



GRADUATE LEADERSHIP PROGRAMS AT HEBREW COLLEGE

COURSES OF INSTRUCTION

Fall Semester 2025-2026 Classes

September 2 – December 24, 2025

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Academic Support Services

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.

To learn more, please:

- Visit the “Academic Support Services Policies and Procedures” in the Academic Catalog,
- Or contact Ildi Szekely Director of Academic Support Services, at iszekely@hebrewcollege.edu

General Information

Courses listed below are all credit-bearing unless marked otherwise. If you would like to take one of the listed classes for non-credit (which is the same as “auditing” the class), please send an email to the registrar at registrar@hebrewcollege.edu. Students who are registered for non-credit will not receive a grade at the conclusion of the course and will be expected to be mostly silent observers during class discussions.

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

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

Tuition and Fees

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

Credit courses only	\$130 per semester
Combination of Credit and Non-credit courses	\$130 per semester
Non-Credit Courses only	\$ 60 per semester

TUITION FOR RABBINICAL SCHOOL COURSES (EXCLUDING THOSE BEING CHARGED BLOCK TUITION)

# Credits	Credit Price	Non-Credit
1 credit	\$1,280	\$ 390
2 credits	\$2,560	\$ 780
3 credits	\$3,840	\$1,170
4 credits	\$5,120	\$1,560

TUITION FOR MASTER’S AND CERTIFICATE OF JEWISH EDUCATION COURSES (EXCLUDING THOSE BEING CHARGED BLOCK TUITION)

# Credits	Master’s Degree Price	Certificate Price
1 credit	\$686	\$686
2 credits	\$1,372	\$1,372
3 credits	\$2,058	\$2,058
4 credits	\$2,744	\$2,744

Questions about tuition and fees? Contact Student Services at studentservices@hebrewcollege.edu.

Calendar

For rabbinic and cantorial students

- Fall courses begin on Tuesday, September 2, 2025, and end on Wednesday, December 17.
- Add/Drop period ends on Monday, September 15.

For Jewish education students

- Education module 1 begins on Tuesday, September 2, and ends on Monday, October 22.
- Add/Drop period for module 1 classes ends on Monday, September 8.
- Education module 2 begins on Tuesday, October 28, and ends on Wednesday, December 17.
- Add/Drop period for module 2 classes ends on Monday, November 4.

The last day of instruction for fall courses is Wednesday, December 17, and all final work must be turned in by Wednesday, December 24. Grades will be posted on Friday, January 9, 2026.

The complete Academic Calendar may be viewed here: hebrewcollege.edu/resources/academic-calendar/

Dropping/Withdrawing from a Course

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

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

Refunds for course withdrawals are offered up to two weeks after the Add/Drop period has ended. Students withdrawing from class after this date are no longer eligible to receive a refund.

Refunds will be applied as follows:

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

Students receiving Federal Direct Loans are subject to federally mandated refund regulations. Please contact the Financial Aid Office for further information: 617.559.8726 or financialaid@hebrewcollege.edu.

Students with extenuating financial circumstances may contact the financial aid office for special consideration: 617.559.8726 or financialaid@hebrewcollege.edu.

COURSES OF INSTRUCTION

Please note: course information is subject to change. Please check with your advisor, department head, or faculty if you have any questions, or contact the Registrar's Office at registrar@hebrewcollege.edu.

BIBLE

Core Text - Torah 1: Bereshit 1

Rachel Adelman

BIB500

3 graduate credits

Tuesdays 2:30 pm – 4:00 pm and Wednesdays 11:45 am – 1:15 pm

(Beit Midrash preparation Tuesdays 11:00 am – 1:00 pm and Wednesdays 9:30 am – 11:30 am)

Level Year: 1

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

Requires Hebrew 5 or above

In this course, we will engage in close readings of selected passages in Genesis (Bereshit). Focus will be on honing skills in reading the biblical text, as well as delving into Rashi's commentary and the midrashic anthology Bereshit Rabbah. We will address questions of gender and family dynamics, character development and narrative arc, themes of covenant and chosenness, as well as rivalry and sacrifice.

Introduction to Reading Tanakh

Rachel Adelman

BIB506 (use BIB506X for non-credit)

2 graduate credits

Thursdays 11:00 am – 1:00 pm

(Beit Midrash preparation Wednesdays 9:30 am – 11:30 am and Thursdays 9:15 am – 10:45 am)

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.

Core Text - Torah 2: Shemot 1

Devora Steinmetz

BIB600

3 graduate credits

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

(Beit Midrash preparation Tuesdays and Fridays 9:15 am – 11:15 am)

Level Year: 2

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

Requires Hebrew 7 or above

During the fall semester of the Sefer Shemot class, we will work our way through the first half of the book, through the story of the *man*. We will read the entire text carefully, focusing on a literary and thematic approach to the text, while also incorporating study of classical commentaries and midrashim.

Nevi'im - A

Nehemia Polen

BIB716, section #1

2 graduate credits

Tuesdays, 2:30 pm – 4:00 pm

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

Level Year: 3

Requires Hebrew 7 or above

This course will introduce the major literary prophets Isaiah and Jeremiah. Themes include ethics and concern for the poor and marginalized; attitudes toward Temple, ritual, and Torah; covenant, threat of exile, promise of restoration, the role of Jerusalem and the future of Israel; the marriage metaphor, messianic hopes, interplay of universalism and particularism, condemnation of idolatry and the promotion of worship of Israel's God; discernment and the issue of true vs. false prophecy; reception, rejection and eventual canonization of prophetic messages and texts. We will pay attention to lexical and structural matters, literary/ poetic style, aspects of persuasion and rhetoric. We will track prophetic personalities and careers, their sense of calling and vocation, their social location and theological concerns. We will look at prophets in canonical perspective and the trajectory of biblical history from tenth to fourth century BCE. Finally, we will be attentive to the tripartite division of Tanakh, and the role the prophetic books have played in later Jewish theology and liturgical life.

As we attend to conceptual and theological issues, our core aim in each class will be to read, study and absorb the words, phrases and larger units of the Hebrew text in their beauty and power. You will be asked to read with fluidity and confidence; to translate sentences and passages with attentiveness to ambiguity, polysemy and paronomasia (wordplays), and to address theological perspectives of the prophetic work.

Nevi'im - B

Nehemia Polen

BIB716, section #2

2 graduate credits

Tuesdays, 11:30 am – 1:00 pm

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

Level Year: 4

Requires Hebrew 7 or above

This course will introduce the major literary prophets Isaiah and Jeremiah. Themes include ethics and concern for the poor and marginalized; attitudes toward Temple, ritual, and Torah; covenant, threat of exile, promise of restoration, the role of Jerusalem and the future of Israel; the marriage metaphor, messianic hopes, interplay of universalism and particularism, condemnation of idolatry and the promotion of worship of Israel's God; discernment and the issue of true vs. false prophecy; reception, rejection and eventual canonization of prophetic messages and texts. We will pay attention to lexical and structural matters, literary/ poetic style, aspects of persuasion and rhetoric. We will track prophetic personalities and careers, their sense of calling and vocation, their social location and theological concerns. We will look at prophets in canonical perspective and the trajectory of biblical history from tenth to fourth century BCE. Finally, we will be attentive to the tripartite division of Tanakh, and the role the prophetic books have played in later Jewish theology and liturgical life.

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Hamesh Megillot

Rachel Adelman

BIB750

2 graduate credits

Mondays, 2:30 – 4:00 pm

(Beit Midrash preparation Tuesdays, 11:00 am – 1:00 pm)

Level Year: 3

Requires Hebrew 7 or above

In this course students will engage in a deep reading of three of the "Five Megillot": Kohelet, Esther 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 (Sukkot, Purim, 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 following issues: wisdom in the face of suffering/evil; Jewish identity in exile (*galut*); the role 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 5: Devarim

Matthew Hass

BIB900

2 graduate credits

Tuesdays 2:30 – 4:00 pm

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

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

Basic Cantillation

Louise Treitman

CAN519 (use CAN519X for non-credit)

2 graduate credits

Tuesdays, 2:30 pm – 4:30 pm. This course will meet for 9 sessions from September 2 until November 25 (with a break for holidays)

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).

The Kedusha: Fumbling towards Holiness

Jessica Kate Meyer

CTL608

1 graduate credit

Wednesdays, 3:00pm: October 30, November 6, 13, 20, December 4, 11, 18

Permission from instructor required for non-ordination students.

The angels in Jewish liturgy are clear in their speech and mission. They know what to say, when to say it, and to Whom they are saying it. When most American Jewish communities stand together, calling and responding in the poetry of the Kedusha, there is a lot more confusion. In this six-week class, we will study the kedushot of Shabbat shaharit and musaf from textual, mystical, musical, and choreographic perspectives. We will explore the relationship between kahal (community) and shlihat tsibur (prayer leader) in the Kedusha's dialogue and glean more about the nature of prayer. This class is appropriate for students with strong liturgical Hebrew.

Malkhuyot-Zikhronot-Shofarot: The Liturgical-Musical Triptych of Rosh Hashana

Jessica Kate Meyer

CTL610

1 graduate credit

Wednesdays 2:30 pm - 4:00 pm on November 5, 12, 19 and December 3, 10 and 17

This class is appropriate for students with strong liturgical Hebrew

Often overshadowed by Unetana Tokef, we give this centerpiece of Rosh Hashana Musaf short shrift. In this 6-week class, we will explore the language and music of the triptych, and students will have the opportunity to craft their own interpretation of the service.

EDUCATION

MODULE ONE: SEPTEMBER 2 - OCTOBER 22, 2025

Becoming a Reflective Practitioner: Developing our Teacher Stance

Orah Levin Minder

EDU506 (Online and asynchronous class)

2 graduate credits for MJE students (section #1), 1 credit for CJE students (section #2), or 0 credits for auditing students (contact Registrar to register)

Required for the Certificate in Teaching and Learning

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. In this module we will explore and deepen our individual teacher identities and learn to be reflective practitioners. We will explore how students, teachers, content, and environment all interact, with a particular focus on strategies to build inclusive learning.

Organizational Leadership

Barbara Merson

EDU531 (Online and asynchronous class)

2 graduate credits for MJE students (section #1), 1 credit for CJE students (section #2), or 0 credits for auditing students (contact Registrar to register)

Required for the Certificate in Jewish Educational Leadership

Leadership in Jewish organizations is a highly complex activity. Jewish educators must learn to navigate in an environment that has many participants, often with diverse priorities and perspectives. Effective leadership requires a high degree of self knowledge, flexibility in approach, and balance between long

term vision and shorter term goals. The goal of this module is to give Jewish educators the tools they need to be successful Jewish organizational leaders. Specific topics will include: Theories that are useful for leadership (Tzimtzum, Transformative Learning, the Musar perspective on values, wounding/t'shuvah); Navigating between personal and organizational values as a leader; Assessment of personal leadership preferences (Personal philosophy/values, Covey, Harvard Assessment Tool); Approaches to leadership (Charismatic, Authentic, Servant, Adaptive, and Distributed Leadership); Leadership in times of change.

MODULE TWO: OCTOBER 28 - DECEMBER 17, 2025

Curriculum and Planning: Beginning with the End in Mind

Orah Levin-Minder

EDU516 (Online and asynchronous class)

2 graduate credits for MJE students (section #1), 1 credit for CJE students (section #2), or 0 credits for auditing students (contact Registrar to register)

Required for the Certificate in Teaching and Learning

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 to ensure 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 a Jewish educational setting.

Professional Learning

Susan Morrel

EDU530 (Online and asynchronous class)

2 graduate credits for MJE students (section #1), 1 credit for CJE students (section #2), or 0 credits for auditing students (contact Registrar to register)

Required for Certificate in Jewish Educational Leadership

As Jewish Educational Leaders, giving attention to and supporting the professional and personal growth of all staff can lead to meaningful and transformative change in your institutions. This module will explore the process and possibilities of creating a culture of professional learning. We will draw upon Jewish text and educational learning theories and explore tools and strategies that support continued improvement in meeting learner needs. We will engage with strategies such as observation, supervision, providing feedback, sharing personal practice, and other forms of staff development which lead to developing a professional learning community.

Supervised Field Experience

Sarit Tsor**EDU750** (Meets for full year)

3 graduate credits for MJEd Students, 1 graduate credit for Rabbinic Students in the MJEd Program
Required for all MJEd degrees. Requires the previous completion of at least one graduate certificate or approval from Director of Field Experiences. 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.

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 includes 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.

Graduate Research Seminar for MJEd students**Michael Shire****EDU900** (Meets for full year)

3 graduate credits

Meets on the following dates from 4:00-5:30pm ET

Fall Semester 2025: Sept. 4; Oct. 20; Nov. 24; Dec. 15

Spring Semester 2026: *Dates to be scheduled in conjunction with student availability.*

The Graduate Research Seminar is the culmination of a student's years of study at Hebrew College and provides students with the opportunity to integrate their learning of Judaic texts with educational theories and practice. This final project allows students to further investigate a topic that intrigues them and relates to their work. Throughout the yearlong project, students will be guided by the seminar instructor, a faculty adviser of their choosing and by the seminar community itself. Students will construct an inquiry into a problem of practice in Jewish Education through differing optional modes including:

- Written Paper in academic style of a problem of practice
- Curriculum Development and/or Evaluation of Curriculum Material
- Jewish Educational Product to be used in the field
- Record of Practice for engagement in subject specific theme
- Annotated and Curated Collection of Sources for Jewish textual material in Jewish Education
- Creative Implementation responding to a problem of practice in the arts and/or music, drama, etc.

The Fall semester will be devoted to the creation of a Literature Review. The Spring semester will focus on supporting students' writing and investigation of the topic.

HEBREW LANGUAGE

Foundations of Biblical Hebrew 1

Navah Levine

HBW510-1 (use HBW510X for non-credit)

4 graduate credits

Tuesdays and Fridays 9:15 am – 10:45 am and Thursdays 2:30 pm – 4:00 pm

Level Year: Mekorot

Requires permission from the instructor

This course is an intensive introduction to Biblical Hebrew. A basic familiarity with Hebrew is presumed. Students will learn grammatical concepts to be applied to the decoding of Biblical texts.

Intermediate Hebrew

Emily Branton

HBW518

4 graduate credits

Tuesdays 9:15 am – 10:45 am and Thursdays 2:30 pm – 4:00 pm

Level Year: 1

Requires permission from the instructor

In this course, which runs in parallel with the Shanah Aleph Bereshit course, students will hone Biblical Hebrew reading and translation skills, review key topics in grammar and syntax, and practice using reference tools to develop a deeper understanding of Biblical texts on their own terms. This course assumes the successful completion of Foundations of Biblical Hebrew 1 or equivalent.

Instructional Beit Midrash for Shanah Bet

Harvey Bock

HBW536-1

2 graduate credits

Tuesdays 2:30 pm – 4:00 pm

Level Year: 2

Prerequisites: Foundations of Biblical Hebrew (or equivalent)

This class is a companion to BIB600 - Core Text - Torah 2: Shemot 1. Biblical texts assigned for that course will be prepared by students and carefully worked through in class, focusing on morphology, syntax and meaning.

INTERDISCIPLINARY

Calling Out From the Depths: The Book of Psalms

Or Rose

INT533

1 graduate credit

Wednesdays 4:30 pm – 6:30 pm

6 sessions: October 29, November 5, 12 & 19 and December 3 & 10

No prerequisites required. Adult learners welcome.

For centuries Jews and Christians have turned to the Book of Psalms (*Sefer Tehillim*) in times of joy and thanksgiving, and in times of sadness and lament. The Psalms have served as a core source for individual and group prayer in both traditions. Furthermore, Jewish and Christian scholars, musicians, poets, and visual artists have created countless interpretations of these ancient texts. However, there have been far fewer opportunities for members of these two communities (and others) to explore these ancient poetic texts 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 these sacred sources? This interdisciplinary course will be team-taught by a Jewish and a Catholic instructor.

Israel Study Abroad for Rabbinical Students

Various instructors

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 Dean of the Rabbinical Program. Students will be required to complete a final reflective assignment on their time in Israel to be submitted to the Dean.

Capstone Seminar- Jewish Studies

Rachel Adelman

INT950

1 graduate credit

Dates and Time TBD by Instructor and Students

Level Year: 5

This is a year-long course open only to Rabbinical students

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 THOUGHT

Hasidut I

Or Rose

JTH750

2 graduate credits

Mondays, 2:30 pm – 4:00 pm

(*Beit Midrash* preparation Fridays, 9:15 am – 11:15 am)

Level Year: 4

Requires working knowledge of Hebrew and experience with classical Jewish textual sources. Those not in Shanah Dalet should speak to the instructor before enrolling.

In this course we will explore the emergence and early development of Eastern European Hasidism (c. 1740-1815). This will include the study of primary and secondary sources—which students will prepare in a weekly *beit midrash* session with a *havruta* partner and individually—with special attention given to major theological and psycho-spiritual concepts and values, as well as ritual life. We will also investigate how various modern and contemporary seekers, religious leaders, and scholars have interpreted early Hasidic teachings of different types as well as the historical movement. In so doing, we will reflect together on how we might make thoughtful use of Hasidic and Neo-Hasidic resources in our lives and work as rabbis, cantors, and educators.

Contemporary Thought in Historical Context

Dan Judson

JTH918

2 graduate credits

Wednesdays 10:00 am – 11:30 pm

Level Year: 5

Students who are not in the Hebrew College Rabbinical program should speak to the instructor before enrolling

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

Siddur

Jessica Meyer

LGY591

2 graduate credits

Mondays 2:30 – 4:00 pm

Level Year: Mekorot

Requires Hebrew 4 or above

Transform words of liturgy into words of prayer. We will focus our attention on the weekday Shacharit service because it offers a foundation for understanding many other Jewish tefillah liturgies and because it is the primary tefillah experience we will engage in together at Hebrew College. We will spend some time on liturgical variations for Shabbat and holidays. We will use Nusah Ashkenaz as our base text because it is the most common liturgy used in North America, though we will note some moments of liturgical variation with Nusah Sefard.

MUSIC

Voice Lessons

Various Instructors

MUS500

1 graduate credit

Day and Time TBD by Instructor and Student

Enrollment by non-cantorial students is only with permission from the Dean of the Rabbinical School, and will require payment of a studio fee

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

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

PRACTICAL COURSES FOR CLERGY

Cantorial Coaching

Various Instructors

PRC579

1 graduate credit

Day and Time TBD by Instructor and Student

Open only to Cantorial & Rav-Hazzan students

This course provides coaching by practicing cantors and Jewish music professionals who will guide the student according to their individual needs. Goals of coaching are to increase facility with prayer leading and to improve vocal and musical interpretations of selected repertoire as pertains to the Jewish Lifecycle and other professional Cantorial skills.

Lifecycle Seminar for Clergy

Michael Shire

PRC620

2 graduate credits

Fridays 11:30 am – 1:00 pm

Level Year: 2

Non-Hebrew College Ordination students require permission from the instructor

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.

Introduction to Rabbinic Formation

Daniel Klein

PRC680

1 graduate credit

RAB680

Mondays 2:30 pm – 4:00 pm

Level Year: 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.

Introduction to Spiritual Care

Rachel Tali Kaplan

PRC810

2 graduate credits

Tuesdays 2:30 pm – 4:30 pm

Level Year: 4

Requires permission from the instructor to enroll

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

Daniel Klein and Michael Shire

PRC915

2 graduate credits

Tuesdays 11:30 am – 1:00 pm

Level Year: 5

The Senior Seminar provides an opportunity for students approaching graduation to investigate a number of topics that face rabbis in their practice. The course will also include an exploration of rabbinic power and appropriate boundaries.

RABBINICS

Core Text - Rabbinics 1: Berakhot 1

Devora Steinmetz

RAB500 (RAB500X for those auditing this course)

Mondays and Thursdays 11:30 am – 1:00 pm
(Beit Midrash preparation Mondays and Thursdays 9:15 am – 11:15 am)
Level Year: 1
Requires Hebrew 6 or above

During the fall semester of first-year Talmud, we will be learning selected passages from the first two chapters of Bavli Berakhot. We will focus on building strong foundational skills in parsing, reading, and understanding the talmudic text, while encountering a variety of key passages relating to prayer and the recitation of *shema*.

Introduction to Mishnah

Tzipporah Machlah Klapper
RAB514 (use RAB514X for non-credit)

3 graduate credits
Mondays 11:30 am – 1:00 pm and Wednesdays 11:45 am – 1:15 pm
(Beit Midrash preparation Mondays 9:15 am – 11:15 am and Tuesdays 11:00 am – 1:00 pm)
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.

Hilkhot Tefillah

Shayna Rhodes
RAB518

2 graduate credits
Fridays, 11:30 am – 1:00 pm
(Beit Midrash preparation Fridays, 9:15 – 11:15 am)
Requires Hebrew 6 or above

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

Hilkhot Melamdin – A

Jane Kanarek

RAB625, section #1

2 graduate credits

Thursdays 11:30 am – 1:00 pm

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

Levels 2, 3 and 4

This course will focus on halakhic literature relating to the mitzvah of learning Torah and the dynamics of a learning community. Using the Shulhan Arukh as a base text, this class aims to build the foundational steps of accessing the Shulhan Arukh and the literature that lies behind its rulings. This class will also put the ideas of the Shulhan Arukh in conversation with contemporary discourse on pedagogy and power, enabling us to use both in creating our own visions of learning communities. Section A assumes only initial exposure to halakhic literature.

Hilkhhot Milamdim - B

Shani Rosenbaum

RAB625, section #2

2 graduate credits

Thursdays, 2:30 pm – 4:00 pm

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

Levels 2, 3 and 4

This course will focus on halakhic literature relating to the mitzvah of learning Torah and the dynamics of a learning community. Bringing classical texts into conversation with our own lived experience, we'll pay particular attention to questions of rabbinic power, authority, and pedagogy. Section B will focus on strengthening our fluency in key codes like the Mishneh Torah and Shulhan Arukh and expanding our toolbox of tracing the halakhic conversation across time.

Hilkhhot Milamdim - C

Shani Rosenbaum

RAB625, section #3

2 graduate credits

Thursdays, 11:30 am – 1:00 pm

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

Levels 2, 3 and 4

This course will focus on halakhic literature relating to the mitzvah of learning Torah and the dynamics of a learning community. Bringing classical texts into conversation with our own lived experience, we will pay particular attention to questions of rabbinic power, authority, and pedagogy. Section C will assume strong fluency in reading the Tur and Shulhan Arukh and some experience of learning Gemara with Rishonim, and center our skills-building work on using the Beit Yosef as an access-point to a broader and deeper intergenerational conversation.

Core Text Rabbis 3: Nezikin1 - A

Shani Rosenbaum

RAB640, section #1

3 graduate credits

Level Year: 2, 3 and 4

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

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

Requires Hebrew 8

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

Core Text Rabbinics 3: Nezikin1 - B

Shayna Rhodes

RAB640, section #2

3 graduate credits

Level Year: 2, 3 and 4

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

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

Requires Hebrew 8

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

Core Text Rabbinics 3: Nezikin1 - C

Matthew Hass

RAB640, section #3

3 graduate credits

Level Year: 2, 3 and 4

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

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

Requires Hebrew 8

The Talmud curriculum for the Nezikin year will focus on selected sugyot from Seder Nezikin. Through close readings of Talmudic texts and their commentaries, we will explore questions such as: How did the ancient rabbis understand our legal responsibilities to one another and thus the meaning of personhood? How did they understand social status and its legal consequences? What were some of

their ideas about just civil and criminal law? By examining these ancient ideas of social responsibility, we will consider how we might conceptualize and build our communities of responsibility.