



## **Hebrew Union College-Jewish Institute of Religion**

### **2023-2024 Academic Catalog**

(June 1, 2023 - May 31, 2024)

Published on January 16, 2024

#### **Cincinnati**

**3101 Clifton Avenue  
Cincinnati, OH 45220  
513-221-1875**

#### **Jerusalem**

**13 King David Street  
Jerusalem, Israel 94101-25  
02-620-3333**

#### **Los Angeles**

**3077 University Avenue  
Los Angeles, CA 90007  
213-749-3424**

#### **New York**

**One West Fourth Street  
New York, NY 10012-1186  
212-674-5300**

*Prospective students are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which will be provided to you prior to signing an enrollment agreement. All content in the catalog is subject to change. Please visit our [website](#) for updated information.*

# Table of Contents

<b>Mission .....</b>	<b>4</b>
<b>History of HUC-JIR .....</b>	<b>5</b>
History of the Cincinnati Campus .....	6
The Jacob Rader Marcus Center of the American Jewish Archives .....	6
The Skirball Museum .....	7
History of the Los Angeles Campus .....	7
Instructional Facilities .....	7
Tartak Learning Center .....	7
Kalsman Institute on Judaism and Health .....	8
Institute for Judaism, Sexual Orientation, and Gender Identity .....	8
History of the New York Campus .....	8
Dr. Bernard Heller Museum .....	9
Blaustein Center for Pastoral Counseling .....	9
HUC-JIR Library System .....	10
The Klau Library .....	10
The Frances-Henry Library of HUC-JIR .....	10
Housing .....	11
<b>Accreditation and Approval .....</b>	<b>12</b>
State Authorization Reciprocity Agreement (SARA) .....	12
<b>Academic Programs Offered.....</b>	<b>14</b>
<b>Family Educational Rights and Privacy Act (FERPA) .....</b>	<b>15</b>
<b>Academic Policies.....</b>	<b>18</b>
<b>Billing and Financial Aid Policies.....</b>	<b>32</b>
Tuition and Fees 2023-2024 .....	32
California Student Tuition Recovery Fund (STRF) .....	33
Tuition and Fees Policy, 2023-2024 .....	34
Annual Full-Time Tuition Defined .....	36
Financial Aid Policies .....	36
Satisfactory Academic Progress for Federal Aid .....	40
Refunds and Repayment .....	42
Financial Aid File Maintenance .....	42
Documents Required in Each Financial Aid File: .....	42
Consortium Agreements .....	43
<b>Debbie Friedman School of Sacred Music .....</b>	<b>44</b>
Master of Sacred Music Degrees (MSM) .....	44
Admission Requirements for the Debbie Friedman School of Sacred Music .....	44
<b>Interfaith Doctor of Ministry Program .....</b>	<b>54</b>
Admission Requirements for the Doctor of Ministry .....	54
<b>Pines School of Graduate Studies .....</b>	<b>61</b>
Admission Requirements for the Doctor of Hebrew Letters Program .....	61
<b>Rabbinical School .....</b>	<b>64</b>
Admission Requirements for the Rabbinical School .....	64
<b>School of Education .....</b>	<b>74</b>
School of Education Mission .....	74

<b>Master of Educational Leadership (MEdL) and Master of Arts in Jewish Learning (MAJL).....</b>	<b>74</b>
<b>Executive Master in Jewish Education .....</b>	<b>80</b>
<b>Zelikow School of Jewish Nonprofit Management .....</b>	<b>82</b>
Admission Requirements for the Zelikow School of Jewish Nonprofit Management.....	83
Master of Arts in Jewish Nonprofit Management .....	87
USC Dual Degree Program.....	87
Master of Science in Organizational Leadership and Innovation.....	88
HUC-JIR Concurrent Degree Program with Master of Arts in Jewish Nonprofit Management .....	89
Certificate in Jewish Organizational Leadership .....	89
<b>College-Institute Academic Calendar 2023-2024 .....</b>	<b>93</b>
<b>Course Descriptions .....</b>	<b>97</b>
<b>Year In Israel Course Descriptions .....</b>	<b>134</b>

# Mission

Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is North America's premier institution of Jewish higher education and the center for professional leadership development of Reform Judaism. A multi-campus academic and spiritual learning community, HUC-JIR builds vibrant progressive Judaism in North America, Israel and around the globe by:

- Studying the great issues of Jewish life, history and thought with an open, egalitarian, inclusive and pluralistic spirit.
- Educating innovative, visionary clergy and professionals who embody the sustaining values, responsibilities, practices, and texts of Jewish tradition to inspire future generations; and
- Advancing the critical study of Judaism and Jewish culture in accordance with the highest standards of modern academic scholarship.

# History of HUC-JIR

Founded in 1875, Hebrew Union College-Jewish Institute of Religion is North America's leading institution of higher Jewish education and the academic, spiritual, and professional leadership development center of Reform Judaism.

HUC-JIR educates people for service to American and World Jewry as rabbis, cantors, leaders in Jewish education, and Jewish nonprofit management professionals, and offers graduate degree programs to scholars and clergy of all faiths. With centers of learning in Cincinnati, Jerusalem, Los Angeles, and New York, HUC-JIR's scholarly resources comprise renowned library, archive, and museum collections, biblical archaeology excavations, and academic publications. HUC-JIR invites the community to an array of cultural and educational programs that illuminate Jewish identity, history, and contemporary creativity, and foster interfaith and multiethnic understanding.

When Rabbi Isaac Mayer Wise, the founder of the institutions of American Reform Judaism, came to America in 1846, he encountered a frontier Jewry of 40,000 people. There was but one ordained officiating rabbi in all of America; most Jewish clergy were German "free-lancers," officiating in the German language and lacking any real understanding of American life.

Wise understood the urgent need for rabbinical training and standards for those who would provide progressive, enlightened, and modern spiritual leadership for the American pulpit. At a time when Christian denominational colleges were springing up by the score, Wise was certain that an institution of higher Jewish learning would guarantee Jewish survival in America.

And so, in 1873, with an American Jewish population exceeding 150,000, Wise was the catalyst for the creation of the Union of American Hebrew Congregations (now the Union for Reform Judaism), with its twenty-eight congregational founding members, in order to support the establishment of a "Hebrew Theological Institute." In 1875, the Hebrew Union College was launched in Cincinnati as the first permanent Jewish institution of higher learning in the western hemisphere.

The liberal and pluralistic ethos of Wise's seminary was amplified through its merger in 1950 with the Jewish Institute of Religion. Founded in 1922 in New York by Rabbi Stephen S. Wise, the renowned advocate of social justice and human rights, the Jewish Institute of Religion was conceived as an institution serving all streams of Judaism.

A third center was opened in Los Angeles in 1954 to serve the growing Jewish community on the West Coast. A fourth branch was established in Jerusalem in 1963 to serve as a post-doctoral school of archaeological and biblical studies. Since 1970, it has grown to serve as the center for the College-Institute's Year-in-Israel Program, Israel Rabbinical Program, and as the academic center and headquarters for the Progressive Movement in Israel.

As a path-breaking institution, HUC-JIR has led the way in Jewish higher education, advancing gender equality and LGBTQ+ rights in Jewish leadership:

- 1875: established the first permanent rabbinical seminary in North America.
- 1947: inaugurated the first interfaith school of graduate studies located in a Jewish seminary.
- 1948: founded the first cantorial school in North America.
- 1963: created a campus in Jerusalem, in recognition of the importance of Israel for the training of Jewish leaders.
- 1969: launched the graduate program in Jewish communal service (now Jewish nonprofit management)
- 1970: started requiring rabbinical students (and later education and cantorial students) to study in Israel as part of their academic journey.
- 1972: ordained the first woman rabbi in America, Rabbi Sally F. Priesand
- 1975: ordained the first woman cantor in America, Cantor Barbara J. Ostfeld
- 1990: established the first Clinical Pastoral Education Program in a Jewish seminary
- 1992: ordained the first woman rabbi in the State of Israel, Rabbi Naamah Kelman
- 2006: ordained the first transgender rabbi.
- 2009: ordained the first African American rabbi
- 2017: ordained the 100th Israeli Reform rabbi

Today, Hebrew Union College-Jewish Institute of Religion is an international seminary and university of graduate studies offering a wide variety of academic and professional programs. In addition to its Rabbinical School, the College-Institute includes the Debbie Friedman School of Sacred Music, Pines School of Graduate Studies, School of Education, Zelikow School of Jewish Nonprofit Management, Nelson Glueck School of Biblical Archaeology and Jerome H. Louchheim School for Judaic Studies.

## History of the Cincinnati Campus

As the historic birthplace of HUC-JIR, the Cincinnati campus is a vital center for higher Jewish learning, scholarly research, and community engagement. Students from around the world pursue their studies in the Rabbinical School and Pines School of Graduate Studies and have access to the internationally renowned resources of the Klau Library, Jacob Rader Marcus Center of the American Jewish Archives, and the Skirball Museum.

Located close to I-75, the campus includes Mayerson Hall Auditorium with seating capacity of 200 persons, medium sized technology enhanced classrooms with seating capacity of 12-25 persons and lounges and meeting spaces for students and advisors.

## The Jacob Rader Marcus Center of the American Jewish Archives

The American Jewish Archives' (AJA) educational mission is to give access and expose learners to primary source documents relating to the entirety of the American Jewish experience from its earliest manifestations to the present day. Primarily, these include records of enduring value created by organizations and individuals consisting of correspondence, photographs, memoirs, minutes and reports, genealogical records and audio-visual materials.

We aspire to assist educators by encouraging and providing access, understanding and interpretation of source materials relating to American Jewish history, and by the creation of educational resources, including but not limited to, lesson plans, curricula, and exhibits.

We aspire to affect students in three ways:

- By promoting awareness that documentary source materials are a reflection of the author's interpretation of past events;
- By understanding that through study of the past, students gain a personal connection with individual and group histories that can affect understanding of their own lives, challenges, and choices; and
- By helping students develop interpretative and analytical skills by working with primary source materials that cross disciplinary boundaries.

The AJA exists to seek out and preserve any and all records of the American Jewish experience for future generations and to increase the study of American Jewish history specifically in the context of American history writ large.

### Collections Overview

Below are broad descriptions of the types of material you will find at the American Jewish Archives. Researchers who need to conduct extensive research at the AJA may be interested in the AJA's [Fellowship Program](#). Those who are new to archival research may be interested in Research by Laura Schmidt and the Society of American Archivists.

### Manuscripts

The archival and manuscript holdings of the American Jewish Archives include over 800 major manuscript collections and over 16,000 smaller collections. All major manuscript collections ([findingaids](#)) and the small collections are cataloged in the [AJA Online Catalog](#).

### Photographs

The AJA Photograph Collection consists of over 25,000 images. It is heavily used by scholars, filmmakers and videographers, among others, to illustrate books, articles, films, and television programs. The complete photograph collection is cataloged in the [AJA Online Catalog](#).

### Microfilm

The AJA's microfilm collection consists of over 4,000 reels, including copies of the papers of Rabbi Stephen S. Wise, Supreme Court Justice Louis D. Brandeis, Zionist leader Chaim Weizmann, and the records of the Socialist Labor Party of America. A portion of the microfilm collection is cataloged in the [AJA Online](#).

### **Media**

The AJA holds nearly 10,000 audio and video recordings consisting of oral histories, lectures, religious services, and music. A portion of this collection is cataloged in the [AJA Online Catalog](#).

### **Nearprint**

The archival-manuscript holdings of the American Jewish Archives are complemented by a large collection of ephemeral materials: newspaper and magazine clippings, leaflets, brochures, pamphlets, and organizational news releases. These materials are brought together in the "Nearprint" collection, which is divided into three categories:

- Biography, Special Topics, Institutions, Geography,
- The Nearprint collections reflect the day-to-day development of Jewish life in mid- and late twentieth-century America. Scholars invariably find in this collection data that does not appear in manuscript or non-ephemeral published sources. The Nearprint collection is cataloged in the AJA Online Catalog.

## **The Skirball Museum**

The Skirball Museum in Cincinnati has a long history as one of the oldest repositories of Jewish cultural artifacts in America. The first stage in the museum's development lasted for nearly a century, beginning in 1875 and over time began accepting donations of Judaic objects and books. In 1913, the HUC-JIR's Union Museum was founded with the assistance of the National Federation of Temple Sisterhoods, becoming the first formally established Jewish museum in the United States. In the 1920s, the collections rapidly expanded with the purchase of several significant private collections of Judaica, including those of Salli Kirchstein, Joseph Hamburger, and Louis Grossman.

In 1990, The Skirball Museum Cincinnati opened in the newly renovated Mayerson Hall, presenting its core exhibit *An Eternal People: The Jewish Experience*, comprised of seven thematic galleries that portray the cultural, historical, and religious heritage of the Jewish people.

## **History of the Los Angeles Campus**

Established in 1954 to serve the growing Jewish population on the West Coast and situated adjacent to the University of Southern California since 1971, the Jack H. Skirball Campus in Los Angeles is a vital center for higher Jewish learning, scholarly research, and community engagement. Students from around the world pursue their studies in the Rabbinical School, School of Education, and Zelikow School of Jewish Nonprofit Management, and have access to the resources of the Frances-Henry Library, the Tartak Learning Center, the Kalsman Institute on Judaism and Health, the Institute for Judaism, Sexual Orientation, and Gender Identity; and enrichment offered by exhibitions. The Jerome H. Louchheim School for Judaic Studies provides Jewish studies courses for undergraduate students at the University of Southern California. The campus engages with the community through a broad range of public programs and community leadership initiatives.

### **Instructional Facilities**

The 52,256 square-foot building composed of three floors of classrooms, offices, library, synagogue, electronically equipped study center (Beit Midrash), multipurpose rooms and adjacent 170-space parking lot, is located north of the campus of USC. Students may use many of the facilities of USC including USC Libraries, USC Student Health Center, Counseling and Mental Health Services, the Kortschak Center for Learning and Creativity, Lyon Fitness Center, and the USC Credit Union and can obtain medical and dental insurance through USC Student Services.

### **Tartak Learning Center**

The Tartak Learning Center is an educational resource center designed to support the Jewish educator. We offer lesson-planning ideas and curricular materials to HUC-JIR students, alumni, and Jewish professionals. Located in the *Mercaz* on the ground floor of the Los Angeles campus, the Center is a major repository of print and electronic educational resources, with over 5,000 items, including books, curricula (published and student-written,) videos, music, and games, to aid students and alumni of HUC-JIR, principals and teachers in religious schools and day schools, adult educators, camp directors and counselors, communal service professionals, rabbis, and cantors.

In addition to materials from the major Jewish educational publishers, the collection includes over 230 Curriculum and Curriculum Guides prepared by students of the RHSEO since 1982. These unpublished materials are not available anywhere else but are freely available as PDFs upon request. An annotated list of these projects and instructions for requesting copies can be found at the Tartak Learning Center website.

Efforts are also made to make students aware of the vast array of educational resources beyond the books in the collection. Holiday resource fairs are conducted for the campus community several times during the year, enabling students and visitors to collect printed materials and links to online content. The newsletter, *M'korot Mit'chadshim*, is distributed quarterly, in print or via email.

The Tartak Learning Center was opened by the School of Education in 1979 after the receipt of a generous gift from Shirley Tartak and the estate of her husband Paul. It initially served as a resource center where HUC-JIR students compiled lesson plans and materials for religious schools and informal education settings (e.g., camps and youth groups.) Shirley Tartak's ongoing generosity sustained the Tartak Learning Center from its inception until her death in 2013, most recently by providing funding for its directorship.

## **Kalsman Institute on Judaism and Health**

In the connections between Judaism and health, the Kalsman Institute is a catalyst for interaction, discussions and partnerships among spiritual leaders, healthcare providers, and Jewish community professionals and members. Kalsman provides pastoral education to future Reform leaders on the Los Angeles campus. Conferences and workshops convened and co-sponsored by Kalsman generate ideas and projects on Jewish spirituality and healing, bioethics, illness and wellness, and the health of the healthcare system. Through an international network of nearly 2000 Kalsman Partners, the Institute makes positive contributions to Jewish thought and practice through training, collaboration, and dialogue.

## **Institute for Judaism, Sexual Orientation, and Gender Identity**

The Institute for Judaism, Sexual Orientation and Gender Identity is the first and only institute of its kind in the Jewish world. The Institute was founded in 2000 to educate HUC-JIR students on lesbian, gay, bisexual and transgender issues to help them challenge and eliminate homophobia and heterosexism; and to learn tools to be able to transform the communities they encounter into ones that are inclusive and welcoming of LGBTQ+ Jews.

Over time, this mission of education and the creation of welcoming spaces has expanded to the larger community outside the walls of our four campuses in Los Angeles, Cincinnati, New York and Jerusalem. The Institute offers consultation to individual professionals, synagogues, and organizations as well as seminars and workshops at HUC-JIR and at local, national, and international conferences.

## **History of the New York Campus**

Established in 1922 as the Jewish Institute of Religion, an institution of pluralistic higher Jewish learning, by Rabbi Stephen S. Wise, social activist, Zionist leader, and advocate of the "free pulpit," the New York campus is a vital leadership development center for the Reform Movement, the Jewish people, and the larger world. Students from around the world pursue their studies in our campus' academic programs:

- Rabbinical School
- Debbie Friedman School of Sacred Music
- School of Education
- Graduate Studies Programs through the Pines School of Graduate Studies
- Interfaith Doctor of Ministry Program

Students have access to a wide variety of resources, including the:

- Klau Library
- Dr. Bernard Heller Museum
- Blaustein Center for Pastoral Counseling

Students can participate in meaningful projects and initiatives, including the:

- Soup Kitchen



- Spirituality Initiative
- *Be Wise* Fellowship in Jewish Entrepreneurship

## **Dr. Bernard Heller Museum**

The Dr. Bernard Heller Museum in New York is the visual extension of the spiritual, cultural, and educational life of the College-Institute, which provides graduate and professional programs for students of all faiths. It presents exhibitions, educational programs, and publications illuminating Jewish history, culture, and contemporary creativity and offers traveling exhibitions to venues throughout North America and around the world.

## **Blaustein Center for Pastoral Counseling**

Since 2000, the Blaustein Center for Pastoral Counseling in New York has been on the cutting edge of Jewish seminary-based pastoral education. We have pioneered a curriculum that integrates classwork, [fieldwork, supervision and mentoring programs](#), Jewish text study, and community programming on pastoral and professional development. Today, the Blaustein Center has [collaborative relationships](#) with diverse institutions and organizations in the US and abroad. We are dedicated to training each new generation of Reform rabbis and cantors, along with many of our alumni, to have the knowledge, experience, and reflective skills to meet new challenges. Our activities are varied and ever- expanding, poised in the vanguard of Jewish pastoral care and counseling and Jewish seminary education. As we become stronger so do our future clergy and all those we serve! We are very proud of the fact that since its inception, the Blaustein Center has provided stipends for more than 200 HUC-JIR, NY students as they received formal supervised pastoral training.

## **HUC-JIR Library System**

The mission of the library system of Hebrew Union College-Jewish Institute of Religion is to collect, preserve and provide access to the record of Jewish thought and experience throughout the ages and to related fields and disciplines. The library system has a responsibility to support the teaching and research functions of the College-Institute and a special goal to document Reform (Progressive/Liberal) Judaism. Operating through the four campus libraries, the aim is to optimize total resources with a minimum of unnecessary duplication.

### **Access to HUC-JIR Library Resources**

HUC-JIR students, faculty, and staff may use the Single Sign On portal below to access individual library accounts and various academic databases. Visit the Jewish Studies Portal for additional primary source databases. HUC credentials are necessary to access both portals.

<http://huc.edu/libraries>

## **The Klau Library**

The Klau Library in Cincinnati, in quantity and quality of holdings, stands at or near the top of all American collections of Hebraica and among the strongest in the world. The collection includes: 530,000 printed books, 1,200 current periodical subscriptions, 2,500 manuscript codices and many thousands of manuscript pages, 19,000 microfiche & 19,000 reels of microfilm, 100,000 digital images from manuscripts and early printed books, 3,300 sound recordings, 14,000 books in the Rare Book Room, and numerous non-book collections: maps, slides, filmstrips, bookplates, stamps, computer programs, games, and kits.

Particular strengths of the collection include Ancient Near East Studies, Archives (non-American), Bible, Cabala, Calendars, Early Christianity, History, Jewish Americana, Maimonides, Philosophy, Rabbinic, Responsa, Spinozana, Wit and Humor, and Yiddish.

The library is available to any resident of the Greater Cincinnati area, and also lends thousands of items yearly via interlibrary loan. Hundreds of reference questions are answered by the library staff each year. Rare and important manuscripts, books, and special collections are lent by the library to other institutions around the world in support of their exhibits and scholarly research. Treasures from the Rare Book Collection, as well as topical exhibits, are displayed in the Rabbi David Ellenson Rare Book Room and in the first-floor exhibit case.

## **The Frances-Henry Library of HUC-JIR**

### **Mission**

The Frances-Henry Library in Los Angeles collects, preserves, and makes available a carefully selected variety of library materials in support of all the educational, professional, and vocational programs of the school. The library also supports the academic partnership with the University of Southern California and its constituencies.

As a major Jewish informational resource, it serves the reference and research needs of the Greater Los Angeles community and other parts of the continental West Coast and Hawaii.

The library staff are happy to step away from our desks to warmly welcome our diverse patrons and assist them with their library needs. Our beautiful library space has both areas for quiet study and for chavruta or group study and offers plenty of natural light and a magnificent view of downtown Los Angeles.

### **Borrowing Policies**

Borrowing privileges: HUC-JIR students, faculty, and staff; students and faculty at other Los Angeles institutions of higher learning, and Los Angeles area residents.

## **Housing**

Hebrew Union College-Jewish Institute of Religion is not a residential campus and does not provide housing accommodations.

# Accreditation and Approval

Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is accredited by the Middle States Commission on Higher Education (MSCHE). Contact the Commission on Colleges at 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104, or call (267) 284-5000 for questions about HUC-JIR accreditation. The commission is to be contacted only if there is evidence to support an institution's significant non-compliance with a requirement or standard.

## STATE APPROVALS

HUC-JIR is a private, religious institution.

In California, HUC-JIR is approved to operate by the California Bureau for Private Postsecondary Education (BPPE), and that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. An institution may not imply that the Bureau endorses programs or that Bureau approval means the institution exceeds minimum state standards (CEC §94909(a)(2) and §94897(l)(1)(2)).

### **BANKRUPTCY DISCLOSURE (CEC §94909(a)(12))**

HUC-JIR does not have a pending petition in bankruptcy. It is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

### **QUESTIONS (CEC §94909(a)(3)(A))**

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution, may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento CA 95833; P.O. Box 98018, West Sacramento, CA 95798-0818

Telephone: (888) 370-7589 or (916) 431-6959 or by Fax at: (916) 263-1897

Website Address: [www.bppe.ca.gov](http://www.bppe.ca.gov)

### **REVIEW DOCUMENTS PRIOR TO SIGNING (CEC §94909(a)(3)(B))**

As a prospective student you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

### **COMPLAINTS (CEC §94909(a)(3)(C))**

A student or any member of the public may file a complaint about this institution with the BPPE by calling (888) 370-7589 or by completing a complaint form, which can be obtained in the BPPE's Internet Website:

[www.bppe.ca.gov](http://www.bppe.ca.gov)

### **SELF-MONITORING PROCEDURES**

HUC-JIR maintains procedures to assure it is maintained and operated in compliance with California statutes and regulations. Procedures are as follows:

- designating the Vice President for Academic Resources to oversee compliance procedures;
- conducting staff training on the California BPPE act and regulations;
- receiving notifications and BPPE updates and ensuring timely responses to all documentation;
- attending BPPE workshops;
- conducting an annual review of all documentation due for revision (dates, policy, procedures, website, point of contact, etc.); and
- monthly BPPE compliance meetings to obtain best practices.

In New York, HUC-JIR is approved to operate by the New York State Education Department, Office of College and University Evaluation, and to provide veterans education by the New York State Bureau of Veterans Education.

In Ohio, HUC-JIR is approved to operate by the Ohio Board of Regents, Department of Higher Education, and to provide veterans education by the Ohio Department of Veterans Services.

## **State Authorization Reciprocity Agreement (SARA)**

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and

programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. HUC-JIR is an approved member of SARA, through the State of New York.

# Academic Programs Offered

## Debbie Friedman School of Sacred Music

- Master of Sacred Music (MSM)
- Cantorial Ordination (CORD)

## Interfaith Doctor of Ministry Program

- Doctor of Ministry

## Pines School of Graduate Studies

- Doctor of Hebrew Letters (DHL)

## Rabbinical Program

- Master of Arts in Hebrew Letters (MAHL)
- Master of Arts in Hebrew Literature (MAHLIT)
- Ordination (ORD)

## School of Education

- Day School Leadership Certificate (DeLeT)
- Master of Arts in Teaching (MAT) - The MAT is not a stand-alone degree. It may be earned after completing the DeLeT Certificate.
- Master of Arts in Educational Leadership (MEDL)
- Master of Arts in Jewish Learning (MAJL) - The MAJL is not a stand-alone degree. It may be earned in conjunction with the MEDL.
- Master of Arts in Religious Education

## Zelikow School of Jewish Nonprofit Management

- Master of Arts in Jewish Nonprofit Management
- Master of Science in Organizational Leadership and Innovation
- Certificate in Jewish Organizational Leadership

# Family Educational Rights and Privacy Act (FERPA)

## FERPA Annual Notice to Students: Access to Student Records

Hebrew Union College-Jewish Institute of Religion annually informs students of the Family Educational Rights and Privacy Act of 1974, (FERPA) as amended. The Office of the Registrar will disclose FERPA information by publishing a notice on the College-Institute's Registrar Website and in other appropriate locations. This annual notice shall prescribe the procedures whereby a student may make a formal request for non-disclosure of directory information, exercise the right to inspect and review education records, request an amendment of education records and obtain a copy of the College-Institute's education records policy. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section "6" below on your right to prevent the disclosure of directory information. The FERPA rights of students are:

1. The right to inspect and review your education records.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the College-Institute official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. All such requests must be forwarded to the Office of the Registrar immediately for review. The Office of the Registrar, in coordination with the appropriate College-Institute officials and/or offices, shall ensure that requests to inspect and review education records are responded to in a timely manner. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the College-Institute's FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records. Schools may charge a fee for copies.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

You may ask the College-Institute to amend a record that you believe is inaccurate, misleading, otherwise in violation of your privacy rights under FERPA. You should write to the College-Institute official responsible for the record, clearly identify the part of the record you want changed and specify why it should be changed. If the college decides not to amend the record as requested by you, the College-Institute will notify you of the decision in writing and will advise you of your right to a hearing before the College-Institute's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

3. The right to provide consent prior to the disclosure of personally identifiable information ("PII") contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A College-Institute official typically includes the following: (1) a person employed by the College-Institute in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); (2) a volunteer or contractor who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks; (3) a person serving on the Board of Governors; or (4) a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A College-Institute official has a legitimate educational interest if access is reasonably necessary in order to perform their instructional, research, administrative or other duties and responsibilities. Upon request, the College-Institute discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

- The right to appeal an alleged denial of FERPA rights to the:  
Office of the Registrar  
Hebrew Union College-Jewish Institute of Religion  
3101 Clifton Avenue  
Cincinnati, Ohio 45220
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College-

Institute to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920  
For additional information: [www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

- The College-Institute will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information:

- \*name
- \*attendance dates (periods of enrollment)
- \*address
- \*telephone number
- \*place of birth
- \*photograph
- \*email address
- \*full- or part-time status
- \*enrollment status (undergraduate, graduate, etc.)
- \*level of education (credits) completed
- \*major field of study
- \*degree enrolled for
- \*previous school attended
- \*degrees, honors, and awards received

By filing a “Request to Prevent Disclosure of Directory Information” form with the Registrar’s Office, current and former students may request that any or all of this directory information not be released without their prior written consent. This form is available in the Registrar’s Office and on the Registrar’s Office website and may be filed, withdrawn, or modified at any time.

### **Possible Federal and State Data Collection and Use**

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and PII contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

### **Other Disclosures Permitted without Consent**

FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to



inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other school officials, including teachers, within HUC-JIR whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non- forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

# Academic Policies

## The Academic Calendar

1. Prior to the academic year the Registrar publishes an Academic Calendar on the Registrar's webpage. The Academic Calendar contains dates when classes are in session, scheduled reading and examination periods, and other pertinent information. HUC-JIR campuses also publish calendars of local events, days the campus is closed, intensive courses, and special academic terms for non-residential programs.
2. Some academic programs schedule a reading period at the end of each semester, preceding final examinations. Exceptions to this format may include intensive or online courses.
3. No regular classes or make-up classes are to be scheduled during reading days or during final examinations. If classes are canceled during the term, those classes are to be made up during the term.
4. The Registrar's Office publishes the semester schedule for final examinations for each campus.

## Academic Schedules and Deadlines

While many programs of the College-Institute follow a traditional semester calendar, several programs follow their own academic schedules, including intensive formats or a cohort-based schedule. These programs include the Doctor of Ministry, Zelikow School of Jewish Nonprofit Management, Executive Master's Program in Jewish Education, and the DeLeT program. Please refer to the appropriate Program Director for detailed scheduling information and deadlines for your program.

## Attendance

1. It is expected that all students will attend class regularly, and attendance may be required by the instructor. Class attendance may be a criterion used by an instructor to determine the student's grade.
2. Attendance is required at all announced examinations.
3. Attendance is also taken during the beginning of each semester or term in order to verify enrollment and to determine financial aid eligibility.
4. Academic programs in the College-Institute may establish attendance policies related to those programs.
5. Individual faculty members may also establish attendance policies for their courses.
6. A student absent from class is responsible for all written or oral work due on the day of the absence, knowledge of announcements made on the day of the absence, and knowledge of the substance of material discussed.
7. If a student is absent from an examination or submits a paper later than the scheduled due date, the student may be subject to a reduced grade or failure for the examination or paper in question. The decision rests with the instructor.
8. In intensives, NO absences are permitted. If a student is forced by extenuating circumstances to miss more than one day, no credit can be granted.
9. During the academic year, attendance at some programs may require a student to be absent from classes. It is expected that students will be responsible for assignments and classes that may be missed during their absence. Students should consult with the instructor in advance of the absence. Please note the following guidelines regarding the attendance at external programming, which may interfere with class attendance:
  - a. In order to attend an external program the student must obtain permission from the course instructor. The student should explain the event to be attended and affirm the responsibilities related to their absence from any missed class meetings.

- b. In order to attend external programming which will interfere with class attendance a student must be in good academic standing as defined below under **Student Academic Standing and Evaluation**.
  - c. At the discretion of the instructor, a student is allowed to attend one external program that conflicts with class time per semester.
10. Students are required to complete all course work and any relevant extracurricular responsibilities in a timely fashion and may have fellow students collect any materials that may have been distributed during the class that was missed.

## Advising

Students are assigned an academic advisor to provide guidance throughout their tenure in the program. Academic advisors are members of the faculty or administration who meet with individual students regularly to discuss academic, professional, intellectual, religious/spiritual, and personal issues. Among their many responsibilities, academic advisors offer assistance in course selection, guidance through academic difficulties and advice regarding any other matters related to the student's progress through their academic program. Program directors may also serve as academic advisors and are always resources for questions about graduation requirements, standing in a program, transfer of outside credits, etc.

## Registration

1. An entering student may register at the beginning of the academic year. A student already enrolled in the College-Institute may pre-register prior to each semester at times designated by the Office of the Registrar and indicated on the Academic Calendar.
2. After the end of the second week of the semester a student may not add any courses to their program.
3. Students may audit elective courses by selecting the audit status when registering for courses on the web in the Student Information System (SIS.) Auditors do not receive credit for the course, and an audit may not be changed to a credit registration once registration has closed. A student who fails to attend a course that they are auditing will have an administrative withdrawal/ "W" posted to their academic record.
4. Students may not receive credit for any course for which they did not formally register at the appropriate time. Students should correct or update their registration information on the SIS when they decide to drop or add a course.
5. No student may register for more than 18 credits per semester without the permission of their advisor or Program Director.
6. Approval for a departure from normal registration procedures must be obtained from the student's Program Director in consultation with the Registrar. Students may be able to move through an academic program at a reduced pace, if necessary, in consultation with their Program Director, taking up to a year beyond the normal degree program structure to complete the program. Students who need more than one year shall submit a formal request to the student's Program Director, who shall consult with the Faculty. A student who wishes to move through an academic program at an accelerated pace must obtain the permission of their Program Director.

## Add/Drop

1. Using the Student Information System (SIS), students may drop a course before the semester begins and during the semester until registration closes. A student may drop a course until the end of the second week of classes without a notation appearing on the student's academic record. After the close of registration, students must use an add/drop form. These are available on the Registrar's website.
2. With permission, students may withdraw from a regularly scheduled course up to and including week seven of the semester and receive a grade of "W." The decision to withdraw from a course will be made in consultation with the Program Director. The Add/Drop form is available on the Registrar's website.

3. Students may withdraw after week seven and receive a grade of "WF," unless there are extenuating circumstances for which an "F" is not warranted. This will be determined by the Program Director in consultation with the faculty member.
4. Specific programs in the College-Institute may establish more specific add/drop policies based on their academic and course calendars.
5. In intensive courses or in the summer session (other than the Zschool), students may not add a course after the first-class meeting. Students may withdraw after the first-class meeting of an intensive course with no notation on the academic record. Withdrawing from an intensive course after the second meeting will result in a "W."
6. In the ZSJNM Summer Session, students may not add a course after the first week of classes. Students may withdraw from a course until the end of the first week with no notation on the academic record. Withdrawing from a course after the beginning of the second week will result in a "W."
7. If a student does not officially withdraw from a course by the stated deadlines, he or she may receive a grade or an "F," for the course and that grade will appear on the transcript.

#### Course Repeats

1. Courses may be repeated with permission of the student's Program Director and in consultation with the faculty member.
2. Courses for which grades of "F" have been received may be repeated without limit. The student should discuss the matter with their Program Director before re-enrolling in the course. If the specific course is not available, an equivalent course may be taken for the repeat if approved by the student's academic program director in consultation with the faculty member who taught the original course.
3. Courses for which grades of "C-" or better have been earned may be repeated upon receiving approval from the student's Program Director. The approval process is initiated by the student using a form from the Registrar's Office. A maximum of 3 passed classes per degree or certificate may be repeated.
4. Only the credits and grade for the repeated attempt count toward degree completion and the grade point average. All entries on the transcript, however, remain a part of the student's permanent academic record.

#### Reduced Academic Load

1. Students shall be able to move through the program at a reduced pace, if necessary, in consultation with the Program Director, taking up to a year beyond the normal degree program structure to complete the program.
2. If the student needs more than one additional year, the student shall submit a formal request to the Program Director, who shall consult with the faculty.

#### Independent Study Courses

1. An independent study is a course not regularly offered but developed specially by a student and faculty member. Students shall generally be allowed to take one (1) independent study course per semester/term. Up to a total of three (3) such courses are permitted per year. Exceptions may be made by Program Directors on a case-by-case basis for advanced students. Students in the Pines School of Graduate Studies (PSGS) are exempt from this limit but should consult with their advisor and the Director of the PSGS.
2. Students must consult with their Program Directors in order to determine where the Independent Study course will count in the curriculum and other limits relative to the student's academic program.
3. To apply for an Independent Study Course, students must complete the Independent Study form available on the Registrar's website and submit it to the Registrar's Office by the close of registration.
4. The faculty member shall meet with the student enrolled no fewer than four times during the semester and the course requirements must be fulfilled by the end of exam week.
5. Any full-time faculty member may be asked to sponsor an Independent Study course. Part-time faculty members may do so with the approval of the Program Director. Since the faculty members are asked to participate in this program in addition to their regular teaching load, they shall undertake to work with students at their own discretion.

If they feel that their own teaching obligations have already been maximized, or that other circumstances exist which make the Independent Study request inadvisable, then they may decline to sponsor such an Independent Study. It is recommended that no faculty member sponsors more than two such courses in any one semester.

6. No student who has failed a course in either of the previous two semesters may register for an Independent Study course unless permission is obtained from the Program Director.

### **Students Enrolling in Courses Taught by Relatives**

College-Institute faculty are strongly advised to dissuade family members from enrolling in their courses when other options are available – for example, a different section of the same course taught by a colleague or taught by a different faculty member in another semester or taught by a faculty member on another campus.

This policy also applies to cases where a family member would be the student's academic advisor or field work supervisor. Other arrangements should be made in these cases.

However, when specialized courses are taught by a relative and the relative is the sole specialist in that area at HUC-JIR, taking a course with a relative may be the only reasonable option for a student to pursue their academic program. In this case, it is incumbent upon the faculty member to avoid not only favoritism but also the appearance of favoritism. These circumstances are rare but can be problematic; therefore, faculty members must inform their Program Director when a relative enrolls in one of their courses. In turn, Program Directors must alert the Provost. If the instructor is the Program Director, the instructor should inform the Provost.

### **Policy and Process**

College-Institute students are not permitted to take courses taught by a faculty member who is their close relative by blood or marriage without the permission of the Provost. A student is also advised to avoid registering for a course taught by a faculty member with whom s/he has a close personal relationship.

The student may be granted the Provost's permission only if:

- A. It is clearly demonstrable that there is no other course selection that will meet the student's academic needs.
- B. The Program Director submits an alternative plan for evaluating the student's work. One such example would be to have another faculty member serve as a second reader for exams and papers submitted by the student. If the student's academic program requires the course, the student and the faculty member must consult with the Program Director to prepare the plan. The Program Director will submit this plan to the Provost for consideration and approval.
- C. Program Directors will caution students regarding the policy and report any concerns to the Provost. If a situation involving nepotism is discovered and the Provost's approval has not been obtained in advance of the beginning of the course, the Provost may direct that the student be withdrawn from the course. If the discovery is made after the conclusion of the semester, the student will be brought before a student tenure committee. If the student is deemed to have knowingly violated the policy, the Committee may determine that no credit will be awarded for the course. The faculty member involved will be referred to the Program Director for resolution of the matter.
- D. In no case does the College-Institute allow a parent/relative faculty member to undertake an independent study with their child, spouse, or other close relative.
- E. "Relatives" are defined as spouses/partners, parents, siblings and their spouses, children, stepparents, stepchildren, domestic partners, grandparents, grandchildren, aunts, uncles, first cousins, nephews, nieces and their spouses, and in-laws, plus roommates and other persons with whom the student may have economic and emotional ties.

### **Leave of Absence**

- 1 Students desiring a leave-of-absence for medical or personal reasons, to serve as an intern (outside of the program's fieldwork program), or to pursue studies at other institutions of higher education, must apply in writing to the student's Program Director. The form is available from the Registrar's website. Program Directors may

grant such leaves for a specific term up to one year, and it is the responsibility of the student to observe the terms and remain within the limits set. Failure to do so may result in automatic dismissal.

- 2 Students must inform their Program Director of their intention to return to the program no less than two months before resuming their studies.
- 3 Students pursuing studies at other accredited institutions during a leave of absence may, upon prior approval of the student's Program Director, receive transfer credit. However, in no case may the total transfer credits earned during a leave of absence or from prior transfer credit total more than 25% of the credits in a student's academic program. The Program Director's approval for these courses must be given prior to the student's departure for a leave of absence. Approval for courses taken during a leave of absence will not be given retroactively.
- 4 After a leave-of-absence, students must petition the appropriate Program Director in writing to return to full-time resident student status. The Program Director will notify a student before the leave-of-absence if there are specific conditions to be met before the student may return to full-time studies. The Program Director may ask the student for supporting documentation as part of the petition.
- 5 A student who has been dismissed or asked to withdraw is not eligible for a leave-of-absence for the following year.
- 6 A student on a leave-of-absence may be required to begin repayment of financial aid. For specific information, please contact the Financial Aid Office.
- 7 A leave-of-absence may be granted for a semester or a year. If a student on a one semester leave-of-absence wishes to extend their leave, they must request permission from their Program Director for a one semester extension. If, after a one-year leave of absence, a student does not return to the College-Institute, they must apply for re-admission.

### **Withdrawing from an Academic Program**

- 1 A student desiring to withdraw from their academic studies at HUC-JIR must complete the Notice of Withdrawal form available on the Registrar's webpage. This form must be signed by the student and the Program Director and submitted to the Registrar's Office.
- 2 If a student withdraws from their program and then wishes to resume their studies, they must apply for readmission through the National Admissions Office and meet the readmission requirements in effect at that time. If a student is readmitted more than one year after withdrawing, they must adhere to the academic requirements in effect at the time of readmission.

### **Catalog and Curriculum Eligibility**

A student who withdraws from the College-Institute for a year or longer loses the right to graduate under the catalog and curriculum in effect during their last date of attendance. The student may be required, at the discretion of their Program Director, to meet the academic requirements in effect upon their return to HUC- JIR. This policy does not apply to a student who was away from the College-Institute on an approved leave-of- absence.

### **Change or Addition of Academic Program**

A student who wishes to change academic programs or add an academic program must contact the National Admissions Office in order to initiate the process of admission to the new or additional program. Additionally, the student should also inform the Program Director of the new program and the Program Director of the former or ongoing academic program.

Current students must be in good academic standing in order to matriculate into another academic program.

### **Credit Hours**

In accordance with U.S. Department of Education guidance, HUC-JIR defines a credit hour as the amount of work represented in intended learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work per week.

Academic engagement hours for online or in-person courses:

- 12.5 hours for 1 credit
- 18.75 hours for 1.5 credits
- 25 hours for 2 credits
- 37.5 hours for 3 credits

Example: A 3-credit course must accumulate a total of at least 1,875 contact minutes (37.5 hours) in formal instruction and/or with the faculty and an additional 3,750-4,500 out-of-class minutes (75 hours) for a total of at least 5,625 minutes (112.5 hours).

Example: If during a fall term with typical holiday breaks, a 3-credit course meeting on Monday and Wednesday for 80 minutes only has 26 class meetings (adding up to 31.5 hours), the instructor would need to designate 5.5 hours of outside-of-class quantifiable educational activity (with the appropriate amount of accompanying out-of-class work).

Quantifiable learning activities might include:

- Weekly chavruta study (e.g., 30 minutes of weekly assigned chavruta study over 13 weeks adds up to 6.5 hours)
- Working on an individual or group project that is later submitted online
- Engaging in a reading assignment and then posting reflections or completing other follow up writing
- Watching pre-recorded lectures, assigned videos, or other media and submitting reflections or other follow up writing
- Posting to online discussion boards such as Canvas and other educational platforms.

When the formal meeting times reported to the registrar are either "To Be Determined" (TBD) or do not add up to the requisite number of classroom or direct faculty engagement, the instructor must designate hours of outside of class-quantifiable educational activities.

If the class time (in person or online) does not add up to the minimum total number of academic-engagement hours, the difference must be supplemented with learning activities (not homework) that are clearly identified and explained on the syllabus in a way that could be quantified by an accreditation audit.

For credit awarded for courses like independent studies, internships, fieldwork, or intensives like, school and program directors must develop tracking instruments (logs, etc.) to document student time.

## Grades

1. At the conclusion of each semester, faculty will use the Student Information System (SIS) to submit grades to the Office of the Registrar in the form of letter grades (A, B, C or F) or Pass/Fail.
2. With the exception of the Pines School of Graduate Studies, during registration, students may elect to be graded under either the letter grade scale or on a Pass/Fail basis.
3. Grades are available to students by logging into the Student Information System (SIS).
4. The instructor shall specify in the course syllabus those aspects of the course that will be monitored for grading, such as examinations, papers, class participation and attendance. The instructor shall also specify in the syllabus the relative weight given each aspect to be monitored for grading.
5. Letter grade and Pass/Fail grading tables:

- a. The letter grade scale will be as follows:

A+	4.333
A	4.000
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333



C	2.000
C-	1.667
F	0.000

- b. The Pass/Fail scale will be as follows:

P	Credit/no quality points
LP	Credit/no quality points
F	0.000

- c. Grades in both tables:

I	Incomplete	NA
IF	Incomplete/Fail	0.000
W	Withdrew	NA
WF	Withdrew Failing	0.000
AU	Audit	NA
TC	Transfer Credit	NA
CR	Credit by exam, etc.	NA
NG	No Grade reported by faculty member	

6. The default grading system for students will be Pass/Fail. Students will indicate their choice of grading systems at the beginning of their academic program and may change from one grading system to the other annually, prior to the first day of classes of the Summer or Fall semester.
  - a. The change must be submitted to the Office of the Registrar in writing or via the student's HUC email account.
  - b. The request must be submitted before the first day of classes for the Fall semester.
  - c. Requests cannot be honored to retroactively change a student's grading scale and grades for prior semesters.
7. Grade point averages will be calculated in the SIS and on transcripts for all students with any letter grades.
8. Transcripts will carry a legend that explains the College-Institute grading systems and explains that the Pass is valued at a "B" or higher, and that a Low Pass is valued as a "C."
9. As new courses are developed, the faculty member will be asked whether the course is to be graded on a letter grade basis only, pass/fail only or either. This decision overrides the student's grading preference.
10. Program faculty may designate courses as pass/fail only, letter grade only or either. This decision overrides the student's grading preference. Where a course exists on more than one campus, the grading system should be the same.

#### Submission of Grades and Evaluations

Faculty are expected to submit grades into the Student Information System (SIS) for all students within two weeks after the end of final examinations.

#### Suggested Grade Scale

The grading scale used in a class to arrive at the final grade, whether letter grade or pass/fail, is determined by the individual faculty member. Below is a suggested scale for those faculty members who calculate a class average for a student based on the points achieved for exams, papers, and other assignments. This chart is provided for guidance and is not required for faculty use in grading.



Letter or P/F Grade	Percent Grade
A+ / P	97-100
A / P	93-96
A- / P	90-92
B+ / P	87-89
B / P	83-86
B- / P	80-82
C+ / LP	77-79
C / LP	73-76
C- LP	70-72
F	69 and below

### Change of Grade

Faculty may submit Change of Grade forms to the Office of the Registrar. When the grade change has been processed, the student's Program Director will be notified by the Registrar's staff.

### Incompletes

1. If for reason of illness or other comparable extenuating circumstances a student cannot complete the academic work on time, the instructor may enter a grade of Incomplete ("I") into the Student Information System (SIS.)
2. A form indicating date for completion and reasons for the Incomplete shall be completed by the student and then signed and submitted by the faculty member to the Office of the Registrar. The form is available on the Registrar's website. A copy of the completed form will be forwarded to the student's Program Director and will be kept on file in the Registrar's Office. If a student is not able to contact the faculty member, the student may petition the Program Director for an Incomplete.
3. Incurring three or more Incompletes in one semester or term may jeopardize the student's financial support.
4. Completion Deadline (the faculty member may impose more stringent deadlines):
  - Work needed to resolve Incompletes incurred during the summer term must be submitted to the faculty member by the last day of classes for the Fall semester.
  - Work needed to resolve Incompletes incurred at the end of the Fall semester must be submitted to the faculty member by the last day of classes for the Spring semester.
  - Work needed to resolve Incompletes incurred during the Spring semester must be submitted to the faculty member by the first day of classes for Fall semester.
  - Students in the Pines School of Graduate Studies should refer to the program handbook for due dates for Incompletes.
5. The student will have an "I" entered for the course. If the student fails to finish the Incomplete during the time allotted to the student by the faculty member, the Registrar will record an "IF" (Incomplete Failure) on the student's academic record.
6. No Incompletes are granted for Intensive courses.
7. To be considered as a candidate for graduation or ordination, a student must resolve all incomplete grades on the student's academic record at least three weeks before the date of graduation/ordination.
8. In rare cases where due to illness or other extenuating circumstances a student receives an incomplete grade in the final year, the coursework must be resolved and submitted to the faculty member by two weeks prior to March 31 so that faculty member may submit the grade by the due date for graduating students' grades. After that date, the grade will turn to "IF."

## **Student Academic Standing and Evaluation**

1. Academic standing (good standing, probation, suspension, and dismissal) will be determined as soon as possible at the conclusion of each semester. Based on the standards below, the Registrar's Office will automatically determine which students are on academic probation and communicate that information to the program directors. Additional academic action will be determined by the student's Program Director and/or Student Tenure Committee, as defined in this document. Every semester, each Program Director must send a report of students who are not in good academic standing to the Registrar and Financial Aid Director. This report will be used in determining a student's satisfactory academic progress (SAP) and eligibility for financial aid.
2. A student's academic standing may fall within the following categories:
  - a. Good Standing
  - b. Probation
  - c. Suspension
  - d. Dismissal
3. A student in good academic standing:
  - a. is not on probation.
  - b. is making acceptable progress toward their degree or certificate which includes the maintenance of a minimum grade of "P" or "B" in no less than 80% of the total attempted credits.
  - c. has earned grades at the "Pass" or "B" level or higher.
  - d. has no more than one LP or C in a semester.
4. If a student receives two or more "LPs" or "C's" and/or fails one or more courses in a semester or is not meeting the 80% standard in 3.b., the Registrar's Office will place the student on Academic Probation. The Program Director will be notified and shall meet with the student to provide counseling and guidance and may convene a Student Tenure Committee.
5. If the student receives another "LP," "C" or "F" during a period of probation, they will be asked to appear before a Student Tenure Committee.
6. If the student fails two (2) courses at any time within two consecutive semesters, they will meet with the Student Tenure Committee.
7. If a student fails three (3) courses over two academic years, the student will be automatically dismissed. They have the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.
8. The procedures governing a Student Tenure Committee are described under "Academic Tenure" later in this Handbook.
9. Students have the right to respond to any particular faculty evaluation by meeting first with the faculty member and secondly with the student's Program Director.
10. Students in the Pines School of Graduate Studies should refer to the School's handbook for policies regarding academic progress and good standing.

## **Students Placed on Academic Probation**

Students may be placed on academic probation by their academic Program Director or the Student Tenure Committee.

During the semester in which a student is on academic probation s/he will typically enroll in a reduced number of credit hours whether these come from HUC-JIR courses, or consortium, cross-campus, or dual program credit programs.

The number of credit hours that a student is permitted to enroll in during a semester on probation may be stipulated by the academic Program Director or Student Tenure Committee.

The students will meet with their Program Advisor to discuss a possible reduction in outside commitments and fieldwork hours.

All instances of academic probation, suspension, and dismissal will be posted to the student's permanent academic record.

Students will be removed from probation when they have completed twelve semester hours under the following conditions:

1. all work for each course must be completed by the end of its semester, without incurring any incompletes
2. all incomplete work from previous semesters must be completed
3. the grade received in each course must be Pass (B) or better

Any student who incurs a total of two occurrences of academic probation over the course of her/his academic program(s) will be recommended to a Student Tenure Committee for possible suspension or dismissal from the College-Institute.

### **Class Standing**

Class standing and progress through the curriculum is determined by the Faculty and Program Directors as set forth in the academic handbooks for each program.

### **Non-Degree & Consortium Students**

1. Anyone auditing courses or taking courses for credit, but not pursuing a degree or certificate program at the College-Institute, is designated a Non-Degree Student. An Audit, like a grade, appears in the Student Information System (SIS) and on College-Institute transcripts. A student who fails to attend a course that the student is auditing will have an administrative withdrawal/ "W" posted to the student's academic record.
2. Non-degree students must fill out the Application for Non-Degree Graduate Study which is available on the Registrar's website along with the current tuition and fees. Additionally, the Non-Degree Student must obtain the permission of the faculty member teaching the course.
3. Guests from the community who may wish to be a visitor in a particular class should contact the faculty member teaching the course for permission. No academic record is maintained, and the guest is not a registered student at the College-Institute.
4. The College-Institute has various agreements with other colleges and universities permitting their students to study at HUC-JIR. These Consortium students receive grades which are sent via transcript to their home colleges.

### **Veterans**

The Registrar's Office can assist eligible veterans with filing the certification for their educational benefits each semester. Please contact the Registrar's Office. Veterans are encouraged to use web registration each semester as soon as it is available so that the certification of benefits may be filed as soon as possible. The College-Institute does not charge late fees, restrict access, or impose penalties on students for delayed payments by the Veterans Administration.

### **International Students**

HUC-JIR welcomes international students. The United States campuses are authorized to enroll F-1 students and to issue I-20 forms for these students. This process is handled by the Office of the Registrar. International students should keep the Registrar's staff informed of their arrival and departure plans, and any changes in their visa, financial, marital, or employment status, and other matters related to their stay in the United States.

### **Advanced Standing and Transfer of Credit**

1. Students who have successfully completed graduate courses or a graduate degree in an accredited academic institution prior to their admission to HUC-JIR may request that transfer credits be applied toward their program

of study at HUC-JIR. The amount of credit given shall be determined by the Program Director in consultation with the appropriate faculty member in whose area credit is sought but may not exceed 25% of the credit hours required for the degree or certificate. Any application for transfer or exemption must be accompanied by an official transcript from the student's prior institution.

2. For learning achieved in non-accredited institutions or in settings outside of higher education, advanced standing may be possible. The extent of advanced standing shall be determined by the Program Director in consultation with the appropriate faculty member in whose area advanced standing is sought. Students may be evaluated based on examinations, performance in a specific course or group of courses, or other methods approved by the Program Director. As with accredited institutions, any application for transfer or exemption must be accompanied by an official transcript from the student's prior institution.
3. All Advanced Standing decisions must be documented and sent to the Registrar by the Program Directors so that appropriate credit may be recorded on the student transcript and in the Student Information System. The Outside Credit form is available on the Registrar's webpage.
4. No more than 25% of course requirements for a degree, certificate, or ordination can be fulfilled by coursework from outside HUC-JIR. Within this context, credit earned through consortium agreements will be considered "in residence."

### **Internal Transfer Credit**

1. When a student in or alumnus/a of one HUC-JIR program enrolls in a second program at HUC-JIR (whether after withdrawing from or completing the first program or while enrolled in that program), they do not need to repeat any course common to both programs. Any course common to both programs may be counted toward the requirements for each.
2. Students whose prior work at HUC-JIR includes courses that are similar in content and scope although not identical to required courses in another program may petition to apply the courses from the prior program toward requirements in the new program with the approval of the director of the new program in consultation with the instructor(s). In some cases, students may be required to take similarly titled courses in multiple programs if those courses are deemed to be program specific.
3. In these situations, the total exemptions, equivalencies, and substitutions may not total more than 33% of the student's second academic program.
4. Students who complete the Rabbinic Education program or the ZSJNM certificate or degree program concurrent with their rabbinic studies may apply a total of six credits from these programs toward post-master's degree electives. The Rabbinical Program Director may determine which courses in other programs fulfill distribution requirements in their program.
5. Rabbinical students or rabbinic alumni who choose to pursue the MEDL or the MARE through the Rabbinic Education year, or the certificate or Master of Arts in Jewish Nonprofit Management may apply coursework from the rabbinic program to fulfill all of the Judaica requirements for these degrees.
6. Fieldwork requirements for one program may not be fulfilled with fieldwork done in another program unless the programs have a memo of understanding regarding joint fieldwork.

### **Exemptions**

1. Exemption from the Year-In-Israel program may, upon application, be granted anyone admitted to the Rabbinical, Education, or Cantorial programs of the College-Institute. The exempted coursework and credit hours will be noted on the student's transcript.
2. A student may be exempt from certain required courses due to prior preparation. To receive such advanced standing, the student should submit a petition to their Program Director no later than 60 days prior to the beginning of the term in which the course in question would normally be taken. The Director will consult with faculty members in the academic field in question to determine the method of evaluating the student's prior preparation. An exemption may result in the exempted courses being replaced by higher-level electives or the direct transfer of accredited graduate-level courses to replace HUC-JIR coursework.

3. Such an evaluation normally would include an examination of the student's transcript(s), prior course syllabi, and written work. A written or oral examination may be required as well. The Program Director will then approve or deny the petition and notify the student and the Registrar accordingly.

## **Residency Requirements**

The minimum residence requirement for each degree, certificate, and ordination program of the College- Institute may be found in the program handbooks, available from the Program Directors. However, in all cases, at least 75% of degree or certificate credits must be earned from HUC-JIR.

## **Graduation**

In order to graduate and/or be ordained by the College-Institute, a student must:

1. Successfully complete all curricular and non-curricular (i.e. institutes, seminars, etc.) elements of the curriculum for their program of study as certified by the academic program director.
2. For programs requiring a thesis or dissertation, all deadlines regarding submission and approval of the thesis/dissertation must be met prior to graduation and/or ordination.
3. Successfully complete all fieldwork/clinical requirements of the program as certified by the academic program director.
4. At the time of graduation/ordination, students must have completed all required courses in their program and have received a minimum grade of "P" or "B" in no less than 80% of the total attempted credits earned in each program while at the College-Institute.
5. Communicate with their academic program director(s) prior to the beginning of the final year of study to determine eligibility for graduation/ordination. The Program Director will review each student's progress towards the completion of requirements for graduation/ordination and convey any concerns to the student.
6. Have resolved all grades of Incomplete at least three weeks prior to the date of graduation/ordination.
7. Successfully complete all assignments by the deadline established for the submission of assignments in the semester of graduation/ordination.
8. Have completed an exit interview with the Office of Financial Aid, if applicable.
9. Have completed an exit interview with their Program Director(s).
10. Have made arrangements with all HUC-JIR libraries and resource centers for the return of all materials.
11. Have made arrangements with the Student Accounts Office to settle all outstanding financial matters including any health care/insurance charges.
12. Have complied with the requests from campus offices for senior students including the return of mailbox keys, IDs, etc.

Failure to meet these requirements may result in a delay of graduation/ordination until any unresolved matters are settled.

## **Student Transcripts and Files**

1. Maintenance of student transcripts and files is consistent with the rules and regulations of the American Association of College Registrars and Admissions Officers (AACRAO) and in compliance with the Family Educational Rights and Privacy Act (FERPA.)
2. The College-Institute maintains an electronic file for each student in the Student Information System (SIS.) Additionally, an admission file is maintained by the National Admission Office, and academic files may be kept by the student's Program Director.

3. Students have access to all pertinent information in their files and may check them for accuracy. Students should contact the Registrar for access to their files except as defined in #4 below.
4. Official requests for transcripts are made in writing to the Registrar. Transcripts are released only with the student's written consent and if there are no unsettled student financial obligations. A transcript request may be made from the Student Information System (SIS) or by using the Transcript Request Form on the Registrar's webpage. There is a \$5.00 charge for each official transcript requested.
5. The student's file contains material that usually falls into the following four categories:
  - a. Confidential letters of reference written in support of the student's application.
  - b. Application materials other than confidential letters of reference. These include the application itself, transcripts, Graduate Record Examination scores, autobiographical statement, medical forms, letter of acceptance and letter of acknowledgment.
  - c. Grade Evaluations and general correspondence concerning the student contained in a student file.
  - d. HUC-JIR transcript.

The student has access to all material in categories b, c and d as specified above. Appropriately designated administrative personnel, approved by the Office of the Registrar, may have access to material in all four categories. The student's advisor has access to the material in categories b, c, and d.

### **Name Change Process**

The College-Institute maintains the full legal name of students. Name changes are available only to current students. Upon withdrawal/dismissal/graduation the student's permanent record is sealed and no further changes will be made. The Request for Name Change Form is available on the Registrar's webpage or from any staff member of the Registrar's Office. Acceptable supporting documentation includes valid driver's license, marriage license, divorce decree that reinstates the previous name, adoption documents, court order, or valid passport. Documents that are not considered acceptable legal documents include a social security card and a notarized statement. For international students on a visa, the name must reflect the name that appears on the visa.

The student's name that appears on the Application for Graduation/Ordination document must match the legal name on file with HUC-JIR. A *Request for Name Change* with acceptable documentation needs to be submitted to the Office of the Registrar before Graduation/Ordination.

The College-Institute permits the following exceptions:

- Option of first name or initial
- Options of diminutive or alternate form for the first name
- Option of a first name which conforms with the graduate's genuine expression of gender identity
- Omission of the first name when the middle name is used as a salutary name
- Option of middle name or initial Inclusion of former or previous name
- Inclusion of proper capitalization and accentuation of name
- Inclusion of maternal surnames as culturally appropriate
- Neither titles nor degrees previously earned will be included as part of a graduate's name on a diploma or smicha.

All requests are reviewed on a case-by-case basis. The preferred name requested on the diploma or smicha must match the preferred name listed in the Student Information System. This is necessary for future identity verification that may take place.

If a graduate decides to change the diploma or smicha name back to the primary name after graduation, they will be required to request and pay for a replacement diploma or smicha. Primary name changes are only permitted in cases of legal name changes through the courts.

If a student chooses to use a name on their diploma or smicha other than their legal name, this could result in rejection, delay, additional scrutiny, or the need to provide additional proof of identification with respect to applications for

employment, licensure, credentialing, visa applications, and/or other processes that require verification of education records.

### **Required Textbooks**

In accordance with Federal policy, HUC-JIR makes available to students the list of required textbooks for a course several weeks before the beginning of the semester/term so that the student can determine cost efficient options for obtaining the books. Faculty members will provide the required textbook information for their courses to the Office of the Registrar at least six weeks prior to the beginning of the upcoming semester/term.

### **Syllabi**

1. Faculty are required to distribute course syllabi to students on the first day of class. A syllabus will outline expected student learning outcomes, including the minimum requirements for a passing grade and the calendar dates by which requirements, such as papers and examinations, must be fulfilled.
2. Course syllabi are to be distributed by individual faculty members and may also be available from the Program Directors.

### **Thesis / Dissertation**

The policies concerning the preparation and submission of a thesis or dissertation are contained in the various handbooks of the College-Institute's academic programs. Students should obtain one from their Program Director or from the HUC-JIR website. The student's Program Director will work with the library to ensure that appropriate copies of the thesis or dissertation are provided to Klau Library. The Program Director will notify the Office of the Registrar of successful completion of the thesis/dissertation requirement for the purpose of graduation.



# Billing and Financial Aid Policies

(A more detailed version of financial aid policies and procedures is available at [huc.edu/sites/default/files/financial-aid/Financial-Aid-Policies-and-Procedures-Manual.pdf](http://huc.edu/sites/default/files/financial-aid/Financial-Aid-Policies-and-Procedures-Manual.pdf) .)

## Tuition and Fees 2023-2024

### **RABBINICAL SCHOOL**

***Master of Arts in Hebrew Letters (Cincinnati and Los Angeles),***

***Master of Arts in Hebrew Literature (New York), and Rabbinical Ordination***

Annual Tuition - Cincinnati, New York, and Los Angeles

\$28,000

Student Activity Fee (Full-Time)

\$25 (Los Angeles)

\$35 (New York)

\$36 (Cincinnati)

### **SCHOOL OF EDUCATION**

Student Activity Fee (Full-Time)

\$35

(All programs except for the DeLeT and Executive M.A. Program)

### ***DeLeT: Day School Leadership through Teaching***

Annual Tuition - DeLeT Credential

\$28,000

Annual Tuition - DeLeT Masters in the Art of Teaching (MAT)

\$10,000

Certificate of Excellence for Teaching Hebrew

\$2,000

Certificate of Excellence for Teaching Hebrew (Alumni)

\$1,000

### ***Executive Master of Arts in Jewish Education***

### ***National Program***

Tuition

\$800 per credit hour

Israel Seminar (determined annually as to when the seminar will take place)

\$1,500

### ***Master of Arts in Educational Leadership***

### ***School of Education***

Annual Tuition – Los Angeles

\$28,000

### ***Master of Arts in Jewish Education***

### ***School of Education***

Annual Tuition – Los Angeles

\$28,000

### ***Master of Arts in Jewish Learning***

### ***School of Education***

Annual Tuition – Los Angeles

\$28,000

### **SCHOOL OF GRADUATE STUDIES**

Student Activity Fee (Full-Time)

\$30

(All programs except Dissertation, Doctor of Hebrew Letters and Doctor of Ministry)

### ***Doctor of Hebrew Letters***

Annual Tuition - Cincinnati, New York, and Los Angeles

\$1,900 (Alumni)

\$2,200 (Non-Alumni)

### ***Doctor of Ministry***

Annual Tuition (Level 1 and Level 2 only) – New York

\$11,500

Seminar Fee★

\$350 each

Spring Intensive

\$1,050

Individualized Electives

\$1,500 each

Demonstration Final Project Fee (Level 3 only)

\$1,700

Continuation Fee (Level 4 and beyond)

\$1,500

### **Level 1 cost in addition to Annual Tuition**

Fall Only: One Seminar Fee★

Spring Only: Two Seminar Fees★ and

One Spring Intensive Fee

### **Level 2 cost in addition to Annual Tuition**

Fall Only: One Seminar Fee★

Spring Only: Two Seminar Fees★



**Doctor of Philosophy in Judaic and Cognate Studies**

Annual Tuition - <i>Cincinnati</i>	\$28,000
Candidacy Fee	\$2,800
Dissertation Fee	\$400

**Master of Arts in Jewish Studies**

Annual Tuition - <i>Cincinnati</i>	\$14,000
------------------------------------	----------

**SCHOOL OF SACRED MUSIC****Master of Sacred Music and Cantorial Ordination***Debbie Friedman School of Sacred Music*

Annual Tuition - <i>New York</i>	\$28,000
Coaching Fee	\$550
Student Activity Fee ( <i>Full-Time</i> )	\$35

**ZELIKOW SCHOOL OF JEWISH NONPROFIT MANAGEMENT****Master of Arts in Jewish Nonprofit Management****Master of Science in Organizational Leadership & Innovation***Zelikow School of Jewish Nonprofit Management*

Annual Tuition	\$28,000
Student Activity Fee ( <i>Full-Time</i> )	\$25

*HUC-JIR/USC Dual Degree students: Courses taken at USC will be billed directly to students through USC. Per credit hour cost/flat rate costs are based on USC tuition rates.*

Certificate in Jewish Organizational Leadership (CJOL)     \$14,000 (*One Summer Term*)

Concurrent full-time HUC-JIR students in the CJOL program     \$3,500 (*Summer Term Only*)  
or the two-summer MAJNM program

**YEAR-IN-ISRAEL***Cantorial, Education and Rabbinical*

Annual Tuition	\$28,000
Ulpan ( <i>Summer Term only</i> )	\$1,400
Program Service Fee ( <i>Fall Semester only</i> )	\$1,600

**ADDITIONAL FEES FOR ALL PROGRAMS AND PER CREDIT HOUR COSTS**

Application Fee	\$100	<i>Non-Refundable</i>
Enrollment Fee ( <i>except Doctor of Philosophy in Judaic and Cognate Studies</i> )	\$200	
Graduation Fee ( <i>except DeLeT Credential and Doctor of Hebrew Letters</i> )	\$200	
Cantorial and Rabbinical Ordination Fee	\$200	

**Part-Time Students and Auditors**

• Part-Time for Credit ( <i>per credit hour</i> )	\$1,900
• Part-Time for Audit ( <i>per credit hour</i> )	\$950
• HUC-JIR Alumni for Credit ( <i>per credit hour</i> )	\$1,300
• HUC-JIR Alumni for Audit ( <i>per credit hour</i> )	\$650

**California Student Tuition Recovery Fund (STRF)**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, HUC-JIR pays the state-imposed assessment for the STRF on your behalf, as a California-resident student in an educational program or residency program, who prepays all or part of your tuition. You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education

P.O. Box 980818  
West Sacramento, CA 95798-0818  
(916) 574-8900 or (888) 370-7589

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss because of any of the following:

- The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
- You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

**To meet California's institutional requirements, the following are estimated total charges (excluding scholarships and grants) by program for students completing a California-based program on the original schedule.**

Rabbinical Ordination, includes Master of Arts degree (Hebrew Letters) (5 years)	\$145,500
Certificate in Jewish Organizational Leadership	\$14,200
Master of Arts degree (Jewish Non-Profit Management)	\$56,750
Master of Arts degree (Religious Jewish Education)	\$28,235
Master of Arts in Teaching degree (MAT)	\$10,200
Master of Educational Leadership degree (MEdL)	\$56,770
Master of Science degree (Organizational Leadership and Innovation)	\$42,475
Certificate in Day School Leadership through Teaching Credential Program	\$28,200

**Note: HUC-JIR reserves the right to revise the charges. Students must contact Student Billing or the School/Program Director for annual updates.**

## **Tuition and Fees Policy, 2023-2024**

For all its students, HUC-JIR strives to ensure that financial concerns are neither an obstacle to enrolling nor a challenge to successful academic progress. To this end, the College Institute offers significant financial assistance in the form of institutional scholarships and access to federal loans. HUC-JIR also recognizes that unforeseeable financial hardships occasionally arise for students and may require payment deferrals or other extraordinary assistance. We encourage all students to contact the Financial Aid Office for further information and assistance. The Board of Governors of Hebrew Union College-Jewish Institute of Religion reserves the right to revise this policy statement and the attached tuition and fees schedule at any time.

- **Full-time:** Students enrolled for nine (9) credit hours or more each semester (or its equivalent) are considered full-time students, and their fees are assessed according to the full-time fee schedule. Rabbinical and Cantorial students are considered full-time students during their fifth year; continuation fees and

thesis/final project fees will be charged in subsequent years if course work is complete.

- **Part-time:** Students enrolled for fewer than nine (9) credit hours each semester (or its equivalent) are considered part-time students, and their fees are assessed according to the part-time fee schedule.
- **Auditors (non-credit):** All auditors including HUC-JIR alumni, community clergy and professionals must pay a fee per credit hour according to the part-time fee schedule.

#### **WITHDRAWAL/TUITION REFUND POLICY**

**Withdrawal:** Withdrawal from individual courses or a complete withdrawal from all courses must be initiated by the student in writing through the Registrar's Office. Actions which are not considered as official notification of withdrawal are: failure to attend class, giving notice to an instructor, stopping payment on a check used to pay fees or verbal notice to any College-Institute office. The effective date of a withdrawal to be used in determining refunds is the date that the registrar receives written notification of withdrawal from the student.

**Refund:** All tuition and fees are refunded in accordance with the schedule below.

<b>Withdrawal</b>	<b>Refund</b>
During the first and second weeks of a semester	100%
During the third week of a semester	50%
During the fourth week of a semester	25%
After the fourth week of a semester	None

Items not subject to refund include application fees, registration fees, Ulpan fees, student activity fees, continuation fees, student health fees, graduation/ordination fees and any other charges. Students will not receive any payments or refunds until all Title IV funds and other scholarships, as required, are reimbursed and any outstanding balances with the College-Institute are paid in full.

#### **UNPAID TUITION, FEES, AND OTHER CHARGES FROM PRIOR SEMESTERS**

Each semester's tuition, fees and other charges must be paid in full by the assigned payment due date given for each semester. Semester payment due dates are displayed at <http://huc.edu/admissions/student-billing>, and in Canvas. Also, each semester must be paid in full to register for coursework. Student accounts not paid in full by the specified payment due dates will be subject to a Business Hold that will prevent the registration of future coursework, a late fee of \$150 plus interest at a rate of 1% for each month the account remains delinquent. Late fees will not be waived for any reason once applied to a student's account. Diplomas will be issued only to those students who have: (1) paid all outstanding obligations to the College Institute (tuition, fees, or other charges); and (2) have returned all outstanding library materials.

#### **ACADEMIC YEAR AND ANNUAL FULL-TIME TUITION DEFINED**

An academic year is defined in the order of Summer Term, Fall Semester, and Spring Semester. The College-Institute's full-time annual tuition is for the entire academic year.

<b>Withdrawal condition</b>	<b>Refund</b>
Through first day of class in the semester	100% of tuition paid
From 2nd class day through 60% of semester class days	Up to 40% of tuition paid*

\*Refund % calculated based on tuition cost per semester day x days in the semester the student is scheduled to attend.

\*\*A balance in the student account is considered an obligation to be paid by the students.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student. If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds.

\*\*Items not subject to refund include application fees, registration fees, Ulpan fees, student activity fees, continuation fees, student health fees, graduation/ordination fees and any other charges. Students will not receive any payments or refunds until all Title IV funds and other scholarships, as required, are reimbursed and any outstanding balances with the College-Institute are paid in full.

## HOLDS AND LATE FEES FOR UNPAID TUITION, FEES, AND OTHER CHARGES

Each semester's tuition, fees, and other charges must be paid in full by the assigned payment due date given for each semester or summer term. Semester payment-due dates are displayed at [huc.edu/admissions/student-billing](http://huc.edu/admissions/student-billing) and in Canvas. Also, each semester must be paid in full in order to register for coursework. Student accounts not paid in full by the specified payment-due dates will be subject to a business hold that will prevent registering for future coursework, a late fee of \$150, and interest at a rate of 1% for each month the account remains delinquent. Late fees will not be waived for any reason once applied to a student's account.

In order to treat our students more equitably, to streamline processes for administrative staff, and to recognize the importance of official transcripts as one of the primary "currencies" for students and alumni seeking jobs, further education, or credit-transfer opportunities, HUC-JIR does not place financial holds on transcripts as the primary inducement for recouping student debt to the College-Institute. Financial holds include money owed to the College-Institute for tuition and fees, missing library materials, or other holds related to something of value.

When students do not comply with requirements necessary for their enrollment at HUC-JIR, an administrative office may continue to place a hold on other student privileges. Holds may restrict a student's ability to register for classes, to receive verifications or certifications, to access online coursework, or to re-enroll after a withdrawal or leave of absence. Holds may be placed on these privileges for financial reasons, for not meeting obligations in a timely manner (including registration, enrollment forms, medical forms, return or replacement of library materials, financial aid paperwork, etc.), or for other College-Institute processes.

Diplomas and smichot will be issued only for those students who have both 1) paid all outstanding obligations to the College-Institute (tuition, fees, loans, or other charges) or – in extraordinary circumstances – made formal recurring payment arrangements with HUC-JIR's Business Office (including signing a promissory note) and 2) returned all outstanding library materials.

### **Annual Full-Time Tuition Defined**

An academic year is defined as Summer, Fall and Spring semesters.

The College-Institute's full-time tuition is for the entire academic year.

### **Financial Aid Policies**

A more detailed version of financial aid policies and procedures is available at [huc.edu/admissions/financial-aid-scholarships/policies-procedures](http://huc.edu/admissions/financial-aid-scholarships/policies-procedures).)

---

HUC-JIR will provide adequate financial assistance to eligible students. This goal is to be accomplished through the coordination of governmental, community, and HUC-JIR resources within the framework of federal and College-Institute regulations and policies.

The College-Institute maintains a significant program of financial aid for students who can demonstrate need and merit. As a general rule, students are expected to utilize all available personal resources before turning to HUC-JIR for assistance. Our institution remains committed to the principle that all admitted, qualified students will be able to matriculate regardless of their ability to pay tuition and fees, where institutional financial resources make this possible.

Financial aid is distributed on the basis of need or merit; all full-time or half-time students are welcome to apply. HUC-JIR's total financial aid program is available to students who can demonstrate need and merit. All students are welcome to apply.

International students with F-1 or J-1 visas are ineligible for any US federal or state financial aid programs. As stated on the I-20 student visa form from the U.S. Citizenship and Immigration Services (USCIS), international students are expected to provide for their educational and living expenses from personal and family resources. International students may apply for HUC-JIR need-based or merit-based scholarships by completing the CSS/Financial Aid PROFILE® (PROFILE). Students may receive a scholarship covering up to 100 percent of tuition.

All students seeking need-based financial aid must complete the FAFSA and submit it online at [studentaid.gov/h/apply-for-aid/afsa](https://studentaid.gov/h/apply-for-aid/afsa). HUC-JIR's school code is **G04054**. International students must submit a CSS (College Scholarship Service) Profile: [cssprofile.collegeboard.org](https://cssprofile.collegeboard.org). Be especially careful to complete the application for financial aid accurately. Errors can result in long delays both in processing applications and in receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.

The HUC-JIR financial aid deadline for returning students is always **the first Friday in March**. New students entering the MAJE, DFSSM, and RAB programs must apply by mid-February; other programs have different deadlines. If you wish to be considered for HUC-JIR need-based scholarships and financial aid loans, you **MUST** complete your FAFSA (CSS Profile for international students) and submit additional requested information to the Financial Aid Office. After that deadline, federal student loans can still be processed on a rolling basis. However, missing the deadline will seriously impair the College-Institute's ability to continue need-based scholarship support.

The Cost of Attendance (COA) is determined by the financial aid director and is based on the program and campus you are attending, student surveys, cost of living indices, and other data to determine the appropriate annual COA amount for each program. The COA is used to award financial aid to students.

The COA has the following components:

- Tuition for most campuses and programs is \$28,000 for the 2023-24 academic year and is subject to change annually.
- Students enrolled in dual master's programs at the Zelikow School of Jewish Nonprofit Management are subject to additional tuition for the "second program".
- Additional fees for other programs are noted in the individual program prospectuses.

**Note:** Please see the financial aid web page for the cost of attendance (COA) for each campus and program.

A nine-month budget will be used for all students attending fall and spring semesters. If the student attends only one semester, the budget is divided in two.

A twelve-month budget will be used for all students attending fall, spring, and summer. If the student attends only one semester, this budget figure is divided into three.

**Note:** A half-time student's educational expenses may be less, and these expenses are usually offset by an increased employment contribution compared to what would be expected from a less-than-full-time student.

The College-Institute is guided by the FAFSA/CSS Profile analysis in determining financial need for all financial aid applicants. The FAFSA analysis is calculated according to federal standards. It provides the Financial Aid Office with a dollar amount called the Student Aid Index (SAI.) The SAI is the amount of money which the student will be expected to contribute toward the total cost of the student's education. The SAI is recalculated each time the student submits a FAFSA/CSS Profile application.

As currently directed through congressional legislation and as historically dictated, the Financial Aid Office is empowered to use its professional judgment as the final authority in determining a student's financial aid eligibility. The Financial Aid Office must use independent professional discretion in recommending variations from established policies and procedures, when, in their best judgment, the circumstances warrant such action.

If the Financial Aid Office becomes aware that a student or spouse has intentionally misrepresented facts relevant to the student's financial aid application, and this has resulted or could result in the awarding or disbursement of funds for which the student is not eligible, the financial aid officer must:

- conduct a meeting with the student in order to determine whether or not there was intention to misrepresent the facts; and
- notify the student at the end of the meeting if the case is to be forwarded to the appropriate Dean for possible disciplinary action.

Misrepresentation can result in the repayment of all wrongly disbursed funds and/or a decision not to process the financial aid application or to award financial aid. Any such actions would apply to the current year and possibly the following year.

### **Entrance Interviews**

All students borrowing from the Stafford Loan Program for the first time at HUC-JIR must complete an entrance interview before funds will be disbursed for the student. Entrance Interviews are to be completed online – choosing your campus location -- [studentaid.gov/entrance-counseling](https://studentaid.gov/entrance-counseling).

### **Exit Interviews**

All students who have received financial aid are required to complete an exit interview before graduation or upon withdrawal from the College. Exit Interviews are completed online at [studentaid.gov/exit-counseling](https://studentaid.gov/exit-counseling).

### **Federal Direct Loans**

The College-Institute participates in the Direct Loan Program. Within that program our school offers two types of federal loans: the Federal Unsubsidized Stafford and the Graduate PLUS Loan. To be eligible for financial aid a student must first complete the Federal Free Application for Student Aid (FAFSA) to determine federal loan eligibility. The application is available online at [studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa). This serves as an application to both our need-based scholarship and loan programs. HUC-JIR's school code is **G04054**.

Matriculated students attending at least half-time, who are not in default and who do not owe a refund in any federally funded program are eligible to apply for Federal Direct Loans. Students must be in good standing with current financial aid loans and not in default and, if male, must be registered with the Selective Service System. In addition, students must be US citizens or legal permanent residents in possession of a "green card".

For new borrowers (those with no loans outstanding), the annual interest rate on both Subsidized and Unsubsidized Stafford Loans varies with the 91-day T-bill. See the current rate at [studentaid.gov/understand-aid/types/loans/interest-rates](https://studentaid.gov/understand-aid/types/loans/interest-rates). If you have any unpaid balances on previous loans, your rate will remain the same as your initial loan. There are no penalties for paying off student loans early.

### **Unsubsidized Stafford Loans**

An unsubsidized loan accrues interest while the student is in school. This loan is not based on financial need and is available to all eligible students who wish to take it, as long as their aid has not surpassed the Cost of Attendance (COA), or their loan amounts have not reached the aggregate limit. Repayment of the principal amount does not begin until six months after the borrower separates from HUC-JIR (by withdrawing, graduating, or enrolling below half-time status). The borrower is responsible for the interest beginning on the date of disbursement. There are no penalties for paying off loans earlier than the payment schedule. All United States citizens and legal permanent residents are currently eligible to receive as much as \$20,500 per year in Unsubsidized Stafford Loan monies. The aggregate amount of Subsidized Stafford Loans obtainable is \$23,000 for undergraduate students and \$42,500 for graduate and professional students. The total maximum is therefore \$65,500. The additional aggregate for Unsubsidized Loans is \$46,000 for undergraduate students and \$92,500 for graduate and professional. The total maximum is \$138,500. Some lenders may indicate a loan minimum (usually \$500) or a lower loan maximum.

### **Graduate PLUS Loan**

The Graduate PLUS Loan is available to eligible students who wish to take out additional funds for the academic year beyond the Stafford loan. Students' eligibility is determined by subtracting their current estimated financial assistance of loans and scholarships from the standard COA for their program. This loan has a higher interest rate than an unsubsidized loan and requires a credit check. The Graduate PLUS Loan can be taken out in one or two installments and has a six-month grace period after you separate from the College-Institute (by withdrawing, graduating, or enrolling below half-time status.)

### **Private - Alternative Loans**

In addition to the Federal Stafford Loans, students may take out private alternative loans directly with lenders. Most of these loans are based on a student's credit rating and usually have higher interest rates. Some lenders offer private student loans for Canadian students and other international students. Loan origination fees can vary



from 0% to 3% of the principal amount of the loan, depending on your lender. The fee is collected in advance of each loan disbursement by the lending institution.

### **Deferment**

Student borrowers can postpone repayment of loans while enrolled at least half-time at the College-Institute. Upon separation from the institution (by withdrawal, graduation, or enrolling below half-time status), a student will have a six-month grace period for all current financial aid loans taken out during the student's residency at the College-Institute.

Previous loans from other colleges will go into repayment immediately.

Questions regarding loan deferment and special conditions should be addressed to the Director of Financial Aid.

### **Leave of Absence**

Students who request and are approved for a leave of absence from the college will be granted up to 180 days leave for financial aid purposes. After that amount of time, if a student fails to re-enroll at the College-Institute, they will be automatically withdrawn from the program and loans that are currently on a deferment status will be updated to withdrawn. Students returning from a leave of absence who have not made-up work from the previous semester will not be permitted to take out more Stafford Loans until they have completed the previous semester's workload or have completed an additional semester with a course load of at least half time. For students on a leave of absence, the COA will be adjusted to reflect the student's COA minus the months or days the student is on leave.

### **Year-In-Israel Students**

Students eligible for financial aid may receive a scholarship to cover up to full tuition and fees for the Year-In-Israel Program. Students required to attend the Summer Ulpan will receive an additional ulpan tuition scholarship.

### **Stateside Students**

Institutional need-based and merit-based HUC-JIR scholarships do not need to be repaid. They are provided directly to the student from the College-Institute's own financial resources, often supported by generous alumni and donors who establish named scholarships. To be eligible for an HUC-JIR tuition scholarship applicants must apply through the Admissions Office when applying for admission to the College-Institute.

### **Discretionary Scholarship Fund Policy**

Students who have extraordinary financial need may apply for additional HUC-JIR scholarship funds through the Financial Aid Office. To apply for additional aid, students must submit a letter to the Director of Financial Aid addressed to the "Scholarship Committee", outlining reasons for requesting extra scholarship funds. Additionally, students will need to submit documentation (i.e., tax return) to support their appeal. Each student's case will be reviewed by a scholarship committee and those confirmed as having significant need may be awarded more scholarship money if funds are available.

### **Outside Scholarship Policy**

Students receiving full-tuition scholarships from external sources that process their awards through HUC-JIR may not be eligible to receive additional need-based HUC-JIR scholarship aid, depending on the amount of the outside award and the level of need.

### **Half-Time/Full-Time Equivalency for Federal Aid**

Graduate students may be eligible for a half-time or full-time equivalency, based upon the determination of their academic department, even if they are not enrolled for actual credits. Hebrew Union College defines full-time coursework as a minimum of nine credits and half-time coursework as a minimum of four and a half credits.

The following types of coursework may not carry any credit: capstone or thesis course and/or fieldwork, internship, clinical practice, practicum course, and/or participation in supervised research (capstone, thesis, or research assistant), Candidacy, or Dissertation. In those cases, full-time equivalency students are expected to spend at least 113 hours per term working at these activities; half-time equivalency students are expected to work a minimum of 75 hours per term in a combination of coursework and/or the appropriate activities.

### **Return of Federal Title IV Funds and Overawards**

How a withdrawal affects financial aid Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, the student may no longer be eligible for the full amount of Title IV funds that was originally scheduled for the student to receive. The return of funds is based

upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds the student will have earned at the time of the withdrawal. When more than 60% of the semester/pay period is completed, a student is considered to have earned all of their financial aid and will not be required to return any funds. Federal law requires schools to calculate how much federal financial aid a student has earned if that student completely withdraws or stops attending before completing the semester/pay period. Unearned aid must be returned to the federal government using a process administered by the Director of Financial Aid.

The Financial Aid Office will conduct a return of funds calculation for students who withdraw (officially or unofficially) from the College-Institute during the academic year. An exit interview will be sent electronically to the student to be filled out and returned. If there is no response a PDF of the full exit interview and instructions will be emailed to the student.

#### Overaward

The awarding of financial aid in excess of demonstrated need constitutes an overaward. At the time of awarding, a student's financial aid "package" must be equal to or less than the student's need. Student loan funds will be reduced for the second semester if an overaward is noticed before the second-semester disbursement. If the overaward happens after the second or last disbursement, funds must be collected from the student. A financial aid officer has the right to exercise professional judgement if there is a valid reason for lowering an EFC and eliminating the overaward.

#### Master Promissory Note

A Master Promissory Note (MPN) has to be current and signed by the student with Direct Loans (information on the "How to Apply" part of the financial aid website.) An MPN is serial and can thus be used every year during the student's residency at the College. By signing an MPN, a student is promising to repay all student loans made under this note. Students may revoke their MPN at any time, however, loans previously disbursed remain an obligation they must repay. An MPN expires ten years after the note is signed. If a disbursement is not made within one year of signing, the promissory note is automatically revoked. Students requesting Grad Plus Loans must complete a Grad Plus Application for each new Grad Plus loan request.

#### Disbursing Loan Refunds in Students' Accounts

All loans and grants are disbursed by the HUC-JIR Business Office. If a student has not submitted all required documentation, a "hold" will be placed on the student's financial aid disbursements. Deposits made into a student's checking account will not be disbursed if a student's HUC-JIR financial aid records have been encumbered for any reason.

Notification of disbursements is sent from the Business Office notifying the student of what kind of loan, amount, and date of deposit into a student's College-Institute accounts, and their personal bank accounts. This notification will inform the students that they have the right to cancel or reduce their disbursement amounts, and the period in which they should alert the school if they choose to do so.

Federal Student Loans are disbursed twice each year for two semester programs and three times a year for students enrolled in fall-spring-summer programs. For late applications student loans will be disbursed on a rolling basis.

If a student owes tuition, fees, or has other financial obligations to the College-Institute, the amount due to the school will be deducted from the Federal loan refund disbursement.

#### Satisfactory Academic Progress for Federal Aid

Federal guidelines mandate that all institutions offering Title IV funds have a Standard of Satisfactory Academic Progress (SAP). The following information defines HUC-JIR's minimum standards for SAP to maintain eligibility for all types of financial aid, including federal (Title IV), state, and institutional (HUC-JIR) funding. Programs administered by agencies other than HUC-JIR, such as private scholarships, may have their own academic standards for students. Students will need to contact such agencies to determine their requirements.

Federal regulations require HUC-JIR to establish SAP standards in the following areas which must include the student's total academic history.

- cumulative GPA
- cumulative credits
- maximum period



These general principles apply to all HUC-JIR degree programs. In addition to the general principles, students must meet specific guidelines for their individual academic program(s). Program-specific requirements are detailed in the respective program handbooks.

SAP will be determined at the end of every payment period (semester).

To earn semester credits at HUC-JIR, a student must receive a grade of A, B, C, Pass, or Low Pass. Any other grade does not earn credits but will count as credits attempted and not as credits earned.

Classes from which a student has withdrawn will be counted as credits attempted but not earned and will negatively impact a student's ability to satisfy SAP requirements.

Classes in which a student receives a grade of Incomplete (I) count as credits attempted but not as credits earned. Therefore, these will have a negative impact on a student's ability to satisfy SAP requirements.

When a student repeats a course, the total attempted credits will increase with each repeat, but the student will only earn credits for a completed course once. Therefore, repeating courses will have a negative impact on a student's ability to satisfy SAP requirements. When a student repeats a course, the higher grade will be counted towards the student's cumulative GPA.

Attempted credits include all coursework attempted, including transfer credits, passed, repeated, incomplete, failed, and withdrawn courses. Attempted credits do not include courses that have been waived or where advanced standing has been granted.

Transfer students will be evaluated at the time of enrollment using the same SAP standards.

Students who change programs or seek to earn additional degrees are evaluated at the beginning of the semester of the new program or additional degree.

#### Cumulative GPA

For students in programs where a GPA is calculated, or those students who have chosen to receive letter grades, a student must maintain a 2.5 cumulative GPA or better to satisfy SAP requirements.

For students enrolled in programs that offer Pass/Low Pass/Fail grading, students must pass at least 70% of the credits they have attempted to satisfy SAP requirements.

#### Cumulative Credits Earned

In the first year, students must pass (earn) 50% of their credits attempted in that academic year. Starting in the second year, students must pass (earn) at least 70% of the credits that have been attempted to satisfy SAP requirements.

#### Maximum Time Limit

HUC-JIR students will be eligible for financial aid for a maximum time limit of 150% of the published number of required credits. Thus, if a program is anticipated to require 100 credits for completion, a student becomes ineligible for financial aid as of the completion of the 150th credit. Eligibility for financial aid ends at this time regardless of whether that student has received financial aid or not during the period of study.

#### Good Standing

Good standing by semester will be evaluated by the registrar who will report to the Financial Aid Office every pay period student who is not in good standing as well as who is on academic probation and those who are no longer enrolled. Good standing is defined in the HUC academic catalog.

A student in good academic standing:

- is not on probation;
- is making acceptable progress toward their degree or certificate;
- has earned grades at the "Pass" or "B" level or higher; and
- has no more than grade of LP or C+ or lower in a semester.

If a student receives two or more grades of "LP" or "C" and/or fails one or more courses in a semester, the Program Director shall meet with the student to provide counseling and guidance. The Program Director may place the student on probation and may convene a Student Tenure Committee.

If they receive another "LP", "C", or "F" during a period of probation, they will be asked to appear before a Student Tenure Committee.

If the student fails two courses at any time within two consecutive semesters, they will meet with a Student Tenure Committee.

If a student fails three courses over two academic years, the student will be automatically suspended. They have the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.

#### **Failure to Meet Satisfactory Academic Progress Requirements**

Students who fail to meet the satisfactory academic progress standards will be placed on Financial Aid Warning (FAW) for up to one payment period (semester). During the FAW, a student remains eligible to receive financial aid. Students who meet SAP requirements during the warning period's end will be returned to normal status and will continue to be eligible for financial aid awards and loans. Students who do not meet SAP requirements at the end of the payment period will be placed on Financial Aid Suspension (FAS).

Students returning to HUC-JIR while they are on FAS must meet the requirements of HUC-JIR's SAP policy to regain financial aid eligibility.

#### **Appeals**

Students on FAS may make a written appeal to the Director of Financial Aid. Financial aid may be reinstated by the director upon demonstration of mitigating circumstances which must be documented to the satisfaction of the director along with a written letter of appeal from the student. Examples of mitigating circumstances and appropriate documentation include, but are not necessarily limited to:

- serious illness of student, documented by a signed statement from a physician that the illness interfered with the student's ability to meet SAP requirements, along with a written letter of appeal from the student;
- serious illness of an immediate family member, documented by a signed statement from a physician along with a letter of appeal from the student;
- death of an immediate/close family member, documented by assigned statement from a clergy person, nearest relative or an unbiased, concerned adult, along with a written letter of appeal from the student; or
- disruptive internal family problems, documented by legal/court documentation from an attorney, statement from parents, clergy person or an unbiased concerned adult, along with a written letter of appeal from the student.

Students on FAS who have submitted an appeal and are approved will then be put on Financial Aid Probation (FAP) for one payment period. If SAP is restored at the end of the payment period, financial aid eligibility will continue. If students on FAP who do not successfully make SAP at the end of the pay period can submit an academic plan with their academic advisor with a period of when the student will successfully make SAP and an action plan to restore SAP. If a student has an active academic plan in place, they will be eligible for financial aid while following their academic plan.

#### **Refunds and Repayment**

All tuition and fees are refunded on a pro rata basis, using the number of remaining months divided by either the 9-month or 12-month term. Please see the current Tuition and Fees Policy on the [Student Billing](#) web page for further information.

#### **Financial Aid File Maintenance**

To ensure that all required documents have been received and to aid internal and external audits, all files will be maintained as follows:

##### **Documents Required in Each Financial Aid File:**

- Student Aid Report – analysis generated from the FAFSA award letter
- Miscellaneous communications from students

All files are stored electronically.

#### **Maintenance of Records**

The Financial Aid Office will maintain a record for each student receiving financial aid. All financial aid files will be maintained for three years after submission of the student's last financial aid application. Records involved in any claim or expenditure questioned by federal audit will be retained until that question is resolved. After the three-year retention period has elapsed and all open issues resolved, the financial aid materials will be destroyed.

#### **Confidentiality**

As specified by law in the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), all information in a student's financial aid file is confidential and may not be released or discussed with anyone except as provided by law.

Adequate records of request must be maintained for information disclosure.

To disclose financial aid information, written consent from the student is required and must:

- specify records to be released;
- state the purpose of the disclosure;
- identify the party(ies) to whom disclosure may be made; and
- be signed and dated by the student.

Information **must** be disclosed **without** prior written consent of the student to:

- students who request information from their own records;
- authorized representatives of federal- and state-supported programs for the purpose of audit and evaluation; and
- the College's duly appointed auditors, for the sake of audit and evaluation.

Information **may** be disclosed **without** written consent of the student to:

- personnel within the institution determined to have legitimate educational interest;
- officials of other institutions in which the student seeks to enroll;
- organizations determining financial decisions concerning eligibility, amount, condition, and enforcement of terms of said aid;
- organizations conducting studies to develop, validate, and administer predictive tests, to administer student aid programs, or to improve instruction;
- accrediting organizations carrying out their accrediting functions;
- parents or legal guardians of a student who have established that student's status as a dependent according to Internal Revenue Code of 1986, Section 152; or
- persons in compliance with a judicial order or a lawfully issued subpoena, provided that the institution first makes a reasonable attempt to notify the student.

### The Administration of Financial Aid Programs

Responsibility for the administration of financial aid programs is a joint effort of the Financial Aid Director, the Registrar, the Business Office, and the Deans, who act in an advisory capacity. The Board of Governors of the College-Institute reviews and ultimately sets HUC-JIR financial aid policies.

### Consortium Agreements

A consortium agreement will allow a student to use some of their federal student aid (Unsubsidized Direct Loan, and PLUS loans,) at another approved school or program. Federal regulations allow only one institution, the "home institution" to award federal financial aid. As the "home institution," HUC can recommend these forms of aid when its student's study elsewhere and obtain permission in advance to transfer courses to the HUC degree program. HUC's academic-progress standards do not change during the period of agreement. HUC will maintain all records related to the student's aid. Awards are based on the actual cost of tuition and fees at the host institution and HUC's cost of attendance for the appropriate program.

This form may be used for courses to be taken elsewhere, provided you have the form completed by the Consortium School/Program. As with most forms of aid, you must also file a Free Application for Federal Student Aid (FAFSA).

Please do the following for consortium agreements:

- Contact the Financial Aid Office for the Consortium Agreement.
- Complete and sign Section A of the agreement.
- Obtain your faculty advisor's signature granting permission to transfer the host institution's credit as equivalent to HUC credit. Grades by the host institution will not be included in the student's HUC GPA.

Obtain the host institution's approval of Section B of the agreement and return it to the HUC-JIR Office of Financial Aid.

# Debbie Friedman School of Sacred Music

## Master of Sacred Music Degrees (MSM)

The MSM Degree is awarded upon successful completion of the prescribed courses in the curriculum and requirements of the New York School. Generally, three years of residence at the New York School is expected before the MSM degree is granted.

## Admission Requirements for the Debbie Friedman School of Sacred Music

### 1. Application Part One

The first part of your application includes a few simple questions about your contact information and educational background. Please read all the application instructions and complete all elements of the application by the deadline. If you have any questions, please contact [admissions@huc.edu](mailto:admissions@huc.edu).

### 2. Preliminary Consultation

As part of your application process to become a cantor at HUC-JIR, we require that you speak with a professional in the Office of Admissions and Recruitment and/or Cantor Jill Abramson, Director of the Debbie Friedman School of Sacred Music. This informal, preliminary consultation and vocal consultation is a way for us to get to know you better, for you to ask your questions and be sure now is the right time for you to apply to:

HUC-JIR. Simply email [admissions@huc.edu](mailto:admissions@huc.edu) to set a date and time.

### 3. Recommendation Letters

Good references come from individuals who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that make you a strong candidate. Please use the Reference Letter Request Form to submit the names and contact information of your references. The individuals you list as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you are in touch with your chosen references prior to filling out this online form to alert them that they will receive this emailed request. It is also highly recommended that one of your four references be able to speak from a musical perspective.

Please allow each reference enough time (at least one month) to complete their letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the National Office of Recruitment and Admissions by emailing [admissions@huc.edu](mailto:admissions@huc.edu)

#### References for Applying to the Cantorial Ordination Program

Two Academic References: College professors or instructors with whom you have engaged in serious academic study should write the academic references. If you have been out of college more than five years you may obtain academic references from adult or informal education instructors.

One Judaic Reference: Of the remaining two references, HUC-JIR encourages you to submit a Judaic reference from a cantor ordained/invested by HUC-JIR.

One Professional Reference: In addition, please request a professional reference from a supervisor of your work, paid or volunteer, preferably in a Jewish setting.

### Confidentiality of References

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact [admissions@huc.edu](mailto:admissions@huc.edu) with any questions or concerns.

### 4. Transcripts

Please request transcripts 60 days before the application deadline. Transcripts need to be received in order to schedule an interview.

Please provide us with one copy of an official transcript from all the following:

The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)

Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.

Any “Year Abroad” programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

Office of Recruitment and Admissions  
Hebrew Union College-Jewish Institute of Religion  
3101 Clifton Avenue  
Cincinnati, OH 45220  
tward@huc.edu

For international applicants: year-by-year records from colleges and universities attended are required.

The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

## **5. GRE or TOEFL**

Graduate Record Examination (GRE): All applicants with English proficiency are required to take the GRE General Test. When registering for the GRE, please use the school code number 1291, which directs the results to the National Office of Admissions and Recruitment on the HUC-JIR Cincinnati campus. For GRE information, please see [www.ets.org/gre](http://www.ets.org/gre).

We recommend that the test be taken at least four weeks before the application is due to allow time for the scores to be sent to HUC-JIR. Scores need to be received to schedule an interview. GRE scores are only valid for five years. Candidates with a prior degree from HUC-JIR, PhD or Master's degree (post-Bachelor) from an accredited institution that required a GRE score for admission may be exempt from submitting a current GRE score. Please email [admissions@huc.edu](mailto:admissions@huc.edu) with a request to exempt from this requirement.

Test of English as a Foreign Language (TOEFL): International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. See the information available at: [www.ets.org/toefl](http://www.ets.org/toefl). Please note that the TOEFL exam is not a substitute for the GRE. **The TOEFL School code for HUC-JIR is 1291.**

## **Part 2 of the application**

We will send you access to Part 2 after your Part 1 is complete and processed. Part 2 contains more in depth and program specific questions. All application materials, including Part 2 of your application, letters of references, transcripts, and test results, must be received by the deadline in order to be offered an admissions interview. Part 2 of your application will ask for a first and second choice for your interview location.

## **Personal Statement**

In no more than six double-spaced, typed pages, and respond to the following questions:

Why have you chosen to become a cantor? Discuss your intellectual, musical, religious, and spiritual development as well as the life experiences that have led you to make this decision.

In addition, in this personal statement, please include reflection on one of the following: the evolution of your current Jewish practice; your relationship with Israel; your conception of and relationship with God; and

## **Short Essays**

Please respond to each of the following questions separately. Limit your response to the two questions to a total of six double-spaced, typed pages.

Reflect on a Torah portion that you have found meaningful or challenging. You may include classical or contemporary commentary that has been helpful to you in understanding the text.

How do you express your Judaism in relation to Reform Judaism? What do you find most compelling and what do you find most challenging about Reform Judaism?

### **A Résumé**

Please include a résumé that focuses on your academic and professional accomplishments, awards, honors, publications, and any significant leadership positions in which you have served.

### **Photo**

A simple portrait to help us recognize you when you visit and maintain our campus security.

### **The Course of Study**

The Graduate Cantorial Program begins with a year of study at the Jerusalem school of the College-Institute and continues with four years at the New York School.

- Specific courses and prerequisites are noted in the annual course description announcement.
- Courses are offered in weekly units of 3 hours, 2 hours, and 1.5 hours. In some instances, courses are offered as non-credit requirements.
- The general structure of the course of study leading to the degree Master of Sacred Music (MSM) is in the following areas:
  - Hebrew Judaic Studies
  - Cantorial and Musical workshops, Jewish Music Study, Clergy Formation, Professional Development Instrumental Proficiency, and Electives
  - Elective offerings are indicated in the Course Description Booklet. All inquiries regarding course availability should be addressed to the Registrar.
  - Performance Requirements

### **Course Requirements**

#### **Academic**

At the beginning of each course, the instructor will outline the requirements for a passing grade and the calendar dates by which requirements (e.g., papers and examinations) must be filled.

HUC-JIR students are expected to maintain the highest standards of integrity with respect to their academic work. Plagiarism, the appropriation of unattributed ideas or verbatim copying, is entirely at odds with the core principals of Jewish tradition and academic rigor. Students are expected to be familiar with the proper rules of citation (see the [MLA Handbook](#), or similar works). Students must ensure that they understand their instructors' expectations, and avoid utilizing completed work, notes, drafts, or homework of other students when it is inappropriate.

Work completed for one course may not serve to fulfill the obligations of another course, unless explicitly permitted in writing by the two professors involved. When in doubt, ask the professors involved about the appropriate actions to take. Disciplinary action may be taken by faculty members or the Student Tenure Committee where necessary.

#### **Practicum**

Second, third-, and fourth-year students are required to perform various aspects and styles of Jewish music in a simulated service or mini recital known as a practicum. Students receive one assignment per year in years 2-4. Faculty members and fellow students engage in an evaluative discussion following the practica each week. In addition, faculty members offer student confidential written comments.

Practica are held weekly in the College synagogue. DFSSM students are required to attend the practica and participate in the subsequent lunch discussion. No classes are scheduled at that time so that students and faculty in other programs can attend. In addition, students participate in ongoing ensembles assigned to accompany the practica of others.

### **Additional Performances**



All students are expected to participate in several annual events as part of their studies at the College-Institute.

### **Coaching**

Every student in New York is provided with two coaches each year, one for each semester. It is the student's responsibility to come to coaching sessions on time and prepared with music already learned. Accompanists are generally available to support coaching lessons.

### **Voice Lessons**

Every student must study weekly with a voice teacher. The College-Institute maintains no voice faculty of its own but does have a list of recommended teachers. Students are required to file the names of their voice teachers with the office of the Director of the School of Sacred Music.

Students are reimbursed up to \$1400 per academic year with documentation of fees paid to voice teachers. In certain cases, voice teachers will be contacted by the DFSSM Director's office to ascertain their evaluation of their student's progress.

### **Guitar**

Students are required to study guitar for three semesters. They will be asked to demonstrate basic competency on the guitar as an accompanying instrument to be assessed by the instructor.

### **Comprehensive Oral Examinations**

Students in the second, third and fourth years take COMPREHENSIVE ORAL EXAMINATIONS at the end of the academic year. These are scored on a pass/fail basis. In the case of failure, the students may not advance to the next year of study unless satisfactory performance has been achieved. They may be asked to repeat the exam, either in part or in its entirety.

Senior students take comprehensives at the end of their fall semester. In order to be ordained and enter ACC Placement, they must fully pass comprehensive exams.

### **Thesis Project Requirements**

During the fourth year, a student must submit the proposed subject of the thesis to the Registrar on or before the date announced in the Academic Calendar.

The Candidate shall first discuss the proposed thesis subject with the member of the Faculty who coordinates the DFSSM Senior Theses. During the 4th year work for the thesis will begin in the Jewish Music Research Course. At the conclusion of that course written approval must be obtained from the academic advisor and the recital advisor regarding the formulation of the subject. The topic must be related to Jewish music with a written thesis and a recital. The thesis and recital should be based on the same subject, but variances are allowed.

- The thesis proposal form is obtained from the Registrar's Office, and once signed by the advisor, is to be presented to the Registrar for transmission to the Faculty for approval.
- During the fifth year, a student will receive from the Office of the Registrar a copy of the thesis regulations current at the College- Institute.
- Each student must take either an elective course or an Independent Study course which is related in some way to their thesis topic during the fourth year.
- During the fifth year, each student must register for the Thesis Conference in which they meet regularly with the thesis and recital advisors while the work is still in progress.
- If a student fails to meet regularly, they will receive a failing grade (F) and will not be allowed to continue work on the MSM Thesis. As a result, they will not be invested that year.
- In the Senior year, the candidate presents the completed thesis to the Faculty by way of the Registrar no later than the date announced on the Academic Calendar as the "Last Day for Submitting Theses." A student who passes senior comprehensive examinations may submit their thesis during the first week of the Spring Semester in order to be eligible for ACC placement.
- The recital generally takes place during the Spring semester of the 5th year. Students are required to select repertoire, schedule rehearsals, and create a program for the recital. The recital is a minimum of 45 minutes and a maximum of 60 minutes. The recital must include at least 20 minutes of solo music.
- If a student does not complete their thesis in a timely manner, the Faculty may grant one more year to complete the thesis at their discretion. Any student who does not complete the thesis after a second year will have their tenure in the program terminated.

## **Student Fieldwork**

Students are required to serve in a Union for Reform Judaism (URJ) pulpit for at least two of their four years of study in the U.S. At least one of these years must be in a pulpit where they are the only cantorial presence (e.g., not as chazan sheini). This minimum of two years of fieldwork experience is a prerequisite for investiture. (See XIV.B).

## **Student Pulpits/ Cantorial Internships**

Student Interns may work alongside cantors in larger congregations or as the sole cantorial presence in smaller congregations. These positions are coordinated through auditions and interviews and a matching system arranged under the auspices of the College-Institute. Auditions and interviews take place each spring at the College-Institute. A special College-Institute brochure entitled, "DFSSM Student Placement Guidelines" contains procedures to be followed by students and congregations participating in this program. Student Cantors are responsible for the fulfillment of all requirements in this booklet.

Students should become acquainted with these guidelines prior to their first assignment.

**Under no circumstances may students make private arrangements with a congregation** for any type of cantorial service, or internship position, either on the High Holy Days or at any other time during the academic year. All negotiations must be approved, and all arrangements ratified by the College-Institute. Students who do not abide by this rule may face disciplinary action.

## **Types of Services Provided**

All job responsibilities, including hours, must be approved by the Student Placement Director.

Students may perform clergy functions except marriages and conversions. The student, however, may co-officiate at a wedding in the presence of an ordained or invested clergy person. The ordained or invested clergy person must sign all civil and religious documents.

With regard to conversions, the student may guide the studies of the prospective convert under the supervision of an ordained Rabbi and/or invested cantor. The ordained Rabbi/ Cantor must sponsor the conversion, officiate, or co-officiate at the conversion ceremony, and must sign the conversion certificate.

## **Fieldwork Supervision**

There is a two-year supervised fieldwork requirement for investiture. As part of this requirement a student serving as Student Cantor in weekend pulpits, or as Hazzan Sheni (Student Cantorial Intern), participates in a multi-faceted supervision program at the College-Institute. The student attends small group and special Common Hour programs on Professional Development issues.

## **Tefillah**

Daily morning services are conducted by rabbinical and cantorial students throughout the academic year. The assignment of responsibilities is made by the Dean of Students, in association with the faculty synagogue advisors.

Students are obligated to meet with faculty synagogue advisors before, during and after their week of conducting services in order to receive feedback throughout the planning and leading process.

Rabbinical and Cantorial students will occasionally be asked to participate as Student Rabbis and Student Cantors at special observances held in the synagogue during the academic year.

**Torah Reading Requirement** –At least twice during their tenure, each student is required to read from the Torah during the daily service. They are required to chant at least 8 lines of text and receive feedback after the reading.

## **Faculty**

The Faculty meets regularly throughout the academic year. There are a number of Faculty/Student Committees. The student representatives to these committees are chosen through the Student Association.

## **Student Review**

At each meeting of the faculty, any faculty member has the prerogative of bringing up a student's name for discussion, provided there has been prior consultation with the student's advisor and with other faculty members. This can occur either to follow up on a problem that has arisen or to focus on a student's accomplishments and potential.

Adequate follow-up to a faculty discussion about any student is mandatory. The Director of the School of Sacred Music will determine the most effective means of dealing with the issues raised.



At the final meeting of the spring semester, the faculty will review the progress of each student individually.

### **Advisors**

Entering Students shall be assigned a program advisor. The Advisor-Student Relationship should not be viewed in purely academic terms. The Faculty Advisor should serve as the hub connecting to all of the student's activities. The Advisor works on formative assessment of students and serves as a liaison with the other members of the Faculty in whose classes their advisees are enrolled.

Since the Faculty Advisors serve as liaisons with the student's many activities, students and advisors should meet a few times each year, individually and with their assessment groups.

Copies of completed Grade Evaluation Sheets will be circulated to the Advisors.

### **Grading**

Students shall be given a choice of P/C/F or letter grades to be recorded on their transcripts. At the beginning of each academic year, students will have the right to change their choice.

If a student receives two Cs or fails one course in a semester, they will meet with the program director and be placed on probation for an academic year.

If they receive another "C" or "F" during the year of probation, they will be asked to appear before a Student Tenure Committee. As part of the evaluation process, the Committee can suggest a range of ways to proceed that may include, but not be limited to, dropping the student from the academic roll or asking the student to take a reduced academic load.

If the student fails (2) courses within two consecutive semesters, they will meet with the Student Tenure Committee.

If a student fails three (3) courses over two academic years, the student will automatically be dropped from the academic roll. He/she has the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.

- Grades in Core Curriculum Courses
- If a student receives an "F" in a Core Course, they must meet with that professor to determine how to make up the F; students cannot be ordained with an "F" in a Core Course.
- If a student receives a "C" in a Core Curriculum Course, they must take and receive a "P" or the equivalent in an elective course in the same subject area as the course in which the "C" was received. How many do we offer? Is this feasible?
- Faculty will complete mid-semester evaluations for students who are facing academic challenges. Such students will receive a copy of the evaluation and should meet with the professor to review their work and discuss ways to improve.
- Performance requirements for each semester will be assessed. If a student fails a performance requirement instruction for remediation will be provided by the SSM faculty. Students must successfully complete all performance requirements for graduation.
- Students should receive standardized written evaluations in addition to grades for each course. These evaluations will become part of the students' academic record. When requesting that their transcripts be sent to other academic institutions or prospective employers, they may request that their letters of evaluation be included.
- Students have the right to respond to any particular faculty evaluation.

### **Submission of Grades**

A detailed evaluation form will be used at the end of the semester, specifying areas upon which the faculty member must comment.

Faculty members are expected to submit grades for all students by the second Monday after the end of Examination Week.

### **Extensions/Incompletes**

- Students can request extensions in a maximum of two (2) courses each semester by petitioning the program director after gaining permission of the faculty person.
- Students shall have three (3) additional weeks to complete the requirements for those courses for which extensions have been approved.
- Courses with extensions that have not been completed will automatically become Incompletes ("I"). Fall

Incompletes must be completed by the end of the spring semester and spring Incompletes by the beginning of the fall semester. If the course is not completed by these deadlines, it will automatically become an "F."

- Appeal of the Program Director's decision regarding an extension may be made to the Dean or the Provost (if the program director and Dean are the same person).
- When grades are recorded, they will be added to the "I."

### **Reduced Academic Load**

Students shall be able to move through the program at a reduced pace, if necessary, in consultation with the program director and Dean, taking up to a year beyond the normal degree program structure to complete the program.

If the student needs more than one year, they shall submit a formal request to the program director and Dean, who shall consult with the Faculty.

### **Probation**

Special probationary status presumes that a student so designated has not demonstrated an ability to continue the course of study and must demonstrate this ability within one academic year in order to remain in the program. If a student receives an "F" during the probation period, they will need to appear before a tenure committee.

### **Leaves-of-Absence**

Students desiring leave-of-absence to travel, study, medical, or for other reasons, must apply for such a leave in writing to the Director of the School of Sacred Music. Such a leave may be granted for a specific period, usually one year. Any extension of the approved period of leave necessitates reapplication. Students must also write to inform the Director of their intention to return to the program, no later than two months before resuming study.

### **Faculty Review of Students**

At the end of the Year in Israel, the Jerusalem faculty and administration will conduct a review of students regarding their suitability to continue in the program.

There also will be a formal review of students at the end of the third year. In addition, there shall be periodic reviews of students by faculty according to the assessment protocols established in each program.

### **Requirements for Ordination**

#### **Academic**

After the Year-In-Israel program, completion of the Core Curriculum, and all performance requirements as stated above (SEE XII F) and senior theses (both the written theses and recital) are required for investiture. In addition, each student must attend the annual Kallah program, participate in required *yemei iyyun* programs such as the Gerecht retreat, and fulfill tfillah responsibilities on campus.

Senior students are expected to complete all course work by the date announced in the academic calendar.

#### **Professional**

A minimum of two years of congregational experience is a requirement for investiture. This involves at least one year of service as a student cantor in a weekly or bi-weekly pulpit, as the sole cantorial presence (e.g., not as a sheini). Two years of a monthly student pulpit is equivalent to one year in a weekly or bi-weekly.

Beyond this minimum requirement, students are encouraged to explore professional growth opportunities such as: serving as an intern or working in a health care facility, CPE program, Jewish organization, teaching in a Jewish context, supervising a Jewish educational or camping program or participating in the Alumni Summer Residencies Program.

#### **Financial**

The student must secure clearance of all fees and obligations from the appropriate offices before certification for ordination can be made.

### **Maintenance of Student Files/Records**

#### **Contents**

The student's file contains material that usually falls into the following four categories:

Confidential letters of reference written in support of the student's application.

Application materials other than confidential letters of reference. These include the application itself, transcripts, Graduate Record Examination scores, autobiographical statement, medical form, letter of acceptance and letter of acknowledgment.

Grade Evaluations and general correspondence concerning the student contained in a student file.

HUC-JIR transcript.

### **Access**

The student has access to all material in categories 2, 3 and 4 as specified above. Administrative personnel have access to material in all four categories. The student's advisor has access to the material in categories 2, 3, and 4.

### **Identification Card/Security**

All students are required to have a NYU (New York University) photo identification card. It will be necessary to show identification to the Security Guard whenever entering the College-Institute, as well as to present this card at all New York University facilities. Application and instructions concerning identification cards are available from the Registrar (Room 407) and/or the Director of Operations (Room 405). This Identification Card is to be worn at all times while in the building. New HUC-JIR stickers are required each academic year. Please pick up these stickers from the Director of Operations (Room 405).

Each student will receive an Emergency Evacuation Booklet. Please contact the Director of Operations if you have not received a copy.

Information concerning Campus Security and Drug Education is distributed each year under separate cover.

### **Medical**

All full-time students are required to have verifiable Health Insurance through the group plan offered by the College-Institute or are required to sign a waiver and present proof of satisfactory equivalent coverage.

Information regarding health insurance options is available from the Director of Operations (Room 405). Students who are already enrolled in insurance through the College-Institute and change their marital status and contact information should communicate these changes to the Director of Operations (Room 405).

New York State Public Health law 2165 requires that all students be immunized against measles, mumps, and rubella. Persons born prior to January 1, 1957, are exempt from this requirement. According to this New York State Law, students will not be permitted to register, or attend any classes without showing proof that they have either been vaccinated or are exempt.

In addition, all students enrolled for at least six semester hours or the equivalent per quarter are required to complete and return a Meningococcal Meningitis Vaccination Response Form to the Registrar.

### **Fees**

All students will be billed directly for tuition by the National Business Office.

If a student receives scholarships, all outstanding tuition and fees will be deducted from as indicated in the student's billing statement. (Note: Health Insurance may be deducted. Students are encouraged to complete the "Authorization to Apply Title IV Funds" form, which can be obtained from the National Business Office.)

Failure to pay fees or installments on time may result in loss of a student's academic credits for the semester at the end of which they are delinquent in payment.

All students are required to complete the payment of outstanding bills for the previous academic year prior to registration.

In addition to tuition fees, there is a Student Association Fee payable upon registration.

### **Financial Assistance**

Financial Aid: Full-time and part-time students who are taking 6 credits or more are eligible to apply for a grant-in-aid scholarship to cover up to 100% of their tuition.

Aid is granted in accordance with College-Institute regulations which specify conditions of eligibility and maximum amounts. For further information please contact the Financial Aid Office.

Students can apply for merit and need-based aid by filling out the scholarship application on the Admissions application form. Students requesting need-based aid must also fill out a FAFSA form or a CSS Profile for international students. Details and instructions are provided by the Admissions Office.

### **Federal Student Loan Programs**

The College Institute participates in the Direct Loan Program and offers direct unsubsidized loans and graduate plus loans as part of the financial aid package for eligible students.

### **Registration**

All Students must complete registration prior to the first day of classes. Registration forms must be signed by a student's advisor.

No student may register for more than 22 credits per semester without the permission of their advisor and the Director of the Debbie Friedman School of Sacred Music.

Approval for departure from normal registration procedures must be obtained from the Director of the Debbie Friedman School of Sacred Music.

Students shall be able to move through the program at a reduced pace, if necessary, in consultation with the Director of the Debbie Friedman School of Sacred Music and/or Dean, taking up to a year beyond the normal degree program structure to complete the program.

If the student needs more than one year, they shall submit a formal request to the Director of the Debbie Friedman School of Sacred Music and/or Dean, who shall consult with the Faculty.

### **Program Changes**

Students may add or drop courses without penalty until the end of the second week of the semester.

With permission, students may withdraw from a regularly scheduled course up to and including week seven of the semester and receive a grade of "W." The decision to withdraw from a course will be made in consultation with the program director.

Students may withdraw after week seven and receive a grade of "WF," unless there are extenuating circumstances for which an "F" is not warranted. This will be determined by the program director in consultation with the faculty members.

### **Study at Other Academic Institutions**

Students may receive permission to study at another college or university. Such permission is to be secured through the respective Department Chairperson, provided that the proposed course of study is submitted in advance, in writing, and with the approval of the Director of the Debbie Friedman School of Sacred Music.

Credit will be granted only if approval has been granted in advance.

Cooperative arrangements with The General Theological, The Jewish Theological Seminary, and New York University Hebrew and Judaic Studies Department or Department of Music enable full-time students to take courses at these institutions (see above) at reduced rates or with no additional tuition fee. Details about the courses and the necessary procedures are available from the Registrar.

Courses taken at other institutions beyond those with cooperative arrangements are the financial responsibility of the student.

### **Course Exemptions/Advanced Standing/Transfer Credits**

Under appropriate conditions, a student may be eligible for exemption from specific prescribed courses, based on prior preparation. To receive an exemption, the student must meet with the Debbie Friedman School of Sacred Music Director and DFSSM Instructor prior to the semester in which the course is to be offered. The faculty recommendation is based upon examination of the student's transcript, course syllabi, grades, and written work in the previous courses. Such

recommendation and approval usually mean substitution of elective courses for the prescribed requirements. For performance requirements (guitar and piano) students may take an exam for exemption with the permission of the instructor.

### **Advanced Standing and Transfer Credits**

Credits from accredited academic institutions may be recognized. The amount of credit given shall be determined by the Dean or program director in consultation with the appropriate faculty member in the DFSSM whose area credit is sought.

For learning achieved in non-accredited institutions, advanced standing is possible. The extent of advanced standing shall be determined by the Dean or DFSSM director in consultation with the appropriate faculty member in whose area advanced standing is sought.

No more than 25% of course requirements may be fulfilled by outside study.

### **Independent Study**

The Independent Study Program is viewed as an opportunity for learning, designed to meet the needs of students in good academic standing who have demonstrated a capacity for independent work. An independent study is a course not regularly offered but developed specially by student(s) and a faculty person. A written contract submitted by the student and signed by the faculty member must be given to the program director for approval. This form is available in the Registrar's office. The form must be submitted to the Director of the Debbie Friedman School of Sacred music, to the Instructor and to the Registrar by the end of the second week of the semester.

The faculty member shall meet with the student enrolled no fewer than three times during the semester and the course requirements must be fulfilled by the end of exam week.

Any full-time faculty member may be asked to sponsor an Independent Study course. Part-time faculty members may do so with the approval of the Debbie Friedman School of Sacred Music Director or the Dean. Since the faculty members are asked to participate in this program in addition to their regular teaching load, they shall undertake to work with students at their own discretion. If they feel that their own teaching obligations have already been maximized, then they should decline to sponsor such an Independent Study. In any event, it is recommended that no faculty member sponsors more than two such courses in any one semester.

Students shall generally be allowed to take one (1) independent study course per semester, up to a total of four (4) such courses during a student's tenure. If a student requests additional independent study, permission must be obtained from the Director of the Debbie Friedman School of Sacred Music; appropriate exemptions may be made on a case-by-case basis.

No student who has failed a course in either of the previous two semesters may register for an Independent Study course unless permission is obtained from the Director of the Debbie Friedman School of Sacred Music.

A form describing the independent study and its requirements may be obtained from the Registrar. This form shall be signed and submitted by the student and the faculty member to the Registrar and Director of the Debbie Friedman School of Sacred Music for approval.

# Interfaith Doctor of Ministry Program

## Admission Requirements for the Doctor of Ministry

### Application Part One

The first part of your application includes a few simple questions about your contact information and educational background. Please read all the application instructions and complete all elements of the application by the deadline. If you have any questions, please contact [admissions@huc.edu](mailto:admissions@huc.edu).

### Preliminary Consultation

As part of your application process to becoming a Pastoral Counselor through the Doctor of Ministry program at HUC-JIR, we encourage you to speak with a professional in the Office of Recruitment and Admissions and/or the Director of the program. This informal, preliminary consultation is a way for us to get to know you better, for you to ask your questions and be sure now is the right time for you to apply to HUC-JIR. Email [ministry@huc.edu](mailto:ministry@huc.edu) to set a date and time.

### Recommendation Letters

Good references come from individuals who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that make you a strong candidate. Please use the Reference Letter Request Form to submit the names and contact information of your references. HUC-JIR will not accept more than four letters of reference. The individuals you list as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you are in touch with your chosen references prior to filling out this online

form to alert them that they will receive this emailed request.

Please allow each reference enough time (at least one month) to complete their letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the Office of Admissions and Recruitment ([admissions@huc.edu](mailto:admissions@huc.edu)).

### References for Applying to the Doctor of Ministry Program

One Academic Reference: College professors or instructors with whom you have engaged in serious academic study should write the academic references. If you have been out of college more than five years you may obtain academic references from adult or informal education instructors.

One Professional Reference: from a supervisor of your work, paid or volunteer.

One Personal Reference: Please use the second Professional reference field for this person's information.

### Confidentiality of References

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact [admissions@huc.edu](mailto:admissions@huc.edu) with any questions or concerns.

### Transcripts

Please request transcripts 60 days before the application deadline. Transcripts need to be received to schedule an interview.

Please provide us with one copy of an official transcript from all of the following:

The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)

Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.

Any "Year Abroad" programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)



Have your schools mail the transcripts directly to:

Office of Recruitment and Admissions  
Hebrew Union College-Jewish Institute of Religion  
3101 Clifton Avenue  
Cincinnati, OH 45220  
tward@huc.edu

For international applicants: year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally.

translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

### **Application Part Two**

You will receive access to Application Part Two within one business day of completing Application Part One. Part Two contains more in depth and program specific questions. Additionally, you will upload your personal statement, essay, and other supporting documents in this application. These should all be submitted in pdf format. All application materials must be received prior to scheduling an interview.

### **Personal Statement**

Please write a two-three-page essay which helps us understand your personal theology and how it relates to your wish to pursue more training in clinical education and pastoral theology.

### **Resumé**

A standard curriculum vitae or resumé.

### **Photo**

A simple portrait to help us recognize you when you visit and maintain our campus security.

**CELL PHONES/LAPTOPS:** Please be mindful there may be other classes in session so limit cell phone use (and voice volume) in hallways. Phones should be turned off during class time. If there is an impending emergency for which you need to keep your phone on, please advise your instructor and classmates at the beginning of class and step away from the classroom if you are required to take the call.

**ONLINE LEARNING ETIQUETTES:** For laptop use during class, please check with instructor regarding his/her policy. No email or texting should be conducted during class. ZOOM chats during class are for the purpose of facilitating classroom discussion. ZOOM chats are not for the purpose of conducting separate, or parallel, conversations that exclude or remove others from the general class discussion.

**E-MAIL:** Each student and faculty member are assigned an HUC-JIR email address. **This is the primary method of communication throughout the College, and it is required that you maintain your account.** After you activate your account, please review emails received from the HUC- JIR community frequently, as some may pertain to our program or be of personal interest to you. In the event you need clarification as to the relevance of a particular message, please contact the Director.

**Please note:** Emails are professional communications and as such, must reflect a respectful and courteous tone. Staff and faculty are interested in assisting towards the resolution of any concerns you may have.

**CONTACT (experience) HOUR:** A requirement for graduation from the program is the completion of a minimum of 300 hours of experience, gained under DMIN program supervision, offering pastoral care and related contact experience in your vocational and authorized setting or ministry. ***An authorized setting is one in which you are employed to carry out work (experience) for which you are supervised, and/or accountable, for within the authorized setting, and that is related to your vocational experience and that can reasonably be engaged for use of experience hours for the DMIN program (e.g., work that is not vocational in relationship to the DMIN program would not be considered an 'authorized' setting).*** These are the contact hours you will be discussing with your HUC supervisor(s) in weekly Case Discussion class meetings. You will be required to

maintain a counseling 'log', documenting the counseling encounters which will be reviewed (signed by your qualified setting supervisor) and supervising instructor at the end of each semester. (See below).

**CONTACT ENCOUNTERS THAT QUALIFY:** HUC-JIR defines a contact hour as any unhurried contact in an appropriate, and/or private setting, in which (a) you have been implicitly or explicitly asked by the patient, parishioner, or congregant to offer pastoral care, (b) you have been explicitly involved in leadership and organizational responsibilities, which your vocation requires of you, in which your pastoral care and leadership feature centrally, and (c) the principles and dynamics taught in the Program are used to understand and respond to the querent, or to the organizational responsibility. (An 'hour' is defined as an 'encounter' or 'contact'; and not as a 60-minute clock-hour, *per se*).

- Examples that **DO** meet this definition of a contact hour include (a) meeting of not less than 20 minutes in your office (whether scheduled or unscheduled) with a congregant who wanted your help with a personal issue, and (b) a 30-minute phone conversation with a congregant who called for your help with a personal issue. Time involved with a leadership or administrative situation in which pastoral care is involved, e.g., pastoral care and leadership that is required in meetings of congregational boards and committees and related to community life (this does not include the act of administrative work related to the bureaucratic and organizational exigencies of your qualified setting).
- Qualifying encounters need not have been scheduled in advance, or be of specified length, nor should they lead to formal, regular counseling. Contact hours of less than 20 minutes **do not** count for inclusion as hours that satisfy the experience requirement of 300 hours.
- Examples that **DO NOT** meet the definition of a contact hour include (a) a meeting with a member of your Board (staff, administration, or religious school, etc.) whom you feel needs counseling but who does not request or accept the querant role; (b) a 7-minute phone conversation with a congregant asking for guidance in a personal matter which had to be interrupted because of other impending activities (this may create an opportunity for you to schedule a pastoral appointment, but is not itself counted as a contact hour); (c) an encounter of less than 20 minutes of contact time **cannot** be counted towards the requirement.
- Encounters that meet the eligible criteria above may properly be listed in your contact log that is signed by your supervisor (class instructor) at the end of each semester and counted toward the hours required by HUC-JIR for graduation.

**QUALIFIED SETTING FOR EXPERIENCE:** a qualified setting is a work or ministry setting, i.e., hospital, synagogue, temple, church, or agency, where the student is carrying out duties in the context of pastoral care, authorized by the setting, under supervision and/or with a body of accountability (e.g., church and synagogue Board chairs, hospital supervisors, program directors), for gaining 300 hours of experience for the program graduation requirement. The qualified setting is approved by the Program Director.

- Persons (supervisors or program and/or governing board representatives) whose signature, along with their title, can attest that the student is doing work that is claimed as 'experience', under the authority of the identified setting, are required to sign an **Experience Attestation** form for College records. Experience Attestation forms must be completed by the student and signed by the authorizing or oversight person, with title, at the setting, and renewed for each calendar year in the program, and returned to the Program Director. Any changes in settings under which the student continues to count experience hours, require a new Experience Attestation form to be completed and turned into the Program Director.

If you are uncertain about these definitions and criteria, ask your supervisor immediately, rather than bringing up uncertainties at the end of the semester or year.

**CONTACT LOG:** Students keep a professional log during their time in the Program which will enable them to reconstruct their schedule of past daily counseling encounters. Your log will be reviewed periodically by your supervisor and used to verify that the 300-hour experience requirement has been met.

Log-keeping is different from case record-keeping. Case records or case notes must be kept physically separate from your log. Patient and congregant identities should always be disguised to outsiders so that no breach of



confidentiality will occur (if, for example, you lost your computer (files) or logbook in the subway). Your log should show the date, initials of the patient or congregant, time of visit, and type of pastoral contact (e.g., life-cycle event, bereavement, anxiety, family issue, pre- or post-surgery, community issues, Board, and committee in nature), but nothing more.

**EVALUATIONS OF STUDENTS:** At the end of each semester, you will be evaluated by each of your teachers and supervisors with both a letter grade and narrative feedback. The leader of your Group Experience course will not submit evaluations (to preserve openness and confidentiality for the Group Experience). Evaluations are for the purpose of furthering your progress in training and are not to be confused with letters of recommendation. If you desire a letter of recommendation, you may ask any supervisor or faculty member to write one for you.

**EVALUATIONS OF TEACHERS AND SUPERVISORS:** At the end of each semester, you will be asked to evaluate each of your teachers and supervisor. Candor is requested and confidentiality is respected. This opportunity to provide feedback will be made available on-line at the conclusion of each semester.

Candid, self-led feedback is invaluable to the quality of our program, so you are invited to speak for your experience as specifically as possible.

**FACULTY MEETINGS:** Faculty meetings take place on the second Monday of each month, 12:00-1:00 p.m. The Program Director is available during the semester weeks on Monday morning, 8:30AM and 12:00 p.m. – 1:00 p.m. (unless other meetings are scheduled), in Room 513. Please make an appointment if you wish to meet.

**GRADES:** Students are given letter grades A+ through B-, or F. Group Experience, Clinical Case, and the Research Seminars, are given Pass/Fail. Students are expected to maintain a B average to remain in and complete the Program. Progression through, and dismissal from, the DMIN program follows guidelines that govern the academic program protocols for the College. Additional guidelines may exist for the DMIN program based on specific features of the DMIN curriculum. The Administrative Guidelines outline DMIN program protocols. DMIN requirements add to, and do not substitute for, or negate, College academic policy. Final grades for each semester must be reported to the Registrar no later than 2 weeks after the end of classes.

**ACADEMIC INTEGRITY:** All written and produced work for the program curriculum that requires or makes use of references and bibliographic resources shall demonstrate and conform to APA Style guidelines for academic integrity. ***Plagiarism is taken seriously by the College*** and can result in dismissal from the Program. Writing and editing assistance is available through the College. Please ask the Program Director for more information about this resource.

**GROUP EXPERIENCE:** Attendance is the only objective criterion for satisfying the Group course requirement (with a twice-absence provision). Issues discussed during the course, Group Experience, are expected to be kept confidential. For this reason, the leader of Group Experience will not evaluate students. Students are expected to respect the confidentiality of their colleagues in this course. The leader of Group experience will respect the confidence of all individual students. When there is a likelihood that the training experience of all students can be enhanced, the leader reserves the right to bring themes and concerns shared by the group as a whole to the attention of the faculty and administration without using individual names.

**HALLWAY NOISE:** Spirit and enthusiasm before and after classes is inevitable and usually welcomed. However, please be mindful that many others are at work nearby. Noise can be disruptive; please keep it to a minimum!

**MESSAGES:** Messages for the Director may be left by using the contact information at the top of this document. Your teachers and supervisor will give you their contact information, and you will receive a contact sheet from our office. Contact them directly if you anticipate an absence, rather than using Program staff to pass along a message. For emergencies, it is best to contact the Program Director.

**PSYCHOTHERAPY:** The Program does not require candidates to undertake personal psychotherapy but reserves the right to require it of any student whose progress, competence, or conduct is in question. When psychotherapy is required, you may consult with any member of the DMin Program faculty for a referral (faculty members are not permitted to provide psychotherapy while the student is enrolled in the Program).

Even when not required, personal psychotherapy is encouraged as an ideal way of furthering your progress, sensitivity, depth of understanding, and professional competence, as you are working in settings to offer pastoral care. When you choose to undertake psychotherapy on your own, you are not required to seek Program approval of the therapist you choose. Regardless, it is important to determine that your choice of therapist is appropriately credentialed to offer psychotherapy. All supervisors and faculty in the Program may assist students in finding an appropriate therapist upon request.

**SUPERVISION:** The contact hours of pastoral experience required by HUC-JIR must be conducted while you are being supervised by a program faculty member. If you need to use the summer, or additional time, during or after, your 2 years of training to complete your required hours of pastoral experience, you will need to register for supervisory electives (IS 599A) until you have completed these required hours of experience under supervision. This will entail additional fees. You may ask any member of the faculty or supervisory staff to serve as your supervisor while you are completing this requirement. Please advise the program director of any agreements so the proper paperwork can be executed.

**CLINICAL PASTORAL EDUCATION PROGRAM:** is offered through HUC- JIR.

- 1) Students **cannot** get course credit through HUC-JIR for doing the unit.
- 2) Students must do their clinical hours (approximately 10 hours/week Sept-May) at Mt. Sinai Hospital
- 3) Students must be available for group activities (didactics, verbatim seminars, group process) weekly: approximately three Tuesdays per month 3:15-6:45 pm at HUC; and one Friday morning/month 8:00-10:30 am at Mt. Sinai Hospital.
- 4) Interested students will have to submit an application and participate in an interview. If you are interested in participating, contact Rabbi Nancy H. Wiener at: [nwiener@huc.edu](mailto:nwiener@huc.edu).

**ONLINE LEARNING:** Participation: in the Online Learning component of the Interfaith Doctor of Ministry Program is determine by student geographical location and commuting proximity to the New York City campus, and by physical accessibility requirements as per the Americans with Disabilities Act (ADA), outlined in the National Student Academic Handbook. COVID protocols (College) prevail for online learning (Fall 2022 – Spring 2023)

**Attendance Policy:** All DMIN students are expected to comply with the DMIN program policy of no more than two absences from class attendance per semester. This compliance applies to online and campus-based students. In addition, campus-based students may opt for one online learning day per semester, at their discretion.

**Technology Requirements:** Online Learners are required to have current technology for connectivity and compatibility with HUC learning platforms. Technology issues are disruptive for everyone and prevent program participation.

**Licensure Disclaimer:** the Interfaith Doctor of Ministry Program for Pastoral Care, offered by Hebrew Union College-Jewish Institute for Religion, does not provide a qualified setting for gaining experience and/or hours for mental health licensure qualifications. Your local professional and practice jurisdictions may accept the education program for the ‘education component’ for certain counseling licenses, but we disclaim any assertion of that by guarantee. Please check with your local jurisdictions and mental health practice laws for guidance regarding licensure as a mental health practitioner.

#### Calendar

Level I:	Fall Semester Orientation	12 weeks – Classes (except Columbus Day, most years)*
	Spring Semester Summer Seminars	12 Classes (except for National Holidays, Passover/Easter) Integrative Seminars each academic year 4 Mondays TBD (April – May) Qualifying Exam Issued July 1st and Due August 1st

<b>Level II:</b>	Fall	12 weeks – Classes (except Columbus Day, most years)*
	Semester	501A. Research and Methods; Introduction to Final Demonstration Project
	Spring	12 Classes (except for National Holidays, Passover/Easter)
	Semester	501B. Research and Design Final Project Proposal Due May 30 of 2nd year, for intended May graduation of the following (3rd) year.
<b>Level III:</b>	Fall	Register for Final Demonstration Project
	Semester	Final Project Due – January 30 of intended graduation year (May)
	Spring	Register for Final Demonstration Project Graduation – May
	Semester	

\*determined by annual calendar year

### QUALIFYING EXAM

Level I students, upon **satisfactory** completion of the first year and summer seminars, are given a Qualifying Exam to determine their readiness for entering Level II of the Program.

The exam is a take-home case study with one month to complete and is due August 1st. Each exam is read by two readers; a theological and clinical, for a Pass/Fail grade. If the exam does not Pass, the student is given feedback and an opportunity to rewrite it for satisfactory completion. In the event the rewrite fails, student's eligibility for advancement to Level II will be under review by the Program Director and Faculty.

### THE FINAL DEMONSTRATION PROJECT

The **Final Demonstration Project is due not later than January 30** of the year of intended graduation, following completion of the 2-year residency program (there is a 5-year limit to complete the Project).

Level II Candidates will take two consecutive seminars, Research and Methods (Fall), and Research and Design (Spring), of the second year, to gain methods and design skills for creating and carrying out the Final Demonstration Project.

Proposals for a Project, including the selection of two readers (one theological, one clinical) will be submitted to the Program Director for review and approval no earlier than Level II Spring semester. If the candidate intends to graduate the following year, **Project Proposals are due no later than May 30th, with the expectation of a Final Project to be submitted by January 30, of the year of intended graduation (e.g., January 30, 2022, for May 2022, graduation). Projects must be reviewed and approved for progression, by Faculty Mentors, no later than October 30 of the year prior to the expected graduation year to assess that progress is on track to meet the January 30 deadline for Final Drafts.**

**ALL MEMBERS OF THE ADMINISTRATION AND FACULTY INTEND THIS TRAINING EXPERIENCE AT HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION TO BE POSITIVE AND VALUABLE FOR YOU. PLEASE DO NOT HESITATE TO CALL UPON US AT ANY TIME FOR CLARITY OR ASSISTANCE.**

### CURRICULUM FOR THE DOCTOR OF MINISTRY PROGRAM, HUC-JIR Campus YEARS 1-3

<u>YEAR 1 – Level I</u>		<u>Credits</u>	<u>Grading scale</u>
<b>FALL</b>			
DMI 703	Practicum I: Fundamentals in Counseling and Consultation	1.5	Letter
DMI 704	Developing a Personal Theology	1.5	Letter
DMI 700	Foundations of Mental Health Counseling Theory	1.5	Letter
DMI 702	Professional Orientation & Ethics	1.5	Letter
DMI 701	Professional Role/Identity Group Process	1.5	Letter
DMI 713	Integrative Seminar I	1.5	Letter
<b>SPRING</b>			

DMI 705	Practicum II: Matching Technique with Assessment	1.5	Letter
DMI 724	Family Life Cycle	1.5	Letter
DMI 709	Psychopathology I	1.5	Letter
DMI 718	Clinical Instruction I	1.5	P/F
DMI 708	Group Dynamics II	1.5	P/F
DMI 714	Integrative Seminar II	1.5	Letter

#### **SUMMER**

DMI 726	Psychopathology II: Addictions	1.0	Letter
DMI 728	Marriage and Family Care – Systems Theory	1.0	Letter

### **YEAR 2 – Level II**

#### **FALL**

DMI 706	Practicum III: Recognizing and Responding to Social and Cultural Factors	1.5	Letter
DMI 715	The Human Lifecycle: Infant, Child, Adolescent Growth and Development	1.5	Letter
DMI 710	Theology and Pastoral Care (Shame, Guilt, Forgiveness; Bereavement)*	1.5	Letter
DMI 719	Case Discussion II	1.5	P/F
DMI 717	Assessment and Appraisal of Groups and Their Functioning	1.5	P/F
DMI 729	Integrative Seminar III	1.5	P/F
DMI 501A	Research and Methods: Final Project	0.5	P/F

#### **SPRING**

DMI 707	Practicum IV: Pastoral Role and Identity	1.5	Letter
DMI 735	The Human Lifecycle: Adult Growth and Development into Older Age	1.5	Letter
DMI 712	Theology (Grief, Psalms, Trauma, Gender)*	1.5	Letter
DMI 720	Case Discussion III	1.5	P/F
DMI 731	Problem Solving in Groups	1.5	P/F
DMI 730	Integrative Seminar IV	1.5	Letter
DMI 501B	Research and Design: Final Project	0.5	P/F

### **YEAR 3 – Level III**

#### **FALL/SPRING**

DMI 500	Final Demonstration Project	1.5 P/F
---------	-----------------------------	---------

#### **ELECTIVES**

DMI 599A	Independent Study for Case Supervision**	(1.0 P/F)
DMI 599B	Independent Study for Final Project**	(1.0 P/F)

\* electives, course rotations

\*\* as assigned

**Total Credits**  
**40.5**

### **PROGRAM OVERVIEW and PROGRESSION**

HYBRID LEARNING (waivers for pandemic concerns determined by the College)

- 2 (sequential) Years of Coursework – 4 semesters
- Spring Intensives (4 Mondays, in April-May, after 1st year of courses) Integrative Seminars
- All in-person gatherings for Wednesday/Thursdays, 3X a year, 1st and 2nd year Qualifying Exam (July) between 1st and 2nd year of coursework
- 300 Contact Hours (experience hours in qualified setting) Demonstration Project (3rd year, up to 5 years)
- Independent Study, faculty mentoring for Demonstration Project (and as needed). Research and Faculty Mentors are compensated through Independent Study tuitions and registered through DMI 599 (supervision) and matriculation fees

# Pines School of Graduate Studies

## The Doctor of Hebrew Letters (DHL) Program

The program leading to the degree of Doctor of Hebrew Letters (DHL) is an international program of the Hebrew Union College-Jewish Institute of Religion administered centrally by the Pines School of Graduate Studies. Students may work with faculty members on any of the campuses, in Cincinnati, Los Angeles, New York, and Jerusalem (Board-appointed faculty only in Jerusalem). Eligibility for matriculation in the DHL program is limited to rabbinic graduates of HUC-JIR (any campus). The basis for this eligibility is the period of residency that is required for the MAHL degrees and subsequent ordination.

## Program Learning Outcomes

Students awarded the DHL will be able to:

- read and interpret primary source materials, particularly in their respective areas of specialization;
- interpret the meaning and place of source data within larger contexts and categories of humanities discourse relating to culture, society, history, and religion;
- understand independent, advanced research within their fields of expertise, and, in their dissertation, make a useful contribution to scholarship.

## Admission Requirements for the Doctor of Hebrew Letters Program

There are three elements to the DHL program, each of which is described in detail below:

1. a course of study
2. a set of oral examinations
3. a doctoral dissertation

The core of the program is a course of study in three subject areas--one major field and two minor fields--designed by the student in collaboration with three faculty advisers (one for each field). There is often a relationship among the three subject areas, but it is not required that there be one. The specific requirements of the course of study may be fulfilled entirely by guided independent study, or by a combination of independent study and coursework. Either the major or both minors must include substantial study of Hebrew texts. The major and minor areas normally are selected from the following list (other areas of Judaic Studies maybe considered as well, as long as they are duly approved):

- Bible and Related Literature
- Hebrew Literature
- Human Relations (minor field only)
- Jewish Liturgy and Worship
- Jewish Religious Education (minor field only)
- Jewish Theology
- Jewish Philosophy
- Jewish History
- Judaism and Early Christianity
- Judaism and Hellenism
- Talmud and Rabbinic Literature

The student is formally admitted to DHL candidacy once three advisers have been secured and the online application form and fee have been submitted to the Office of Recruitment and Admissions. Upon admission to DHL candidacy, the program of study for each area must then be formulated with, and approved in writing by, the faculty adviser for that area. Once all three program outlines have been prepared and approved (including bibliographies), they must be submitted to the director of the Pines School of Graduate Studies, who presents them to the Graduate Executive Committee (the College-Institute's governing body) for approval.

## Course of Study

The goal of the program of study in a minor area is to develop broad competence and general proficiency in that area. The major program of study, which leads to the dissertation, goes beyond that base of competence, and cultivates professional expertise in a well-defined area of specialization.

### **Program of Study--Minor Areas**

The program outline for each of the two minor subject areas should specify the subject matter to be studied, including the primary and secondary source material to be covered, the methodology to be used, and a tentative description of a concluding project (usually a written assignment).

### **Program of Study--Major Areas**

The program of study in the major subject area should augment the program outline for the minor in that area, adding the extra primary and secondary resources that are required to go beyond the level of general competence and attain professional expertise. The program outline should specify the subject matter to be studied, including the primary and secondary source material to be covered and the methodology to be used.

In the case of the major, there is no interim "concluding project" as there is for each minor. Rather, the dissertation represents the culmination of the major, which means that the major advisor normally serves as the dissertation advisor. The major program outline submitted at the time of application need not include a full dissertation proposal, but it should indicate the direction of research that will eventuate in a dissertation.

### **DHL Courses in Real Time**

The Pines School of Graduate Studies offers real-time courses open to DHL students originating from each of the stateside campuses. These courses may be taken in person or online via Zoom. Permission of the instructor is required, and the PSGS (Pines School of Graduate Studies) director should be notified.

DHL candidates may take up to two of these courses per year for no additional fee beyond the annual DHL tuition. For additional courses per year, DHL candidates must pay the reduced per-credit tuition fee (for 2023-24, \$1,300 per credit-hour) or per-credit audit fee (for 2023-24, \$650 per credit-hour) afforded to HUC-JIR alumni. (DHL students are not eligible for financial aid.) Any incomplete course work in courses taken for credit must be finished, and a grade submitted, by the beginning of the following academic year. For more information, contact the Office of the Pines School of Graduate Studies.

### **DHL Examinations**

When the candidate has completed a program of study in a minor area, the advisor submits a letter of confirmation to the director of the Pines School of Graduate Studies. The DHL oral examinations can be administered only after receipt of these letters. The examination in the major may be administered when the advisor certifies in writing that the dissertation is the only outstanding program requirement but must be taken at least one month prior to the submission of the dissertation.

The DHL oral examinations are taken online. Their content is based upon the work that comprised the course of study. The exams may be taken separately or all at once. Each exam is administered by the relevant faculty advisor; the other two need not be in attendance. Some flexibility exists for the exams outlined above.

### **DHL Dissertation**

The DHL dissertation is the "concluding project" in the candidate's major area, as well as the culmination of the degree program.

"The [doctoral] research project should be an original, theory-driven investigation characterized by rigorous methodology and capable of making a significant contribution to knowledge about the subject under study."

(*The Role and Nature of the Doctoral Dissertation*, Council of Graduate Schools Policy Statement, 1991, pp.6-7)

### **Dissertation Proposal**



The dissertation proposal is an integral part of the program outline for the major area. The proposal should give an overview of the proposed topic, outline the specific subject matter of the dissertation, describe how the subject matter will be treated, and include some relevant bibliography. The proposal should indicate the original contribution to scholarship that the student expects to make.

The proposal may be submitted at any time during the course of study, as early as the time of application, but no later than one year prior to the anticipated date of graduation. Students are encouraged to formulate their dissertation proposals before taking the DHL examinations.

The procedure for submission and approval of the proposal is as follows: the student submits the proposal to the dissertation advisor (normally the major area advisor); the advisor signs the proposal and submits it to the director of the Pines School of Graduate Studies; the director conveys the proposal to the Graduate Executive Committee (GEC) for approval.

A typical dissertation proposal might be laid out as follows (each of the following items except for the bibliography should require no more than one page):

Cover Page, including the student's name, the title of the dissertation, and the name and signature of the faculty advisor.

Statement of the Problem, giving the general scholarly context out of which, the thesis topic has emerged, and indicating the questions to be raised and/or hypotheses to be verified.

Review of Prior Scholarship, emphasizing items that are specifically relevant to the dissertation. What is lacking in scholarship to date that makes the proposed work desirable or necessary?

Statement of Methodology or Approach, with particular emphasis on where it participates in and deviates from current scholarly discussion of the topic.

Outline of the Contents of the Dissertation, which should be simple in form, and follow a standard outline format (e.g., *The Chicago Manual of Style*).

Preliminary Bibliography, topically arranged, and limited to what is strictly relevant.

## **The Format of the Dissertation**

The Graduate Executive Committee has established several guidelines and regulations for the preparation of dissertations. These cover such areas as required contents (abstract, title page, etc.), paper size and quality, formatting, printing, and annotation. Examples appear below. Any significant deviations from the regulations in that document must be discussed with the director of the Pines School of Graduate Studies and, if necessary, brought before the Graduate Executive Committee for approval.

## **Submission of the Dissertation**

When the advisor agrees that the dissertation is ready for submission, the candidates should prepare the final copy for official submission. One unbound submission copy of the dissertation and a pdf file copy, together with the advisor's written evaluation approving the dissertation, must be in the Office of the Pines School of Graduate Studies by March 15 if the DHL is to be awarded at the spring graduation exercises.

# Rabbinical School

## Rabbinical Program

The Rabbinical School offers a five-year program of full-time graduate study leading to the Master of Arts in Hebrew Letters or Master of Arts in Hebrew Literature degree and rabbinic ordination depending on your campus. Students admitted to the rabbinical program are required to spend their first academic year, beginning in late June, at the College-Institute's campus in Jerusalem. In rare instances, students with exceptional backgrounds and degrees in Hebrew and cognate studies may be exempt from the Year-in-Israel Program. Upon successful completion of the Year-in-Israel Program, students may choose to study on either the Los Angeles or New York Campus. Application is made to HUC-JIR and not to a particular campus.

Rabbinic ordination is awarded after the successful completion of 155 credit hours.

**SOC Occupation Code: 21-2011-00 (Rabbi).**

## Mission Statement

The mission of the HUC-JIR Rabbinical School is to educate rabbis to serve the Reform Movement, the Jewish people, and humankind. Through rigorous academic and professional study, mentored professional experiences, and opportunities for personal and spiritual growth, the HUC-JIR Rabbinical School prepares rabbis to:

- Engage in critical study of Jewish thought, tradition, culture, history, Hebrew language, and text.
- Effectively teach people of all ages, across denominations and faiths.
- Organize and lead inspiring Jewish worship services, and religious ceremonies.
- Advocate and act for social justice.
- Promote meaningful relationships with Israel and its cultural life.
- Provide pastoral care and religious guidance.
- Serve effectively as visionary leaders in their work and communities.
- Be self-reflective in their personal practice, ritual observance, and belief, and in fulfilling their professional commitments.
- Act as informed spokespersons for Judaism and the Jewish people; and
- Foster the vibrant development of the Reform Movement.

## Admission Requirements for the Rabbinical School

### Preliminary Consultation with an Admissions Counselor

As part of the application process to the HUC-JIR Rabbinical School, we require that you speak with a professional in the Office of Recruitment and Admissions. This informal, preliminary consultation is a way for us to get to know you better and make sure you are taking the right steps in preparation, and for you to ask your questions and ascertain that this is the right time for you to apply. Use this link to quickly schedule a time to speak with a member of our team as soon as someone is available.

### The Application

Please submit all elements of the application by the application deadline.

### A Personal Statement

In no more than six double-spaced, typed, and numbered pages, please discuss your intellectual, religious, and spiritual development as well as the life experiences that have led you to make this decision. Why have you chosen to become a rabbi? In sharing your story, please try to reflect on at least one of the following:

- The evolution of your current Jewish practice
- Your relationship with Israel—the People, the land, and the State
- Your conception of and relationship with the Divine
- The role of Peoplehood and community in Jewish life today

### Two Short Essays

- Please respond to both of the following essay prompts separately. Limit both responses to the two prompts to a



total of six double-spaced, typed pages.

- Reflect on a selection of Torah, Tanakh, Jewish prayer, text or teaching that has inspired you or challenged you. You may include classical or contemporary commentary that has been helpful to you in understanding the text.
- Describe a challenge that faces the Jewish community through your own experience of that challenge and offer some of the ways you have tried to understand that challenge and address its resolution.

### **A Résumé**

Please include a résumé that focuses on your academic and professional accomplishments, awards, honors, publications, and any significant leadership positions in which you have served.

### **Four Letters of Recommendation**

#### **Two Academic References**

- College professors or instructors with whom you have engaged in serious academic study should write academic references. If you have been out of college more than five years, you may obtain academic references from adult or informal education instructors. Academic references should be able to speak to your growth and contributions in the classroom, your progress through the class material and what intellectual challenges you faced, whether successfully or not.
- One Judaic Reference: HUC-JIR encourages you to submit a Judaic reference from a rabbi (if one has already not been submitted in another category). A strong rabbinic reference will speak to the qualities and gifts a candidate brings to the rabbinate. While you should choose a rabbi who knows you best, an HUC graduate may have a unique perspective on our program.
- One Professional Reference: In addition, please request a professional reference from a supervisor of your work, paid or volunteer, preferably in a Jewish setting. More important than setting, however, this person should be able to speak to your work, your leadership within the organization, your ability to respond to feedback and critique and how you work with others.

### **Transcripts**

Please request transcripts at least four weeks before the application deadline to allow time for them to be sent to HUC-JIR. Transcripts need to be received in order to schedule an interview. Please provide us with one copy of an official transcript from all of the following:

The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)

Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.

Any “Year Abroad” programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

Office of Recruitment and Admissions  
Hebrew Union College-Jewish Institute of Religion  
3101 Clifton Avenue  
Cincinnati, OH 45220  
tward@huc.edu

### **For international applicants**

Year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

### **Submit GRE Scores**

Graduate Record Examination (GRE): All applicants are required to take the GRE General Test. When registering for the GRE, please use the school code number 1291, which directs the results to the Office of Admissions and Recruitment on the HUC-JIR Cincinnati campus. For GRE information, please see [www.ets.org/gre](http://www.ets.org/gre).

**NOTE:** We recommend that the test be taken at least four weeks before the application is due to allow time for the scores to be sent to HUC-JIR. Scores need to be received in order to schedule an interview. GRE scores are only valid for five years. Candidates with a prior degree from HUC-JIR, Ph.D. or Master's degree (post-Bachelor) from an accredited institution may be exempt from submitting a current GRE score. Please email [admissions@huc.edu](mailto:admissions@huc.edu) with a request to be exempt from this requirement.

### **Submit TOEFL Scores**

Test of English as a Foreign Language (TOEFL): International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. See the information available at: [www.ets.org/toefl](http://www.ets.org/toefl).

Please note that the TOEFL exam *is not a substitute for the GRE*. The TOEFL school code for HUC-JIR is 1291.

### **Program Requirements**

You must be able to meet the following criteria by June of the summer you intend to enroll:

- A Bachelor's degree from an accredited college or university.
- An academic record reflecting a 3.0 grade point average or above on a four-point scale.
- Capacity in the Hebrew language comparable to one year of college-level Modern Hebrew, as demonstrated by performance on the Hebrew Capacity Examination which is given at the time of the interview.
- Completion of a preliminary consultation with a representative of the admissions office or a Rabbinical School Director.
- Submission of the general Graduate Record Examination (GRE) to HUC-JIR.
- International applicants from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL), now an internet-based test (IBT). International
- applicants must have a working knowledge of English and a score of at least 90 on the TOEFL, with at least 22 on each constituent part.
- Demonstration of the interpersonal skills needed to interface with people in diverse situations.
- A readiness for graduate study, including the capacity to meet the intellectual, ethical, and emotional demands of graduate school.
- A serious commitment to academic study and the capacity to develop self-awareness.
- A commitment to and leadership experience within Reform Judaism and K'lal Yisrael.
- An ability to engage in abstract reasoning, to think analytically and conceptually, and to formulate mature judgments.
- An aptitude for clear oral and written self-expression.
- Current policy states that applicants who are married to or in committed relationships with non-Jews will not be considered for acceptance to this program.

### **Course of Study**

The curriculum of the Rabbinical School educates rabbis for the diverse challenges of the 21st-century rabbinate. Students prepare to become rabbis and leaders in a variety of settings, including congregations, Hillel foundations, schools, communal organizations, and pastoral settings. The curriculum of the Rabbinical School has two phases. The first phase, the Core Curriculum, is covered during the Year-In-Israel and the first two years stateside; upon completion of the Core Curriculum, students are awarded the MAHL degree. The second phase, the post-MAHL course of study, consists of work done primarily in the fourth and fifth years of the Program.

The Core Curriculum sets national standards and learning outcomes for the Rabbinical School. The faculty of each stateside campus creates courses and other learning experiences that allow each student to meet the standards and outcomes. Consequently, the course of study varies slightly on each of the two stateside campuses. The same is true of the post-MAHL requirements; each stateside campus requires approximately the same number of credits for ordination, but each campus has a slightly different approach to the distribution of elective courses.

The curriculum of the Rabbinical School:

- Promotes the acquisition of skills and competence in the study of Jewish texts, history, thought, language, and literature.
- Promotes professional development through course work and fieldwork.

- Promotes the spiritual and religious growth of each student through worship experiences, discussion of core issues in Jewish thought and life, and mentoring.

### **Year One: The Year-In-Israel**

The Year-In-Israel program is mandatory for first-year rabbinical students. Students who are accepted to the Rabbinical School who can demonstrate native or near-native fluency in Hebrew and have a strong background in Jewish Studies may be able to exempt from the Year-In-Israel through an examination. The program begins in early July and culminates in May of the following year. Year-in-Israel priorities include the following:

- An understanding of the structure of the Hebrew language which will serve our students in mediating between the sources of Judaism and the North American Jewish community.
- An encounter with Israel which leaves the students informed, enthused, and energized about the challenges of statehood and the implications of peoplehood.
- The acquisition of basic textual skills which allows the successful continuation of studies in the U.S.
- An exploration of the students' religious and spiritual identities, with special emphasis on Reform Judaism.
- The provision of professional skills and the encouragement of a self-consciousness as future Jewish professionals within the community.

Studies are full time with classroom study 5 days a week, Sun through Thursday, divided between core courses, professional courses, and a weekly First Year Seminar. Other requirements include tefillah, inquiry groups, field study trips, a mid-year colloquium, and community service project.

### **Core Courses:**

- Cantillation of the Torah
- Classical Grammar
- The Geography, Chronology and Selected Polemics of Biblical History
- Introduction to Bible
- Introduction to Liturgy Lecture
- Introduction to Liturgy Shiur
- Modern Hebrew
- Modern Jewish History
- Rabbinic Texts
- Second Temple through Late Antiquity History
- Seminar - Israeli Society: Its multiple voices and search for solidarity

**First Year Seminar - Israeli Society: Its multiple voices and search for solidarity:** For one day a week, Israel is the classroom, as students explore aspects of Judaism and the Jewish State as part of the Richard J. Scheuer Seminar. Some days, studies take place on campus and many others there are site visits of various kinds. Learning techniques include text study sessions, film, independent research and more. Two of the extended field study trips are part of the wider course. Requirements include two research papers and active participation. Sessions tend to run from 8:30am until 4:00 pm throughout the year. Subjects include Religion and State, Life Cycle and Zionism.

### **Review of Students**

1. At the end of the Year-In-Israel, the Jerusalem faculty and administration will conduct a review of students regarding their suitability to continue in the program.
2. There also will be a formal review of students at the end of the third year. In addition, there shall be periodic reviews of students by faculty according to the assessment protocols established in each program.
3. Information about student tenure can be found in the National Academic Handbook.

**Years Two and Three:** The Core Curriculum consists of foundational courses that examine the language and literature of a variety of disciplines, different critical approaches to those disciplines, and the acquisition of professional skills through classroom learning. These courses are generally taken during the second and third years of the rabbinic program. There are slight variations between the foundational courses on the Los Angeles and New York campuses.

**The required courses for the degree of Master of Arts in Hebrew Letters in Los Angeles are:**

Fall – Year 2

BIB 600	Torah
HIS 601	Late Antiquity and the Middle Ages
JLL 401	Hebrew Language
PDE 602	Homiletics
PDE 604	Education A
PDE 609A	Creating Worship Experiences
RAB 600	Mishnah

Spring - Year 2

BIB 601	Prophets
HIS 602	Modern Jewish History
JLL 402	Hebrew Language
PDE 603	Speech
PDE 609B	Creating Worship Experiences
RAB 601	Midrash

Fall – Year 3

BIB 602	Ketuvim
JLL 602	Introduction to Aramaic (one week intensive)
PDE 611	Rabbinic Practicum A
PDE 613	Rabbinic Practicum C
PHI 601	Medieval/Early Modern Jewish Thought
RAB 604	Commentaries
RAB 605	Talmud A

Spring – Year 3

LIT 600	Liturgy
PDE 612	Rabbinic Practicum B
PDE 614	Rabbinic Practicum D
PHI 602	Modern/Contemporary Jewish Thought
RAB 606	Talmud B
RAB 607	Codes

**The required courses for the degree of Master of Arts in Jewish Literature in New York are:**

Fall – Year 2

BIB 401	Pentateuch
BIB 535	Megillot
HIS 411	Survey of Jewish History I
JLL 401	Dikduk and Sifrut
PDE 422A	Integrative Seminar – Self in System
RAB 404	Talmud I
SOE 401	Teaching and Learning Praxis

Spring- Year 2

BIB 411	Prophets
HIS 412	Survey of Jewish History II
JLL 402	Dikduk and Sifrut
PDE 422B	Integrative Seminar – Self in System
RAB 405	Talmud II
SOE 402	Teaching and Learning Praxis
WRL 401	Liturgy I

Fall – Year 3

RAB 552	Post Talmudic Halakhic Literature
RAB 412	Exegetic & Homiletical Midrash
RTE 403	Introduction to Medieval Jewish Philosophy
PDE 443	Homiletics
PDE 423A	Ma'agal Ha'chayim: Covenantal Relationships Across the Lifespan
WRL 402	Liturgy II
PDE 411N	Small Group Supervision

Spring – Year 3

JLL 403	Modern Jewish Literature
PDE 443	Homiletics
BIB 441	Parshanut
PDE 423B	Ma'agal Ha'chayim: Covenantal Relationships Across the Lifespan
RTE 413	Modern Jewish Thought
PDE 442-N	Developing Your Clergy Voice
PDE 411N	Small Group Supervision

**Years Four and Five:** The post-master's program in Los Angeles comprises PDE 643: Leadership for the Reform Rabbinate; two one-week intensives, one in Islam and one in Christianity, and 45 elective credits. In New York, the requirements comprise PDE 430 (Dilemmas in Justice), PDE 403 (The Middot of Sacred Leadership), and an additional year of small group supervision, as well as 45 elective credits. Electives are chosen by the student with two caveats:

1. To ensure that students continue to deepen their Judaica knowledge and skills, students may take no more than four of the 15 electives in Professional Development.
2. If a student receives an LP in a Core course, the student must take an elective in that subject area and receive a P in that course.
3. Electives in each discipline may not be taken before the completion of the Core courses in that discipline.

## Additional Requirements

All rabbinic students are expected to participate in worship services at HUC. Students are assigned to lead services, read Torah, and deliver *divrei Torah*. The synagogue calendar, which contains these assignments, is published at the beginning of each academic year, and can be found on Canvas in LA and on SharePoint in New York.

- Each rabbinic student will deliver two sermons, one each during the fourth and fifth years. Sermon dates are assigned at the beginning of the academic year and printed in the synagogue calendar.
- Each student must complete three years of fieldwork, one year in a monthly student pulpit (or its equivalent) and one year in a supervised internship. Each student must also complete a pastoral care internship or one unit of CPE (Clinical Pastoral Education).
- Each student will participate in the Gerecht Institute and the joint HUC-CCAR Mentoring program. Assignments for the mentoring program are made by a committee of HUC faculty, CCAR alumni, administration, and CCAR staff during the fourth year and will continue two years after Ordination. Successful completion of this program is required for Ordination and membership in the CCAR.
- Each student must complete a capstone: a rabbinic thesis, a text immersion, or a project under the supervision of a member of the HUC faculty.

## Capstone Requirements

1. Every student is required to complete a capstone during their final year of rabbinic school.
2. Each year, the Rabbinical Program Director will review the current capstone requirements with fourth year students. Capstone guidelines will be posted on Canvas.
3. During the fourth year, a student must submit the proposed subject of the capstone to the Rabbinical Program Director on or before the date set that year.
4. The student shall first discuss the proposed capstone subject with a member of the faculty with whom the work is to be pursued. Written approval must be obtained from the advisor regarding the formulation of the subject.
5. Ordinarily, a capstone is supervised by one advisor, a member of the local campus faculty. When a capstone involves more than one area of study or methodological approach, a second and, if necessary, third faculty member from our schools or associated institutions may be co-opted as minor advisors.
6. The capstone proposal form may be downloaded from Canvas and once signed by the advisor is to be submitted to the Rabbinical Program Director, together with the student's proposal.
7. A request to amend the capstone topic or vehicle, or to change advisors must be submitted to the Rabbinical School Office at the beginning of the fall semester of the student's fifth year.
8. No faculty member may be expected to serve as advisor for more than three rabbinic capstones in a given year. Faculty members are not expected to serve as capstone advisors while on sabbatical.
9. Students are required to meet regularly with their advisor throughout the time that the work is in progress. If a student fails to meet according to the schedule agreed upon by the student and the faculty advisor, the student will not be allowed to continue work on the capstone. As a result, they will not be ordained that year.
10. In the senior year, the candidate delivers the completed capstone to the advisor(s) and to the Library no later than the date announced on the Academic Calendar. If, for reason of illness or other similar extenuating circumstances, a student is unable to present the completed work by that date, they may, upon the written permission of the Rabbinical Program Director (who will consult with the advisor), be granted up to a one-week extension. The student must also submit a Capstone Completion Form, signed by the advisor(s).
11. If a student does not complete their thesis by the assigned due date, they will not be able to participate in CCAR/HUC-JIR placement. The faculty, via the Rabbinical Program Director, may grant one more year to complete the thesis at their discretion. Upon completion of the thesis, the student will then be eligible to seek a position through the CCAR. Any student who does not complete the thesis after a second year will have their tenure in the program terminated.

## Capstone Project

The rabbinical thesis or capstone project enables a student to explore a topic of the student's own interest and to culminate their rabbinical education by creating an in-depth piece of work that can be the basis of ongoing study, teaching, and research in their professional work. It enables students to hone research and writing skills. The thesis also affords students an opportunity to work closely with faculty members on a project of their choosing.

## **Fifth-Year Residency and Requirements**

During their final year of rabbinical school, students are expected to meet with their capstone advisors, participate in the Senior Seminar, and complete their course work.

All rabbinic students should register for the Capstone course and the Senior Seminar during each semester of their fifth year.

Students may take courses in the spring semester of their fifth year; work for these courses must be completed by the deadline set by the Registrar.

Students must complete all required coursework in the spring semester of their final year by the date determined by the Registrar.

## **Maximum Course Load**

A student's course load will not exceed 18 credits per semester without the written permission of the Rabbinical Program Director. A one-week intensive taken before the beginning of the semester is not counted toward the 18-credit cap.

## **Independent Study**

An independent study is a course not regularly offered but developed specially by a student and faculty member.

1. Students shall generally be allowed to take one independent study course per semester with the permission of the Rabbinical Program Director and the faculty member to be credited as a post-MAHL course, up to a total of four such courses. Only one independent study course is permitted each summer and a maximum of three independent study courses.
2. During a leave of absence. If a student requests additional independent study, permission must be obtained from the Rabbinical Program Director; appropriate exemptions may be made on a case-by-case basis.
3. Any full-time faculty member may be asked to sponsor an independent study course. Since faculty members direct independent study courses in addition to their regular teaching load, they shall undertake to work with students at their own discretion. It is recommended that no faculty member sponsors more than two such courses in any one semester.
4. No student who has failed a course in either of the previous two semesters may register for an independent study course unless permission is obtained from the Rabbinical Program Director.
5. Independent Study Registration forms are available on the Registrar's page of the HUC website. Every independent study must be approved by the student's advisor and the Rabbinical Program Director as well as the faculty member directing the independent study.
6. In special circumstances and with the permission of the Program Director, independent study may be used to fulfill a core course requirement.

## **Clinical Education**

A critical aspect of the rabbinical training at HUC-JIR is the practical experience that students gain through their rabbinical pulpit experiences. These in-field opportunities are coordinated with academic courses to form an integrative learning experience. As part of the student pulpit program, students receive guidance from rabbinical mentors, either from their supervising rabbi at the congregation where they are interns or from a rabbi in the field who provides on-going mentorship and visits the congregation to observe the student on a weekend. In addition, the students participate in supervision with professionals within HUC-JIR. The support of rabbinical mentors and supervisors helps to guide the students through these important and sometimes challenging professional growth experiences.

Rabbinical students must complete a minimum of two years of in-field experience, serving at least one year in a Reform congregation. Students serve either as rabbinical interns in congregations that are local to the HUC-JIR campuses or as the sole clergy for small congregations to which the students travel on weekends.



As rabbinical interns, students have the opportunity to be part of a clergy team and to be exposed to the diversity of services, programs, and activities of large metropolitan and suburban congregations. The internships typically include a range of responsibilities, such as teaching in the religious school, preparing *b'nai mitzvah* students, teaching adults, and advising the youth group, as well as taking part in leading worship services, preaching, and participating in life cycle events. Through regular meetings with their supervising rabbi, the student gains a realistic perspective on the life of the congregational rabbi.

At “student pulpits”, rabbinical students serve as the sole clergy to small communities to which they travel on a bi-weekly or monthly basis. During their weekend visits, students fulfill a full range of responsibilities, from leading worship, preaching, providing pastoral care, administering, and teaching in the religious school, training *b'nai mitzvah* students and officiating at their service, and occasionally officiating at life cycle events. The students work closely with the lay leaders in visioning and planning for the congregation. Students with solo weekend pulpits work closely with a rabbinic mentor who is available for regular meetings and consultation and who will visit the students’ pulpit during the year to observe and give feedback.

In addition to congregational experience, rabbinical students at HUC-JIR are required to complete a supervised Pastoral Care Internship. Most often, this requirement is fulfilled by completing a unit of CPE (Clinical Pastoral Education) at a hospital. Students often describe this training, sometimes experienced with students from other seminaries, as a highlight of their years at HUC-JIR; it is essential for all rabbis, regardless of the professional path they ultimately chose to take.

Additional field work opportunities include Hillel or Jewish student centers on college campuses (working specifically with a Reform group on campus or providing a Reform rabbinical presence); serving in homes for the aged; Jewish communal agencies, military chaplaincy, and working in Reform-affiliated organizations such as WRJ, URJ, and CCAR chaplaincy.

All clinical education experiences are coordinated either through the Rabbinical Program Director or the Director of Field Work.

## Learning Opportunities

In addition to academic classes and field work, HUC-JIR provides rabbinical students with a number of co-curricular learning experiences that enrich students’ personal and spiritual growth and development.

- **Tefillah**  
All stateside campuses offer daily student-led tefillah (worship). Rabbinical students assume the responsibility of serving as *shaliach/shlichat tzibbur* (service leader), *gabbai*, and *ba'al koreh* (Torah reader). On the New York campus, rabbinical students lead worship in partnership with cantorial students; on the Cincinnati and Los Angeles campuses, rabbinical students lead worship with a cantor from the community. Students receive feedback from faculty advisors to help strengthen their worship leading skills.
- **Student Sermon**  
One of the highlights of a rabbinical student's tenure at HUC-JIR is delivering a sermon before the HUC-JIR community. Students work with a faculty advisor and write a sermon on a topic of their choosing. Following the sermon, there is community discussion in which faculty and students offer feedback to the preacher and discuss issues raised in the sermon.
- **Outreach Retreat Weekends**  
In addition to addressing the important topics of conversion and interfaith families in various classes in the Rabbinical Program, students participate in HUC-JIR's Gerecht Family Institute for Outreach and Conversion. Through text study, prayer, and discussion with professionals in congregations, outside experts in the field, URJ staff, and Jews-by-choice, students receive an in-depth introduction into this most important topic.
- **Spiritual Development**  
Beyond academic and professional development, a rabbinical student must also nurture their spiritual growth. Spiritual development takes place in many different venues and varies from individual to individual. Participating in worship regularly is an important avenue for spiritual growth. Other opportunities include spiritual direction, spirituality retreats, electives devoted to spiritual growth, and intersession or summer intensives. These programs vary among the three stateside campuses reflecting the different faculties and programs unique to each campus. Students are always encouraged to discuss their religious interests and challenges with their faculty adviser and/or rabbinical mentor.
- **Mentoring**



In addition to rabbinical mentors assigned to students as part of their field work experiences, students receive rabbinical mentors in the fifth year of the Rabbinical Program as part of the Central Conference of American Rabbis (CCAR) requirement for admissions and guidelines established by the CCAR/HUC-JIR Joint Commission on Mentoring. These rabbis serve as mentors through the students' culminating year at HUC-JIR and during their first two years in the rabbinate. CCAR mentors have been carefully selected and have received training for such mentoring through the Joint Commission.

- **Aronoff Rabbinic Mentoring Program**

Los Angeles students serving student pulpits are required to participate in the Aronoff Rabbinic Mentoring Program. Information about the program can be found in the Rabbinical School Fieldwork Handbook.

### **Lifecycle Officiation and Pastoral Care in Los Angeles**

The Hillside Rabbinic Practicum in Lifecycle Officiation and Pastoral Care in Los Angeles prepares students to guide individuals and families through stage of life transitions from birth to death. The curriculum recognizes that life cycle rituals – welcoming children into the Covenant, recognizing the assumption of Jewish responsibilities by Bar/Bat Mitzvah students, marriage ceremonies, and funerals – all take place against the backdrop of powerful emotions and family dynamics. As part of the practicum, rabbinical students will attend weekly sessions during their second and third years. Each session will focus on a chosen topic and will reflect an integrated model that brings together appreciation and understanding of Jewish ritual and an analysis of the psycho-social issues that arise surrounding this stage/event in the life of an individual or family. Additionally, an experienced rabbi, who is also trained as a therapist, will lead the practicum. This program is made possible by a gift from Hillside Memorial Park and Mortuary.

Students in New York take two year-long courses in pastoral care and counseling and life cycle officiation and counseling, covering the same material as in LA.

### **Joint Degree Opportunities**

- **Master of Educational Leadership**

- Rabbinical students may pursue this degree by enrolling in the Rabbinical Education year under the auspices of the School of Education; it is usually undertaken between a student's third and fourth years of Rabbinic School.
- Students may apply six credits earned in the Rabbinic Education year toward their post-MAHL course requirements. Any elective taken that year beyond the School of Education requirements may be counted as a rabbinical school elective.

- **Certificate in Jewish Organizational Leadership or Master of Arts in Jewish Nonprofit Management**

- Rabbinical students may earn a Certificate in Jewish Organizational Leadership through one summer of course work. Two courses from the program may also be applied toward the student's Rabbinical School requirements. A student who wishes to earn the Master of Arts in Jewish Nonprofit Management must complete a year of fieldwork in the nonprofit sector and attend the biennial Israel Seminar in addition to all required coursework.
- The master's degree in Jewish Nonprofit Management can be completed concurrently with rabbinic school studies. The concurrent degree requires two summers of coursework, 1 year of fieldwork and practicum, Capstone, and participation in the Seminar in Nonprofit Global Innovation. The certificate in Jewish Organizational Leadership can be completed concurrently in a single summer of coursework.
- This decision to do the concurrent MAJNM should be made with input from the directors of the two schools. Students must do one year of fieldwork that satisfies the requirements of the Zelikow School.
- Students who enroll in both the Rabbinic Education program and a Zelikow School program may apply six credits toward their post-Master's degree requirements; the student may choose which of the courses listed above to apply toward rabbinical school requirements.

### **After Ordination**

"The sun never sets on the graduates of the Hebrew Union College," aptly said Dr. Jacob Rader Marcus, z"l, Professor of American Jewish History, and founder of the American Jewish Archives at HUC-JIR. Our graduates are truly international, coming from many nations around the world and serving congregations, organizations, and institutions on almost every continent. Rabbinical alumni are forging new entrepreneurial visions and applying the latest technologies to worship experiences and community building, as they provide the leadership for the next generations of our far-flung Jewish people.

HUC-JIR works closely with the other arms of the Reform Movement and the larger Jewish world to assist our students in finding employment at the conclusion of their studies at the College-Institute. The Union for Reform Judaism (URJ), the Central Conference of American Rabbis (CCAR), and HUC-JIR together comprise the components of the Rabbinical Placement Commission: the committee of placement professionals, lay leaders, rabbis, and educators who guide in the placement of rabbinical students (and rabbis already in the field) for employment in Reform synagogues throughout North America. Our Hillel rabbis also have professional placement processes to aid them in this most important milestone. For those interested in international pulpits, HUC-JIR assists in working with the World Union for Progressive Judaism (WUPJ) placement system.

Rabbinical graduates find personal fulfillment as well as competitive salaries and benefits as leaders in a broad range of settings:

- Nearly 900 Reform congregations in North America
- Progressive Movement synagogues and communities in Israel and around the world
- Reform congregational schools, Jewish day schools, and boards of Jewish education
- URJ summer camps and Israel youth programs
- NFTY youth groups
- URJ, CCAR, WUPJ, and WRJ program departments
- Hillel Foundations, Birthright, and Jewish student centers on college campuses
- Federations and social service agencies
- National and regional Jewish communal organizations
- Academic administration and faculty positions at universities
- Jewish communal and private philanthropic foundations
- Jewish museums and cultural institutions
- Jewish community centers and educational outreach organizations
- Jewish media
- Chaplaincies and administration in hospitals and hospices
- U.S. military chaplaincy
- HUC-JIR sustains close ties with rabbinical alumni through the Rabbinical Alumni Association, which offers continuing education resources, on campus and distance learning programs, collegial support, and privileges at HUC-JIR's libraries. Rabbinical alumni serve as mentors to students during their student pulpits and other professional development programs and are vital partners in helping to recruit the next generations of Jewish leaders.

### **Study at Other Institutions**

1. Students may enroll in graduate level courses at accredited institutions and receive credits toward their HUC degree, provided that the proposed course of study is submitted in advance, in writing, and is approved by the Director of the School of Rabbinic Studies.
2. Los Angeles campus has a reciprocity agreement with the Ziegler School of Rabbinic Studies of the American Jewish University which enables full-time Los Angeles students to take rabbinical school courses at AJU with no additional tuition fee. Students should check the AJU website for course information and consult with their advisors about appropriate courses.
3. Cooperative arrangements with The General Theological Seminary, The Jewish Theological Seminary, New York University, Union Theological Seminary, and the University of Southern California enable full-time students to take select courses at these institutions at reduced rates or with no additional tuition fee.
4. No more than 25% of course requirements can be fulfilled by studying at other institutions, whether that work is done prior to enrollment at HUC-JIR or during the student's tenure at HUC-JIR.

### **Academic Advising**

1. The faculty advisor is intended to support students; to stimulate students' personal, professional, and intellectual growth; and challenge students to develop wider perspectives on Jewish life, belief, and practice, as well as deeper insights into their academic and experiential learning.
2. Each student is assigned a member of the faculty or administration as an advisor. The advisor is available to the student to discuss academic, professional, and personal issues.
3. Changes may be requested by the advisor or the student. Unless a change is requested, students will have the same advisor from the beginning of their second year until ordination.

4. Students and advisors should meet no fewer than four times a year. The first meeting should take place at the onset of the academic year. Meetings should then take place later in the first semester and twice during the second semester. Additional meetings are encouraged.
5. We wish to create an atmosphere of trust between students and their advisors. A student should be able to speak to their advisor with confidence that the advisor will not discuss the student's academic situation with another student or with anyone not directly involved professionally in the student's academic program. If an advisor believes that sharing information with faculty members would be beneficial, they should speak to the student about sharing that information.
6. Students are required to consult with their advisors as they prepare to give divrei Torah and sermons in the HUC-JIR Synagogue.

## School of Education

### School of Education Mission

The School of Education, its faculty and programs, strengthen the quality of Jewish educational leadership and teaching while providing essential research and thought leadership to improve educational practice in the broad field of Jewish education.

### Master of Educational Leadership (MEdL) and Master of Arts in Jewish Learning (MAJL)

The Master of Educational Leadership (MEdL) degree program aims to bridge the needs of today's students with graduate studies that will most effectively prepare change-makers and meaning-makers for the field of Jewish education. The centerpiece of the degree is a two-year paid part-time (20-25 hours per week) graduate residency in selected Jewish educational institutions which function as living laboratories enabling students to gain meaningful leadership experience while experimenting with intrapreneurial educational design and change management. In these learning laboratories, our graduate residents:

- apply their graduate studies directly to institutions that are open to new and sophisticated thinking;
- bring Jewish content, ideas, inspiration, and practices to life with a variety of age groups;
- develop the muscles of educational decision-making, negotiating change, and building relationships that are at the heart of effective educational leadership;
- see the results of their authentic contributions to these institutions and feel the satisfaction of doing valuable work in Jewish education.

The MEdL program has two tracks, which are outlined in detail below:

- Single degree (2 years) Master of Educational Leadership
- Dual degree (3 years, includes the HUC-JIR Year in Israel and, combined with 13 credits stateside, pending final credit count for revised YII, earns "Master of Arts in Jewish Learning")

Course of Study: Master of Educational Leadership

The course of study for all students weaves together five strands of expertise:

- Teaching and Learning (9.5 credits)
- Aims and Aspirations of Jewish Education (4.5 credits)
- Leadership (12.5 credits)
- Labs in Pedagogical Content Knowledge in Jewish Education (Teaching of Specific Content Areas) (4.5 credits)
- Capstone Seminar (2.5)

Students are also required to take a total of 15 credits in Judaic Content.

Total Credits: 48.5

Each curricular strand develops and deepens in sophistication over the two years from an introductory orientation to a leadership stance. The progression of the strands, and the relationship between them, are also designed to be in direct conversation with the work of the students in the field, guiding them in becoming analytical, adaptive, relational educational leaders.

Students in the single degree MEdL program are required to fulfill a Hebrew exit requirement. The goal of the Hebrew requirement is that graduates will have enough familiarity with Hebrew to be able to use it in the settings in which Jewish educators typically function. In order to graduate, students must have achieved a Hebrew proficiency level equivalent to one year of college-level Hebrew.

#### Course of Study: MA in Jewish Learning

Students who complete the HUC-JIR Year in Israel (YII) program and immerse in a more extensive exploration of Jewish language, land, literature, and liturgy, within an educational analytical framework that explores how people learn about these subjects in Jewish contexts may earn an additional degree, a Master of Arts in Jewish Learning (MAJL).

Students who wish to complete the MAJL will need to meet the Hebrew entrance requirements for the HUC Year in Israel. In addition, they may choose to take additional Hebrew courses on their home campus to count toward completion of the degree.

The MAJL degree may only be earned in conjunction with the Master of Educational Leadership, as it builds on the foundation of the MEdL. Rabbinic and Cantorial students will not be eligible for the MA in Jewish Learning as the YII coursework will apply toward their ordination requirements. With the foundation of the Year in Israel course of study, students in this track will be eligible to take Judaic studies courses that are offered in the rabbinic program and will be required to have a Judaic text, history, Israel, or language component in their capstone portfolio.

Course requirements for this degree are:

- Year in Israel/First year courses (pending final credit count for revised YII, currently 18 credits)
- 2 additional Pedagogic Content Knowledge in Jewish Education electives beyond the MEdL requirements (3 credits)
- Judaic and/or Hebrew courses given in the Rabbinical School (6 credits) double-count for MEdL
- Teaching and Learning (4 credits) double-count for MEdL

Total Credits: 31 credits

<b>MEdL Year 1</b>	<b>MEdL Year 2</b>
<u>Fall Intensive:</u> EDU 571: Creating a Culture of Learning (1.5)	<u>Fall Intensive:</u>
<u>Fall Semester:</u> EDU 572: Introduction to Pedagogy & Pedagogical Planning (2) EDU 577: Designing Educative Learning (3) EDU 593: Pedagogy Practicum (.25) EDU 581: Leading Professional Learning and Instructional Leadership (2) EDU 650: Supervised Leadership (1) Teaching Lab (TBD) (1.5) *	<u>Fall Semester:</u> EDU 594: Pedagogy Practicum (.25) EDU 578: Charting the Future AB (3) EDU 585: Leading with Integrity: The Human Side of Leadership (1.5) EDU 591: Capstone Seminar (1) EDU 650: Supervised Leadership (1) Teaching Lab (TBD) (1.5) *
<u>Winter Intensive:</u> Teaching Lab (TBD) (1.5) *	<u>Winter Intensive:</u>
<u>Spring Semester:</u> EDU 573 Understanding Learners (1.5) EDU 580: Entering an Organization (1) EDU 583: Leading Change in Jewish Education (3) EDU 586: Teaching for our Times (1.5) * EDU 651: Supervised Leadership (1)	<u>Spring Semester:</u> EDU 575: Advanced Pedagogical Design (1) EDU 579: Charting the Future C (1.5) EDU 584: Leading Amidst Complexity (1) EDU 592: Capstone Seminar (1.5) EDU 651: Supervised Leadership (1) Teaching Lab (TBD) (1.5)

#### Course of Study for Clergy-Education Students

Rabbinical and cantorial students can apply for admission to the Master of Educational Leadership program. In this one-year version of the program, students are matched with a graduate residency where they earn a salary for significant part-time work in Jewish educational leadership, complemented by academic coursework that advances and diversifies their career options as clergy, educators, and leaders. Students who wish to complete the degree spend a year on the Los Angeles campus in residence at the Rhea Hirsch School of Education. The one-year program is typically completed between the third and fourth years of rabbinical/cantorial school. Students may apply to the program when they apply to rabbinical/cantorial school, or they may apply during their third year.

<u>Fall Intensive:</u>	<u>Fall Semester:</u>	<u>Winter Intensive:</u>	<u>Spring Semester:</u>
EDU 571: Creating a Culture of Learning (1.5)	EDU 572: Introduction to Pedagogy & Pedagogical Planning (2) EDU 593: Pedagogy Practicum A (.25) EDU 577: Designing Educative Learning (3) EDU 578: Charting the Future AB (3) EDU 581: Leading Professional Learning and Instructional Leadership (2) EDU 585: Leading with Integrity: The Human Side of Leadership (1.5) EDU 591: Capstone Seminar (1) EDU 650: Supervised Leadership (1) Teaching Lab (TBD) (1.5) OR Text & Lab Class (3) *	Teaching Lab (TBD) (1.5) *	EDU 573 Understandings Learners (1.5) EDU 579: Charting the Future C (1.5) EDU 583B: Leading Change in Jewish Education (3) EDU 584: Leading Amidst Complexity (1) EDU 580: Entering an Organization (1) EDU 586: Teaching for our Times (1.5) EDU 592: Capstone Seminar (1.5) EDU 651: Supervised Leadership (1)

### **Admission Requirements for Master of Educational Leadership & Master of Arts in Jewish Learning Preliminary Consultation with an Admissions Counselor**

As part of the application process to the HUC-JIR School of Education, we require that you speak with a professional in the Office of Recruitment and Admissions. This informal, preliminary consultation is a way for us to get to know you better and make sure you are taking the right steps in preparation, and for you to ask your questions to ensure that this is the right time for you to apply.

### **The Application**

Please submit all elements of the application by the application deadline.

### **Portfolio Sample**

Please submit a sample of your work in Jewish education for which you are particularly proud and/or from which you learned a valuable lesson. For example, this may be a lesson plan, a program outline that you designed, a D'var Torah, or a video of you in action from any Jewish educational setting of your choosing. For example, you can share with us a detailed description of a religious school lesson that you created and taught, a learning session that you created for a group of campers at a summer camp or in your Hillel, a video of you teaching, a song session that you led or an art activity you facilitated.

### **Short Essays**

As you craft your answers to these questions, please consider the following guidance. These short essays are an opportunity for you to give the admissions committee a sense of your goals, aspirations and what you hope to learn in the program. The more we can get to know you in the application process, and the more we know about your strengths, interests, and desired growth areas, the better equipped we will be to match you in a residency that can be tailored to you and your professional, intellectual, and spiritual growth. Your essays will be uploaded within Part 2 of the application as one document.

1. Autobiography of a Jewish Educator (Up to 1500 words, double-spaced) Share the story of 2-3 moments, experiences, or relationships in your life that have guided you to become a Jewish educational leader. What or who has inspired you?
2. Overcoming a Challenge (500-1000 words, double-spaced) Share with us a challenge that you have faced that has also spurred your growth as a person and a leader. How have you worked to overcome that challenge, and what have you learned about yourself and your leadership in the process?
3. Hopes and Dreams (1000 words, double-spaced) What do you aspire to achieve as a Jewish educational leader? Share a vision of where you hope to be in 5-10 years and explain your motivation. In your answer, include reference to any ideas, books, texts, works of art, or theories that guide you; and the burning issue(s) in Jewish life and/or society that motivate you. What is the change you hope to lead or the vision you hope to create?
4. (MAJL Applicants only; two paragraphs) What do you hope to gain from the concurrent MAJL degree? How do you imagine it will benefit you personally and professionally? What experiences do you hope to gain living and studying in Jerusalem?

### **A Résumé**

Please include a résumé that focuses on your academic and professional accomplishments, awards, honors, publications, and any significant leadership positions in which you have served.



## Letters of Recommendation

One Academic Reference and One Professional Reference. You are also encouraged to request a third Judaic Reference (This third recommendation is not absolutely necessary if your academic or professional reference is also a Jewish educational leader or rabbi).

## Place an Order for Your Transcripts

Please request transcripts at least four weeks before the application deadline to allow time for them to be sent to HUC-JIR. Transcripts need to be received in order to schedule an interview. Please provide us with one copy of an official transcript from all of the following:

- The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)
- Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.
- Any “Year Abroad” programs or other foreign studies. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

*Have your schools mail the transcripts directly to:*

Office of Recruitment and Admissions  
Hebrew Union College–Jewish Institute of Religion  
3101 Clifton Avenue  
Cincinnati, OH 45220  
(If electronic: [mwaldron@huc.edu](mailto:mwaldron@huc.edu))

## Instructions for international applicants:

Year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

## Submit Your Graduate Record Examination (GRE) Scores:

Please use the school code number 1291 when requesting your score report be sent to HUC. This directs the results to the Office of Recruitment and Admissions. For GRE information, please see [www.ets.org/gre](http://www.ets.org/gre).

Candidates who meet one of the following criteria may request an exemption from the GRE requirement by contacting [admissions@huc.edu](mailto:admissions@huc.edu).

- Completion of an undergraduate (Bachelor) liberal arts degree with a GPA of 3.3 or higher;
- Prior degree from HUC-JIR; or
- Completion of a Ph.D. or Master's degree (post-Bachelor) from an accredited institution.

## Submit Test of English as a Foreign Language (TOEFL) Scores

International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. The TOEFL school code for HUC-JIR is 1291.

## Schedule Your Visit (Optional):

Visiting our Los Angeles campus is an important step for prospective students and applicants exploring our programs, and we are delighted to be able to support those considering the College-Institute by reimbursing up to \$250 of pre-arranged travel expenses. We encourage you to be in contact with our office to plan your personalized visit or register for an open house. A campus visit provides opportunities to build skills, study text and get a taste of student life at HUC. You'll have the option to join a class and continue connecting with students and faculty.

## Day School Leadership through Teaching (DeLeT)

DeLeT: Day School Leadership through Teaching is dedicated to fostering teaching excellence in Jewish day schools in North America. Operating at the Rhea Hirsch School of Education on the Los Angeles Campus of HUC-JIR, DeLeT prepares and supports day school teachers in the DeLeT credential program, the DeLeT MAT, the DeLeT induction program, and the DeLeT LeHora'at Ivrit professional development program. All DeLeT programs include mentored teaching experiences, academic coursework, and cohort-based learning and support.

The heart of the 13-month DeLeT credential program is a full-year teaching residency in a Jewish day school in the Los Angeles, San Diego, or San Francisco Bay areas (partner schools vary each year). Through a carefully staged sequence of teaching responsibilities, students gradually learn the intricacies of teaching and, just as importantly, they learn how to

think like sophisticated teachers so that they can continue to learn about teaching throughout their careers. In-classroom mentors and visiting Clinical Educators (CEs) offer support and supervision throughout the year.

During the school year, students engage in coursework two evenings each week via video conference. All students come to campus for a month-long full-time intensive summer institute during both the summer before and the summer after their teaching residency.

Students who successfully complete the program are awarded a Certificate in Day School Teaching from Hebrew Union College-Jewish Institute of Religion and may earn a California Preliminary Multiple Subject Teaching Credential. They may also apply to continue their studies in a 2 semester Master of Art in Teaching (MAT) program.

### DeLeT Credential Course of Study

<u>First Summer:</u>	DLT 501: Teaching & Learning I (2) DLT 510: Child Development (2) DLT 520: Reading, Language, Literature I (1) DLT 530: Arts Workshop (.5) DLT 534: Educational Technology (1) DLT 559: T'fillah (1)
<u>Fall Semester</u>	DLT 502: Teaching & Learning II (2) DLT 512: Meeting the Needs of All Learners (1) DLT 521: Reading, Language, Literature II (1) DLT 527: Math Methods (1) DLT 580: Supervised Day School Teaching (4)
<u>Spring Semester</u>	DLT 503: Teaching & Learning III (2) DLT 514: Wellness & Jewish Values (1) DLT 515: Diversity in School Communities I (1) DLT 522: Reading, Language, Literature III (1) DLT 556: Day School and Society (2) DLT 581: Supervised Day School Teaching (4)
<u>Second Summer</u>	DLT 504: Bridge Seminar (2) DLT 516: Diversity in School Communities II (1) DLT 525: Integrated Social Studies (1) DLT 528: STEAM Methods (1) DLT 530: Arts Workshop (.5) DLT 559: Rabbinic Texts

**TOTAL CREDITS: 34**

### Admission Requirements for DeLeT

#### Preliminary Consultation with an Admissions Counselor

As part of the application process to DeLeT, we require you to speak with one of our admissions associates.

#### The Application

Please submit all elements of the application by the application deadline

#### Short Essays

Please complete two essays (2-3 pages each) answering each of the following questions:

- 1 Why do you want to be a Jewish day school teacher? What in particular attracts you to the DeLeT program? In your response, it will be important to describe your experience working with children or adolescents, any teaching experience you have had to date, and how your own identity and values have influenced this decision.
- 2 Please reflect on the daily work of day school teaching from your current vantage point:
  - i If you currently work in a Jewish day school: Based on your experiences, what do you anticipate might be some of the rewards and challenges of the daily work you would be doing as a classroom teacher in a Jewish day school?
  - ii If you do not work in a Jewish day school, please choose one of the following questions to answer:
    - (a) What do you feel are the greatest challenges for teachers? What traits do teachers need to have in order to meet those challenges, and which of these traits do you possess that will help you meet these challenges?
    - (b) What do you think is the role of Jewish day school education in our society? How do you see yourself playing a part in this work?

#### A Résumé



Please include a resumé that focuses on your academic and professional accomplishments, awards, honors, publications, and any significant leadership positions in which you have served.

### Letters of Recommendation

- One Supervisor Reference: You must have one reference from your current direct supervisor.
- One Collegial Reference: One additional reference from a professional colleague. (Can be supervisor or peer).
- Optional additional reference: While optional, you may choose to include an additional reference who can speak to your teaching skill, ability to work with colleagues, academic strengths, or Jewish community leadership.

### Place an Order for Your Transcripts

Please request transcripts at least four weeks before the application deadline to allow time for them to be sent to HUC-JIR. Transcripts need to be received in order to schedule an interview. Please provide us with one copy of an official transcript from all of the following:

- The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)
- Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.
- Any “Year Abroad” programs or other foreign studies. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

*Have your schools mail the transcripts directly to:*

Office of Recruitment and Admissions  
Hebrew Union College–Jewish Institute of Religion  
3101 Clifton Avenue  
Cincinnati, OH 45220  
(If electronic: mwaldron@huc.edu)

### Instructions for international applicants:

Year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

### Submit Test of English as a Foreign Language (TOEFL) Scores

International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. The TOEFL school code for HUC-JIR is 1291.

### Master of Art in Teaching (MAT)

The DeLeT MAT program offers continued learning for DeLeT alumni working as classroom teachers who wish to strengthen their professional practice and skills. Coursework focuses on action research design, reflective teaching practice, and collaborative professional development leadership.

Students conduct an action research project according to the field standards of teacher-led action research, including literature review and synthesis. They design, conduct, and share the findings of this inquiry with their peers and professional community. As a cohort, DeLeT MAT students participate in group reflective practice using protocols, writing, and structured exercises to support each other in their teaching. Each student also participates in individual mentoring and peer coaching relationships, collaboratively identifying areas of growth, and working with observations and planning sessions to strengthen these areas.

The DeLeT MAT is a two-semester program (August-May) held via video conference on one weekday afternoon per week and one two-day in-person gathering on the Los Angeles campus.

### DeLeT MAT Course of Study

Fall Semester:	MAT 610: Collaborative Reflective Practice I (2) MAT 620: Mentored Teaching I (2 credits) MAT 630: Practitioner Inquiry (2 credits)
Spring Semester	MAT 611: Collaborative Reflective Practice II (2 credits) MAT 621: Mentored Teaching II (2 credits) MAT 631: Practitioner Research (2 credits)

## **TOTAL CREDITS: 12**

### **Admission Requirements for MAT**

Applicants must have successfully completed the DeLeT credential program to apply to the MAT.

### **Preliminary Consultation with an Admissions Counselor**

As part of the application process to DeLeT, we require you to speak with one of our admissions associates.

### **The Application**

Please submit all elements of the application by the application deadline

### **Short Essays**

In this program, you will engage in deep inquiry about your own teaching practice in collaboration with your cohort. The admissions committee is looking for evidence of your reflective capacity and readiness to explore questions about teaching and learning. Please answer each of the following questions in a separate short essay (approximately 2 pages each).

1. Why are you interested in pursuing this degree at this point in your teaching career? What about the DeLeT MAT makes this a good fit for you?
2. Reflect on how you want to grow as a teacher: What are some of your strengths as an educator? What are some of the things you find most challenging about teaching?
3. Share a dilemma in your own teaching practice. What have you learned from wrestling with this dilemma? What do you still want to learn about it?

### **A Résumé**

Please include a résumé that focuses on your academic and professional accomplishments, awards, honors, publications, and any significant leadership positions in which you have served.

### **Letters of Recommendation**

- One Supervisor Reference: You must have one reference from your current direct supervisor.
- One Collegial Reference: One additional reference from a professional colleague. (Can be supervisor or peer).
- Optional additional reference: While optional, you may choose to include an additional reference who can speak to your teaching skill, ability to work with colleagues, academic strengths, or Jewish community leadership.

### **Place an Order for Your Transcripts**

Please request transcripts at least four weeks before the application deadline to allow time for them to be sent to HUC-JIR. Transcripts need to be received to schedule an interview. Please provide us with one copy of an official transcript from all the following:

- The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)
- Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.
- Any "Year Abroad" programs or other foreign studies. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

*Have your schools mail the transcripts directly to:*

(If electronic: [mwaldron@huc.edu](mailto:mwaldron@huc.edu))

Office of Recruitment and Admissions  
Hebrew Union College – Jewish Institute of Religion  
3101 Clifton Avenue  
Cincinnati, OH 45220

### **Instructions for international applicants:**

Year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

### **Executive Master in Jewish Education**

### **Admission Requirements**

## **Application Part One**

The first part of your application includes a few simple questions about your contact information and educational background. Please read all the application instructions and complete all elements of the application by the deadline. If you have any questions, please contact [admissions@huc.edu](mailto:admissions@huc.edu).

## **Preliminary Consultation**

As part of your application process to becoming an educational leader through HUC-JIR, we encourage you to speak with a professional in the Department of Admissions and Recruitment or the Coordinator of the Executive MA in Jewish Education Program. This informal, preliminary consultation is a way for us to get to know you better, for you to ask your questions and be sure now is the right time for you to apply to HUC-JIR.

Simply email [ExecMA@huc.edu](mailto:ExecMA@huc.edu) to set a date and time.

## **Recommendation Letters**

Good references come from individuals who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that make you a strong candidate. Please use the Reference Letter Request Form to submit the names and contact information of your references. HUC- JIR will not accept more than four letters of reference. The individuals you list as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you are in touch with your chosen references prior to filling out this online form to alert them that they will receive this emailed request.

Please allow each reference enough time (at least one month) to complete their letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the National Office of Recruitment and Admissions by emailing [admissions@huc.edu](mailto:admissions@huc.edu)

References for Applying to the Executive M.A. Program in Jewish Education

One Supervisor Reference: You must have one reference from a supervisor in a Jewish educational setting. One

Professional Reference: You must have one reference from a professional source. Someone who has

experienced your leadership over time, e.g., a lay leader, teacher, or staff member.

One Academic Reference: You must have one reference from an educational source. Someone who has been your teacher in a formal or informal setting. The context should be one in which the teacher could observe your intellectual capacities and your ability to engage in serious Jewish and/or professional studies.

## **Confidentiality of References**

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact [admissions@huc.edu](mailto:admissions@huc.edu) with any questions or concerns.

## **Transcripts**

Please request transcripts 60 days before the application deadline. Transcripts need to be received in order to schedule an interview.

Please provide us with one copy of an official transcript from all of the following:

- The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)
- Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.
- Any "Year Abroad" programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

Office of Admissions and Recruitment

Hebrew Union College-Jewish Institute of Religion  
3101 Clifton Avenue  
Cincinnati, OH 45220  
tward@huc.edu

For international applicants: year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

### **Test of English as a Foreign Language (TOEFL)**

International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. See the information available at: [www.ets.org/toefl](http://www.ets.org/toefl). Please note that the TOEFL exam is not a substitute for the GRE.

### **Part Two of the Application**

We will send you access to Part 2 after your Preliminary Interview is complete. It will contain more in depth and program-specific questions.

All application materials, including Part 2 of your application, letters of references, transcripts, and test results, must be received by the deadline in order to be offered an admissions interview.

### **Personal Statement**

In no more than six double-spaced, typed pages, and respond to the following questions:

- Why did you choose to become a Jewish educational leader?
- Why are you interested in pursuing a master's degree at this point in your career?
- Discuss your intellectual, religious, and spiritual development as well as the life experiences that have led you to make these decisions. Please include your personal reflections on your strengths as a Jewish educational leader and the challenges you have faced in this role.

### **Short Essays**

Please respond to each of the following questions separately. Limit your response to the two questions to a total of six double-spaced, typed pages.

- Select a particular Torah portion that is meaningful or challenging to you. What impact does it have on how you think about Judaism and/or the Jewish community? What are the essential ideas you would want to convey to others?
- Select an issue that you believe is confronting Jewish education. Discuss why this issue is important and what effect it potentially has on the vitality of Jewish education. What have you done to explore the complexity of this issue?

### **Resumé**

A standard C.V. or resumé.

### **Photo**

A simple portrait to help us recognize you when you visit and maintain our campus security.

### **Hebrew Proficiency**

The Executive MA program in Jewish Education requires that students complete one year of college-level Modern Hebrew before graduating from the program. The requirement can be fulfilled by prior completion of one-year of college-level Modern Hebrew included on the applicant's transcript, passing the Hebrew Proficiency Examination administered by HUC-JIR Hebrew faculty, or satisfactorily passing an approved course of study prior to graduation from the program.

# **Zelikow School of Jewish Nonprofit Management**

## Mission and Values

*Our graduates lead the business of Jewish life.* For over 50 years, the Zelikow School of Jewish Nonprofit Management has shaped the Jewish future by educating its leaders.

The Zschool is a transformative gathering place for nonprofit professionals interested in Jewish social innovation and leadership studies to learn and collaborate. We use creative problem solving to spark creative solutions to today's Jewish nonprofit challenges. Our students are activists, intellectuals, artists, musicians, engineers, rabbis, social workers, educators, and policy wonks that include dual degree students studying at other universities as well as students concurrently enrolled in the cantorial, education and rabbinic programs of HUC-JIR.

Since our founding in 1968, as the School of Jewish Communal Service, we have maintained a distinguished reputation as a premier center for the education of Jewish nonprofit leaders. Our students and alumni are a community of difference makers with global reach and impact.

### Our Values Approach to Education

#### ***Value your values***

We like students who live values first. Nonprofit leadership is about repairing the world. It is a way to challenge the status quo and for you to make a career in making good happen.

#### ***Innovation with a purpose***

We use creativity to identify and solve problems. For us, innovation is not a bunch of randomly placed sticky notes, it is a way to help you to design a more perfect world.

#### ***Practice makes perfect, almost***

We believe there is a lot to learn from missing the mark. There is also a lot to learn by doing. Our internships and consulting projects provide a lab for you to practice and develop your nonprofit expertise with people who care about your career.

#### ***Network for good***

We are in this together. Our students and 650+ alumni are a community of difference makers with global reach and impact. They affect change and you will too.

#### ***Sacred Roots***

We embrace diversity, pluralism and are non-denominational. Our students come from a spectrum of backgrounds, knowledge sets, and geographies. You will find faculty who care and a place where Jewish wisdom and values are intertwined to reinforce our educational practices and the work we inspire in the nonprofit ecosystem.

### The Zschool Method

We believe in *a different way to school*. "Zschooling" works best when students arrive with a willingness to:

***Get Lost (in it).*** Immerse yourself in the content.

***Chat (someone's ear off).*** Express yourself! Talk it, type it, live it, and seek feedback with curiosity.

***Make (something bold happen).*** Bring into being by forming, shaping, or altering material.

***Think different (about it).*** Just because the course is over does not mean the learning is done. Keep challenging your own understanding.

## Admission Requirements for the Zelikow School of Jewish Nonprofit Management

### Application

Start your process with Part 1 of our application. Once you submit Part 1, you are officially in our system as an applicant. You will soon receive email instructions for creating an account and moving on to Part 2.

### In-Person Meeting

Before filling out Part 2 of the application, we recommend that applicants contact us to set up a conversation and/or a virtual visit. We would love to introduce you to a classroom experience and/or set up a chat with you and a student and/or professor. This will help you learn if the Zelikow School is a great match for you.

### **Full Application**

This is the bulk of your application, which includes in-depth questions about your desire to pursue this professional degree. If you have already submitted Part 1, you should have received an email with login instructions for Part 2. You can return to edit this application at any time.

### **Personal Statement Essays**

These two writing samples are your chance to share why the Zschool is the right place for you. You will upload these essays in the "Supplemental Materials" section of the application portal.

#### **Personal Statement**

We want to understand you better. We are looking for a well-written personal statement that addresses the following themes. Please do not exceed 7 double-spaced pages:

- Personal Background
- Jewish Identity
- Academic Background
- Work Experience
- Professional Goals

#### **Short Essay**

Please respond to 1 of the following prompts in succinct, well-written prose. Please do not exceed 3 double-spaced pages:

- Defend an unpopular opinion you hold of Jewish life and why you believe it is unpopular.
- OR**
- You are the leader of an elite team funded with unlimited budget to solve a problem confronting the North American or global Jewish community. What would you choose and why do you believe it is worth investing community resources to solve it?

### **Supplemental Materials**

Students applying for a degree are required to submit 4 letters of recommendation (3 for applicants to the Certificate). Please include at least 1 letter from each category below:

#### **Professional Recommendation**

You are encouraged to select a current or previous supervisor of paid or volunteer work (Master of Science in Organizational Leadership and Innovation (MSOLI) applicants must submit a recommendation from a current supervisor unless otherwise approved.)

#### **Academic Recommendation**

This can be a college professor or instructor with whom you have engaged in serious academic study. If you have been out of school for 5+ years, adult or informal education instructors work too.

#### **Jewish Life Recommendation**

This should be someone who knows you in the context of Jewish organizational/communal life. If you know a graduate of the Zschool, this is a great place to include them, but only if they know you well enough to comment meaningfully on your candidacy.

#### **Transcripts**

(From all past institutions of higher learning, whether they were degree-bearing institution)

Please have your schools mail the transcripts directly to:

Office of Admissions and Recruitment  
Hebrew Union College-Jewish Institute of Religion  
3101 Clifton Avenue  
Cincinnati, OH 45220  
tward@huc.edu



GRE scores (Only required for candidates with GPA below a 3.0 from the previous degree-bearing academic institution)

### **A Resumé**

Please include a resumé that focuses on your academic and professional accomplishments, awards, honors, publications, and any significant leadership positions in which you have served.

### **In-Person Interview**

Interview with a panel of Administrators and Faculty of the Zelikow School. This allows you to present yourself “off the page”. The interview is also a chance to ask questions of various Zelikow School stakeholders. There is space on the application to indicate your availability.

## **Academic Programs and Experiences**

### **Master of Science in Organizational Leadership and Innovation (MSOLI)**

Degree students will generally complete 34-44 credits depending on the specific course of study. This is an accelerated degree and may be taken as a low residency program, completed on the following semester sequence: Summer One/Fall One/Spring One/Summer Two.

### **Master of Arts in Jewish Nonprofit Management (MAJNM)**

Degree students will generally complete 38-52 credits depending on whether it is taken as a single or dual degree and the specific course of study. This degree may be taken as a low residency program and is completed on the following semester sequence: Summer One/Fall One/Spring One/Summer Two/Fall Two/Spring Two and includes the Israel Seminar in December of 2024.

### ***Dual Degrees with MAJNM***

- Dual Degrees may be completed independently with most universities with prior departmental approval.

### ***USC Dual Degrees with MAJNM***

- Master of Social Work (USC Suzanne Dworak-Peck School of Social Work) and MAJNM
- Master of Public Administration (USC Price School of Public Policy) and MAJNM
- Master of Communication Management (USC Annenberg School of Communication) and MAJNM
- Master of Business Administration (USC Marshall School of Business) and MAJNM

### ***HUC-JIR Concurrent Degrees***

- Cantorial Studies and MAJNM
- Education Studies and MAJNM
- Rabbinic Studies and MAJNM

## **Certificate in Jewish Organizational Leadership (CJOL)**

Certificate students must complete a minimum of 10 credits during the summer semester.

While all these programs have some common courses, each has its own particular set of courses, schedule of classes, fieldwork, and capstone requirements. Students should carefully review the program descriptions for the requirements of their degree track. Please consult with the Director of the Zelikow School regarding courses, credits, schedules, requirements, or any other matter relating to the academic program. Dual Degree students should also ensure that they meet with the academic advisor for the degree program that they are pursuing outside of HUC in order to ensure the necessary requirements are met for completion of that institution's degree.

### **Fieldwork Experience**

Fieldwork provides supervised and structured professional experiences in a variety of Jewish communal organizations. Guided by carefully constructed educational objectives, fieldwork provides invaluable practitioner and leadership training, engaging students in experiential learning which integrates the theory developed in the classroom with the practice experienced in the workplace. Through individually tailored placements and carefully monitored supervision, fieldwork provides a structured professional experience to further develop leadership capabilities. If you have questions about the fieldwork experience, please consult with the Associate Director.



### **Global Nonprofit Innovation Seminar**

The Windmueller Israel Seminar is designed to explore challenges in Israel that take place at the fault lines of social justice and how nonprofits have developed creative and innovative ways to meet those challenges. Past trips have explored the intersection of Israel's high-tech community and innovative NGOs, meeting with leaders like Jonathan Medved, founder, and CEO of OurCrowd, and Dyonna Ginsburg, Executive Director of OLAM, to understand how creative problem solving and business principles in the for profit and social enterprise sectors can be put to use in nonprofits. Students in the MAJNM degree track receive a scholarship and are required to attend the Seminar for credit. All students are required to cover the cost of their own airfare, on-ground travel, and incidentals that are not directly provided within the Seminar. MSOLI students may attend the Seminar at their own expense. Occasionally, scholarships are available for MSOLI students to support their participation in the Seminar.

### **Capstone Project**

The Capstone is offered as a two-semester experience in a Business Model Accelerator for the Jewish Nonprofit. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students participate in the Nonprofit Launchpad, which replicates the experience of a high-tech business accelerator in order to develop leaders who can innovate within existing organizations or launch their own startups. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation practices used to launch a startup organization.

### **Cohort Learning**

The Zschool is a microcosm of the larger Jewish community, incorporating multiple perspectives, roles, talents, and visions. Community is an essential component of our program, reflected in the institutional culture, the involvement of faculty and lay-leadership, and the empowerment of students. The extracurricular programs provide an informal educational experience for students to get to know each other and shape their community of learning. Other opportunities for cohort learning are offered throughout the schooling experience.

### **Scholar-in-Residence**

Our scholars-in-residence provide a unique opportunity for students to learn from some of the most respected and influential Jewish communal leaders who over the course of their careers have shaped the field of Jewish communal service. Rabbi Louis Bernstein Scholars-in-Residence have previously included some of America's contemporary luminaries including Alan Gill, Executive Vice President Emeritus of the American Jewish Joint Distribution Committee, as well as Chip Edelsberg, Executive Director Emeritus of Jim Joseph Foundation, and Rachel Levin, Executive Director of Righteous Persons Foundation, Allan Finkelstein of JCCA, Stosh Cotler of Bend the Arc, Abe Foxman of the Anti-Defamation League, John Ruskay of the UJA-Federation New York, and Ruth Messinger of American Jewish World Service.

### **Summer Culmination and Graduation Ceremonies**

The Zelikow School Summer Culmination and Graduation is a celebration of our summer learning experience and an opportunity to recognize those students who earned their Master of Science in Organizational Leadership and Innovation or completed the Certificate in Jewish Organizational Leadership. Each year the Rabbi Louis Bernstein Scholar-in-Residence provides the keynote address.

## **Policies and Practices**

### **HUC Academic Policies**

Please refer to the National Student Academic Handbook for a complete description of the academic policies of HUC. We advise you to become familiar with the information in the student handbook as it is designed to support your experience as a student. You can access the student handbook on the Registrar's web page of the HUC.EDU website.

### **Zelikow School Attendance Policy**

The academic integrity and cohort experience of the Zelikow School depends on students attending all scheduled class meetings. Summer courses meet approximately 6 hours per week in mixed modalities (synchronous and asynchronous). Absence in a Zelikow School class may be reflected in the student's grade and result in a need to retake the course.

### **Calendar, Class Schedule and Textbooks**

Make sure that you are in the right place at the right time. The Zschool operates on a different schedule and calendar than HUC and that program specific information is only available on the [zscool.huc.edu](https://zscool.huc.edu) website. Students should review all calendar and course information carefully and meet with the Associate Director of the Zelikow School if they have any

questions regarding registration for classes in their particular program of study. A list of required textbooks for courses is available on the Registrar's web page of the HUC website and from individual instructors.

### **Our Thoughts on Communication**

We maintain high expectations for our students and believe that school offers a laboratory for your professional practices. While not comprehensive, we ask students to:

- Operate within the mission and values of the Zelikow School
- Communicate with lay-leadership and professionals in a professional manner
- Avoid sending out emails on *Shabbat/Chaggim*
- Ensure that when you share emails or materials in the public sphere that they are composed in a professional manner
- Respond to Zelikow School emails within 2 business days
- Maintain LinkedIn profiles that are up to date
- Reply promptly to RSVPs for all Zelikow School events and update your hosts if you are unable to attend an event that you previously committed to attending.

## **Master of Arts in Jewish Nonprofit Management**

Innovation, business design, and fundraising provide the core management practices needed in the rapidly changing field of nonprofit management. Students explore social challenges and develop creative problem-solving skills to successfully lead organizations or launch their own. Field internships and consulting projects provide students with unique, real-world experiences that establish their abilities as nonprofit professionals and build a network of career professionals already serving in the field (24 months)

*Degree Expectations:* The degree is conferred upon successful completion of a minimum of 34 credits and fulfillment of the academic requirements.

*Course Requirements:* 2 summers of coursework totaling 34 credits (minimum) in Nonprofit Management and Jewish Communal Dynamics.

*Fieldwork (internship):* You will benefit from up to two years of supervised field practice and related practicum course in an experiential learning environment that is constructed to meet educational objectives by integrating leadership theory with on-the-job learning.

*Capstone Project:* A two-semester experience in research methods, Human-Centered Design, and our business model accelerator for the Jewish nonprofit. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students participate in a Launchpad, which replicates the experience of a high-tech business accelerator in order to develop leaders who can innovate within existing organizations or launch their own startups. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation protocols that have practical application.

*Seminar in Global Nonprofit Innovation:* The Windmueller Israel Seminar is a 2.5-week experience designed to explore challenges in Israel that take place at the fault lines of social justice and how nonprofits have developed creative and innovative ways to meet those challenges. Past trips have explored the intersection of Israel's high-tech community and innovative NGOs, meeting with leaders like Jonathan Medved, founder, and CEO of OurCrowd, and Dyonna Ginsburg, Executive Director of OLAM, to understand how creative problem solving and business principles in the for profit and social enterprise sectors can be put to use in nonprofits. The trip is offered every other year (odd-numbered years) and begins in mid-December. Students in the MAJNM degree track receive a partial scholarship and are required to attend the Seminar for credit, though they must cover their travel expenses.

**SOC Occupation Code: 11-0000 and 11-2031-00 (Management Occupations, Public Relations and Fund-raising)**

## **USC Dual Degree Program**

### ***USC Dual Degree: Master's in Social Work and MA in Jewish Nonprofit Management***

Students in this dual degree program of nonprofit management and Master's degree in Social Work develop the vital skills that remain the foundation for the successful leadership of social service organizations. Students experience a practice-based curriculum that places them in fieldwork (internships) that serve as the foundation for learning. Fieldwork takes

place in both social work and nonprofit agencies and provide a learning laboratory where students can apply what is learned in the classroom in a real-world experience that develops new areas of professional competence.

***USC Dual Degree: Master's in Public Administration and MA in Jewish Nonprofit Management***

Big picture social change, research, and leadership give students the right conceptual frameworks and practical skills to oversee all aspects of community planning and policy making. Students in this dual degree develop policy and leadership practices that support a strategic understanding of how the application of financial and program resources shape a community's future. The program is project-based and through field internships and consulting projects, students can apply what is learned in the classroom in a real-world experience that develops their professional expertise.

***USC Dual Degree: Master's in Communication Management and MA in Jewish Nonprofit Management***

Marketing, branding, and management are the foundation of this dual degree. Students taking this dual degree develop a unique set of nonprofit management and marketing practices that emphasizes their preparation to lead the rethinking and design of how organizations communicate their mission, vision, and values in the nonprofit marketplace. The program is project-based, and through field internships and consulting projects, students establish their abilities as critical consumers and producers of data and learn how to effectively lead the communications and public relations strategy of a nonprofit.

Finance, business development, and executive leadership provide a foundation of business knowledge to lead forward the nonprofit organization or start your own in a time of dramatic change.

***USC Dual Degree: Master's in Business Administration and MA in Jewish Nonprofit Management***

Students in this dual degree develop both the business and nonprofit conceptual frameworks including practical application of accounting, operations management, and organizational strategy. Students learn by doing in-field internships and consulting projects that improve awareness of the key challenge's leaders face and the cultural competencies needed to be an effective executive.

**SOC Occupation Code: 11-0000 and 11-2031-00 (Management Occupations, Public Relations and Fund-raising)**

**Dual Degree with another university or college**

Design your own dual degree master's program by attending the University/College of your choice and the Zelikow School of Jewish Nonprofit Management. The summer intensive design of the dual degree allows students the opportunity to complete a degree at another graduate school and the MA in Jewish Nonprofit Management. The degree requirements of both institutions' programs should be reviewed in advance of acceptance and will need to be met prior to the degree being conferred.

## **Master of Science in Organizational Leadership and Innovation**

The accelerated Master's degree in Organizational Leadership and Innovation is designed for working professionals seeking to maintain their career while completing a master's degree. In this program you will develop the nonprofit knowledge to propel your career or launch your own organization (14 months). Students build on fundamental knowledge and expand their leadership capabilities in the following core competencies:

- Leadership Theory and Change Management
- Creative Problem Solving and Innovation
- Business Administration
- Fundraising and Resource Development
- Applied Jewish Wisdom

***Degree Expectations:*** The degree is conferred upon successful completion of a minimum of 34 credits and fulfillment of the academic requirements. Your individual course of study will depend on your professional interests and career objectives. Students with previous graduate school or extensive life experience in some cases may be able to count them toward their coursework with the approval of the director.

***Course Requirements:*** 2 summers of coursework totaling 34 credits (minimum) in Nonprofit Management and Jewish Communal Dynamics.

**Applied Learning:** Create your education, your way. The following options are available to you for credit and towards the completion of your degree:

***Fieldwork:*** An immersive experience in your existing Jewish nonprofit job, or in unique circumstances through a Jewish nonprofit fieldwork experience (internship).

*Capstone Project:* A two-semester experience in research methods, Human-Centered Design, and our business model accelerator for the Jewish nonprofit. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students participate in a Launchpad, which replicates the experience of a high-tech business accelerator in order to develop leaders who can innovate within existing organizations or launch their own startups. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation protocols that have practical application.

*Seminar in Global Nonprofit Innovation:* The Windmueller Israel Seminar is a 2.5-week experience designed to explore challenges in Israel that take place at the fault lines of social justice and how nonprofits have developed creative and innovative ways to meet those challenges. The trip is offered every other year (odd-numbered years) and begins in mid-December. M.S. in Organizational Leadership and Innovation students may attend the Seminar at their own expense, which is estimated at \$3,500. Occasionally, limited scholarships are available to support their participation in the Seminar.

SOC Occupation Code: 11-0000 and 11-2031-00 (Management Occupations, Public Relations and Fund-raising)

## **HUC-JIR Concurrent Degree Program with Master of Arts in Jewish Nonprofit Management**

Students pursuing a degree at HUC who are seeking to better position themselves in the job market or develop specialized skill sets may want to consider completing a Master of Arts in Jewish Nonprofit Management concurrently. The Zelikow School partners with the Cantorial School, Rabbinical School, and School of Education. Students accepted into these HUC programs seeking to strengthen their skill sets in nonprofit management and cultivating their leadership potential in synagogues and educational institutions may concurrently earn a Master of Arts in Jewish Nonprofit Management. The HUC Concurrent Degree program is open to students at all three HUC stateside campuses (Cincinnati, Los Angeles, and New York).

*Degree Expectations:* The degree is conferred upon successful completion of a minimum of 34 credits and fulfillment of the academic requirements.

*Course Requirements:* 2 summers of coursework totaling 34 credits (minimum) in Nonprofit Management and Jewish Communal Dynamics.

*Fieldwork (internship):* One year of supervised field practice and related practicum course in an experiential learning environment that is constructed to meet educational objectives by integrating leadership theory with on-the-job learning.

*Capstone Project:* A two-semester experience in research methods, Human-Centered Design, and our business model accelerator for the Jewish nonprofit. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students participate in a Launchpad, which replicates the experience of a high-tech business accelerator in order to develop leaders who can innovate within existing organizations or launch their own startups. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation protocols that have practical application.

*Seminar in Global Nonprofit Innovation:* The Windmueller Israel Seminar is a 2.5-week experience designed to explore challenges in Israel that take place at the fault lines of social justice and how nonprofits have developed creative and innovative ways to meet those challenges. Past trips have explored the intersection of Israel's high-tech community and innovative NGOs, meeting with leaders like Jonathan Medved, founder, and CEO of OurCrowd, and Dyonna Ginsburg, Executive Director of OLAM, to understand how creative problem solving and business principles in the for profit and social enterprise sectors can be put to use in nonprofits. The trip is offered every other year (odd-numbered years) and begins in mid-December. Students in the MAJNM degree track receive a partial scholarship and are required to attend the Seminar for credit, though they must cover their travel expenses.

## **Certificate in Jewish Organizational Leadership**

The curriculum provides theoretic and practical knowledge to support professionals seeking to take the next step in their career path as leaders in Jewish organizations. The Certificate in Jewish Organizational Leadership may be taken by those interested in strengthening their professional practice or concurrently by students in the Cantorial School, Rabbinical School, and School of Education. The Certificate program is open to students at all three HUC stateside campuses (Cincinnati, Los Angeles, and New York). The Certificate can be achieved in 1 summer (5 courses).

## **Communication**

We maintain high expectations for our students and believe that school offers a laboratory for your professional practices. We ask students to:

- Operate within the mission and values of the Zelikow school
- Communicate with lay-leadership and professionals in a professional manner
- Avoid sending out emails on *Shabbat/Chaggim*
- Ensure that when you share emails or materials in the public sphere that they are composed in a professional manner
- Respond to Zelikow School emails within 2 business days
- Maintain LinkedIn profiles that are up to date
- Reply promptly to RSVPs for all Zelikow School events and update your hosts if you are unable to attend an event that you previously committed to attending.

## **HUC-JIR Academic Policies**

Please refer to the Academic Policies section of this catalog for a complete description of the academic policies and procedures of HUC-JIR. If you have not already done so, we advise you to become familiar with the information as well as the Student Handbook it is designed to support your experience as a student. You can access the Student Handbook on the Registrar's page of the HUC-JIR Registrar's website. It is advisable that you consult the HUC-JIR website if you have a question about school policies as the information is kept current.

## **Zelikow School Attendance Policy**

The academic integrity of the Zelikow School of Jewish Nonprofit Management depends on students attending all scheduled class meetings. Absence from class may be reflected in the student's grade and may result in a need to retake the course. In an exceptional circumstance when an absence is deemed unavoidable, students should inform the associate director of the Zelikow School and discuss with the appropriate faculty, in advance, any portion of a class meeting they cannot attend and what will be necessary to make-up the absence.

## **Cohort Learning**

The Zelikow School is a microcosm of the larger Jewish community, incorporating multiple perspectives, roles, talents, and visions. Community is an essential component of our program, reflected in the institutional culture, the involvement of faculty and lay-leadership, and the empowerment of students. The extracurricular programs provide an informal educational experience for students to get to know each other and shape their community of learning.

Other opportunities for cohort learning are offered throughout the schooling experience.

## **Books**

A master list of books and readings requested by faculty for courses is available on the student information system and from individual instructors.

## **Tefillah**

As future Jewish professional leaders, it is important for students to have familiarity and comfort with the forms, practices, and range of Jewish cultural, spiritual, and religious expressions.

## **Rabbi Louis Bernstein Scholar-in-Residence**

The annual Rabbi Louis Bernstein Scholar-in-Residence is generously supported by an endowment from Ruth Ziegler z"l in memory of her father. The Scholar-in-Residence provides a unique opportunity for students to learn from some of the most respected and influential Jewish communal leaders who over the course of their careers have shaped the field of Jewish communal service. Our scholars-in-residence are a select group that has included some of America's contemporary luminaries including Chip Edelsberg, Executive Director Emeritus of Jim Joseph Foundation, and Rachel Levin, Executive Director of Righteous Persons Foundation, as well as Allan Finkelstein of JCCA, Stosh Cotler of Bend the Arc, Abe Foxman of the Anti-Defamation League, John Ruskay of



the UJA-Federation New York, Ruth Messinger of American Jewish World Service, and Rabbi David Wolpe of LA's Sinai Temple.

### Culmination Ceremonies

The Zelikow School Culmination is a celebration of our summer learning experience and an opportunity to recognize those students who earned their Master of Science in Organizational Leadership and Innovation or completed the Certificate in Jewish Organizational Leadership. Each year the Rabbi Louis Bernstein Scholar-in-Residence provides the keynote address.

## Degree Tracks and Course Descriptions

### Master of Science in Organizational Leadership and Innovation

(Course Sequence Example)

#### MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP AND INNOVATION

Degree students will generally complete 34-44 credits depending on the specific course of study. This is an accelerated degree and may be taken as a low residency program, completed on the following semester sequence: Summer One/Fall One/Spring One/Summer Two. Please be aware that specific courses are subject to change, and you should consult your academic advisor if you have any questions. *All students pursuing this degree must meet with their academic advisor during the first week of classes to confirm their personal academic track will meet credit requirements for graduation.*

<b>SUMMER ONE</b>	MGT 512A	Leadership and Change Management (Encounter Seminar, if offered)	(1)
	MGT 513	Jewish Culture Wars: Language of the Board Room	2
	MGT 515A	Encounter Seminar: Fundamentals of Creative Problem Solving (Bootcamp Seminar)	1
	MGT 519	Entrepreneurial Leadership	2
	MGT 521	History of Jewish Ideas and Communal Trends	2
	MGT 527	Evolution and Structure of the American Jewish Community	2
	MGT 531	Fundraising and Financial Resource Development	2
	MGT 540	Introduction to Jewish Communal Institutions	2
			Total Credits
			13
<b>FALL ONE</b>	MGT 541A	Fieldwork Section II: Practitioner and Leadership Development	4
	MGT 546A	Practicum: Nonprofit Management	1
	(and/or)		
	MGT 900A	Capstone: Research Methods	(3)
			Total Credits
			5
<b>SPRING ONE</b>	MGT 541B	Fieldwork Section II: Practitioner and Leadership Development	4
	MGT 546B	Practicum: Nonprofit Management	1
	MGT 581	Global Innovation Seminar: Windmueller Israel Seminar (Elective)	(2)
	(and/or)		
	MGT 900B	Capstone: Lean Launchpad for the Jewish Nonprofit	(3)
			Total Credits
			5
<b>SUMMER TWO</b>	MGT 512B	Leadership and Change Management 2 (Encounter Seminar, if offered)	(1)
	MGT 515B	Encounter Seminar: Fundamentals of Creative Problem Solving 2 (Bootcamp Seminar)	1
	MGT 523	Nonprofit Leadership	2
	MGT 573	Nonprofit Finance and Planning	2
	MGT 579	Applied Jewish Wisdom	2
	MGT 590	Collaborative Communication	2
	MGT 592	Organizational Management and Supervision (Elective)	(2)
	MGT 596	Board Development	2
			Total Credits
			11

*Students may also choose to register for additional elective courses as offered.*

## Master of Arts in Jewish Nonprofit Management

(Course Sequence Example)

Degree students will generally complete 38-52 credits depending on whether it is taken as a single or dual degree and the specific course of study. This degree may be taken as a low residency program and is completed on the following semester sequence: Summer One/Fall One/Spring One/Summer Two/Fall Two/Spring Two and includes the Israel Seminar in December of 2023. Please be aware that specific courses are subject to change, and you should consult your academic advisor if you have any questions.

<b>SUMMER ONE</b>	MGT 515A	Encounter Seminar: Fundamentals of Creative Problem Solving (Bootcamp Seminar)	1
	MGT 521	History of Jewish Ideas and Communal Trends	2
	MGT 527	Evolution and Structure of the American Jewish Community	2
	MGT 531	Fundraising and Financial Resource Development	2
	MGT 540	Introduction to Jewish Communal Institutions	2
	MGT 544	Organizational Development	2
			Total Credits 11
<b>FALL ONE</b>	MGT 541A	Fieldwork Section I: Practitioner and Leadership Development	4
	MGT 545A	Practicum Section I: Nonprofit Management	1
			Total Credits 5
<b>SPRING ONE</b>	MGT 541B	Fieldwork Section I: Practitioner and Leadership Development	4
	MGT 545B	Practicum Section I: Nonprofit Management	1
	MGT 581	Global Innovation Seminar: Windmueller Israel Seminar	2
			Total Credits 7
<b>SUMMER TWO</b>	MGT 515A	Encounter Seminar: Fundamentals of Creative Problem Solving 2 (Bootcamp Seminar)	1
	MGT 523	Nonprofit Leadership	2
	MGT 573	Nonprofit Finance and Planning	2
	MGT 579	Applied Jewish Wisdom	2
	MGT 590	Collaborative Communication	2
	MGT 596	Board Development	2
			Total Credits 11
<b>FALL TWO</b>	MGT 541A	Fieldwork Section II: Practitioner and Leadership Development	4
	MGT 545A	Practicum Section II: Nonprofit Management	1
	MGT 900A	Capstone: Research Methods	3
			Total Credits 8
<b>SPRING TWO</b>	MGT 541B	Fieldwork Section II: Practitioner and Leadership Development	4
	MGT 545B	Practicum Section II: Nonprofit Management	1
	MGT 900B	Capstone: Lean Launchpad for the Jewish Nonprofit	3
			Total Credits 8

*Students may also choose to register for additional elective courses as offered.*

## Certificate in Jewish Organizational Leadership

(Course Sequence Example)

### Certificate

Certificate students must complete a minimum of 10 credits during the summer semester. Please be aware that specific courses are subject to change, and you should consult your academic advisor if you have questions.

MGT 515A	Encounter Seminar: Fundamentals of Creative Problem Solving (Bootcamp Seminar)	1
MGT 523	Nonprofit Leadership	2
MGT 527	Evolution and Structure of the American Jewish Community	2
MGT 531	Fundraising and Financial Resource Development	2
MGT 540	Introduction to Jewish Communal Institutions	2
MGT 544	Organizational Development	2
		<u>11</u>

*Students may also choose to register for additional elective courses as offered.*



# College-Institute Academic Calendar 2023-2024

Please note: the dates below are subject to change.

## 2023 Summer

U.S. summer classes begin, and registration continues.	May 10, 2023
Juneteenth U.S. holiday (no classes; all campuses closed*).	June 19, 2023
DeLet classes begin.	June 20, 2023
CN campus only – Last day to change thesis topics or advisors (seniors).	June 30, 2023
Registration for Summer term ends.	June 30, 2023
Independent Day U.S. holiday (no classes; all campuses closed*).	July 3, 2023
Independent Day U.S. holiday (no classes; all campuses closed*).	July 4, 2023
Last day of DeLet classes and Bridge Seminar presentations.	July 13, 2023
DeLet cohort's culminating <i>siyyum</i> .	July 14, 2023
Tisha B'av (no classes*).	July 27, 2023
Summer term ends.	August 4, 2023
<b>12 noon, ET, 9 am PT, 7 pm IT - Final grades due for Summer 2023.</b>	<b>August 18, 2023</b>

## 2023 Fall

Registration for Fall Semester begins.	April 16, 2023
Fall Intensives (if offered*) begins.	August 14, 2023
Orientation and registration for new students starts.	August 14, 2023
Fall Intensives (if offered*) ends.	August 17, 2023
Orientation and registration for new students ends.	August 18, 2023
NY campus only – Kallah begins.	August 21, 2023
CN and LA campus only – Fall semester classes begin.	August 21, 2023
Grades for unresolved Incompletes from prior terms are due.	
Those not graded or extended are converted to an F.	August 21, 2023
NY campus only – Kallah ends.	August 23, 2023
NY campus only – Fall semester classes begin for NY campus.	August 24, 2023
LA campus only – Student Kallah begins.	August 27, 2023
Registration ends. Students and faculty check for proper registrations.	September 1, 2023
Labor Day U.S. holiday (no classes; all campuses closed).	September 4, 2023
Last day of classes before High Holy Days break.	September 13, 2023
High Holy Days Recess (no classes*) begins.	September 14, 2023
Rosh Hashanah Eve (all campuses close at 12:30 pm ET*).	September 15, 2023
Yom Kippur (all campuses closed*).	September 25, 2023
Sukkot Eve (all campuses close at 12:30 pm ET*).	September 29, 2023
Classes resume.	October 2, 2023
LA campus only – Sukkot event.	October 2, 2023
LA campus only – Beit Midrash Rededication.	October 3, 2023
Spring 2024 course-offerings requests sent to school/program directors.	October 4, 2023
Simchat Torah Eve (all campuses close at 12:30 [m ET*).	October 6, 2023
Classes resume.	October 9, 2023
LA campus only – Military Chaplaincy Lunch.	October 11, 2023

Spring 2024 course-offerings due from school/program directors.	November 3, 2023
Community Day of Learning (all students, faculty, and staff*).	November 7, 2023
Society of Biblical Literature Annual Meeting (San Antonio) begins.	November 18, 2023
Registration opens for Spring 2024 Semester, 12 noon ET, 9 am PT, 7 pm IT.	November 20, 2023
Society of Biblical Literature Annual Meeting (San Antonio) ends.	November 21, 2023
Thanksgiving U.S. holiday (no classes; all campuses closed*).	November 23, 2023
Thanksgiving U.S. holiday (no classes; all campuses closed*).	November 24, 2023
Classes resume.	November 27, 2023
CN campus only – Faculty sign off for seniors.	December 5, 2023
Classes end.	December 7, 2023
Grades for unresolved Incompletes from prior terms are due.	
Those not graded or extended are converted to an F.	December 7, 2023
Reading Period begins.	December 11, 2023
Reading Period ends.	December 12, 2023
Final examinations begins.	December 13, 2023
Final examinations end.	December 14, 2023
Applications due for Spring graduation/ordination (all programs, all campuses*).	December 15, 2023
Winter Recess begins for students.	December 15, 2023
NY campus only – DFSSM Cantorial Senior Comprehensive Exams begin.	December 18, 2023
Christman (all campuses closed*).	December 25, 2023
New Year's Day (all campuses closed*).	January 1, 2024
<b>12 noon ET, 9 am PT, 7 pm IT – All final grades due for Fall 2023.</b>	January 8, 2024

## 2024 Spring

Registration for Spring Semester begins	November 20, 2023
Winter Intensives (if offered*) starts.	January 8, 2024
Winter Intensives (if offered*) ends.	January 12, 2024
Martin Luther King Jr. National Holiday (no classes; all campuses closed*).	January 15, 2024
Spring 2024 Semester classes begin.	January 16, 2024
CN campus only – Resumption of clinical learning obligations (i.e., teaching, counseling, congregation).	January 16, 2024
CN campus only – PSGS Alumnus in Residence	TBD
NY campus only – Thesis/Capstone Proposals due Rabbinical and DFSSM (4 <sup>th</sup> year).	January 25, 2024
Registration ends. Check for proper registration.	January 26, 2024
DeLet Kallah begins.	January 29, 2024
DeLet Kallah ends.	January 30, 2024
Summer, Fall, and Spring 2024-2025 course-offerings requests sent to school/program directors.	February 9, 2024
President's Day U.S. holiday (no classes; all campuses closed*).	February 19, 2024
New York campus only – Quad 3 classes end.	February 22, 2024
New York campus only – Quad 4 classes begin.	February 26, 2024
Los Angeles Founder's Day Observance.	February 27, 2024

NY Campus only – Senior Thesis/Capstone due – Rabbinical and DFSMM.	March 1, 2024
New York Founder's Day Observance.	March 7, 2024
Summer and Fall 2024-2025 course offerings due from school/program directors.	
Spring 2025 courses welcome but not required.	March 8, 2024
CN campus only – Last day to submit thesis topics (4 <sup>th</sup> year students).	March 8, 2024
Annual Convention of the Central Conference of American Rabbis (CCAR)	
Philadelphia begins.	March 10, 2024
Philadelphia ends.	March 13, 2024
CN campus only – Last day to submit thesis/capstone projects.	March 15, 2024
Mid-semester day of no classes.	March 21, 2024
LA campus only – Purim Celebration.	March 25, 2024
Cincinnati Founder's Day of Observance.	March 28, 2024
CN campus only – Sexual Ethics Retreat (4 <sup>th</sup> year students).	TBD
<b>12 noon ET, 9 am PT, 7 pm IT – All final grades due for Fall 2023.</b>	April 8, 2024
LA campus only – Rabbinical School Capstones.	April 9, 2024
LA campus only – Rabbinical School Capstones.	April 10, 2024
LA campus only – School of Education Capstones.	April 16, 2024
Classes end.	April 18, 2024
Grades for unresolved Incompletes from prior terms are due.	
Those not graded or extended are converted to an F.	April 18, 2024
Passover break begins (no classes; all campuses closed*).	April 19, 2024
Final Spring grades due for ordination candidates,	
including resolution of Incompletes.	April 19, 2024
Passover – 1 <sup>st</sup> Day (all campuses closed*).	April 22, 2024
Passover – 2 <sup>nd</sup> Day (all campuses closed*).	April 23, 2024
LA campus only – Final Grades due for HUC-USC dual degree candidates,	
including resolution of Incompletes.	April 25, 2024
Passover – 7 <sup>th</sup> Day Eve (all campuses closed*).	April 29, 2024
Passover – 8 <sup>th</sup> Day (all campuses closed*).	April 30, 2024
Reading Period begins.	May 1, 2024
NY campus only – Graduation.	May 2, 2024
NY campus only – Ordination.	May 5, 2024
Reading Period ends.	May 6, 2024
Final examinations begin.	May 7, 2024
Final examinations end.	May 8, 2024
LA campus only – Consecration.	May 10, 2024
LA campus only – Ordination.	May 12, 2024
LA campus only – Graduation.	May 13, 2024
NY campus only – DFSSM Cantorial Senior Comprehensive Examinations.	May 13, 2024
NY campus only – DFSSM Cantorial Senior Comprehensive Examinations.	May 15, 2024
CN campus only – Prepare/Enrich Seminar (5 <sup>th</sup> year students).	TBD
<b>12 noon ET, 9 am PT, 7 pm IT – All final grades due for Fall 2023.</b>	May 22, 2024
Memorial Day (all campuses closed).	May 27, 2024

CN campus only – Rehearsals for Ordination (Plum Street Temple).

May 30, 2024

CN campus only – Consecration.

May 31, 2024

CN campus only – Graduation.

May 31, 2024

CN campus only – Ordination.

June 1, 2024

CN = Cincinnati

LA = Los Angeles

NY = New York

Please contact Program Directors for latest updates or check the Registrar's website, [huc.edu/registrar](https://huc.edu/registrar). Different campuses may modify (e.g., certain office staffed or buildings remaining open). Further information regarding the Zelikow School of Jewish Nonprofit Management calendar can be found at <https://zsjsnm.huc.edu/calendar>

## Course Descriptions

Please contact Program Directors for further information or consult each term's course listings once posted.

### **AMA 501 Biblical Aramaic – 3 credits**

This course offers a thorough study of Biblical Aramaic with attention to its relationship to Hebrew. After covering the grammar, vocabulary, and syntax of the language, the course continues with readings from the books of Ezra and Daniel.

### **AMA 502 Targumic Aramaic – 3 credits**

This course is an intermediate Aramaic class focusing on readings and comparisons of selected passages of Babylonian and Palestinian Targumim. Coursework will include study of the grammatical features of these dialects, which presumes and builds on the framework established in Aramaic 501, Introduction to Biblical Aramaic. The course will also consider the history of scholarship on the Targumim and the impact of the discovery of the texts from the Cairo Geniza on the field. Students who have not taken Aramaic 501 should consult with the professor.

### **AMA 503 Babylonia Tal Ara IV – 1 credit**

An introduction to the Aramaic of the Babylonian Talmud in preparation for Talmud study.

Pre-requisite for TAL 401 (3rd-yr. rabbinical students)

### **ARC 501 Introduction to the Archeology of the Land of Israel in Antiquity – 1.5 credits – Kristine Garroway**

This course is a survey of the archaeology of the land of Israel. A key objective of the course is to understand the contributions of archaeology to the reconstruction of ancient Israelite history and society and to biblical studies in general. To meet this objective, students will become familiar with the science of archaeology, the history and geography of Israel, as well as the scholarly debates surrounding how a site is interpreted. The course will cover the history of the land from prehistory to the early Persian Period, with particular focus on the Bronze and Iron Ages. In addition, students will be introduced to chronology and pottery sequencing as well as the various methods and ideologies used in interpreting a site.

### **BHI 586 Philosophy of History – 3 credits – David Aaron**

What is history and how do historical narratives contribute to our understanding of the past? Is history a distinct discipline? Does it produce a distinct body of knowledge? Is it possible to conduct historical research without the influence of an ideology? While very basic questions, how one answers such questions contributes to one's notion of the meanings and uses of history. This course is structured as an investigation of philosophies of history, with an emphasis on epistemology. The class will read together writings from Elizabeth Clark, Hayden White, Michel Foucault, Jonathan Wolff (on Marxist historiography), Catherine Gallagher and Stephen Greenblatt, among other authors. Class time will be spent discussing these writings in depth. Then, each participant will develop projects with the two instructors by taking a given philosophy of history and applying it to historical documents drawn from Biblical, Rabbinic, or Medieval Sources. Additionally, students will keep a kind of "intellectual diary" which traces their understanding of the authors we read, and their personal reactions to those authors. The readings and the application of theory to texts promise to transform one's sense of Jewish history and its meaning for contemporary Jewish thought and practice.

### **BHI 592 Special Topics (credit varies by semester)**

Occasional special topics courses that may be offered for only one or two semesters.

### **BHI 614 Wilderness Narratives – 3 credits – David Aaron**

This course will study those passages that contain stories about the wilderness sojourn in the books of Exodus, Leviticus, and Numbers, from Exodus 15:22 through the Death of Moses (Nu 27). Some passages elsewhere in Tanakh that relate to these episodes will also be studied. This course will also be used to further sensitivity to aspects of "Stylistics," or style analysis. This area of study is sometimes the focus of courses in historical philology and even literary criticism when critical discourse analysis is integrated.

### **BIB 401 Pentateuch – 3 credits – Adriane Leveen**

As the introduction to the Bible program at the New York school, this course aims to teach students how to read the text carefully and critically. Attention will be paid to the ideology and theology of the author(s) and their historical setting against the background of the ancient Near East.

### **BIB 402 Biblical Prophecy – 3 credit – Christine Thomas**

This course is a sequel to Bible 401 that examines biblical prophetic literature in literary, theological, and historical perspective. The course will also consider the phenomenon of prophecy through a comparative cultural framework.

**BIB 411 Prophets – 3 credits – Adriane Leveen**

This course focuses on the words and the world of the biblical prophets: the words they spoke and the world reflected in their writings. We will study six prophetic books (Amos, Hosea, Isaiah 1-39, Jeremiah, Ezekiel, and Isaiah 40-66). This course aims to help students develop the skills required to decipher the meaning of the prophets and appreciate the literary and rhetorical devices used in these texts. In addition, students will become familiar with the historical context of the prophets, gaining insight into the ways the content and style of each prophetic book has been shaped by the prophets' particular geographic, political, and cultural setting.

**BIB 421 Survey of Tanakh – 1.5 credits**

This is part one of the year-long course, Torah, Haftarah, and Megillot: A survey of the Tannakh. This course covers the important texts and issues related to Genesis through Kings.

**BIB 430 Teaching Bible to Adults (3.0) - Lisa Grant and Andrea Weiss**

This course seeks to integrate the learning of Bible with the learning of how to teach Bible to adult learners in diverse settings. This course considers multiple approaches to interpreting and teaching biblical texts in light of the developmental needs, motivations, expectations, and learning styles of adults who engage in Jewish study.

**BIB 441 Parshanut – 3 credits – Jason Kalman**

This course is a survey of Jewish intellectual history through biblical commentaries. Each class will be devoted to a different exegete, from Saadia Gaon to Modern Feminist hermeneutics. All assignments will be in Hebrew.

**BIB 513 Book of Job - – 3 credits – Adriane Leveen**

In this course we will closely read and wrestle with one of the most magisterial, moving and crucial engagements with God found in the biblical corpus: Job. We will confront the many issues, raised by Job, that have haunted readers since, including: the nature of God's engagement with humanity; an exploration of divine justice or its absence; divine compassion or indifference in light of our suffering; human responses to the suffering of others; what it means to be a mensch; and our relationship with the natural world. You will become increasingly skilled at closely reading biblical poetry while also grappling with some of the more obscure Hebrew passages in Job with the help of different translations and recent scholarship. At the end of the semester, you will have the skills and knowledge to use Job as a resource personally and professionally in the years to come.

**BIB 553 Biblical Law – 3 credits – Hilary Lipka**

This course explores legal writings in the Hebrew Bible, with particular focus on their internal development and interpretation.

**BIB 561 Intertextuality – 3 credits – David Aaron**

This seminar will be centered on Michael Fishbane's book, *Biblical Interpretation in Ancient Israel* (Oxford 1984). It will investigate the central thesis of this work, which is that one form of literary development in Hebrew Scriptures can be traced through the inclusion of interpretive glosses, longer interpretive passages, as well as both overt and covert intertextual links among otherwise discrete biblical documents. The course will be developed around close readings of dozens of extended passages from a broad variety of literary genres. There will be emphasis on each student mastering a variety of methodological approaches to complicated composite texts. Theories of intertextuality and redaction criticism will also serve as focal points.

**BIB 568 Faith and Suffering in Jewish Interpretations of Job –3 credits – Jason Kalman**

The attempt to understand human suffering has played an essential part in the writings of the great Jewish thinkers. Primarily the discussion has revolved around the seeming contradiction between belief in an omnipotent, just, and compassionate God and a God who allows his creations to suffer. In the Jewish tradition consideration of suffering often masks discussions of the relationship between the people of Israel and their God. The Hebrew Bible offers the *first* paradigm of this relationship and with it the first extensive discussion of suffering *in* the Book of Job. Thoughts and ideas about suffering have been presented through analysis of and commentary on the biblical book of Job. This course presents the ways in which the Jewish tradition has confronted human suffering and particularly how these confrontations have been portrayed in interpretations of and commentaries on the book of Job.

**BIB 569 Text and Theory – 3 credits – David Aaron**

No matter what one's professional engagement or academic discipline, we have all been touched by recent developments in literary theory. This course takes the questions of literary theory and asks how they might influence one's reading of Jewish sources, both historical and literary, from a variety of eras. Some of the questions we will address are: Is it possible to retrieve the meanings of ancient texts according to the author's original intent? Is authorial intent relevant to our reading of a text? How does gender, religion, economic structures, values, ideology, shape the ways we determine

meaning? Are all texts-and all acts of reading-ideologically motivated? Theoretical readings may cover structuralism, deconstructionism, post-modernism, Marxism, feminism, psychoanalytic theory, gender theory, cultural criticism, etc. Primary sources will range from biblical to early modern (in Hebrew and translation).

### **BIB 585 Study of Biblical Poetry – 3 credits – David Aaron**

The main subject of this course will be biblical poetry, primarily Psalms; however, selections from Second Temple Period literature will also be considered, such as the Hodayot Poems from the Dead Sea Scrolls. In addition to introducing students to the study of stylistics, the course will consider the various poetry genres that populate the Psalter and common ideological themes.

### **BIB 592 Special Topics (credit varies by semester)**

Occasional special topics courses that may be offered for only one or two semesters.

### **BIB 598 Psalms in Ancient Israel – 3 credits – AJ Berkovitz**

For thousands of years, people have turned to the book of Psalms in times of joy, anxiety, crisis, and gratitude, in moments of reflection and deep spiritual longing. This course aims to understand the enduring allure of the psalms by exploring the structure and meaning of selected psalms. An emphasis will be placed on the poetry of the psalms and ways we can become better close readers of these sacred texts as well as on the historical contexts of ancient Israelite poetry.

### **BIB 600 Torah – 3 credits – Hilary Lipka**

The attempt to understand human suffering has played an essential part in the writings of the great Jewish thinkers. Primarily the discussion has revolved around the seeming contradiction between belief in an omnipotent, just, and compassionate God and a God who allows his creations to suffer. In the Jewish tradition consideration of suffering often masks discussions of the relationship between the people of Israel and their God. The Hebrew Bible offers the first paradigm of this relationship and with it the first extensive discussion of suffering the Book of Job. Thoughts and ideas about suffering have been presented through analysis of and commentary on the biblical book of Job. This course presents the ways in which the Jewish tradition has confronted human suffering and particularly how these confrontations have been portrayed in interpretations of and commentaries on the book of Job.

### **BIB 601 Prophets – 3 credits – Hilary Lipka**

The prophets of Ancient Israel have stirred the hearts and minds of ancient hearers and modern readers. In this course, students meet these prophets and seek to know prophetic literature intimately through close reading of prophetic writings and by developing critical tools and skills that can help discern their meanings. The class focuses on the latter prophets.]

### **BIB 602 Ketuvim – 3 credits – Daniel Fisher Livne**

The third part of the TaNaKh is a conglomerate of very different kinds of literature. Our purpose in this course is to become familiar with these disparate texts, develop translation and exegesis skills, and depend on our sense of connection to this part of the canon. The first half of the course will comprise an overview of the contents of the Khetuvim, while the second half will focus on the genre of Wisdom literature (primarily Job, Proverbs and Ecclesiastes, though with some focus on Psalms and Song of Songs). We will examine the nature of wisdom literature, its Ancient Near Eastern background, its purpose and function in the biblical canon, and its relevance for the modern reader.

### **BIB 613 Song of Songs – 3 credits – Jason Kalman**

This course examines the Song of Songs and the way it has been interpreted in the Jewish tradition. The goal is to explore the various influences that shaped the responses of the readers of the biblical text in various periods and lands. Why could interpreter X not accept the explanation of interpreter Y? What motivated their interpretations? Did they know other Jewish thinkers' explanations? Christian interpretations? Further, an attempt will be made to draw more general conclusions about the Jewish exegetical tradition and the Jewish textual canon.

### **BIB 615 Dead Sea Scrolls – 3 credits**

This introduction to the study of the Dead Sea Scrolls will concentrate on selected issues: their historical context's, including a survey of the archaeological issues regarding the site of Qumran and the caves, a survey of the history of their study, the literary nature of the corpus and the variety of genres encompassed therein, and contemporary approaches to and issues in their study. Each of these issues will be discussed in connection with the careful reading of key texts. Included will be portions of the mss. of the Community Rule, Damascus Covenant, 4QMMT and the Temple Scroll, as well as selected wisdom texts. Students will be asked to write a research paper on a text from those to be covered in class; papers on texts outside of the syllabus will also be possible.

### **BIB 625 – Leviticus – 3 credits**

This course explores the Book of Leviticus as an ancient text to be understood in its historical and cultic context and also as Torah for today.



**BIB 626 Qur'anic Narrative – 3 credits – Reuven Firestone**

This course will consist of readings in qur'anic narrative on familiar themes (the Garden of Eden, Cain and Abel, Noah, Abraham, Joseph, the Burning Bush, Exodus, the Golden Calf, etc.). We will read some of these narratives in tandem with Jewish and Christian parallels from the Tanakh, Apocrypha/Pseudepigrapha and Midrash. The purpose of the course is to gain deeper insight into some of the classic themes of the scriptural monotheisms through a comparative methodology that will highlight the qur'anic approach to narrative in relation to its antecedents.

**BIB 629 Book of Judges – 3 credits – Kristine Garroway**

In this course, students explore the book of Judges in depth. This entails close reading and preparation of the text in English and Hebrew, examination of the theological and thematic characteristics of the text (Deuteronomistic theology, the development of national consciousness, etc.), and research into secondary scholarship on the book of Judges.

**BIB 630 Books of Samuel – 3 credits – Kristine Garroway / Adriane Leveen**

In this course, students explore the books of Samuel in depth. This entails close reading and preparation of the text in English and Hebrew, examination of the theological and thematic characteristics of the text, and research into secondary scholarship on the books of Samuel.

**BIB 632 Women in the Bible – 3 credits – Kristine Garroway**

As heroes or helpmates, prophets or sages, victims or warriors, women make striking appearances in the Bible and other ancient Jewish Literature. This course will examine these female representations, as well as their interpretations in later traditions. In addition to discovering the wide variety of women in the Bible and other ancient writings, our purpose will be to cultivate critical skills in assessing meanings derived from such texts. We will ask: What can we learn about beliefs concerning women? What do these reveal about the lives of actual women? What influence did these stories have on subsequent perceptions of gender issues? How do these stories find expression in today's world? We will concentrate on several critical approaches, including literary and historical.

**CAN 500 Candidacy Seminar – 9 credits – Richard Sarason**

Pass/fail grading type only.

**COM 401 Commentaries – 3 credits – Jason Kalman**

An Introduction to the Mikraot Gedolot. Selected narrative and legal passages from the Tanakh along with the traditional biblical commentators.

**DHL 500 DHL Candidacy – 1 credit – Richard Sarason**

Pass/fail grading type only.

**DIS 500 Dissertation – 9 credits – Richard Sarason**

Research and preparation of a dissertation required to earn a PhD degree.

Pass/Fail only.

**DLT 501 Teach and Learning Seminar – 2 credits – MaryLynne Kerman**

This core, year-long course offers a repertoire of skills and strategies necessary to engage in successful teaching. Through guided reflection and analysis of teaching experiences, students develop a personal vision for what it means to be a Jewish day school teacher. The course integrates current education research with the internship experience. The first of the four-part course focuses on elements of instruction.

Pass/Fail only.

**DLT 502 Teaching and Learning Seminar – 2 credits – MaryLynne Kerman**

This continuation of DLT 501 further develops skills and strategies necessary to engage in successful teaching. Through comprehensive analyses of teaching experiences, students refine their visions for what it means to be a Jewish day schoolteacher. The course integrates current education with the teaching residency experience. This course emphasizes students, the modalities through which they learn, and the construction of experiences to meet their needs.

Pass/Fail Only

**DLT 503 Teaching and Learning Seminar III – 2 credits – MaryLynne Kerman**

Continuing to build the skills and strategies necessary to engage in successful teaching, this course merges current education research with the internship experience. Emphasizing integration between general and Judaic studies, students use principles of Understanding by Design to develop a teaching unit.

Pass/Fail only.

**DLT 504 Bridge Seminar – 2 credit – Lauren Applebaum**

The culmination of this yearlong core course offers an opportunity for students to merge research, experience, and inquiry. Students collaborate in building a capstone project that reflects their emerging questions and educational vision.

Pass/Fail only.

**DLT 510 Child Development – 2 credits – Shelley Lawrence**

This course is an inquiry into the learning and development of children from early childhood through adolescence with emphasis on the elementary grades. Surveying the work of major child development theorists, the course examines human universals, individual differences, and cross-cultural variability in psychosocial and cognitive development. The context of Jewish day school education provides a platform for discussing both values and developmental issues.

Pass/Fail only.

**DLT 512 Meeting Needs of All Learners – 1 credit – Lizeth Sandoval**

This course surveys the special needs of learners and programs designed to meet their educational needs within the Jewish day school context. Fellows learn to recognize and describe learning difficulties, working in partnership with parents, specialists, and administration. The course examines the broad range of resources available to day schools to successfully accommodate special needs learners, including implications for second language programs.

Pass/Fail only.

**DLT 514 Wellness and Jewish Values – 1 credit**

This course addresses concepts, principles, and pertinent legislation for establishing a supportive, healthy environment for K-12 student learning. The course focuses on how students' health and safety impact learning, teachers' legal responsibilities, and how to access school and community resources. Candidates practice strategies for working constructively with students, families, and community members on health and safety issues. Jewish values of health, healing, wholeness, and community responsibility complement lessons. Specific resources within the Jewish community are explored as opportunities for collaboration and referral among teachers, school systems and social-service agencies.

Pass/Fail only.

**DLT 515 Diversity in School Communities I – 1 credit – Devin Villarreal**

This course, which continues over the second summer session, explores the role that culture plays in our own lives and in the lives of our students. By incorporating a range of historical and cultural traditions into our classroom instruction, students understand the importance of cultural traditions in learning and establishing expectations for achievement.

Pass/Fail only.

**DLT 516 Diversity in Schools – 1 credit – Julie Feldman-Abe**

This course explores the role that culture plays in our own lives and in the lives of our students, in both Jewish educational and general educational contexts. By incorporating a range of historical and cultural traditions into our classroom instruction, fellows understand the importance of cultural traditions in learning and establishing expectations for achievement. The second segment of this course explores the range of Jewish Cultural traditions within our community.

Pass/Fail only.

**DLT 517 Jewish Communities – 1 credit – Devin Villarreal**

In this course, students will explore the ideas of understanding and responsiveness to diversity in the classroom, an essential aspect of "caring" in schools and strong pedagogy. They will discuss how diversity is essential for Jewish cultural literacy and begins with teacher preparedness, and that diversity in the Jewish classroom includes ethnic/cultural, religious, socioeconomic and gender components.

Pass/Fail only.

**DLT 520 Reading, Language and Literature I – 1 credit – Shira Sergant**

This course introduces fellows to the principles of early literacy, including the concepts of listening, concepts of print, the alphabetic principle, letter recognition, letter-sound correspondence, phonological awareness, phoneme awareness, decoding, common word patterns, syllabication, sight words, word analysis and reading comprehension.

Pass/Fail only.

**DLT 521 – Reading, Language, and Literature II – 1 credit – Shira Sergant**

This course introduces principles for teaching reading and writing in grades 1-8 while inspiring appreciation for language and literature. Strategies for conducting literary analysis through class discussions, reading workshops, book reports, reading aloud, the use of picture books are presented.

**DLT 522 Reading, Language and Literature III – 1 credit – Shira Sergant**

The third section of the RLL course focuses on the development of writing fluency in children, moving from sentences and paragraphs to expository writing, research papers, journaling, and poetry. Strategies for writing include brainstorming, pre-writing, drafting, editing, and publishing. Emphasis is placed on vocabulary building, spelling, and handwriting. This course also offers approaches for assessing student work.

Pass/Fail only.

**DLT 525 Integrated Social Studies – 1 credit – Jody G. Passanisi**

This course introduces methods for teaching social sciences content within the elementary school classroom, incorporating history, geography, economics, culture/anthropology, archaeology, philosophy, sociology, psychology, government, law, and politics. By utilizing thematic units of study across the domains of social science, fellows learn knowledge, skills, and attitudes that promote positive citizenship in our culturally diverse, democratic society. Opportunities for integration between social studies and Judaic studies curricula are presented.

Pass/Fail only.

**DLT 527 Mathematics Methods – 1 credit – Lauren Dolinka**

This course combines the five content strands: numbers and operations, algebra, geometry, measurement, and data analysis and probability, with the five process strands for acquiring content knowledge: problem solving, reasoning and proof, communication, connections, and representation. The course focuses on instructional processes that link students' prior knowledge to new knowledge through active constructivist learning activities. Assessment is an integral part of teaching and learning in math, informs teaching and practice, and links students' knowledge and abilities with challenging and appropriate curricular content.

Pass/Fail only.

**DLT 528 STEAM Methods (Science) – 1 credit – Deidre Cobia**

Progress in science is made by sharing observations, asking meaningful questions, and conducting careful investigations. This course identifies the big ideas and methods of science and presents strategies to enrich and enliven the Day School curriculum through integration and the use of technology. The course emphasizes points of convergence between the scientific and Jewish approaches to posing questions, studying multiple sources, seeking evidence, teasing out significant data, and making authentic and relevant applications.

Pass/Fail only.

**DLT 530 Curated Arts – Israel – 0.50 credit – Lauren Applebaum**

*(course alternates between summer 1 and summer 2)*

Using music, dance, theater, and visual arts, guest specialists immerse students in the delights of teaching the arts including creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Integration of art and music into and across the disciplines is modeled using games, projects, routines, and other activities that promote creative expression while improving self-esteem, self-concept, cooperation, and motivation in the elementary classroom. Attention is paid to Jewish holidays throughout the school year.

Pass/Fail only.

**DLT 534 Educational Technology – 1 credit – Lori Getz**

The course provides an overview of current computer-based technologies used in a variety of educational settings. Significant changes in teaching and learning through technology are presented by matching instructional strategies with relevant technology. The course focuses on computer and technology knowledge and skills appropriate for beginning teachers, such as hardware and software terminology, operations, troubleshooting, records management, email, collaborative tools, copyrights, privacy, security, and safety issues.

Pass/Fail only.

#### **DLT 556 Day School and Society – 2 credit – Lauren Applebaum**

As an inter-disciplinary course grounded in sociology, philosophy, anthropology, and theology, this course delves into the constant and dynamic tension of competing values in contemporary American Jewish Day School curriculum. It provides novice teachers with knowledge and tools to understand and approach the complexity and varied cultures of Jewish day school settings.

Pass/Fail only.

#### **DLT 557 T'fillah – 1 credit – Devin Villarreal**

In this course, students will discover essential understandings of t'fillah by using the siddur as a textbook. Each session will analyze the form and content of a major section of t'fillah. Additionally, class sessions will look at how t'fillah reflects fundamental human experiences and the search for meaning. The class will also look at how t'fillah connects to various stages of student developmental levels. Knowledge and experience in this class will lead to the student's answering a driving question s/he has about t'fillah.

#### **DLT 558 Jewish Values – 1 credit**

Integrating middot into our classrooms unites teachers serving in Jewish Day School settings. Throughout this course, we will use the framework of Mussar to become keen observers of the way our school and our classroom reflects the foundational principles of Judaism. At the same time, we will explore the way our behavior personally reflects some central Jewish values in order to become even stronger role models for our students.

#### **DLT 559 Rabbinic Texts – 1 credit – Andrew Feig**

This course delves into the major genres of Jewish text, including the Torah, Mishnah, Talmud, and Commentaries. The course examines the characteristics of the texts, the broad issues raised by studying these works, and the pedagogical concerns surrounding the teaching of the texts in Jewish day schools.

Pass/Fail only.

#### **DLT 580 Supervised Day School Teaching – 4 credits – Lauren Applebaum**

This course is comprised of supervised teaching in general and Judaic studies in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty clinical educator.

Pass/Fail Only.

#### **DLT 581 Supervised Day School Teaching – 4 credits – Lauren Applebaum**

This course includes supervised teaching in general and Judaic studies in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty clinical educator.

Pass/Fail only.

#### **DMI 706 Practicum II: Recognizing and Responding to Social and Cultural – 1.50 credits – James Holmes**

This course will provide an overview of some of the basic elements of pastoral counseling, with special emphasis on understanding the importance of social and cultural factors in the life of the individual, family and community. The issues covered will include: Assessment and referral as a function of pastoral care; Transference and counter-transference in the congregational setting; Boundary issues as they relate to power, authority and professional responsibilities; Spiritual and religious practices: a resource for resilience or a cause for concern; Pastoral crisis intervention skills with diverse communities.

Letter grading type only.

#### **DMI 707 Practicum IV: Pastoral Role and Identity – 1.50 credits**

This course will provide an overview of some of the basic elements of pastoral counseling, emphasis on understanding the importance of social and cultural factors in the life of the individual, family and community. The issues covered will include: Assessment and referral as a function of pastoral care; Transference and counter-transference in the congregational setting; Boundary issues as they relate to power, authority and professional responsibilities; Spiritual and religious practices: a resource for resilience or a cause for concern; Pastoral crisis intervention skills with diverse communities.

Letter grading type only.

**DMI 710 Theology: Shame, Guilt, Forgiveness – 1.50 credits – Seth Bernstein**

This course provides a framework for understanding the dynamics of evil from different disciplines. Students are encouraged to interrogate theologians, philosophers, psychologists, and social scientists of the past century and then based on their expanded insight of the question of evil develop pastoral care strategies for those who suffer.

Letter grading type only.

**DMI 712 Theology (Grief, Psalms, Trauma, Gender) - 1.50 credits**

Letter grading type only.

**DMI 715 The Lifecycle: Infant, Child, and Adolescent Growth and Development - 1.50 credits – Jessica Mitchell**

An overview of psycho-analytic and contemporary theories of early human development, and their applications to pastoral counseling.

Letter grading type only.

**DMI 717 Assessment and Appraisal of Groups and Their Functioning III – 1.50 credits – Nunzio Gubitosa**

This course is an unstructured group experience in which students process together the impact of their training on their professional and personal lives. As they acquire new skills and insights, identities inevitably deepen and shift. This group experience promotes recognition and exploration of these changes. In addition, aspects of group as a whole dynamics emerge through the group process, and they are identified as they emerge in vivo. Among these dynamics are phases of group development and the issues that pertain to each (trust in the beginning phase, deepening of content and affect in the middle phase and working through unfinished business and loss in the final phase), factors that dilute group cohesion (scape-goating, the group isolate, the group dominator, intellectualizing, out of the room vs. in the room content and mirroring) the different impact of interventions that focus on individuals vs. ones that focus on the group as a whole, and recognizing the group unconscious by appreciating the connections between manifest and latent content of group communications.

Pass/Fail only.

**DMI 719 Case Discussion II – 1 credit – Seth Bernstein**

Students present active case material from their pastoral counseling sessions. Attention to listening, understanding in depth, and use of technique is paid to facilitate student development and competency.

Letter grading type only.

**DMI 720 Clinical Discussion III – 1 credit**

Student case material will be used to address transference, counter- transference, boundary setting, referral, etc., for the vocational counselor.

Pass/Fail only.

**DMI 721 Theology: Trauma – 1.50 credits – Jessica Mitchell**

This course will provide students with an introduction to the history of psychological trauma theory. Contemporary understanding of trauma from a psychoanalytic/psychodynamic perspective will be explored through theories including attachment theories and in-depth psychological perspectives. Students will become familiar with psychoanalytic and psychodynamic theorists who describe the inner world of trauma. Participants will be able to identify the components of traumatic experience, dissociative defensive structure, treatment modalities, and learn about the importance of a theological perspective from various theorists.

Letter grading type only.

**DMI 729 Integrative Seminar 3 – 1.50 credits – Ann Akers**

Six full days throughout the academic year. Students write and share cases from their work addressing pastoral, organizational, theological, and ethical issues. The psycho-spiritual and ethical dimensions of the cases and the counselor are discussed in depth.

Pass/Fail only.

**DMI 730 Integrative Seminar IV – 1.50 credits**

Six full days throughout the academic year. Students write and share cases from their work addressing pastoral, organizational, theological, and ethical issues. The psycho-spiritual and ethical dimensions of the cases and the counselor are discussed in depth.

Letter grading type only.

**DMI 731 Problem Solving in Groups IV – 1.50 credits**

Continuation from first semester, (Assessment and Appraisal of Groups and their Functioning). Focus is on 'use' of the group for problem solving within groups, and congregations.

Pass/Fail only.

**DMI 735 The Human Lifecycle: Adult Growth and Development into Older Age – 1.50 credits**

Exploration of social and emotional developmental tasks and conflicts from adolescence to old age. Issues relevant to pastoral counseling will be addressed.

Letter grading type only.

**DMI 770 Research Methods – 1 credit – Jennifer Harper**

An introduction to research methods for organizing the scope of research for the demonstration project.

Prerequisite: Second year standing in the DMI program.

Pass/Fail only.

**DMI 771 Research and Design: Final Project- 1 credit**

An introduction to research design for developing research instrument(s) to support the demonstration project. Core.

Prerequisite: DMI 770.

Pass/Fail only.

**DMI 780 Final Project – 1.50 credits – Jennifer Harper**

This course serves as registration for third-year work (with a fourth and fifth year for additional credit as needed and with permission) with faculty mentors to complete the demonstration project. Taught in Fall only.

Prerequisite: At least third-year standing in the DMI program and completion of DMI 771.

Pass/Fail only.

**DMI 781 Mentoring 1 for Final Project – 1 credit**

Faculty mentoring hours. Core.

Prerequisite: Program Director approval and at least second-year standing in the DMI program.

Pass/Fail only.

**DMI 782 Mentoring 2- 1 credit – Jennifer Harper**

Additional faculty mentoring hours.

Prerequisite: Program Director approval and at least third year standing in the DMI program.

Pass/Fail only.



**DMI 799 Independent Study – 1 credit – Jennifer Harper**

Faculty-directed pastoral case supervision, or topic of study, not covered by an existing course, and leading to faculty-mentor-determined assignment. Elective.

Prerequisite: Program Director approval.

Pass/Fail only.

**EDU 514 Teaching the Jewish Past (1.5)**

Teaching the Jewish Past focuses on developing pedagogical skills and pedagogical content knowledge necessary for the teaching of Jewish history and heritage. Students will explore key issues relevant to teaching the Jewish past in a variety of educational contexts. Topics will include understanding the multiple and often competing goals for Jewish history education, teaching with primary and secondary sources, designing historical simulations and reenactments, and more residency settings.

**EDU 571 Creating a Culture of Learning – 1.50 credits – Laura Novak Winer**

This course seeks to educate students about the issues involved in creating learning environments which nurture curiosity, creativity, safety, and are responsive to the current needs of learners. Attention to the factors that go into classroom cultures should be considered a key element of good teaching and learning. This course explores and analyzes approaches to classroom management and discipline, and consideration of ethical dilemmas of teaching. Bridge to residencies: Students will create a blueprint for creating a classroom culture in their residency settings.

Pass/Fail only.

**EDU 572 Introduction to Pedagogy and Pedagogical Planning (2) - Sivan Zakai**

This course introduces students to generic good pedagogical practices including creating a lesson plan, selecting, and implementing appropriate pedagogical techniques, and reflection on action and reflection in action. Bridge to residencies: students will create and implement learning plans.

Pass/Fail only.

**EDU 573 – Understanding the Learners – 1.50 credits**

This course is an orientation to the diverse characteristics, interests, and readiness of learners, and how educators learn to recognize different learning profiles when planning for effective learning. The course draws upon learning theory, human development, affective neuroscience, and socio-cultural trends to prepare educators to navigate building relationships with learners and their parents and consider "learner-centered" and "learning centered" designs. Bridge to residencies: students will develop inquiry and inventory tools to get to know their learners. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

Pass/Fail only.

**EDU 575 Advanced Pedagogical Design – 1 credit – Leah Hiller**

Students will practice progressive pedagogical strategies that are often highly valued but difficult to master, including: assessment and making learning visible; differentiation and Universal Design for Learning; teaching for creativity and creative thinking; as well as investigate current trends in teaching. Bridge to residencies: students will create and implement learning plans.

Pass/Fail only.

**EDU 577 Designing Educative Learning – 3 credits**

This course introduces students to the fundamental practices of curriculum design, for application in a variety of educational settings (including experiential or informal settings) where learning needs to be planned intentionally and will address such topics as: models of curriculum design including backward design, elements of curriculum design such as formative and summative assessment, alignment, generic and collective practice. Bridge to residencies: students will begin the process of designing a curricular "unit" or "program" for use in their residencies.

Pass/Fail only.

**EDU 578 Charting the Future of Jewish Education – 3 credits**



What can we learn from historic visionary educational ideas? What educational visions are prevalent today? What does this moment in history demand of us, and what might we imagine for the future? How might Jewish education serve as a tool to transform learners, communities, and society? In an ongoing dialogue across 4 semesters, this course provides a historical and sociological framework for charting an educational vision and planning for Jewish education. Students are invited to explore “the big picture” of Jewish education, by analyzing a variety of priorities in Jewish education, including cultural literacy, social justice, creative society, identity, Jewish values and more. The sequence explores classic texts and contemporary manifestos that describe aspirations and existence proofs in education and Jewish education. Students will clarify and articulate the ideologies of Jewish education that they will enact in their leadership. Students will read extensive literature and learn to produce publishable advocacy pieces for a variety of stakeholders, both local and national/global. Bridge to residencies: students will produce communications to stakeholders in their communities that articulate the rationale for their program aspirations and approach to Jewish education. Students may co-author with their supervisors and/or faculty.

Pass/Fail only.

### **EDU 579 Charting the Future of Jewish Education - 1.5 credits**

What can we learn from historic visionary educational ideas? What educational visions are prevalent today? What does this moment in history demand of us, and what might we imagine for the future? How might Jewish education serve as a tool to transform learners, communities, and society? In an ongoing dialogue across 4 semesters, this course provides a historical and sociological framework for charting an educational vision and planning for Jewish education. Students are invited to explore “the big picture” of Jewish education, by analyzing a variety of priorities in Jewish education, including cultural literacy, social justice, creative society, identity, Jewish values and more. The sequence explores classic texts and contemporary manifestos that describe aspirations and existence proofs in education and Jewish education. Students will clarify and articulate the ideologies of Jewish education that they will enact in their leadership. Students will read extensive literature and learn to produce publishable advocacy pieces for a variety of stakeholders, both local and national/global. Bridge to residencies: students will produce communications to stakeholders in their communities that articulate the rationale for their program aspirations and approach to Jewish education. Students may co-author with their supervisors and/or faculty.

Pass/Fail only.

### **EDU 580 Entering an Organization – 1 credit**

Students will develop the tools to understand an organization through the structural, political, human resources and symbolic frames. They will learn anthropological tools for learning about an organization. Bridge to residencies: students will get to know their residencies by asking questions and analyzing their residency sites through the 4 frames.

Pass/Fail only.

### **EDU 581 Professional Learning and Instructional Leadership – 2 credits – Julie Lambert**

Educational leaders foster growth and learning for faculty by nurturing professional learning communities as well as by supervising and evaluating teachers and others responsible for delivering educational experiences. This course introduces students to a wide range of approaches to professional learning communities in education and exposes them to multiple models in the field. Additionally, students will learn a variety of approaches to supervision and will develop the skills of observing teachers, conferencing with them, and providing them with feedback. Students will also learn various approaches to teacher evaluation. Bridges to residencies: students will create and lead a professional learning community; students will supervise a teacher over a 3-month period.

Pass/Fail only.

### **EDU 583 Leading Change in Jewish Education – 3 credits – Laura Novak Winer**

Jewish educational leaders enter institutions with existing structures, cultures and practices that may not yet match their vision for ideal learning environments. The educational leader must navigate that reality in order to move the institution toward an educational vision. In order to do that, a leader must be able to understand the factors that either enhance or impede an institution's ability to change and consider strategies that lead to successful change in educational institutions. In this course, students will explore the complex dynamics and many factors that go into leading and making change in organizations with a mindset that is attuned to the needs, identities, lived experiences and perspectives of community members and builds a culture in which all members experience a sense of belonging. Additionally, students will make distinctions between types of change, examine a number of change methodologies, and select one (or a combination of several) to facilitate a process of educational change. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

Pass/Fail only.

**EDU 584 Leading Amidst Complexity – 1 credit – Michael Zeldin**

Complexity and uncertainty challenge every educational leader as they come to realize that command and control leadership is rarely effective. This course will help students develop strategies for leading amidst complexity. Emphasis will be placed on managing enduring dilemmas where two values stand in tension with one another. Bridge to residencies: students will lead the faculty, a board or committee, or a group of parents through a deliberation on an enduring dilemma facing the institution.

Pass/Fail only.

**EDU 585 Leading with Integrity: The Human Side of Leadership – 1.50 credits – Michael Zeldin**

The self is the most powerful tool a leader can use to motivate others to pursue the shared ideals of an organization. Students will learn effective habits for managing themselves and will come to understand how they can use their strengths in interacting with others. Students will explore the power and limitations of empathy in working with children, families and staff members and will examine different perspectives on integrity which lies at the heart of effective leadership in Jewish settings. Students will also consider the challenging emotional realities facing Jewish educational leaders. Bridge to residencies: students will craft a personal statement on one's approach to Jewish educational leadership.

Pass/Fail only.

**EDU 586 – Teaching for our Times – 1.50 credits – Miriam Heller Stern**

An exploration of issues that are timely and relate to Jewish educational leadership. This course will be responsive to current trends, topics, and issues such as: civil discourse, intersectionality, preparing for and responding to crisis, teaching for justice, and specific social issues of the day. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

Pass/Fail only.

**EDU 587 Teaching for Contemporary Jewish Living - 1.5 credits**

An exploration of dilemmas and approaches to teaching about Jewish ritual, observance and practice for contemporary Jewish learners, the purposes and aims of teaching these content areas, along with a variety of strategies. Topics include ritual, lifecycle, holidays, liturgy, middot and "Jewish Sensibilities." This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

**EDU 588 Israel Education in North America – 1.50 credits – Sivan Zakai**

An exploration of the key dilemmas and approaches to teaching about Israel, and the competing purposes of Israel education in American Jewish contexts, along with a variety of strategies. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

Pass/Fail only.

**EDU 589 Teaching Hebrew - 1.5 credits**

Teaching Hebrew focuses on a variety of approaches to Hebrew language education including Hebrew proficiency, Hebrew immersion, Hebrew through comprehensible input, Hebrew infusion, prayerbook/siddur Hebrew, Hebrew Through Movement, and more. Through a combination of site visits, conversations with veteran educators, and traditional coursework, students in this course will investigate the field of Jewish education's differing answers to a common set of questions: Why should Jews learn Hebrew? What form(s) of Hebrew should they learn? How is Hebrew best taught and learned? What kind of Jew does Hebrew education strive to develop? What do, and what should, learners understand about Israel when they learn Hebrew?

**EDU 590 Israel Seminar – 1.5 credits**

*Required for all MEeL students not earning the concurrent MAJL*

A 10-day Israel experience which engages learners in thinking about the pedagogy of immersive Israel experiences, Zionism, and peoplehood.

**EDU 591 Capstone Seminar – 1 credit – Katherine Schwartz**

In the final year, students will participate in a brain trust/working group with fellow students, where they will refine and improve upon their original drafts and develop a more expansive project of their choosing. As a means of developing a deeper level of expertise in an area of interest, each student will select one project to expand for a capstone. Ideally, all of

the projects will be authentically situated in their residency, examples of crafted, beautiful work and achievements worthy of listing on their resumé and potentially for conference presentation and publication.

Pass/Fail only.

#### **EDU 591A Capstone Seminar – 1 credit – Katherine Schwartz**

In the final year, students will participate in a brain trust/working group with fellow students, where they will refine and improve upon their original drafts and develop a more expansive project of their choosing. As a means of developing a deeper level of expertise in an area of interest, each student will select one project to expand for a capstone. Ideally, all of the projects will be authentically situated in their residency, examples of crafted, beautiful work and achievements worthy of listing on their resumé and potentially for conference presentation and publication.

Pass/Fail only.

#### **EDU 591B Capstone Seminar II – 1.50 credits – Katherine Schwartz**

In the final year, students will participate in a brain trust/working group with fellow students, where they will refine and improve upon their original drafts and develop a more expansive project of their choosing. As a means of developing a deeper level of expertise in an area of interest, each student will select one project to expand for a capstone. Ideally, all of the projects will be authentically situated in their residency, examples of crafted, beautiful work and achievements worthy of listing on their resumé and potentially for conference presentation and publication.

Pass/Fail only.

#### **EDU 592 Special Topics course (credit varies by semester)**

Occasional special topics courses that may be offered for only one or two semesters.

#### **EDU 593 Pedagogy Practicum - 0.25 credit**

Practicum is the space for reflection and refining of work that builds the muscle and dispositions of an effective educational decision-maker. The students will have two (2) practica in pedagogy (each worth .25 credits). Bridge to residencies: students will plan, teach, record, reflect and re-plan lessons that they teach in their residency settings and are linked to the content, skills and practices they are learning in the Teaching and Learning Strand courses.

#### **EDU 594 Pedagogy Practicum - 0.25 credit**

Practicum is the space for reflection and refining of work that builds the muscle and dispositions of an effective educational decision-maker. The students will have two (2) practica in pedagogy (each worth .25 credits). Bridge to residencies: students will plan, teach, record, reflect and re-plan lessons that they teach in their residency settings and are linked to the content, skills and practices they are learning in the Teaching and Learning Strand courses.

#### **EDU 615 Teaching T'fillah - 1.5 credits**

This course explores the role that prayer and worship play or should play in Jewish life and will help students to make informed decisions when fashioning a tefilah experience, program, or curriculum. The class will seek to answer the question of what settings, rituals, props, and methodologies will best facilitate a meaningful worship experience with a focus on the spiritual development of children and adolescents.

#### **EDU 650 Supervised Leadership – 1 credit**

Students will have four semesters of supervision with a Faculty Tutor (each worth 1 credit). Over the course of each semester, pods of students will meet monthly as a group with their Faculty Tutor. These group meetings will be curricularized so that all Tutors and students are engaging in the same scope and sequence of learning. Additionally, each student will meet monthly one-on-one with their Tutor in meetings that are tailored to the individual needs of the student to focus on professional socialization, mentorship, and personal areas of growth.

#### **HEB 404 Reading for Meaning – 1.50 credits**

Reading for Meaning Continued from Fall semester. An in-depth study of the grammar, syntax, idiomatic expressions, and other linguistic features of the Hebrew of the Biblical and Rabbinic periods (prose and poetry). Core.

#### **HEB 503 Readings in Scholarly Modern Hebrew – 3 credits – Haim Rechnitzer**

The class will become acquainted with current Hebrew scholarly writings in different areas of Judaica and Biblical Studies. Scholarly articles or parts of books in Modern Hebrew will be assigned for reading and discussion in class. The goal is to achieve reasonable fluency in reading scholarly Modern Hebrew with the help of a dictionary.

#### **HEB 508 Rabbinic Hebrew – 3 credits – Richard Sarason**

Practical Rabbinic Hebrew Through Reading Rabbinic Texts. This course will include a study of the linguistic features (grammar, syntax, idioms) of rabbinic Hebrew, as found in mishnaic and midrashic (tannaitic and amoraic) texts. The approach will be mostly inductive, analyzing the linguistic features of particular texts that will be read in, and prepared for, each class session. Much attention will be paid to text-decoding skills.

**HEB 592 Special Topics: Israeli Culture through Cinema and Television – 1.50 credits – Liat Alon**

A course-long watch party, this dynamic, engaging, and fascinating class will open a window into Israeli society and culture via up-to-date television and cinema. We will watch some movies and tv shows that may be familiar, and others that you will only be able to access in this class. Explore Israeli culture while improving your Hebrew.

**HIS 402 Jewish History Survey Early Medieval – 3 credits**

History 402 is a continuation of History 401 and covers the medieval period and the modern period, with the exception of the Western Hemisphere. History 402 is a prerequisite for all further courses in Jewish History and is to be taken during one of the first two years' residence in Cincinnati. Required of all second year rabbinic students. Requirements: Midterm, brief paper and final examination.

**HIS 403 American Jewish History – 3 credits – Gary Zola**

American Jewish Experience This course will examine the historical experience of Jews in the United States, from the colonial era to the present day, with attention to religious, social, and cultural developments. Attendance is mandatory.

**HIS 411 Survey of Jewish History I – 3 credits – Sharon Koren**

This course covers a survey of Jewish history from the patriarchal through the medieval periods.

**HIS 412 Survey of Jewish History II – 3 credits – Joe Skloot**

This course is a continuation of HIS 411 and will cover a survey of Jewish History from the High Middle Ages through the 20th Century.

**HIS 501 History of Reform Judaism – 3 credits – Gary Zola**

The History of Reform Judaism from its Origins to the Present. A chronological and topical study of Reform Judaism both in Europe and America within the context of other Jewish religious denominations and with particular emphasis on its problems and prospects in the world today. Requirements: Formal Readings Assessments and Term Paper. Attendance is mandatory.

Prerequisites: History 401, 402, 403 (or with permission of the instructor). Required of all 4th year students.

**HIS 505 History of Reform Judaism – 3 credits – Joe Skloot**

This course is a survey of the history of the Reform movement in Europe, the US and Israel, with special reference to parallel Jewish movements, including Conservative Judaism and neo-Orthodoxy. The first half of the semester will focus on the European social and cultural context from which Reform emerged and early Reform institutions, including the Hamburg Temple and German rabbinical conferences. The second half of the semester will focus on the formation of Reform communities in the United States and Reform institutions, such as HUC, UAHC and JIR. Given the importance of aesthetics in Reform Jewish life, in both halves of the course, we will spend significant time studying Reform music, homiletics and architecture. Questions related to gender and social justice will also receive attention. Finally, we will consider the socio-cultural landscape in the US today and more recent Jewish demographic trends worldwide.

**HIS 571 Jewish, Judaism, and Race – 3 credits**

An examination of how race (and racism) has shaped Jewish life, culture, and politics over a long historical trajectory and broad geographic expanse. This course does not focus on the history of antisemitism and oppression of Jews per se but rather on the manifold and diverse interactions between Jewish communities and cultures, on the one hand, and the concept of race and experiences of racialization, on the other. We consider, for example, questions of race, slavery, and conversion in rabbinic discourse; Jewish whiteness and intra-Jewish racial hierarchies; entanglements between Jews, Judaism, and colonialism; comparative Jewish racialization and solidarity; antisemitism and genocide; Zionist thought and politics, and more.

**HIS 572 Two Sister Faiths: The Common Origins and Divergent Paths of Rabbinic Judaism and Christianity – 3 credits – Martin Cohen**

A study of the coeval origins of Rabbinic Judaism and Christianity, their common historical context and their ramified divergence. Every effort will be made to apply this knowledge to the contemporary Jewish community.

**HIS 576 New Testament – 3 credits – AJ Berkovitz**

This course will trace the origins of Christianity from its beginnings as a movement within ancient Judaism to its gradual transformation and emergence as an independent religious movement in the Roman Empire and beyond. Students will learn to read the New Testament with a critical eye, i.e., as a collection of documents illustrating differing emphases and stages in the growth of early Christianity. Special emphasis will be placed on the Jewish roots and contexts of the New Testament as well as Jewish-Christian polemic.

#### **HIS 578 Messiah: The History of an Idea – 3 credits – Joshua Garroway**

Originating in ancient Israel, the notion of an anointed figure who will redeem the Jewish people in some way, shape, or form has been an ongoing part of Jewish theology. This course traces the messianic idea in Judaism from antiquity to today, including its epochal transformation at the hands of the earliest Christian thinkers. This investigation will reveal the extent to which important Jewish ideas are historical in nature—to wit, that they change over time and are shaped by social, political, and economic circumstances.

#### **HIS 584 History of the Rabbinate – 3 credits – Joe Skloot**

The purpose of this course is to uncover the history of the rabbinate over the long term and to set its development in context alongside other forms of Jewish leadership (e.g. the prophet, the tzaddik and the cantor). We will begin by considering the emergence of the rabbinate in late antiquity; reflect on the differing roles of rabbis in medieval Sephardic and Ashkenazic milieus; and discuss the professionalization of the rabbinate in early modern and modern Europe. Finally, we will consider the roles rabbis play in contemporary Jewish life (in Israel and in the diaspora), especially in the various Jewish movements and in American popular culture. Please note, this course is not for rabbinical students alone. Indeed, by reflecting on the social and cultural position of rabbis in Jewish life, we will naturally consider competing institutions and loci of religious authority, as well as diverse forms of Jewish leadership more generally. Cantorial and education students are most welcome.

#### **HIS 586 Philosophy of History – 3 credits – David Aaron**

This course is structured as an investigation of philosophies of history, with an emphasis on epistemology. The class will read together writings from Elizabeth Clark, Hayden White, Michel Foucault, Jonathan Wolff, Catherine Gallagher and Stephen Greenblatt, among other authors. Class time will be spent discussing these writings in depth. Each participant will develop projects by taking a given philosophy of history and applying it to historical documents drawn from Biblical, Rabbinic, or Medieval Sources. Students will keep a kind of intellectual diary which traces their understanding of the authors we read, and their personal reactions to those authors. The readings and the application of theory to texts promise to transform one's sense of Jewish history and its meaning for contemporary Jewish thought and practice.

#### **HIS 592 Special Topic (credit varies by semester)**

Occasional special topics courses that may be offered for only one or two semesters.

#### **HIS 601 Medieval Jewish History – 3 credits – Joshua Holo**

A survey of Medieval Jewish history, beginning with the rise of Early Christianity and Rabbinic Judaism, the course proceeds to the early Islamic period of the 7th-12th centuries, examining phenomena such as Karaism, Islam in a Christian/Jewish/Pagan environment, and the status of Jews and other religious minorities under the rule of Islam. The course also covers the history of Jewish life in the Christian European world, ending with the expulsion of the Jews and Muslims from Spain at the end of the 15th c. Special attention is paid to the study of economic, social, cultural, religious, and intellectual trends throughout.

#### **HIS 602 Modern Jewish History – 3 credits – Benjamin Ratskoff**

This course explores historical interpretations of the early modern and modern Jewish past, focusing on Jewish culture, society, and politics from the expulsion from Spain in 1492 through the Holocaust and establishment of Israel. Themes and events addressed include creation of the Sephardic Diaspora, sixteenth century mysticism, messianic movement, creation of ghettos, Hasidism, and the beginnings of enlightenment and emancipation in Western Europe. With an emphasis on assimilation and acculturation in the modern period, the course explores the impact of the French Revolution, changes in traditional communal structure, religious responses to modernity and emergence of Jewish historical scholarship, the centrality of gender for understanding emancipation, modern anti-Semitism, and the transformation of modern Jewish identities.

#### **HIS 615 Stoicism – 3 credits**

As the most influential philosophy of the Hellenistic and early imperial age, Stoicism constitutes the primary philosophical background to Judaism in the Hellenistic era and Early Christianity. It influenced compositions such as the Wisdom of Solomon and IV Maccabees, as well as the writings of Philo. Stoic influences have also been detected in rabbinic thought, and in the New Testament. The contributions of the Stoics in the areas of grammar and linguistics and literary criticism are also of tremendous importance for the history of Greek and Latin biblical interpretation. The goal of this course will be to provide an overview of Stoicism from Zeno to Posidonius. We shall survey the main topics in Stoicism by using some of



the better introductory systematic expositions of that philosophy (e.g., that of G. Reale), and by reading representative Greek Texts. In the final segment of the course, we shall embark on a close reading of some important texts, such as Cleanthes' Hymn to Zeus, the description of Moses and Jewish history in Strabo, usually attributed to Posidonius, and Paul's speech on the Areopagus (Acts 17). We shall consider the issue of Stoic influence in rabbinic thought. Open to all students. Greek text.

**HIS 620 Christianity Intensive – 1.50 credits – Joshua Garroway**

This course covers the four major periods of Christian history, from the time of Jesus to today. It focuses on the major doctrinal developments and Christianity's interaction with the Jews.

**HIS 621 Islam Intensive – 1.50 credits – Reuven Firestone**

Pass/Fail only.

**HIS 628 American Jews in the 21st Century – 3 credits – Bruce Phillips**

This course will examine sociological trends inside and outside the Jewish community. Among the topics covered are intermarriage, "mixed" Jewish identification, socio-economic status and downward mobility, the emergence of non-religious identification, American Jews and Israel, antisemitism, the future of denominational identification, the "Haredi moment," intergroup relations, intra-group relations, and the surprising persistence of Jewish suburbs.

**HIS 629 Intermarriage and the American Jewish Community – 3 credits – Bruce Phillips**

Two forces are re-shaping the American Jewish community in the 21st century: intermarriage and the transformation of affiliation from obligation into preference. The course presents a multi-faceted sociological understanding of intermarriage along with an analysis of trends that are re-shaping the Jewish organizational landscape.

**HIS 643 The Holocaust Between History and Memory – 3 credits – Benjamin Ratskoff**

Focusing on the post-WWII period, we will trace the formation of Holocaust memory and discuss the dilemmas of justice, reparation, and representation in relation to the broader political and religious contexts of American and European Jewish and non-Jewish society.

**JLL 401 Dikduk and Sifrut – 3 credits**

This course will focus on the reading of Modern Hebrew literary texts constructed around a theme such as Arakhim u-Musar. A systematic grammar review centering around enhanced mastery of the verb system will be equally focused on practical application and the decoding of texts. Classes will be conducted in Hebrew and stress will also be given to improving speaking and writing skills.

**JLL 402A/B/C Dikduk and Sifrut – 3 credits each**

Continuation of JLL 401. This course will focus on the reading of Modern Hebrew literary texts constructed around a theme such as Arakhim u-Musar. A systematic grammar review centering around enhanced mastery of the verb system will be equally focused on practical application and the decoding of texts. Classes will be conducted in Hebrew and stress will also be given to improving speaking and writing skills.

**JLL 403 Modern Jewish Literature – 3 credits - Wendy Zierler**

Over the past 150 years, Jews have developed an impressive and varied literary tradition in English, Yiddish and Hebrew, grappling with such diverse issues as the immigrant experience, anti-Semitism and the Holocaust, assimilation and/or acculturation, theology and spirituality, Zionism and Diasporas, Gender and Judaism, and Jewish family life. This course will examine this rich literary tradition and grapple with the question of what makes this literature Jewish and modern. A special section will be devoted to literary representations of the modern rabbi and synagogue.

**JLL 501 The Bible and Modern Hebrew Writers: Feminist and Gender Studies Perspectives – 3 credits – Wendy Zierler**

This course will examine how particular biblical sources have been understood by feminist, gender studies and queer theorists and have been revisioned or re-told by modern Hebrew writers. Discussion will encompass the Biblical books of Genesis, Exodus, Numbers, Joshua, and Song of Songs. The goal of this course is threefold: 1) to acquaint you with the broad array of interpretive strategies from the world of feminist and gender studies 2) to provide opportunity for you to improve your skills at literary interpretation of the Bible 3) to extend this feminist and literary analysis to works of modern Hebrew literary sources and 4) to improve your facility with these texts and argue for their relevance to the feminist study of the Bible. Special emphasis will be given to the work Hebrew women writers.

**JLL 524 Israeli Fiction – 3 credits – Wendy Zierler**

If modern Hebrew literature was born of a desire to solve the problem of Jewish life in Diaspora and to promote the Zionist cultural project, contemporary Israeli literature is very different indeed. Proving the tremendous success of the project of Hebrew cultural revival, contemporary literature has also come to reflect an increasingly fragmented Israeli identity and society, one riven with oppositions between ethnic and social groups, collectivism and individualism, religion and secularism. Earlier Hebrew literature often reflected a disdain for the Diaspora, whereas contemporary writing often displays a fascination with what the world outside of Israel might offer. And if much of early Hebrew literature skirted the issue of the conflict between Jews and Palestinians over the land, contemporary Israeli fiction tackles this issue head on. Classic figures such as Oz and Yehoshua will be explored, but our focus will be primarily on newer writers such as Savyon Liebrecht, Eli Amir, Orly Castel Bloom, Etgar Keret and Sayed Kashua. Class discussion to be conducted in Hebrew wherever possible. PREREQUISITES: Dikduk & Sifrut OR Modern Jewish Literature.

#### **JLL 540 Hebrew Poetry and Prayer – 3 credits – Wendy Zierler**

This course will be a continuation of Reading and Translating Hebrew Texts I (JLL 539). It serves as a bridge that will help students connect their current knowledge in modern Hebrew to their study of biblical and rabbinical texts. Students will continue to advance their skills in modern Hebrew while accumulating tools to aid them in their text-based courses. They will deepen their understanding of Hebrew grammar, enrich their vocabulary and strengthen their ability to read and translate texts, both vocalized and unvocalized.

#### **JLL 592 Special Topic (credit varies by semester)**

Occasional special topics courses that may be offered for only one or two semesters.

#### **JLL 602 Aramaic Intensive – 1 credit – Dvora Weisberg**

This intensive is designed to introduce students to basic grammar, syntax, and vocabulary of Babylonian Jewish Aramaic. Students learn grammar inductively by analyzing selected Talmudic passages. The knowledge acquired in this course is reinforced in Talmud 1.

Pass/Fail Only

#### **LIT 401 The Mahzor – 3 credits**

A study of the liturgy for the Festivals and the High Holy Days, both traditional and Reform/contemporary: theology, historical development, rituals, structure, prayer texts, and selected piyyutim (in the Ashkenazi rite, as well as some Sefardi piyyutim that appear in Reform mazmorim). We will take note as well of the development, elaboration, and revising/"updating" of the various rituals and ritual structures that pertain to these sacred occasions. Core course for third-year rabbinical students (new subject matter). Fourth- and fifth-year students may take this course as an elective (and should register for it as LIT 501).

#### **LIT 503 Creative and Contemporary Liturgies – 1 credit – Richard Sarason**

The purpose of this course is to help you develop your own skills in conceiving, writing, and executing creative liturgies, partly through critically examining the work of others. Issues of religious and aesthetic taste, judgment, style, and liturgical effectiveness will be explored as well as the question of "Jewish authenticity" in the context of contemporary creativity. The assessment vehicle is to create a liturgy yourself for any occasion, and to supply a commentary on that liturgy, sharing your choices and reasoning for every step along the way.

#### **LIT 505 Reform Prayer Books - 3 credits – Richard Sarason**

Reform Judaism began as a movement for liturgical reform in central Europe, and ultimately flourished in North America. Initial issues of worship aesthetics and style were soon joined by issues of theology and belief. The overarching issue, though, remained that of modern Jewish identity and its expression in the worship context. Over the past two centuries, literally hundreds of Reform prayer books have been produced around the world. Most of these books are represented in the collections of our own Klau Library in Cincinnati. This course will examine in detail the most influential and noteworthy of these prayer books, beginning with the first prayer book of the Hamburg Tempelverein published in 1819 and concluding with those prayer books most recently published, including the North American Mishkan T'filah published in 2007 and the revised version of the Union Prayer Book, Sinai Edition, published in 2012; the British Reform Seder T'fillah: Forms of Prayer published in 2008, and the Israeli Progressive Tefillat Ha'Adam. Many other works will also be introduced and discussed.

#### **LIT/TAL 513 The Talmuds on the Amidah – 3 credits – Richard Sarason**

This course deals with both early rabbinic liturgy and talmudic literature. The Amidah (=the Tefillah) is the very core of corporate Jewish worship. In this course, we will trace how the rabbinic institution and elaboration of the Amidah and its rules develop from the Mishnah and the Tosefta through the Palestinian and Babylonian Talmuds and (time permitting) into the early geonic literature. We will do a close reading of Tractate Berakhot, Chapter Four, in Mishnah, Tosefta,



Yerushalmi, and Bavli. Time permitting, we may also read selections from Chapter Five. The final project will involve work in Chapter Five.

**LIT/TAL 514 The Talmuds on Occasional Blessings– 3 credits – Richard Sarason**

This course deals with both early rabbinic liturgy and talmudic literature. Occasional blessings (going to bed at night, waking up in the morning, beholding the wonders of nature, etc.) illustrate rabbinic piety and what it means to live in a world infused with the divine. This course will focus on a close reading of Berakhot Chapter Nine in Mishnah, Tosefta, Yerushalmi, and Bavli, seeing how occasions for blessings are ramified from one text to the next.

**LIT 592 Special Topic (credit varies by semester)**

Occasional special topics courses that may be offered for only one or two semesters.

**LIT 600 Liturgy – 3 credits – Abraham Berkovitz**

An examination of Jewish liturgy in Hebrew including the comparison of traditional liturgical expression with contemporary liturgical development. Daily, Sabbath, Festival and High Holy Day liturgies are studied.

**MAT 610 Collaborative Reflective Practice I – 2 credits – Lauren Applebaum**

Gathering as a cohort provides an opportunity for students to learn models of collaborative professional reflection such as protocols, lesson study, and Critical Friends work. Topics will include both issues common to all novice teachers and those specific to the unique environments of Jewish day schools. These reflective experiences complement the individual support offered in the Mentored Teaching course.

Pass/Fail only.

**MAT 611 Collaborative Reflective Practice II – 2 credits – Lauren Applebaum**

Gathering as a cohort provides an opportunity for students to learn models of collaborative professional reflection such as protocols, lesson study, and Critical Friends work. Topics will include both issues common to all novice teachers and those specific to the unique environments of Jewish day schools. These reflective experiences complement the individual support offered in the Mentored Teaching course.

**MAT 620 Mentored Teaching I – 2 credits – Shelley Lawrence**

Mentored Teaching builds upon prior mentoring work and individual needs in order to provide crucial support and feedback on classroom practice. For those pursuing a permanent California teaching credential, this course will fulfill the mentoring/observation requirements for induction.

Pass/Fail only.

**MAT 621 Mentored Teaching II – 2 credits – Shelley Lawrence**

Mentored Teaching builds upon prior mentoring work and individual needs to provide crucial support and feedback on classroom practice. For those pursuing a permanent California teaching credential, this course will fulfill the mentoring/observation requirements for induction.

**MAT 630 Practitioner Inquiry – 2 credits – Allison Lester**

This year-long course allows students to identify a specific area of interest and design an inquiry project to explore it both in and outside of their classroom. Components include literature reviews of current research, integration with Judaic studies content, and action inquiry elements to allow for testing and experimentation in their classroom.

Pass/Fail only.

**MAT 631 Practitioner Research – 2 credits – Allison Lester**

In this continuation of MAT 630, students will complete their individual inquiry projects and prepare to share them with colleagues from their schools and cohort in a public seminar prior to graduation.

**MGT 515A Fundamentals of Creative Problem Solving 1 – 1 credit – Drew Kugler**

This Seminar examines how creative problem solving may be activated as a leadership capacity. Depending on the semester, different practices will be employed to understand how we problem find, approach problems, and navigate organizational challenges as nonprofit professionals. Themes that are common in this course include how Design Thinking can be used by leaders and why failure is a valuable tool for effective leadership. The course is designed to provoke a deeper understanding of creative leadership and how creativity and failure are important to effective leadership.

**MGT 515B Fundamentals of Creative Problem Solving 2 – 1 credit – Drew Kugler**

This Seminar examines how creative problem solving may be activated as a leadership capacity. Depending on the semester, different practices will be employed to understand how we problem find, approach problems, and navigate organizational challenges as nonprofit professionals. Themes that are common in this course include how Design Thinking can be used by leaders and why failure is a valuable tool for effective leadership. The course is designed to provoke a deeper understanding of creative leadership and how creativity and failure are important to effective leadership.

**MGT 519 Entrepreneurial Leadership – 2 credits – Sasha Strauss**

This course is centered on developing your capabilities as a creative leader. We will explore the core leadership principles at the intersection of creativity and marketing. Entrepreneurial leaders disrupt the status quo and to do so requires developing a different way of thinking about the "big challenges" that confront organizations in the Jewish nonprofit ecosystem. This course is designed to support students in building their own brand of creative leadership.

**MGT 521 History of Jewish Ideas and Communal Trends – 2 credits – Josh Garroway**

This course examines contemporary communal issues and provides an opportunity to review the basic sweep of Jewish history from its origins to the present and, in the process, allows the learner to become better acquainted with foundational Jewish texts. Topics include national origins, Diaspora community, religious development, relations with non-Jews, the phenomenon of anti-Semitism, cultural differentiation, and patterns of migration and communal life.

**MGT 523 Nonprofit Leadership – 2 credits – Gali Cooks, Ron Wolfson**

The business of Jewish life takes place in a volatile, uncertain, complex, and ambiguous (VUCA) nonprofit ecosystem. Leaders have a profound impact on organizational culture and ultimately determine the effectiveness of employees and lay-leaders in meeting an organization's mission. This course studies the practice of leadership in building a high performing organizational culture. Research, case study analysis, and team projects will support students in developing an understanding of leadership theory and their own leadership practice.

**MGT 527 Evolution and Structure of the American Jewish Community – 2 credits – Marc Dollinger**

This course provides a historical and sociological understanding of the foundations of the contemporary American Jewish community. Through interactive discussions, lectures and readings, students study models of community organization, the evolution of American Jewish institutions, and ideas of communal responsibility.

**MGT 531 Fundraising and Financial Resource Development 1 – 2 credits – Amy Schiffman**

This is a practice-oriented course in fundraising for nonprofit organizations, exploring both theoretical frameworks and practical techniques within the context of a Jewish value system and contemporary dynamics in Jewish philanthropy. Students will develop an understanding of the structures of fundraising and the landscape of Jewish philanthropy.

**MGT 540 Introduction to Jewish Communal Organizations – 2 credits – Mandi Richardson**

This seminar introduces students to the Jewish organizational structure and how organizations operate in an ecosystem that includes partnership and competition. It requires substantial time outside the classroom visiting Jewish communal agencies, religious institutions, and other organizations in the LA area in order to understand and critically analyze how leadership styles shape the organized Jewish community.

**MGT 541 Fieldwork: Practitioner and Leadership Development – 4 credits – David Levy, Mandi Richardson**

Required and assigned fieldwork experience for all M.A. students. Note: All 1st year students register for field instruction with HUC-JIR

Pass/Fail only.

**MGT 544 Organizational Development – 2 credits – David Levy**

This course provides an understanding of the impact that organizational culture and climate have on the functioning and performance of Jewish nonprofit organizations. Grounded in nonprofit organizational theory, students explore different administrative challenges that nonprofits face across their organizational lifecycle.

**MGT 545A Practicum: Nonprofit Management – 1 credit – David Levy, Mandi Richardson**

This unique course is designed to afford communal service students an opportunity to discuss with their peers and their instructor specific problems and experiences they have encountered in their field placements. The practicum also allows the instructor to pose social work principles and Jewish ethical considerations that are associated with community and clinical work. Students have maximum opportunity to secure answers to dilemmas and concerns confronting them in a professional setting.

Pass/Fail Only

**MGT 545B – Practicum: Nonprofit Management – 1 credit – David Levy, Mandi Richardson**

This unique course is designed to afford students an opportunity to discuss with their peers and their instructor experiences they have encountered in their field placements. Students have maximum opportunity to secure answers to dilemmas and concerns confronting them in a professional setting.

Pass/Fail only.

**MGT 546A – Practicum: Nonprofit Management – 1 credit – Mandi Richardson****MGT 546B – Practicum: Nonprofit Management – 1 credit – Mandi Richardson****MGT 573 Nonprofit Finance and Planning – 2 credits – Adrian Breitfeld**

This course introduces students to organizational financial management. Students will interact with basic financial tools, terms, and situations, which may include planning and budgeting, understanding financial statements, internal financial management and external financial communication. The course utilizes case studies and experiential exercises that help students integrate a financial orientation to program design and management into their business acumen toolkit.

**MGT 579 Applied Jewish Wisdom – 2 credits**

Applied Jewish Wisdom is a professionally oriented introduction and exploration of how we bring Jewish life into the practice of leading in Jewish organizations. Students will explore the concept of leading Jewishly and ways in which Jewish wisdom may be applied to strengthen the organizational impact. This includes developing an understanding of how Jewish holidays, lifecycle events, ceremonies, customs, texts, values, ideas, and Hebrew words can enrich the practices of Jewish nonprofit professionals.

**MGT 590 Developing Your Thought Leadership – Shirley Idelson**

Innovative leaders are expected to articulate a compelling vision in their areas of expertise, and to engender broad support for the change they seek. The overarching goal of this course is to help students learn and practice effective tools for giving voice to their ideas in the public realm, most especially in written form and with the opportunity to create in other forms, as well. Together, we will consider what makes valued and valuable thought leadership. Students will refine their written and verbal communication skills while learning to engage in public conversations on the challenges facing the Jewish community. By the end of the course, students should have deeper insight into what it takes to become an effective thought leader involved in creating social and cultural change. Students should also have created a thought piece suitable for publication.

**MGT 592 Organizational Management and Supervision – 2 credits – Stefan Teodosic**

There is a direct relationship between a nonprofit organization's ability to successfully deliver on its mission and the executive leader's ability to manage the organization, supervise employees, and partner with lay leadership. This course will explore nonprofit management and supervision best practices, discuss real world examples, and build a toolkit for students to implement in their professional practice. Coursework will be rooted in practical experiences drawn from Jewish and secular not-for-profit and for-profit organizations and be delivered through a mix of virtual discussions, case studies, research, and team projects.

**MGT 596 Board Development – 2 credits**

This course will explore some foundational and strategic elements that underlie the work of building and shaping effective boards for Jewish nonprofits. Using a lens of relationship and focusing on balancing a range of conflicting values that are at the core of successful nonprofit management, the course will draw upon the knowledge and skills learned in the first year of the program and will provide students with conceptual strategies that can guide their creative leadership practice.

**MGT 900A – Capstone: Research Methods – 3 credits**

The Capstone is offered as a two-semester Jewish nonprofit accelerator. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students develop a business/program to address the identified challenge and bring it through a business model accelerator either as a startup organization or as a program within an existing organization. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation protocols that have practical application.

**MGT 900B – Capstone: Lean Launchpad for the Jewish Nonprofit – 3 credits**

The Capstone is offered as a two-semester Jewish nonprofit accelerator. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students develop a business/program to address the identified challenge and bring it through a business model accelerator either as a startup

organization or as a program within an existing organization. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation protocols that have practical application.

**MID 501 “Homiletical” and Musar Midrashim – 3 credits – Richard Sarason**

An introduction to the so-called "homiletical" midrashim (Leviticus Rabbah, Pesikta deRav Kahana, Pesikta Rabbati, the Tanhuma literature), with their distinctive rhetorical structures, and (time permitting) to Seder Eliahu, a unique blend of musar, homily, and midrash. Attention will be paid to the hermeneutics of the midrashic process and to the worldview which the Rabbis bring to the reading of Scripture. Representative textual selections and collateral readings in the secondary literature will be read. Students will also acquire a familiarity with bibliographical tools in the study of midrashic literature.

**MID 520 God’s Love and God’s Anger in Midrashic Literature: A Study of Lamentations Rabbah and Song of Songs Rabbah – 3 credits – Richard Sarason**

The pathos, both human and divine, that characterizes the rabbinic attempts to account for the suffering of Israel attendant upon the destruction of the Temple in 70 C.E. while affirming God’s continuing love for His chosen people is most poignantly displayed in Lamentations Rabbah. The same issues are approached from the other side, the abiding love of God for Israel, in Song of Songs Rabbah. Both midrashim come from roughly the same milieu, the Land of Israel in the Byzantine period, and both belong to that group of midrashic compilations which share contents and stylistic traits with the Palestinian Talmud; thus, both can usefully be studied together. This course will offer close reading of large portions of both texts and the relevant secondary literature. We will be particularly concerned with the rabbinic elucidation of these themes out of their reading of Scripture, as well as paying close attention to the hermeneutics involved. We will also consider the rhetorical character of these texts and their relations to the other documents from this period.

**MID 570 Midrash Genesis Rabbah: Cosmology – 3 credits – David Aaron**

This course will study Genesis Rabbah’s chapters 1 and 8--general creation of the world and the creation of the human. Many scholars believe there are deep polemics in these chapters related to Christianity, Jewish heretical groups, and other sectaries. We will unlock the mythological material from which the rabbis drew, and we will do our best to reconstruct their ideological adversaries. We will also learn advanced skills in reading one of the finest literary achievements of the classical rabbinic period. We will discuss passages in great depth, and we will discover that many of the spiritual and ideological concerns of the ancient rabbis were shared by other cultures and by many in contemporary times.

**MUS 402 Shabbat Integration Seminar – 2.5 credits – Team Taught – Benji Schiller, Gordon Dale, and Joshua Breitner**

This elective will provide you with an interesting and accessible repertoire that you can teach your congregations, in order that they may join you in raising their voices in prayer. Most of the repertoire will be liturgically based, designed for use during Shabbat and other communal holiday celebrations. Teaching technique and contextualization of the repertoire will also be demonstrated and discussed throughout the semester. This course is open to cantorial, rabbinic and education students.

**MUS 414 Cantorial Coaching – 0.5 credits – Jill Abramson**

Students in DFSSM 3rd- and 4th-year internships not already supervised by cantors will receive mentoring from a specifically cantorial perspective. Topics will include working effectively within synagogue infrastructures, successfully crafting public prayer in collegial partnerships, developing and implementing curricular and programmatic initiatives, preparation of musical and spoken materials for public presentation, responding constructively to situations that arise in internships, and general preparation for workplace success beyond cantorial ordination. The format will include biweekly group supervision and monthly one-on-one sessions with the instructor.

Pass/fail grading type only.

**MUS 421 Chorus 1 credit – Team Taught – Joyce Rosenzweig and Pedro D’Aquino**

The study of nusach and recitatives for Shalosh Regalim eve, Schacharit, Hallel and Musaf services.

**MUS 424 Cantillation – 1.5 credits – Josee Wolff**

This course will review the basic theory of cantillation and its application to text across all cantillation systems. Musical focus will be on the melodies for the Cantillation systems for the Five M’gillot as well as special blessings for the various systems, musical detours and usage of cantillation motifs during the liturgical year. High Holy Day cantillation will be reviewed at the beginning of the semester in preparation for the New Year.

**MUS 432 High Holy Days Reform – 1.50 credits – Richard Schloss**

Exploration of musical literature of the Reform movement for Selichot, Kol Nidre, Yom Kippur Day, Yom Kippur Afternoon and Neilah, featuring 19th, 20th, and 21st century compositions for cantor, four-part choir, two-part choir, organ, piano cello, flute and guitar.

**MUS 433 Rosh Hashanah Traditional Workshop – 2 credits – Daniel Mutlu**

This course is a survey of the role and function of the hazzan from previous centuries to the present in the Ashkenazic tradition. Historical areas of study of the Ashkenazic cantorate include: the early musical style and role of cantor associated with European hazzanut from the late Middle Ages into the Baroque era; and exploration of the vocal artistry of the 17th and 18th centuries, with attention to such varied musical styles as improvisation and meshorer, the challenges and changes of modernity; the Golden Age of hazzanut in Europe and America in the 19th and 20th centuries. Required for 3rd year Cantorial students.

**MUS 435 Shalosh Regalim Traditional Workshop - 1.50 credits – Pedro D'Aquino**

The study of nusach and recitatives for Shalosh Regalim eve, Schacharit, Hallel and Musaf services.

**MUS 438 – Life Cycle Reform Workshop – 1.50 credits – Galit Dadoun-Cohen**

**MUS 439 Yom Kippur and Selichot Traditional Workshop – 2 credits – Joshua Breitzer**

GOALS: By the end of the course students will: 1) Enhance their identity and comfort as pastoral caregivers and officiants; 2) Gain tools for assessing and conducting appropriate pastoral interventions; 3) Appreciate the impact of diverse Jewish identities on the counseling they will do and ceremonies they will create and officiate; 4) Articulate goals and objectives for specific life span counseling; 5) Gain familiarity with Jewish and non-Jewish resources for life span counseling and rituals. OBJECTIVES: 1) For Weddings or Funerals student will be able to; a. Identify 4-7 relevant issues to cover in counseling; b. Interview a cantor or rabbi, based on the questions below, to learn about their approach to pre-marital or funeral-related pastoral counseling and how it informs the ceremonies they create. c. Prepare a complete wedding or funeral ceremony including musical choices; d. Explain those choices in light of the many factors that contributed to them. 2) Students will gain an understanding of different approaches to counseling for the life span and ritual choices related to ceremonies.

MUS 443 Cantorial Improvisation and Integration – 1.50 credits – Team Taught – Jacob Mendelson and Elana Arian  
Students will prepare individual projects in improvisation and integration, utilizing traditional and contemporary materials. Students will prepare singing assignments on a rotating basis, beginning with improvisation and progressing to integrative techniques. The class will be conducted in a laboratory environment, in collaboration with the instructors. Assessment will be premised on preparation of content and on contributing to the creative process of the class. An effort will be made to integrate student projects with worship activities in their congregational internships.

**MUS 444 Music Education – 1.50 credits – Shira Kline**

This course covers repertoire and teaching technique for religious school grades K through 7. Time will also be devoted to repertoire and teaching technique for the High School Aged Youth Choir. We will explore other teaching opportunities for the cantor within the congregation.

**MUS 445 Fundamentals of Conducting – 1.50 credits – Team Taught – Merri Arian and Scott Stein**

This required course has two main areas of focus. The first is in mastering basic choral conducting techniques. The second area focuses on the skills needed to work with adult volunteer choirs. The course will cover rehearsal techniques, repertoire and helpful hints towards managing a successful volunteer choir in your synagogue.

**MUS 446 Jewish Music Research – 1.50 credits – Gordon Dale**

Jewish Music Research. 1.50 credits. Both grading types available. This is part one of the year-long course, Torah, Haftarah, and Megillot: A survey of the Tannakh. This course covers the important texts and issues related to Genesis through Kings.

**MUS 446 Jewish Music Research – 1.50 credits – Gordon Dale**

The goal of this course is to provide preparation for the Senior Project. Assignments are geared to introduce research materials, methods and ideas. A good amount of time will be spent on resources for the study of Jewish music that will help you for your senior project and in your professional career. A good deal of time will be spent on online and web resources. By the conclusion of the course, you will have a research topic, a working bibliography and a plan to carry out your research for the senior project. The final for this course will prepare you for your senior thesis proposal.

**MUS 450 Guitar I – 1 credit – Matthew Turk**

The goal of this required course is to teach basic skills that will enable the student to use the guitar as an accompanying instrument. This course is taught on a private basis, and the time slot must be arranged by private appointment with the instructor.



Pass/fail grading type only.

**MUS 451 Guitar II – 1 credit - Matthew Turk**

The goal of this required course is to teach basic skills that will enable the student to use the guitar as an accompanying instrument. This course is taught on a private basis, and the time slot must be arranged by private appointment with the instructor.

Pass/fail grading type only.

**MUS 452 Guitar III – 1 credit – Matthew Turk**

The goal of this required course is to teach basic skills that will enable the student to use the guitar as an accompanying instrument. This course is taught on a private basis, and the time slot must be arranged by private appointment with the instructor.

Pass fail grading type only.

**MUS 463 Harmonizing Jewish Modes – 1.50 credits – Joyce Rosenzweig**

Prepares students to idiomatically arrange music based on the Ashkenazic Jewish prayer modes. Elective.

**MUS 464 Musicianship Level I – 1.50 credits – Scott Stein**

The goal of this required course is to teach basic skills that will enable the student to use the guitar as an accompanying instrument. This course is taught on a private basis, and the time slot must be arranged by private appointment with the instructor.

**MUS 465 Musicianship Level 2 – 1.50 credits – Team Taught – Manuel Laufer and Scott Stein**

The goal of this required course is to teach basic skills that will enable the student to use the guitar as an accompanying instrument. This course is taught on a private basis, and the time slot must be arranged by private appointment with the instructor.

**MUS 466 Musicianship Level 3 – 1.50 credits**

Each Student is required to prepare and present four Practica in the course of their studies. These will feature either contemporary or traditional music for portions of a service or the music of a life cycle even of a specific composer.

**MUS 473 Yiddish Art Song – 1.50 credits – Joyce Rosenzweig**

This class is an over-view of the fantastic world of Jewish Art Music. As the first semester is devoted to Yiddish song repertoire, the course begins with learning to read in Yiddish, and goes on to survey folk songs, art songs, theatre songs, duets, holiday songs, etc. The second semester is devoted to Sephardic and Israeli music, with an emphasis on pronunciation, style, and interpretation. Supplementary articles are distributed on a regular basis, and several sessions throughout the year are devoted to listening to recordings. The class is taught in a master-class format, with required weekly assignments and performances.

**MUS 481 History of Jewish Music – 1.50 credits – Gordon Dale**

This course is a survey of the role and function of the hazzan from previous centuries to the representation in the Ashkenazic tradition. Historical areas of study of the Ashkenazic cantorate include: the early musical style and role of cantor associated with European hazzanut from the late Middle Ages into the Baroque era: and exploration of the vocal artistry of the 17th and 18th centuries, with attention to such varied musical styles as improvisation and meshorer, the challenges and changes of modernity; the Golden Age of hazzanut in Europe and America in the 19th and 20th centuries. Required for 3rd year Cantorial students

**MUS 499 Master Class – 1 credit - Azarya Schwartz**

Individual Instruction in the stylistic interpretation of cantorial repertory and literature. Elective.

**MUS 516 Nusach Yamim Noraim – 1.50 credits Nusach of Yamim Noraim. 1.50 credits.**

The primary foci of this course are congregational melodies for Yamim Noraim, Ta'amei Ha Mikra, and selected solos for Rosh HaShanah and Yom Kippur. Class sessions cover music through liturgy, compositional structure, text painting, elementary modal analysis, and style. Students need enough musical background to sing through the assigned pieces as part of the group.

**MUS 524 Advanced Recitative – 1.50 credits – Team Taught – Benjie Schiller and Pedro D'Aquino**

The study of the nusach for Selichot, Yom Kippur eve musaf and N'eilah service.



**MUS 557 HHD Modes/Liturgy - 1.50 credits – Team Taught – Margaret Wenig and Henry Rosenblum**

This elective will provide you with an interesting and accessible repertoire that you can teach your congregations, in order that they may join you in raising their voices in prayer. Most of the repertoire will be liturgically based, designed for use during Shabbat and other communal holiday celebrations. Teaching technique and contextualization of the repertoire will also be demonstrated and discussed throughout the semester. This course is open to cantorial, rabbinic and education students.

**MUS 577 High Holy Day Modes and Liturgy – 1.50 credits – Team Taught - Margaret Wenig and Henry Rosenblum**

This elective will provide you with an interesting and accessible repertoire that you can teach your congregations, in order that they may join you in raising their voices in prayer. Most of the repertoire will be liturgically based, designed for use during Shabbat and other communal holiday celebrations. Teaching technique and contextualization of the repertoire will also be demonstrated and discussed throughout the semester. This course is open to cantorial, rabbinic and education students.

**MUS 579 Contemporary Congregational Repertoire – 1.50 credits – Merri Arian**

This course will provide you with an interesting and accessible repertoire that you can teach your congregations, in order that they may join you in raising their voices in prayer. Much of the repertoire will be liturgically based, designed for use during Shabbat and other communal holiday celebrations. Teaching technique and contextualization of the repertoire will also be demonstrated and discussed throughout the semester. A required course for 5th year cantorial students, this course is also open to rabbinic and education students as an elective.

**MUS 580 – Piano I - 1 credit – Team Taught – Scott Stein and Manual Laufer****MUS 589 Independent Study: Composition – 1.50 credits**

In this course, students work on creating their own compositions, studying works of other Jewish and classical composers, and learning techniques of arranging. One major focus will be the composition of students' own solo and choral compositions. We will spend time going over these together in class and have individual sessions to work on their compositions.

**MUS 592 Special Topic (credit varies by semester)**

Occasional special topics courses that may be offered for only one or two semesters.

**MUS 599 Independent Study: Music Expression – 1 credit****PDE 401 Worship & Ritual - 3 credits**

This course is designed to develop practical rabbinic skills for all lifecycles. It focuses on comparative studies of historic development, Reform and Traditional liturgies, rabbinic texts, associative terminology, ritual practices, and interpersonal relations. All assigned projects are designed for use in congregational and communal settings. This course covers the essentials of practical rabbinics surrounding life cycle events. Text study comprises an overview of halakhic and Reform sources. The focus of the class is to establish building blocks for creating effective rituals. Through an array of hands-on developmental programming including creative liturgies, music, innovative programming, and site visits, this class will provide the basis towards an extensive rabbinic portfolio.

**PDE 402 Ma'agal Ha'Chayim: Covenantal Relationship Across the Lifespan (Q3) - 3 credits – Team Taught – Lisa Grant & Mamacy Wiener**

Covenantal Relationship Across the Lifespan (Q3). This course will introduce students to the field of pastoral care and counseling. Through the study of psychology, pastoral care and counseling, and Jewish texts, students will become familiar with: the counseling relationship; the difference between care and counseling; family systems and developmental psychology theories; contracting; making referrals; self-care and other topics relevant to the role of rabbi as counselor. The course is designed to provide students with ample opportunity to reflect on class material as it relates to field placements. All students are also required to have counseling experience, arranged in conjunction with the College-Institute, either during the academic year or during the summer preceding or following the course. The Jacob and Hilda Blaustein Center for Pastoral Counseling will provide a stipend for all students for these field placements.

**PDE 403 Homiletics - 1.50 credits**

The structure and content of the Jewish sermon, stressing the textual and non-textual sermon. Two semester courses. Core.

**PDE 403N Middot of Sacred Leadership – 1.5 credits - Norman Cohen**

**PDE 404 Human Relations I - 1.50 credits**

Human Relations provides the theoretical basis for understanding individual and family behaviors. Students will learn to deal appropriately with common life issues facing congregants and will practice basic techniques for responding to a variety of pastoral care needs. The course will also include discussion of Jewish teachings and attitudes towards pastoral care.

**PDE 405 Human Relations Clinical Pastoral Education - 3 credits**

Human Relations\Clinical Pastoral Care Rabbi Schwartz's permission required for admission to this course. HUC-JIR offers all 4th year students the opportunity to complete a unit of CPE during the academic year. HUC-JIR offers all 4th year students the opportunity to complete a unit of CPE during the academic year. It consists of two separate components: formal classroom instruction, conducted one evening per week and practical experience, which involves the pastoral care of patient populations, including unaffiliated Jewish patients (approximately 10 hours per week) at one of three or four local placements under the supervision of the course instructor. Instructor's permission required for admission to this course. Interns are expected to continue their training between academic semesters.

**PDE 409 Mayerson Fieldwork - 0 credits.**

Each student serving a bi-weekly (or its equivalent) for credit must register for this course both Fall and Spring semesters.

**PDE 411 Group Supervision – 1 credit**

Small Group Supervision provides students with fieldwork placements to reflect on their work and their developing identity as a rabbi. For 3rd year students.

**PDE 413 Individual Supervision - 0 credits**

Individual fieldwork supervision provides students with an opportunity to reflect on their work and professional identity.

**PDE 422A Self in System - 1.5 credits – Lisa Grant and Nancy Wiener**

This course is an introduction to the Reform rabbinate and the Jewish community. The semester-long class will 1. explore the rabbinic life cycle and the varieties of rabbinic experience. 2. introduce students to issues in contemporary synagogue life, including social responsibility and outreach. 3. familiarize students with the centrality of Jewish life cycle events, focusing on the funeral, wedding and other life cycle events. 4. give students an opportunity for self-reflection and the beginning of a vision for their rabbinate.

**PDE 422B Self in System - 2.25 credits – Lisa Grant and Nancy Wiener**

The courses Maagal HaChayim and Self in Covenant strive to create a structured setting for you to integrate your spiritual, academic, and professional growth, with a particular focus on developing your pastoral skills for life-cycle counseling and liturgy, including homiletical material, crafting ritual, and supporting individuals throughout the lifespan. The class includes a variety of reading and writing assignments, as well as reflective practices, including text study, reflective writing, and small-group processing.

**PDE 423A Ma'agal Ha'Chayim: Self in Covenant – 3 credits Lisa Grant and Nancy Wiener**

This course will introduce students to the field of pastoral care and counseling. Through the study of psychology, pastoral care and counseling, and Jewish texts, students will become familiar with the counseling relationship, the difference between care and counseling, family systems and developmental psychology theories, contracting, making referral, self-care, and other topics relevant to the role of rabbi as counselor. The course is designed to provide students with ample opportunity to reflect on class material as it relates to field placements. All students are also required to have counseling experience, arranged in conjunction with the College-Institute, either during the academic year or during the summer preceding or following the course. The Jacob and Hilda Blaustein Center for Pastoral Counseling will provide a stipend for all students for these field placements.

**PDE 423B Ma'agal Ha'Chayim: Self in Covenant – 2.25 credits Lisa Grant and Nancy Wiener**

This course will introduce students to the field of pastoral care and counseling. Through the study of psychology, pastoral care and counseling, and Jewish texts, students will become familiar with the counseling relationship, the difference between care and counseling, family systems and developmental psychology theories, contracting, making referrals, self-care, and other topics relevant to the role of rabbi as counselor. The course is designed to provide students with ample opportunity to reflect on class material as it relates to field placements. All students are also required to have counseling experience, arranged in conjunction with the College-Institute, either during the academic year or during the summer preceding or following the course. The Jacob and Hilda Blaustein Center for Pastoral Counseling will provide a stipend for all students for these field placements.

**PDE 430 - Dilemmas in Justice - 1.5 credits – Daniel May**

In this course we'll explore some of most pressing challenges facing Jewish leadership around issues of social justice. At time when American politics is undergoing profound shifts and realignments, we'll examine debates around Zionism and nationalism, race and anti-Racism, and economic populism through both contemporary and theoretical readings. Among the questions to be interrogated and discussed will include: what is the Jewish contribution to contemporary justice struggles? What are the major divisions and options for Jewish social justice work? What are the central challenges facing Jewish social justice leaders, and how might they be met?

**PDE 434 – Moral Injury – 1.5 credits – Kim Geringer and Nancy Wiener**

In the Mi Sheberach we recognize the human need for renewed wholeness by asking God for healing of both body and soul. While Jewish pastoral care training has traditionally focused on the spiritual dimensions of physical healing, this course expands that focus to include recovery from moral injury. Moral injury reflects a state of brokenness which results from the violation of one's core moral values. This semester we will explore the concept of moral injury from Jewish, psychological and philosophical perspectives. We will study traditional Jewish texts from Bible through Codes and contemporary Jewish and secular literature to discover the variety of ways that such injuries can be understood and approached and how healing can be facilitated, so that future clergy can serve as both witness and healer to those who have suffered moral injury.

**PDE 441 Ma'agal Ha'chayim: Covenantal Relationships Across the Lifespan - 3 credits**

This course will introduce students to the field of pastoral care and counseling. Through the study of psychology, pastoral care and counseling, and Jewish texts, students will become familiar with the counseling relationship, the difference between care and counseling, family systems and developmental psychology theories, contracting, making referrals, self-care, and other topics relevant to the role of rabbi as counselor. The course is designed to provide students with ample opportunity to reflect on class material as it relates to field placements. All students are also required to have counseling experience, arranged in conjunction with the College-Institute, either during the academic year or during the summer preceding or following the course. The Jacob and Hilda Blaustein Center for Pastoral Counseling will provide a stipend for all students for these field placements.

**PDE 442B - Developing Your Clergy Voice – 1 credit - Lisa Grant**

The current moment demands clarity and thoughtfulness in how we articulate and present our Jewish vision. This course provides the space for exploring what animates you and how you might cultivate your unique voice as an emerging Jewish leader. We engage in a variety of personal and small-group reflective exercises to identify and clarify what is core for you as you continue to develop your vision for Jewish life at its best. We also explore strategies for how you might effectively communicate this vision across multiple media.

**PDE 443 Homiletics - 1.50 credits**

Communication of speeches and sermons. Required of 3rd and 4th year Rabbinical students who are serving a student pulpit to take this course.

**PDE 444 Self and System - 1.50 credits**

The objective of this workshop is to help students enhance their interpersonal competence and psychological skills, strengthen work relationships, and improve overall job success. Through group discussions, participants will learn about effective communication as well as discover those barriers that render communication ineffective. Through an interactive format and role-playing exercises, students will learn empathic listening, direct communication of ideas and feelings, gain insight into relationship dynamics and expand interpersonal skills.

**PDE 447 Senior Seminar Cantorial - 1.50 credits**

Senior Seminar will expose students to a wider spectrum of the most significant practical aspects of the cantorate as they enter the final stages of preparation for their life as Klei Kodesh. Students will have an opportunity to learn from and interact with specialists in the field, as well as leaders of the Reform Movement. Senior Seminar will partially be taught in joint sessions with the rabbinic students. Topics covered in this course will complement those offered in PDE 445.

Pass/Fail only.

**PDE 448 Cantorial Thesis and Recital - 3 credits**

Capstone project combining research and performance for final-year students. Core.

**PDE 450 Senior Seminar –Variable credits**

Senior Seminar will expose students to a wide spectrum of the most significant practical aspects of the rabbinate as they begin their final stage of metamorphosis: the blessings and conflicts of the active rabbinate, the tensions of leadership, authenticity and scholarship in the workplace and the need to maintain focus, integrity, and dignity. Moving beyond mythology, student perceptions and anecdotes, we shall explore the personal covenants that have brought us to this

stage of our lives. Students will have the opportunity to dialogue with specialists in areas of concern to new rabbis, as well as leaders of the Reform movement.

#### **PDE 463 Practicum Review - 1 credit**

A survey of the key classic early Midrashim, their structure, styles, methods of interpretation and characteristic language and formulae. In addition, the course will focus on the power and relevancy of the midrashic process and texts for the lives of modern Jews.

#### **PDE 525 Human Relations Clinical Pastoral Education - 3 credits**

HUC-JIR offers all 4th year students the opportunity to complete a unit of CPE during the academic year. HUC-JIR offers all 4th year students the opportunity to complete a unit of CPE during the academic year. It consists of two separate components: formal classroom instruction, conducted one evening per week and practical experience, which involves the pastoral care of patient populations, including unaffiliated Jewish patients (approximately 10 hours per week) at one of three or four local placements under the supervision of the course instructor. Instructor's permission required for admission to this course. Interns are expected to continue their training between academic semesters.

#### **PDE 534 Moral Injury – 1.50 credits – Team Taught – Kim Geringer & Nancy Wiener**

In the Mi Sheberach we recognize the human need for wholeness and ask God for healing of both body and soul. While Jewish pastoral care has traditionally focused on the spiritual dimensions of physical healing, this course expands that focus to include recovery from moral injury - an ancient phenomenon recently identified in Iraq and Afghanistan war veterans to describe a sense of profound brokenness resulting from violation of one's core moral values. During this semester we will explore the concept of moral injury from Jewish, psychological, and philosophical perspectives. We will study traditional Jewish texts from the Bible through Codes as well as secular and contemporary literature, exploring the variety of ways that such injuries can be understood. We will also examine how the concept of moral injury has been extended to violations that occur in circumstances other than the military, such as racism, misogyny, gender discrimination, political malfeasance, and the corruption of leadership. An important goal of the course is to prepare future clergy to function as witnesses and healers for those suffering moral injury, however derived.

#### **PDE 537 Lifecycle Music for the Rabbi – 1.5 credits – Josee Wolff**

In this course, rabbinical students will learn basic versions of some of the most common chants for lifecycle rituals. These will include Birkat Erusin and Sheva B'rachot for weddings, Psalm 23, and Eil Malei for funerals, Birkat Kohanim, Shehecheyanu, traditional Mi Shebeirach for the sick, as well as blessings for Brit Milah and naming ceremonies. If time permits, we may explore additional materials, based on students' interests. Our class time will largely be spent exploring the various melodies and chants (once we read the texts), with students actively participating in the singing and learning. Sometime will be spent in small groups, with the instructor visiting each group. All chants will be available as sheet music and sound files.

#### **PDE 541 Rabbinic and Cantorial Leadership for Public Life Fellowship –2.0 credits – Meir Lakein**

The Seminary Leadership Project has trained over 500 rabbinical, cantorial, and Jewish education students, helping them learn how to unite their communities around a common mission, develop leaders who can lead with them, not over or under them, and act collectively to realize their mission, both bringing new vitality to the Jewish community and acting for social change that reflects Jewish values. In this national moment, when civil society appears to be breaking down more and more, we need Jewish leaders who can lead their communities and take them into the public square more than ever. Course topics include: Understanding the fundamentals of organizing; Helping clergy cultivate themselves as leaders and protect their interests and time; Developing other leaders and leadership teams; The relational tools of the relational meeting and house meeting; Developing thriving congregations; Identifying common concerns and developing a collectively owned purpose; Moving beyond programming to run strategic campaigns that change the synagogue or change the world around us; Bringing Jewish communities into partnerships with other communities to work together around common community goals; Organizing Jewish communities to stand for the whole.

Pass/Fail only.

#### **PDE 555 Intensive: Eilu v'Eilu: Leading and Living in Polarized Times. 1 credit**

A deep dive into the science of polarization, education about the divides in our country (real and perceived), skills to help you navigate community divisions, text studies on machloket (disagreement), and strategies for how to listen, manage personal triggers, and engage productively with people who hold different views from you. Students have opportunities to build relationships with one another and practice the techniques and methods discussed. Students will be selected to participate in the course: five each from Cincinnati, Los Angeles, and New York. Support provided by the Davidson Fund in Leadership and Social Justice.

Prerequisite: Students selected by application.

Pass/Fail only.

**PDE 571 Core Challenges – 1.50 credits – Kim Geringer**

In this course we will explore systems theory as it applies to congregational work. Our basic text will be *Generation to Generation* by Edwin Friedmans on the intersection of our personal and congregational family dynamics. Students will be expected to contribute to the class by bringing in case studies from their congregational work.

**PDE 572 Cantorial Field Mentorship - 0.50 credits**

Students in DFSSM 3rd- and 4th-year internships not already supervised by cantors will receive mentoring from a specifically cantorial perspective. Topics will include working effectively within synagogue infrastructures, successfully crafting public prayer in collegial partnerships, developing and implementing curricular and programmatic initiatives, preparation of musical and spoken materials for public presentation, responding constructively to situations that arise in internships, and general preparation for workplace success beyond cantorial ordination. The format will include biweekly group supervision and monthly one-on-one sessions with the instructor.

Pass/Fail only.

**PDE 588 Prayer Leader and the Congregational Voice - 2 credits**

In this class we will explore the powerful role music plays in building community. Our goals are to help you develop as a leader of congregational songs and to enable you to feel more equipped to incorporate congregational singing into your liturgical style. We will study techniques used to encourage and support congregational singing. We will analyze this singing from a variety of perspectives to understand how different forms of musical practice impact upon the prayer experience.

**PDE 592 Special Topic – Variable credits**

Occasional special topics courses that may be offered for only one or two semesters.

**PDE 602 Communication – 1 credit – Sari Laufer**

This course helps students develop and practice skills needed to craft and deliver divrei Torah, sermons, stories, and other pieces used in worship services. Using a variety of techniques, the students will gain experience in creating and presenting different kinds of material. The course will also discuss other forms of rabbinic communication, including social media and speaking to reporters.

Pass/Fail only.

**PDE 603 Communication – 1.50 credits – Jonathan Aaron**

This course helps students develop and practice skills needed to craft and deliver divrei Torah, sermons, stories, and other pieces used in worship services. Using a variety of techniques, the students will gain experience in creating and presenting different kinds of material. The course will also discuss other forms of rabbinic communication, including social media and speaking to reporters.

Pass/Fail only.

**PDE 604 Education A – 1.50 – Laura Novak Winer**

Philosophical, sociological, and instructional concerns are explored as they relate to the Jewish educational setting. Topics include instructional processes and objectives, motivation, presentation of subject matter, participation techniques, group processes, classroom management and school structure.

Pass/Fail only.

**PDE 609A/B Worship – 1 credit – Joel Simonds**

This course focuses on planning and leading meaningful worship services. Students will consider the role that liturgy, music, and readings play in creating the mood of a service.

Pass/Fail only.

**PDE 611 Rabbinic Practicum A – 1.50 credits – Jocelyn Hudson**

As rabbis, we hold a sacred gift. We enter people's lives at significant moments and embrace them through a tradition of meaning and psycho-social-spiritual support. The Hillside Rabbinic Practicum in Lifecycle and Pastoral Care focuses on



the nexus of rabbinic and pastoral skills needed to officiate at Jewish lifecycle events. PDE 611 will focus on lifecycle events that rabbinic students first experience and will integrate three key counseling skills into these events.

Pass/Fail only.

**PDE 612 Rabbinic Practicum B – Jocelyn Hudson**

As rabbis, we hold a sacred gift. We can enter people's lives at significant moments and embrace them through a tradition of meaning, creativity, and psycho-social-spiritual support. The Hillside Rabbinic Practicum in Lifecycle and Pastoral Care focuses on the nexus of rabbinic and pastoral skills needed to officiate at Jewish lifecycle events. PDE 612 will explore how we make key transition moments impactful, soothing, and inspirational for individuals and families, and for ourselves.

Pass/Fail only.

**PDE 613 Rabbinic Practicum C – 1.50 credits – Michele Lenke**

In order to show up with and for others, rabbis should be able to articulate their own core beliefs using language rooted in personal reflections, Sacred Text, and ethical principles. Listening to others requires us to be secure enough in our own stories and quiet our own souls enough to be able to hear others. This course will focus on the reflection and practice needed to know when to speak, what to share, and how to show up for others.

Pass/Fail only.

**PDE 614 Rabbinic Practicum D – 1.50 credits – Michele Lenke**

This course teaches the basic theory and practice of Pastoral Counseling. Students will learn the principles of Pastoral Counseling, the ingredients that comprise effective counseling, and how to respond in the different counseling situations that you are likely to encounter. Each class will be divided into two parts: didactic and experiential.

Pass/Fail only.

**PDE 620 Ordination Seminar A – 1.50 credits**

A discussion of issues facing rabbinic students upon ordination. The class considers financial matters, relations with other institutions in the Reform Movement, life cycle officiation, mentorship for rabbis, and other student concerns.

Pass/Fail only

**PDE 621 Ordination Seminar B – 1.50 credits**

A discussion of issues facing rabbinic students upon ordination. The class considers financial matters, relations with other institutions in the Reform Movement, life cycle officiation, mentorship for rabbis, and other student concerns.

Pass/Fail only.

**PDE 631 Music for Life Cycle Events – 1.50 credits – Allison Wissot**

This class is designed to help rabbinical students more fully understand the liturgy and music of life-cycle events. The class will focus on ceremonies for birth (Brit milah and brit bat), Bar and Bat Mitzvah, wedding, and funeral and mourning rituals. Students will learn traditional chant and contemporary music for these life cycle events and will examine the great diversity in current practice.

**PDE 643A/B Leadership for the Reform Rabbi – 1.50 credits – Jan Offel**

Using personal leadership stories, we will look at the importance of defining leadership for a successful rabbinate, how to distinguish leadership from management, power and authority and the value of self-reflection. In addition, students will study various theories of leadership to gain the vocabulary with which to define personal leadership style and consider how that style shapes one's rabbinate.

Pass/Fail only

**PDE 698 CPE – 3 credits – Joel Kushner**

This course provides students with direct experience delivering pastoral care in a hospital setting. Students will have opportunities to reflect on their work in writing and in consultation with their instructor and peers. The experience includes discussion of assigned readings on theories of pastoral care.

Pass/Fail only.



**PDE 698A/B CPE – 1.50 credits – Joel Kushner**

This course provides students with direct experience delivering pastoral care in a hospital setting. Students will have opportunities to reflect on their work in writing and in consultation with their instructor and peers. The experience includes discussion of assigned readings on theories of pastoral care.

Pass/Fail only.

**PHI 592 A Post-Holocaust Thought – 3 credits – Daniel May**

The Holocaust has become a watershed in Western thought, prompting reflection among numerous writers and thinkers regarding its political, philosophical, and theological meaning. In the decades after the Shoah, writers, and most especially Jewish writers, wrestled with how the horror of the event ought to shape our approach to such massive topics as God, Western history, Jewish history, Jewish politics, and the entire Western philosophical tradition. In this course we'll explore some of the major texts of "post-Holocaust" thought, a term that generally refers to bodies of work in which the Holocaust is the central motivator and is taken to represent something radically new in world history to which all philosophical, political, and theological thought must respond. We will examine how various writers understood the philosophical and theological implications of the Shoah, and we'll interrogate some of the central claims of post-Holocaust writing. Readings will be primarily theoretical and theological, with a focus on European and American writers, and will include work from Hannah Arendt, Leo Strauss, Isaiah Berlin, Emile Fackenheim, Richard Rubenstein, Eliezer Berkovitz, and Melissa Raphael.

**PHI 601 Medieval Jewish Thought – 3 credits – Leah Hochman**

This course offers a broad survey of Jewish thought in the Middle Ages, focusing on classic texts and ideas from the 9th-16th centuries. General topics to be covered include philosophical theology and metaphysics, ethics, allegorical and symbolic interpretation, pietism, and Kabbalah. Class sessions are devoted to discussion of the ideas as seen through close reading of the Hebrew sources.

**PHI 602 Modern Jewish Thought – 3 credits – Leah Hochman**

This course introduces students to Modern and Postmodern Jewish Thought. We will use a broad range of learning methods: lecture-discussion, guest presentations, and small cyber-groups. Students should come out of this course knowing the range of modern theological/philosophical thinking on important categories of Jewish thought and having a clearer sense of where their own beliefs lie.

**PTH 401 Codes – 3 credits – Anthony Stoller**

An Introduction to post-Talmudic Halakhic Literature. The class will study the nature of the halakhic process and the methodology of the most prominent post-Talmudic poskim. Selections from Shulhan Arukh, Orah Hayim and Yore De'ah will be read, both for their practical significance and as a means of increasing the student's familiarity with this literature. Required of all 3rd year students. Core.

**RAB 401 World of Rabbinic Literature - 1.5 credits – Anthony Stoller**

This course will provide you with an interesting and accessible repertoire that you can teach your congregations, in order that they may join you in raising their voices in prayer. Much of the repertoire will be liturgically based, designed for use during Shabbat and other communal holiday celebrations. Teaching technique and contextualization of the repertoire will also be demonstrated and discussed throughout the semester. A required course for 5th year cantorial students, this course is also open to rabbinic and education students as an elective.

**RAB 404 Talmud Berakhot – 3 credits – Alyssa Gray**

We will explore sugyot throughout tractate Berakhot of the Babylonian Talmud. The goal is to introduce students to the talmudic origins of key elements of the daily liturgy (notably but not exclusively the Shema and Amidah), as well as to provide a rigorous grounding in the structure and flow of the talmudic sugya, key talmudic terminology, and the nature of talmudic argumentation. We will also discuss the central place the BT occupies in Jewish religion and culture.

**RAB 405 Talmud II – 3 credits – Alyssa Gray**

This course has 3 major focuses: deepening students' knowledge of the rhetorical forms used in the Talmud and their functions; continuing the development of conceptualizing skills related to the Talmud's arguments and discussions; and introducing the students to the major medieval commentators on the Talmud and the application of conceptualization to them. For this purpose, we will study selections from several tractates and then turn to the study of Tractate Pesahim, chapter 10.

**RAB 412 Midrash – 3 credits - Norman Cohen**

A survey of the key classic early Midrashim, their structure, styles, methods of interpretation and characteristic language and formulae. In addition the course will focus on the power and relevancy of the midrashic process and texts for the lives of modern Jews.

**RAB 502 Yesodot – 3 credits – Alyssa Gray and Joe Skloot**

This is an experimental course meant to help students continue to develop the linguistic and analytical skills for interpreting Jewish sacred literature. Organized around the selections from the synagogue lectionary, students will read the biblical text closely, alongside rabbinic exegesis, medieval commentaries, and medieval and modern philosophical literature under the guidance of instructors and with reference to selected secondary sources. One weekly session will be devoted to primary source study in havruta and one session will be devoted to synthetic discussion. Students' engagement with Hebrew sources will be keyed to the development specific linguistic competencies.

Pass/Fail only.

**RAB 504 Rambam Bekiut – 3 credits – Alyssa Gray**

The Rambam's Mishneh Torah is one of the foundational medieval Jewish lawbooks. It is a stunning interpretation and representation of rabbinic tradition written in a clear and accessible Hebrew style consciously chosen by its author. Our goal in this course is to work on building 'bek'iut' (textual proficiency) by reading and mastering the contents of 30 chapters of this work. We will also engage in occasional forays into commentaries on the work and pertinent secondary literature. Students must have completed the rabbinics core.

Pass/Fail only.

**RAB 508 Hoshen Mishpat – 3 credits – Alyssa Gray**

RAB 508. Hoshen Mishpat. 3 credits. Pass fail grading type only. After a brief survey of the contents and structure of Tur and Shulhan Arukh Hoshen Mishpat, we will focus on the study of selections from the Laws of Judges, the Laws of Neighbors' Damages, and the Laws of the Hiring of Workers in the Shulhan Arukh. Each topic will focus on the broad themes that emerge from the halakhot: judges' responsibility to do justice, how we live in community, and the just treatment of working people. Our approach will require us to study relevant talmudic sugyot and relevant passages in the Rambam's Mishneh Torah and the Tur.

**RAB 511 Mussar – 3 credits – Jan Katzew**

Mussar, as much as it is a genre of Jewish ethical literature, is even more a Jewish moral discipline. This combination is perpetually challenging and often problematic. The moral philosopher who claims that it would be reasonable to demand of them to be a moral exemplar only when it would be appropriate for a geometer to be a triangle, does not understand or accept the principles of Mussar. Mussar constitutes more than an academic subject, and therefore, you will be assessed in this course in ways that transcend your 'grade'. Mussar is a lifetime curriculum that involves relationships between you and yourself, you and other people and you and God. The efficacy of this course will not ultimately be determined by your ability to translate a sacred text onto a paper, but rather by your ability to translate a sacred text into your life.

**RAB 513 Sanhedrin - 3 credits**

We will study chapter 6 of tractate Sanhedrin in the Talmud Bavli. Our approaches to the text will include study of selected rishonim (principally Tosafot and Me'iri), as well as contemporary critical methods. We will also give some attention to contemporary Jewish engagement with capital punishment, and to uses—appropriate and otherwise—of Talmudic material in making arguments for and against capital punishment.

Pass/Fail only.

**RAB 518 Modern Midrash – 3 credits- Norman Cohen**

This workshop will present opportunities for the student to continue to develop techniques and skills in reading biblical texts creatively and then shape Midrash to be used in the synagogue setting. In addition to attempting to familiarize ourselves with methods already utilized by some rabbis, educators, and writers, we will also try to create new approaches ourselves in order to draw contemporary meaning from the Bible. The modern Midrash will create will utilize a variety of art forms.

**RAB 524 Lamentations – 3 credits – Bernard Mehlman**

**RAB 533 Narrative Midrashim – 3 credits- Norman Cohen**

In this course we will ready Lamentations and selections from Eikha Rabbati in an effort to uncover the meaning of these texts and how they inform our understanding of catastrophe today.

**RAB 547 Women in the Midrash – 3 credits – Bernard Mehlman**

This course will examine midrashic texts which explore the lives of select women in the Hebrew Bible. Our focus will be on some lesser-known biblical personalities, for example, Serah bat Asher and Bityah bat Paroh. We will also assess the midrashic handling of more central figures in the story of Israel's deliverance from slavery, namely, Miriam, and Israel's entrance into the Promised Land, as depicted in the life of Rahav. Our study will lead us through a variety of midrashic compilations while our classroom discussion will respond to such pivotal, underlying questions as: What may we learn from the rabbinic construction of these women's lives? What may we learn from a male-centered literature about women? How may we teach these texts in today's world?

**RAB 550 – Advanced Talmud – 3 credits – Alyssa Gray**

The goal of this course is to enable students to hone and refine their skills in the study of the Talmud Bavli. We will follow the holy days (feasts and fasts) of the Jewish calendar, studying one key sugya about each. The course will begin with Shabbat, move on to Pesach (Nisan), and work through the calendar all the way to Purim (Adar). Students will be introduced to the study of the Talmud text with Rishonim, with particular emphasis on the commentaries of Tosafot and the Me'iri (in addition to Rashi, of course). The class will also utilize contemporary academic methods such as source- and redaction-criticism. Students must have completed the Rabbinics core.

**RAB 552 – Post-Talmudic Halachic Literature – 3 credits – Alyssa Gray**

This course is the replacement for the former RAB 413, Introduction to Codes. The purpose of this course is to introduce students to the post-Talmudic halakhic genres of summaries of law, codes of law, and, to a lesser extent, responsa. Students will be introduced to these genres through lectures and secondary readings that locate the major scholars and works in their historical contexts. We will also examine a halakhic issue through primary sources. Students will also study selected chapters from Rambam's Mishneh Torah (chapters to be determined).

Pass/Fail only.

**RAB 580 – Reform Responsa – 3 credits – Dvora Weisberg**

This course looks at Reform responsa in their historical and cultural context. It considers the ways in which Reform Judaism's engagement with ritual and halakhah have changed over time, and the how those changes reflect the history of Reform Judaism, particularly in America. Students will study some responsa in-depth together with the classical sources cited in the responsa.

**RAB 592 Special Topics – Variable credits**

Occasional special topics courses that may be offered for only one or two semesters.

**RAB 600 Mishnah – 3 credits**

This course introduces students to the literature and thought of the early rabbinic (tannaitic) period. Students explore some of the major legal and philosophical concerns of the early rabbinic movement through the study of Mishnah. Scholarly issues to be considered include nature and redaction of the Mishnah, relationship between the Mishnah and the Tosefta, relationship between the Mishnah and legal midrash, and the oral transmission of rabbinic texts.

**RAB 601 Midrash – 3 credits – Josh Garroway**

This course introduces students to exegetical midrash. The class examines the structure, language, history, and theology of selected legal and aggadic midrashim. Also considered is the literary history of specific midrash collections.

**RAB 604 Commentaries – 3 credits – Reuven Firestone**

This course builds upon the skills and ideas developed in Commentaries A, introducing students to some of the classic texts in the genre of medieval scriptural exegesis. The class surveys the major interpreters that followed Rashi (including Rashbam, Abraham Ibn Ezra, and Nahmanides), and focuses on an in-depth study of Bahya ben Asher's classic use of the fourfold method of interpretation. This is a Hebrew text-centered course, and great emphasis is placed on cultivating facility with the reading of medieval exegetical sources.

**RAB 605 Talmud A – 3 credits – Neal Scheindlin**

This course serves as an introduction to the study of the Babylonian Talmud. Students will learn to analyze the structure of legal passages in the Talmud, as well as the technical terminology and vocabulary employed by the Talmud. We will consider the Talmud's focus on argumentation and the difference between talmudic "logic" and other modes of thought. We will also discuss selected passages of the Talmud in their historical, social, and religious context.

**RAB 606 Talmud B – 3 credits – Dvora Weisberg**

This course serves as an introduction to the study of the Babylonian Talmud. Students will learn to analyze the structure of legal passages in the Talmud, as well as the technical terminology and vocabulary employed by the Talmud. We will consider the Talmuds focus on argumentation and the difference between talmudic logic and other modes of thought. We will also discuss selected passages of the Talmud in their historical, social, and religious context.

#### **RAB 607 Codes – 3 credits – Neal Scheindlin**

The purpose of this course to acquire basic skills in comprehending selected passages of the Shulhan Arukh, to become familiar with various decisions found in the traditional rabbinic law, and with adaptations of it as may be found in Reform Jewish literature, and to be able to trace the development of post Talmudic literature in general terms.

#### **RAB 626 – Pirkei Avot – 3 credits**

As perhaps the most popular rabbinic text, Pirkei Avot has become a source of wisdom and ethics for all Jews. However, it seems that the work had a more scholastic function in antiquity, playing an important role in the formation of sages and their disciples. This course will consider the work both as a classical rabbinic composition, and as a guide for the rabbinate. We will explore the text's provenance, its reception and interpretation in classical and modern commentaries, including Avot de Rabbi Natan, and Maimonides. In addition, we will consider how the foundational rabbinic principles and ethics articulated in Avot contributed to the making of a sage in antiquity as well as how it might guide the contemporary rabbi as we contemplate their relevance and implications for the modern world.

#### **RAB 628 Rambam on Repentance – 3 credits - Dvora Weisberg**

This course explores Maimonides's Hilkhot Teshuvah in Mishneh Torah. The rules dealing with repentance as a vital aspect of Jewish religious practice and law are examined in detail in Maimonides and his sources. We will also consider the relationship between teshuvah as described in the classical sources and contemporary thinking about restorative justice and teshuvah by individuals and organizations. Prerequisite: Core course in Codes.

#### **RAB 632 Reading and Teaching Talmud - 3 credits – Dvora Weisberg**

This course focuses on developing pedagogic content knowledge and skills for teaching rabbinic texts. We will consider the issues that arise when we prepare to teach rabbinic texts in a variety of settings, using selected texts to understand and respond to challenges. Topics include: teaching rabbinics per se vs. drawing on rabbinic texts to teach a topic; teaching halakha as an outcome or a process; teaching texts in or apart from their literary context; and issues of historicity in teaching rabbinic texts. Students will also be introduced to resources for teaching rabbinics.

#### **RAB 636 Prayer and Prayer – 3 credits – Dvora Weisberg**

This course explores rabbinic constructions of prayer through the study of rabbinic texts. Topics to be discussed include rabbinic views on the origins of Jewish prayer and the emergence of the rabbinic liturgy, kavvana in prayer, communal and individual prayer, and prayer as a vehicle for communication with the Divine. This course strives to help students integrate the study of rabbinic texts into their professional and personal religious lives.

#### **RTE 403 Introduction to Medieval Jewish Philosophy - 3 credits**

Theology of any kind is an interface phenomenon joining together a particular philosophical tradition and Abraham bar Chiyya (circa 1150.) To enable the student to better grasp the material, s/he will be asked to read selections of the texts of these thinkers in translation.

#### **RTE 413 Modern Jewish Thought – 3 credits – Joe Skloot**

We shall study the still relevant interpretations of Judaism of thinkers from Spinoza and Mendelsohn down to the significant writers and themes of the present. This exposure to the ideas of our finest minds should empower students, by agreement and dissent, to shape their own sophisticated understanding of a worthy Jewish faith today. This course is a prerequisite to all advanced courses in Modern Jewish Thought.

#### **RTE 507 – Reel Theology – 3 credits – Wendy Zierler**

What religious or theological function can be performed by popular culture? To what extent can film and contemporary literature provide occasions of transcendence, divine encounter, and religious/ ethical exploration? In this course, we will watch movies and read some popular and/or important works of literature as touchstones for theological and religious conversation. Readings in theology and the study of religion will contextualize and round out our discussions.

Prerequisite: Required RTE courses.

#### **RTE 540 – Hasidic Buber – 3 credits – Bernard Mehlman**

In June of 1947 Martin Buber delivered two lectures in Bentveld, the Netherlands. Those lectures were printed in German in 1948 with the title, *Der Weg des Menschen nach der chassidischen Lehre*. They were translated into English in 1950 as: *The Way of Man According to the Teaching of Hasidism*. Rabbi Bernard H. Mehlman and Dr. Gabriel E. Padawer have

prepared a new translation of this work, the first in more than 60 years. It was recently published by Jewish Lights with the title, *The Way of Man According to Hasidic Teaching*. This course will use this new translation. Our aim will be to analyze the Hasidic stories and explore Buber's interpretive text to better understand the ideas, meaning, and theology articulated in his work. In a seminar setting we will attempt to deepen our understanding of Martin Buber's teaching and draw meaning for our own religious search.

#### **RTE 556 Jewish Mysticism - 3 credits**

Jewish Mysticism, commonly referred to as Kabbalah, is the product of thousands of years of esoteric speculation, revelatory experience, scholasticism, pietism and risk. This course will analyze the role of mysticism in Jewish history through analysis of the major theological ideas of classical Kabbalah. The second half of the course will carry the narrative into the world of Hasidism. These traditions will be examined in terms of its historical development, its relationship to mystical experiences and its sacred literature. Attention will also be paid to the relationship of Kabbalah to other kinds of mysticism, in line with general issues in the study of religious mysticism. In the second part of the course we will engage in learning primary chassidic teachings of Rebbes that stem from the conception of the movement till our generation. We will engage in close textual analysis of primary sources as a means of understanding the evolution of the Chassidic vocabulary and library. We will encounter the teachings of core voices in the Chassidic movement and explore the essence of their theology and spiritual legacy.

#### **RTE 564 Wise Activism – 1 credit – Jonathan Slater**

There is nothing so natural in the human experience as the rhythm of the breath: inhalation, exhalation, inhalation, exhalation. This is echoed in the filling and emptying of the chambers of the heart and, but also in the waxing and waning of the moon; in the changing of the seasons; in the upwelling and submergence of tectonic plates on the earth's surface. This rhythm is present in human culture, too. We recognize it in the activity of the week and the rest of Shabbat; in the dynamism of the day and its prayers, and the slowing experienced at night; in the emergence of creative communities around the world, and their decline, to only see new centers of life and creativity appear. Why should our activism be any different? In our time together, we will investigate the place of contemplative practice in our work for social justice and a vibrant Jewish community. Our direct experience through practice will be linked to contemporary articles on contemplation and activism, as well as classical sources (primarily from the Hasidic corpus). (Quad IV only).

#### **RTE 575 – Jewish Mysticism – 3 credits – Sharon Koren**

Jewish Mysticism Part Two will explore the major trends in Jewish mysticism from the Spanish expulsion until today. Topics to be addressed include Christian Kabbalah, Lurianic Kabbalah, Messianism, Sabbatianism, Hasidism, Aleph, and the Kabbalah Center. Primary sources will be read in the original. No prerequisites.

#### **RTE 590 Spiritual Direction. 0 credit**

Monthly meetings provide the opportunity for one-on-one shared exploration of the holy in one's life and for the cultivation and deepening of one's relationship with God, however one understands God. Issues, questions, and decisions concerning home, work, school, relationships, prayer, belief, spiritual practice, work toward tikkun olam and tikkun middot, etc. are all topics which may be brought to the direction session. Spiritual direction helps one learn how to nourish and stay connected to one's own inner life and soul while serving the spiritual needs of others and of the Jewish community. Spiritual Direction is a for-credit, pass/fail course. A half-credit for one academic year will be awarded, for up to one credit for two academic years.

Pass/Fail only.

#### **RTE 590A Spiritual Direction – 0 credit – Ruth Sohn**

Monthly meetings provide the opportunity for one-on-one shared exploration of the holy in one's life and for the cultivation and deepening of one's relationship with God, however one understands God. Issues, questions, and decisions concerning home, work, school, relationships, prayer, belief, spiritual practice, work toward tikkun olam and tikkun middot, etc. are all topics which may be brought to the direction session. Spiritual direction helps one learn how to nourish and stay connected to one's own inner life and soul while serving the spiritual needs of others and of the Jewish community. Spiritual Direction is a for-credit, pass/fail course. A half-credit for one academic year will be awarded, for up to one credit for two academic years.

Pass/Fail only.

#### **RTE 590B Spiritual Direction – 0.50 credits – Ruth Sohn**

Monthly meetings provide the opportunity for one-on-one shared exploration of the holy in one's life and for the cultivation and deepening of one's relationship with God, however one understands God. Issues, questions, and decisions concerning home, work, school, relationships, prayer, belief, spiritual practice, work toward tikkun olam and tikkun middot, etc. are all topics which may be brought to the direction session. Spiritual direction helps one learn how to nourish and



stay connected to one's own inner life and soul while serving the spiritual needs of others and of the Jewish community. Spiritual Direction is a for-credit, pass/fail course. A half-credit for one academic year will be awarded, for up to one credit for two academic years.

#### **RTE 592 Special Topics – Variable credits**

Occasional special topics courses that may be offered for only one or two semesters.

#### **SOE 401 Teaching & Learning Praxis - 1.5 credits**

This course focuses on developing a theory of practice through a combination of mentoring, readings, analysis of video records of teaching practice, and classroom discussion to help students develop their teaching skills. Students taking this course should be currently teaching on a regular basis, either in formal or informal settings. The focus of our classroom work is on investigating the dynamic relationship between teaching, learning and content.

#### **SOE 402 - Teaching Lab – 1.5 credits – Evie Rotstein**

This course focuses on developing a theory of practice through a combination of mentoring, readings, analysis of video records of teaching practice, and classroom discussion to help students develop their teaching skills. Students taking this course should be currently teaching on a regular basis, either in formal or informal settings. The focus of our classroom work is on investigating the dynamic relationship between teaching, learning and content.

#### **TAL 401 Introduction to Talmud Literature - 3 credits**

Readings from Seder Mo'ed dealing with the cycle of the Jewish year. An introduction to Talmudic literature, especially the style, language and procedure of the Gemara. The emphasis is on helping the student acquire the tools for independent Talmud study. Required for all 3rd year students.

#### **TAL 536 Jewish Law and Bioethics – 3 credits – Haim Rechnitzer**

This course will introduce you to the traditional halakhic discourse on issues such as the nature of medical practice in the Jewish tradition, the right to die, fertility technologies, genetic engineering, criteria for determining death, abortion, setting priorities in the allocation of medical care, and more. You will be expected to prepare the relevant Talmudic and halakhic texts, along with assigned secondary literature, for class discussion and to submit a final written project.

#### **THE 524 Hassidism – 3 credits – Haim Rechnitzer**

This course introduces students to Hasidism, the pietist - mystical movement that arose in Eastern Europe at the beginning of the eighteenth century. Hasidism is one of the most influential and significant movements within modern Judaism. The Hasidic teachings have inspired Jewish artists and thinkers, including Martin Buber, Abraham Joshua Heschel, and the Jewish renewal movement. Modern Jewish studies cannot be complete without exposure to the vast source of Hasidic teachings which continues to challenge other Jewish responses to Modernity such as orthodoxy, Reform, or secular Zionism. In this course we will trace some of this history through a close reading of Hasidic texts accompanied by scholarship of Hasidism, general mysticism and trans practices.

#### **THS 500 Senior Seminar / Thesis - 3 credits**

Through reading, writing and conversation we will consider the dynamism of the consider the dynamism and increasing variegation of the contemporary rabbinate. Students will have opportunities to interact with multiple rabbinic models including: entrepreneurial, organizational, congregational, academic, educational, and pastoral. Students will be able to practice interview and presentation skills as well as prepare for their transitions from rabbinical school to whatever comes next.

#### **THS 698 Thesis/Capstone – 4.50 credits – Dvora Weisberg**

Fifth-year rabbinic students are required to register for this course in both fall and spring to receive unit credit for their efforts towards completion of their thesis/capstone project, and to reflect their full-time student status.

#### **WRL 401 Liturgy I - 3 credits - AJ Berkovitz**

This course will provide a methodological overview for the study of liturgy as a textual discipline, as well as introduce a non-textual perspective, which is followed in later electives.

#### **WRL 402 Liturgy II – 3 credits - AJ Berkovitz**

This course will provide a methodological overview for the study of liturgy as a textual discipline, as well as introduce a non-textual perspective, which is followed in later electives.

#### **WRL 505 Art of Meaningful Worship – 1.5 credits – Nancy Wiener and Merri Arian**

Creating meaningful worship requires clarity of purpose and the skills to realize articulated goals. Beginning with the selection of a palette comprising liturgical texts, music, movement, and space, service leaders are challenged to create



meaningful services that reflect and elevate the communities they serve. This course will emphasize clarity of purpose in worship, and challenge students to develop a sophisticated liturgical toolkit. We will focus on the collaborative nature of the rabbi/cantor relationship and explore a broad range of successful models, including sessions with innovative and successful rabbis and cantors. Throughout the semester students will have the opportunity to reflect upon these models as they relate to their own work. All Cantorial and Rabbinical students are welcome. The success of this course depends on a synergy created between both rabbinic and cantorial students bringing their distinct learning and perspectives to bear in class discussions and in class presentations and projects. Students interested in taking the course must speak with the instructors prior to registration. Based on these inquiries, the instructors will accept a mix of rabbinic and cantorial students, seeking an equal balance, giving preference to students in the two programs with the greatest seniority. A maximum of 16 students can register for the course.

**WRL 511 Synagogue Worship on the Days of Awe – 3 credits – Margaret Wenig**

This course is designed to help students understand the structure of the liturgy for the Days of Awe, the micro and macro patterns and variations on those patterns through which the liturgy expresses its profound themes; to explore in depth the liturgical creativity of a central yet controversial piyyut; to help students notice and understand the ways in which our Reform liturgy has subtly or radically departed from the Orthodox liturgy and the theological implications of those departures; to explore variations in other liberal and in various Sephardi machzorim; all to help students to apply their learning, sensitivity and creativity to the design of coherent, purposefully shaped liturgical experiences for their congregations.

**WRL 592 Special Topics – Variable credits**

Occasional special topics courses that may be offered for only one or two semesters.

**XED 500 Introduction for Jewish Educational Leadership - 2 credits**

This course addresses key issues in leadership

Pass/Fail only.

**XED 505 Jewish Historical Experience – 2 credits – Leah Hochman**

This course will focus on the intersection of Jewish history as a field of inquiry and a vehicle for enhancing identity and promoting citizenship. Students will investigate issues related to the teaching and learning of Jewish history, while enhancing their own knowledge of the field. Particular emphasis will be placed on the modern Jewish experience, including the Shoah, Israel, and American Jewish life.

Pass/Fail only.

**XED 516 Educational Practice 1: Learners and their world - 2 credits**

Learners are the *raison d'être* for the work we do as Jewish educational leaders. Who are our learners? What are their life tasks at a given moment and how do we address those tasks and needs over time to best support them in their Jewish growth and learning? What demands does the world around us place on our learners and what are the implications for our work. Our staff are also learners who bring their own developmental needs and tasks to the table. This course will explore all of these questions as they relate to your work as Jewish educational leaders.

Pass/Fail only.

**XED 517 Educational Practices 2 – 2 credits – Jill Stepak**

This course introduces students to a range of pedagogic tools and technologies that support learners in acquiring habits of mind leading to their capacity to engage deeply in Jewish living and learning. Students will explore the concept of pedagogic content knowledge as a way to frame Jewish content, anticipating learners' questions and/or misunderstandings along with their interests and development. This course includes an in-person intensive with a particular focus on creativity and the arts in Jewish teaching and learning.

Pass/Fail only.

**XED 518 Educational Practices 3: Professional Learning - 2 credits**

This course prepares students to think about and carry out the leadership tasks Jewish educators perform in designing learning experiences and sequences. The course introduces students to the process of "backwards design," and to concepts and theories involved in thinking about curriculum and learning design as they can be used in Jewish educational settings. As part of this course, students will choose a priority education goal for their settings and shepherd it through the buy-in and design process. This course includes the culminating process for the Educational Practice strand.

Pass/Fail only.

**XED 525 Clinical Education 1 - 1 credit**

Working individually with a clinical faculty member and in small clinical mentoring groupings with other students, students explore ways in which learning in the academy is translated and implemented in the work setting. Students are supported in rethinking what education in their setting is and developing their capacity to lead their institutions through a transformational change process while they themselves engage in both personal and professional transformation.

Pass/Fail only.

**XED 526 Clinical Education 2 – 1 credit – Lesley Litman**

Working individually with a clinical faculty member and in small clinical mentoring groupings with other students, students explore ways in which learning in the academy is translated and implemented in the work setting. Students are supported in rethinking what education in their setting is and developing their capacity to lead their institutions through a transformational change process while they themselves engage in both personal and professional transformation.

Pass/Fail only.

**XED 529 Modern Jewish Thought - 2 credits**

This course provides an introduction to the thought of contemporary Jewish thinkers and education regarding the Jewish educational enterprise. Students will delve into the ideas of these influential thinkers and witness those ideas translated into real educational settings. This course is the first of a sequence of two courses that comprise a comprehensive look at Jewish educational philosophy and ideology. (Summer - Year 1).

Pass/Fail only.

**XED 535 Social Context for NA Jewish Education – 2 credits**

Given the reality that there is a vast reservoir from which one can draw in developing curriculum for Jewish education, the work in this quadmester will explore the question of what constitutes an educated Jew using Jewish perspectives. How this question is answered indicates both the choice of content and the perspective on content for different settings of Jewish education.

Pass/Fail only.

**XED 591 Practitioner Research 2 - 1 credit**

Taught remotely for students on any HUC campus. May not be repeated for additional credit. The fourth and final course in a series of courses in practitioner research designed for leaders in Jewish educational settings. In this final semester, we engage in summative data analysis, articulate our findings, and share our emerging knowledge with the field. As in previous semesters, our time together includes collaborative reflection and feedback exercises to support each other along the way.

Pass/Fail only.

**XED 592 Special Topics – Variable credits**

Occasional special topics courses that may be offered for only one or two semesters.

## Year In Israel Course Descriptions

### **BIB 5920 Special Topics – Variable credits**

Occasional special topics courses that may be offered for only one or two semesters.

### **HEB 4999 Modern Hebrew Ulpan – 3 credits – Team taught – Tammy Khayat Shapira, Sharon Bar Shaul, Zohara Pardess-Feinstein**

An ulpan is an intensive Hebrew language course, typically offered in Israel, that aims to immerse students in the language and develop their proficiency in a relatively short time. It focuses on conversational Hebrew, employing interactive teaching methods to encourage active participation and communication skills. Ulpan programs cover speaking, listening, reading, and writing, along with cultural components, providing a structured and immersive learning experience to accelerate language acquisition and enhance communication abilities in Hebrew-speaking environments.

### **HEB 5000 Modern Hebrew – 4 credits – Tammy Khayta Shapira, Sharon Bar Shaul, Zohara Padress-Feinstein**

The Modern Hebrew course provides intensive instruction in: Functional Grammar, Reading Comprehension (Hebrew newspaper and non-fictional texts), Conversation and Composition. Through this integrated course, the student acquires both passive and active skills in the use of Modern Hebrew. Oral and written comprehension and expression are stressed with a special emphasis on the oral aspect. The course is designed to equip the entering student with the basic tools required for further study of Modern Hebrew, as well as the ability to communicate freely with Israelis in order better to understand and connect with Israel and Israelis. A variety of texts literature and poetry on topics related to Israel and Israeli culture and at different levels of Hebrew. Current affairs and everyday topics in Israel news listening, watching and in the press and familiarity with the city from the cultural historical side: learning about places in the city and combining tours, site-visits and use of Hebrew in everyday life. Hebrew grammar.

### **HEB 5002 Modern Hebrew - 4 credits – Sharon Bar Shaul, Tammy Khayta Shipra, Zohara Pardess-Feinstein**

The Modern Hebrew course provides intensive instruction in: Functional Grammar, Reading Comprehension (Hebrew newspaper and non-fictional texts), Conversation and Composition. Through this integrated course, the student acquires both passive and active skills in the use of Modern Hebrew. Oral and written comprehension and expression are stressed with a special emphasis on the oral aspect. The course is designed to equip the entering student with the basic tools required for further study of Modern Hebrew, as well as the ability to communicate freely with Israelis in order better to understand and connect with Israel and Israelis. Core.

### **HEB 5003 Biblical Grammar Levels 1 & 2 – 1 credit – Howard Markose**

This course provides an introduction to the fundamentals of Biblical Hebrew grammar and vocalization. The goals of the course are to equip the beginning student, as rapidly as possible, with the grammatical tools necessary for the study of Biblical narrative texts and to build a foundation for the continued study of the Hebrew language. Core.

### **HEB 5003 Biblical Grammar Level 3 – 1 credit – Howard Markose**

This course provides an introduction to the fundamentals of Biblical Hebrew grammar and vocalization. The goals of the course are to equip the beginning student, as rapidly as possible, with the grammatical tools necessary for the study of Biblical narrative texts and to build a foundation for the continued study of the Hebrew language. Core.

### **HIS 5001 Survey of Jewish History 538BCE –1929CE – 1.50 credits – Team Taught – Jeremy Leigh and David Levine**

The purpose of this course is to help students locate themselves and their learning in the wider and deeper sweep of Jewish history and culture - students will seek to explain how Judaism and Jewish life came to exist in their present forms and expressions. 1. Identify the various political, social and economic statuses that Jews held in different historical contexts. 2. Understand how Jews developed their traditions and interpreted their textual tradition in relation to the non-Jewish societies and cultures in which they lived. 3. Appreciate the diversity of viewpoints and major debates that medieval Jews had about their tradition, their religious practices, and their relations with non-Jewish societies and governments. 4. Describe how notions of Jewish peoplehood developed over time and how Jews in different times and places related to and characterized their fellow Jews. 5. Understand the spectrum of Jewish - Gentile relations, from acceptance and dialogue to rejection and anti-Judaism / antisemitism.

### **HIS 5004 The Arab-Israel Conflict – 1 credit – David Mendelsson**

This course is designed for rabbinic, cantorial and education students studying in Israel during the spring of 2022. An initial class will examine the nature of the conflict. Is this a religious, national, regional, superpower by proxy war, or is this a confrontation between a colonial-settler movement and an indigenous Palestine-Arab population? The course is intended to give students tools by which to understand the evolution of the conflict from competing claims of Allied war time promises regarding the future of Palestine (1915-1917) until more recent times, including a discussion of the Oslo

process, the Second Intifada and Israel's unilateral withdrawal from Gaza. Students are encouraged to read Benny Morris's, *Righteous Victims: A History of the Zionist - Arab Conflict, 1881-2001* (Vintage Books, NY 2001). Class will take the format of presentations, reading of primary sources, the occasional film, and where possible class discussion. The requirements for this course include active participation, one short mid-term assignment and a final paper or take-home test. Core.

#### **HIS 5005 Biblical History – 1 credit – David Ilan**

Pass/Fail grading only. This course is a series of lectures, discussions and field trips that will survey the geography, history and archaeology of the Biblical Period. The goal of the course is to familiarize the student with the geography and material culture of Israel and the Ancient Near East, as the context of the Hebrew Bible and as aids in reconstructing the political, social and cultural history of biblical times. These are the frameworks upon which much of your future studies are founded.

#### **HIS 5010 The Jew in the Contemporary World – 1 credit – Jeremy Leigh**

The twentieth century witnessed some of the most dramatic events to affect the Jewish People in its history, including mass murder; dramatic shifts in demography and geography across the world; and the radical redefinition of Jewish culture and politics. This course is concerned with developments and changes within world Jewry from the second half of the twentieth century to the present, that reflect the impact of those phenomena.

The course begins by describing, evaluating and interpreting the impact of three dramatic events on the lives of Jewish communities and Jewish identity: (1) in what ways did the traumatic destruction of the majority European Jewry affect world Jewry; (2) what were the fortunes of the large Jewish community remaining in the Soviet Union, its struggle for recognition and freedom, and the global campaign for Soviet Jewry that defined the second half of the century (3) how were Jewish communities in Arabic speaking countries of the Middle East and North Africa impacted by decolonization and local nationalist movements, resulting in the rise of new diasporas in France and Canada.

In addition to these continent-wide events, the course also explores the fortunes of Jewish life in apartheid South Africa, the changing fortunes of Jewish communities in liberal post war UK and Canada; and the global phenomenon of Chabad and the strengthening of neo-Jewish Messianism. In the cultural field, the course discusses the fate of Jewish languages of Yiddish and Ladino in the light of the historical events described earlier, as well as evaluating initiatives in the field of Jewish heritage and cultural preservation that have emerged in the last twenty years. Core.

#### **HIS 5021 Sites and Sources (Field Trips) - 1 credit – David Levine**

Pass/Fail only. 7th, 14th and 21st Feb from 11:30AM onwards; on Feb 28th FULL DAY. Core.

#### **ISR 5005 Israel Seminar – 4 credits – TEAM Taught – Jeremy Leigh, David Mendelsson, and Rivki Rosner**

The seminar explores the changing nature of Israeli society from its pre-state emphasis on the molding of the new Jew to the contemporary reality of competing ideational-cultural voices. After examining notions of the New Jew and statism as the civil religion of Israel, the course focuses upon the various voices in Israeli society and their attempt to shape Israel in their own image. The course then examines the interaction between these voices and the struggle to find a *modus-vivendi* between them. The seminar includes lectures, museum visits, and the use of film, music, and literature.

#### **ISR 5006 Israel Seminar – 4 credits – Team Taught – Ricki Rosner, Jeremy Leigh, & David Mendelsson**

This seminar explores the changing nature of Israeli society from its pre-state emphasis on the moulding of the new Jew to the contemporary reality of competing ideational-cultural voices. The course opens with an examination of Jewish attitudes towards the Land of Israel, Zionist definitions of the new Jew and an exploration of the attempt to establish a civil religion based on "statism." Historical analysis provides the background for significant changes in Israeli society and politics, with key focus on why the Labor Zionist movement lost its hegemony. Thereafter, the course focuses upon the various "voices" in Israeli society such as the secular, mizrachim, haredi, religious Zionist, progressive, new immigrants from the FSU and Arab citizens of Israel. We will explore the interaction of these groups through dialogue efforts and also by a study of Israel's political system. Particular attention is paid to the way in which the Arab-Israel conflict impacts within Israeli society. The course concludes by discussing the meaning of social cohesion in an Israeli context, cognizant of changing political, cultural, and economic realities. Throughout, some attention is given to the significance of Israel within the wider story of the Jewish People, including how students might translate what they have learnt into professional and personal lives. The course is largely classroom based using a variety of sources in addition to weekly academic reading (film, music, literature...etc.). Where possible, effort is made to use extended learning days for occasional educational visits to sites around the country.

#### **LIT 5000 Introduction to Jewish Liturgy – 1.50 credits – Alona Lisitsa, Dalia Marx**

What is Jewish prayer? How did the traditional siddurim develop historically, sociologically, and theologically? What are the central difficulties with prayer in modernity and post-modernity? What are the principles of change in liberal liturgy?

#### **LIT 5001 Introduction to Jewish Liturgy – 1.50 credits – Sarah Grabiner, Alona Lisitsa**

What is Jewish prayer? How did the traditional siddurim develop historically, sociologically, and theologically? What are the central difficulties with prayer in modernity and post-modernity? What are the principles of change in liberal liturgy? These questions will animate our inquiry. The course includes a weekly lecture followed by small group sessions designed to provide an opportunity to discuss assigned readings, work on translation skills, and process issues raised in the lecture. Core.

**LIT 5005 Worship Lab and Tefillah – 1 credit – Sarah Grabiner**

Worship Lab encompasses the t'filah programme for the Year in Israel. We will come together on Sunday and Thursday mornings for shacharit, and Tuesday afternoons for minchah to pray together and explore the art, craft, and skill of being a prayer leader, a sh'liach/at tsibbur. Students will practice and reflect on their leading of basic weekday reform shacharit (including service for reading the Torah) and minchah services, with an understanding of the central and peripheral aspects of t'filah. This includes competence in leading weekday nusach and congregational musical prayer and writing and delivering appropriate kavanot/iyunim. Students will also be encouraged to develop their personal prayer practice, to reflect upon this practice, and to appreciate a diverse range of t'filot.

Pass/Fail only.

**LIT 5006 Worship Lab and T'filah – 1 credit – Sarah Grabiner**

Worship Lab encompasses the t'filah programme for the Year in Israel. We will come together on Sunday and Thursday mornings for shacharit, and Tuesday afternoons for minchah to pray together and explore the art, craft, and skill of being a prayer leader, a sh'liach/at tsibbur. Students will practice and reflect on their leading of basic weekday reform shacharit (including service for reading the Torah) and minchah services, with an understanding of the central and peripheral aspects of t'filah. This includes competence in leading weekday nusach and congregational musical prayer and writing and delivering appropriate kavanot/iyunim. Students will also be encouraged to develop their personal prayer practice, to reflect upon this practice, and to appreciate a diverse range of t'filot.

Pass/Fail only.

**MUS 5000 Cantillation Level I – 0.50 credits – Sarah Grabiner**

In this course we will explore how cantillation functions as a first layer of rabbinical commentary, how it helps us read the Torah exactly as the Masoretes intended. And of course, we will master the musical interpretations of the various Cantillation symbols and patterns.

Pass/Fail only.

**MUS 5001 Cantillation Level 2 – 0.50 credits – Sarah Grabiner**

In this course we will explore how cantillation functions as a first layer of rabbinical commentary, how it helps us read the Torah exactly as the Masoretes intended. And of course, we will master the musical interpretations of the various Cantillation symbols and patterns.

Pass/Fail only.

**MUS 5004 Cantorial Coaching – 0.50 credits – Sarah Grabiner**

All students will be coached for a total of twelve hour-long sessions for the year (6 each term). These will take place at times set between the student and Professor.

**MUS 5005 Cantorial Workshop – 1 credit – Sarah Grabiner, Tonay Sermer**

This course will provide students the support to master daily nusach to lead weekday t'fillah and to build a working knowledge of repertoire for weekday, Shabbat, and High Holy Day worship. Additionally, this course will allow students to explore Shabbat and High Holy Day worship and cantorial programs at congregations in the United States through streaming in order to understand the role of the cantor and identify areas of interest for future study.

**MUS 5006 Israel Society Through Music – 1.50 credits – Tanay Sermer**

An introduction to Israeli folk songs, their background and stylistic development and the styles of Israeli popular songs. NOTE: Rabbinical and Education students may audit this course by permission of the instructor and the Director of the program. The purpose of the course is to explore Israeli history, society and culture through musical encounters and excursions. The topics included are: 1. Israel's founding music: Israeli folksong: ideology, repertoire, function. 2. Mizrahi music: from the neighborhoods to the mainstream. 3. Israeli rock: a local variant of Anglo- American Rock. 4. Jewish music in Israel today. 5. The piyyut given center-stage. 6. prayer leaders in post/non-denominational settings in Israel today.



**MUS 5009 Cantorial Coaching – 0.50 credits – Evan Kent**

All students will be coached for a total of twelve hour-long sessions for the year (6 each term) with Cantor Evan Kent. These will take place at times set between the student and Cantor Kent. Core.

**MUS 5010 Musicianship & Modes – 1 credit – Boaz Dorot**

The course will provide a variety of methodical strategies aspiring to ease the approach to the fundamental musical aural skills of Sight singing, Rhythm and ear training all together. Exercises and repertoire from the tonal and A-tonal classical, Israeli folk, and cantorial music will be used throughout the course as a ground for training.

**MUS 5011 Cantorial Workshop – 1 credit – Sarah Grabiner**

This course on Cantillation of the Bible, Daily, Shabbat, Festival and High Holy Day nusach and repertoire is designed to give students a foundation of leading prayer and the cantorial arts. It is also a class that dedicates time to rehearsal and preparation for two required public concerts: The Debbie Friedman Memorial concert and the Classical Reform concert. Core.

**MUS 5013 Musicianship & Modes – 1 credit – Boaz Dorot**

The course will provide a variety of methodical strategies aspiring to ease the approach to the fundamental musical aural skills of Sight singing, Rhythm and ear training all together. Exercises and repertoire from the tonal and A-tonal classical, Israeli folk, and cantorial music will be used throughout the course as a ground for training. Core.

**PDE 5000 Rabbinic/Education Workshop – 1 credit – Reuven Greenvald**

The primary goal of this two-semester Rabbinic/Education workshop is for students to begin working on professional skills for the rabbinate and Jewish education. Through a combination of skills building and developing a reflective practice, this workshop will be the place where first-year students can imagine and explore the vision of the Jewish leader they are becoming.

Pass/Fail only.

**PDE 5001 Rabbinic Workshop – 1 credit – Reuven Greenvald**

The primary goal of this two-semester Rabbinic/Education workshop is for students to begin working on professional skills for the rabbinate and Jewish education. Through a combination of skills building and developing a reflective practice, this workshop will be the place where first-year students can imagine and explore the vision of the Jewish leader they are becoming. Core.

Pass/Fail only.

**PHI 5000 Reform Judaism in Israel – 1 credit – Dana Sharon**

Pass/fail grading type only. Understand the history, development, and current state of the Israel Reform Movement. Know the variety of leadership models in the movement (and among the future leaders studying in the Israel Rabbinical Program at HUC) and how they bring about change in Israeli society. Understand the similarities and differences between the Israeli Reform Judaism and the Reform Movement in North American and around the world. See the Israeli Reform Movement as an important connection point for their relationship with Israel.

**PHI 5920 Jewish Responses to Modernity – 0.50 credits – Michael Marmur****RAB 4007 Reading Rabbinic Texts: Intro to Mishna - 1.50 credits – David Levine, Ruhama Weiss**

This will be a reading course of texts in rabbinic Hebrew from the different literary compilations of classic rabbinic literature. Class will be geared toward developing reading comprehension, addressing language and grammar. Discussions will critically analyze different concepts presented in the texts studied. Some issues of wider import will be introduced, such as aspects of the literary development of talmudic literature and the evolution of rabbinic ritual and legal norms. The 'beit midrash' format of the session will combine, 'hevruta' style study, in-class reading and discussion, presentations and teacher-accompanied preparation. All this will take place in a weekly double session in the library, its classrooms and study areas. Core.

**RAB 5007 Beit Midrash (jointly with IRP) - 1 credit – Michael Marmur**

The Beit Midrash is a time for supported independent study and preparation of the weekly Torah portion. Core.

Pass/Fail only.