



Academic Catalog & Student Handbook



Updated August 2026
by the Office of Student Services

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Notice Regarding the Contents of this Catalog & Handbook

Hebrew College attempts to ensure that the material published in this resource is accurate at the time of publication. However, the information contained herein does not constitute a contract between Hebrew College and its students.

- Hebrew College reserves the right to correct or change any provision or requirement in this document at any time.
- Hebrew College specifically reserves the right to change its tuition rates and other financial charges.
- Hebrew College also specifically reserves the right to rearrange its courses and class hours, to drop courses for which registration falls below the required minimum enrollment, and to change teaching assignments.

For further information, contact:

Office of Student Services
Hebrew College
1860 Washington Street
Newton, MA 02466
617.559.8600
registrar@hebrewcollege.edu

Welcome to Hebrew College!

Hebrew College is dedicated to holistic support of our students so that you can grow and thrive in our programs. The Academic Catalog & Student Handbook contains critical information about life at Hebrew College, resources available to help you in your education, and policies, procedures, and community norms that we expect students to uphold that will help maintain and nourish our diverse community.

Please read this document carefully and be in touch with any questions. Please also note that while we attempt to ensure that the material published in this reference guide is accurate at the time of publication, it does not constitute a contract between Hebrew College and its students, and Hebrew College may correct or change any provision or requirement in this book at any time.

B'vracha, blessings,

Rabbi Gita Karasov `20, Director of Admissions

Bob Gielow, Registrar & Senior Director, Office of Student Services

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.

Our 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.

The College expects all members of its community to respect and adhere to these core values in all aspects of community life, and they are reflected in the academic policies and code of conduct outlined in this handbook.

STATEMENT OF NONDISCRIMINATION

Hebrew College is committed to providing a work and educational environment free of unlawful discrimination and harassment. The College does not discriminate on the basis of race, color, national or ethnic origin, gender, sexual orientation, age, disability, genetic information, or veteran status in admission to, access to, treatment in, or employment in its programs and activities.

Hebrew College's complete Non-Discrimination Policy, including the process for reporting and resolving complaints of discrimination, may be found here: https://hebrewcollege.edu/wp-content/uploads/2023/03/Hebrew_College_Non-Discrimination_Policy_2023.pdf.

- Inquiries regarding nondiscrimination policies at the College should be directed to either Vice President Susie Tanchel or Dean Rabbi Daniel Klein. Inquiries may also be referred to the Regional Director, U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW Washington, D.C. 20202-1475. Additional information about the Office of Civil Right's complaint process can be found here: <https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint>.

Important Contacts

Hebrew College

1860 Washington Street, Newton Centre, MA 02466

Telephone: 617.559.8600 | Fax: 617.559.8601

For individual offices, dial 617.559.xxxx | hebrewcollege.edu

Faculty/Staff/Program Directory

Graduate Leadership Programs: Rabbi Daniel Klein, Dean, Rabbinical School, 8638, dklein@hebrewcollege.edu

- **Rabbinical Programs:** Laurena Rosenberg, Ordination Programs Administrator, 8632, lrosenberg@hebrewcollege.edu
- Rabbi Rachel Tali Kaplan, Rab ` 21, Director of Student Life, 8631, rkaplan@hebrewcollege.edu

Master of Jewish Education Programs:

- Debrah Ron, Executive Assistant, Senior Leadership Team, and Special Programs Manager, 8624, dron@hebrewcollege.edu
- Susan Morrel, Senior Advisor in Jewish Education, 8657, smorrel@hebrewcollege.edu

Director of Admissions: Rabbi Gita Karasov, 8630, gkarasov@hebrewcollege.edu

Director of Academic Support Services: Rachel Gregorek, rgregorek@hebrewcollege.edu

Office of Student Services: (Financial Aid, Registrar, Student Accounts & Institutional Research)

- Bob Gielow, Registrar & Senior Director, 8847, registrar@hebrewcollege.edu
- Mayan Baram, Student & Financial Services Assistant, 8784, mbaram@hebrewcollege.edu
- Deanna Furey, Financial Aid Coordinator, 8782, dfurey@hebrewcollege.edu

Director of Adult Learning: Kim Bodemer, 8708, kbodemer@hebrewcollege.edu

Library: Harvey Sukenic, Library Director, 8757, hsukenic@hebrewcollege.edu

Information Technology:

- Helpdesk, helpdesk@hebrewcollege.edu
- Jim Kenn, Director, 8688
- Jimmy Cameau, Support Technician, 8684

Link for [Academic Calendar](#)

Link for [Course Offerings and Registration](#)

Link for [Registrar Forms](#)

Hebrew College Hours:

- 9 a.m. to 5 p.m. Monday through Thursday; 9 a.m. to 1 p.m. Fridays. Closed on Jewish and legal holidays and weekends.

Whom Do I Ask?

Contact Registrar (registrar@hebrewcollege.edu) for:

- Course information including tuition & fees for individual courses
 - Degree requirements can also be found in this catalog
- Registering for courses, including questions about being added to a course's waiting list
- Access to or within either CoreCampus (formerly Campus Café) or Schoology
- Add/Drop deadlines – found on the Academic Calendar
- Adding or dropping courses through Hebrew College's student information system, Campus Café
- Course withdrawals after the Add/Drop period
- Immunization requirements
- Student health insurance: Massachusetts law requires all full-time students to have health insurance. Students living in MA may purchase health insurance through the [MA Health Connector program](#).
- Student visa questions or issues
- Name changes
- Transcript requests; leave of absence; petitions for incomplete
- Withdrawing from your degree program

Contact Financial Aid (financialaid@hebrewcollege.edu) for:

- Financial aid and student loans; financial aid is only available to students who have been accepted into one of our degree programs
- Hebrew College Financial Aid Application
- FAFSA (Free Application for Student Aid)
- Changes to your financial aid or student loans

Contact Student Accounts (studentservices@hebrewcollege.edu) for:

- Your student account and tuition balances

- Paying your tuition and fees
- Paying your enrollment deposit
- 1098T Tax Form
- Payment plans
- Student loan refunds
- Student account credit balance refunds

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, 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 (CJP).

Newton Centre Campus

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

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

Securing The College's Future

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

Under his leadership, Hebrew College established the Center for Global Judaism, now the Betty Ann Greenbaum Miller Center for Interreligious Learning & 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, 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 with RABBINIC ORDINATION

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.

Dual MASTER OF ARTS IN JEWISH STUDIES and MASTER OF JEWISH EDUCATION with RABBINIC ORDINATION

Students who have completed one year in the Master of Arts in Jewish Studies –Rabbinic program may petition to add a Master of Jewish Education to their degree program. This petition requires approval from the Dean of the Graduate Leadership Programs.

This degree culminates in dual master's degrees and rabbinic ordination.

- Requires Hebrew level 4 to enter
- Requires completion of 72 credits plus ordination requirements

In addition to the requirements for a Master of Arts in Jewish Studies with Rabbinic Ordination, this program requires the completion of an additional 20-credit requirement for the Master of Jewish Education program, including the following:

20 CREDITS TOTAL

Course	Credits	
Four certificate modules (2 credits per module)	8	Students choose 4 modules from the offerings in the Certificate in Teaching & Learning and the Certificate in Jewish Educational Leadership.
Foundations in Jewish Education course	2	
Three certificate modules (2 credits per module)	6	Students choose 3 modules from remaining certificate offerings: • The Certificate in Emerging Trends in Jewish Education • The Certificate in Jewish Spiritual Education Modules from The Certificate in Teaching & Learning in Jewish Education, or The Certificate in Jewish Educational Leadership not previously enrolled in, as approved by advisor.
Field Experience	1	In collaboration with rabbinic internships
Graduate Research Seminar	3	
Total Credits	20	

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
- 20 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 ARTS IN JEWISH STUDIES with CANTORIAL ORDINATION

NOT CURRENTLY ENROLLING NEW STUDENTS

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

NOT CURRENTLY ENROLLING NEW STUDENTS

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

30-72 credits, depending upon track

MASTER OF JEWISH EDUCATION (WITHOUT ORDINATION)

Course requirements revised for students entering beginning in the fall of 2025.

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

Requires completion of:

1) Three Certificates (8 credits each, to total 24 credits)

Certificates include, but are not limited to, the following:

- Teaching & Learning in Jewish Education
- Emerging Trends in Jewish Education
- Jewish Spiritual Education
- Jewish Educational Leadership

2) Supervised field experiences (3 credits)

3) Graduate Research Seminar/Final Project (3 credits)

Co-curricular requirements:

- Hebrew Language

While Hebrew language is not a prerequisite for admission, progress in Hebrew Language learning is required to complete this degree. Hebrew courses may be taken before or during the program.

MASTER OF JEWISH EDUCATION – PARDES TEACHER FELLOWSHIP

NOT CURRENTLY ENROLLING NEW STUDENTS

- 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.

Certificates in Jewish Education

Earn a Graduate Certificate in one of two areas:

Certificate in Jewish Educational Leadership (4 graduate credits)

Module 1: Organizational Leadership

Module 2: Professional Learning

Module 3: From Talmud to Tachlis: A Practical Guide to Jewish Organizations

Module 4: Leadership & Change

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

Certificates in Tefillah Leadership

Hebrew College's certificates in tefillah leadership are guided by the belief that tefillah leadership is a multi-layered, nuanced art form — one that calls for training in liturgy and song, as well as in listening: to the community, to the Divine, to our ancestral musical lineage, and to what emerges in the present moment. Rooted in Hebrew College's culture of soulful davening, these certificates empower a new generation of Jewish leaders to cultivate dynamic prayer and transmit our musical and liturgical traditions. Each certificate consists of two years of study, the first focused on Shabbat, the second on the Yamim Noraim, and is led by Rosh Tefillah and Artist-in-Residence Rabbi Jessica Kate Meyer, RS '14, in partnership with Hebrew College faculty and other masters of Jewish prayer traditions.

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

Certificate in Tefillah Leadership: Foundations

For students of all musical backgrounds seeking the fundamental skills to approach the amud (prayer lectern) and lead devotional davening (prayer).

Shabbat

- Embodied Theology of Prayer (6 weeks)
- Haftarah Trope (6 weeks)
- Shabbat Nusah (12 weeks)
- Master Class in Tefillah Leadership (4-day intensive)
- Vocal Technique for Prayer Leaders (4-day intensive)

Yamim Noraim

- Hasidic Masters on the Yamim Noraim (6 weeks)
- Nusah for Yamim Noraim (12 weeks)
- High Holiday Trope (6 weeks)
- Master Class in High Holiday Leadership (4-day intensive)
- The Marathon: How to Prepare to Lead High Holy Days (4-day intensive)

Certificate in Tefillah Leadership: Advanced Practice

For students with extensive prayer leadership experience and a strong musical background seeking to deepen their practice and hone their skills. Admission to the first cohort requires a demonstration of competence in Shabbat and High Holy Day nusah to the Rosh Tefillah.

Shabbat

- Embodied Theology of Prayer (6 weeks)
- Master Class in Tefillah Leadership: Advanced Practice (6 weeks)
- Nusakh, Nign, Khazones: Exploring Creative Musical Approaches to Shabbes Davening (12 weeks)
- The Kedusha in Liturgy and Song (4-day intensive)
- Vocal Technique for Prayer Leaders: Advanced Practice (4-day intensive)

Yamim Noraim

- Liturgical and Musical Iyun: Seder Avodah (6 weeks)
- Nusakh, Nign, Khazones for Yamim Noraim (12 weeks)
- Piyyut of Yamim Noraim (6 weeks)
- Master Class in High Holiday Leadership (4-day intensive)
- Ritual Leadership of the High Holy Days (4-day intensive)

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 addition to the Master of Arts in Jewish Studies, earning both degrees. 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:

Rabbinical School Curriculum - General Sequence

Year	Semester	Tanakh	Talmud	Halakha	Jewish Thought	Zohar/ Hasidut	Language	Professional Development	Liturgy - Synagogue
Mekorot	Fall	Intro. to Tanakh 1	Intro. to Mishnah 1	Jewish Life and Practice			Foundations of Biblical Hebrew (Mekorot) 1		Intro. to Basic Cantillation
	Spring	Intro. to Tanakh 2	Intro. to Mishnah 2				Foundations of Biblical Hebrew (Mekorot) 2		Siddur
Aleph	Fall	Bereishit	Berakhot	Theories of Halakha	Intro to Rabbinic Formation		Foundations of Biblical Hebrew (Aleph) 1		Basic Nusach

	Spring	Bereishit	Berakhot	Hilkhot Tefilah			Foundations of Biblical Hebrew (Aleph) 2	Foundations of Jewish Education	
Bet	Fall	Shemot	3 Year Cycle Mo'ed Nashim u-gevarim Nezikin	3 Year Cycle Shabbat Kiddusin Kashrut			Rabbinic Hebrew	Life Cycle Seminar	
	Spring	Shemot	3 Year Cycle	3 Year Cycle Yom Tov Aveilut Poalim/ Melamdin	Zionism (January Intensive)		Aramaic		Liturgy of Yamim Noraim
Gimel	Fall	Vayikra (Year A) Nevi'im (Year B)	3 Year Cycle	3 Year Cycle		Zohar			
	Spring	Hamesh Megillot	3 Year Cycle	3 Year Cycle	Two Courses: History Modern Israel, Medieval Thought (Year A) Theology of Jewish Year (Year B)				
Dalet	Fall	Vayikra (Year A) Nevi'im (Year B)	3 Year Cycle	3 Year Cycle	Modern Thought			Spiritual Care	
	Spring	Bamidbar	3 Year Cycle	3 Year Cycle	Medieval Thought (Year A) Theology of Jewish Year (Year B)	Hasidut 1			
Heh	Fall	Devarim	CAPSTONE	Senior Seminar				Management Seminar (January Intensive)	Homiletics
	Spring		CAPSTONE		Contemporary Thought	Hasidut 2		Maavar: Transition to Rabbinic	

Please note that the curriculum chart is a general guide. Courses offered in the fall may be switched to the spring and visa-versa. Winter Intensives not listed.

Course Session Frequency

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 require 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.

Internships

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.

Additional Training

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.

Full Versus Half-Time

The rabbinic ordination program is a full-time program. Students are expected to pay full block tuition charges for each semester of the program for which they were admitted (e.g., students admitted into Shannah Mekorot will be enrolled for six years and twelve semesters). Under certain circumstances, students may elect to attend on a half-time basis, for one or more semesters, with approval from the Dean of the Rabbinical School.

Half-time enrollment is defined as registering for one or two courses during a semester, for six or fewer academic credits (excluding January term courses). Students in their final year of study (Shannah Heh) are not eligible to enroll half-time. Students should understand that enrolling half-time for any number of semesters will delay graduation and ordination. Enrolling half-time will also require payment for one or more half-time semesters such that the required number of full block tuition payments have been made.

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. The Dean will also work with the Financial Aid Coordinator to determine the student's eligibility for merit- and need-based aid, and student loans.

Cantorial Ordination

NOT CURRENTLY ENROLLING NEW STUDENTS

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.

Performing

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.

Internships

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.

Additional Training

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.

Full Versus Half-Time

The cantorial ordination program is a full-time program. Students are expected to pay full block tuition charges for each semester of the program for which they were admitted (e.g., students admitted into Shannah Mekorot will be enrolled for six years and twelve semesters). Under certain circumstances, students may elect to attend on a half-time basis, for one or more semesters, with approval from the Dean of the Rabbinical School.

Half-time enrollment is defined as registering for one or two courses during a semester, for six or fewer academic credits (excluding January term courses). Students in their final year of study (Shannah Heh) are not eligible to enroll half-time. Students should understand that enrolling half-time for any number of semesters will delay graduation and ordination. Enrolling half-time will also require payment for one or more half-time semesters such that the required number of full block tuition payments have been made.

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. The Dean will also work with the Financial Aid Coordinator to determine 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

Rav-Hazzan Dual Ordination Program

NOT CURRENTLY ENROLLING NEW STUDENTS

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
- Hilkhhot Tefillah

Master of Jewish Education Programs

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

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

Students learn the frameworks of subject-based pedagogy for teaching Torah, rabbinic literature, Jewish history, Jewish thought, and cultural literacy while exploring educational theories 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 (8 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 in Jewish Settings (8 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: Pedagogy: Developing Effective Teaching Strategies
- Module 4: Assessment: Lessons from Teaching and Learning

Certificate in Jewish Spiritual Education (8 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 (8 graduate credits)

- Module 1: Organizational Leadership
- Module 2: Professional Learning
- 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

NOT CURRENTLY ENROLLING NEW STUDENTS

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 Teaching and Learning in Jewish Settings (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: Pedagogy: Developing Effective Teaching Strategies
- Module 4: Assessment: Lessons from Teaching and Learning

Certificate in Jewish Educational Leadership (4 graduate credits)

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

Kivunim Undergraduate Gap-Year Program

Kivunim Gap-Year is an academic/experiential program based in Jerusalem, Israel, studying about and traveling into 10-12 different countries of the historic Jewish Diaspora (e.g., Greece, Bulgaria, Holland, Turkey, India, Germany, Czech Republic, Egypt, Spain, Portugal and Morocco), seamlessly woven into the annual 8-month cycle. KIVUNIM seeks to re-establish the lost link to the history of the Jewish people throughout the world by discovering and exploring the noble and creative story of Jewish life across the globe. The experiential component is designed to both complement and depend upon the academic courses of study. All students are required to take the full academic and experiential program; there are no electives. Kivunim includes visits to many of the world's most outstanding museums, archaeological and nature sites, along with meetings with leading international figures of religion, culture, literature, government, etc., and encounter with local Jewish communities and their histories.

An educational goal of the program is to minimize fears and maximize comfort with people, cultures and religions that are different from students' backgrounds, both as Americans and as Jews. Kivunim's international travels build and deepen Jewish identity within the context of an emerging sense of "world-consciousness." Kivunim is values-oriented, actively seeking improvement of the world's tolerance, mutual respect, commitment to human rights and human dignity, in a more just and more peaceful world. Graduates are encouraged to return to their homes (on college campuses, in emerging families, and within expansive communities) and their future lives with the capacity for and commitment to building dialogue in place of confrontation.

Hebrew College offers five courses totaling 30 credits forming the academic portion of the Kivunim program, running through the entire academic year, from September through May:

- Civilization and Society – Homelands in Exile? (8 undergraduate credits) (Core Curriculum)
- Land, People, Ideas – The Challenges of the Middle East (8 undergraduate credits)
- Arabic Language and Culture (6 undergraduate credits)
- Hebrew Language (6 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 <https://www.youngjudaea.org/programs/yearcourse/>.

ACCREDITATION

Hebrew College is accredited by the New England Commission of Higher Education (NECHE), 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.necche.org/about/>.

FACULTY AND ADMINISTRATION, 2026-2027

Administration

Rabbi Sharon Cohen Anisfeld, President
Steffi Bobbin, Director, Human Resources
Keith Dropkin, Andy Offit Chief Financial and Administrative Officer
Rosa Franck, Chief Philanthropy Officer
Deanna Furey, Financial Aid Coordinator
Bob Gielow, Registrar and Senior Director, Office of Student Services
Rachel Gregorek, Director of Academic Support Services
Marion Gribetz, Director of Hebrew College Educational Initiatives
Emily Hoadley, Senior Director of Brand and Marketing Strategy
Rabbi Dan Judson, PhD, Provost
Rabbi Jane Kanarek, PhD, Dean of Faculty
Rabbi Rachel Tali Kaplan, Rab ` 21, Director of Student Life
Rabbi Gita Karasov, Rab ` 20, Director of Admissions and Director of the Hiddush Fellowship
Jim Kenn, Director, Information Technology
Rabbi Daniel Klein, Rab ` 10, Dean, Rabbinical School
Susan Morrel, Director of Field Experience & Senior Advisor in Jewish Education
Debrah Ron, Director of Operations/Executive Assistant
Rabbi Or Rose, Director, Miller Center for Interreligious Learning & Leadership
Laurena Rosenberg, Ordination Program Administrator
Julia Sabra, Rabbinical School Admissions and Recruitment Coordinator
Rabbi Michael Shire, PhD, Academic Director, Master of Jewish Education Program & Director of Rabbinic Student Internships
Harvey Sukenic, Director, Library
Susie Tanchel, PhD, Vice President
Cantor Louise Treitman, Senior Advisor & Faculty, Cantorial Program

Faculty

Rabbi Rachel Adelman, PhD, Associate Professor, Bible, Rabbinical Program
Rabbi Sharon Cohen Anisfeld, President
Harvey Bock, JD, Hebrew Language Coordinator, Rabbinical Program. Adjunct Lecturer
Marion Gribetz, Director, Congregational Education Initiatives
Matthew Hass, PhD, Assistant Professor of Rabbis, Rabbinical School
Rabbi Dan Judson, PhD, Provost
Rabbi Jane Kanarek, PhD, Dean of Faculty
Rabbi Rachel Tali Kaplan, Rab ` 21, Director of Student Life
Rabbi Daniel Klein, Rab ` 10, Dean, Rabbinical School
Rabbi Jessica Kate Meyer, Rab ` 14, Rosh Tefilla and Artist-in-Residence

Susan Morrel, Director of Field Experience & Senior Advisor in Jewish Education
Rabbi Nehemia Polen, PhD, Professor of Jewish Thought, Rabbinical Program
Rabbi Shayna Rhodes, Rab `08, Co-director, Mascott Beit Midrash, Instructor, Rabbinical Program
Rabbi Or Rose, Director, Miller Center for Interreligious Learning & Leadership
Rabbi Shoshana Rosenbaum, Rab `21, Faculty & Co-director, Mascott Beit Midrash
Rev. Dr. Rob Schenck, Visiting Lecturer in Christianity and Religious Leadership
Rabbi Michael Shire, PhD, Rabbinical Program and Masters of Jewish Education Program
Devora Steinmetz, PhD, Rabbinical and Cantorial Program
Susie Tanchel, PhD, Faculty and Vice President
Cantor Louise Treitman, Senior Advisor and Faculty, Cantorial Program

Adjunct Faculty

Rachel Figurasmith, Jewish Education
Joshua R. Jacobson, PhD, Senior Advisor and Adjunct Faculty, Cantorial Program
Cantor Becky Wexler Khitrik `14, Cantorial Program
Cantor Jeff Klepper, Cantorial Program
Orah Levin-Minder, Jewish Education
Cantor Brian Mayer, PhD, Cantorial Program
Rabbi Margot Meitner, LICSW, MSW, Rabbinical School
Jacob Meskin, PhD
Barbara Merson, PhD, Jewish Education
Rabbi Carl Perkins, Rabbinical School
Judith S. Pinnolis, Cantorial Program
Cantor Ken Richmond `21, Cantorial Program
Susie Rodenstein, Jewish Education
David Stolow, Rabbinical School
Cantor Louise Treitman, MM, Rabbinical School Vocal and Cantorial Coach
Sarit Tsor, Director of Field Experiences and MaTaRoT Team Member

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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. Students designated as having “advance standing” are not given any additional academic credit; instead, they may be permitted to graduate in fewer than the normal 5-6 years the rabbinic program normally requires. Decisions regarding appropriate academic standing are made at the sole discretion of the Director of Admissions and those overseeing programs applicants are applying to.

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 institutions of higher education. The decision to accept or not accept any graduate credit is made on an individual basis at the College’s sole discretion. If a student has graduate work from another institution at time of application, transfer credit may be awarded at time of admission. To be eligible for transfer credit, a student must submit an 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
aacrao.org/

Education Credential Evaluators, Inc.
PO Box 514070
Milwaukee WI 53203-3470
Phone: 414-289-3400
ece.org

Josef Silny & Associates, Inc. International Education Consultants
7101 SW 102 Avenue
Miami, FL 33173
Phone: 305-273-1616
jsilny.com

World Education Services
Bowling Green Station
P.O. Box 5087
New York, NY 10274-5087
Phone: 212-966-6311
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.

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.

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 during 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 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 U.S.

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

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

This section provides information about the application process, admissions standards, and principles for academic and communal life at Hebrew College. Adopted in 2023, the *Guiding Principles for Admission and Ordination at Hebrew College* are also available online at the following link: :

<https://hebrewcollege.edu/graduate-leadership-programs/become-a-rabbi/admissions/?target=tab-0>

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.

שמע

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.

בְּכָל־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

/ חֶשְׁבוֹן נָפֶשׁ Self-awareness and Accountability

/ יֶשֶׁר Honesty and Integrity

/ כְּבוֹד Honor

/ נְדִיבוּת לֵב Generosity

/ סְקִרְנוּת Curiosity

/ עֲנָה Humility

/ רַחֲמִים Compassion

בְּשַׁבְתְּךָ בְּבֵיתְךָ וּבְלֶכְתְּךָ 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:

- / הַכְנָסַת אֹרְחִים Welcoming Guests
- / גְּמִילוּת חֶסֶדִים Acts of Lovingkindness
- / כַּשְׁרוּת Kashrut
- / צֶדֶק Justice
- / שַׁבָּת וַיּוֹם טוֹב Shabbat and Holidays
- / תִּלְמוּד 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.

בְּשַׁעֲרֶיךָ

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 sense of responsibility to and for the dignity and wellbeing of all human beings as reflections of the divine image.

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.

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.

למען תזכור

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. Résumé.
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 admissionsoffice@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.
10. 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 1,500-2,000 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:
 - Your conception of and relationship with God
 - The evolution of your current Jewish practice
 - Your relationship to the Jewish people and Jewish history, including your relationship with Israel
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 1,500 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 it 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 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
- Three 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 admissionsoffice@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 non-refundable application fee of \$60.

Application Essays

Please compose three essays.

1. Essay 1: (up to 600 words) Why have you chosen to apply to the Master of Jewish Education program at Hebrew College? Discuss your intellectual, personal, and spiritual development as well as life experiences and specific events that have led you to make this decision to apply? How would studying here enable you to reach your personal and/or professional goals?

2. Essay 2: (up to 600 words) In light of your reading Hebrew College's Statement on Israel and The Hebrew College Mission and Core Values, what challenges and opportunities do our pluralistic communal values present to you? Please include reflections on the following: Your relationship to Jewish pluralism, the Jewish people, and Israel.
3. Essay 3: (up to 600 words) Choose a text that resonates for you. Please discuss how the text amplifies and elucidates your educational philosophy and how you envision enacting that philosophy.

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

Certificate in Jewish Educational Leadership or Certificate in Teaching and Learning in Jewish Education

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.

- Two letters of recommendation.
- Non-refundable application fee of \$60.

INTERVIEW

The interview is an essential and required part of the application process for all Hebrew College graduate-level 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.

Contact Information:

Debrah Ron, Master of Jewish Education Program Admissions, 617.559.8624,
dron@hebrewcollege.edu

Fall Semester 2026-2027: August 24 – December 23, 2026

Monday, August 24 – Friday, August 28, Ordination students' Orientation and Elul programs
Monday, August 31, First day of fall semester classes (including Jewish education module 1 classes)
Monday, September 7, Labor Day, Hebrew College closed
Tuesday, September 8, Last day of add/drop period for Jewish education module 1 classes
Thursday, September 10, Last day of add/drop period for ordination students
Friday, September 11, Erev Rosh Hashanah, Hebrew College closed
Friday, Sept. 11-Friday, Sept. 25, No Rabbinical School classes
Monday, September 21, Yom Kippur, Hebrew College closed
Saturday-Sunday, September 26-27, Sukkot, Hebrew College closed
Monday-Friday, September 28-October 2, Intermediate days of Sukkot, College open, classes held
Friday, October 2, Hoshana Rabbah, College open, no ordination classes held
Saturday-Sunday, October 3-4, Shemini Atzeret & Simchat Torah, Hebrew College closed
Monday, October 12, Indigenous People's Day / Columbus Day, College open
Wednesday, October 21, Last day of Jewish Education Module 1 classes
Tuesday, October 27, First day of Jewish education module 2 classes, No ordination classes held / Leadership Workshop
Wednesday, October 28, First day of Prayer Leadership Certificate Module 1
Wednesday, November 11, Veteran's Day, College open
Monday, November 16, Ta Sh'ma Open House for prospective ordination students, no regular morning classes
Thursday & Friday, November 26-27, Thanksgiving Holiday, Hebrew College closed
Wednesday, December 16, Last day of instruction, fall semester classes
Thursday-Wednesday, December 17-23, Final exam period
Wednesday, December 23, Last day of fall semester
Thursday, December 24, 2026 – Friday, January 1, 2026, Hebrew College Closed
Monday, January 4, 2026, Hebrew College Reopens
Friday, January 8, 2026, Fall semester grades due

Winter/Spring Semester 2026-2027: January 19 – May 14

Monday, January 4, 2027, Hebrew College Reopens
Friday, January 8, Fall semester grades due
Monday, January 18, Martin Luther King Jr. Day, Hebrew College closed
Tuesday – Friday, January 19-22, Ordination programs' January Intensive Seminars
Monday – Friday, January 25-29, Ordination programs' Winter Seminar
Monday, February 1, First day of spring semester classes (including Jewish education module 3 classes)
Friday, February 5, Last day of add/drop period for Jewish education module 3 classes
Monday, February 15, Presidents' Day, Hebrew College closed
Tuesday, February 16, Last day of add/drop period for ordination students
Wednesday, March 17, Last day of Jewish Education Module 3 classes
Monday, March 22, Erev Purim Hebrew College closes at 1 pm, First day of Jewish education module 4 classes
Tuesday, March 23, Purim, Hebrew College closed

Friday, March 26, Last day of add/drop period for Jewish education module 4 classes
 Monday, April 19, Patriot's Day, Hebrew College closed, no classes held
 Wednesday, April 21, Erev Pesach, Hebrew College closed
 Thursday-Friday, April 22-23, Pesach, Hebrew College closed
 Monday-Tuesday, April 26-27, Intermediate days of Pesach, College open, no classes held
 Wednesday-Friday, April 28-30, Pesach, Hebrew College closed
 Tuesday, May 4, Yom HaShoah, Hebrew College open, classes held
 Tuesday, May 11, Yom HaZikaron, Hebrew College open, classes held
 Wednesday, May 12, Yom HaAtzma'ut, Hebrew College open, no morning classes held
 Thursday, May 13, Ordination programs Capstones & Blessings, no morning classes
 Friday, May 14, Last day of instruction, spring semester classes
 Monday - Friday, May 17-21, Final exam period; all work turned in by 1 pm on 5/21
 Friday, May 21, Last day of spring semester
 Tuesday, May 25, Master's Thesis presentations
 Friday, May 28, Spring semester grades due (by 5/21 for graduating students)
 Monday, May 31, Memorial Day, Hebrew College closed
 Sunday, June 6, Graduation and Ordination
 Thursday, June 10, Erev Shavuot, Hebrew College closes at 1 pm
 Friday-Saturday, June 11-12, Shavuot, Hebrew College closed
 Saturday, June 19, Juneteenth, Hebrew College closed

Hebrew College Operating Schedule and Snow/Emergency Policy

If the College must close or delay opening due to severe weather conditions or another 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
 - o WBZ (Channel 4)
 - o WCVB (Channel 5)
 - o WHDH (Channel 7)
 - o NECN Boston (Channel 10)
 - o WFXT (Channel 25)

Students

On days when Hebrew College closes the campus due to inclement weather, rabbinical and cantorial classes and beit midrash preparation will continue online at the Zoom link designated for each course.

Attendance

Students are required to attend classes online when campus is closed; however, we understand that some students may face weather-related challenges that impede attending. Absences on such days will be considered excused. We encourage students to contact their course instructors if they cannot attend class. Course instructors have discretion to cancel class if they are unable to hold class online. Students should assume class is happening online unless they hear otherwise from a course instructor.

Students should meet with their chevrotah for beit midrash preparation as scheduled to prepare for class in the format of their choosing. Faculty will be available via phone or Zoom to support beit midrash learning. Hebrew College will send instructions by the morning of the effected school day for how to contact the faculty members virtually staffing the beit midrash.

Student Life and Services

Hebrew College strives to create a vibrant, collaborative community for our diverse students, faculty, and staff. Student life consists of community-based activities and opportunities for personal spiritual formation. Our robust community programming for on-campus students consists of regular community-wide gatherings and initiatives to foster strong relationships across cohorts and between students and faculty. These include but are not limited to weekly community meetings; all-school *tefilah* experiences; celebration of holidays; and other special events.

In addition, on-campus students have several opportunities each week to gather in smaller groups for communal support and to discuss issues of importance in their evolving spiritual lives. These include spiritual formation groups, *tefilah* groups, class meetings, and advising meetings. Student feedback and ideas are always welcome and valued as these programs change and grow with our student body.

Rabbinic education is both an academic and professional program. As aspiring rabbinic and community leaders, students are expected to adhere to the *Guiding Principles* referenced above, the academic standards stated in this Catalog, and the Student Code of Conduct outlined below in all .

Student Support

Hebrew College strives to be a place that supports students in navigating the challenging and rewarding terrain of being a student. Faculty and staff are available to help you thrive. Each student is assigned a faculty advisor with whom they are in regular contact throughout the semester. **If you need help in dealing with any aspect of your life at Hebrew College and are not sure whom to turn to, please be in touch with Rabbi Rachel Tali Kaplan, Rab ` 21, Director of Student Life, 617.559.8631, or rkaplan@hebrewcollege.edu.**

General Student Policies

Contacts

- Director of Student Life, Rabbi Rachel Tali Kaplan, 617.559. 8631, rkaplan@hebrewcollege.edu
- Director of Admissions, Rabbi Gita Karasov, 617.559.8630, gkarasov@hebrewcollege.edu
- Dean, Rabbinical School, Daniel Klein, 617.559.8637, dklein@hebrewcollege.edu
- Provost, Rabbi Dan Judson, PhD, 617.559.8638, djudson@hebrewcollege.edu
- Registrar, Bob Gielow, 617.559.8847, bgielow@hebrewcollege.edu

Academic Advising

Matriculated students at Hebrew College are assigned faculty advisors to assist in the development of an educational plan and to help in the selection of appropriate courses and other educational experiences. Advisors interpret academic requirements where necessary, evaluate your progress and help you to clarify your career and life goals. In addition, faculty advisors serve as mentors and are a sustaining presence. You should meet with your advisor prior to the start of each semester.

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.

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.

Food

Hebrew College recognizes and affirms that people have different *kashrut* practices and eating needs. Students are welcome to bring food to eat in the building. Food brought in from the outside does not need to be considered kosher. However, all food provided by the College at communal events will be certified kosher.

Some kitchen appliances are designated as kosher-only, as is the Temple Reyim kitchen. Please be respectful of this when bringing in food.

Many people at Hebrew College have food allergies and sensitivities. Please be mindful and respectful of other people's needs, especially if you bring food with tree nuts in it.

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.

Student Health Insurance Requirement

The Commonwealth of Massachusetts requires all full-time, on-campus students to document they have comprehensive health coverage that is usable at the location where they are studying. To satisfy

this requirement, Hebrew College asks that ordination students (excluding those studying in Israel for the year) share a photograph of their insurance card with the Office of Student Services. Hebrew College directs students who live in Massachusetts and do not already have health insurance to the Massachusetts Health Connector, mahealthconnector.org.

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 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.

Campus Guidelines for People with a Respiratory Virus

Hebrew College follows the Centers for Disease Control and Prevention (CDC) guidelines for our respiratory virus campus protocols. You can read a **summary of CDC guidelines here** and its **full guidance here**. The key ideas and policies that we have adapted for our context are:

When sick: Hebrew College requires community members to “stay home ... if you have respiratory virus symptoms that aren’t better explained by another cause. These symptoms can include fever, chills, fatigue, cough, runny nose, and headache, among others.”

You can return to campus when, for at least 24 hours, both are true:

- Your symptoms are getting better overall, and
- You have not had a fever (and are not using fever-reducing medication).

When you return to campus, take added precaution over the next 5 days, including additional steps for hygiene and wearing a mask.

Immunizations: Hebrew College strongly recommends people “Stay up to date with the **immunizations that are recommended for you**. For most people that means getting a current flu and COVID-19 vaccine.”

We need everyone in the community to take these guidelines seriously. These protocols are critical for the health of people in the building and those we interact with outside of here.

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 Nonresident Statement Form. The Office of Student Services can provide you with the necessary 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.

ACADEMIC POLICIES AND PROCEDURES

Registration

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 applies to Independent Studies as well as regular course offerings. (For more information about creating an independent study, speak with your program administrator.)

Only students in good academic and financial standing are eligible to register for classes.

Registration requires payment of a non-refundable registration fee, as well as payment of tuition. All matriculated students may register through Hebrew College's online Student Information System, Campus Café. Students having difficulty with course registration should contact the Registrar. 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 registration 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 Course Withdrawal Form to the Registrar from hebrewcollege.edu/resources/registrar/. Non-attendance does not constitute withdrawal and does not alter a student's financial obligations to the College.

Registration fees are not refundable. Course withdrawals after the Add/Drop period will appear on student transcripts with a grade of "W" for "withdrawal." 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 and has been graded accordingly throughout the semester. The student must pay the difference in tuition costs, if one exists.

Students who discontinue attendance in a course and fail to formally withdraw will receive a grade of "F." They will also continue their obligation to pay any outstanding tuition related to the course, including obligations involving federal Title IV student funding. Withdrawing from a course may have financial implications for those students receiving financial aid and/or federal Title IV funds, since receipt of those funds is dependent on taking a minimum number of credits each semester.

Students may be required to return all or a portion of their federal funds if they withdraw from class (or school). Students who receive financial aid and are considering dropping a course without replacement or withdrawing from a course after the Add/Drop date has passed should contact the Financial Aid Office. For tuition refund schedules after withdrawing from a class, see "Tuition and Fees" section below.

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, bostontheological.org, in the cross-registration section of the site. A list of courses available can also be found there.

BTI Member Schools are:

- Boston College Theology Department
- Boston College Clough School of Theology and Ministry
- Boston Islamic Seminary
- Boston University Graduate Program in Religion
- 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 Consortium.

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.

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.

Attendance

Students are required to attend classes for 80 percent of all class sessions 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 are at the discretion of the dean.

If you are experiencing any Covid or flu-like symptoms or have been exposed to someone who tested positive for a respiratory illness, please stay home as a precaution. If you are well enough, you will be able to participate through a virtual meeting link that has been established for the class. To ensure you are not marked absent, you must alert your instructor prior to class that you will be joining the class virtually due to health-related concerns.

Students with medical issues that impact their ability to attend more than two to four classes should be in touch with the Director of Academic Support Services to request accommodation to the attendance policy. If a student is eligible for accommodation, the course instructor and dean will determine reasonable attendance accommodation.

Leaves of Absence (LOA)

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. The student may take a leave for no longer than one year during the degree program. A Leave of Absence fee is required.
- A matriculated student who is writing a thesis but not attending classes for a specific semester. A 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. The student must complete the Leave of Absence form and provide a letter from a doctor requesting the student be allowed time off. The student may take a leave for no longer than one year during the degree program. No Leave of Absence fee is required.

Disclaimer Regarding Leave of Absence and Federal Financial Aid: Financial aid recipients are advised that the length of the LOA may affect the timing of repayment for federal student loans. Federal regulations state that any period of non-enrollment longer than 180 days—the loan(s) six-month grace period—may put a student’s loan(s) into repayment status.

LOA status as described above does NOT constitute an “Approved Leave of Absence” as defined by federal financial aid regulations. Recipients of federal Title IV financial aid must be aware of the implications of a leave on their financial aid situation, the 180-day grace period, and repayment schedule. Students contemplating a leave of absence should discuss their individual situations with Hebrew College’s Financial Aid Office.

Withdrawal from School

If you wish to withdraw from your degree program, you must submit a signed “Degree Withdrawal Form” to 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. Students receiving federal funding through Title IV funds, including Federal Loans, are subject to federally mandated refund regulations when withdrawing from school. If you withdraw from school, you may be obligated to return all or part of the federal funding you’ve received during the current year. Please see “Return of Title IV Funds” under the “Financial Aid at Hebrew College” section.

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 between 12 and 15 weeks each. Some programs may run required mini courses during the month of 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/or 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 for Degree Candidates

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 they are 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 a maximum of six years.
- Students in the Cantorial program are expected to complete their degrees within a maximum of 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.

Satisfactory Academic Progress

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

Grading System

Students are expected to complete their coursework in a timely manner. Final papers and other coursework will be assigned well enough in advance so that work can be submitted before grades are due. Grades for Hebrew College courses are due no later than two weeks after the final day of each semester. Prior to the end of each semester, instructors will be notified by the Registrar’s Office of the exact due date of grades.

Hebrew College grade-point averages and academic standards use these grade-point equivalents:

A+ = 4.2 (97-100)	C+ = 2.3 (77-79)
A = 4.0 (94-96)	C = 2.0 (74-76)
A - = 3.7 (90-93)	C- = 1.7 (70-73)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (84-86)	D = 1.0 (65-66)
B- = 2.7 (80-83)	F = 0.0 (Below 65)

Rabbinical School courses have three grading options: pass, pass with reservations, and fail. A passing grade requires a student to complete a quantity and quality of work that would typically earn a letter grade of C or higher. A pass with reservation requires the student to earn the equivalent of a C- to a D-.

The following grades do not factor into the student GPA: P (pass), PWR – Passing With Reservations, I (incomplete), NC (noncredit), 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 the Registrar enter a grade of "PI", Permanent Incomplete, rather than a grade of F.

Extension of Incomplete

In special circumstances, the 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. The grade of "PWR – Passing With Reservations"
- 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 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 or 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.

AI Policy for Coursework

Hebrew College is committed to helping students cultivate a deep and meaningful relationship with Jewish text and tradition, the capacity to share them with others, and the development of their critical thinking and writing abilities. AI tools, including large language models (e.g., ChatGPT, Claude), AI-powered search and summarization tools, and similar technologies, can be useful in these pursuits, but they should not substitute for genuine, direct engagement with the text or for the hard work of thinking and writing for oneself.

The following policies govern the use of AI tools in coursework:

Idea and Content Generation

Growth in one's relationship to Torah comes through personal engagement with the texts of Torah. All course assignments, including divrei Torah, should emerge from that direct encounter. For this reason, the use of AI tools to generate ideas, arguments, interpretations, or draft language for course assignments is prohibited. This is the interpretive work students are meant to do themselves.

Research

Students may use AI tools for research, which means locating or verifying information, such as sources, citations, or background/historical context, unless prohibited as part of a specific assignment or course. When using AI-generated summaries, students should review the source materials AI drew on. This matters for two reasons: first, students are responsible for the accuracy of any work submitted, including independently verifying any claims, information, and sources, as AI-generated information may be inaccurate; second, reading and synthesizing sources firsthand is itself part of the learning process.

AI use should stop at the information-gathering stage. It can be a tool for finding material but not for interpreting it or generating arguments, tasks that are central to learning.

Writing and Editing

AI tools may not be used to write or edit any portion of a student's assignments. Basic grammar correction is permitted, except in courses where grammar is the subject of instruction. In such courses, students may use AI for grammar correction only if the instructor grants permission.

Writing and editing are critical parts of the thinking and learning process as students work to clarify, organize, and express ideas. Using AI for these purposes not only misrepresents authorship and is a violation of Hebrew College's Code of Academic Integrity, it also undermines learning.

Translation

AI tools may not be used to translate texts faculty assign students to study as part of coursework, whether in or out of the *beit midrash*, unless expressly permitted by the instructor. Translating a text is a primary way of understanding it and deriving meaning from it. It is also a critical way of developing skills for further learning.

Disclosure

Students must disclose any use of an AI tool in connection with coursework, including for permitted purposes such as research or grammar correction, noting which tool was used and how (e.g., "I used AI to check grammar in this drash"). Honest disclosure helps with conscious and appropriate use of AI tools, rather than relying on them by default.

Faculty Discretion

Faculty may modify these guidelines for their own courses. If they choose to do so, instructors should clearly articulate their expectations regarding AI use on their syllabi.

This policy exists to foster and protect the integrity of student learning and to enhance the process of their rabbinic formation. Violations of this policy will be addressed in accordance with Hebrew College's academic integrity policy.

Hebrew College Class Recording Policy

Hebrew College permits audio recordings of class sessions for educational purposes, subject to the following conditions. These requirements are intended to protect the integrity of classroom discussion, foster a spirit of trust, promote the open exchange of viewpoints and ideas, preserve privacy, and safeguard course materials prepared by instructors.

Permission to Record

Faculty members may record class sessions after providing advance notice to students (for example, via the syllabus, an email to the class, or an in-class announcement).

Students may record a class session only if they (a) have an approved accommodation from the Director of Academic Support Services granting permission to do so, or (b) obtain the instructor's written permission in advance for that specific session. Faculty must inform students when a student is recording a class session. Instructors and students are not expected to adjust their classroom conduct to accommodate or enhance recording quality.

Students who wish to have a class session recorded when they are absent must also obtain the instructor's permission in advance and are responsible for arranging the recording themselves. Instructors and other students are not required to accommodate such requests.

What May Be Recorded

Recordings may only capture lectures, portions of class where students may be expected to take notes, or general discussion of course content. Sensitive or personal discussions may not be recorded. Students or faculty may ask that a recording be paused if they wish to share something they do not want recorded. When in doubt about whether something is appropriate to record, students should ask their instructor.

Use, Access, and Retention

Faculty- and Staff-Made Recordings: Recordings made by Hebrew College employees for course-related purposes must be stored and distributed through Hebrew College-approved systems. Access to these recordings is limited to students in the course and other authorized Hebrew College employees. Recordings may not be copied, shared, distributed, published, or in another way made available to individuals who are not authorized to access them.

Student-Made Recordings: Students may make recordings only as permitted under this policy and may use them solely for their own educational purposes related to the course. Student-made recordings may not be copied, shared, distributed, published, or in another way available to individuals who are not authorized to access them.

Retention: Recordings stored on Hebrew College systems will be deleted at the end of the semester. Students and faculty must delete any copies of recordings that they have retained on a personal device or account by the end of the semester. Students taking an incomplete in a course may retain personal copies until the end of the following semester, solely for the purpose of completing the course.

Violations

Violations of this policy will be considered a serious offense and addressed in accordance with Hebrew College's academic integrity policy and Student Code of Conduct.

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.

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.

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.

Academic probation is intended to identify and support students whose academic and/or professional performance falls below the standards required for continued good standing in Hebrew College's programs. The purpose of academic probation is to provide students with notice of academic and/or professional deficiencies, an opportunity to improve their performance, and access to appropriate support and resources for academic and professional growth. The process of probation is not punitive, but instead 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.

Students placed on academic probation remain enrolled in the program subject to the conditions outlined below and are expected to demonstrate satisfactory academic and professional progress within the specified probationary period. Failure to address issues identified in an academic probation plan may result in the dismissal of a student from the College.

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 the announcement of probation normally results in dismissal on academic grounds.

Determination of Academic Probation

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

In all cases of probation, the Dean or Dean of Students will provide the student in question with 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 Director of Student Life, may revise the terms of probation. These may include either extending the period of probation or transitioning the student out of the program.

Reasons for Academic Probation

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
- Do not meet proficiency standards on an assessment of required core competencies by the relevant ordination program
- Fail to adhere to the professional and ethical standards of an individual pursuing rabbinic leadership
- Engage in academic or professional conduct contrary to the standards outlined the College's *Guiding Principles*, outlined above

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 and/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 may include additional learning specifically addressing the underlying issue, including challenges with professionalism, ethical behavior, and adherence to the College's community standards. If the student placed on probation has underlying learning needs, the Director of Student Life will work with the Director of Academic Support Services to ensure that the student is receiving appropriate assistance.

Appeals of Academic Probation

Students may appeal a probation decision to Hebrew College's Provost within 10 business days of written notice of the decision. The appeal must be in writing and include a description of (a) the grounds for the student's appeal, (b) documents and information relevant to the student's academic progress resulting in the academic probation, and (c) the requested remedy for the appeal. Students are encouraged to submit supporting documentation along with their written grievance, including correspondence with instructors or other relevant HC staff; documentation of academic assignments or coursework; or relevant assessment material.

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, a student may be suspended for a period of up to one semester. A suspension is recorded on the student's permanent

internal record, and the student's external record shall carry the statement "withdrawn." After the suspension period has expired, the student must apply to the Dean of his or her School for readmission, making a satisfactory statement concerning their interim activities and their intended future conduct.

Student Code of Conduct and Disciplinary Policies

At Hebrew College, we view rabbis 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.

Accordingly, students are expected to adhere to the *Guiding Principles* outlined above and available at the following link: <https://hebrewcollege.edu/graduate-leadership-programs/become-a-rabbi/admissions/?target=tab-0>.

Student conduct inconsistent with the College's *Guiding Principles* may result in a variety of consequences, including informal counseling, personal and professional coaching, and disciplinary action.

Application to Off-campus Conduct

Recognizing the importance of demonstrating spiritual leadership in all aspects of communal life, the College's *Guiding Principles* and the Code of Student Conduct apply both on and off campus. This includes in educational settings abroad (e.g., in Israel), in professional internships or employment settings, and in the community. To the extent that a student's off-campus behavior raises concerns regarding adherence to the College's *Guiding Principles* and/or academic or professional conduct expectations, the College may take action to address the identified issue.

Student Code of Conduct

Students are expected to conduct themselves in a manner that reflects the ethical, professional, and behavioral standards of the College and the profession for which they are preparing. The College may take disciplinary or other corrective action against a student who engages in conduct raising concerns about the student's fitness for the program or career as a clergy person. The following is a non-exhaustive list of misconduct which could lead to disciplinary or other corrective action.

- Conviction of a crime
- Violation of the College's Non-Discrimination and Title IX Policies
- Violence, threats, or intimidation
- Property damage or theft
- Misuse of College technology or resources
- Disruptive behavior in the College's educational programs and activities
- Unprofessional communication with faculty, staff, classmates, or community members
- Violation of the Code of Academic Integrity
- Consistent challenges working cooperatively and productively with faculty, staff, and/or fellow students
- Persistent negative feedback from internships and/or adverse personnel action in an internship
- Alcohol or drug-related abuse or misconduct
- Inappropriate non-consensual physical contact
- Conduct incommensurate with an aspiring clergy person or undermining the student's fitness for Rabbinic leadership
- Repeated violations of the College's *Guiding Principles* or this Code of Conduct

Disciplinary Courses of Action

Hebrew College will impose disciplinary sanctions on students who violate the College's *Guiding Principles* and Code of Conduct. College-imposed discipline may include sanctions up to and including expulsion of a student. Corrective action may also include disciplinary probation or a recommendation for participation in treatment, counseling, or other approved rehabilitation program. Conduct constituting a violation of criminal law may be referred to the appropriate law enforcement entity.

Disciplinary Probation

A student who engages in serious or persistent misconduct may be placed on a disciplinary probation plan. For the Rabbinical School, the Dean of the Rabbinical School determines if a student will be placed on disciplinary probation, in consultation with the Dean of Students and Dean of Faculty. When appropriate, other Hebrew College faculty and staff may also be consulted. For other College programs, the person overseeing the program determines if a student will be placed on disciplinary probation, in consultation with appropriate other faculty members.

The terms of a disciplinary probation plan are tailored specifically for each individual case, enabling the student to work actively on the particular behavior(s) in question. The probation plan will be written and shared with the student. Typical elements may include: a commitment to work on the particular behavior in question and do appropriate duration Teshuva (repentance) if necessary; working with a clergy mentor or other qualified person who can provide honest and open feedback and support; and voluntary counseling or consultation with a mental health care provider.

Students may appeal a disciplinary probation decision to the Provost of Hebrew College within 10 business days of written notice of the decision. The appeal must be in writing and include a description of (a) the grounds for the student's appeal, (b) documents and information relevant to the conduct resulting in the non-academic probation, and (c) the requested remedy for the appeal.

Suspension or Expulsion

A student who fails to adhere to the terms of a disciplinary probation plan or engages in serious or persistent misconduct may be expelled from the College.

While the College seeks to place students on a semester-long probation before suspension or expulsion, in the case of an egregious act which is entirely incommensurate with an aspiring clergy person and/or serious or persistent misconduct, the College may immediately dismiss a student.

Appeals

Students may appeal a disciplinary decision, including disciplinary probation, suspension, or expulsion, to the Provost of Hebrew College within 10 business days of written notice of the dismissal. The appeal must be in writing and include a description of (a) the grounds for the student's appeal, (b) documents and information relevant to the conduct resulting in the expulsion, and (c) the requested remedy for the appeal.

It is College policy that final determinations of 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.

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.

Action on Suspected Violations

Cases of Undisputed Academic Misconduct

If the student has admitted to the academic misconduct and has never been found responsible for an academic conduct violation, the faculty member may request the designated Dean's authorization to sanction the student by means of a 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.

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 Mascott 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. To the extent practicable, students are encouraged to address any disagreement or grievance directly with the instructor involved. If efforts to informally resolve the matter do not address your concern, students may contact the Dean or director of their program to initiate a formal academic grievance using the process outlined below.

Steps to the Academic Grievance Procedure:

1. An academic grievance must be made within six months of the action giving rise to the concern.
2. Academic grievances must be submitted in writing to the Dean, and include a description of: (a) the issue in need of resolution, (b) attempts to address the issue with the instructor, and (c) the requested remedy for the grievance. Students are encouraged to submit supporting documentation along with their written grievance, including correspondence with the instructor or other relevant HC staff; documentation of academic assignments or coursework; or relevant assessment material.
3. The Dean will review the grievance in collaboration with the Provost and promptly arrange a meeting with the student to evaluate the situation. The Dean will issue a written determination resolving the grievance within 10 working days. This deadline may be extended for good cause.

4. If a student is dissatisfied with the Dean's response, the student may submit an appeal of the determination to the Office of the President. The appeal must include the written description of the issue and supporting materials submitted to the Dean, and identify in writing the alleged misapplications of Hebrew College policy by the instructor or the Dean. The President 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, which may be extended for good cause.

ACADEMIC ACCOMMODATIONS AND DISABILITY SERVICES

Contact: Director of Academic Support Services, Rachel Gregorek, rgregorek@hebrewcollege.edu

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:

1. 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.
2. 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 Services will review submitted documentation (within two weeks).
3. The Director of Academic Support, in consultation with the Dean of Students and the student, will determine appropriate accommodations, which 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 Services 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 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 Services. 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 Services by completing the Student Consultation Form.
2. The Director of Academic Support Services 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 Services 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 Services 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 Services 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 their 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.*

PAYING TUITION AND FEES, AND FINANCIAL AID POLICIES

Depending on the program of study, tuition may be charged on a block basis (for students in the rabbinical and cantorial programs), or on a per-credit basis, or per course 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 Student & Financial Services Assistant, in consultation with the Financial Aid Coordinator within three business days of the student registering.

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.)

For a student to have officially registered for a semester or classes, they must obtain financial clearance from the Office of Student Services. 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, a 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 to receive a diploma at graduation 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 prior to the start of each semester unless a student has enrolled in an approved alternative payment plan. In addition to federal loan programs, Hebrew College encourages students to explore payment plan options offered through the College.

Benefits of enrolling in a Hebrew College payment plan include:

- The ability to spread tuition payments over time rather than making a single lump-sum payment
- A simple and user-friendly registration process

- Multiple payment methods, including debit/credit cards and automatic bank withdrawals (e-check)
- Convenient access to review payment history through your CoreCampus student account
- Protection of personal and financial information through industry-leading security standards

To request a Hebrew College payment plan, please contact the Student & Financial Services Office at StudentServices@hebrewcollege.edu.

Please note: Students enrolled in Hebrew College's Adult programs are not eligible for payment plans administered by Hebrew College.

CREDIT CARD POLICY

Students may elect to use a credit card 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 instructions 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.

Fall and Spring Semesters: Refunds for withdrawals are offered up to and including the second week after the Add/Drop deadline. Students withdrawing from class after then are no longer eligible to receive a refund.

- 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.

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 wish to drop all of their classes and withdraw from their respective program of study must do so in writing by submitting the “Degree Withdrawal Form” to the College’s Registrar. Refunds will be forthcoming if the student’s notification occurs as stated above. Failure to withdraw in writing will result in the student’s continuing financial obligation to pay the school tuition for those classes even after the student has stopped attending class. Students who receive federal loans are subject to federally mandated repayment/refund regulations.

Student Financial Obligations

Should a student in any Hebrew College program fail to meet his or her financial obligations with respect to payment of all tuition, fees, charges or repayment of loans when due, or fail to make satisfactory payment arrangements with the Office of Student Services, the College may bar a student’s registration, refuse admittance to classrooms or online course sites, restrict library privileges or withhold certificates, diplomas and transcripts until such obligations are met.

Continued failure to meet student obligations may result in suspension of the student from the College. Students in default of tuition and fee payments will be asked to leave current classes and will not be allowed to register for any subsequent classes until their default 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 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 2026-2027

Graduate Degree Programs Tuition

PROGRAM COST PER CREDIT COST PER YEAR, Full-Time

- Rabbinic Program: \$35,140 block tuition
- Cantorial Teach-Out Program: \$35,140 block tuition
- Master of Arts in Jewish Studies: \$1,280 per-credit
- Master of Jewish Education \$713 per-credit (Two-credit modules cost \$1,426)

- Certificate of Jewish Education \$713 per-credit

Fees for 2026-2027 Academic Year

REGISTRATION FEES

Registration fees are non-refundable and required of all students each semester.

- For those taking only courses for credit \$130
- For those taking a combination of credit and noncredit courses \$130
- 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.

GRADUATION FEES

As of the 2025-26 school year, graduation fees are no longer being required from Hebrew College's graduating students.

REPLACEMENT DIPLOMA FEE

- Replacement Diploma \$50
- Replacement of both Diploma and Certificate \$75

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.

Cost of books/supplies:	\$2,970
Rent:	\$16,200
Food:	\$4,500
Miscellaneous (including entertainment & transportation):	\$14,400
Health insurance: *	+ \$540
Estimated living expenses:	\$38,610

** Students living in Massachusetts may be eligible to sign up for insurance coverage through "MassHealth," which may cost 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.

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. (International students are ineligible to complete a FAFSA.)

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 Financial Aid Office applies two different formulas to determine the student's need for aid:

1. a "federal methodology" to assess eligibility for federal programs, and
2. 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 their 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, such as, but not limited to:

- If the student's income changes
- If the family size changes
- If there is a change in the number of family members enrolled in degree programs

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 coordinator to confirm their eligibility for federal loans. Students enrolled in their final semester and taking less than six credits may still qualify for federal aid; please speak to the financial aid coordinator.

Ordination students will continue to pay full-time block tuition for the duration of their program, regardless of the number of credits being taken. Find details on the types of financial aid, grants, and scholarships available [here](#).

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 Student Aid Index (SAI). 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 Financial Aid Coordinator 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 Student Aid Index (SAI — 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

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.

NEED-BASED GRANTS

The Financial Aid Office 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 Student Aid Index or SAI).

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.

Need-based grants are determined by the Financial Aid Office 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 may not be automatically renewed for subsequent years.

Returning students are awarded need-based grants after they have completed all the 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.

Other Private Sources for Scholarships and Loans (outside scholarships and 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 Financial Aid Office.

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 FEDERAL DIRECT LOAN

Total federal direct loan amounts (also known as Stafford or direct student loans) may not exceed \$138,500 combined, including subsidized and unsubsidized loans. This limit includes all undergraduate and graduate loans taken by the student.

DIRECT PLUS LOAN

The Direct PLUS 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 Direct PLUS 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 Grad PLUS 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' SAI, 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 are ineligible to complete the FAFSA. The FAFSA may be completed online at the FAFSA website, studentaid.gov/h/apply-for-aid/fafsa.

Awards are based on your federal tax returns. Applications for the 2025-26 academic year are based on your 2023 federal returns (those due in April 2024). 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 March 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 1. 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 credited to your student account 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, studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized. This website includes information on the terms, limits and eligibility requirements for direct unsubsidized and for direct PLUS 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 their 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 & Financial Services Assistant.

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

FINANCIAL AID CODE OF CONDUCT

The Financial Aid Office 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:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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 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 Financial Aid Office. 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 the 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 a previous year. 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.

Hebrew College welcome the opportunity to discuss a substantial change in you or your family's financial situation. 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) and would like to be considered for additional aid during the upcoming school year, you should submit your written request to the Financial Aid Office by April 1st. Hebrew College anticipates responding to these requests by June 15th, at the latest.

Your request for additional aid should describe the changed circumstances you or your family have experienced and be accompanied by any pertinent documentation. The Financial Aid Office will review the submitted documentation, confer with the Dean or Director of your academic program, and determine if additional aid is available to be awarded for the upcoming year. Hebrew College cannot guarantee that the departmental budget for the upcoming year will allow for additional aid to be available for returning students.

Note that students who request additional aid will be expected to request a maximum Direct Student Loan (\$20,500) from the federal government during the upcoming year.

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 Financial Aid Office 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 | 3. Grad PLUS Loan |
| 2. Subsidized Direct Loan | 4. Other sources of federal aid |

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 nondegree 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 CoreCampus 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
- 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 listservs, 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. You have the right to ask which documents are on file, but you cannot inspect them. (We encourage you to save a copy before sending records to the College.) These include:

- Medical records
- Law enforcement records
- Employment-related records
- Records containing information about the individual after they are 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. A form to authorize release of information can be found online at the Registrar page under "Forms."

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.

- 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 designed the person(s) eligible to request and/or receive educational records. Authorized person must submit a signed request for records which can be mailed, faxed, or hand-delivered to the Registrar's Office.
- The student has officially designated the person(s) as an emergency contact. Authorized person must submit a signed request for records which can be mailed, faxed, or hand-delivered to the Registrar's Office.
- The person(s) is the Executor/Executrix of the student's estate
- In response to a legal subpoena: The College will respond to requests for records in a timely manner, but records, with the exception of an unofficial transcript, will not be produced the same day. Requested documents will be mailed to the requestor.

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

INSTITUTIONAL POLICIES

Drug-Free Schools and Communities Act of 1989

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

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

While on Hebrew College premises or while conducting College-related activities off Hebrew College premises, you may not use, possess, distribute or sell alcohol or drugs, or be under the influence of alcohol or illegal drugs. The College permits the legal use of prescribed drugs only if they do not impair your ability to perform effectively and safely without endangering others. 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 beverages to people 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 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 has already enrolled. Additional punishment in the form of fines or imprisonment may also be brought against the student as defined by Massachusetts law.

Title IX and Unlawful Sexual Harassment

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.

When any member of our community (student, faculty, staff, trustee, friend, vendor, or visitor) engages in sexual misconduct, that person exhibits a fundamental failure to act with integrity and to recognize and respect the intrinsic worth of another. Acts of sexual misconduct are contrary to the College's educational mission and values and will not be tolerated.

It is against the policies of the College for any member of the student body, administration, faculty or staff to harass sexually, or in other forms, another person at the College. The College's complete Title IX Sexual Harassment Policy, including the process for reporting and resolving complaints of sex or gender based harassment, may be found online at the following link: <https://hebrewcollege.edu/wp-content/uploads/2023/03/HC-Title-IX-Policy-Spring-20234.pdf>.

Complaints, questions, or concerns relating to the Title IX Sexual Harassment Policy should be directed to one of the College's Title IX Coordinators. The Title IX investigations team 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 TitleIX@hebrewcollege.edu.** You can also directly contact one of the Title IX Coordinators listed below.

Title IX Coordinator: Dr. Susie Tanchel, Vice President of Hebrew College, stanchel@hebrewcollege.edu

Deputy Title IX Coordinators:

- Rabbi Daniel Klein, Dean of Students, 8637, dklein@hebrewcollege.edu
- Rabbi Rachel Tali Kaplan, Director of Student Life, 8631, rkaplan@hebrewcollege.edu
- Steffi Bobbin, Director of Human Resources, 8640, sbobbin@hebrewcollege.edu
- Bob Gielow, Registrar and Senior Director, Office of Student Services, 8847, bgielow@hebrewcollege.edu

Hebrew College employees are mandated to work in concert with the Title IX Coordinators to ensure a safe and healthy educational environment. **All College employees, with the exception of Confidential Employees, must promptly report if they observe, witness, or otherwise learn about any member of the College community who engaged in or was impacted by Sexual Harassment to a Title IX Coordinator.**

Students can speak confidentially with the following individuals:

- Rabbi Dan Judson, PhD, Provost, 8638, djudson@hebrewcollege.edu
- Dr. Susan Morrel, Senior Advisor in Jewish Education, 8657, smorrel@hebrewcollege.edu

Copyright Infringement Policy

All graphics, photographs, and text appearing on the Hebrew College website are protected by copyright. Redistribution or commercial use is prohibited without express written permission. Use of the name, logos, and other marks of Hebrew College is subject to the written consent of the College. The downloading and/or sharing of copyrighted materials such as movies, music, software, or books and articles without the express permission of the copyright holder or their agent is illegal and will not be tolerated.

Community members—students, faculty and/or staff—who chose to violate Federal Copyright Law, whether through unauthorized usage, copying or distribution of written material, or the uploading, downloading, or filesharing of copyrighted electronic or digital materials, including music, videos, software, photographs, or other copyrighted materials, do so at their own direct personal risk. Each individual will be held solely responsible for any and all consequences of these actions. Any

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

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, hebrewcollege.edu/resources/policies-accreditation.

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 hebrewcollege.edu/resources/register-for-courses.

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 as the Learning Management System for our online courses. The majority of our on-campus courses also use Schoology to provide reading 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. Students with extenuating financial circumstances may contact the Financial Aid Coordinator for further information: 617.559.8726 or mtavan@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). We will hone our text reading skills in Biblical Hebrew as well as medieval commentary. Students will be introduced to rabbinic exegesis (Parashanut), with a special focus on Rashi and his midrashic sources.

CORE TEXT - TORAH 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.

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

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.

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."

NEVI'IM

BIB716

2 graduate credits

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.

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.

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).

INTRODUCTION TO HAFTARAH TROPE

Louise Treitman

CAN537

1 Credit

Appropriate for students with strong Biblical Hebrew and for those who have taken Basic Cantillation (Torah trope).

This course covers a traditional Ashkenazi chant for the ta'amei hamikra (trope signs) of the Haftarah, along with the underlying syntactical structure of the cantillation system and the history, performance practice, and texts of the Haftarot. As a final assignment, each student will prepare and chant one

Haftarah reading with an accompanying introduction to their selected text. Emphasis will be placed on fluent cantillation, accurate pronunciation, and demonstrated textual understanding.

THE KEDUSHA: FUMBLING TOWARDS HOLINESS

CTL608

1 graduate credit

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.

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. 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.

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 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.

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 shoresh (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.

PROFESSIONAL LEARNING

EDU530

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.

ORGANIZATIONAL LEADERSHIP

EDU531

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.

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 wellbeing 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.

SUPERVISED FIELD EXPERIENCE

EDU750

3 graduate credits

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 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.

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. 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.

INTERMEDIATE HEBREW

HBW518

4 graduate credits

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

INSTRUCTIONAL BEIT MIDRASH FOR SHANNAH BET

HBW536

2 graduate credits

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.

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 nonstudents 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

INT533

1 graduate credit

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.

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 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 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

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 and THOUGHT

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.

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.

EXPERIENTIAL THEOLOGY OF PRAYER: EMBODIMENT, RELATIONSHIP, PRESENCE

Nehemia Polen

JTH536

1 Credit

This is a course in transformative prayer leadership, aiming to encounter divinity and our innermost selves. We will survey biblical, rabbinic, kabbalistic-mystical, and Hasidic modes of *tefillah*, emphasizing transformative experience and full-being engagement. Among the topics: Spirituality of the physical; intercessory prayer; saying *You* to God; blessing God; quieting the mind and opening the heart; *niggun* and sonic theology; the power of silence; the unfolding stages of Shabbat—creating sacred space and entering sacred time; *tasting* and *feeling* the palette of spiritual bounty in community. Our work will be grounded in textual study, personal experience, and collective sharing. This course will ask participants to be open to the power of the spirit and to listen respectfully to the whisperings of the heart—one's own and each other's.

MYSTICAL PRAYER IN JUDAISM

JTH580

2 graduate credits

Readings for advanced Hebrew students in R. Meir Ibn Gabbai's Tola'at Ya'akov, a 16th 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.

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.

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 discussions 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 Shelemah (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 BERDITCHEV 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 Yitsḥak. 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 THOUGHT IN HISTORICAL CONTEXT

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

SIDDUR

LGY591

2 graduate credits

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.

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.

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.

MASTER CLASS IN TEFILLAH LEADERSHIP: ADVANCED PRACTICE

Jessica Meyer

PRC637

1 Credit

Designed for students enrolled in Certificate in Tefillah Leadership: Advanced Practice.

Students will workshop Shabbat services in a supportive atmosphere with the opportunity to reflect on their own practice and to receive constructive feedback from the instructor and fellow practitioners.

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

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 topics that face rabbis in their practice. The course will also include an exploration of rabbinic power and appropriate boundaries.

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

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*.

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 sugya? 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.

HILKHOT 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.

HILKHOT POALIM

RAB620

2 graduate credits

Requires Hebrew 7 or above

Utilizing the Shulchan 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. 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 (Hebrew 8 is recommended) and Aramaic sources

HILKHOT MELAMDIM

RAB625

2 graduate credits

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.

HILKHOT 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 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

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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 מצוה הבאה בעבירה, עבירה עוברי ידי מסייע, בעבירה הגלב עם חולק, 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.

The Rae and Joseph Gann Library at Hebrew College

The Gann Library houses some 13,000 volumes of Jewish studies and Judaica, primarily in Hebrew and English. In addition, there are about 1,630 volumes available for use in the Mascott Rabbinical School Beit Midrash. The library subscribes to several journal databases, eBook collections and reference tools. These are accessible through the [library website](#).

Library Contacts and Hours

- For instructions on using library resources, or reference assistance: Harvey Sukenic, Library Director, 617-559-8757, hsukenic@hebrewcollege.edu
- The current library hours are listed on the [library catalog webpage](#)

Off-Campus Access to Online Materials

When logging into an online library resource through the library website for the first time each session you will need to login in with Gann as the login and Hebrew as the password.

Finding Books

- The online catalog (OPALS) can be accessed and searched in English and Hebrew through the [library's website](#), or [directly](#).
- [Library online subscription database portal](#)

Circulation Policies

- Most books circulate for one month.
- Journals do not circulate.
- Books in the reference area and the Rabbinical School Beit Midrash do not circulate.
- You may renew most materials by contacting the library by phone, email, or in person.
- Overdue fines will be charged and collected for late material.
- We can mail books from the library to online students in the U.S. if they are from the general circulation collection. You will have to reimburse the cost of postage.
- **We are not able to send Hebrew College library books to overseas students.**

Course Reserves

Faculty members often select books to be reserved for courses. All books on reserve are listed as being on reserve in the online catalog and are shelved together near the library reference collection. Some

reserve books are for library use only. Others circulate at the period specified by the instructor—some for overnight use, and some for longer circulation.

Photocopying

Photocopies cost 10 cents per page. You must pay for all photocopies and printouts from computers, which include photocopies made for class assignment or class use. Please contact Harvey to arrange payment.

Scanning

The library has a book scanner. You can scan pages or chapters of books and articles and email a PDF of the scan. On request we can scan non-circulating articles, as well as short selections from books, and send them by email as PDFs.

Borrowing Books from Boston Theological Interreligious Consortium (BTI) Libraries

Hebrew College students may also borrow materials from the libraries of the BTI according to the policies of each library. Students who have a BTI Portal Account simply need to opt-in via the BTI Portal. Students **without** a BTI Portal Account need to fill out the New Student Registration Form on the BTI website.

Interlibrary Loan Service

Our Interlibrary Loan service supplements our resources by providing books and journal articles not located on campus for patrons' research needs. To order material, you may submit a request by emailing the library at library@hebrewcollege.edu. Provide full citations of the book author, title, publisher, and date if available.

For journal articles, provide the periodical's name, volume and issue number, author, article title, date, and page numbers. It may take up to a week or longer to get interlibrary loan books and articles. Interlibrary loan books that are overdue can accrue overdue fees. You are responsible for any fees or for the replacement cost of a lost book.

We cannot mail interlibrary loan books to students who are not local. Check with your local library to see if they can obtain books through interlibrary loan.

To Search for Articles by Subject

Search first by subject in an online index to periodical literature such as the databases [RAMBI](#) —The Index of Articles on Jewish Studies; the [Index to Jewish Periodicals](#); or [ERIC](#) (Education Resources Information Center). The library does not subscribe to all the journals indexed in these databases.

How to Find Out If the Library Subscribes to a Particular Journal

The Hebrew College Library provides access to thousands of journals electronically. Search for a journal title in [Ebsco's Full Text Finder](#) or search the full text of journals and e-books in the [EbscoHost database portal](#).

- Search for a journal title in [Ebsco's Full Text Finder](#) to learn whether the College has electronic access to a journal, and where to find the article in full text, if available. Many titles will link directly to the journal's home page, where you can then search by title, author, subject, or issue to find full-text articles. Please note that not all issues of a journal may be online, and some may not be in full text.
- If the article you want is not available, please request it through [interlibrary loan](#). Full text access to online journal articles and Ebsco e-books is available through the [EbscoHost database portal](#).

The Boston Public Library provides additional [online resources for residents of Massachusetts](#), with access by a [BPL e-card](#).

Subscription E-Book Collection

The library subscribes to the [Ebsco's eBook Academic Collection](#), which includes more than 200,000 e-book titles in a broad range of subject matter from leading university presses and academic publishers. The catalog records for the books are loaded in the library catalog with a clickable link, or you can access them through the library database links.

Useful databases available by subscription through the library website include:

- [Encyclopædia Judaica](#) is the [completely updated online version of the classic, authoritative Encyclopædia Judaica](#) and contains more than 21,000 articles as well as maps, tables, photos, and over 30,000 new bibliographical listings. (Also available through the library catalog.)
- [Index to Jewish Periodicals](#) is a comprehensive guide to English-language articles, book reviews and feature stories in more than 160 journals devoted to Jewish affairs. Some journals are indexed as far back as 1988. The Index to Jewish Periodicals will link directly to the full-text journal when available. Choose the EBSCOhost Web link.
- [Ebsco Jewish Studies Source](#) database contains over 400 full-text titles, including 123 full-text journals and magazines.

- [JSTOR](#) has over 18 collections. Since July 2023, Hebrew College has enjoyed access to the entire JSTOR collection of journals. The JSTOR Judaic Studies Collection includes some Hebrew journals.
- [Rav-Milim Dictionary](#) is a comprehensive Hebrew-English Dictionary.
- [RESPONSA PROJECT \(BAR ILAN UNIVERSITY\)](#) includes the Bible and its principal commentaries, the Talmud Bavli and Talmud Yerushalmi with commentaries, Midrash, Zohar, Halachic Law (Rambam, Shulchan Aruch with commentaries), a large Responsa collection of questions and answers ('Shut' in Hebrew), the Talmudic Encyclopedia, etc. The overall volume of the online project, which is frequently updated, is now reaching 200 million words. The 'Shut' includes 100,000 Halachic laws over a period of thousands of years, from all over the world. Extensive biographical data on the authors of Responsa texts have been added as well. (Our subscription allows for 3 simultaneous users. If you log in and cannot connect, try again later. Please log off when you are done.)
- [OTZAR HAHOCHMA](#) contains more than 156,000 Hebrew Judaic books, scanned in their original format. (Our subscription allows for one simultaneous user. If you log in and cannot connect, try again later. Please log off when you are done with your session.)

Judaica Sources Available for Free on the Internet

At the bottom of the [library website](#) and on the library catalog there is a link to a list of open-source Judaica texts and databases available to the public.

- [Research tools available for free on the web](#)

Questions about the Academic Catalog & Student Handbook

If you have questions or concerns regarding the enclosed information and policies, please contact:

- Director of Student Life: Rabbi Rachel Tali Kaplan, rkaplan@hebrewcollege.edu, or 617.559. 8631
- Director of Admissions: Rabbi Gita Karasov, gkarasov@hebrewcollege.edu, or 617.559.8630
- Registrar: Bob Gielow, registrar@hebrewcollege.edu, or 617.559.8642

Hebrew College is reimagining Jewish learning and leadership for an interconnected world, making our lives more meaningful, our communities more vibrant, and our world more whole.

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