Chamber Choir, all semesters

CORE TEXT CLASSES

- Liturgy of Weekday and Shabbat
- Liturgy of the Three Festivals
- Liturgy of the High Holy Days
- Genres and Themes of Biblical Literature
- Tanakh class
- Introduction to Mishnah and Jewish Practice
- Introduction to Talmud
- Hilkhot Tefillah
- Talmud: Berakhot

PROFESSIONAL SKILLS CLASSES*

- Pastoral Counseling
- Life Cycle Officiating
- Communication Skills Practicum
- Foundations of Jewish Education
- Cantorial Internship - full year

*Students will also address specific Cantorial Skills in individual Cantorial Coaching sessions and Voice Lessons.

FOR STUDENTS IN MASTER OF JEWISH STUDIES, CLASSES MAY INCLUDE:

- Medieval Jewish Thought
- History of Zionism
- Modern Jewish Thought
- Contemporary Jewish Thought

FOR STUDENTS IN MASTER OF JEWISH EDUCATION

Students will choose from among the modules of the certificate programs in Jewish Spiritual Education, Learning & Leading, Teaching & Learning, and Emerging Trends in Jewish Education

All cantorial students will be required to participate in regular voice recitals, annual juried vocal boards, and before ordination will present a cantorial capstone project and sit for a closing conversation with an ordination board.

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, in every semester of their program. Rav-Hazzan students will fulfill both a rabbinic and a cantorial internship, as well as participate in juried vocal boards and public voice recitals.

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 three-year program 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 hasidut.

Requires Hebrew level 4 to enter
Requires completion of 36 credits

Required course distribution

- Hebrew language (6 credits)
- Introduction to Rabbinic Texts (6 credits)
- Biblical Text Courses (8 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
- Parashat HaShavuah
- Samuel Aleph and Bet
- Hilkhot 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 in 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 30-credit degree program, which includes supervised field experience, may be completed in three years. Coursework may be 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

While Hebrew language is not a prerequisite for admission, Hebrew proficiency is required to complete the degree. Hebrew courses may be taken before or during the program. Students are expected to pass a Hebrew assessment by the time they graduate, and those who wish to be exempt may request to take a Hebrew assessment upon entering the program.

CURRICULUM

Students will complete three certificates, each comprised of four 2-credit modules, for a total of 24 credits.

Certificates to be offered include, but are not limited to:

Certificate in Emerging Trends in Jewish Education (4 graduate credits)

Module 1: Teaching Israel: Theory and Practice

Module 2: Navigating DEI and Addressing Anti-Semitism in Jewish Educational Settings

Module 3: People and Planet: Growing the Field of Jewish Environmental Education
Module 4: Judaism, Resilience, Well-Being: Recovering the Sparks of Wholeness

Certificate in Teaching and Learning (4 graduate credits)

Module 1: Becoming a Reflective Practitioner: Developing our Teacher Stance
Module 2: Curriculum and Planning: Beginning with the End in Mind
Module 3: Modalities of Teaching: Pedagogies for Educational Settings
Module 4: Assessment: Lessons from Teaching and Learning

Certificate in Jewish Spiritual Education (4 graduate credits)

Module 1: The Soul of Jewish Education
Module 2: Mussar for Educators
Module 3: Creative Expression for Spiritual Development
Module 4: Jewish Spiritual Disciplines of Talmud Torah, Tefillah and Mussar

Certificate in Jewish Educational Leadership (4 graduate credits)

Module 1: Instructional Leadership
Module 2: Organizational Leadership
Module 3: From Talmud to Tachlis: A Practical Guide for Jewish Organizations
Module 4: Leadership & Change

Students will complete one year of Supervised Field Work, worth 3 credits.
To complete the degree, students will complete a graduate thesis, worth 3 credits.

Master of Jewish Education - Pardes Teacher Fellowship

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 to three-year, pluralistic program culminates in both a Master of Jewish Education degree from Hebrew College and a Certificate of Advanced Jewish Studies from Pardes.

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 to three-year period, as well as 28 graduate credits earned directly through Hebrew College.

The course of study includes the following:

- Intensive Beit Midrash study of Hebrew texts, at the Pardes Institute
- North American teaching fellowship in a Jewish Day School during the 2nd year of the program
- Hebrew Ulpan
- Jewish education courses, including online coursework through Hebrew College. Hebrew College coursework will include the following:

- Year One, online coursework:
 - 4 modules from Master of Jewish Education certificate offerings (8 credits)
 - EDU600P, Teaching Skills for the Day School Classroom (3 credits)
- Year Two, online coursework:
 - 4 modules from Master of Jewish Education certificate (8 credits)
 - EDU700P, Advanced Teaching Skills for the Day School Classroom (3 credits)
 - Year-long teaching fellowship (3 credits)
- Year Two or Three:
 - Graduate Research Seminar/Final Project (3 credits)

Students will also earn 2 credits in Advanced Judaic Studies from their work at the Pardes Institute.

At the completion of the degree program, students will have earned a concentration in Jewish Day School Education in addition to the Master of Jewish Education degree.

Students who are accepted into the Day School Educators Program will receive a generous living stipend for their first year of study in Jerusalem. Upon completion, they will commit to continuing work as a Jewish studies teacher in a North American Jewish day school for one year.

Graduate Certificate Programs

Certificate Programs in Jewish Education

Hebrew College's certificate programs are guided by a belief that teaching is a complex and dynamic process that demands continual improvement. We believe that supporting teachers and educational leaders serves to deepen and broaden the experiences of the professionals, and thus the students and the families in their programs. By focusing on the intellectual and pedagogical growth of all of the professionals who interact with the students, week in and week out, we are investing in improving the teaching and learning in their institutions.

Students may earn a Graduate Certificate in one of two areas.

Certificate in Emerging Trends in Jewish Education (4 graduate credits)

Module 1: Teaching Israel: Theory and Practice

Module 2: Navigating DEI and Addressing Anti-Semitism in Jewish Educational Settings

Module 3: People and Planet: Growing the Field of Jewish Environmental Education

Module 4: Judaism, Resilience, Well-Being: Recovering the Sparks of Wholeness

Certificate in Teaching and Learning (4 graduate credits)

Module 1: Becoming a Reflective Practitioner: Developing our Teacher Stance

Module 2: Curriculum and Planning: Beginning with the End in Mind

Module 3: Modalities of Teaching: Pedagogies for Educational Settings

Module 4: Assessment: Lessons from Teaching and Learning

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 Provost/Chief Academic Officer of Hebrew College.

For more information, see www.kivunim.org.

Young Judaea Year Course Undergraduate Gap-Year Program

Young Judaea Year Course provides a year of immersive and intentional educational experiences. The program consists of three major components; service learning and volunteer/internship placements in the city of Tel Aviv and surrounding area, academic studies in Jerusalem, and regular seminars that enable participants to explore Israeli society, culture, nature, politics, and history.

Every experience is curated through the prism of Young Judaea's educational principles known as the "Five Pillars". These foundational principles form the backbone of all learning that takes place at every level of programming, regardless of location, or length. The pillars are as follows: Zionism, Jewish Identity, Pluralism, Social Action, and Peer Leadership.

Hebrew College will verify and award up to 30 undergraduate credits as part of the Young Judaea Year Course program.

Application and acceptance of students are overseen by Young Judaea, 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 Provost/Chief Academic Officer of Hebrew College.

For more information, see www.youngjudaea.org/yearcourse.

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, 2024-2025

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Director of Development

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Registrar & Senior Director, Office of Student Services

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Provost

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Dean, Rabbinical School

Rabbi Gita Karasov, Rab '20
Dean of Students and Admissions

Wendy Linden
Chief Marketing Officer

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

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Faculty

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Associate Professor, Bible

Rabbi Sharon Cohen Anisfeld
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Harvey Bock, JD
Hebrew Language Coordinator, Rabbinical
Program

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

Rabbi Dan Judson, PhD
Provost

Rabbi Jane Kanarek, PhD
Dean of Faculty; Associate Professor of
Rabbinics

Rabbi Gita Karasov, Rab '20
Dean of Students and Admissions,
Rabbinical Program

Rabbi Daniel Klein, Rab '10
Dean, Rabbinical School

Rabbi Allan Lehmann
Rabbinical Program

Susan Morrel
Director of Field Experience, Jewish
Education Program

Rabbi Jessica Kate Meyer, RS '14
Rosh Tefilla and Artist-in-Residence

Rabbi Nehemia Polen, PhD
Professor of Jewish Thought

Rabbi Shayna Rhodes, Rab '08
Director, Beit Midrash, Instructor,
Rabbinical Program

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

Rabbi Shoshana Rosenbaum, Rab '21
Instructor, Rabbinical Program

Rabbi Michael Shire, PhD
Rabbinical Program and Masters of Jewish
Education Program

Devora Steinmetz, PhD
Instructor, Rabbinical Program

Susie Tanchel, PhD
Vice President

Adjunct Faculty

Rachel Figurasmith
Jewish Education

Matthew Hass, PhD
Rabbinical School

Joshua R. Jacobson, PhD
Rabbinical School

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

Orah Levin-Minder
Jewish Education

Rabbi Margot Meitner, LICSW, MSW
Rabbinical School

Barbara Merson, PhD
Jewish Education

Rabbi Carl Perkins
Rabbinical School

Nina Price
Jewish Education

Susie Rodenstein
Jewish Education

Cantor Louise Treitman, MM
Rabbinical School

Vocal and Cantorial Coaches

Frank Kelley
Rabbinical School

Board of Trustees, 2024-2025

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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 requires. How this decision is made may include testing; it is up to the Director of Admissions and the Dean of the Graduate Leadership Programs.

Advanced graduate credit is only given for students in the Master of Jewish Education-Pardes Teacher Fellowship program, for text work done at the Pardes Institute of Jewish Studies. This credit is issued only after an official transcript from Pardes is submitted. 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 admission (official transcript must be part of the application 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 foreign students whose native language is not English and who have not received a degree from an accredited United States college or university.

Commented [GB3]: Would we require a TOEFL from a US citizen or resident alien "whose native language is not English?"

Commented [SM4R3]: We do not require it, which is why we say "may be required." It's case by case based on the recommendation of the Admissions team.

Visa Information

Once a student is accepted for admission to Hebrew College, Hebrew College will send the student a Form I-20, "Certificate of Eligibility for Nonimmigrant Status." The Form I-20 is a digital and paper record of the student's information in the Student and Exchange Visitor Information System (SEVIS) and is required for completing subsequent steps in the course of studies at Hebrew College.

Incoming students should always check the Form I-20 against their passport information to confirm that the name and date of birth are correct. If the information on the Form I-20 does not match the information on the passport, contact the Office of Student Services and ask for a corrected I-20 form.

After verifying that the Form I-20 is correct, students must:

- Pay a I-901 SEVIS Fee.
- Apply for and receive a visa from the U.S. Department of State. The U.S. Department of State issues visas for travel to the United States, including student visas. A prospective international student can apply for a student visa at a U.S. embassy or consulate after being accepted to an SEVP-certified school and paying the I-901 SEVIS Fee.

Students coming to Hebrew College from Canada may not need a visa; please check current requirements with your own local embassy or consulate, and consult with the Office of Student Services.

International students at Hebrew College are all in the category of F-1 class of admission to the US.

Students must always be prepared to present their I-20 to immigration officials when traveling in and out of the United States.

International students are permitted to work on Hebrew College's campus. On-campus work is limited to 20 hours per week during the semester, though F-1 students can work full-time during holidays and vacation periods if they intend to register for the next academic semester. Students are asked to notify the Office of Student Services if they will be working on-campus.

International students are only permitted to work off-campus (whether in a paid or volunteer position) when the job responsibilities directly relate to their degree program, and only beginning in their second year of enrollment. This off-campus work is called Curricular Practical Training (CPT) and must be approved through both the Office of Student Services and SEVIS. F-1 students must contact the Office of Student Services with details of their job offer before the first date of employment, and once it is approved, the CPT position will be indicated on their I-20 Form. Students may engage in part-time or full-time CPT, but must remain full-time students for the duration of their academic programs, regardless of their CPT hours.

To request authorization for CPT, fill out the form "[Request For CPT](#)," found on the website under Resources/Registrar/Forms.

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

Rabbinic Program

What We Ask of Ourselves and of Each Other:

Guiding Principles for Admission and Ordination at Hebrew College

Introduction

At Hebrew College, we view rabbis and cantors as both learners and leaders. We are committed to a vision of Jewish spiritual leadership that is rooted in a life of Torah, and to learning that is animated by a sense of responsibility to the world.

Throughout their years of study in our program, our students learn to ground themselves in the faithful creativity of the beit midrash, to deepen their relationship with the Divine, and to walk in the ways of Torah, as they prepare for a life of service to the Jewish people.

We expect our students to take upon themselves the following commitments as they walk this path. We ask the same of ourselves as teachers, as we too are lifelong learners and leaders.

שָׂמַע

To Listen

Our relationships – with Torah, with each other, and with God – begin with listening. Our beit midrash is where we expect students to develop their capacity to listen - to the voices on the pages of our sacred texts, to the voices of the people around the table, and to the eternal within and between us. This process of learning to listen deeply and well is essential to our

understanding of what it means to become a responsible Jewish spiritual and communal leader.

Our commitment to listening to the voices on the pages of our sacred texts flows from an abiding awareness that we are blessed to stand within a vast, multi-vocal interpretive tradition that has been carried on across generations for millennia. We expect our students to become full, active, and passionate participants in this conversation, making decisions about their own lives in serious and sustained dialogue with our inherited tradition.

Our commitment to listening to one another across difference flows from our conviction that every human soul is a unique reflection of the divine image. This foundation gives rise to another core value of our beit midrash – the belief that every human being has something meaningful to contribute. We seek to elicit the contributions of everyone in the room – not only as an act of hospitality, but because each person’s voice is needed for the fullness of the community and of Torah to emerge.

These commitments also lead to our embrace of mahloket le-shem shamayim – the encounter with differing and even challenging perspectives, for the sake of heaven. We expect each other to listen with an open heart, to assume good intentions, to remember that the views we reject may include wisdom we need. We strive to address interpersonal conflict respectfully and responsibly, and to make these encounters locations for personal and communal growth.

בְּכֹל־לֵבָבְךָ
Wholeheartedness

We see the cultivation of middot as essential to walking in the ways of Torah. These personal qualities are fundamental to building the capacity for ethical and skillful leadership. It is incumbent upon each of us to strive to develop them be-khol halev – in all domains of one’s life, and over the course of a lifetime.

These middot include:

הַתְּחִיבוּת / Obligation
הִשְׁבוּן וְנֶפֶשׁ / Self-awareness and Accountability
יִשְׁרָ / Honesty and Integrity
כְּבוֹד / Honor
גְּדִיבוּת לֵב / Generosity
סְקֵרְנוּת / Curiosity
עֲנָוָה / Humility
רַחֲמִים / Compassion

בְּשִׁבְתְּךָ בְּבֵיתְךָ וּבְלֶקְחֶךָ בְּדֶרֶךְ
In Your Home and On Your Way

We see the performance of mitzvot as another essential expression of walking in the ways of Torah. Mitzvot are the embodied actions through which we translate Torah’s words into our own lives.

Through the study of sifrei kodesh (our sacred Jewish texts), the creation of a Jewish home, and engagement in Jewish communal life, our students are expected to build a meaningful practice of mitzvot. We welcome diverse expressions of this commitment and understand that

the specific contours of personal practice will look different for each student, depending on their own relationship with our tradition and their search for the transcendent within it.

The process of forming a life shaped by mitzvot is an ongoing endeavor. We expect our students to pursue a life of mitzvot that finds expression both in the public sphere and in their own homes – the more intimate, inhabited spaces that define and inscribe our deepest social, cultural, and religious commitments.

These mitzvot include:

הכנסת אורחים / Welcoming Guests
גמילות חסדים / Acts of Lovingkindness
כַּשְׁרוּת / Kashrut
צְדָקָה / Justice
שַׁבָּת וְיוֹם טוֹב / Shabbat and Holidays
תּוֹרָה / Torah Study
תְּפִלָּה / Prayer
תְּשׁוּבָה / Repentance

This list is not meant to be comprehensive, but rather to offer concrete examples of what we mean by forming a life shaped by mitzvot. Students in our program will regularly be expected to articulate and reflect on these and other aspects of their personal practice with teachers, mentors, and peers. As faculty members, we will support and participate in this process both inside and outside of the classroom, including by modeling honest and reflective conversation with students about how our own lives of mitzvot are unfolding.

בְּשִׁעָרֵינוּ
Communal Responsibility

Walking in the ways of Torah also calls us to acts of communal responsibility, outside the bounds of our own homes, within the gates of our cities and beyond.

We expect our students to cultivate a particular sense of responsibility to and for the Jewish people. As an expression of this commitment, we expect our students to spend a year of study in Israel, and to cultivate a connection to Israel that is rooted in a love of the Jewish people, a deep understanding of Jewish history and contemporary Israeli society, and a commitment to democracy, pluralism, and human rights.

We expect our students to cultivate a sense of responsibility to and for the dignity and wellbeing of all human beings as reflections of the divine image.

As spiritual leaders in a time of environmental crisis, we expect our students to cultivate a sense of reverence for all of God's creation and a sense of responsibility for the future of our planet.

לְמַעַן תִּזְכְּרוּ
Growth and Accountability

Walking in the ways of Torah requires a lifelong process of learning and growth. As a school, we are committed to ongoing reflection upon and refinement of our educational efforts. We will continually seek to strengthen structures of support and accountability, as we build a

beloved and diverse community and prepare our students for a life of leadership and sacred service.

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 school, 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.

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.

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:

1. Online application form
2. Typewritten essays I and II (see below for details)
3. A completed Hebrew placement exam. Please contact Rabbi Gita Karasov to request a copy of the exam.
4. A completed text skills assessment for candidates for Shanah Aleph. Please contact Rabbi Gita Karasov to request a copy of the exam.
5. Resume
6. 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 admissionoffice@hebrewcollege.edu and hard copies to the Office of Admissions, Hebrew College, 1860 Washington Street, Newton, MA 02466.
7. 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.
8. 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.
9. 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 items 2-5 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 assistance, please complete submit both the Hebrew College Financial Aid Application and the FAFSA (excluding international candidates) 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 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 deadline is June 15 for fall 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, 1860 Washington Street, Newton, MA 02466.
- 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 assistance, please complete the required forms and submit them 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 Admissions
Rabbi Gita Karasov
gkarasov@hebrewcollege.edu

Admission and Application Requirements for the Master of Jewish Education Programs

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

MASTER OF JEWISH EDUCATION ONLY

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

Deadline

Application deadline is June 15 for fall admission.
Extensions are granted on a case-by-case basis, though financial aid awards may be more limited for late 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 admissionoffice@hebrewcollege.edu or to the Office of Admissions, 1860 Washington Street, Newton, MA 02466.
- 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 Essays

Please compose two essays, in one to two pages each.

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?
2. Discuss your reactions, impressions and opinions to the following text:

חַנּוּךְ לַנֶּעֶר עַל־פִּי דַרְכּוֹ

"Educate a child according to his/her own needs and direction"

(Proverbs 22:6)

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 assistance, please complete the required forms and submit them with your application materials according to the deadline schedule above.

MASTER OF JEWISH EDUCATION - PARDES EDUCATOR'S PROGRAM

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

Application deadline is January 31.

All applicants must submit the following materials to Hebrew College:

- A completed online application form
- Official transcripts of all undergraduate and graduate studies from accredited academic institutions, forwarded directly from the issuing institution to admissionoffice@hebrewcollege.edu or to the Office of Admissions, Hebrew College, 1860 Washington Street, Newton, MA 02466.
- 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 assistance, please complete the required forms and submit them with your application materials according to the deadline schedule above.

Contact Information

Debrah Ron
Master of Jewish Education Program Admissions
617-559-8624
dron@hebrewcollege.edu

Admission and Application Requirements for Certificate Programs

Certificates in Jewish Educational Leadership

Deadline

Application deadline is June 15 for fall admission. Extensions are granted on a case-by-case basis, though financial aid awards may be more limited for late applications.

Application Requirements

All applicants must submit the following materials:

- A completed online application form
- 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 admissionsoffice@hebrewcollege.edu or to the Office of Admissions, 1860 Washington Street, Newton, MA 02466.

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.

Debrah Ron
Master of Jewish Education Program Admissions
617-559-8624
dron@hebrewcollege.edu

ACADEMIC CALENDAR, 2024-2025

Some dates may be subject to change. For the most updated Academic Calendar, please see our website <https://hebrewcollege.edu/resources/academic-calendar>.

SUMMER 2024

Tuesday, June 11	Erev Shavuot, Hebrew College closes at 1 pm
Wednesday-Thursday, June 12-13	Shavuot, Hebrew College closed
Wednesday, June 19	Juneteenth, Hebrew College closed
Thursday-Friday, July 4-5	Independence Day, Hebrew College closed
Monday, August 12	Erev Tish'a B'Av, Hebrew College closes at 1pm
Tuesday, August 13	Tish'a B'Av Hebrew College closed

FALL SEMESTER 2024: AUGUST 26 - DECEMBER 20, 2024

Monday - Friday, August 26-30, 2024	Ordination students' Orientation and Elul programs
Monday, September 2	Labor Day, Hebrew College closed
Tuesday, September 3	First day of fall semester classes (including Jewish education module 1 classes)
Monday, September 9	Last day of add/drop period for Jewish education module 1 classes
Monday, September 16	Last day of add/drop period for ordination students
Wednesday, October 2	Erev Rosh Hashanah, Hebrew College closed
Thursday-Friday, October 3-4	Rosh Hashanah, Hebrew College closed
Monday-Thursday, October 7-10	Hebrew College open, no RABBINIC In-Person classes held
Friday, October 11	Erev Yom Kippur, Hebrew College closed
Saturday, October 12	Yom Kippur, Hebrew College closed
Monday, October 14	Columbus Day/Indigenous People's Day, Hebrew College open, classes held
Wednesday, October 16	Erev Sukkot, Hebrew College closes at 1 pm
Thursday-Friday, October 17-18	Sukkot, Hebrew College closed
Monday-Tuesday, October 21-22	Intermediate days of Sukkot, Hebrew College open, classes held
Wednesday, October 23	Hoshana Rabbah, no ordination classes held, and last day of Jewish Education Module 1 classes
Thursday-Friday, October 24-25	Shmini Atzeret & Simchat Torah, Hebrew College closed
Tuesday, October 29	First day of Jewish education module 2 classes
Monday, November 4	Last day of add/drop period for Jewish education module 2 classes
Tuesday, November 5	Election Day, Hebrew College open, no ordination classes
Monday, November 11	Veteran's Day, Hebrew College open, classes held
Monday, November 18	Ta Sh'ma Open House for prospective ordination students, no regular ordination classes
Wednesday, November 27	Day before Thanksgiving, Hebrew College closes at 1 pm
Thursday & Friday, November 28-29	Thanksgiving Holiday, Hebrew College closed
Friday, December 13	Last day of instruction, fall semester classes
Monday-Friday, December 16-20	Final exam period; all work must be turned in by 1 pm on Friday
Tuesday, December 17	Last day for Jewish education module 2 classes
Friday, December 20	Last day of fall semester

Monday, December 23, 2024 to Wednesday, January 1, 2025	Hebrew College Closed
Thursday, January 2, 2025	Hebrew College Reopens
Friday, January 3, 2025	Fall semester grades due

WINTER AND SPRING SEMESTER 2025: JANUARY 29 - MAY 17

Thursday, January 2, 2025	Hebrew College Reopens
Friday, January 3	Fall semester grades due
Monday, January 20	Martin Luther King Jr. Day, Hebrew College closed
Tuesday - Friday, January 21-24	Ordination programs' January Intensive Seminars
Monday - Friday, January 27-31	Ordination programs' Winter Seminar
Monday, February 3	First day of spring semester classes
Friday, February 7	Last day of add/drop period for Jewish education module 3 classes
Monday, February 17	Presidents' Day, Hebrew College closed
Tuesday, February 18	Last day of add/drop period
Thursday, March 13	Erev Purim Hebrew College closes at 1 pm
Friday, March 14	Purim, Hebrew College closed
Monday, April 14	Pesach, Hebrew College closed
Wednesday, March 19	Last day of Jewish Education Module 3 classes
Monday, March 24	First day of Jewish education module 4 classes
Friday, March 28	Last day of add/drop period for Jewish education module 4 classes
Tuesday-Friday, April 15-18	Intermediate days of Pesach, Hebrew College open, no classes held
Monday, April 21	Patriot's Day, Hebrew College closed, no classes held
Tuesday, April 22	Classes resume
Thursday, April 24	Yom HaShoah, Hebrew College open, classes held
Wednesday, April 30	Yom HaZikaron, Hebrew College open, classes held
Thursday, May 1	Yom HaAtzma'ut, Hebrew College open, no morning classes held
Wednesday, May 7	Ordination programs Capstones and Blessings, no morning classes held
Friday, May 9	Last day of instruction, spring semester classes
Monday-Friday, May 12-16	Final exam period; all work must be turned in by 1 pm on Friday
Friday, May 16	Last day of spring semester
Thursday, May 22	Master's Thesis presentations
Friday, May 23	Spring semester grades due (Graduating students by 5/21)
Sunday, May 25	Graduation and Ordination
Monday, May 26	Memorial Day, Hebrew College closed
Monday-Tuesday, June 2-3	Shavuot, Hebrew College closed

Hebrew College Operating Schedule and Snow/Emergency Policy

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. on the day of the closure. During these emergencies, a recorded message of the College's operating schedule can be heard by calling 617-559-8609. In addition, an email will be sent to all faculty, staff and students and announcements will be made in the following media:

- The Hebrew College website
- Local television stations
 - WBZ (Channel 4)
 - WCVB (Channel 5)
 - WHDH (Channel 7)
 - NECN Boston (Channel 10)
 - WFXT (Channel 25)

Note that if the College is closed for severe weather conditions, classes may still be held virtually, at the discretion of individual instructors.

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, but all communication between students and any Hebrew College personnel must use the Hebrew College email address. It is the student's responsibility to use the hebrewcollege.edu address in a responsible and legal manner.

Health and Immunization Requirements

All 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 must also be fully immunized against COVID-19 (depending on vaccine, one or two doses plus a booster).

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.

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, and may be asked to provide proof of immunity to the above diseases through blood tests.

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.

The Hebrew College Immunization form can be found on the Hebrew College website, under [Resources/Registrar/Forms](#).

POLICY ON MASKING AND OTHER RESPONSES TO COMMUNITY HEALTH CRISES

Since the onset of the COVID-19 pandemic in March 2020, Hebrew College, like all communal institutions around the world, has had to develop flexible and often-changing policies to insure the health and safety of our College community. These have included masking requirements, limitations on occupancy in our shared spaces, and protocols on physical distancing and communal meals. We will continue to implement those policies which we deem necessary to keep our community safe, with consultation from our medical advisory team and Board of Trustees. Any new policy mandate will be communicated to the College community via email to Hebrew College email addresses and list serves, and will be posted on our website.

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 live in Massachusetts and do not already have health insurance to the Massachusetts Health Connector, <https://www.mahealthconnector.org>.

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 police 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.

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 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. This policy applied to Independent Studies as well as regular course offerings.

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 matriculated students may register through Hebrew College's online Campus Cafe system; non-matriculated students register directly through the Registrar.

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 prior to the first day of that semester's classes. 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. Non-attendance does not constitute withdrawal, and does not alter a student's financial obligations to the College. The last day to withdraw from a class is the last day of classes of the semester. For tuition refund schedules after withdrawing from a class, see Tuition and Fees.

Students who are registered for a class for credit and wish to change their registration to a non-credit section may request this change up until the last day of class in that semester. Requests must be made to the Registrar. No tuition adjustments will be made if this change occurs after the Add/Drop deadline.

Students who are registered for a class for non-credit and wish to change their registration to a for-credit section may request this change up until the last day of class in that semester. The instructor will need to provide written documentation that the student has been completing assignments and participating to the standard expected of a for-credit student,

Commented [GB5]: What do you think about replacing this with "prior to the first day of that semester's classes?"

Commented [SM6R5]: That's your call. It seems closer to what we're working on doing.

and has been graded accordingly throughout the semester. The student must pay the difference in tuition costs.

Cross-Registration Opportunities through the Boston Theological Interreligious Consortium (BTI)

Hebrew College participates in a cross-registration agreement with the Boston Theological Interreligious Consortium. Only matriculated Hebrew College students already accepted into a Hebrew College degree program may cross-register through the BTI. 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 Interreligious Consortium website: <http://www.bostontheological.org>, in the cross-registration section of the website.

CROSS REGISTRATION THROUGH THE BOSTON THEOLOGICAL INTERRELIGIOUS CONSORTIUM (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 International University for Religion & Peace
- 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. Students need to have approval of the Dean of the Rabbinical School before registering for a class through the BTI.

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.

Commented [GB7]: We need to add "[Boston Islamic Seminary](#)."

Commented [SM8R7]: They are an "associate member." I don't know what that means vis-a-vis cross-registration. <https://bostontheological.org/about> They did not have courses in the spring catalogue.

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. After two semesters of inactivity, the student may be withdrawn from the degree program altogether. Readmission under either of 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 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, before the beginning of the semester in which a leave is requested.

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. Leave of Absence fee is required.
- 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.

Commented [GB9]: This sentence might be read to mean that students can take a LOA in the middle of a semester, which we do not allow.

Commented [SM10R9]: The paragraph preceding says that it must be requested before the beginning of the semester. These are just the reasons why it may be requested.

ACADEMIC POLICIES AND PROCEDURES

Attendance

Students should attend all classes as required by the instructor. Students are required to attend classes for 80 percent of all class sessions in order to be eligible for a passing grade. Students who do not fulfill 80 percent of class attendance, regardless of the reason for absences, will receive a failing grade. In certain circumstances (i.e. non-attendance in multiple classes), this may result in academic probation. Hebrew College faculty have discretion to determine if participating virtually in an in-person class counts as attendance. Faculty members will indicate on their syllabi their policy on virtual class attendance.

Students in an online, asynchronous class should participate in 80 percent of the weekly assignments in a timely fashion to be eligible for a passing grade. Participation in class discussion boards is a component of assessment in an online class, with specific expectations outlined in the class syllabus.

Exemptions from this policy for any special circumstances is at the discretion of the Dean.

Students with medical issues that impact their ability to attend class should be in touch with the Director of Academic Support Services to request an accommodation to the attendance policy. If a student is eligible for an accommodation, the course instructor and Dean will determine reasonable attendance accommodations.

COVID Attendance Policy

If you are experiencing any Covid symptoms or have been exposed to someone who tested positive for Covid, please stay home as a precaution; however, we encourage you to participate virtually in your classes. To make this possible, each class has its own Zoom link so that we can stream class as needed. We ask that students coordinate with each other to facilitate streaming class. The Program Administrator for the Ordination Programs will provide Zoom login credentials for streaming. To ensure you are not marked absent, you must alert faculty prior to class that you will be joining the class virtually due to Covid related health concerns. Students should be aware classes are designed for in-person experience and not hybrid learning.

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 "hevruta"), homework, research, papers and exams. In total, one credit hour equals 45 hours of work over the course of the semester.

Students enrolled in other academic work for credit, such as student internships, field experience, practica, and studio work, are required to devote at least an equivalent amount of time per credit hour as is required for regular classes.

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

Graduate students must maintain a cumulative minimum grade-point average of 3.0. Graduate students only receive credit for courses in which they earn a B- or better. Undergraduates in gap-year programs only receive credit for courses in which they earn a 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 student to complete a quantity and quality of work that would typically earn a letter grade of B- or better.

Full-time students in the graduate programs are expected to complete at least 9 credits per fall and spring semester. Part-time students may take no more than 8 credits per semester. Unless enrolled in their final semester of study, students must register for at least six credits per semester in order to qualify for federal Direct Student Loans. Full-time master's degree students are expected to graduate within two years. Part-time master's degree students are expected to complete their degree within three years. Students in the Rabbinical program are expected to complete their degrees within six years. Students in the Cantorial program are expected to complete their degrees within five years.

Credit Requirements for Students Receiving Student Loans

All 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	97-100
A	4.0	94-96
A-	3.7	90-93
B+	3.3	87-89
B	3.0	84-86
B-	2.7	80-83
C+	2.3	77-79

C	2.0	74-76
C-	1.7	70-73
D+	1.3	67-69
D	1.0	65-66
F	0.0	Below 65

The following grades do not factor into the student GPA: P (pass), I (incomplete), NC (non-credit), W (withdrawn), PI (permanent incomplete), NG (no grade), AU (audit).

Incompletes

A student who is not able to complete their coursework during the semester may request an “Incomplete” for the course. The student must fill out a “Petition for Incomplete” form to be approved 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 by campus closing of the last day of the following semester. Grades for incompletes will be due no later than the grade submission date of that following 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.
- Graduating students may not take any incompletes in their final semester.
- 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 Provost/Provost/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 and cantorial students are graded pass-fail; Education and Jewish Studies students are graded with letter grades. 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.

Academic and Non-Academic Probation

1. For Students in Ordination Programs Only

A student may be placed on academic and/or non-academic probation when serious concerns exist about the student's ability to successfully complete the program, whether for academic or non-academic reasons. The process of probation aims to create a supportive structure through which the student may address these areas of concern in order to continue in good standing in the program.

The Dean of the Rabbinical School determines if a student will be placed on probation, in consultation with the Dean of Students and Associate Dean. When appropriate, other Hebrew College faculty members may also be consulted.

A student may be placed simultaneously on academic and non-academic probation if deemed necessary. In all cases of probation, the Dean or Dean of Students will provide to the student in question a written communication detailing the reason(s) for probation and the action(s) necessary for the student to be removed from probation. If the student has not met the terms of probation by the end of the probation semester, the Dean, in consultation with the Dean of Students and Associate Dean, may revise the terms of probation. These may include either extending the period of probation or removing the student from the program.

REASONS FOR ACADEMIC PROBATION FOR ORDINATION STUDENTS

A student may be placed on academic probation if they:

- Fail a course
- In the same semester, receive two pass-with-reservations on narrative assessments that supplement course grades

TERMS OF ACADEMIC PROBATION

In the case of academic probation due to a failed course, the typical terms of probation entail re-taking and passing the failed course OR working independently with a prescribed tutor to achieve sufficient mastery of the material covered in the course. If working with a tutor, sufficient mastery of the course material will be evaluated by the appropriate Hebrew College faculty member.

In the case of academic probation due to receiving two pass-with-reservations on narrative assessments that supplement course grades, the typical terms of probation entail, but may not be limited to, passing all of the following semester classes without reservation.

In both cases, we endeavor to determine if there is an underlying issue that may be causing or contributing significantly to the performance challenges. If such a cause is identified, the terms of probation could include additional learning specifically addressing the underlying issue.

Should a student placed on probation have learning needs, the Dean of Students will work with the Director of Academic Support Services to ensure that the student is receiving appropriate help.

REASONS FOR NON-ACADEMIC PROBATION FOR ORDINATION STUDENTS

A student may be placed on non-academic probation if there are significant concerns about the student's fitness for the program or career as a clergy person. The following is a list of the kinds of concerns which could lead to non-academic probation. This list is not meant to be exhaustive:

- Use of antagonistic language towards faculty, staff, or fellow students
- Consistent challenges working cooperatively and productively with faculty, staff, and/or fellow students
- Receive persistent negative feedback from internships and/or are fired from an internship

TERMS OF NON-ACADEMIC PROBATION FOR ORDINATION STUDENTS

In the case of non-academic probation, terms are tailored specifically for each individual case, enabling the student to work actively on the particular behavior(s) in question. Typical elements may include: a commitment to work on the particular behavior in question and do appropriate *tsehuvah* (repentance) if necessary; work with a clergy mentor or other qualified person who can provide honest and open feedback and support.

APPEALS OF PROBATION

Students may appeal the probation decision to the Provost of Hebrew College. Students should provide in writing a rationale for why the probation should be overturned.

EXPULSION

Appeals While the policy of the school is to place students on a semester-long probation before expulsion, in the case of an egregious act which is entirely incommensurate with an aspiring clergy person, the College may immediately dismiss a student. In such cases, a student may appeal their dismissal to the Provost of Hebrew College and/or the President of Hebrew College.

2. For All Students

Academic Probation

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. Students in any degree program who do not maintain satisfactory academic progress or 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 the Rabbinical School for approval.

APPEALS OF PROBATION

Students may appeal the probation decision to the Dean of the Rabbinical School. Students should provide in writing a rationale for why the faculty's decision should be overturned.

While the policy of the school is to place students on a semester probation before expulsion, in the case of an egregious act which is entirely incommensurate with an aspiring clergy person, the College may immediately dismiss a student. In such cases, a student may appeal their dismissal to the Dean of the Rabbinical School and/or the President of Hebrew College.

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 "Degree Withdrawal Form" 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 violations 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 violations deemed serious 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 Provost/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 Provost/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 Provost/Chief Academic Officer stating the problem with the resolution and the justifications for the dissatisfaction with the resolution.
4. The Provost/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.

Academic Support Services Policies and Procedures

Hebrew College is committed to being an inclusive learning institution and community, supporting all students to the extent possible to engage fully with the courses of study. Hebrew College seeks to enhance the quality of learning by offering services and support to students with disabilities who need additional help in their academic coursework.

Disability Support Services

Hebrew College encourages students to work closely with faculty if they face learning challenges. Disclosing and requesting accommodations based on a disability is a personal decision. While Hebrew College does not require a student to disclose the existence of a disability, students who wish to request accommodations must do so.

Process and Determination of Accommodation(s)

For students who have recent, comprehensive evaluation

1. The student initiates the process by requesting an intake meeting with the Director of Academic Support Services, completing the Student Intake Form, and submitting documentation of recent, comprehensive evaluation (see Guidelines for Documentation below).
2. The Director of Academic Support will review submitted documentations (within two weeks).
3. The Director of Academic Support, in consultation with the Dean of Students and the student, will determine appropriate accommodations. Accommodations are based on

the specific nature of a student's disability, as well as the educational or testing environment in which the student will be functioning on a case-by-case basis.

4. The Director of Academic Support will prepare a confidential Professor Notification Letter (PNL) for the student to share with relevant faculty. Students are best served when they self-advocate and use the PNL to facilitate an ongoing communication with their faculty.

For students without recent, comprehensive evaluation

1. Students who are struggling in a course can request help from the Director of Academic Support. In some cases, faculty members, in consultation with the Dean of Students, may recommend a student who is struggling in a course to seek help from the Director of Academic Support. In either case, the student initiates the process by requesting a meeting with the Director of Academic Support by completing the Student Consultation Form.
2. The Director of Academic Support will meet with the student in a timely manner to learn about the challenges the student is having and discuss appropriate support.
3. Students must have a recent, comprehensive evaluation to be eligible for accommodations. The Director of Academic Support may recommend the student be evaluated, which is at the student's expense. Students are advised to check with their health insurance carrier to determine if the evaluation is covered under their policies. The Director of Academic Support will recommend qualified professionals the student may see for an evaluation, though the student is free to see any qualified professional of their choosing. If the student decides to be evaluated, then the above process will be followed.
4. If the student decides not to be evaluated, the Director of Academic Support will discuss alternative options of support, such as tutoring or academic coaching.

Guidelines for Documentation of a Specific Learning Disability

Students who are seeking support services from Hebrew College based on a diagnosed specific learning disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The following guidelines are provided to ensure that documentation is appropriate to verify eligibility and support requests for reasonable accommodations.

1. Testing must be current
Specifically this means that the testing must be conducted within the last four years. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in the student's best interest to provide recent and appropriate documentation.
2. Testing must be comprehensive
Testing must reflect the student's present levels of aptitude, achievement, and information processing. Tests used must be technically sound (i.e. statistically reliable and valid) and standardized for use with an adult population. Actual test scores must be provided. Standard scores and/or percentiles are acceptable. It is not acceptable to administer only one test for the purpose of diagnosis.
3. Qualifications of Evaluator
Trained and certified learning disability specialists and/or licensed psychologists may

conduct the assessment. Diagnostic reports must include the names, title, and professional credentials of the evaluators, as well as the date(s) of the testing.

4. Specific LD must be diagnosed
There must be clear and specific evidence of a learning disability. "Individual learning styles" and "learning differences" in and of themselves do not constitute a learning disability.
5. Educational Recommendations
Educational recommendations regarding the impact of the disability and accommodations recommended at the post-secondary level, if applicable, must be included.

Guidelines for Documentation of ADHD

Documentation from the psychiatrist, psychologist or clinician who made the diagnosis must be no older than four years and provide information regarding the onset, longevity, and severity of the symptoms, as well as the specifics of describing how it has interfered with educational achievement.

To receive accommodations on the basis of ADHD, an assessment that measures the student's current functional impact of ADHD on learning and/or testing is required. The assessment might include measures in the areas of attention, learning, intellect, achievement, processing speed, fluency, executive functioning, language and memory. Some formal measures are required.

A complete psycho-educational or neuropsychological assessment is often recommended for determining the degree to which the ADHD currently impacts functioning relative to taking standardized tests.

Guidelines for Documentation of Medical or Physical Condition, Chronic Illness, or Mental Health Disorder

Under the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations and rights of equal access to programs and services. A diagnosis of a disorder/condition alone does not automatically qualify an individual for accommodations under the ADAAA. To establish that an individual is covered under the law, the documentation must explain how the disability substantially limits one or more major life activities, and supports the request for services, accommodations, academic adjustments, and/or auxiliary aids.

Students who wish to request academic accommodations based on a **medical or physical condition, chronic illness, or mental health disorders** must submit documentation from a licensed professional who is qualified to evaluate and diagnose such conditions. Information about licensure/certification, as well as the area of specialization, employment, and state or province in which the individual practices should be clearly stated in the documentation.

The documentation should be in English and must be typed on the provider's letterhead. It should also be signed and dated and include the following information:

- A diagnosis (for mental health disorders, the diagnosis must conform to the Diagnostic and Statistical Manual of Mental Disorders, including relevant code)
- The student's history with this diagnosis
- Description of the student's functional limitations relevant to an academic setting
- Current treatment plan, including medications
- Recommendation for accommodation(s)
- Justification for why recommended accommodation is medically necessary. There must be a very clear connection between the functional limitation(s) described and the recommended accommodation.

Documentation should be **recent** (within one year) and should **address the student's need** for accommodation(s) based on the student's current level of functioning within an educational setting. *Documentation for a chronic illness may be older if the functional limitations do not change.*

**A diagnosis documented by a family member will not be accepted due to professional and ethical considerations even when the family member is otherwise qualified by virtue of licensure/certification. The issue of dual relationships as defined by various codes of professional ethics should be considered in determining whether a professional is in an appropriate position to provide the necessary documentation.*

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 Programs) 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 five (5) business days prior to graduation in order to receive a diploma at commencement exercises. Students are asked to settle and pay all financial obligations to the College in order to receive an official 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 an alternative payment plan. In addition to federal loan programs, Hebrew College invites students to research the payment plan options offered by [FACTS Tuition Management](#). For students, the benefits of utilizing the services offered by FACTS include the following.

- The option to make smaller payments over time, instead of one single payment/loan disbursement.
- Simple online registration.
- Multiple payment methods, including debit/credit cards and auto debit from an existing account.

- Management of your account from any device.
- Payment reminders.
- Your data will be protected by industry-leading security standards.
- Customer service with live agents or web chat.

When requested, and with approval from the Student Services Director, degree-seeking students will be allowed to set up Hebrew College-sponsored payment plans if their outstanding balance is \$2,000 or less. These students will not be asked to pay a Payment Plan set-up fee. These students must agree to make four equal payments due on the first of each month of the semester. For example, for the fall semester, tuition payments will be due on September 1, October 1, November 1, and December 1. Students not making payments on this schedule will be charged \$25 Late Fees and may be removed from their academic program if tuition is not paid in full by the fourth month of the semester. To request a Hebrew College payment plan, please email the Student Accounts Coordinator.

Students enrolled in Hebrew College's Adult or Teen Learning programs are not eligible to set up a payment plan managed by Hebrew College.

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. 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 due to the College.

COURSES LASTING A FULL SEMESTER

- 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.

COURSES LESS THAN A FULL SEMESTER IN LENGTH

- During the Add/Drop period for the specific class: 100 percent tuition refund
- No refund after Add/Drop Period.

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 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 is cleared.

In order to receive a diploma and participate during commencement exercises, every graduating student must settle and pay all financial obligations to the College, including payment of the Graduation Fee, no later than April 15th of the year in which they will graduate.

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. Release of transcripts, grades and other academic records may be delayed until all financial obligations to the College have been met.

Tuition and Fees 2024-2025

Graduate Degree Programs Tuition

PROGRAM	COST PER CREDIT	COST PER YEAR, Full-Time
Rabbinic Program		\$33,800 (block tuition)
Cantorial Program		\$33,800 (block tuition)
Master of Arts in Jewish Studies	\$1,280	
Master of Jewish Education	\$660 (Two-credit modules cost \$1,320)	
Master of Jewish Education/Pardes Teacher Fellowship		\$7,710 (block tuition per-year for first 2 years)

Fees for 2024-2025 Academic Year

REGISTRATION FEES

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

For those taking only courses 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 cantorial ordination students	\$200
Non-cantorial ordination students taking voice lessons	\$1,280

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.*

All degree and ordination programs	\$100
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Fee waived for students graduating from Pardes Educator Program only.

REPLACEMENT DIPLOMA FEE

Replacement Diploma	\$40
Replacement of both Diploma and Certificate	\$60

See below in "Educational Records" for policy on when a replacement diploma is available.

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	\$20,000
Books	\$1,200
Transportation and personal expenses	\$3,600 *
Health Insurance	\$3,000
Total	\$27,800

** Students living in Massachusetts may be eligible to sign up for insurance coverage through "MassHealth," which can cost significantly less than what is indicated above.*

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.

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 and federal loans. The College may also be able to help students 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. After reviewing the results of the calculations, we put together an aid package to help meet the student's financial need; the package may include fellowships, scholarships, grants, 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 may be subject to revision if the student changes the number of credits they are 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 student/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 half-time enrollment, the student will lose eligibility for federal Direct Student Loans and may lose eligibility for other types of assistance. Students enrolled in their final year of study and taking all the courses required and available to complete their degree program,

even if enrolled in fewer than six credits, will be considered as being enrolled at least half-time for federal financial aid purposes. If students anticipate only needing and being able to take fewer than six credits during one or both semesters of their final year of study, they are encouraged to consult with the Financial Aid Office to confirm their eligibility for federal loans.

Types of Financial Aid

DEFINITIONS

Eligibility: Eligibility for need-based financial aid is determined through an evaluation of 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 spouse, 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 spouse'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 or the number of dependents.

Financial Need: The Director of Financial Aid calculates the financial need for each student by taking their tuition costs for the semester (excluding registration fees), subtracting the merit and outside awards they've been offered, and then subtracting their Estimated Family Contribution (EFC - from the FAFSA). The resulting amount of need may be met through a combination of Hebrew College Need-based Grants (calculated as a percentage of demonstrated need), student/spouse income, student/spouse assets, and/or federal/private student loans.

Note that some of Hebrew College's financial aid programs are funded through the generous contributions of friends, supporters, and alumni.

How Much Will It Cost? The estimated cost of attendance for students includes both direct and indirect costs. 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 results of a recent student survey. If a 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 determines the total amount of need-based grant funding for each student based on the formula introduced above (tuition costs for the semester excluding registration fees minus the merit and outside awards the student has been offered, minus the student's Estimated Family Contribution or EFC).

If merit and outside 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. In these situations, 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 April 1st, all aid 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, Hebrew College offers several merit-based fellowship opportunities for full-time students. 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 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.

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

FEDERAL LOAN PROGRAMS

The federal loan programs described here allow students to borrow funds at low interest rates to help pay education costs. Each loan program 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, though that repayment timeframe can be extended if an alternative payment plan is chosen.

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

Total William D. Ford Federal Direct Loan amounts (also known as Stafford or Direct Student Loans) may not exceed \$138,500 combined subsidized and unsubsidized loans. This limit includes all undergraduate and graduate loans taken by the student.

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, unlike for Direct Student Loans. 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 April 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.

International students are permitted to work on Hebrew College's campus. On-campus work is limited to 20 hours per week during the semester, though F-1 students can work full-time during holidays and vacation periods if they intend to register for the next academic semester. Students are asked to notify the Office of Student Services prior to their employment if they will be working on-campus.

International students are only permitted to work off-campus (whether in a paid or volunteer position) when the job responsibilities directly relate to their degree program, and only beginning in their second year of enrollment. This off-campus work is called Curricular Practical Training (CPT) and must be approved through both the Office of Student Services and SEVIS. F-1 students must contact the Office of Student Services with details of their job offer before the first date of employment, and once it is approved, the CPT position will be indicated on their I-20 Form. Students may participate in part-time or full-time CPT, but must remain enrolled as full-time students. Students contemplating full-time CPT should discuss their eligibility with staff in the Office of Student Services.

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, enrolled students are not eligible for this benefit once they begin their degree program.

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 2024-25 academic year are based on your 2021 federal returns (those due in April 2022). 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 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 Direct Student 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 <https://studentaid.gov/understand-aid/types/loans>. This website includes information on the terms, limits and eligibility requirements for Direct Unsubsidized and for GradPlus loans.

Hebrew College's 3-year, federal loan default rate was only 3.9% for students graduating between 2018 and 2020. (Source--US Department of Education.)

STUDENT LOAN DISBURSEMENTS

Federal student loans are disbursed per semester, typically during the Add/Drop Period. 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. Students wishing to pick up their Loan Refund check 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).

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

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 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 and part-time degree candidates, even if they are not receiving aid.

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 NON-SATISFACTORY 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.

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.

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.

ORDER IN WHICH TITLE IV FUNDS ARE RETURNED

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. Direct PLUS/GRAD PLUS Loan
4. Pell Grant
5. Federal SEOG Grant
6. Federal TEACH Grant
7. Other sources of federal aid

NONDISCRIMINATION STATEMENT

Hebrew College does not discriminate on the basis of race, color, 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 Provost/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 INFORMATION TECHNOLOGY STUDENT POLICIES

1. Overview & Purpose

Hebrew College provides IT resources to support educational and business activities. This policy outlines acceptable use of computer assets, applications, data, and communication systems, which are college property. They are to be used for business purposes in normal operations, safeguarding both students and Hebrew College. Misuse poses risks like virus attacks and legal issues.

Disclaimer: Use of Hebrew College's IT resources is a privilege for registered students, faculty, and staff, intended solely for administrative and educational purposes. Public internet access is available in the library. Hebrew College reserves the right to change usage policies and limits under the oversight of the Information Technology Department.

2. SCOPE

This policy applies to students, contractors, consultants, volunteers, and other workers at Hebrew College, including all personnel affiliated with third parties. This policy applies to all equipment that is owned or leased by Hebrew College. This policy applies to anyone with access to the assets, systems, and services this policy governs.

3. Internet Filtering

Hebrew College respects student privacy but uses technology to scan internet content for security. CIT may review flagged content for inappropriate or risky material, and it may examine internet history or computer content when necessary. Users are responsible for following internet use policies.

The College uses various tools (e.g., content filters, firewalls) to block inappropriate information and manage bandwidth. Access to certain sites may be restricted. To request blocking or unblocking a site, submit the URL and description to the helpdesk. Requests are reviewed by the Data Management Team and the Dean of Students. Valid requests will result in appropriate action, with notifications sent to the requester. If deemed invalid, an explanation will be provided.

4. Unacceptable Use

The following activities are generally prohibited, but exemptions may be granted by Advisor or Dean of Students or HR for legitimate job responsibilities. Hebrew College students are strictly forbidden from engaging in any illegal activities using the College's systems or resources. The provided list outlines examples of unacceptable use but is not exhaustive.

- **Illegal Activities:** No illegal activity is allowed using Hebrew College resources.
- **Intellectual Property Violations:** No unauthorized copying or distribution of copyrighted materials.
- **Malicious Programs:** No introducing viruses, worms, or other malicious software.
- **Security Breaches:** No unauthorized access, port scanning, or network monitoring.
- **Electronic Signatures:** No forging or misuse of electronic signatures.

- Denial of Service: No interfering with network services.
- Peer-to-Peer Networking: Not allowed except in controlled tests.
- Streaming Media: Limited use to avoid network congestion.
- Harassment Policy Violations: No sending inappropriate messages.
- Spam and Solicitation: No unauthorized marketing or solicitations.
- Fraudulent Offers: No making fraudulent offers using Hebrew College accounts.
- Network Congestion: No activities causing network congestion, like chain letters or unauthorized downloads.
- Unauthorized Access: No sharing or using others' login credentials.
- Confidential Information: No unauthorized access, distribution, or storage of confidential information.

5. Blogging and Social Media

Students using Hebrew College property or personal systems for blogging or social media must adhere to the College's policies. Limited use for these activities is allowed if done professionally, without violating policies, and without affecting academic duties. Social media use on college systems is monitored. Students must obtain management approval for official social media participation and focus on relevant topics. All students must follow the guidelines in the Hebrew College handbook. These guidelines also apply when communicating on-line.

Personal Responsibility: Each student is personally responsible for the content they publish on blogs, wikis, or any form of user-generated media, both internally and externally. Students must not disclose Hebrew College's confidential or proprietary information, trade secrets, or any other sensitive material.

Professional Conduct: Students must not make discriminatory, defamatory, or harassing comments on Hebrew College's systems or platforms, including ethnic slurs or sexist remarks.

Personal Opinions: Students must not attribute personal opinions or beliefs to Hebrew College. When expressing personal views, students should not represent themselves as spokespersons for the College. Students assume all associated risks with their posts.

Transparency: Clearly identify yourself and, when relevant, your role at Hebrew College when discussing the College or related matters. Always write in the first person and include a disclaimer like, "The views expressed here are my own and do not necessarily represent Hebrew College's positions, strategies, or opinions."

Legal Compliance: Respect copyright, fair use, and financial disclosure laws. Do not share confidential or private information related to Hebrew College.

Third-Party Consent: Do not mention or cite students, partners, colleagues, or vendors without their consent.

Respectful Engagement: Maintain a respectful tone. Avoid any conduct that would be unacceptable in Hebrew College's physical spaces.

Value Addition: Strive to add value by providing meaningful information and perspectives.

Brand Representation: Remember that your posts reflect on Hebrew College, its community, and yourself. Ensure that your content aligns with the College's values and image.

Intellectual Property: Do not use Hebrew College's trademarks, logos, or other intellectual property in blogging or social media activities, except where explicitly permitted for marketing purposes.

Competitor Policy: Avoid discussing competitors in a negative manner. Stop publishing if your Advisor or Dean of Students says so.

This policy is not intended to restrict communications or actions protected or required by state or federal law.

6. Security: Malware, Ransomware and Prevention of Viruses

Incoming files and software can pose serious threats to IT systems. Viruses can damage data on both individual computers and Hebrew College's entire network. Attachments may also cause conflicts with programs on personal computers. Despite having robust virus protection, Hebrew College enforces the following measures to prevent virus transmission:

Handle Unsolicited Emails Carefully: Do not open unsolicited messages. Report any suspicious emails to the IT Department and delete all spam immediately. Avoid replying to or interacting with spam messages. If problems persist, contact the IT Department to block the sender.

Avoid Unauthorized Software: Do not download or introduce unauthorized software, shareware, executable files (.exe), or zipped files (.zip) from unknown sources into Hebrew College systems. Only use software obtained through official Hebrew College channels and with IT Department authorization.

Complete Annual Cybersecurity Training: All students are required to complete mandatory annual cybersecurity training.

Report Suspicious Activity: Security is a shared responsibility. Exercise caution when downloading files and report any suspected virus activity to the IT Helpdesk immediately. Intentional or negligent introduction of viruses through unauthorized downloads will result in disciplinary action, including potential termination..

7. Copyright

Students may not distribute over the systems any copyrighted materials belonging to any individual or entity other than Hebrew College. All students obtaining access to other individuals' materials must respect all copyrights and may not copy, retrieve, modify, or forward copyrighted materials, except with the permission of the holder of the copyright, or as a single copy to reference only. Stolen or bootleg copies of software are not allowed on any Hebrew College computing systems. All shareware programs must be registered in accordance with their license and use provisions. Students shall not knowingly violate any software licenses, including without limitation, by making illegal copies of software. All software licenses, manuals, and documentation must be made available by the relevant department or branch for inspection in the event of a software inventory or audit. Failure to observe copyright or license agreements may result in disciplinary action, up to and including expulsion.

8. Violation

Use of Hebrew College provided email, voice mail, telecommunications, and/or Internet systems in violation of the guidelines of this entire policy may result in disciplinary action, up to and including expulsion. If necessary, Hebrew College will advise appropriate legal officials of any illegal acts.

EDUCATIONAL RECORDS

Requests for Transcripts

Hebrew College has partnered with Parchment to allow current and former students to obtain official electronic transcripts to be sent to themselves or a third party in a secure manner. All students who have taken academic courses for credit, whether in a degree program, as a non-degree student, or in a gap-year program, may use Parchment to request official transcripts.

Matriculated Hebrew College degree students may review their grades within the Campus Café portal, and may view or print an unofficial transcript. Students who do not have access to the Campus Café portal, such as non-degree students, gap-year undergraduate students, or degree students who have graduated, should send an email request for an unofficial transcript to registrar@hebrewcollege.edu.

To request an official transcript:

- Log into [Parchment.com](https://parchment.com)
- Create an account (if you have an account from previous schooling, it may still be active)
- Order the transcript(s) that you want
- Pay by credit card on the Parchment website - the fee each official transcript is \$10.

Please note that transcript requests cannot be processed for those with Student Financial Services or other transcript holds. You will be notified via email if a hold exists.

Replacement Diplomas

In the case of a lost or damaged diploma, a replacement diploma may be requested from the Office of the Registrar. The replacement diploma will be issued in the name of the student as it appeared at the original time of issue. A fee will be required to cover printing and mailing, and the diploma will be mailed in the spring at the time of the current academic year's graduation ceremonies. The replacement will be provided in the current format and with current signatures.

If you wish your replacement diploma to display a different name from the one printed on your original diploma and the one in our records, you must also send a separate request for a legal name change, submitting required documentation (see below in "Name Change Process").

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 contact the Registrar's office in writing to request that this name be used. When a preferred name is included in a student's application for admission, that will be considered a request to use that preferred name. 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. Preferred names may only use letters from the English alphabet.

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 current fee for a replacement diploma will be charged. 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, Hebrew College email address, home city and state, home phone number, dates of enrollment, full- or part-time status, degree or certificate program, area of specialization, 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 Provost/Chief Academic Officer (Provost). The Provost 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 designated 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. The College also permits the use of alcohol provided by the College for sanctioned College events.

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 Provost/Chief Academic Officer without fear of reprisal. Students who are concerned about substance abuse are encouraged to consult with the Provost/Chief Academic Officer for confidential advice on resources.

Hazing Policy

Hebrew College fully complies with the laws of the Commonwealth of Massachusetts regarding hazing, found in [Massachusetts General Laws](#) sections 17, 18, and 19. 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.

Policies on Bias-Related Harassment, Discrimination, and Sexual Harassment

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.

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 Provost/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

What is Title IX?

Title IX is a federal statute that prohibits discrimination, harassment, and retaliation on the basis of sex in any term or condition of employment in higher education and in educational benefits, opportunities, and access. This includes a prohibition against all forms of sexual harassment, sexual violence, and sex and gender discrimination. Title IX applies to students, faculty, and employees.

Hebrew College is committed to supporting complainants, providing fair processes to resolve complaints, and responding with compassion and prompt attention to complaints. Students are NOT required to provide additional information about the incident or participate in a college investigation in order to receive services. Our goal is to provide all students with information on reporting options so they can make an informed decision.

Hebrew College Title IX Policy

All members of the Hebrew College community deserve to learn, live, and work in an environment free from harassment and discrimination, including gender and sex-based misconduct. The College seeks to foster a safe environment through ongoing education, a clear and consistently upheld Sexual Harassment policy, and fair and equitable investigation and grievance procedures.

[Read the full policy \[pdf\]](#)

Make a Report

The decision to report and when to do so is always up to you. Hebrew College encourages reports to be made in close proximity to the incident even though reports can be made to the College, confidential staff, and law enforcement at any time. To learn more, download and print our [formal complaint form](#).

Talk to a Confidential Resource

A confidential resource means that information shared is protected by federal and state laws and cannot be shared without your explicit permission. You are welcome to contact one of the College's confidential resources to learn about your reporting options, available support services, and resources.

[See resources](#)

Support a Friend

Upon learning that a student has experienced sexual harassment, including sexual assault, dating or domestic violence, gender-based harassment or bullying, and stalking, it may be hard to know what to say. The following suggestions will not "fix" the pain or make the trauma disappear, but reacting or acting in a supportive way can help them feel less isolated and safer.

[Support suggestions](#)

Contact Us

The investigations office strives to respond to and resolve all reports in a prompt and equitable manner while providing support to all affected parties. If you are unsure of how to proceed or would like to learn more about investigation processes, you can request a consult or contact our office at TitleX@hebrewcollege.edu.

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.

Hebrew College Written Information Security Program

The Hebrew College Written Information Security Program (“WISP”) is intended as a set of comprehensive guidelines and policies designed to safeguard all confidential and restricted data maintained at the College, and to comply with applicable laws and regulations on the protection of Personal Information and Nonpublic Financial Information found in records and in systems owned by the College.

To read the full text of the WISP, click [here](#) or visit our website, www.hebrewcollege.edu/resources/policies-accreditation.

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. 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, GRADUATE LEADERSHIP PROGRAMS

Not all courses will be available in all semesters. For a list of currently available classes, please see our website at www.hebrewcollege.edu/resources/register-for-courses.

Course Catalog

(Revised 9-23-24)

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.

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 will be applied as listed below:

Full-Semester Courses:

- 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.

Courses Which Meet for Less than the Full-Semester

- During the Add/Drop period: 100 percent tuition refund
- No refund after 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.

BIBLE

Core Text - Torah 1: Bereshit 1

BIB500

3 graduate credits

Level Year: 1

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 1: Bereshit 2

BIB501

3 graduate credits

Level Year: 1

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.

Genres and Themes of Biblical Literature

BIB502

3 graduate credits

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.

Tanakh--Parashat HaShavuah

BIB504

2 graduate credits

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 108 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.

Tanakh -- The Book of Ruth

BIB505

3 graduate credits

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

Only open to Hebrew College ordination students 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.

TANAKH - Introduction to Reading Tanakh

BIB506

2 graduate credits

Level: Mekorot

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

This course introduces students to the excitement of reading Tanakh in the original Hebrew through a close reading of two short “novellas”: Jonah and the Book of Ruth. Students will hone their skills in translation and meaning-making, covering basic skills, including how to parse biblical grammar and syntax, and use resources like the BDB lexicon, concordance, and commentary. Thematic questions include: what makes a Hebrew prophet? What is redemption in *Megillat Rut*? Why do we read Jonah on Yom Kippur and Ruth on Shavuot? In the second semester we will cover the David story in Samuel I and II.

Tanakh - Authority and Power in Biblical and Rabbinic Texts

BIB507

3 graduate credits

Requires Hebrew 4 or above

The goal of this class is to empower you to feel more at home in two genres of Jewish literature - Tanakh and Talmud. We will look at both as we seek answers to questions regarding power and authority. Sefer Shmuel will speak to us about the shift from judges to kingship. The Talmud will tell us about rabbinic authority. What was its source? And where is God in all this? While these questions are fascinating, the main goal will be to grow in skills and ability as you take your first steps into challenging new worlds of discourse.

Core Text - Torah 2: Shemot 1

BIB600

3 graduate credits

Level Year: 2

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 2: Shemot 2

BIB601

3 graduate credits

Level Year: 2

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 106 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

BIB700

2 graduate credits

Level Year: 2

Requires Hebrew 7 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 Prophets in Bible, Theology, and Jewish Life

BIB716

2 graduate credits

Requires Hebrew 7 or above.

This course will introduce the major literary prophets, with special focus on Isaiah and Jeremiah. We will examine the place of the prophets in biblical history, their theological and political roles, and their enduring literary and moral stature. Major themes include the centrality of ethics and concern for the poor; attitudes toward Temple, ritual, and Torah; covenant, restoration, and the future of Israel. Readings from classical meforshim and modern scholars. Attention to the beauty and power of the Hebrew text will be a central emphasis. You will be asked to read with fluency, nuance and grasp of meaning.

Hamesh Megillot - Esther, Song of Songs, Ruth

BIB750

2 graduate credits

Requires Hebrew 7 or above

In this course students will engage a deep reading of three of the Five Megillot: Esther, Song of Songs, and the Book of Ruth. We will consider the historical context and genre of their composition, as well as their significance with respect to the liturgical year (Purim, Passover, and Shavuot). Special attention will be given to the dramatic presentation and character development, along with accompanying classical parshanut, midrash, literary commentary, modern feminist readings and creative responses to these texts. We will explore some of the existential issues each scroll presents: Jewish identity in the context of exile (galut) and assimilation; the virtue of the stranger (ger) in our midst; the tension between Law and Narrative; the problem of hester panim (the Hidden Face of God).

Core Text -Torah 3: Vayikra

BIB800

2 graduate credits

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

BIB900

2 graduate credits

Level Year: 5

Requires Hebrew 8 or above

Over the course of the semester, we will work through the entire book of Devarim, reading extended sections of the book each week, while focusing on particular passages in beit midrash and class. We will pay special attention to core themes and ideas in the book as well as to a variety of approaches, traditional and modern, to studying the biblical text.

CANTORIAL

Weekday Nusach Workshop

CAN518

1 graduate credit

Level 1

Requires permission from the instructor to enroll

We will focus on the relationship between text and music. There will be reading assignments, and weekly recording assignments.

Introduction to Basic Cantillation

CAN519

2 graduate credits

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).

EDUCATION

Becoming a Reflective Practitioner: Developing our Teacher Stance

EDU506

2 graduate credits for MJE students, 1 credit for CJE students, or 0 credits for auditing students

Required for Certificate in Teaching & Learning in Jewish Education

The work of teaching is deeply connected to our own stories: who we are, what our experiences in and out of school and Jewish education have been. Who are we as learners? Who do we want to be as teachers and Jewish educators? In this module we will deepen our own teacher identities and learn to be reflective practitioners who continually assess and reflect on our own teaching practices. We will explore how students, teachers, content, and environment all interact, with a particular focus on strategies to build learning communities. We will develop an inquiry stance, learning to observe students and practice and asking questions that lead to new insights.

Teaching Israel: Theory and Practice

EDU508

2 graduate credits for MJE students, 1 credit for CJE students, or 0 credits for auditing students

Required for Certificate in Emerging Trends in Jewish Education

As a field, Israel education is at a crucial turning point to meet the needs of practitioners and students alike. In this course, educators will explore educational theories about teaching Israel and have opportunities to try out those theories in relation to their personal and professional interests. The course will explore educational paradigms that focus on affective, behavioral, and cognitive goals. Each paradigm will be considered in the context in which it was created and its applicability to our context post October 7th. Throughout the course, students will apply one or more of these paradigms to a class or unit in an educational institution or environment of their choice.

Curriculum and Planning: Beginning with the End in Mind

EDU516

2 graduate credits for MJE students, 1 credit for CJE students, or 0 credits for auditing students

Required for Certificate in Teaching & Learning in Jewish Education

Excellent teaching begins with strong planning. In this module, we will learn how to design lesson plans that begin with the end in mind. What do we want students to know and be able to do at the end of our lesson? How will we structure a class session that is engaging, purposeful, and responsive to all of the students' needs? We will learn how to open and close lessons, how to pace the activities in between, and how to differentiate so that all students can succeed. From there, we will zoom out to consider how an individual lesson fits in a bigger context of a unit or a curriculum in the Jewish educational setting.

Navigating DEI and Addressing Anti-Semitism in Jewish Educational Settings

EDU518

2 graduate credits for MJE students, 1 credit for CJE students, or 0 credits for auditing students

Required for Certificate in Emerging Trends in Jewish Education

In this course, educators will examine moments in American history that have shaped views on racial and Jewish identities today. Facing history pedagogy will be implemented to analyze the legacies of inequity within and outside of our Jewish communities with attention to the tools necessary to mitigate barriers to equity. Frameworks for thinking about diversity, equity, and inclusion (DEI) will also be considered in the context of contemporary antisemitism and the extent to which different models of DEI can integrate or marginalize efforts to combat antisemitism. This involves inquiry into the ways in which antisemitism intersects with other "isms", including reflection on the ways in which antisemitism and anti-Zionism can overlap.

Modalities of Teaching: Pedagogies for Educational Settings

EDU526

2 graduate credits for MJE students, 1 credit for CJE students, or 0 credits for auditing students

Required for Certificate in Teaching & Learning in Jewish Education

In this module, students will experiment with modalities that can be implemented in a multiplicity of settings of Jewish learning.

We will be introduced to Storytelling, Project Based Learning and Hevruta study. We will also uncover the specific needs, pedagogies and educational stances necessary for teaching and learning the content of Torah, Tefilah and Holidays.

During this module we will have the opportunity to create a model lesson using one of the new modalities learned during the module.

People and Planet: Growing the Field of Jewish Environmental Education

EDU528

2 graduate credits for MJE students, 1 credit for CJE students, or 0 credits for auditing students

Required for Certificate in Emerging Trends in Jewish Education

The shresh (root word) of adamah (earth) is adam (the primordial human), demonstrating the deep interconnection between people and planet within Jewish tradition.

Join us for an in-depth study of the burgeoning field of Jewish environmental education, which integrates both nature-connection and climate action centered in Jewish practices and values. In this module, you will:

- Explore the texts, rituals, narratives, and holiday celebrations that have grounded and guided the development of the Jewish environmental movement as it has evolved over the last 30 years.
- Discover pedagogical frameworks for developing and implementing Jewish nature-based and climate-focused activities and programs.
- Engage with sample curricula and activities that link Jewish ecological wisdom with nature-connection and climate action.

Learn how to adapt Jewish environmental teachings and climate-focused activities to both traditional and alternative educational spaces and contexts.

ASSESSMENT: Lessons from Teaching and Learning EDU536

2 graduate credits for MJE students, 1 credit for CJE students, or 0 credits for auditing students

Required for Certificate in Emerging Trends in Jewish Education

When we hear the word *assessment* we often think about skills-based tests. In this module, we will unpack theories of what learning is, and how we can implement tools to find out what our students know and are able to do in their Jewish lives. With technology advancing exponentially, we will think about what kinds of assessments are appropriate for learners who can access an entire library of information in nanoseconds.

We will learn about the Growth Mindset and the implications for unlocking learners' potential. Students who view their learning through a growth mindset embrace challenges, perceive effort as a pathway to mastery, and view setbacks as opportunities to learn and to

grow. Developing assessment and feedback tools that express the tenets of a growth mindset, is a critical way to help students maximize their learning beyond a single course.

Viewing the endeavor of Jewish education through this lens, we will learn how to assess our students' growth knowing that they will be applying their knowledge and learning in real life settings.

Judaism, Resilience, Well-Being: Recovering the Sparks of Wholeness

EDU538

2 graduate credits for MJE students, 1 credit for CJE students, or 0 credits for auditing students

Required for Certificate in Emerging Trends in Jewish Education

Jewish wisdom and tradition present a well-spring of resources to guide us through the joys and stresses of life. These include teachings, practices, rituals, and values that promote resilience and well-being for our students and ourselves.

As Jewish educational leaders, many of us are navigating heightened levels of stress, overwhelm and burnout. This course will introduce participants to skills and strategies which can be utilized to navigate these growing concerns in the field of Jewish education. Together, we will delve into topics such as the emerging sciences of wellness and well-being, trauma and resilience informed care and pedagogies and the intersections with Jewish thought, ritual, practice, and education.

In a supportive and supported online community, students will explore a variety of mindfulness and embodied practices and tools which can be utilized to enhance their well-being and their capacity to learn and teach in sustainable, supported ways. Additionally, students will consider how this learning and these resources could be applied to learning environments and communities they serve, and with learners of all ages.

Teaching Skills for the Day School Classroom

EDU600

3 graduate credits

Required for Master's in Jewish Education - Pardes Teacher Fellowship Students

The goal of this course is to prepare students with the necessary practical skills and accompanying knowledge to craft and teach Jewish studies lessons in a Jewish Day School setting. Learners will examine ways of framing classroom education and its Jewish nuances, to be more intentional as they learn about, design and implement engaging experiences for learners. Space is created where learners will practice the craft of teaching to reflect on their own experience, learning and growth as well as those in their cohort.

MJEd Supervised Field Experience

EDU750

3 graduate credits

Required for Master's in Jewish Education

Requires the completion of at least one graduate certificate or approval from Director of Field Experiences.

Full academic year-long supervised field experience in a Jewish educational setting (school, agency, synagogue, etc.). This applied learning opportunity will be tailored to meet the professional goals and objectives of the individual student. The Field Experience is a cohort experience and will include developing a Learning Contract, direct teaching, working with a mentor, meeting with cohort members, and observing teacher practice in varied settings. If appropriate, a current paid position may be incorporated into the experience. Focus on application and integration of expanded knowledge, emerging skills and reflective practice. The Director of Field Experiences will assist students in identifying and choosing their Field Experience mentor. All Field Experience placements must be approved by the Director of Field Experiences.

HEBREW LANGUAGE

Foundations of Biblical Hebrew 1

HBW510

4 graduate credits

Level Year: Mekorot

Requires 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 Parashat HaShavua course, students will learn grammatical concepts to be applied to the decoding of Biblical texts.

Foundations of Biblical Hebrew 2

HBW511

4 graduate credits

Prerequisite: Foundations of Biblical Hebrew 1 and permission of instructor

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

Hebrew for Tanakh Study

HBW605

3 graduate credits

Level Year: 1

Requires 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.

Hebrew for Tanakh Study 2

HBW606

3 graduate credits

Prerequisite: Foundations of Biblical Hebrew or equivalent

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. Hebrew for Tanakh Study is a prerequisite.

Rabbinic Hebrew

HBW608

2 graduate credits

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.

Aramaic

HBW611

2 graduate credits

Requires Hebrew 6 and permission from 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.

INTERDISCIPLINARY

From Diversity to Pluralism: Jewish Identity in Jewish Religious and Community Leadership

INT510

non-credit

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

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.

Jewish Life and Practice

INT515

2 graduate credits

Level: Mekorot

Requires Hebrew 7 or above

This course will provide students an opportunity to weave together traditional texts with reflections on their own personal Jewish practice. In this course, students will explore mitzvot often practiced in their homes – the more intimate, inhabited spaces that define and inscribe our deepest social, cultural, and religious commitments. By putting real lived experiences into conversation with *aggadah*, rabbinic legends, and contemporary guides to Jewish practice, students will gain a deeper understanding of these mitzvot themselves and be able to articulate their current and evolving relationship to each of the mitzvot explored throughout the semester.

Introduction to Christianity

INT519

Non-credit

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. 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.

Calling Out from the Depths: The Book of Psalms in Jewish and Christian Life

INT533

1 graduate credit

For centuries, Jews and Christians have turned to the Book of Psalms in times of joy and thanksgiving, and in times of sadness and lament. However, there have been far fewer opportunities for members of these two communities and others to explore these ancient poetic texts together as fellow spiritual seekers. What do we share in common? Where do we differ? How might reading these sources with people with different religious or ideological commitments impact our relationship with the text?

Inner Life and Social Justice Activism

INT561

2 graduate credits

This course explores inner, personal development and social change activism as an integrated spiritual path. Drawing on Mussar and Hasidic 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.

Organizing Jewish Communities for Justice and Transformation

INT562

2 graduate credits

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.

Torah for Transformative Social Change

INT563

2 graduate credits

Requires Hebrew 4

At the heart of this course lies the belief that Torah can speak to us and support us on our quest for transformative social change. Through close readings of selected biblical, rabbinic and secondary sources, we will let texts challenge our conceptions and enliven our personal social justice practices 121 and/or values. In class discussions we will connect the text to contemporary organizing and movement work, and build skills to use Torah in faith-rooted activism and practical rabbinic settings. Hevruta study will be central to class work.

Leadership on the Line: Critical Conversations with Religious Activists & Organizers

INT565

2 graduate credits

In this course, we will encounter several outstanding modern and contemporary religious leaders engaged in various civic and political initiatives for social and environmental transformation. This will include reading works by and about such historical figures as Dorothy Day, Martin Luther King, Jr., Abraham Joshua Heschel and Oscar Romero, and meeting (in-person and by video conference) with leaders from the Greater Boston Interfaith Organization, American Jewish World Service, and GreenFaith. Through these encounters, we will explore core leadership capacities, organizational structures, and practices for personal growth and sustainability

Introduction to Islam for Jewish Leaders

INT600

Non-credit

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

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.

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.

Capstone Seminar- Jewish Studies

INT950

1 graduate credit

Level Year: 5

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.

JEWISH HISTORY

The History of Zionism and Israeli Society

HIS510

2 graduate credits

Requires permission from the instructor to enroll

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

Introduction to the Hasidic Tale

JTH515

2 graduate credits

Requires Hebrew 4 or above

In this course, we will delve into the world of the Hasidic tale. Whereas secondary readings will offer us the historical and philosophical contexts out of which these tales emerged, our primary source materials will put us face-to-face with Hasidic Hebrew, Hasidic thought, and Hasidic narratology. The tales we will be reading will focus primarily on tropes of spiritual initiation – on the process by which a person assumes the mantle of a spiritual leader.

Classical Jewish Thought

JTH518

2 graduate credits

Requires Hebrew 6 and permission from 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.

Mystical Prayer in Judaism

JTH580

2 graduate credits

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 Jewish Prayer

JTH600

2 graduate credits

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!

Theology of the Jewish Year

JTH630

2 graduate credits

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.

Keter Shem Tov

JTH710

2 graduate credits

The Baal Shem Tov, called the founder of Hasidism, was not only a powerful mystic but also a wisdom teacher who expounded scripture and Talmud with fluidity and suppleness, against the grain, prizing insights that defamiliarized, startled, and led to a new awakening. This course will focus on an early collection of his teachings called Keter Shem Tov, now available in a vocalized text. Among the topics explored in Keter Shem Tov are:

- why the goal of religious knowledge is not knowing;
- the role of laughter on the spiritual path;
- how to make tough ethical choices;
- the hasidic view of evil and good;
- how the sefirot are realized in human beings;
- why one must pray for one's enemies;
- why the greatest teachers have just one thing to teach;
- how to turn everyday activities into sacred acts;
- why the spiritual life must involve pleasure;
- Moshe's leadership and the quest for self-discovery

Medieval Jewish Thought

JTH719

2 graduate credits

In this course we are going to focus on the writings of three of the most influential thinkers and writers of the Middle Ages. They are Saadya Gaon, Yehuda Halevi and Moses Maimonides (Rambam). Saadya and Rambam were rationalists who believed in the ultimate importance of reason and its relevance to religion and to Judaism. Halevi, the poet and thinker, taught something different. While reason is important and useful it is not essential for achieving the ultimate goal and purpose of religion. Halevi's poetry will also be addressed. We will conclude with a brief look at Spinoza's Theological Political Treatise. Spinoza represents, at the same time, the end of Medieval Jewish philosophy and the beginning of modern Jewish thought. We will engage the theology of these thinkers both as historians (what did they say?) and as interlocutors (what might they mean for us?) The use of Biblical interpretation as a primary vehicle to reconcile the challenge of scientific naturalism and Biblical supernaturalism will be an ongoing theme in the course.

Hasidut I

JTH750

2 graduate credits

Requires high level Hebrew skills and experience with textual analysis of hasidic teachings.

Students who are not fourth-year rabbinical students should 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.

Hasidut II

JTH800

2 graduate credits

Requires high level Hebrew skills and experience with textual analysis of hasidic teachings.

Students who are not fifth-year rabbinical students should 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.

Hasidut - No'am Elimelekh: The Role of the Tzaddik

JTH801

2 graduate credits

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.

Hasidut - Likutei Moharan Breslav

JTH802

2 graduate credits

Of the early Hasidic masters, R Nahman of Breslav is perhaps the teacher with the greatest impact outside of traditional Hasidic circles. While he widely known for the imaginative stories he told at the end of his life, his teachings, as written and collected by R Natan in the book Likutei Moharan, are equally powerful expressions of that imagination, merged with extensive mastery of the Jewish textual tradition, deep spiritual sensitivity and a playful flow of consciousness. In this course we will study a selection of teachings from Likutei Moharan, with the goals of: Acquiring the learning experience and the skills necessary to begin accessing his teachings through the written text of the book. An introduction to some of the academic discussion around R Nahman and his teachings, with emphasis on the way the insights derived from this method of study help shed light on the text.

Hasidut - Yosher Divrei Emet

JTH803

2 graduate credits

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 before enrolling 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.

Hasidut -- Love and Fear in the Tanya

JTH804

2 graduate credits

This course will be dedicated to the book "Tanya" - the foundational text of Habad hasidism, the most influential hasidic group in North America. Among early hasidic texts the book is unusual in that it attempts to offer a systematic presentation of hasidic thought rather than a series of derashot. We will study the early history of the group and the chapters of the Tanya that are dedicated to meditations and practices cultivating the religious experiences of fear and love. Students should have the capacity to read the hasidic teachings in the original Hebrew.

Hasidut - Text Study

JTH805

2 graduate credits

Requires high level Hebrew skills and experience with textual analysis of hasidic teachings.

Students who are not fifth year rabbinical students should speak to the instructor before enrolling This course will engage with the teachings of Rabbi Nahman of Breslav, a unique figure in early hasidism. Students will read and analyze examples of his teachings as they appear in the book Likutei Moharan, and engage with contemporary scholarship on this figure and his teachings.

Hasidut - Rabbi Nahman of Breslav

JTH806

2 graduate credits

Requires high level Hebrew skills and experience with textual analysis of hasidic teachings.

Students who are not fourth year rabbinical students should speak to the instructor before enrolling This course will engage with the teachings of Rabbi Nahman of Breslav, a unique figure in early hasidism. Students will read and analyze examples of his teachings as they appear in the book Likutei Moharan and engage with contemporary scholarship on this figure and his teachings.

The Zohar

JTH808

2 graduate credits

Level Year: 3

A working knowledge of Talmudic Aramaic is required for this course

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.

Modern Jewish Thought

JTH838

2 graduate credits

Level Year: 4

A working knowledge of Talmudic Aramaic is required for this course

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.

An Advanced Exploration of Midrash and Parshanut

JTH850

2 graduate credits

Requires advanced Hebrew skills

Students who are not in rabbinic years 4 and 5 require permission from the instructor We will read the story of the Burning Bush in Shemot 3 and the accounts of the death of Nadav and Avihu in Va-Yikra. The primary texts will be Kasher's Torah Shelema (for the Aggadic sources) and the commentary of Rabbenu Bahya. Secondary readings on the process of Midrash and Parshanut will include writings by S. Rawidowicz, F. Talmage, M. Fishbane, M. Hellner-Eshed, R. Kara-Ivavov, etc.

Advanced Midrash

JTH860

2 graduate credits

Fluency in Hebrew or text assessment with instructor is required

This course engages in selected readings from one of the greatest compositions of the classic rabbinic period: the homiletical midrash VaYikra Rabbah. We will consider the creative exegetical and intertextual work this midrash does with Leviticus, a text fraught with cultic minutia, and explore the literary forms it takes such as the mashal (parable) and the petihta

(proem). We will also discuss major themes within the composition such as the power of naming, love of God or God's love (hibah), and the uniqueness of Moses as a prophet.

Levi Yitzhak of Berdichev on Hanukkah and Purim

JTH901

2 graduate credits

This class will be conducted primarily in Hebrew

Permission from the Dean of the Rabbinical School 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.

Contemporary Jewish Thought

JTH918

2 graduate credits

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.

LITURGY

Weekday and Shabbat Liturgy

LGY695

2 credits

This course will examine the Shabbat and weekday liturgies using a multifaceted approach, including literary, theological, halakhic and exegetical aspects. While using the Koren-Jonathan Sacks siddur as our basic text, we will consider other sources, including the rabbinic corpus, in order to more fully understand the content and context of the Shabbat and weekday liturgies.

Liturgy of the Three Festivals

LGY592

2 credits

This course is devoted to some of the liturgies unique to the Three Festivals, such as the fourth b'rakhah of the festival Amidah and certain piyyutim. We will also study some other units of the festival liturgy that are not unique to it, such as Torah reading, Hallel and Yizkor. For each unit, we will use three approaches. The first is historical, looking at chronological development. Secondly, we will observe literary features, such as structure, theme and use of language. Finally, we will consider the theological message. Each of these approaches (or a combination of them) can be further explored in the student's written work.

Liturgy of the High Holidays

LGY593

2 graduate credits

Students will study the classic liturgy for Rosh Hashanah and Yom Kippur, including its historical evolution and theological message. Representative piyyutim (liturgical poetry) will be analyzed. Texts will be taught in Hebrew. Requires: Hebrew 4 or above.

Liturgy and Poetry of Yamim Noraim

LGY625

2 graduate credits

Requires Hebrew 7 or above

Students will study the classic liturgy for Rosh Hashanah and Yom Kippur, including the history of the mahzor and close reading of piyyutim (liturgical poetry). Texts will be taught in Hebrew.

Liturgy of Yamim Noraim: Traditional Underpinnings and Contemporary Conversations

LGY725

2 graduate credits

We will study classic liturgy for Rosh Hashanah and Yom Kippur, the dynamic history of the Mahzor, as well as the beautiful poetry and music that serve as the underpinnings of these holy days. We will also study the contemporary development of this holy period - examining its place in the yearly cycle of our tradition and in the life cycle of contemporary Jewish life - for us as leaders, and for the communities we guide and teach.

Siddur

LGY591

2 graduate credits

Requires Hebrew 4 or above

Students not in Mekorot need permission from the instructor to enroll. 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.

MUSIC

Voice Lessons

MUS500

1 graduate credit

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.

PRACTICAL COURSES FOR CLERGY

Cantorial Coaching

PRC579

1 graduate credit

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.

Spiritual Growth for Rabbinical and Cantorial Service

PRC600

2 graduate credits

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.

Lifecycle Seminar for Clergy

PRC620

2 graduate credits

Level Year: 2

The Lifecycle seminar is an opportunity to build professional development skills around ritual making and specifically lifecycle events that are transformational and meet a life moment need. We will focus on liturgy as the rabbinic/cantorial pastoral and spiritual toolkit reviewing the history of liturgical change as well as creating contemporary liturgies of our own. The focus in the seminar is on three focal questions:

1. 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 for these rituals? How do we guide people through these rituals?

There will be a session with current clergy who share their professional expertise and experience. The lifecycle seminar this semester parallels the halachaic courses that deal with *kiddushin* from halachaic and legal frameworks.

Introduction to Rabbinic Formation

PRC680

1 graduate credit

Level 1

What is a rabbi? What are the processes for growth necessary for becoming a rabbi? In this course, Shanah Aleph rabbinical students will learn about and locate themselves in relationship to Hebrew College's vision of the rabbinate and approach to rabbinic education. The course will pay particular attention to deepening our relationship to God, dynamics in our relationship with the Divine, and practices for encountering God in Talmud Torah and with people. The class is for Shanah Aleph rabbinical students. Other interested students must have permission from the instructor to participate in the class.

Homiletics

PRC790

2 graduate credits

Level Year: 5

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.

Introduction to Spiritual Care and Counseling

PRC810
2 graduate credits
Level Year: 4

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.

Senior Seminar

PRC915
2 graduate credits
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.

Management Seminar

PRC918
non-credit only
Only open to rabbinic students in Shanah Heh

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.

Maavar -- Shanah Heh Seminar

PRC920

2 graduate credits

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 1

RAB500

Level Year: 1

Requires Hebrew 6 or above

Through intensive, guided study of one 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 Jewish liturgy while building skills for reading, understanding, appreciating, analyzing and participating in Talmudic discourse.

Core Text: Rabbinics 1 - Berakhot 2

RAB501

3 graduate credits

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.

Introduction to Mishnah

RAB514

3 graduate credits

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.

Mishnah 1 - Tannaic Texts

RAB516

2 graduate credits

Requires Hebrew 4 or above

This course offers an intensive introduction to the form and content of the Mishnah. Students will become more familiar with rabbinic composition, including key concepts and structures of rabbinic teachings. While building the foundational skills for further study of rabbinic literature, we will remain attentive to the opportunities for reflection on ethical and theological tensions so often afforded by the Mishnah's concise language.

Hilkhot Tefillah

RAB518

2 graduate credits

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.

Introduction to Talmud

RAB520

3 graduate credits

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.

Theories of Halakhah

RAB529

2 graduate credits

Level Year: 1

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.

Hilkhhot Eruvin

RAB535

2 graduate credits

Requires one semester of Talmud level 3 or above and permission from the 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.

Core Text - Rabbinics 1: Nashim u'Gevarim (Section 1)

RAB601-1

3 graduate credits

Level Year: 2, 3, and 4 (5 - Optional)

This course centers on intensive study of a number of sugyot from the first chapter of tractate kiddushin along with relevant academic secondary readings on women/gender and rabbinic Judaism. As we examine the ways in which these sugyot conceptualize betrothal, we will focus on identifying the different issues or questions that implicitly animate each sugya. Academic secondary readings present yet another interpretive lens. This course aims to build your skills in reading a talmudic sugya and Rashi.

Core Text - Rabbinics 1: Nashim u'Gevarim (Section 2)

RAB601-2

3 graduate credits

Level Years: 2, 3, and 4 (5 - Optional)

A study of essential talmudic sources in *Seder Nashim* introduces classical rabbinic concepts, categories and practices concerning the roles and status of women and men. Students will read these classical rabbinic sources for their own understanding in light of the present day. They will consider issues that surround gender roles in contemporary Jewish practice through readings and discussions.

Core Text - Rabbinics 1: Nashim u'Gevarim (Section 3)

RAB601-3

3 graduate credits

Levels Year: 2, 3, and 4 (5 - Optional)

We will be learning the third chapter of Gitin, which, among other topics, includes discussion of fascinating concepts such as *lishmah*, *bereira*, *simanim*, and *chazaqa* - several of which address how legal reality is created and how it is determined. The course is designed for people with solid intermediate to advanced gemara skills who want to challenge themselves to gain stronger skills, learn a significant amount of material, be introduced to new and complex concepts, and wade through a variety of rishonim.

Hilkhot Avelut

RAB615

2 graduate credits

In this course we will study Jewish laws and traditions surrounding illness (particularly terminal illness), dying, death, bereavement and consolation. We will examine these stages from the perspective of (a) an individual human being; (b) that individual's family (who, following a death, become "mourners"); and (c) members of the community (who become "comforters"). We will explore religious and anthropological understandings of how we, individually and collectively, move through the stages of life, dying, death and beyond. As a "practical rabbinics" course, this course will also explore the challenges and responsibilities of rabbis who interact with the ill, the dying, mourners and comforters during these critical stages, and explore the roles played by rabbis in educating, guiding, facilitating, counseling, officiating, comforting and "pasken"ing.

Hilkhot Kiddushin ve-Gittin

RAB616

2 graduate credits

Level Year: 2, 3, and 4

Requires Hebrew 7 or above

This course covers the laws of marriage. With a view to practical rabbinic applications, it surveys the essential rules and regulations that traditionally govern Jewish marriage ceremony and divorces. Having laid the groundwork for classical concepts and practices, the course culminates with considering contemporary adaptations and innovations, and brings them in conversation with the classical material. Students in Section 1 arrive with

introductory-level familiarity with the Tur & Shulhan Arukh; this course will firm our foundations in navigating classical halakhic literature.

Hilkhhot Poalim

RAB620

2 graduate credits

Requires Hebrew 7 or above

Utilizing the Shulkhan Arukh as our core text, this course will introduce students to some of the central laws surrounding labor. As we examine classical Jewish law on such topics as day labor versus contract labor, fair pricing, and negotiation we will also connect these topics with key contemporary questions about labor law. Prerequisite: Hebrew 7 or above In this course we will study halachic responsa on topics of social justice. We will focus on the dynamics of the halachic discourse and the ways in which the language of Halacha serves as a language for moral and ethical debate. We will follow the historical process of halachic discussion from the Talmudic period to contemporary response. This course assumes an ability to read Hebrew and Aramaic sources, covering that entire span. Prerequisite: Ability to read Hebrew (Hebrew8 is recommended) and Aramaic sources

Hilkhhot Melamdin

RAB625

2 graduate credits

This course will bring classical Jewish sources on rabbinic pedagogy, power, and processes of accountability into dialogue with the writings 20th and 21st century thinkers. By the end of the course, each student will be required to articulate an ethics of teaching and rabbinic leadership, grounded in Halakhah.

Hilkhhot Shabbat

RAB630

2 graduate credits

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.

Halakhoth Yom Tov

RAB635

2 graduate credits

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.

Core Text - Rabbinics 3: Nezikin

RAB640
3 graduate credits
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.

Core Text - Rabbinics 3: Mo'ed 1

RAB642
3 graduate credits
Requires Hebrew 8

This course will focus on aggadic passages from selected sugyot of Mo'ed, and will vary by semester and instructor section. General issues to be addressed may include the relationship between aggadah and halakhah, traditional and contemporary commentaries, fluency in reading Talmud and Rashi, literary features, context, intertextuality, and how the material and intersects with students' own religious practices and those of the communities they hope to lead.

Core Text - Rabbinics 3: Mo'ed 2

RAB643
3 graduate credits
Requires Hebrew 8

This course will continue the study of Mo'ed, and will focus on aggadic passages from selected sugyot, varying by semester and instructor section.

Core Text - Rabbinics 3: Aggadah 1

RAB650
3 graduate credits
Requires Hebrew 8

Core Text - Rabbinics 3: Aggadah 2

RAB651

3 graduate credits

Requires Hebrew 8

This is a continuation of Aggadah 1.

Hilkhot Kashrut

RAB726

2 graduate credits

Requires Hebrew 7 or above

The study of a variety of laws relating to what contemporary Jews commonly refer to as “kashrut” (even as we complicate the idea that these laws are all part of one set of concerns), considering laws relating to the mixing of milk and meat, mixtures of permitted and forbidden foods, kashering utensils, and the kashrut of various kinds of cheese. Our primary focus will be acquisition of relevant data points and translating those data points into language that makes sense for various communities. A secondary focus will be on skill-building with regard to study of Shulhan Arukh. For students desiring further enrichment, the study of other halakhic texts such as Tur, Beit Yosef, and the various commentaries on the Shulhan Arukh will be provided.

Living in a Tainted World

RAB730

2 graduate credits

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

Requires Hebrew 8 or above

Should a Jewish institution accept money from a donor who engages in illicit activities? Can I accept a job at a company that develops cyber security products that might be used by repressive regimes? May I own stocks in a large company some of whose activities do not accord with my values? This course will focus on texts from the talmud, commentaries, halakhic codes, and responsa in an effort to develop a nuanced conversation around some of these difficult issues. We will focus on ,others and מציחה הבאה בעבירה, מסייע ידי עוברי עבירה, חולק עם הגנב, including ,categories halakhic selected working together to determine the precise meaning and scope of each of these concepts and how they can (or whether they can) inform our deliberations about the quandaries with which we are confronted.