

Hebrew Union College-Jewish Institute of Religion

Academic Catalog, 2024-2025

Cincinnati

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Cincinnati, OH 45220
+1-513-221-1875

Jerusalem

13 King David Street
Jerusalem, Israel 94101-25
+1-972-02-620-3333

Los Angeles

3077 University Avenue
Los Angeles, CA 90007
+1-213-749-3424

New York

1 West 4th Street
New York, NY 10012
+1-212-674-5300

*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.*

About This Catalog

This catalog presents essential information about the academic programs and degree objectives/requirements for Hebrew Union College-Jewish Institute of Religion ("HUC-JIR" or the "College-Institute"); its admissions requirements and procedures; its costs and financial aid programs; and most of its academic policies and regulations.

This catalog also contains detailed descriptions of the College-Institute's existing courses of instruction, registration procedures, a listing of its leadership and faculty, and other information used primarily by students and their faculty advisors. This collection enables prospective students to decide whether they might benefit from the HUC-JIR programs.

Caution: The course offerings, requirements, and policies of Hebrew Union College-Jewish Institute of Religion are under continual examination and revision. This catalog is not a contract. It merely presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that such offerings, requirements, and policies will not change.

The College-Institute reserves the right to make changes at any time to this catalog and the policies and procedures therein as deemed necessary by the College-Institute. Changes may also be necessitated by federal, state, or local law, other regulatory or licensure requirements, accreditation standards, or public health and safety needs. Changes may include, but are not limited to, curriculum, requirements, programs, course offerings, method or modality of instruction, tuition, fees, policies, and procedures. Notice is not required for any change to this catalog to take effect; however, any substantive changes made to this catalog will be distributed to students and relevant parties as deemed appropriate by the College-Institute. Students are required to comply with all policies and procedures outlined in the most up-to-date and current Academic Catalog to be found at huc.smartcatalogiq.com/current/academic-catalog/.

The regulations set forth in the catalog form the basis for all academic performance; however, the academic regulations are subject to change at the discretion of the faculty and the College-Institute's leadership. Faculty members are available for conference and advice, but the individual student assumes full responsibility for compliance with all academic requirements.

Additional Policies and Procedures: Not all university policies and procedures affecting HUC-JIR students are described in this catalog. For example, see the HUC-JIR Student Handbook at huc.smartcatalogiq.com/en/current/student-handbook/ for policies regarding student life and conduct.

Equal Employment Opportunity and Non-Discrimination: See our policy at huc.edu/about-huc/equity-inclusion/equal-opportunity-and-non-discrimination/.

Title IX of the Education Amendments of 1972 states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational programs or activity receiving federal financial assistance. See our policy at huc.edu/about-huc/equity-inclusion/title-ix/.

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.

Institutional Overview

Institutional Overview: A Legacy Institution with a Distinguished History

Hebrew Union College-Jewish Institute of Religion is an international center of applied Jewish wisdom with a global reach that strives to create vibrant, inclusive, and respectful communities of learning. In-person and online. Our academic programs serve as laboratories for spiritual exploration, academic inquiry, and cultural creativity.

As the oldest institution of Jewish higher learning in the Western Hemisphere, Hebrew Union College was founded in Cincinnati in 1875 by Rabbi Isaac Mayer Wise, the architect of the institutions of American Reform Judaism, to educate rabbis able to provide progressive, enlightened, and modern spiritual leadership for the American pulpit. In 1922, Rabbi Stephen S. Wise, the renowned advocate of social justice and Zionism, founded the Jewish Institute of Religion in New York as a nondenominational seminary. The two seminaries training liberal rabbis merged in 1950 and became Hebrew Union College-Jewish Institute of Religion (HUC-JIR). A Los Angeles location opened in 1954, and in 1963 the foundation was laid for what is now the Taube Family Campus in Jerusalem. From these four campuses, HUC-JIR has been educating generations of Jewish leaders — rabbis, cantors, educators, and Jewish nonprofit professionals — as well as scholars and pastoral counselors.

Our **mission statement**, most recently revised in 2017, serves as the foundation for our work:

HUC-JIR is North America's premier institution of Jewish higher education and the center for professional leadership development of Reform Judaism. A multicampus 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.

HUC-JIR's current programs of study include:

- **Debbie Friedman School of Sacred Music (DFSSM)**, with the Year-In-Israel Program in Jerusalem (year 1) and the remainder of the program (years 2-5) on the New York campus
- **Rabbinical School**, with two options for the North American program: a Residential Pathway that involves the Year-In-Israel (year 1) in Jerusalem and North American programs for years 2-HUC-JIR's 5 currently in Cincinnati (until 2026), Los Angeles, and New York, and a Virtual Pathway for second career students unable to participate in the residential program; and the Israel Rabbinical Program (IRP)
- **Pines School of Graduate Studies**, with residential MAJS and Ph.D. programs based in Cincinnati (sunsetting and no longer accepting new students) and a non-residential DHL for select alumni
- **School of Education**, which offers advanced degrees for residential early career Jewish educators and clergy students (MEDL), an online program for mid-career Jewish educational leaders (EMA), and educational offerings for Jewish Day educators (DeLeT Certificate and MAT)
- **Zelikow School of Jewish Nonprofit Management**, which offers online programs that prepare students to lead the business of Jewish life (MAJNM, MSOLI, Certificate in Jewish Organizational Leadership)

HUC-JIR has a large Jewish studies faculty, with 30 tenure-track faculty and other full-time and adjunct instructors, many of whom are internationally recognized for their scholarship, teaching, mentorship, and service to their fields. HUC-JIR is also renowned for its academic resources, which include the Klau Library system, which houses the largest collection of Hebraica and Judaica outside of Israel; the American Jewish Archives (AJA), one of the world's largest archives of Jewish Americana; the Skirball Museum in Cincinnati and Dr. Bernard Heller Museum in New York; and the HUC-JIR Press.

The Taube Family Campus in Jerusalem houses the Year-In-Israel Program, the Israel Rabbinical Program, Rikma Program in Pluralistic Jewish Education with an M.A. in Education from the Hebrew University, Teachers' Lounge and Democracy Labs, and the Blaustein Center for Pastoral Care. Louchheim School for Judaic Studies, the undergraduate program leading to a BA or a minor in Jewish Studies at the University of Southern California.

Housing

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

HUC-JIR Library System

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-JIR 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 and 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 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.

Accreditation and Approval

Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is accredited by the Middle States Commission on Higher Education (MSCHE). Contact MSCHE at 1007 North Orange Street, MB #166, Wilmington, DE 19801, or <https://www.msche.org/> 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(I)(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 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818.

Telephone: (888) 370-7589 or (916) 574-8900 or by Fax at: (916) 263-1897

Website Address: 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 on the BPPE's Internet Website (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

Friedman School of Sacred Music

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

Pines School of Graduate Studies

- Doctor of Hebrew Letters (DHL)

Rabbinical School

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

School of Education

- Certificate in Day School Leadership through Teaching (DeLeT)
- Master of Arts in Teaching (MAT)
- Master of Arts in Religious Education (Executive MA)
- Certificate in Jewish Educational Leadership (CJEL)

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

Programs not accepting new applicants

- Doctor of Ministry (DMin)
- Doctor of Philosophy in Judaic, Hebraic, and Cognate Studies (PhD)
- Master of Arts in Jewish Learning (MA)
- Master of Art in Jewish Studies (MA)
- Master of Educational Leadership (MEdL)

Family Educational Rights and Privacy Act

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 HUC-JIR'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 HUC-JIR'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 HUC-JIR 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 HUC-JIR 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 HUC-JIR'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 HUC-JIR to amend a record that you believe is inaccurate, misleading, or otherwise in violation of your privacy rights under FERPA. You should write to the HUC-JIR official responsible for the records, 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, HUC-JIR will notify you of the decision in writing and will advise you of your right to a hearing before HUC-JIR'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. An HUC-JIR official typically includes the following:

- a person employed by HUC-JIR in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff);
- a volunteer or contractor who performs an institutional service or function for which the school would otherwise use its 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;
- a person serving on the Board of Governors; or
- 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 HUC-JIR 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, HUC-JIR may disclose 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

The right to file a complaint with the U.S. Department of Education concerning alleged failures by HUC-JIR 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 HUC-JIR will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information:

- name (preferred/legal)
- attendance dates (periods of enrollment)
- address
- telephone number
- place of birth
- photograph
- email address
- enrollment status (e.g., full- or part-time, etc.)
- class level (e.g., undergraduate, graduate, etc.)
- credit hours completed
- major field of study
- enrolled program
- the 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 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 personally identifiable information ("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 keep a record of 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

- 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
- 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.
- 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.
- 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.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information".
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding 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.
- 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.

Academic Policies

Academic Calendar

Prior to the academic year the Registrar publishes an academic calendar on the Registrar's web page. The academic calendar contains dates when classes are in session, scheduled reading and examination periods, and other pertinent information.

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.

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 prior to the reading days and examinations.

Academic Term Definition

Standard Terms: At HUC-JIR, full-time enrollment consists of at least nine (9) credits. The following standards of fewer than nine credits are considered as full-time enrollment for any term in which a graduate or doctoral student is engaged in thesis or dissertation preparation:

Doctor of Ministry	1.0
Ordination	4.5
Ph.D.-Judaic, Hebraic Cognate Studies	1.0

Other statuses are determined by dividing the minimum full-time load:

Three-Quarter-Time	6.75 to 8.99 credits for a semester or term
Half-Time	6.74 to 4.5 credits for a semester or term
Less than Half-Time	less than 4.5 credits for a semester or term; not eligible for financial aid or loan deferment

- The fall semester should be at least 15 instructional weeks to allow balanced federal loan distribution.
- A sub-term is part of the overall fall term, with courses offered in a more condensed format such as 8 weeks, or 4 to 5 weeks.

Fall Semester: First term, beginning in August and ending in December, of a two-term "standard terms" academic year as defined for federal aid disbursement. For federal aid, full-time status in the federal fall semester requires the following:

- A graduate student is full-time when registered for 9 or more semester credits of courses in the fall or spring semester, or a student involved in thesis or dissertation preparation who is considered full-time by the institution.

Spring Semester: Second term, beginning in January and ending in May, of a two-term "standard terms" academic year as defined for federal aid disbursement. For federal aid, full-time in the federal spring semester requires the same definitions as during the HUC-JIR Fall Semester.

- The HUC-JIR academic year is based on the federally defined Fall and Spring Semesters, using "Standard Terms" credit-hour requirements.
- Federal regulation allows shorter terms to be combined to establish a standard semester: August intensives for the Fall semester or January Intensives (one-week courses) for the Spring semester for federal financial aid and are not billed separately.
- Program calendars must adhere to the minimum institution-wide standard for their students to qualify for federal financial aid.
- HUC-JIR Nonstandard Terms (those with fewer than 9 weeks) are held only during June, July, and August.

Academic Standing

Standards

- A student's academic standing may fall within the following categories:
 - Good Standing
 - is not on probation.
 - 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.
 - has earned grades at the "Pass" or "B-" level or higher.
 - has no more than one LP or C+ or lower in a semester.
 - Probation
 - has received two or more "LPs" or lower than "B-'s" and/or fails one or more courses in a semester OR is not making acceptable progress toward their degree or certificate.
 - has receives another "LP," "C" or "F" during a period of probation.
 - Suspension
 - Dismissal
 - has failed three (3) courses over two academic years.

- has the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.

Students in the Pines School of Graduate Studies should refer to the School's handbook for policies regarding academic progress and good standing.

Actions

- Based on the standards above, the Registrar's Office will determine which students are not on good academic standing and communicate that information to the Program Directors and Financial Aid Office.
- The Program Director shall meet with the student to provide counseling and guidance and may convene a Student Tenure Committee.
- Academic action will be determined by the student's Program Director and/or Student Tenure Committee to determine the student's academic standing.
- Every semester, each Program Director must send a report of students who are not in good academic standing to the Registrar and Financial Aid Office. This report will be used in determining a student's satisfactory academic progress (SAP) and eligibility for financial aid.
- The procedures governing a Student Tenure Committee are described under "Academic Tenure."

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 they 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:

- All work for each course must be completed by the end of its semester, without incurring any incompletes
- All incomplete work from previous semesters must be completed
- 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 their academic program(s) will be recommended to a Student Tenure Committee for possible suspension or dismissal from HUC-JIR.

Class Standing

Class standing and progress through the curriculum are determined by the Faculty and Program Directors.

Academic Tenure

The initial purpose of the student tenure review is to assist the student in succeeding at HUC-JIR.

- If a student receives two or more "LPs" or "C's" 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.
- 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 a period of probation, they will need to appear before a Student Tenure Committee. The student may also lose their eligibility for financial assistance.
- If a student fails three (3) courses over two academic years, the student will automatically be dropped from the academic roll. They have the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.

Procedures for Academic Tenure

The Program Director is responsible for implementing the rules governing student tenure.

- When necessary, the Program Director will notify the student in writing that either they must meet with the Student Tenure Committee or that they are being dropped from the academic roll but has the right to appeal to the Student Tenure Committee for reinstatement. The student will be given a copy of that section of this handbook that prescribes the procedures in these cases.
- The composition of the Student Tenure Committee is to be determined by the Program Director, but must include at least one student from the appropriate professional school (unless the student waives this provision) and between two and four additional faculty members. The Dean may not serve on the Student Tenure Committee since they are part of the Appeals process. If the program director chooses not to chair the committee, they may designate a member of the Committee to serve as chair.
- At least fifteen working days prior to the meeting of the Student Tenure Committee, the Program Director will give the student written notice of the time and place of the meeting, and also inform the student that s/he will have an opportunity to present pertinent information to the Committee and that the student may be present throughout the meeting until such time as the Student Tenure Committee enters into executive session. The fifteen working days notification period may be shortened with the

agreement of the student and program director.

- The Student Tenure Committee will determine the suggested course of action by secret ballot and by a 2/3-majority vote.
- The Program Director will communicate the decision of the Student Tenure Committee in writing to the student and the Dean within five working days.
- As part of the evaluation process, the Committee can suggest a range of ways to proceed that may include, but are not limited to:
 - Dismiss the case
 - Investigate the matter further
 - Oversight and assistance without putting the student on probation
 - Place the student on Academic Probation. The conditions of probation will be determined by the nature of the case and the findings of the Committee. The appropriate course of action that the student must follow is determined by the nature of the case. The Committee may decide that the student can continue in their program while satisfying the probationary conditions, that the student may continue with a reduced course load, or that the student may not continue in their program until all conditions of probation have been satisfied. The Committee shall determine the timeframe for probation.
 - Place the student on Academic Suspension for a specific period of time.
 - Permanently dismiss the student from the academic program, the local campus, and/or HUC-JIR.
- Within ten working days, the student may appeal the decision of the Student Tenure Committee to the Provost; and finally, the Provost's decision to the President.
- Copies of the communications with the student, and a confidential record of the meeting(s) of the Student Tenure Committee (other than the deliberations of the executive session, for which no written record will be made) shall be kept in the Program Director's office. The student may request copies of the confidential records.; The request must be in writing to the Program Director.

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: 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 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, Program directors must develop tracking instruments (logs, etc.) to document student time.

Courses Taught by Relatives

HUC-JIR 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, field work supervisor, clinical mentor, spiritual director, or other similar role. 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 favoritism and the appearance of favoritism. 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.

HUC-JIR 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 they have a close personal relationship.

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

- It is clearly demonstrable that there is no other course selection that will meet the student's academic needs.
- 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.
- 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.
- In no case does HUC-JIR allow a parent/relative faculty member to undertake an independent study with their child, spouse, or other close relative.
- "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.

Grades

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

- With the exception of the Pines School of Graduate Studies, the default grading system at HUC-JIR is Pass/Fail.
- Students may elect to be graded under either the letter grade scale or on a Pass/Fail basis for courses that allow both grading types. 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.
 - The change must be submitted to the Office of the Registrar in writing or via the student's HUC-JIR email account.
 - The request must be submitted before the first day of classes for the Fall semester.
 - Requests cannot be honored to retroactively change a student's grading scale and grades for prior semesters.
- 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.
- Cumulative grade point averages will be on transcripts for all students with any letter grades.
- Official transcripts will carry a legend that explains HUC-JIR's grading systems and explains that the Pass is valued at a "B-" or higher, and that a Low Pass is valued as a "C+ or lower."
- The course will be designated to be grades on:
 - A letter grade basis only
 - Pass/fail only
 - Both.
- Different sections of the course will have one grading system.
- Students have the right to respond to the grade received by meeting first with the faculty member and secondly with the student's Program Director.

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

Grading tables:

- 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

- The Pass/Fail scale will be as follows:

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

- Grades in both tables:

AU	Audit	N/A
CR	Credit by Exam	N/A
I	Incomplete	N/A
NG	No grade reported	N/A
TC	Transfer Credit	N/A
W	Withdraw after add drop	N/A

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 for 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 must submit Change of Grade forms to the Office of the Registrar to request a change. When the grade change has been processed, the student's Program Director will be notified by the Registrar's office.

Incomplete Grade

- If for the reason of illness or other comparable extenuating circumstances a student cannot complete the course on time, the student must submit an incomplete grade request form to the instructor for approval.
- The form is available on the Registrar's website. Once the request is approved by the instructor, a copy of the completed form must be forwarded to the student's Program Director and the Registrar's Office. If a student is not able to contact the instructor, the student may petition the Program Director for an Incomplete.
- No Incompletes are granted for Intensive courses.
- Completion Deadline for Incompletes:
 - Incompletes for Summer term course work needs to be resolved by the last day of the Fall semester.
 - Incompletes for Fall semester course work need to be resolved by the last day of the Spring semester.
 - Incompletes for Spring semester course work need to be resolved the last day of Summer term.
 - A faculty member may impose more stringent deadlines than the deadlines stated above, as specified on the Incomplete request form.
 - Students in the Pines School of Graduate Studies should refer to the program handbook for due dates for Incompletes.
- An "I" will be entered for the course on the student's transcript. If the student fails to finish the Incomplete during the time allotted by the faculty member, the Registrar will record an "F" (Failure) on the student's transcript.
- To be considered as a candidate for graduation or ordination, a student must resolve all incomplete grades at least three weeks before the date of graduation/ordination.
- 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 March 15. the faculty member must submit the grade change form by April 1. If not resolved by April 1, the student will not graduate or be ordained.
- Incurring three or more Incompletes in one semester or term may jeopardize the student's financial support.

Graduation

Certificate, Degree, or Ordination Requirements

Student must submit the application to graduate or ordained by the established deadline.

To record the completion date (conferral date), students must:

- Successfully complete all curricular and non-curricular (i.e., institutes, seminars, etc.) requirements for their program of study.
- Successfully complete 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 HUC-JIR.
- Successfully complete all fieldwork/clinical requirements of the program as certified by the Program Director.
- Successfully complete all assignments by the deadline established for the submission of assignments in the semester of graduation/ordination.
- For programs requiring a thesis, capstone project, or dissertation, all deadlines regarding submission and approval of the thesis/capstone/dissertation must be met prior to graduation and/or ordination.
- Communicate with their 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.
- Have resolved all grades of Incomplete at least three weeks prior to the date of graduation/ordination.
- Have completed an exit interview with their Program Director(s).

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

To receive the certificate, diploma, or ordination document, student must:

- Have completed an exit interview with the Office of Financial Aid, if applicable.
- Have made arrangements with all HUC-JIR libraries and resource centers for the return of all materials.
- Have made arrangements with the Student Accounts Office to settle all outstanding financial matters including any health care/insurance charges.
- Have complied with the requests from campus offices including the return of mailbox keys, IDs, etc.

Failure to meet these requirements may result in a delay of receiving your certificate or diploma until any unresolved matters are settled.

Thesis / Dissertation / Capstone

The policies concerning the preparation and submission of a thesis, capstone project, or dissertation are contained in the various handbooks of HUC-JIR'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, capstone or dissertation are provided to Klau Library. The Program Director will notify the Office of the Registrar of successful completion of the thesis/dissertation/capstone requirement for the purpose of graduation.

Residency Requirements

At least 75% of degree or certificate credits must be earned from HUC-JIR. The minimum residence requirement for each degree, certificate, and ordination program of HUC-JIR may be available from the Program Director.

Leave Or Withdrawal

Leave of Absence

- 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 their Program Director. 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.
- A student who has been dismissed or asked to withdraw is not eligible for a leave-of-absence for the following year.
- 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.
- 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.
- Students pursuing studies at other accredited institutions during a leave of absence may, upon prior approval of their Program Director, receive transfer credit. However, the total transfer credits earned during a leave of absence or from prior transfer credits cannot total more than 25% of the credits in a student's academic program. The Program Director's approval for these courses must be given before the student departs for a leave of absence. Approval for courses taken during a leave of absence will not be given retroactively.
- Students must inform their Program Director of their intention to return to the program no less than two months before resuming their studies.
- After a leave-of-absence, students must petition their 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.
- After a one-year leave of absence, if a student does not return to the College-Institute but desires to continue in the program, they must apply for re-admission.

Withdrawing from an Academic Program

- 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.
- If a student withdraws from their program and then wishes to resume their studies, they must apply for readmission through the Office of Recruitment and Admissions and meet the readmission requirements in effect at that time. Readmitted student must adhere to the academic requirements in effect at the time of readmission.

Name Policy

HUC-JIR maintains the full legal name of students. Requests for a change of legal name are only allowed for current students. Once a student has left the College-Institute (e.g., graduation, withdrawal, dismissal), the student's education record is sealed and no further changes will be made.

Students may:

- change your name legally;
- provide a different, chosen/preferred name instead of your legal name in our systems (e.g., SIS, Canvas);
- request a change to the HUC-JIR email name assigned upon enrollment.

For a legal-name change: Acceptable documentation includes valid driver's license, marriage license, divorce decree that reinstates the maiden name, adoption documents, court order, or valid passport. Documents that are not considered acceptable legal documents include a social security card or a notarized statement. For international students on a visa, the requested name must reflect the name that appears on the visa. The legal name will remain within HUC-JIR's various internal systems and processes, including, but not

limited to, the Student Information System, official enrollment lists, development databases, and federal student-loan reporting. The student's name that appears on an application for graduation or ordination must match the legal name on file with HUC-JIR or the chosen/preferred name on file in the Student Information System in order to allow for future identification and certification. A Request for Change of Name with acceptable documentation needs to be submitted to the Office of the Registrar before or with an application for graduation or ordination.

For a chosen/preferred-name change: A chosen/preferred name is not equivalent to a legal name. The chosen/preferred name will be listed in Canvas, class rosters, campus rosters, campus programming, and the Student Information System (as "preferred name"). You may also request a diploma and/or ordination document with your chosen/preferred name and/or a change to your HUC-JIR email address.

Chosen/Preferred names and email addresses may include the following options:

- inclusion of former or maiden name
- inclusion of proper capitalization and diacritics of name
- inclusion of maternal surnames as culturally appropriate
- name which conforms with genuine expression of gender identity
- first name or initial
- diminutive or alternate form for the first name
- omission of the first name when the middle name is used as a salutory name
- middle name or initial

Students who choose to use a name on their diploma or ordination document other than their legal name should be aware that doing so may find that certain processes outside of HUC-JIR require additional proof of identification or verifications of your education record. Examples include applications for employment, licensure, credentialing, or visas and may result in additional scrutiny, delay or rejection if based only on these documents.

For an email address change: The default HUC-JIR email address is in the form of legal-first-name.legal-last-name@huc.edu. You may change your HUC-JIR email address due to a change in your legal or chosen/preferred name. We will try to honor your request, assuming the email address is available and conforms to HUC-JIR's standard. Your new email address will be aligned with your updated record and linked to your legal and chosen names for all official records. Your current email address will function as an alias that will continue to forward messages to your new email address.

Non-Traditional Students

Non-Degree Students

Anyone auditing courses or taking courses for credit, but not pursuing a degree or certificate program at HUC-JIR, is designated a Non-Degree Student. An Audit, like a grade, appears in the Student Information System (SIS) and on HUC-JIR 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.

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.

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.

Consortium Students

HUC-JIR 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. HUC-JIR 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.

Other Policies

Advising

In some but not all programs, Program Directors assign students an academic advisor to guide 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/or personal issues. 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 also serve as resources for questions about graduation requirements, standing in a program, transfer of outside credits, etc.

Attendance

- 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.
- Attendance is required at all announced examinations.
- Attendance is also taken during the beginning of each semester or term in order to verify enrollment and to determine financial aid eligibility.
- Academic programs at HUC-JIR may establish attendance policies related to those programs.
- Individual faculty members may also establish attendance policies for their courses.
- 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.
- 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.
- 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.
- 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 attendance at external programming, which may interfere with class attendance:
 - 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.
 - 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.
 - At the instructor's discretion, a student is allowed to attend one external program that conflicts with class time per semester.
- 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.

Catalog and Curriculum Eligibility

A student who withdraws from HUC-JIR 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 HUC-JIR 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 Office of Recruitment and Admissions 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 to apply to and matriculate into another academic program.

Prior Learning Credits

Exemptions

- Exemption from the Year-In-Israel program may, upon application, be granted anyone admitted to the HUC-JIR Rabbinical, or Cantorial programs. The exempted coursework and credit hours will be noted on the student's transcript.
- A student may be exempt from certain required courses due to prior preparation. To receive exemption credits, 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 with credit or no credit. If no credit is given,

the exempted course must be replaced by higher-level electives.

- An evaluation may 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 Office of the Registrar accordingly.
- For learning achieved in non-accredited institutions or in settings outside of higher education, exemption may be granted. The exemption shall be determined by the Program Director in consultation with the appropriate faculty member in whose area the exemption 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.
- No more than 25% of course requirements for a degree, certificate, or ordination can be fulfilled by coursework from outside HUC-JIR.

Multiple HUC-JIR Degree Programs

- When a student enrolls in a second program at HUC-JIR (whether after completing or while enrolled in the first program), they do not need to repeat any course common to both programs.
- Any course common to both programs may be fulfill the requirements for each.
- 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 second program with the approval of the second Program Director 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.
- The total exemptions, equivalencies, and substitutions may not total more than 33% of the student's second academic program.
- Students who complete the Clergy Education program or the Zelikow School program concurrent with their seminary studies may apply a total of six credits from these programs toward seminary degree electives. The Rabbinical or Cantorial Program Director may determine which courses in other programs fulfill distribution requirements in their program.
- MEDL through the Clergy Education year, or the certificate or Master of Arts in Jewish Nonprofit Management may apply coursework from the rabbinic or cantorial program to fulfill all the Judaica requirements for these degrees.
- 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.

Transfer of Credits

- Students who have successfully completed graduate courses or a graduate degree from 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.
- This 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.
- All transfer credit 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.

Registration

An entering student may register after orientation. A student already enrolled in HUC-JIR may pre-register prior to each semester at times designated by the Office of the Registrar and indicated on the Academic Calendar.

- After the end of the second week of the semester, a student may not add any courses to their program.
- 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.
- No student may register for more than 18 credits per semester without the permission of their Program Director.
- Approval for a departure from normal registration procedures must be obtained from the student's Program Director in consultation with the Registrar.

Add/Drop

- Students may drop a course before the semester begins and until the end of the second week of classes without a notation appearing on the student's academic record.
- 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 member.
- In intensive courses, 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."
- If a student does not officially withdraw from a course by the stated deadlines, they may receive a grade of an "F" for the course, and that grade will appear on their transcript.

Auditing

Students may, with instructor permission, 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.

Course Repeats

- Courses may be repeated with permission of the student's Program Director and in consultation with the faculty member.
- 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.
- Courses for which grades of "C-" or better have been earned may be repeated upon receiving approval from the student's Program Director. A maximum of 3 passed classes per degree or certificate may be repeated.
- 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.

Independent Study Courses

- 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 must consult with their advisor and the Director of the PSGS.
- Students must consult with their Program Directors to determine where the Independent Study course will count in the curriculum and other limits relative to the student's academic program.
- 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 add/drop date.
- 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.
- 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 discretion.
 - If they feel that their 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.
- 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.

Reduced Academic Load

- Students shall be able to move through the program at a reduced pace, if necessary, in consultation with the Program Director. Students can take up to a year beyond the normal degree program structure to complete the program.
- 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 Provost.

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

- 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.
- Course syllabi are to be distributed by individual faculty members and may also be available from the Program Directors.

Student Records

Transcripts and Files

- 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.)
- HUC-JIR maintains an electronic file for each student in the Student Information System (SIS). Students have access to all pertinent information in SIS and may check them for accuracy.
- Admission file is maintained by the Office of Recruitment and Admission and they include:
 - 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 forms, letter of acceptance and letter of acknowledgment.
- Program files may be kept by the student's Program Director
- General academic file is maintained by the Office of the Registrar and they include:
 - International student's visa related records.
 - VA student's benefits related records.
 - Forms submitted by the student.
 - Approvals and relevant correspondences.
- Students may contact the appropriate office to access their files.
- Appropriately designated administrative personnel, approved by the Office of the Registrar, may have access to the part or all of the student files.
- Requests for official transcripts are made through National Student Clearinghouse for \$10 per transcript.

Billing Policies

Tuition and Fees

Current program tuition information is listed under each program's financial tab.

School of Education

Certificate of Excellence for Teaching Hebrew: Alumni	\$1,000
Certificate of Excellence for Teaching Hebrew: Non-Alumni	\$2,000

Pine School of Graduate Studies

Doctor of Ministry

Annual Tuition (Level 1 and Level 2 only)	\$11,500
Demonstration Final Project Fee (Level 3 only)	\$1,700
Continuation Fee (Level 4 and beyond)	\$1,500
Seminar Fee (Each)	\$350
Spring Intensive	\$1,050
Individualized Electives (Each)	\$1,500

Doctor of Philosophy in Judaic and Cognate Studies

Annual Tuition	\$28,500
Candidacy Fee	\$3,000
Dissertation Fee	\$400
Student Activity Fee (Full-Time): Except Dissertation	\$35

Master of Arts in Jewish Studies

Annual Tuition	\$14,000
Student Activity Fee (Full-Time)	\$35

Zelikow School of Jewish Nonprofit Management

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.

Concurrent full-time HUC-JIR students in the CJOL program or the two-summer MAJNM program (Summer Term Only)	\$3,560
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Year-In-Israel

Annual Tuition (Cantorial, Education and Rabbinical)	\$28,500
Ulpan (Summer Term Only)	\$1,400
Program Service Fee (Fall Semester Only)	\$1,600

Additional Fees for All Programs

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

Part-Time Students and Auditors

Part-Time for Credit: Alumni	\$1,300	per credit hour
Part-Time for Credit: Non-Alumni	\$2,000	per credit hour
Audit: Alumni	\$650	per credit hour
Audit: Non-Alumni	\$975	per credit hour

Tuition and Fees Policy

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.

Withdrawal	Refund
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. HUC-JIR's full-time annual tuition is for the entire academic year.

Withdrawal Condition	Refund
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 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:

- 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)
- Returned all outstanding library materials.

California Student Tuition Recovery Fund

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)	\$145,790
Master of Arts degree (Jewish Non-Profit Management)	\$57,250
Master of Arts degree (Religious Jewish Education)	\$28,735
Master of Arts in Teaching degree (MAT)	\$10,450
Master of Educational Leadership degree (MEdL)	\$57,250
Master of Science in Organizational Leadership and Innovation degree (MSOLI)	\$42,975
Certificate in Day School Leadership through Teaching Credential Program	\$28,700
Certificate in Jewish Organizational Leadership	\$14,250

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

Consortium Agreement

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-JIR can recommend these forms of aid when its student's study elsewhere and obtain permission in advance to transfer courses to the HUC-JIR degree program. HUC-JIR's academic-progress standards do not change during the period of agreement. HUC-JIR 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-JIR'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-JIR credit. Grades by the host institution will not be included in the student's HUC-JIR GPA.

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

Financial Aid

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.

Leave of Absence

Students who request and are approved for a leave of absence from HUC-JIR 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 HUC-JIR, 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 HUC-JIR'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.

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

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.

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.

A more detailed version of financial aid policies and procedures is available at huc.edu/admissions/financial-aid-scholarships/policies-procedures.

Financial Aid Procedures

The Application Procedure

All students seeking need-based financial aid must complete the FAFSA and submit it online at studentaid.gov/h/apply-for-aid/fafsa. HUC-JIR's school code is G04054. International students must submit a CSS (College Scholarship Service) Profile: 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 SOE, 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.

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.

Leave of Absence for Financial Aid

Approved Leave of Absence Within 180 Days

If you have financial aid loans and are on an approved leave of absence with plans to return within 180 days, follow these procedures:

- Apply for an approved leave of absence for your student loans by filling out the "Financial Aid Leave of Absence Form."
- If the form is approved by the Financial Aid Office, your in-school loan deferment will continue without interruption.
- If your leave starts within a semester and you have taken out student loans, your loans will not be returned to the lender, and you can keep your disbursement.
- You are expected to take incompletes in your classes and make up the classwork within 180 days.
- Once you complete your coursework within 180 days and pass your classes, you will be eligible for a new student loan disbursement for the following consecutive semester.

Approved Leave of Absence Beyond 180 Days

If your approved leave of absence extends beyond 180 days, the following will apply:

- Your loans will enter repayment and separate from the school as soon as your leave begins. You will receive a 6-month grace period to make loan payments on loans taken out from HUC-JIR. Loans from other institutions will also go into repayment, and you will need to arrange a payment plan, forbearance, or hardship deferment with your lender.
- If your leave starts within a semester and you received a federal student loan disbursement, a return of funds calculation will be performed. This calculation compares the number of days you attended classes with the total number of days in the semester. If you leave after completing 60% of your classes, your student loans will not be refunded to the lender. If you have completed less than 60% of your classes, the calculation will determine how much of your loan funds kept by the college to cover tuition will be returned to your lender. You will owe the college for the amount sent back.
- Upon returning from your leave, you will receive an automatic school deferment if you are registered for at least half-time enrollment status.

Loans and Deferment

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. 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. 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.

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

Students must pass (earn) at least 80% 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-JIR 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.

Debbie Friedman School of Sacred Music

Master of Sacred Music

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

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.

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 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. The individuals you list as references will receive an email from HUC-JIR 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.

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 for 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 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 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:

of Recruitment and Admissions
Hebrew Union College-Jewish Institute of Religion

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.

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.

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

Application Part Two

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.

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?

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.

Photo

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

Financials

Annual Tuition	\$28,500
Coaching Fee	\$550
Student Activity Fee (Full-Time)	\$35

Degree Requirements

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 discussion. No classes are scheduled at that time so that students and faculty in other programs can attend.

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.
- 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 ordained 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." 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 or 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 ordination. 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.

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.

Plan of Study

First-Year

The Year-In-Israel program is mandatory for first-year cantorial students. Students who are accepted to the cantorial school who can demonstrate native or near-native fluency in Hebrew, and have a strong background in Jewish Studies, and have spent a significant amount of time living in Israel, may be able to apply for an exemption from the Year-In-Israel through an examination. The program begins at the start of in early July and culminates in mid-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, Sunday thorough Thursday, divided between core courses and, professional courses, and worship. and a weekly First Year Seminar. Other requirements include week-long intensive, tefillah, inquiry groups, field study trips, advisory, end-of-year colloquium, a mid-year colloquium, and community service project.

Second-Year Fall

BIB 421	Survey of Tanakh	1.50
JLL 401	Sifrut and Dikduk	3.00
MUS 402	Shabbat Integrative Seminar	2.50
MUS 414	Cantorial Coaching	0.50
MUS 415	Voice Lessons	0.50
MUS 421	Chorus	1.00
MUS 444	Music Education	1.50
MUS 464	Musicianship Level 1	1.50
PDE 444	Self and System	1.50
PDE 463	Practicum Review	1.00
WRL 600	Worship Lab	1.50

Second-Year Spring

BIB 422	Prophets and Megillot	3.00
JLL 402	Dikduk and Sifrut	3.00
MUS 402	Shabbat Integrative Seminar	2.50

MUS 414	Cantorial Coaching	0.50
MUS 415	Voice Lessons	0.50
MUS 421	Chorus	1.00
MUS 444	Music Education	1.50
MUS 450	Guitar I	1.00
MUS 465	Musicianship Level 2	1.50
PDE 444	Self and System	1.50
PDE 463	Practicum Review	1.00
WRL 601	Worship Lab	1.50
Third-Year Fall		
MUS 414	Cantorial Coaching	0.50
MUS 415	Voice Lessons	0.50
MUS 421	Chorus	1.00
MUS 433	Rosh Hashanah Traditional Workshop	2.00
MUS 451	Guitar II	1.00
MUS 481	History of Jewish Music: Cantor in Context	1.50
MUS 466	Musicianship Level 3	1.50
MUS 577	High Holy Day Modes and Liturgy	1.50
PDE 463	Practicum Review	1.00
RAB 401	Early Rabbinic Literature	3.00
SOE 401	Teaching and Learning Praxis	1.50
Third-Year Spring		
MUS 414	Cantorial Coaching	0.50
MUS 415	Voice Lessons	0.50
MUS 421	Chorus	1.00
MUS 433	Rosh Hashanah Traditional Workshop	2.00
MUS 452	Guitar II	1.00
MUS 466	Musicianship Level 3	1.50
MUS 481	History of Jewish Music: Cantor in Context	1.50
MUS 577	High Holy Day Modes and Liturgy	1.50
PDE 463	Practicum Review	1.00
PDE 571	Core Challenges	1.50
PDE 588	Prayer Leader and the Congregational Voice	2.00
Fourth-Year Fall		
MUS 414	Cantorial Coaching	0.50
MUS 415	Voice Lessons	0.50
MUS 438	Life Cycle Reform Workshop	1.50
MUS 439	Yom Kippur	2.00
MUS 446	Jewish Music Research	1.50
PDE 441	Ma'agal Ha'chayim: Covenantal Relationships Across The Lifespan	3.00
PDE 463	Practicum Review	1.00
PDE 572	Cantorial Field Mentorship	0.50
RAB 412	Introduction to Midrash	3.00
Fourth-Year Spring		
MUS 414	Cantorial Coaching	0.50
MUS 415	Voice Lessons	0.50
MUS 424	Cantillation	1.50
MUS 439	Yom Kippur	2.00
MUS 445	Conducting	1.50
MUS 463	Harmonizing Jew Mode	1.50
PDE 441	Ma'agal Ha'chayim: Covenantal Relationships Across The Lifespan	3.00
PDE 463	Practicum Review	1.00
PDE 572	Cantorial Field Mentorship	0.50
RTE 413	Modern Jewish Thought	3.00
Fifth-Year Fall		
MUS 414	Cantorial Coaching	0.50

MUS 415	Voice Lessons	0.50
MUS 435	Shalosh Regalim Traditional Workshop	1.50
MUS 473	Yiddish Art Song	1.50
MUS 524	Advanced Recitative	1.50
MUS 579	Contemporary Congregational Repertoire	1.50
PDE 447	Senior Seminar Cantorial	1.50
PDE 448	Cantorial Thesis and Recital	3.00
PDE 463	Practicum Review	1.00
Fifth-Year Spring		
MUS 414	Cantorial Coaching	0.50
MUS 415	Voice Lessons	0.50
MUS 473	Yiddish Art Song	1.50
MUS 579	Contemporary Congregational Repertoire	1.50
PDE 447	Senior Seminar Cantorial	1.50
PDE 448	Cantorial Thesis and Recital	3.00
PDE 463	Practicum Review	1.00
Elective		
Take minimum of 9 elective credits. Many choices including:		
MUS 428	Music Analysis	1.50
MUS 443	Cantorial Improv/Int	1.50
MUS 450	Guitar I	1.00
MUS 451	Guitar II	1.00
MUS 452	Guitar II	1.00
MUS 499	Master Class	1.00
MUS 580	Piano I	1.00
MUS 589	Independent Study: Composition	1.00
MUS 592	Special Topics	Variable
PDE 516	Clinical Pastorial Education	3.00
RTE 590	Spiritual Direction	0

Others

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.

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.

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.

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 ordination. 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 ordination. . 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.

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.

Pines School of Graduate Studies

Doctor of Hebrew Letters

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

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.

Financials

Annual Tuition: Alumni	\$2,000
Annual Tuition: Non-Alumni	\$2,500
Student Activity Fee (Full-Time)	\$35

Degree Requirements

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-

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 or per-credit audit fee 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

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.

Rabbinical Program

The Rabbinical School offers a five-year program of full-time graduate study leading to the Master of Arts in Hebrew Letters (Los Angeles) or Master of Arts in Hebrew Literature degree (New York) as well as rabbinic ordination. 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).

Admission Requirements

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-JIR 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 must 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 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.

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 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.

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.

Financials

Rabbinical Ordination Annual Tuition	\$28,500
Master of Arts in Hebrew Letters (Cincinnati and Los Angeles) Annual Tuition	\$28,500
Master of Arts in Hebrew Literature (New York) Annual Tuition	\$28,500
Student Activity Fee (Full-Time - Cincinnati, Los Angeles, and New York)	\$35

Degree Requirements

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. The second phase consists of work done primarily in the fourth and fifth years of the Program; most courses in these years are electives chosen by students.

The curriculum reflects learning outcomes created by the faculty 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 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.

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. 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.

The synagogue calendar, which contains these assignments, is published at the beginning of each academic year, and can be found on Outlook Calendar 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. 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.
- 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 joint HUC-CCAR Mentoring program. Assignments for the mentoring program are made by a committee of HUC-JIR 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-JIR faculty.

Capstone Requirements

- Every student is required to complete a capstone during their final year of rabbinic school.
- Each year, the Rabbinical Program Director will review the current capstone requirements with fourth year students. Capstone guidelines will be posted on Canvas.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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).
- 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.

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

Plan of Study

First-Year

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, and have spent a significant amount of time living in Israel, may be able to apply for an exemption from the Year-In-Israel through an examination. The program begins at the start of in early July and culminates in mid-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, Sunday through Thursday, divided between core courses and, professional courses, and worship. and a weekly First Year Seminar. Other requirements include week-long intensive, tefillah, inquiry groups, field study trips, advisory, end-of-year colloquium, a mid-year colloquium, and community service project.

Core Courses:

- Cantillation of the Torah (Summer)

- Mechinah: Introduction to Books of the Beit Midrash (Summer)
- Foundations of Biblical Grammar (Summer)
- Modern Hebrew (Summer, Fall, Spring)
- Liturgy (Fall, Spring)
- Beit Midrash: Torah (Fall) Beit Midrash: Mishnah (Spring)
- Survey of Jewish History (Summer, Fall, Spring)
- Seminar - Israeli Society (Fall, Spring)

Professional Courses:

- Tefillah (Summer, Fall, Spring)
- Mechinah: Ritual and Clergy Formation (Summer)
- Worship Lab (Fall, Spring)
- Rabbinic Workshop -RS (Fall, Spring)
- Cantorial Workshop - DFSSM (Fall, Spring)
- Reform Judaism in Israel (Intensive)
- Musicianship and Modes – DFSSM (Fall, Spring)
- Cantoral Coaching - DFSSM (Fall, Spring)
- Voice Lessons – DFSSM (Fall, Spring)
- Israeli Music – DFSSM (Spring)

Electives:

- Contemporary Jewish Thought (Winter)
- Contemporary Jewry – Required for JDC Fellows (Spring)
- Jewish Text – TBD (Spring)

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.

Second-Year

BIB 601	Prophets	3.00
BIB 602	Ketuvim	3.00
BIB 603	Introduction to the Study of Bible - Intensive	1.50
JTI 600	Jewish Textual Interpretation	6.00
JTI 601	JTI Beit Midrash	2.00
JTI 602	Jewish Textual Interpretation	6.00
JTI 603	Beit Midrash	2.00
PDE 422	Self in System Or	1.50
PDE 602	Homiletics	1.50
PDE 603	Homiletics	1.50

Third-Year

Fall:

- JJI 603 Aramaic Intensive
- JTI 604 Jewish Textual Interpretation: Talmud and Codes
- JTI 605 JTI Beit Midrash
- PHI 601 Medieval Jewish Thought
- PDE XXX Pastoral Care and Life Cycle
- PDE XXX Teaching (for LA) PDE 602 Homiletics (for NY)

Spring:

- JTI 606 Jewish Textual Interpretation: Talmud and Codes
- JTI 607 JTI Beit Midrash
- PHI 602 Modern Jewish Thought

- PDE XXX Pastoral Care and Life Cycle
- PDE XXX Teaching (for LA) PDE 603 Homiletics (for NY)

Fourth-and-Fifth-Year

Years Four and Five: The post-core program comprises PDE 650 Leadership in Practice (Year Four); Senior Seminar (Year Five), and an additional year of small group supervision, as well as 45 elective credits. Electives are chosen by the student with two caveats:

- 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.
- 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.
- Electives in each discipline may not be taken before the completion of the Core courses in that discipline.

Others

Clinical Education

A critical aspect of the rabbinical training at HUC-JIR is the practical experience that students gain through their fieldwork experiences. These in-field opportunities are coordinated with academic courses to form an integrative learning experience. As part of the fieldwork program, students receive guidance from rabbinical mentors, and on-site supervisors. 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. The Rabbinical School offers students opportunities to serve as student rabbis in small congregations around the country and as interns in congregations and organizations that are near HUC-JIR campuses.

As rabbinical interns in congregations, 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.

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. Internships in non-profit organizations offer students interested in non-congregational work the opportunity to learn about organizational structure and the role a rabbi can play in these institutions.

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.

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.

- Gerecht Institute: 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. Students are always encouraged to discuss their religious interests and challenges with their faculty adviser and/or rabbinical mentor.

Joint Degree Opportunities

- *Master of Educational Leadership*
 - Rabbinical students may pursue this degree by enrolling in the Clergy 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 Clergy 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

- Students may enroll in graduate level courses at accredited institutions and receive credits toward their HUC-JIR 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.

- The 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.
- 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.
- 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

- 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.
- 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.
- 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.
- 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.
- 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.
- 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

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.

The School of Education offers the following programs:

- Master of Educational Leadership (MEdL), including a dual program leading to ordination or an MA in Jewish Leadership
- Master of Arts in Teaching (MAT)
- Executive Master of Arts in Jewish Education (MA)
- Certificate in Day-School Leadership through Teaching
- Certificate in Jewish Educational Leadership

Master of Educational Leadership

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; and
- see the results of their authentic contributions to these institutions and feel the satisfaction of doing valuable work in Jewish education.

Admission Requirements

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.

- **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?
- **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?
- **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?

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.

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).

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
mwaldron@huc.edu (if sent electronically)

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.

Graduate Record Examination (GRE) Scores:

- Candidates who meet one of the following criteria are exempt from submitting GRE scores with their application:
 - 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.

Candidates who do not meet one of these criteria are required to take the GRE. 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.

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 HUC-JIR 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.

Financials

Annual Tuition	\$28,500
Student Activity Fee (Full-Time)	\$35

Degree Requirements

Course of Study:

- 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 (16.5 credits)
- Labs in Pedagogical Content Knowledge in Jewish Education (Teaching of Specific Content Areas) (4.5 credits)
- Capstone Seminar (2.5 credits)

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

Total Credits: 52.5

Capstone Project

The goal of the MEdL Capstone project is to enable students to develop and demonstrate deeper levels of expertise in a specific area of Jewish Educational Leadership. Each student will create a project that requires them to apply the knowledge, themes, principles, skills, and experiences they have learned in their coursework and residency to the creation of an authentic example of their work. Students, in consultation with their Faculty Tutor and the Capstone Seminar Instructor, will choose from among seven (7) Capstone project options. Each option is similar in scope and size. The final product of each option has been designed to be an authentic representation of the student's learning and work in that area. So, while each project may, in the end, look very different, they each require students to do similar amounts and types of work.

In the final year of the MEdL program, students will participate in a Capstone Seminar (EDU 591 and 592) which will function as a brain trust/working group with fellow students where they will develop, refine, and improve upon their work in the process of developing their Capstone project.

Detailed descriptions of each Capstone project option and the protocols for completing a capstone are distributed to MEdL students at the end of their first year in the program.

Clinical Education: The Graduate Residency

Clinical Education is an integral part of the School of Education, and the graduate residency is its focus. The graduate residency is modeled in part after the role of laboratory schools in the education field and teaching hospitals in medical training. With the support and assistance of the Director of the Master of Educational Leadership Program, each student interviews with and is hired by an approved graduate residency partner institution. Residency matches are made in organizations that are living laboratories led by master educators who are also skilled supervisors and mentors, and who are excited about this vision and committed to elevating their practice and cultivating the next generation of Jewish educational leadership. Residency organizations are at the cutting edge in thinking about Jewish education, value innovation, play, and experimentation, and are committed to building true interpersonal connections amongst their constituencies.

These institutions partner with HUC-JIR in creating a robust, hands-on graduate and leadership experience where students can learn skills that must be developed in authentic experiences outside the academic classroom. Partner institutions may include congregations which house a variety of educational offerings (such as day school, supplementary school, adult education, pre-school, and day camp); day schools; educational non-profits/agencies; camps. Applicants to the MEdL program may petition to create their own unpaid graduate residency where they develop an educational startup under Faculty Tutor supervision. A faculty member must "sponsor" the student by vouching for their academic and professional merit and promise. This option is a pilot and highly selective.

Each student will be mentored in their graduate residency by a Clinical Faculty Mentor (CFM). In most residencies, the CFM will also serve as the student's supervisor. In some settings, a separate day-to-day supervisor will be identified.

The Master of Educational Leadership Graduate Residency Program Description, distributed to students upon admission into the program, describes the matching process, host institution and CFM criteria, educational goals and learning outcomes, and formative review procedures that are elements of clinical education at School of Education. Students should read the Program Description thoroughly and should consult it as needed during the year(s).

Hebrew Requirements Language

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. 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 faculty, or satisfactorily passing an approved course of study prior to graduation from the program.

Advising: Faculty Tutors

Each year a student is enrolled in the School of Education they are assigned a Faculty Tutor. The Faculty Tutor is a member of the School of Education teaching faculty. The Faculty Tutor's task is to support and challenge the student's progress in all areas related to the student's academic, professional and leadership development. In order to do this, the Faculty Tutor meets with the student on a biweekly basis throughout the school year. Course credit is earned each semester for this component of the MEDL curriculum (EDU 650 Supervised Leadership).

Meetings with the Faculty Tutor may be held individually or in small pods with the other students who have the same tutor. Individual meetings are tailored to each student's particular questions and needs. Tutoring pod meetings may address some of the shared challenges Tutors see across the pod. The Faculty Tutor engages in many activities, which may include the following:

- partnering with the student's CFM in formulating, finalizing, and assessing the student's progress through their Learning Contract;
- partnering with the student's CFM on completion of two (2) Pedagogy Practica (EDU 593 and EDU 594);
- curating the creation of the student's Capstone portfolio;
- discussing the student's progress in Judaica and professional courses;
- discussing larger issues in Jewish education;
- discussing the student's future career plans and how best to prepare for the future;
- listening to the student's perception of how they are performing in their residency;
- giving feedback, based on firsthand observation of the student in various settings (at Hebrew Union College and elsewhere);
- critiquing materials the student has produced at their residency;
- challenging the student's ideas on issues related to current or future professional functioning;
- raising problems related to the student's ability to function as a professional, and suggesting avenues for addressing those problems;
- supporting the student during difficult times, and if applicable directing the student to appropriate mental health professionals;
- listening to the student's perception of academic or professional problems they are having, supporting the student when appropriate, and challenging when appropriate.

These various actions support the student, stimulate their personal and professional growth, and challenge the student to develop wider perspectives and deeper insights. Students should bring any problems they are having or challenges they are facing to their Faculty Tutor.

Participation in Jack H. Skirball Campus Community T'fillot

Students are required to demonstrate T'fillah leading proficiencies in the times and places where T'fillah authentically occurs in their residencies and on campus among their peers and faculty.

Participation in services at the Jack H. Skirball Campus is an important part of the academic, professional, and religious education offered at the School of Education and serves as a safe learning ground for developing T'fillah leading skills. Thus, students in the MEDL Program are required to:

- Serve in the roles as service leader (shlichut tzibur) once a year during a Monday or Thursday T'fillah
- Read from the Torah once a year during a Monday or Thursday T'fillah
- Give a D'var Torah once a year during a Monday or Thursday T'fillah

Students may also volunteer to take on any of these roles on additional days or at additional times during the year.

Students in the one-year Clergy-Education program may volunteer to lead services during the year.

Plan of Study

First-Year Fall Intensive

EDU 571	Creating a Culture of Learning	1.50
First-Year Fall		
EDU 572	Introduction to Pedagogy and Pedagogical Planning	2.00
EDU 577	Designing Educative Learning	2.00
EDU 581	Professional Learning and Instructional	2.00

	Leadership	
EDU 593	Pedagogy Practicum III	0.25
EDU 650	Supervised Leadership	2.00

First-Year Winter Intensive

Course Number TBD: Lab in Pedagogical Content Knowledge (1.50 Credits)

First-Year Spring

EDU 573	Understanding Learners	1.50
EDU 580	Entering an Organization	1.00
EDU 583	Leading Change in Jewish Education	3.00
EDU 586	Teaching for our Times	1.50
EDU 651	Supervised Leadership	2.00

Second-Year Fall

EDU 578	Charting the Future 1 and 2	3.00
EDU 585	Leading with Integrity: The Human Side of Leadership	1.50
EDU 591	Capstone Seminar	1.00
EDU 594	Pedagogy Practicum	0.25
EDU 650	Supervised Leadership	2.00

Second-Year Spring

Course Number TBD: Lab in Pedagogical Content Knowledge (1.50 Credits)

EDU 575	Advanced Pedagogical Design	1.00
EDU 579	Charting the Future C	1.50
EDU 584	Leading Amidst Complexity	1.00
EDU 592	Capstone Seminar	1.50
EDU 651	Supervised Leadership	2.00

Others**Co-Curricular Programs**

The School of Education MEdL program provides a rich combination of academic, professional, and religious programming to enrich the professional learning community in formal and informal learning. Full participation in these programs is expected. Students who are unable to participate must communicate conflicts in advance. Specific dates will be announced by the summer preceding each academic year.

- The Sara S. Lee Seminar is a 24-hour retreat focused on the presentation of a guest scholar who brings their expertise in issues related to the American Jewish community to bear on Jewish education. The retreat held every other fall includes services and other opportunities to forge the Rhea Hirsch School of Education learning community. The “Sara Seminar” is named for Sara S. Lee, the long-time Director of the Rhea Hirsch School of Education. It is sponsored by the School of Education Alumni Association.
- The Cutter Colloquium is a 24-hour retreat designed around the teaching of a guest scholar, the Diane Luboff Scholar-In-Residence, who brings their expertise in education to bear on Jewish education. The retreat is designed to frame the year and begin to foster the professional learning community of the Rhea Hirsch School of Education. The Cutter Colloquium is named for the Founding Director of the Rhea Hirsch School of Education, Dr. William Cutter. The retreat is sponsored by the School of Education Alumni Association and endowed by the family of Diane Luboff.
- The Dr. Michael Zeldin Alumnus-in-Residence Program brings an outstanding alum of the School of Education to campus for 2-3 days of programming every year. The alum is selected by their peers for outstanding achievement as a Jewish educator. Typically, alumni teaching will include co-curricular seminars, participation in leading t’fillah and/or delivering the D’var Torah, and teaching in several MEdL classes. The alum is also available to meet individually with education students for 1:1 mentoring and networking. The Dr. Michael Zeldin Alumnus-in-Residence Program is sponsored by the RHSOE Alumni Association.

Dual Degree in Master of Educational Leadership and Master of Arts in Jewish Learning

The Dual Master of Educational Leadership (MEdL) and Master of Art in Jewish Learning (MAJL) 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.

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-JIR 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. 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.

Rabbinic and Cantorial students will not be eligible for the MA in Jewish Learning as the YII coursework will apply toward their ordination requirements.

We are not currently accepting applications for the MAJL program in this 2024-25 admissions cycle.

Admission Requirements

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.

- **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?
- **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?
- **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?
- **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? (two paragraphs)

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.

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).

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
mwaldron@huc.edu (if sent electronically)

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.

Graduate Record Examination (GRE) Scores:

- Candidates who meet one of the following criteria are exempt from submitting GRE scores with their application:
 - 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.

Candidates who do not meet one of these criteria are required to take the GRE. 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.

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 HUC-JIR 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.

Financials

Annual Tuition	\$28,500
Student Activity Fee (Full-Time)	\$35

Degree Requirements

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 (16.5 credits)
- Labs in Pedagogical Content Knowledge in Jewish Education (Teaching of Specific Content Areas) (4.5 credits)
- Capstone Seminar (2.5 credits)

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

Total Credits: 52.5

Master of Arts in Jewish Learning

Course requirements for this degree are:

- Year in Israel/First year courses (18 credits)
- 2 additional Labs in Pedagogical 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

Capstone Project

The goal of the MEdL Capstone project is to enable students to develop and demonstrate deeper levels of expertise in a specific area of Jewish Educational Leadership. Each student will create a project that requires them to apply the knowledge, themes, principles, skills, and experiences they have learned in their coursework and residency to the creation of an authentic example of their work. Students, in consultation with their Faculty Tutor and the Capstone Seminar Instructor, will choose from among seven (7) Capstone project options. Each option is similar in scope and size. The final product of each option has been designed to be an authentic representation of the student's learning and work in that area. So, while each project may, in the end, look very different, they each require students to do similar amounts and types of work.

In the final year of the MEdL program, students will participate in a Capstone Seminar (EDU 591 and 592) which will function as a brain trust/working group with fellow students where they will develop, refine, and improve upon their work in the process of developing their Capstone project.

Detailed descriptions of each Capstone project option and the protocols for completing a capstone are distributed to MEdL students at the end of their first year in the program.

Clinical Education: The Graduate Residency

Clinical Education is an integral part of the School of Education, and the graduate residency is its focus. The graduate residency is modeled in part after the role of laboratory schools in the education field and teaching hospitals in medical training. With the support and assistance of the Director of the Master of Educational Leadership Program, each student interviews with and is hired by an approved graduate residency partner institution. Residency matches are made in organizations that are living laboratories led by master educators who are also skilled supervisors and mentors, and who are excited about this vision and committed to elevating their practice and cultivating the next generation of Jewish educational leadership. Residency organizations are at the cutting edge in thinking about Jewish education, value innovation, play, and experimentation, and are committed to building true interpersonal connections amongst their constituencies.

These institutions partner with HUC-JIR in creating a robust, hands-on graduate and leadership experience where students can learn skills that must be developed in authentic experiences outside the academic classroom. Partner institutions may include congregations which house a variety of educational offerings (such as day school, supplementary school, adult education, pre-school, and day camp); day schools; educational non-profits/agencies; camps. Applicants to the MEdL program may petition to create their own unpaid graduate residency where they develop an educational startup under Faculty Tutor supervision. A faculty member must "sponsor" the student by vouching for their academic and professional merit and promise. This option is a pilot and highly selective.

Each student will be mentored in their graduate residency by a Clinical Faculty Mentor (CFM). In most residencies, the CFM will also serve as the student's supervisor. In some settings, a separate day-to-day supervisor will be identified.

The Master of Educational Leadership Graduate Residency Program Description, distributed to students upon admission into the program, describes the matching process, host institution and CFM criteria, educational goals and learning outcomes, and formative review procedures that are elements of clinical education at School of Education. Students should read the Program Description thoroughly and should consult it as needed during the year(s).

Advising: Faculty Tutors

Each year a student is enrolled in the School of Education they are assigned a Faculty Tutor. The Faculty Tutor is a member of the School of Education teaching faculty. The Faculty Tutor's task is to support and challenge the student's progress in all areas related to

the student's academic, professional and leadership development. In order to do this, the Faculty Tutor meets with the student on a biweekly basis throughout the school year. Course credit is earned each semester for this component of the MEDL curriculum (EDU 650 Supervised Leadership).

Meetings with the Faculty Tutor may be held individually or in small pods with the other students who have the same tutor. Individual meetings are tailored to each student's particular questions and needs. Tutoring pod meetings may address some of the shared challenges Tutors see across the pod. The Faculty Tutor engages in many activities, which may include the following:

- partnering with the student's CFM in formulating, finalizing, and assessing the student's progress through their Learning Contract;
- partnering with the student's CFM on completion of two (2) Pedagogy Practica (EDU 593 and EDU 594);
- curating the creation of the student's Capstone portfolio;
- discussing the student's progress in Judaica and professional courses;
- discussing larger issues in Jewish education;
- discussing the student's future career plans and how best to prepare for the future;
- listening to the student's perception of how they are performing in their residency;
- giving feedback, based on firsthand observation of the student in various settings (at Hebrew Union College and elsewhere);
- critiquing materials the student has produced at their residency;
- challenging the student's ideas on issues related to current or future professional functioning; raising problems related to the student's ability to function as a professional, and suggesting avenues for addressing those problems;
- supporting the student during difficult times, and if applicable directing the student to appropriate mental health professionals;
- listening to the student's perception of academic or professional problems they are having, supporting the student when appropriate, and challenging when appropriate.

These various actions support the student, stimulate their personal and professional growth, and challenge the student to develop wider perspectives and deeper insights. Students should bring any problems they are having or challenges they are facing to their Faculty Tutor.

Participation in Jack H. Skirball Campus Community T'fillot

Students are required to demonstrate T'fillah leading proficiencies in the times and places where T'fillah authentically occurs in their residencies and on campus among their peers and faculty.

Participation in services at the Jack H. Skirball Campus is an important part of the academic, professional, and religious education offered at the School of Education and serves as a safe learning ground for developing T'fillah leading skills. Thus, students in the MEDL Program are required to:

- Serve in the roles as service leader (shlichut tzibur) once a year during a Monday or Thursday T'fillah
- Read from the Torah once a year during a Monday or Thursday T'fillah
- Give a D'var Torah once a year during a Monday or Thursday T'fillah
- Students may also volunteer to take on any of these roles on additional days or at additional times during the year.

Students in the one-year Clergy-Education program may volunteer to lead services during the year.

Plan of Study

First-Year

The program begins at the start of in early July and culminates in mid-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, Sunday through Thursday, divided between core courses and, professional courses, and worship. and a weekly First Year Seminar. Other requirements include week-long intensive, tefillah, inquiry groups, field study trips, advisory, end-of-year colloquium, a mid-year colloquium, and community service project.

Second-Year Fall Intensive

EDU 571	Creating a Culture of Learning	1.50
Second-Year Fall		
EDU 572	Introduction to Pedagogy and Pedagogical Planning	2.00
EDU 577	Designing Educative Learning	2.00
EDU 581	Professional Learning and Instructional Leadership	2.00
EDU 591	Capstone Seminar	1.00
EDU 650	Supervised Leadership	2.00
Second-Year Spring		
EDU 573	Understanding Learners	1.50
EDU 580	Entering an Organization	1.00
EDU 583	Leading Change in Jewish Education	3.00
EDU 586	Teaching for our Times	1.50
EDU 651	Supervised Leadership	2.00
Third-Year Fall		
EDU 578	Charting the Future 1 and 2	3.00
EDU 585	Leading with Integrity: The Human Side of Leadership	1.50
EDU 591	Capstone Seminar	1.00
EDU 594	Pedagogy Practicum	0.25
EDU 650	Supervised Leadership	2.00
Third-Year Spring		
EDU 575	Advanced Pedagogical Design	1.00
EDU 579	Charting the Future C	1.50
EDU 584	Leading Amidst Complexity	1.00
EDU 592	Capstone Seminar	1.50
EDU 651	Supervised Leadership	2.00

Others**Co-Curricular Programs**

The School of Education MEdL program provides a rich combination of academic, professional, and religious programming to enrich the professional learning community in formal and informal learning. Full participation in these programs is expected. Students who are unable to participate must communicate conflicts in advance. Specific dates will be announced by the summer preceding each academic year.

- The Sara S. Lee Seminar is a 24-hour retreat focused on the presentation of a guest scholar who brings their expertise in issues related to the American Jewish community to bear on Jewish education. The retreat held every other fall includes services and other opportunities to forge the Rhea Hirsch School of Education learning community. The “Sara Seminar” is named for Sara S. Lee, the long-time Director of the Rhea Hirsch School of Education. It is sponsored by the School of Education Alumni Association.
- The Cutter Colloquium is a 24-hour retreat designed around the teaching of a guest scholar, the Diane Luboff Scholar-In-Residence, who brings their expertise in education to bear on Jewish education. The retreat is designed to frame the year and begin to foster the professional learning community of the Rhea Hirsch School of Education. The Cutter Colloquium is named for the Founding Director of the Rhea Hirsch School of Education, Dr. William Cutter. The retreat is sponsored by the School of Education Alumni Association and endowed by the family of Diane Luboff.
- The Dr. Michael Zeldin Alumnus-in-Residence Program brings an outstanding alum of the School of Education to campus for 2-3 days of programming every year. The alum is selected by their peers for outstanding achievement as a Jewish educator. Typically, alumni teaching will include co-curricular seminars, participation in leading t’fillah and/or delivering the D’var Torah, and teaching in several MEdL classes. The alum is also available to meet individually with education students for 1:1 mentoring and networking. The Dr. Michael Zeldin Alumnus-in-Residence Program is sponsored by the RHSOE Alumni Association.

Dual Degree in Ordination and Master of Education Leadership

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.

Admission Requirements

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.

- **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?
- **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?
- **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?

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.

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).

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.)

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Cincinnati, OH 45220

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Graduate Record Examination (GRE) Scores:

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 - 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.

Candidates who do not meet one of these criteria are required to take the GRE. 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.

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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 HUC-JIR 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.

Financials

Degree Requirements

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

- Teaching and Learning (8.25 credits)
- Aims and Aspirations of Jewish Education (4.5 credits)
- Leadership (13.5 credits)
- Labs in Pedagogical Content Knowledge in Jewish Education (Teaching of Specific Content Areas) (3 credits)
- Capstone Seminar (2.5)

In addition to these required courses, clergy-education students earning the MEdL will be required to take a minimum of 2 courses (3 units) in Teaching Labs. All clergy-education students will be required to take EDU 586: Teaching for Our Times (as noted in the chart below). They may then select a second Teaching Lab from among those offered during their year in the RHSOE as a MEdL student (*indicated with an asterisk in the chart below). Courses to be taken will be determined in consultation with the Director of the Master of Educational Leadership Program.

Total Credits: 31.75 credits

Capstone Project

The goal of the MEdL Capstone project is to enable students to develop and demonstrate deeper levels of expertise in a specific area of Jewish Educational Leadership. Each student will create a project that requires them to apply the knowledge, themes, principles, skills, and experiences they have learned in their coursework and residency to the creation of an authentic example of their work. Students, in consultation with their Faculty Tutor and the Capstone Seminar Instructor, will choose from among seven (7) Capstone project options. Each option is similar in scope and size. The final product of each option has been designed to be an authentic representation of the student's learning and work in that area. So, while each project may, in the end, look very different, they each require students to do similar amounts and types of work.

In the final year of the MEdL program, students will participate in a Capstone Seminar (EDU 591 and 592) which will function as a brain trust/working group with fellow students where they will develop, refine, and improve upon their work in the process of developing their Capstone project.

Detailed descriptions of each Capstone project option and the protocols for completing a capstone are distributed to MEdL students at the end of their first year in the program.

Clinical Education: The Graduate Residency

Clinical Education is an integral part of the School of Education, and the graduate residency is its focus. The graduate residency is modeled in part after the role of laboratory schools in the education field and teaching hospitals in medical training. With the support and assistance of the Director of the Master of Educational Leadership Program, each student interviews with and is hired by an approved graduate residency partner institution. Residency matches are made in organizations that are living laboratories led by master educators who are also skilled supervisors and mentors, and who are excited about this vision and committed to elevating their practice and cultivating the next generation of Jewish educational leadership. Residency organizations are at the cutting edge in thinking about Jewish education, value innovation, play, and experimentation, and are committed to building true interpersonal connections amongst their constituencies.

These institutions partner with HUC-JIR in creating a robust, hands-on graduate and leadership experience where students can learn skills that must be developed in authentic experiences outside the academic classroom. Partner institutions may include congregations which house a variety of educational offerings (such as day school, supplementary school, adult education, pre-school, and day camp); day schools; educational non-profits/agencies; camps. Applicants to the MEDL program may petition to create their own unpaid graduate residency where they develop an educational startup under Faculty Tutor supervision. A faculty member must “sponsor” the student by vouching for their academic and professional merit and promise. This option is a pilot and highly selective.

Each student will be mentored in their graduate residency by a Clinical Faculty Mentor (CFM). In most residencies, the CFM will also serve as the student’s supervisor. In some settings, a separate day-to-day supervisor will be identified.

The Master of Educational Leadership Graduate Residency Program Description, distributed to students upon admission into the program, describes the matching process, host institution and CFM criteria, educational goals and learning outcomes, and formative review procedures that are elements of clinical education at School of Education. Students should read the Program Description thoroughly and should consult it as needed during the year(s).

Advising: Faculty Tutors

Each year a student is enrolled in the School of Education they are assigned a Faculty Tutor. The Faculty Tutor is a member of the School of Education teaching faculty. The Faculty Tutor’s task is to support and challenge the student’s progress in all areas related to the student’s academic, professional and leadership development. In order to do this, the Faculty Tutor meets with the student on a biweekly basis throughout the school year. Course credit is earned each semester for this component of the MEDL curriculum (EDU 650 Supervised Leadership).

Meetings with the Faculty Tutor may be held individually or in small pods with the other students who have the same tutor. Individual meetings are tailored to each student’s particular questions and needs. Tutoring pod meetings may address some of the shared challenges Tutors see across the pod. The Faculty Tutor engages in many activities, which may include the following:

- partnering with the student’s CFM in formulating, finalizing, and assessing the student’s progress through their Learning Contract;
- partnering with the student’s CFM on completion of two (2) Pedagogy Practica (EDU 593 and EDU 594);
- curating the creation of the student’s Capstone portfolio;
- discussing the student’s progress in Judaica and professional courses;
- discussing larger issues in Jewish education;
- discussing the student’s future career plans and how best to prepare for the future;
- listening to the student’s perception of how they are performing in their residency;
- giving feedback, based on firsthand observation of the student in various settings (at Hebrew Union College and elsewhere);
- critiquing materials the student has produced at their residency;
- challenging the student’s ideas on issues related to current or future professional functioning; raising problems related to the student’s ability to function as a professional, and suggesting avenues for addressing those problems;
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Participation in Jack H. Skirball Campus Community T’fillot

Students are required to demonstrate T’fillah leading proficiencies in the times and places where T’fillah authentically occurs in their

residencies and on campus among their peers and faculty.

Participation in services at the Jack H. Skirball Campus is an important part of the academic, professional, and religious education offered at the School of Education and serves as a safe learning ground for developing T'fillah leading skills. Thus, students in the MEdL Program are required to:

- Serve in the roles as service leader (shlichut tzibur) (once a year during a Monday or Thursday T'fillah)
- Read from the Torah once a year during a Monday or Thursday T'fillah
- Give a D'var Torah once a year during a Monday or Thursday T'fillah
- Students may also volunteer to take on any of these roles on additional days or at additional times during the year.

Students in the one-year Clergy-Education program may volunteer to lead services during the year.

Plan of Study

Fall Intensive

EDU 571	Creating a Culture of Learning	1.50
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Fall

EDU 572	Introduction to Pedagogy and Pedagogical Planning	2.00
EDU 577	Designing Educative Learning	2.00
EDU 578	Charting the Future 1 and 2	3.00
EDU 581	Professional Learning and Instructional Leadership	2.00
EDU 585	Leading with Integrity: The Human Side of Leadership	1.50
EDU 591	Capstone Seminar	1.00
EDU 593	Pedagogy Practicum III	0.25
EDU 650	Supervised Leadership	2.00

Winter Intensive

EDU 514	Teaching the Jewish Past	1.50
	Or	
EDU 588	Israel Education in North America	1.50
	Or	
EDU 589	Teaching Hebrew - Intensive	1.50

Spring

EDU 573	Understanding Learners	1.50
EDU 579	Charting the Future C	1.50
EDU 580	Entering an Organization	1.00
EDU 583	Leading Change in Jewish Education	3.00
EDU 584	Leading Amidst Complexity	1.00
EDU 586	Teaching for our Times	1.50
EDU 592	Capstone Seminar	1.50
EDU 651	Supervised Leadership	2.00

Others

Co-Curricular Programs

The School of Education MEdL program provides a rich combination of academic, professional, and religious programming to enrich the professional learning community in formal and informal learning. Full participation in these programs is expected. Students who are unable to participate must communicate conflicts in advance. Specific dates will be announced by the summer preceding each academic year.

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3 days of programming every year. The alum is selected by their peers for outstanding achievement as a Jewish educator. Typically, alumni teaching will include co-curricular seminars, participation in leading t'fillah and/or delivering the D'var Torah, and teaching in several MEDL classes. The alum is also available to meet individually with education students for 1:1 mentoring and networking. The Dr. Michael Zeldin Alumnus-in-Residence Program is sponsored by the RHSOE Alumni Association.

Master of Arts in Teaching

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.

Admission Requirements

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.

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).

- 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?
- 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?
- 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?

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.

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.

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:

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

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.

Financials

Annual Tuition - DeLeT Masters in the Art of Teaching (MAT)	\$10,250
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Degree Requirements

12 credits from MAT courses, in addition to 34 credits from the DeLeT credential program are required for MAT candidates.

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

Plan of Study

Fall

MAT 610	Collaborative Reflective Practice I	2.00
MAT 620	Mentored Teaching I	2.00
MAT 630	Practitioner Inquiry	2.00

Spring

MAT 611	Collaborative Reflective Practice II	2.00
MAT 621	Mentored Teaching II	2.00
MAT 631	Practitioner Research	2.00

Executive Master of Arts degree in Jewish Education

The Executive Master Program in Jewish Education is a multi-faceted program designed for Jewish educational leaders currently serving in Jewish educational leadership positions. It is designed to meet a broad range of student needs and take advantage of both distance and face-to-face learning opportunities.

Prior to admission, candidates are required to enroll in and successfully complete a 2-credit pre-requisite online course, Introduction to Jewish Educational Leadership. The course counts towards the degree.

After admission to the program, Students begin with a Spring orientation, and are paired with a mentor – a senior professional in the field of Jewish education trained specifically for this role – who will help guide your intellectual, professional, and personal journey.

During the course of the program, you will immerse yourself in online studies reinforced by intensive learning experiences on our New York and Los Angeles campuses, and a 10- to 12-day seminar in Israel in December of your first or second year in the program. Studies will culminate in a Capstone Project, guided by members of the HUC-JIR faculty.

The Executive Master program, as part of the HUC-JIR School of Education, seeks to live into the following mission and goals:

We seek to deepen the leadership of professional Jewish educational leaders and educators so that they:

- Possess the skills, depth of knowledge, and relationships to be forward-thinking agents of change in the broad landscape of Jewish learning and engagement.
- Design, create, lead, and teach in institutions, communities, and programs that make Judaism accessible, inspiring, and

meaningful for all; to enrich the lives of individuals, and strengthen their families, communities, and society.

- Apply vision, passion, creative thinking, and practical expertise to their work.
- Lead, manage, and educate courageously in a time of uncertainty, instability, and opportunity.

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.

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 Director of the Executive Master 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 katherine.schwartz@huc.edu to set a date and time.

Successful Completion of the 2-unit online course, Introduction to Jewish Educational Leadership. This course is offered in the spring semester every year. Admissions applications are due shortly following completion of the course.

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-JIR 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.

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 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
 toward@huc.edu

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. Please note that the TOEFL exam is not a substitute for the GRE.

Part Two

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 Master Program in Jewish Education requires that students complete one year of college-level Modern or Classical Hebrew before graduating from the program. The requirement can be fulfilled by prior completion of one-year of college-level 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.

Financials

Tuition	\$840	per credit hour
Israel Seminar	\$1,575	determined annually as to when the seminar will take place

Degree Requirements

The Executive Master Program is a cohort-based program. As such, students move through the program experiences together as a group. The cohort experience is a key element in the program's impact. Each cohort creates its own set of norms that serve to guide the group as it negotiates the various aspects of working, learning and, sometimes, living together. The following courses comprise the Executive Master Program in Jewish Education. Students complete the courses in the order listed here with the other students in their cohort.

The curriculum of the Master of Arts in Religious Education consists of multiple types of learning experiences, all designed to enable students to engage deeply in learning and apply that learning to their practice in a meaningful manner. The curriculum includes coursework (both in face-to-face and online milieus), clinical mentoring and a final capstone project, all of which are detailed below. Each of these elements carries academic credit and is equally important in successful completion of the program.

Students take one course at a time. Online courses are 7 weeks and in-person intensive courses are 4-5 days. The order of the courses is as listed below. The exact timing may change depending on whether students travel to Israel (every other year) and the timing of the Jewish holidays.

Total Credits: 35

Plan of Study**Pre-Admission**

XED 500	Introduction for Jewish Educational Leadership	2.00
First-Year Spring		
XED 529	Ideologies of Jewish Education	2.00
First-Year Summer		
XED 561	Modern Jewish Thought	2.00
First-Year Fall		
XED 505	Jewish Historical Experience	2.00
XED 516	Educational Practice 1: Learners and their world	2.00
XED 517	Educational Practices 2	2.00
XED 525	Clinical Education I	1.00
XED 570	Israel Seminar: Peoplehood	4.00
Second-Year Spring		
XED 518	Educational Practices 3: Professional Learning	2.00
XED 526	Clinical Education 2	1.00
XED 535	Social Context for NA Jewish Education	2.00
Second-Year Summer		
XED 510	Torah for the 21st Century	2.00
Second-Year Fall		
XED 545	Textual tradition: Rabbis	2.00
XED 550	Organizational Systems and Change	2.00
XED 565	Clinical Education 3	1.00
Third-Year Spring		
XED 540	Educational Leadership	2.00
EDU 599	Independent Study	Variable

Others

DeLeT Programs and Certificate in Day School Leadership through Teaching

DeLeT: Day School Leadership through Teaching is dedicated to fostering teaching excellence in Jewish day schools in North America. DeLeT prepares and supports day school teachers in the DeLeT certificate program, the DeLeT MAT degree program, 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 DeLeT certificate program is accredited by the California Commission on Teacher Credentialing and prepares candidate to be eligible for the California Preliminary Multiple Subject credential through a 13-month program of coursework and a full-time paid teaching residency in a California Jewish day school.

Admission Requirements

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:

- 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.
- Please reflect on the daily work of day school teaching from your current vantage point:
 - 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:
 - 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?
 - 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?

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.

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.

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

mwaldron@huc.edu (if sent electronically)

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) 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.

Financials

Annual Tuition - DeLeT Credential

\$28,500

Certificate Requirements

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.

Plan of Study

First-Year Summer

DLT 501	Teaching and Learning Seminar II	2.00
DLT 510	Child Development	2.00
DLT 520	Reading, Language and Literature I	1.00
DLT 530	Arts Workshop	0.50
DLT 534	Educational Technology	1.00
DLT 559	T'fillah	1.00

First-Year Fall

DLT 502	Teaching and Learning Seminar II	2.00
DLT 512	Meeting the Needs of All Learners	1.00
DLT 521	Reading, Language and Literature II	1.00
DLT 527	Math Methods	1.00
DLT 580	Supervised Day School Teaching	4.00

First-Year Spring

DLT 503	Teaching and Learning Seminar III	2.00
DLT 514	Wellness and Jewish Values	1.00
DLT 515	Diversity in School Communities I	1.00
DLT 522	Reading, Language and Literature III	1.00
DLT 556	Day School and Society	2.00
DLT 581	Supervised Day School Teaching	4.00

Second-Year Summer

DLT 504	Bridge Seminar	2.00
DLT 516	Diversity in Schools	1.00
DLT 525	Social Studies Methods	1.00
DLT 528	STEM Methods	1.00
DLT 530	Arts Workshop	0.50
DLT 559	T'fillah	1.00

Certificate in Jewish Educational Leadership

HUC-JIR's School of Education offers a Graduate Certificate in Jewish Educational Leadership (CEDL), in partnership with its colleagues at The Mandel Teacher Educator Institute (MTEI). MTEI is a two-year professional development program for teacher

educators who work in Jewish educational settings. MTEI has been a leading provider of the highest quality professional learning in Jewish education for over two decades. As the certificate program is embedded in, and an extension of, the MTEI program, only current MTEI participants can enroll in the certificate and perform the additional program requirements at the graduate level to earn the certificate.

As described on their website, MTEI “gives educational leaders the tools they need to become extraordinary teachers of teachers. MTEI helps educational leaders transform their schools into places where the teachers learn together in community over their whole careers, building cultures where both Jewish content and understanding of teaching and learning are at the core.” HUC-JIR oversees and provides additional coursework to create a robust graduate certificate experience.

The graduate certificate enables a select group of MTEI participants to deepen and extend their learning about instructional leadership, through reflective practice, mentoring, collaborative inquiry, independent action research. Participants complete a graduate level independent research project embedded in their practice. Graduates can apply the 12 credits earned in the program toward the Executive MA in Jewish Education at HUC-JIR.

The application process is conducted by the Director of MTEI; the academic administration of the program is overseen by the Director of the HUC-JIR School of Education.

For additional information about MTEI, go to <https://www.mtei-learning.org>.

Admission Requirements

Qualified participants in MTEI can apply to enroll in the graduate certificate at the beginning of the MTEI program. Applicants must be an educator who has been accepted into and enrolled in the MTEI program.

Transcripts

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.

Please request transcripts at least four weeks before the application deadline to allow time for them to be sent to HUC-JIR.

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

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.

Short Essays

Please respond to each of the following questions separately. Please respond separately to each of three questions and limit yourself to a maximum of 250 words each.

- How do you envision this graduate certificate furthering your development (academically, professionally, and personally) at this point in your career as a Jewish educational leader?
- Part of this program is exploring questions about your practice as a pedagogical leader. What aspects of your professional practice are you curious to explore? What dilemmas or challenges might you like to investigate?
- How do you imagine creating dedicated time in your professional life for this program?

Reference Letter

Applicants should submit 1 letter of reference from a professor, supervisor, lay leader, colleague or clergy who can speak to your professionalism, intellectual curiosity, and capacity to complete this program successfully. Please use the Reference Letter Request Form to submit the name and contact information of your reference.

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 with any

Financials

Degree Requirements

Students take 3 credits each semester, for a total of 4 semesters. All courses are ONLY open to MTEI (CEDL) students – students in other HUC-JIR programs may not register for these courses as they are embedded in immersive learning experiences at MTEI.

- XED 515 Teaching and Learning (2)
- XED 527 Clinical Mentoring (1)
- XED 520 Professional Learning (2)
- XED 528 Clinical Mentoring (1)
- XED 530 Curriculum (2)
- XED 590 Practitioner Research I (1)
- XED 591 Practitioner Research II (1)
- XED 592 Special Topics in Jewish Education (2)

Total: 12 credits

Plan of Study

First-Year Fall

XED 515	Teaching and Learning	2.00
XED 527	Clinical Education	1.00

First-Year Spring

XED 520	Professional Learning	2.00
XED 528	Clinical Mentoring	1.00

First-Year Summer

XED 530	Curriculum	2.00
XED 590	Practitioner Research I	1.00

Second-Year Fall

XED 591	Practitioner Research II	1.00
XED 592	Special Topics	Variable

Others

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.

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-JIR in order to ensure the necessary requirements are met for completion of that institution's degree.

HUC-JIR Concurrent Degree Program with Master of Arts in Jewish Nonprofit Management

Students pursuing a degree at HUC-JIR 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 and Rabbinical School. Students accepted into these HUC-JIR 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-JIR Concurrent Degree program is open to students at HUC-JIR stateside campuses (Cincinnati, Los Angeles, and New York).

Beyond the Classroom:

Leadership Conference

The in-person Leadership Conference launches a year of learning for the entire cohort enrolled in our Zschool degree and certificate programs. Spanning five dynamic days, our conference serves as a catalyst for transformative growth and connection, bringing together students from all three Zelikow School degree tracks. Immediately after the Conference, students begin six weeks of intensive online courses during which the themes of leadership and creative problem-solving are revisited from various perspectives. These same themes continue to be interwoven into their internship and work experiences during the remainder of the year as part of their mentoring.

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.

Bernstein 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 Ruskey 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.

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

SOC Occupation Code: 11-0000 and 11-2031-00 (Management Occupations, Public Relations, and Fund-raising)

Admission Requirements

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 one 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.
- 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 3 letters of recommendation (2 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. Working 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 or not they were degree-bearing)

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.

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.

Financials

Annual Tuition	\$28,500
Student Activity Fee (Full-Time)	\$25

Degree Requirements

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 the full Zschool course load 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, . Occasionally, limited scholarships are available to support their participation in the Seminar.

Plan of Study

First-Year Summer

MGT 512	Encounter Seminar: Leadership and Change Management I	1.00
MGT 513	Managing in Times of Crisis - MSOLI	2.00
MGT 515	Fundamentals of Creative Problem Solving II	2.00
MGT 519	Entrepreneurial Leadership	2.00
MGT 521	History of Jewish Ideas and Communal Trends	2.00
MGT 527	Evolution and Structure of the American Jewish Community	2.00
MGT 531	Fundraising and Resource Development	2.00
MGT 540	Introduction to Jewish Communal Organizations	2.00

First-Year Fall

MGT 541	Fieldwork	4.00
MGT 546	Practicum: Nonprofit Management - MSOLI	1.00
MGT 900	Capstone: Research Methods	3.00

First-Year Spring

MGT 541	Fieldwork	4.00
MGT 546	Practicum: Nonprofit Management - MSOLI	1.00
MGT 581	Global Innovation Seminar: Windmueller Israel Seminar	2.00
	Or	
MGT 900	Capstone: Research Methods	3.00

Second-Year Summer

MGT 512	Encounter Seminar: Leadership and Change Management I	1.00
MGT 515	Fundamentals of Creative Problem Solving II	2.00
MGT 523	Nonprofit Leadership	2.00
MGT 573	Nonprofit Finance and Planning	2.00
MGT 579	Applied Jewish Wisdom	2.00
MGT 590	Developing your Thought Leadership	2.00
MGT 592	Organizational Management and Supervision	2.00
MGT 596	Board Development and Lay Leader Engagement	2.00

Others

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).

SOC Occupation Code: 11-0000 and 11-2031-00 (Management Occupations, Public Relations, and Fund-raising)

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Course Requirements: 2 summers of the full Zschool course load 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.

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Plan of Study

First-Year Summer

MGT 515	Fundamentals of Creative Problem Solving II	2.00
MGT 521	History of Jewish Ideas and Communal Trends	2.00
MGT 527	Evolution and Structure of the American Jewish Community	2.00
MGT 531	Fundraising and Resource Development	2.00
MGT 540	Introduction to Jewish Communal Organizations	2.00

MGT 544	Organizational Development	2.00
First-Year Fall		
MGT 541	Fieldwork	4.00
MGT 545	Practicum: Nonprofit Management - MAJNM	1.00
First-Year Spring		
MGT 541	Fieldwork	4.00
MGT 545	Practicum: Nonprofit Management - MAJNM	1.00
MGT 581	Global Innovation Seminar: Windmueller Israel Seminar	2.00
Second-Year Summer		
MGT 515	Fundamentals of Creative Problem Solving II	2.00
MGT 523	Nonprofit Leadership	2.00
MGT 573	Nonprofit Finance and Planning	2.00
MGT 579	Applied Jewish Wisdom	2.00
MGT 590	Developing your Thought Leadership	2.00
MGT 596	Board Development and Lay Leader Engagement	2.00
Second-Year Fall		
MGT 541	Fieldwork	4.00
MGT 545	Practicum: Nonprofit Management - MAJNM	1.00
MGT 900	Capstone: Research Methods	3.00
Second-Year Spring		
MGT 541	Fieldwork	4.00
MGT 545	Practicum: Nonprofit Management - MAJNM	1.00
MGT 900	Capstone: Research Methods	3.00

Others

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 provides 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 (part-time) 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.

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.

HUC-JIR Concurrent Degree Program with Master of Arts in Jewish Nonprofit Management

Students pursuing a degree at HUC-JIR 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 and Rabbinical School. Students accepted into these HUC-JIR 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-JIR Concurrent Degree program is open to students at HUC-JIR 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 the full Zschool course load 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.

SOC Occupation Code: 11-0000 and 11-2031-00 (Management Occupations, Public Relations, and Fund-raising)

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-JIR stateside campuses (Cincinnati, Los Angeles, and New York). The Certificate can be achieved in 1 summer (5 courses).

SOC Occupation Code: 11-0000 and 11-2031-00 (Management Occupations, Public Relations, and Fundraising)

Admission Requirements

Financials

One Summer Term Tuition	\$14,250
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Degree Requirements

Plan of Study

Summer		
MGT 515	Fundamentals of Creative Problem Solving II	2.00
MGT 523	Nonprofit Leadership	2.00
MGT 527	Evolution and Structure of the American Jewish Community	2.00

MGT 531	Fundraising and Resource Development	2.00
MGT 540	Introduction to Jewish Communal Organizations	2.00
MGT 544	Organizational Development	2.00

Others

Academic Calendar US

Summer Term

Monday, May 20, 2024	Summer term begins; Rabbinical Hebrew Intensive begins
Monday, May 27, 2024	Memorial Day (HUC-JIR closed); No classes
Tuesday, May 28, 2024	Summer graduation application due
Friday, May 31, 2024	EMA Summer Institute begins
Thursday, June 6, 2024	EMA Summer Institute ends
Friday, June 7, 2024	Rabbinical Hebrew Intensive ends
Tuesday, June 11, 2024	Shavuot Eve (HUC-JIR closes at 1 pm); No classes after 1 pm
Wednesday, June 12, 2024	Shavuot (HUC-JIR closed)
Thursday, June 13, 2024	Shavuot (HUC-JIR closed)
Sunday, June 2, 2024	Zelikow Leadership Conference begins
Thursday, June 6, 2024	Zelikow Leadership Conference ends
Monday, June 17, 2024	Zelikow classes begin
Wednesday, June 19, 2024	Juneteenth US holiday (HUC-JIR closed); No classes
Monday, June 24, 2024	DeLeT classes begin
Thursday, July 4, 2024	Independence Day (HUC-JIR closed); No classes
Friday, July 5, 2024	Day after Independence Day (HUC-JIR closed); No classes
Friday, July 19, 2024	DeLeT classes end and Culmination Ceremony
Tuesday, July 30, 2024	Zelikow classes end
Wednesday, July 31, 2024	Zelikow Culmination Ceremony
Thursday, August 15, 2024	Summer term ends/Summer degree conferred
Tuesday, September 3, 2024	Summer grades due (9 am local time)

Fall Semester

Monday, August 12, 2024	Fall orientation begins (LA/NY Rabbinical, DFSSM)
Thursday, August 15, 2024	Fall orientation ends (LA Rabbinical)
Friday, August 16, 2024	Fall orientation ends (NY Rabbinical and DFSSM)
Monday, August 19, 2024	Fall semester begins; Classes begin (DeLeT, EMA, MAT, MEdL, Pines, LA/CN Rabbinical, Zelikow); New York Kallah begins (NY Rabbinical and DFSSM)
Wednesday, August 21, 2024	New York Kallah ends (NY Rabbinical and DFSSM)
Thursday, August 22, 2024	Classes begin (NY Rabbinical and DFSSM, All-Campus Electives)
Monday, August 26, 2024	Fall graduation application due
Monday, September 2, 2024	Labor Day (HUC-JIR closed); No classes
Tuesday, September 3, 2024	Last day to add/drop
Tuesday, October 1, 2024	High Holiday recess starts
Wednesday, October 2, 2024	Rosh Hashanah Eve (HUC-JIR closes at 1 pm)
Thursday, October 3, 2024	Rosh Hashanah (HUC-JIR closed)
Friday, October 4, 2024	Rosh Hashanah (HUC-JIR closed)
Friday, October 11, 2024	Yom Kippur Eve (HUC-JIR closed at 1:00 pm)
Sunday, October 13, 2024	High Holiday recess ends
Monday, October 14, 2024	Classes resume; Last day to drop with "W"
Wednesday, October 16, 2024	Sukkot Eve (HUC-JIR closed at 1 pm); No classes after 1 pm
Thursday, October 17, 2024	Sukkot (HUC-JIR closed); No classes
Friday, October 18, 2024	Sukkot (HUC-JIR closed); No classes
Wednesday, October 23, 2024	Shmini Atzeret/Simchat Torah Eve (HUC-JIR closes at 1 pm); No classes after 1 pm
Thursday, October 24, 2024	Shmini Atzeret/Simchat Torah (HUC-JIR closed); No classes
Friday, October 25, 2024	Simchat Torah (HUC-JIR closed); No classes
Monday, October 28, 2024	Classes resume
Tuesday, November 5, 2024	Election Day (HUC-JIR closed); No classes
Thursday, November 28, 2024	Thanksgiving (HUC-JIR closed); No classes
Friday, November 29, 2024	Day after Thanksgiving (HUC-JIR closed); No classes
Tuesday, December 10, 2024	Fall semester classes end (MEdL, Pines, Rabbinical, DFSSM, Zelikow)
Wednesday, December 11, 2024	Reading days begin
Thursday, December 12, 2024	Reading days end
Monday, December 16, 2024	Final presentations/exams begin
Tuesday, December 17, 2024	DeLeT classes end; Final presentations/exams end
Wednesday, December 18, 2024	MAT classes end; DFSSM Comps
Friday, December 20, 2024	EMA classes end; Fall semester ends/Fall degree conferred
Monday, January 6, 2025	Fall grades due (9 am local time)

Winter Intersession

Sunday, December 22, 2024	Winter intersession begins; Zelikow Windmueller Israel seminar begins (dates subject to change)
Saturday, December 28, 2024	Zelikow Windmueller Israel seminar ends (dates subject to change)
Monday, December 30, 2024	EMA Israel seminar begins
Wednesday, January 1, 2025	New Year's Day (HUC-JIR closed)
Wednesday, January 8, 2025	EMA Israel seminar ends
Thursday, January 9, 2025	Winter intersession ends
Monday, January 27, 2025	Winter intersession grades due (9 am local time)

Spring Semester

Sunday, January 12, 2025	Spring semester begins
Monday, January 13, 2025	January intensives begin
Wednesday, January 15, 2025	MAT classes begin
Thursday, January 16, 2025	January intensives ends (Rabbinical, DFSSM)
Friday, January 17, 2025	January intensive ends (MEdL)
Monday, January 20, 2025	MLK Day (HUC-JIR closed); No classes
Tuesday, January 21, 2025	Spring classes begin (DeLeT, DFSSM, MEdL, Pines, Rabbinical, Zelikow)
Monday, January 27, 2025	EMA classes begin; Winter intersession grades due (9 am local time); Last day to add/drop; Spring graduation application due; Spring ordination application due
Monday, February 17, 2025	Presidents' Day (HUC-JIR closed); No classes
Monday, March 3, 2025	Last day to drop with "W"
Friday, April 11, 2025	Passover recess begins
Monday, April 14, 2025	Passover 2nd day (HUC-JIR closed)
Sunday, April 20, 2025	Passover 8th Day; Passover recess ends
Monday, April 21, 2025	Classes resume
Wednesday, April 30, 2025	Classes end (DFSSM, MEdL, Pines, Rabbinical, Zelikow)
Thursday, May 1, 2025	Reading days begin; New York Graduation
Sunday, May 4, 2025	New York Ordination
Tuesday, May 6, 2025	Reading days end
Wednesday, May 7, 2025	Final presentations/exams begin; MAT classes end
Thursday, May 8, 2025	Final presentations/exams end; DeLeT classes end
Monday, May 12, 2025	DFSSM Comps
Wednesday, May 14, 2025	DFSSM Comps
Friday, May 16, 2025	EMA classes end; Spring semester ends/Spring degree conferred
Sunday, May 18, 2025	Los Angeles Ordination
Monday, May 19, 2025	Los Angeles Graduation
Monday, May 26, 2025	Memorial Day (HUC-JIR closed)
Friday, May 30, 2025	Cincinnati Graduation
Saturday, May 31, 2025	Cincinnati Ordination
Monday, June 2, 2025	Spring grades due (9 am local time)

Program Calendar - YII

Year in Israel

Sunday, June 30, 2024	Pre-Orientation (Hebrew Placement)
Monday, July 1, 2024	Summer Term Begins
Thursday, August 15, 2024	Summer Term Ends
Friday, August 16, 2024	Summer Semester Break Begins
Saturday, August 31, 2024	Summer Semester Break Ends
Sunday, September 1, 2024	Fall Term Begins
Thursday, September 12, 2024	Last Day to Add/Drop
Wednesday, October 2, 2024 to Saturday, October 5, 2024	Rosh Hashanah (No Classes)
Friday, October 11, 2024 and Saturday, October 12, 2024	Yom Kippur (No Classes)
Wednesday, October 16, 2024 to Saturday, October 26, 2024	Sukkot (No Classes)
Friday, October 18, 2024	Last Day to Withdraw
Thursday, December 12, 2024	Last Day of Class
Sunday, December 15, 2024	Reading Day
Monday, December 16, 2024 to Thursday, December 19, 2024	Presentations/Finals
Friday, December 20, 2024 to Saturday, January 11, 2025	Winter Break
Sunday, January 5, 2025 to Thursday, January 9, 2025	Elective Winter Intensive
Sunday, January 12, 2025	Spring Term Begins
Thursday, January 23, 2025	Last Day to Add / Drop
Sunday, February 16, 2025	Presidents' Day Off (No Classes)
Friday, February 28, 2025	Last Day to Withdraw
Friday, March 14, 2025 to Sunday, March 16, 2025	Purim (No Classes)
Thursday, April 3, 2025	Passover Break Begins
Thursday, April 3, 2025 to Thursday, April 10, 2025	Optional Lithuania Trip (No Classes)
Saturday, April 19, 2025	Passover Break Ends
Sunday, April 20, 2025	Classes Resume
Thursday, May 1, 2025	Yom Ha'atzma'ut
Thursday, May 8, 2025	Last Day of Class
Sunday, May 11, 2025	Reading Day
Monday, May 12, 2025 to Thursday, May 15, 2025	Finals/Presentations
Friday, May 16, 2025	Closing Shabbat

Courses

AMA-Aramaic

AMA 501 - Biblical Aramaic (3.00)

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 (3.00)

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 - Babylonian Talmudic Aramaic Intensive (1.00)

An introduction to the Aramaic of the Babylonian Talmud in preparation for Talmud study.

BHI-Bible and the History of Interpretation

BHI 568 - Faith and Suffering (3.00)

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.

BHI 570 - Cosmology in Genesis Rabbah (3.00)

Through an in-depth study of chapters 1 and 8 in Midrash Genesis Rabbah, we will come to recognize midrash as a genre that had less to do with "biblical interpretation" as commonly conceptualized, and everything to do with ideological polemics. Jacob Neusner argued that large sections of this and other early 5th century rabbinic works were composed to offer disciples arguments against Gnosticism and Christianity, which were thought to threaten rabbinic ideology. To the extent possible, we will endeavor to establish the foreign mythological sources upon which the authors of this Midrash were dependent.

BHI 586 - Philosophy of History (3.00)

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 599 - Independent Study (Variable)

Independent Study.

BHI 614 - Wilderness Narratives (3.00)

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-Bible**BIB 001 - The Great Jewish Bookshelf (0)**

This course gives students a survey of the great books and literature of Judaism over the last 2,500 years. Discussions of peoplehood appear in a number of different ways in each historical period and, therefore, in the texts and voices of each period. Historical context helps students understand the differences to be observed as together we read selections carefully chosen from biblical, rabbinic, medieval, mystical, and modern sources.

Thoughtfully guided throughout by our teacher, Rabbi Emily Langowitz, each class includes faculty members from across HUC-JIR sharing their expertise. Students sharpen their skills in the Jewish practice of close reading during class and outside of class in *chevruta* (traditional, paired Jewish study).

BIB 401 - Bible I (3.00)

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 (3.00)

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 - Bible II (3.00)

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 (1.50)

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 422 - Prophets and Megillot (3.00)

The overall aim of this year-long course is to help you become more familiar with the texts of the Tanakh and the techniques and resources used to better understand those texts. In addition, the course encourages creative applications of these texts in your work as educators and cantors. In the fall we will study the texts of the Torah- the Five Books of Moses along with key texts after the people conquer the land. Such texts include stories in the book of Judges and in the books of Samuel. In the spring we will focus on Prophets/Megillot- Amos, Isaiah, Esther, Ruth, Jonah.

BIB 430 - Teaching Bible to Adults (3.00)

This course seeks to integrate the learning of Bible with the learning of how to teach Bible to adult learners in diverse settings. We consider 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. The course enables students to: (1) explore the theories and practices of teaching adult learners; (2) practice various methods of biblical analysis; and (3) model, analyze, and design authentic learning experiences for adults that are relevant to the work of rabbis, cantors, and educators in diverse settings.

BIB 441 - Parshanut (3.00)

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 - Job in Bib Context (3.00)

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 515 - Women, Gender, and Biblical Narrative (3.00)

Scholarship on women and gender in the Hebrew Bible has transformed the field of biblical studies. Over the past five decades, a rich conversation of diverse voices has developed among scholars working from a range of methodological perspectives. The goal of this class is to engage with as wide a selection of these perspectives as possible through in-depth study of selected biblical texts. While engaging multiple approaches to the study of women and gender, students will develop their own analytical skills as readers of biblical texts in ways that can be transferred to their future careers.

BIB 528 - Biblical Institutions (3.00)

A study of the development of five major institutions in the Bible, to wit, the monarchy, the priesthood, the cult, the law, and the calendar. We focus on the growth, development, and change within these institutions as they faced new contexts and met new challenges. When appropriate, we consider parallel and related institutions in Jewish history and the lessons thereby acquired for an understanding of the institutions in contemporary Jewish life.

BIB 569 - Text and Theory (3.00)

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 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 range from biblical to early modern (in Hebrew and in translation).

BIB 583 - Book of Judges (3.00)

This course will examine the Book of Judges from a variety of methodological perspectives. We will consider its literary structure and historical settings, both the period in which the narratives are situated and the one evoked in the editorial framework. We will pay particular attention to how gender figures in the negotiation of collective identity and the narrative function of violence. Course assessment will include demonstrating linguistic command of the biblical text.

BIB 585 - Study of Bib Poetry (3.00)

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.

Prerequisite: BIB 402; or permission of the instructor.

BIB 592 - Special Topics (Variable)

Occasional special topics courses that may be offered for only one or two semesters.

BIB 598 - Psalm Ancient Israel (3.00)

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 599 - Independent Study (Variable)

Independent Study.

BIB 5006 - Foundations of Biblical Grammar (1.00)

This 6 week course will provide students with the fundamentals of biblical grammar that will be needed to begin the Beit Midrash: Torah class in the Fall.

BIB 5012 - Introduction to Beit Midrash (0.50)

Each week in the summer, students will engage in Beit Midrash study as an introduction to the major classical and modern books for Jewish text study at HUC-JIR.

BIB 5920 - Dabri Torah: Israeli Women Interpret the Torah (1.50)

Dabri Torah: Israeli Women Interpret the Torah -- learn and write creative beit midrash with the editor of the book. In this course we will a. talk about midrash as a phenomenon, and a feminist midrash as a case study; b. read texts, classical rabbinic and modern interpretation from the book [in Hebrew with some aid in English], c. touch occasionally on halakhic issues concerning women, d. write our own creative midrashim.

BIB 601 - Prophets (3.00)

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 (3.00)

This course explores the third major section of the Tanakh, Ketuvim. Students will engage with these diverse texts' literary, historical, and theological dimensions, in both their ancient and more recent cultural contexts.

BIB 603 - Introduction to the Study of Bible - Intensive (1.50)

This one-week intensive introduces students to the modern academic study of the Hebrew Bible, including multiple scholarly approaches to the text and its canonization.

BIB 605 - Family in Ancient Israel and the Bible (3.00)

The Bible comes out of a world foreign to most contemporary readers. This course decodes some of the family structures that undergird the narratives and laws of the Bible, including parent-child relationships, money and inheritance, levirate marriage and the power of men over women and children.

BIB 613 - Song of Songs (3.00)

The Purpose of this course is to examine 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 (3.00)

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 manuscripts 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 616 - Bible and its Earliest Interpreters (3.00)

This course surveys interpretive literature and approaches towards the Hebrew Bible in ancient Judaism. We begin with interpretations within the Bible itself—from one biblical text interpreting another to the markers of interpretation found on the pages of a modern Bible, such as *niqqud*, *te'amim*, and text division. The course also includes analysis of biblical interpretation from the Apocrypha, Josephus, Dead Sea Scrolls, New Testament, Synagogue Art, and various genres of Rabbinic Literature.

BIB 621 - Peshat and Derash (3.00)

To study *parshanut* is to join an enduring, multivalent, polyvocal conversation about the meaning of the Torah. Building upon rabbinic modes of interpretation, medieval Jews innovated new ways of reading the Torah text; this course will examine the contexts, methods, sources, and impact of their foundational commentaries, recorded on the pages of *Miqra'ot Gedolot*. Through the in-depth study of a selection of *parshiyyot* from *Vayiqra*, *Bemidbar*, and *Devarim*, students will emerge grounded in traditional methodology and prepared to engage knowledgeably and creatively in their own work interpreting the Torah text. Elective.

BIB 626 - Qur'anic Narrative (3.00)

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 627 - Remembering the Ark (2.00)

Across biblical writings and interpretations, there is significant disagreement over the form, function, and ultimate fate of the Lost Ark. This seminar brings together representations of the Ark from Exodus to Chronicles and in works of Biblical interpretation through the Mishnah, exploring the different ways that these texts and their writers have remembered the Ark—making meaning with it to craft competing visions of "Israel" and its future through the biblical past.

BIB 629 - Book of Judges (3.00)

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 632 - Women in the Bible (3.00)

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-Candidacy

CAN 500 - Candidacy Seminar (9.00)

Research and preparation of a dissertation required to earn a MPHIL degree.

COM-Commentaries

COM 401 - Commentaries (3.00)

An Introduction to the *Mikraot Gedolot*. Selected narrative and legal passages from the Tanakh along with the traditional biblical commentators.

DHL-Doctor of Hebrew Letters

DHL 500 - DHL Candidacy (1.00)

Research and preparation of a dissertation required to earn a DHL degree.

DIS-Dissertation

DIS 500 - Dissertation (9.00)

Research and preparation of a dissertation required to earn a PhD degree.

DLT-DeLeT

DLT 501 - Teaching and Learning Seminar II (2.00)

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.

DLT 502 - Teaching and Learning Seminar II (2.00)

This continuation of ED 501A further develops skills and strategies necessary to engage in successful teaching. Through comprehensive analyses of teaching experiences, fellows refine their visions for what it means to be a Jewish day school teacher. The course integrates current education with the internship experience. Part 2 of this course emphasizes the students themselves, the modalities through which they learn, and the construction of experiences to meet their needs.

DLT 503 - Teaching and Learning Seminar III (2.00)

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.

DLT 504 - Bridge Seminar (2.00)

The culmination of this year-long core course offers a practicum for fellows to merge research, experiences, and content learning. Students collaborate in building an integrated and collaborative capstone project that reflects their vision for day school teaching.

DLT 510 - Child Development (2.00)

This course is an inquiry into 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

DLT 512 - Meeting the Needs of All Learners (1.00)

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.

DLT 514 - Wellness and Jewish Values (1.00)

This course addresses the concepts and principles of establishing a supportive, healthy environment for K-12 student learning. It focuses on how students' health, safety, brain development, and attachment styles impact learning and how to access school and community resources. Candidates practice strategies for working constructively with diverse learning profiles of students, families, and community members on social and emotional well-being, health, and safety issues. Specific resources within the Jewish community are explored as opportunities for collaboration and referral among teachers, school systems, and social service agencies.

DLT 515 - Diversity in School Communities I (1.00)

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.

DLT 516 - Diversity in Schools (1.00)

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.

DLT 517 - Diverse Jewish Communities (1.00)

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.

DLT 520 - Reading, Language and Literature I (1.00)

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.

DLT 521 - Reading, Language and Literature II (1.00)

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. The second segment of this 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 offers approaches for assessing student work.

DLT 522 - Reading, Language and Literature III (1.00)

Continuation of DLT 521 with an emphasis on story writing. 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. The second segment of this 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 offers approaches for assessing student work.

DLT 525 - Social Studies Methods (1.00)

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.

DLT 527 - Math Methods (1.00)

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.

DLT 528 - STEM Methods (1.00)

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.

DLT 530 - Arts Workshop (0.50)

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.

DLT 534 - Educational Technology (1.00)

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.

DLT 556 - Day School and Society (2.00)

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.

DLT 559 - T'fillah (1.00)

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.

DLT 580 - Supervised Day School Teaching (4.00)

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-JIR faculty clinical educator.

DLT 581 - Supervised Day School Teaching (4.00)

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-JIR faculty clinical educator.

DMI-Doctor of Ministry

DMI 599 - Independent Study (Variable)

Independent Study.

DMI 706 - Practicum II: Recognizing and Responding to Social and Cultural (1.50)

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.

DMI 707 - Practicum IV: Pastoral Role and Identity (1.50)

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.

DMI 710 - Theology: Shame, Guilt, Forgiveness (1.50)

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.

DMI 715 - The Lifecycle: Infant, Child, and Adolescent Growth and Development (1.50)

An overview of psycho-analytic and contemporary theories of early human development, and their applications to pastoral counseling.

DMI 717 - Assessment and Appraisal of Groups and Their Functioning III (1.50)

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 (scapegoating, 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.

DMI 719 - Case Discussion II (1.00)

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.

DMI 720 - Clinical Discussion III (1.00)

Student case material will be used to address transference, counter- transference, boundary setting, referral, etc., for the vocational counselor.

DMI 721 - Theology: Trauma (1.50)

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 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.

DMI 729 - Integrative Seminar III (1.50)

Six full days throughout 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.

DMI 730 - Integrative Seminar IV (1.50)

Six full days throughout 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.

DMI 731 - Problem Solving in Groups IV (1.00)

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.

DMI 735 - The Human Lifecycle: Adult Growth and Development into Older Age (1.50)

Exploration of the social and emotional developmental tasks and conflicts from adolescence to old age. Issues relevant to pastoral counseling will be addressed.

DMI 770 - Research Methods (1.00)

An introduction to research methods for organizing the scope of research for the demonstration project. Core.

Prerequisite: Second-year DMI program.

DMI 771 - Research and Design: Final Project (1.00)

An introduction to research design for developing research instrument(s) to support the demonstration project. Core.

DMI 780 - Final Project (1.50)

This course serves as registration for third-year work (with a fourth and fifth year for additional as needed and with permission) with faculty mentors to complete the demonstration project. Core

Prerequisite: At least third-year standing in the DMI program; DMI 771.

DMI 781 - Mentoring 1 for Final Project (1.00)

Prerequisite: Program Director approval and at least second-year standing in the DMI program. Faculty mentoring hours. Core.

DMI 782 - Mentoring 2 (1.00)

Additional faculty mentoring hours. Elective.

Prerequisite: Program Director approval; Third-year standing in the DMI program.

DMI 799 - Independent Study (Variable)

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.

EDU-Education

EDU 514 - Teaching the Jewish Past (1.50)

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)

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.

EDU 572 - Introduction to Pedagogy and Pedagogical Planning (2.00)

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.

EDU 573 - Understanding Learners (1.50)

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.

EDU 575 - Advanced Pedagogical Design (1.00)

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.

EDU 577 - Designing Educative Learning (2.00)

This intensive 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.

EDU 578 - Charting the Future 1 and 2 (3.00)

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.

EDU 579 - Charting the Future C (1.50)

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.

EDU 580 - Entering an Organization (1.00)

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.

EDU 581 - Professional Learning and Instructional Leadership (2.00)

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.

EDU 583 - Leading Change in Jewish Education (3.00)

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.

EDU 584 - Leading Amidst Complexity (1.00)

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. Particular 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.

EDU 585 - Leading with Integrity: The Human Side of Leadership (1.50)

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.

EDU 586 - Teaching for our Times (1.50)

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.

EDU 588 - Israel Education in North America (1.50)

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.

EDU 589 - Teaching Hebrew - Intensive (1.50)

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 591 - Capstone Seminar (1.00)

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 projects 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 resume and potentially for conference presentation and publication

EDU 592 - Capstone Seminar (1.50)

In the final year of the MEdL program, students will participate in a Capstone Seminar which will function as a brain trust/working group with fellow students where they will develop, refine, and improve upon their work in the process of developing their Capstone Project.

EDU 593 - Pedagogy Practicum III (0.25)

The 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 four (4) practica in pedagogy (each worth .25). 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. Pedagogy Practicum A: plan, teach, record, reflect and re-plan a lesson - tied to Intro to Pedagogy Pedagogical Planning Pedagogy Practicum B: plan, teach, reflect, re-plan a lesson - tied to Understanding the Learners I Pedagogy Practicum C: taken during Year 2, reteach something from last year, reflect, re-plan Pedagogy Practicum D: differentiated lesson: plan, teach, co-reflect with learners, re-plan.

EDU 594 - Pedagogy Practicum (0.25)

The 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 599 - Independent Study (Variable)

Independent Study.

EDU 615 - Teaching T'fillah (1.50)

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 (2.00)

Students will have four semesters of supervision with a Faculty Tutor (each worth 1). 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.

EDU 651 - Supervised Leadership (2.00)

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-Hebrew**HEB 001 - Pre-Seminary Hebrew I (0)**

This course helps to build Hebrew language skills to strengthen Hebrew capacity beyond the minimum requirements, so that students can begin their studies with a stronger foundation for the study of sacred texts and the fundamentals of Modern Hebrew.

Prerequisite: For prospective and deferred-admission students.

HEB 002 - Pre-Seminary Hebrew II (0)

This course continues to build Hebrew language skills to strengthen Hebrew capacity beyond the minimum requirements, so that students can begin their studies with a stronger foundation for the study of sacred texts and the fundamentals of Modern Hebrew.

Prerequisite: HEB 001. For prospective and deferred-admission students.

HEB 404 - Reading for Meaning (1.50)

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 4999 - Modern Hebrew Ulpan (3.00)

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 503 - Readings in Scholarly Hebrew (3.00)

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 (3.00)

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 566 - Hebrew Poetry as a Modern Midrash (3.00)

Modern Israeli poetry is a significant contributor to a body of original Israeli cultural, spiritual, and political traditions. In this course, we will read various Israeli Hebrew poets with an eye towards their religious commentary and insights. We will follow their ongoing conversation with Jewish sources and reconstruct their religious and spiritual landscapes. Students will have the opportunity to deepen their appreciation of Hebrew as an art medium by translating some of the poems on their own.

HEB 592 - Special Topics (Variable)

Occasional special topics courses that may be offered for only one or two semesters.

HEB 599 - Independent Study (Variable)

Independent Study.

HEB 5000 - Modern Hebrew (4.00)

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 (4.00)

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 - Bib Grammar 1 and 2 (1.00)

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 5006 - Hebrew Activities (0.50)

Each week in the summer, students will have an opportunity to practice their Hebrew through activities outside the classroom that make their Hebrew learning relevant.

HEB 600 - Hebrew Language (3.00)

The Hebrew language course is a review of one of three Hebrew modalities: Biblical, rabbinic, contemporary. Students first are examined for placement purposes, and then placed in specific sections according to their current level of listening, oral, reading and writing proficiencies in Biblical, rabbinic and contemporary Hebrew(s). This course prepares students for further work at the College-Institute in text and literary genre. Tuesday 11:00-1:00 Pacific/2:00-4:00 Eastern

HIS-History

HIS 402 - Jewish History Survey Early Medieval (3.00)

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 Experience (3.00)

An examination of 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.

HIS 410 - Jewish History: Medieval to Modern (1.50)

N/A

HIS 411 - Survey of Jewish History I. (3.00)

This course covers a survey of Jewish history from the patriarchal through the medieval periods.

HIS 412 - Modern Jewish History (3.00)

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 - Jewish Reform History (3.00)

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 Term Paper. Attendance is mandatory.

Prerequisite: HIS 401; HIS 402; HIS 403; or permission of the instructor.

HIS 503 - Mishnah as History (3.00)

The Mishnah and its related literature constitute the record of the greatest transformation ever effected in the history of our faith. An analysis of its records utilizing the tools of the contemporary social sciences will reveal the new post-biblical world in which these changes took place and at the same time provide guidelines for the inevitable changes that must take place in the presentation of our faith in the kaleidoscopically changing world of contemporary globalism.

HIS 505 - History of Reform Judaism (3.00)

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.

HIS 510 - Sephardic Judaism (3.00)

This course will trace the experience of Sephardic Judaism from its obscure beginnings in the Iberian Peninsula to the forced conversion of the Portuguese Jews in 1497. It will deal with political, social, economic, religious and intellectual history, with a special focus on the role that the experience of its Jewish component played in the formation of Iberian civilization.

HIS 571 - Jews, Judaism, and Race (3.00)

An examination of how race (and racism) have 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. Elective. Taught in LA, Fall 2023.

HIS 575 - The Gospels and Rabbinic Judaism (3.00)

This course is run as a seminar involving regular preparation and participation by all its members. It is an introduction to the texts of the Gospels, which will be read in class, and their background in the proto-rabbinic and early rabbinic Judaism. Prerequisite: Paul and Proto-Rabbinic Judaism.

HIS 578 - Messiah: The History of an Idea (3.00)

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 - Beit Midrash: Rabbis and Jewish Leadership (3.00)

In this course, we will read texts about the nature of rabbinical leadership and Jewish leadership broadly-defined. Our time will be divided between supervised havruta study and shiur, and as such, it will be an opportunity for students to continue developing their Hebrew study skills. We will begin by considering the meaning of the ordination certificates rabbis and cantors receive at HUC-JIR and elsewhere. What do these documents say about the nature of Jewish leadership? We will then study 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 and the cantorship in early modern and modern Europe. Finally, we will consider the roles rabbis and cantors 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. Cantorial and education students are encouraged to sign up.

HIS 592 - Special Topics (Variable)

Occasional special topics courses that may be offered for only one or two semesters.

HIS 599 - Independent Study (Variable)

Independent Study.

HIS 5001 - Survey of Jewish History 538BCE -1929CE (1.50)

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 its 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 - Arab-Israel Conflict (1.00)

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 (1.00)

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 - Jew Contemporary World (1.00)

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 - Ancient and Bible History (1.00)

N/A

HIS 620 - Islam Intensive (1.50)

This course is an introduction to Islam, its history, basic concepts, important literatures, and a summary of legal, ethical, and theological systems. Readings include scriptural, interpretative, and legal traditions that treat Jews and Judaism.

HIS 621 - Christianity Intensive (1.00)

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 628 - American Jews in the 21st Century (3.00)

The purpose of this course is to familiarize students with the sociological trends that impact Jewish life, with an emphasis on the ongoing changes taking place within the American Jewish population. Students are introduced to the sociological understanding of American Jews as conceptual system. Methodologically, students learn how to read demographic and quantitative research studies and assess the evidence for what they read and hear about American Jewry.

HIS 700 - Denominations: A Modern Jewish History (3.00)

This course explores the history of denominational Judaism, tracing how various offshoots began to develop in the modern period. We will examine the histories of Hasidic, modern Orthodox, Conservative, Renewal, and Reconstructing Judaism, with a particular focus on the rise and growth of the Reform movement. We will historicize these movements with attention to the political, social, cultural, and religious forces that shaped their development and will reflect on questions of religious pluralism, Zionism, and post-denominationalism both historically and in our current moment.

HLT-Hellenistic Literature

HLT 510 - Josephus (3.00)

Close reading of Josephus, *Against Apion*, with a focus on the presentation of the Jewish 'constitution' in book 2 (145-296). Representative selections from the *Jewish War* and the *Antiquities* will also be read.

HLT 513 - Origen (3.00)

In this course the main focus will be on Origen's contributions to biblical scholarship. We shall consider his views on textual criticism primarily via readings in his Letter to Africanus and Commentary on Matthew. We shall also look at Origen's exegesis, and read samples from the three genres which he employs: scholia, homily, commentary. The samples will include a selection from the newly discovered (2012) Homilies on the Psalms, found in the Bavarian State library in Munich.

HLT 516 - Greek Pagan Exe (3.00)

The objective of this course will be to examine some important texts pertaining to ancient interpretation of literary texts. The focus will be on texts in which the relevant exegetical issues are posed in a theoretical fashion, or which constitute representative examples of various exegetical tendencies. We will pay special attention to the Peripatetic-Alexandrian tradition on the one hand and the Stoic-Pergamene (allegorical) tradition on the other. Among the authors from whom selections will be read: Pseudo-Plutarch, Strabo, Heraclitus, Cornutus, Porphyry. Other later sources, including some scholia on classical texts, and the commentary of Eustathius on Homer, will be examined for the light they shed on earlier exegetical matters.

HLT 527 - Jewish Christianity in the Ancient Period (3.00)

The objective of this course will be to explore the history and theology of the Jewish Christians, especially the Ebionites, from the earliest times until their disappearance, probably in the fifth century. The point of departure will be the earliest testimonia about Jewish Christians, in Justin Martyr, Irenaeus, Hippolytus, and later heresiological texts. We will then turn to those sources that can be most reliably attributed to the Jewish Christians themselves, namely, the pseudo-Clementine literature, and in particular the Letter from Peter to James and the Homilies.

HLT 532 - The Septuagint and Philo (3.00)

An introduction to Septuagint studies, including textual criticism, and to Philo, esp. his exegetical writings that relate to the Septuagint. The course is based on selected readings from the relevant corpora of texts. Greek text. Open to all students.

HLT 615 - Stoicism (3.00)

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.

ISR-Israel Studies

ISR 5005 - Israel Seminar (4.00)

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 (4.00)

This 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. 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.

JLL-Jewish Languages and Literatures

JLL 401 - Sifrut and Dikduk (3.00)

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 402 - Dikduk and Sifrut (3.00)

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 (3.00)

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 592 - Special Topics (Variable)

Occasional special topics courses that may be offered for only one or two semesters.

JLL 602 - Aramaic Intensive (1.00)

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.

JTI-Jewish Textual Interpretation

JTI 600 - Jewish Textual Interpretation (6.00)

The Jewish Textual Interpretation sequence is designed to help students to become more skilled readers and interpreters of biblical and rabbinic literature in Hebrew and Aramaic; to introduce students to several genres and forms of this literature and their historical context; to challenge students to consider a range of philosophical and theological questions posed in this literature; and to consider the claims it makes upon them as Jews and as rabbis. In Year 2 of the program, JTI focuses on selected passages from the Torah and their interpretation.

JTI 601 - JTI Beit Midrash (2.00)

The JTI lab/Beit Midrash component supports the JTI course. Students will use this time to focus on linguistic and hermeneutic aspects of the texts to be studied in class, as well as background reading and historical and cultural context needed to better understand the interpretive strategies at play.

JTI 602 - Jewish Textual Interpretation (6.00)

The Jewish Textual Interpretation sequence is designed to help students to become more skilled readers and interpreters of biblical and rabbinic literature in Hebrew and Aramaic; to introduce students to several genres and forms of this literature and their historical context; to challenge students to consider a range of philosophical and theological questions posed in this literature; and to consider the claims it makes upon them as Jews and as rabbis. In Year 2 of the program, JTI focuses on selected passages from the Torah and their interpretation.

JTI 603 - Beit Midrash (2.00)

The JTI lab/Beit Midrash component supports the JTI course. Students will use this time to focus on linguistic and hermeneutic aspects of the texts to be studied in class, as well as background reading and historical and cultural context needed to better understand the interpretive strategies at play.

LATN-Latin

LATN 601 - Readings in biblical and related forms of Latin. (3.00)

This course will be made up of readings from various texts in biblical and related forms of Latin. Among these will be selections from the Vulgate, the Vetus Latina, the Ps.-Philonian Liber antiquitatum biblicarum, Pliny the Elder (testimonium on the Qumran community), Pliny the Younger (testimonium on the early Christians in Asia Minor). Open to all students. Latin text.

Prerequisite: LAT 600; or equivalent.

LATN 602 - Latin Biblical Scholarship (3.00)

In this class we shall examine, via selected readings, the history of Latin biblical scholarship in its 'golden age', that is, the period from the 4th to the 6th century. The authors whom we shall read include Hilary, Jerome, Augustine, and Cassiodorus. The primary concern of the course will be the textual criticism and literary criticism of these authors and of the Latin tradition generally. Open to all students. Latin text.

LIT-Liturgy

LIT 401 - The Mahzor (3.00)

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 - Contemporary and Creative Liturgies (3.00)

This course helps 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 are 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 592 - Special Topics (Variable)

Occasional special topics courses that may be offered for only one or two semesters.

LIT 599 - Independent Study (Variable)

Independent Study.

LIT 5000 - Introduction to Jewish Liturgy (1.50)

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 - Liturgy (1.50)

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 5004 - Introduction to Ritual Leadership (0.50)

This mini-course will introduce students to navigating the siddur and basic synagogue skills, and will provide students with a way to think about their own personal ritual practice during the year.

LIT 5005 - Worship Lab (1.00)

Worship Lab encompasses the t'filah program 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.

LIT 600 - Liturgy (3.00)

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.

LIT 700 - Sermons of the Ancient Synagogue (3.00)

Both grading types. This course surveys the history, forms, and functions of synagogue sermons from the early first century until the early middle ages. Students will explore the various genres of ancient sermons as well as from where those who crafted sermons drew their material—such as art, poetry, translation, and polemic. This course includes extensive readings in rabbinic Hebrew from sources such as Bereshit Rabbah, VaYiqra Rabbah, Tanhumah-Yelamdenu and similar collections.

MAT-Master of Arts in Teaching**MAT 610 - Collaborative Reflective Practice I (2.00)**

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 611 - Collaborative Reflective Practice II (2.00)

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 (2.00)

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.

MAT 621 - Mentored Teaching II (2.00)

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.

MAT 630 - Practitioner Inquiry (2.00)

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.

MAT 631 - Practitioner Research (2.00)

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-Management

MGT 512 - Encounter Seminar: Leadership and Change Management I (1.00)

This Seminar examines different leadership challenges that are commonly encountered in Jewish nonprofits through the experiences of lay and professional leaders. Themes that are common in this course explore organizational lifecycle and change management issues using case studies. Topics may include launching a nonprofit, succession planning, diversity, and bias, and responding to community crisis. The course is designed to develop an understanding of the geography of nonprofit challenges and of students' abilities to recognize and respond to challenges in the field.

MGT 513 - Managing in Times of Crisis - MSOLI (2.00)

The conversations that take place in the board room (sometimes in the parking lot) frequently animate the most existential questions facing organized Jewish life. This course examines Jewish culture wars and how nonprofit executive must navigate a complex terrain of cultural understandings that can convene or divide lay leadership in order to lead effectively. Research, case study analysis, and team projects will support students in developing a deeper understanding of their own beliefs and how to build organizational culture.

MGT 515 - Fundamentals of Creative Problem Solving II (2.00)

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 518 - Leadership Tools for Building and Managing Effective Teams (1.00.00)

Strong leadership requires building and managing effective teams that play a crucial role in shaping organizations that thrive. And no professional - whether clergy, CEO, program director, or other - wants to be part of a dysfunctional team. Indeed, recent research shows that dysfunctional teams stemming from weak leadership are the single greatest factor fueling staff retention problems in the Jewish nonprofit sector (including synagogues, Hillel, federations, foundations, advocacy organizations, etc.).

This course offers an opportunity to delve into the theory and practice of building and sustaining strong professional teams, where defining roles and responsibilities is just the beginning. Through readings and discussion (including case studies), students will deepen their understanding of how critical the multifaceted work of crafting a team is to everything from building culture to effective project management.

MGT 519 - Entrepreneurial Leadership (2.00)

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 (2.00)

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 (2.00)

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 (2.00)

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 Resource Development (2.00)

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 (2.00)

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 (4.00)

Required and assigned fieldwork experience for all MA and MS students.

MGT 544 - Organizational Development (2.00)

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 545 - Practicum: Nonprofit Management - MAJNM (1.00)

This unique course is designed to afford nonprofit management students an opportunity to discuss with their peers and their instructor specific problems and experiences they have encountered in the field. Students have maximum opportunity to secure answers to dilemmas and concerns confronting them in a professional setting.

MGT 546 - Practicum: Nonprofit Management - MSOLI (1.00)

N/A

MGT 560 - Global Jewish Responsibility in the 21st Century (1.00)

Mutual responsibility has always been a bedrock principle of the Jewish people. This course examines the values that constitute this global responsibility through the lens of Biblical, Rabbinic, and philosophical frameworks to better understand what communal responsibility means in the 21st century. We will also explore the Joint Distribution Committee (JDC) and its unparalleled century+ support for Jews around the world. Taught by Rabbi Josh Mikutis (Z'17, R'18), JDC Director of Design and Jewish Learning, Rabbinic Director Weitzman-JDC Fellowship. 6 sessions: February 25, March 4,11,18,25, April 1.

MGT 573 - Nonprofit Finance and Planning (2.00)

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 (2.00)

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 581 - Global Innovation Seminar: Windmueller Israel Seminar (2.00)

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 partial scholarship and are required to attend the Seminar for credit, though they must cover their travel expenses. MSOLI and CJOL students may attend the Seminar at their own expense, which is estimated at \$3,300. Occasionally, limited scholarships are available for MSOLI and CJOL students to support their participation in the Seminar.

MGT 590 - Developing your Thought Leadership (2.00)

This course provides both the theory and practice of effective communication in the management and leadership of Jewish communal organizations. It combines lectures, assigned readings, and group discussion with individual and team presentations built around workplace scenarios. Special emphasis is placed on the values and processes of working in teams and the practices of building productive relationships with others, be they peers, colleagues, supervisors/supervisees, and lay leadership.

MGT 592 - Organizational Management and Supervision (2.00)

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 and Lay Leader Engagement (2.00)

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 599 - Independent Study (Variable)

Independent Study.

MGT 900 - Capstone: Research Methods (3.00)

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-Midrash**MID 520 - God's Love and God's Anger in Midrash (3.00)**

N/A

MUS-Music**MUS 402 - Shabbat Integrative Seminar (2.50)**

This elective will provide you with 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 (0.50)

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.

MUS 415 - Voice Lessons (0.50)

Each student will meet one-on-one with their selected voice teacher for a minimum of 8 x 50 minute lessons. In accordance with the course objectives, they will work on both self-directed goals and on mutually agreed upon aims and repertoire in coordination with the coordinator of Cantorial Studies.

MUS 421 - Chorus (1.00)

The study of nusach and recitatives for Shalosh Regalim eve, Schacharit, Hallel and Musaf services.

MUS 424 - Cantillation (1.50)

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 428 - Music Analysis (1.50)

The goal of this course is to acquire tools for musical analysis. Form and design will be the focus of this course. The semester will be divided into three sections: analysis of classical music, analysis of Reform synagogue music for cantor, choir and organ, analysis of solo/traditional hazzanut. Students will be required to apply this knowledge to a research project.

MUS 433 - Rosh Hashanah Traditional Workshop (2.00)

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)

The study of nusach and recitatives for Shalosh Regalim eve, Schacharit, Hallel and Musaf services

MUS 438 - Life Cycle Reform Workshop (1.50)

N/A

MUS 439 - Yom Kippur (2.00)

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 Improv/Int (1.50)

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)

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 444B - Music Ed Cantorial (1.00)

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 - Conducting (1.50)

This required course has two main areas of focus. The first is in mastering basic choral conducting technique. 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)

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 450 - Guitar I (1.00)

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 451 - Guitar II (1.00)

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 452 - Guitar II (1.00)

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 463 - Harmonizing Jew Mode (1.50)

Prepares students to idiomatically arrange music based on the Ashkenazic Jewish prayer modes. Elective.

MUS 464 - Musicianship Level 1 (1.50)

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)

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)

Students will dramatically increase the efficiency and depth of their ability to learn and understand music. Using precisely-structured explorations of the adulation process, students will learn to think by ear about unfamiliar scores, enabling more confident sight-reading and more musically-sensitive performance.

MUS 473 - Yiddish Art Song (1.50)

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: Cantor in Context (1.50)

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 499 - Master Class (1.00)

Individual Instruction in the stylistic interpretation of cantorial repertory and literature. Elective.

MUS 516 - Nusach of Yamim Noraim (1.50)

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)

The study of the nusach for Selichot, Yom Kippur eve musaf and N'eilah service

MUS 557 - HHD Modes/Liturgy (1.50)

This elective will provide you with 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 560 - Mizrahi Piyyut: Songs of Middle Eastern Jews (1.50)

This course explores the rich musical and spiritual heritage of Jews from the Middle East through immersive singing and exploration of the text and context of inspired and inspiring liturgical poems. We learn melodies from a variety of traditions, including from North Africa, Syria, Iraq, and the Sepharadi Jerusalem tradition. The course introduces the concept of Maqam, the framework of scales, melodic phrases, ornamentations, and aesthetic conventions that constitute the rich musics of the Arab world, including the sacred musics of Jews from Arab lands.

MUS 561 - Global Jewish Histories through Music (1.00)

3 day intensive. The course will examine key moments in Jewish history through the lens of global Jewish music. The course will include Ashkenazic as well as Sephardic and Mizrahi experience.

MUS 577 - High Holy Day Modes and Liturgy (1.50)

This elective will provide you with 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)

This course will provide you with 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 (1.00)

N/A

MUS 589 - Independent Study: Composition (1.00)

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 also have individual sessions to work on their compositions

MUS 592 - Special Topics (Variable)

Occasional special topics courses that may be offered for only one or two semesters.

MUS 599 - Independent Study (Variable)

Independent Study.

MUS 5000 - Cantillation for Rabbinic and Education Students (0.50)

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.

MUS 5001 - Cantillation for Cantorial Students (0.50)

N/A

MUS 5004 - Cantorial Coaching (0.50)

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 (1.00)

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 - Israeli Music (1.00)

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: The piyyut given center-stage. 5. Prayer leaders in post/non-denominational settings in Israel today. Core.

MUS 5009 - Cantorial Coaching (0.50)

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 and Modes (1.00)

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 (1.00)

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 and Modes (1.00)

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.

MUS 5014 - Voice Lessons (0.50)

Each student 50 minutes individually - 8 weeks.

PDE-Professional Development**PDE 401 - Worship and Ritual (3.00)**

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 ritual. 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) (3.00)

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 ample opportunity to reflect on class material as it relates to field placements. All students are also required to have a 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 - The Middot of Sacred Leadership (1.50)

The structure and content of the Jewish sermon, stressing the textual and non-textual sermon. Two semester course. Core.

PDE 404 - Human Relations I (1.50)

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. Core.

PDE 405 - Human Relations Clinical Pastoral Education (3.00)

Human Relations/Clinical Pastoral Care Rabbi Schwartz's permission required for admission to this courses. 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. Core.

PDE 409 - Mayerson Fieldwork (0)

Each student serving a bi-weekly (or its equivalent) for must register for this course both Fall and Spring semesters. Core.

PDE 411 - Group Supervision (0.50)

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)

Individual fieldwork supervision provides students with an opportunity to reflect on their work and professional identity.

PDE 413B - Individual Supervision (0)

Individual fieldwork supervision provides students with an opportunity to reflect on their work and professional identity.

PDE 422 - Self in System (1.50)

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 423 - Ma'agal Hachayim RAB (1.00)

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 ample opportunity to reflect on class material as it relates to field placements. All students are also required to have a 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 Hachayim RAB (3.00)

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 ample opportunity to reflect on class material as it relates to field placements. All students are also required to have a 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 - Contemporary Dilemmas in Jewish Justice: Nation, Race, Class (1.50)

In this course we'll explore some of most pressing challenges facing Jewish leadership around issues of social justice. At a 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 441 - Ma'agal Ha'chayim: Covenantal Relationships Across The Lifespan (3.00)

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 ample opportunity to reflect on class material as it relates to field placements. All students are also required to have a 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 442 - Clergy Voice (1.00)

The goals in this basic 3rd year required course are to define, strengthen and develop each student's speaking voice and presentation skills for more effective preaching and communication. Practice in the delivery of sermons using a fully written text, outline, and notes will be videotaped and evaluated.

PDE 443 - Homiletics (1.50)

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)

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)

Nusach for Shabbat-Kabbalat Shabbat, Maariv and Shabbat Day

PDE 448 - Cantorial Thesis and Recital (3.00)

Capstone project combining research and performance for final-year students. Core.

PDE 450 - Senior Seminar (Variable)

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 anecdote, 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 451 - Senior Seminar (Variable)

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 anecdote, 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 (1.00)

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 500 - Introduction to Rabbinic Formation (1.00)

This two-and-a-half day intensive serves as an introduction to Rabbinic formation through multiple and varied worship experiences, immersion in the study of Jewish texts, and engagement with the resources of HUC-JIR as tools for learning. Students gain a sense of the learning experience ahead, and how to gain the most from the learning and from the connection with each other and their teachers.

PDE 501 - Rabbinic Formation (2.00)

Looking at Jewish text and hearing first person narratives; this course will explore the launch of the journey to being an ordained rabbi. It will explore text and engage in autoethnographic journaling to unpack beliefs about "who is a rabbi" ; "what is needed to develop as a rabbi" ; and general "how-to's" on being a rabbi.

PDE 516 - Clinical Pastoral Education (3.00)

N/A

PDE 517 - Clinical Pastoral Education - Fieldwork (0)

N/A

PDE 525 - Human Relations Clinical Pastoral Education (3.00)

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. Core.

PDE 534 - Moral Injury (1.50)

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 - Life Cycle Music for the Rabbi (1.50)

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. Some time 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 (2.00)

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 are able to 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.

PDE 555 - Intensive: Eilu v'Eilu: Leading and Living in Polarized Times (1.50)

Open to rabbinical and cantorial students from HUC-JIR and The Jewish Theological Seminary. Limit 20 students, chosen by application. Rabbi Fred Reeves, Director of Jewish Programs at One America Movement. January 13-16, 2025, on the HUC-JIR New York campus. An intensive course focusing on the science behind toxic polarization, the Jewish values and texts related to countering toxic polarization, and practical skills to implement in order to reduce toxic polarization in our communities. Students have an opportunity to learn from researchers from the field of polarization, as well as from Jewish scholars and clergy, as we focus on skills to help navigate community divisions and strategies for engaging productively across differences.

Prerequisite: Students selected by application.

PDE 571 - Core Challenges (1.50)

In this course we will explore systems theory as it applies to congregational work. Our basic text will be Generation to Generation-Family process in church and synagogue, Edwin Friedmans book 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)

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.

PDE 588 - Prayer Leader and the Congregational Voice (2.00)

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 song 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 in

order to understand how different forms of musical practice impact upon the prayer experience.

PDE 592 - Special Topics (Variable)

Occasional special topics courses that may be offered for only one or two semesters.

PDE 599 - Independent Study (Variable)

Independent Study.

PDE 5000 - Rabbinic Education Workshop (1.00)

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.

PDE 5001 - Rabbinic Education Workshop (1.00)

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.

PDE 602 - Homiletics (1.50)

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.

PDE 603 - Homiletics (1.50)

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.

PDE 611 - Rabbinic Practicum A (1.50)

In this course, we will study the cycles of people's lives and the Jewish rituals that mark them. Our approach to this learning will be Deweyian in nature. That is to say, we will approach every lifecycle first by learning the stories of real people experiencing these significant moments, seeking to understand who they are, what matters to them, what their life experiences have been, and what they are searching for. Our work this semester will be learning how to meet people where they are and how to bring them to Jewish ritual. In order to do that, we will learn not only about the people experiencing life's moments, but also about the Jewish rituals and the constellation of opportunities for ritual innovation, toward which we might lead them. This course will allow students the opportunity to hone very practical skills for officiating at Jewish lifecycle moments, as well as give them space to consider their own beliefs, assumptions, and imaginations around these moments of significance.

PDE 612 - Rabbinic Practicum B (1.50)

As rabbis, we hold a sacred gift. We are able to 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.

PDE 613 - Rabbinic Practicum C (1.50)

This course introduces students to the theory and practice of pastoral counseling.

PDE 614 - Rabbinic Practicum D (1.50)

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.

PDE 616 - Principles of Pastoral Counseling (1.00)

This intensive introduces the basic principles of pastoral counseling, including transference and counter-transference, boundaries, and self-care. The principles presented in the intensive will be revisited in third-year pastoral care and life cycle course work and discussed in the context of a variety of pastoral counseling and care situations. January intensive, typically offered every year.

PDE 620 - Ordination Seminar A (1.50)

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.

PDE 621 - Ordination Seminar B (1.50)

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.

PDE 643 - Leadership for the Reform Rabbi A (1.50)

This two-semester course offers an overview of leadership for the Reform rabbi. In the fall semester we will concentrate on a broad understanding of leadership for 21st century rabbis. The spring semester course will emphasize skill sets that are essential for successful leadership. I want you to think of life as your laboratory for this course, bringing your insights, observations, and outside reading about leadership to share in class.

PDE 692 - Special Topics (Variable)

Occasional special topics courses that may be offered for only one or two semesters.

PDE 698 - Clinical Pastoral Education CPE (Variable)

CPE 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.

PHI-Philosophy

PHI 505 - Introduction to Jewish Mysticism (3.00)

In this course we will follow major trends of Jewish mysticism. We will start our journey in the land of Israel with the Merkabah literature and migrate to medieval Germany and its Ashkenaz Hassidism and to Spain and the book of the Zohar Ecstatic Kabbalah of Rabbi Abraham Abulafia. We will relocate back in the Land of Israel with Isaac Luria and his school (16th century) and migrate to Eastern Europe to read from Hasidic "modern Kabbalah" text

PHI 599 - Independent Study (Variable)

Independent Study.

PHI 5000 - Reform Judaism in Israel (1.00)

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 - Jew Response to Modernity (0.50)

N/A

PHI 601 - Medieval Jewish Thought (Variable)

This class serves as a (very) brief introduction to several of the major figures in the history and development of Jewish thought in the post-Talmudic and medieval periods. In setting up the contexts for various ways in which Jews reacted to influential philosophical trends and theological questions over time, the course encourages students to explore and discover at least a few of the major issues that dominate the 10th through the 17th centuries. It also encourages students to exercise their own theological and philosophical muscles by engaging with the ideas and thinkers who form the backbone of rabbinic Judaism. We will explore issues including uniformity (of belief, of practice, across disparate geographies), the nature of God and God's relationship(s) to People Israel, the meaning of exile (both galut and its end in geulah), the use and purpose of halakha, and religious authority.

PHI 602 - Advanced Seminar in Modern Jewish Thought (3.00)

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-Post-Talmudic Halakha

PTH 401 - Codes (3.00)

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, Orach 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-Rabbinics

RAB 401 - Early Rabbinic Literature (3.00)

An introduction to the literature and thought-world of early rabbinic (tannaitic) Judaism in its cultural, religious, and historical contexts. Through the reading of selected primary texts in Hebrew and more extensive primary texts in English as well as significant secondary literature, we will explore some of the major issues of early rabbinic culture, such as its relation to biblical and post-biblical antecedents and the biblical text, and its often quite independent development and expansion of biblical legal themes and norms, within the larger context of the Greco-Roman near east. We also will examine the range of exegetical and discursive practices in early rabbinic literature. Students will become familiar with the characteristic conceptual and rhetorical traits, as well as the themes and issues, of the Mishnah and Tosefta. Some attention will be devoted as well to the tannaitic midrashim and their relationship to the Mishnah and Tosefta. The course thus additionally prepares students for work in the core Midrash and Talmud courses. One course session each week will be devoted to lecture/presentation of materials and concepts by the instructor. The second session will be devoted to reading and discussing of primary texts in smaller groups, divided according to level of Hebrew fluency and supervised by the instructor. Required of all second-year rabbinic students and graduate students working in the areas of History of Biblical Interpretation, Jewish Studies in the Greco-Roman Period, and Rabbinics.

RAB 404 - Talmud Berakhot (3.00)

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 412 - Introduction to Midrash (3.00)

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 4007 - Read Rabbinic Texts (1.50)

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 502 - Yesodot Pilot (3.00)

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 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.

RAB 508 - Hoshen Mishpat (3.00)

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 513 - Sanhedrin (3.00)

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.

RAB 533 - A Study of the Narrative Midrashim (3.00)

The purpose of this course is twofold. First, to provide the student with the opportunity to gain in-depth knowledge of the style of Narrative Midrashim. We will analyze selected passages from several works of this genre of Midrash, including Pirquei d'Rabbi Eliezer, Sefer ha-Yashar and Midrash Petriat Aharon. We will also read and discuss some of the key secondary works which deal with the questions pertaining to this genre and these volumes. Second, we will also focus upon how Narrative Midrashim enable the reader to engage serious questions of personal meaning and belief since they often deal with human relationships.

RAB 547 - Certain Women in the Midrash (3.00)

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 552 - Post-Talmudic Halakhic Literature (3.00)

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).

RAB 554 - Intermediate Talmud (3.00)

This course is designed to prepare students to study Talmud after ordination. Building on the skills learned in the introductory Talmud courses, the course helps students identify strategies that will allow them to learn Talmud on their own or with colleagues. Class sessions and course assessment focus on shaping an individualized approach to Talmud study that recognizes the skills and interests of the student.

RAB 558 - Tzedakah from the Bible to the Bavli (3.00)

Jews are known for tzedakah, a cluster of ideas and practices of benevolence that have and continue to evolve based on Jewish textual interpretation and the lived practices of diverse Jewish communities in different times and places. Jewish ideas about tzedakah have also always been affected by other cultures with which Jews have been in contact. In this course, we focus primarily on textual interpretation, beginning with the Hebrew Bible, then move sequentially through Second Temple literature (including the New Testament) and rabbinic literature up to and including the Talmud Bavli (ca. 7th-century CE). We also consider some Christian texts that pertain to rabbinic materials. Our goal is to identify the emergence, stability, and/or change of tzedakah ideas and practices as these literatures represent them.

RAB 580 - Reform Responsa (3.00)

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)

Occasional special topics courses that may be offered for only one or two semesters.

RAB 599 - Independent Study (Variable)

Independent Study.

RAB 5007 - Beit Midrash (1.00)

The Beit Midrash is a time for supported independent study and preparation of the weekly Torah portion. Core.

RAB 600 - Mishnah (3.00)

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 604 - Commentaries (3.00)

This course is designed to help students learn how to read medieval Jewish biblical commentaries and to become familiar with the styles, methodologies, language, and world views of major . We will engage in close readings of biblical passages through the eyes of medieval rabbi-scholars. Our goal is to enter the world of the medieval rabbinic mind and in so doing, begin to understand "deep Judaism," accessible only through learning in Judaism's original languages.

RAB 605 - Talmud A (3.00)

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 (3.00)

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 607 - Codes (3.00)

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 628 - Rambam on Repentance (3.00)

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 (3.00)

This course focuses on developing pedagogic content knowledge for the teaching of Talmudic texts. Students study a set of texts and consider the issues that arise when preparing to teach such texts in a variety of settings. Issues considered include: teaching Talmud vs. teaching topics using Talmudic texts, halakha as an end or a process, teaching texts in and out of context, issues of historicity in teaching halakhic and aggadic texts. Students are also exposed to resources for teaching Talmud and required to develop lesson plans employing the ideas they have learned.

RAB 698 - Beit Midrash (0)

An eight-week summer program that allows students to study classical Jewish texts Tanakh with commentaries and Talmud in a Beit Midrash environment and with selected faculty. A stipend is provided to allow students to focus on learning. Preference will be given to rabbinical students who have completed the first three years of the program.

RTE-Religious Thought**RTE 403 - Introduction to Medieval Jewish Philosophy (3.00)**

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 (3.00)

We shall study the still relevant interpretations of Judaism of thinkers from Spinoza and Mendelssohn 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: An Interdisciplinary Theological Encounter with Contemporary Culture (3.00)

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 (3.00)

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 (3.00)

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 their 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 (1.00)

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 590 - Spiritual Direction (0)

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-, pass/fail course. A half- for one academic year will be awarded, for up to one for two academic years.

RTE 592 - Special Topics (Variable)

Occasional special topics courses that may be offered for only one or two semesters.

RTE 599 - Independent Study (Variable)

Independent Study.

SOE-School of Education

SOE 401 - Teaching and Learning Praxis (1.50)

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 and Learning Praxis (1.50)

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-Talmud

TAL 401 - Introduction to Talmud Literature (3.00)

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.

Prerequisite: AMA 503.

TAL 536 - Jewish Law and Bioethics (3.00)

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.

Prerequisite: TAL 401; PTH 401.

TAL 599 - Independent Study (Variable)

Independent Study.

THE-Theology

THE 511 - American Jewish Thought (3.00)

This course aims to consider the American Jewish experience through the prism of Jewish thought generated in North America since 1934. Based on an anthology published in 2020 (co-edited by Michael Marmur and the late David Ellenson), the course comprises close readings of excerpts from seven chapters relating to God, Revelation and Commandment, Spirituality, Hermeneutics and Politics, Holocaust and Israel, Feminism and Gender, and Peoplehood. While considering some of the readings selected for this volume, we also ask who is missing from the list, what are the most recent developments in the field, and what other categories deserve attention. We also ask what particularly American about American Jewish thought is.

THE 599 - Independent Study (Variable)

Independent Study.

THE 700 - Contemporary Theologies (3.00)

This course explores contemporary and recent Jewish theological writings by a wide range of denominational and post-denominational positions since the fall of the Berlin Wall in 1989. With eyes toward the big questions of meaning that currently occupy Jews, Jewish community leaders, and clergy, we will encounter different types of theology (e.g., Liberation, Process, Queer), denominational differences among contemporary theologians, innovative approaches in liturgy, and translation, and key issues of our age (e.g., social justice, political dissent, illness/suffering, halakha, the State of Israel). In looking at the challenges and contradictions of our own time, the class makes the theological personal and encourages students to develop and test their own theological positions vis contemporary Jewish theologians.

THS-Thesis

THS 500 - Capstone (4.50)

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. Core.

THS 500B - Senior Sem/Thesis (4.50)

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. Core

THS 502 - MA Thesis in Jewish Studies (3.00)

Graduate research and writing for the thesis option for the M.A. in Jewish Studies.

THS 698 - Capstone (4.50)

Fifth-year rabbinic students are required to register for this course in both fall and spring to receive unit for their efforts towards completion of their thesis/capstone project, and to reflect their full-time student status.

WRL-Worship Ritual Liturgy

WRL 400 - Immersion in Prayer (1.00)

Students will strengthen their practice of prayer for its own sake, and in order to further develop their capabilities as prayer leaders. Incorporating textual and experiential resources, students will cultivate perspectives and language that will inform their roles as participants in, and leaders of, prayer

WRL 401 - Liturgy I (1.50)

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 - Rabbinical (1.50)

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 511 - Synagogue of the High Holy Days (3.00)

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 516 - Jewish Names and Naming (3.00)

This class is an introduction to Jewish names and naming, including baby names, family names, name changing, name popularity, and Jewish organization/program names. We will analyze these using basic tools of onomastics (the study of names), linguistics (the study of language), and social science. In addition, the course will include some practical rabbinics.

WRL 592 - Special Topics (Variable)

Occasional special topics courses that may be offered for only one or two semesters.

WRL 600 - Worship Lab (1.50)

This course teaches students to plan and facilitate worship with skill, fluency, and artistry, both as solo practitioners and in partnership with others. The course prepares students to work confidently with both traditional and contemporary modes of worship.

WRL 601 - Worship Lab (1.50)

This course teaches students to plan and facilitate worship with skill, fluency, and artistry, both as solo practitioners and in partnership with others. The course prepares students to work confidently with both traditional and contemporary modes of worship.

WRL 605 - High Holy Day Liturgy and Theology (1.00)

This four-day intensive introduces students to the liturgy of the High Holy Days and the themes and theology expressed in that liturgy.

XED-Executive Master of Arts**XED 500 - Introduction for Jewish Educational Leadership (2.00)**

This course addresses key issues in leadership

XED 505 - Jewish Historical Experience (2.00)

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.

XED 510 - Torah for the 21st Century (2.00)

Students with a broad range of text study will have the opportunity to focus much more intensively and specifically on highly salient biblical topics and themes as reflected in multiple texts and multiple perspectives. You will do so while at the same time sharpening and deepening your skills in biblical Hebrew.

XED 515 - Teaching and Learning (2.00)

This course focuses on developing a theory of teaching practice through a combination readings, discussion, journal exercises, and presentation and analysis of case studies, teaching artifacts and video records of practice. We will explore creative models of teaching, share best practices, and investigate core principles of human development with a particular focus on teaching adults (both as teachers and learners). The end goal is to create a learning laboratory in which to practice and reflect upon our own teaching and the culture of teaching we aspire to cultivate in our educational settings.

XED 516 - Educational Practice 1: Learners and their world (2.00)

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.

XED 517 - Educational Practices 2 (2.00)

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.

XED 518 - Educational Practices 3: Professional Learning (2.00)

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.

XED 520 - Professional Learning (2.00)

This course will explore how to create a culture of professional learning as an essential component for all Jewish institutions. We will discuss the process by which we can support the personal and professional growth of all staff and faculty in various Jewish settings and identify the challenges we face in shifting the present norms and expectations of professional learning and create an action plan for change. The course will also focus on supervision, observation, and evaluation as other forms of staff development. Jewish texts will guide our learning as we analyze biblical and rabbinic sources that inform the notion of a professional learning community.

XED 525 - Clinical Education I (1.00)

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.

XED 526 - Clinical Education 2 (1.00)

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.

XED 527 - Clinical Education (1.00)

This course will offer educational leaders interested in issues of Jewish education an opportunity to reflect on their teaching practice. Whether you lead a Jewish Day school, a religious school, or a central agency, this course will ask you to think about yourself as a leader, teacher, and learner, and develop questions about your own practice. Questions about pedagogy, subject matter, and identity will be central in our inquiry.

XED 528 - Clinical Mentoring (1.00)

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.

XED 529 - Ideologies of Jewish Education (2.00)

The basic structure of most schools (both general and Jewish) has remained remarkably stable over the past century, despite the many critiques that have been leveled against it. This course offers students the opportunity to re-think and re-envision Jewish educational institutions by examining the educational values they deem most important, exploring multiple ideologies (Jewish and general) of education and schooling, and challenging prevailing assumptions that are rarely questioned. This course is the second in the Jewish educational ideology and philosophy sequence. (Fall - Year 1)

XED 530 - Curriculum (2.00)

This course prepares students to think about and carry out the leadership tasks Jewish educators perform in the area of curriculum: curriculum design, curriculum consultation, and curriculum evaluation. The course introduces students to the process of “backwards design,” and to concepts and theories involved in thinking about curriculum as they can be used in Jewish educational settings. The course helps students start designing an overarching curriculum for their settings including the enduring understandings and essential questions that lie at the heart of their curriculum. (Spring – Year 1).

XED 535 - Social Context for NA Jewish Education (2.00)

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.

XED 540 - Educational Leadership (2.00)

This course is designed to help students develop a deeper understanding of issues involved in leading a Jewish school or educational agency and a deeper understanding of themselves in their leadership roles. The course opens with an exploration of how a Jewish educational leader's self-understanding affects the way they lead, and then turns to an examination of a variety of approaches to leadership, drawing on educational and business literature as well as classical and modern Jewish texts, with particular attention to their applicability to Jewish educational leadership.

XED 545 - Textual tradition: Rabbis (2.00)

This course draws upon the tools of social science, and sociology in particular, to explore historical and contemporary understandings of the purposes of Jewish education, focusing on the American context. Through an examination of various contexts and cultures of Jewish education, students will reconsider and refine basic assumptions about Jewish education, demythologize and problematize dominant narratives of contemporary phenomena in the field.

XED 550 - Organizational Systems and Change (2.00)

This course is designed to help students develop a deeper understanding of issues involved in leading a Jewish school or educational agency and a deeper understanding of themselves in their leadership roles. The course opens with an exploration of how a Jewish educational leader's self-understanding affects the way they lead, and then turns to an examination of a variety of approaches to leadership, drawing on educational and business literature as well as classical and modern Jewish texts, with particular attention to their applicability to Jewish educational leadership.

XED 561 - Modern Jewish Thought (2.00)

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).

XED 565 - Clinical Education 3 (1.00)

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.

XED 570 - Israel Seminar: Peoplehood (4.00)

The question at the heart of the seminar is why should Israel matter to American Jewish life? We consider this question by exploring the multiple historical, religious, political, social, and cultural dimensions of am, Torah, eretz, and medinat Yisrael. The goal is to develop a deep and multi-layered appreciation for thinking about and teaching Israel as an integral and indispensable resource for individual and collective Jewish life.

XED 590 - Practitioner Research I (1.00)

May be repeated for additional credit. In this course students begin to design and undertake their practitioner inquiry project in the field of Jewish education.

XED 591 - Practitioner Research II (1.00)

Taught remotely for students on any HUC-JIR campus. May not be repeated for additional . 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. Elective.

XED 592 - Special Topics (Variable)

May be taken no more than two times for additional . In this final course of the Graduate Certificate in Jewish Education, students explore the relationship between theory and practice in key philosophies of Jewish educational leadership, skills, and the intersection of Jewish instructional leadership with social context of the Jewish community. This course may count for toward a social foundations

course in the Executive MA in Jewish education, in consultation with the program director. Core. '

XED 599 - Capstone Project (4.00)

Through a guided independent study, students are immersed in a professional and grounded discourse of persistent and contested issues in the field, making them full participants in the larger conversation and empowering them to generate strategies for facing the most significant and enduring dilemmas in their particular sub-fields and settings of Jewish Education creatively, collaboratively, and critically/analytically.

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