

Academic Bulletin

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The Rabbinical School

Dean: Rabbi Ayelet S. Cohen
Associate Dean: Rabbi Stephanie Ruskay

The Rabbinical School, housed within the Division of Religious Leadership at JTS, cultivates the minds, hearts, and spirits of emerging rabbis. Our halakhic egalitarian community of practice celebrates the diverse Jewish journeys and identities of our students. Together we explore and deepen our commitment to prayer, study, Jewish religious observance, repairing the world, and the future of the Jewish people. Our program combines the best of beit midrash study and academic inquiry, infused with spirituality and scholarship, to provide deep religious training and individualized study across disciplines, training students who become transformative community leaders.

Our students pursue rabbinic ordination and an MA degree in an area of their choosing, allowing them to obtain a strong foundational education while delving deeply into a particular specialization. Our programs are deeply rooted in classical Jewish and academic text while constantly stretching and adapting to meet the needs of the contemporary world. The Rabbinical School is a laboratory for Jewish life, where our students hone their leadership skills and deepen their relationship with God through intensive and joyful learning and community experiences.

Through fieldwork placements, spiritual formation, and mentorship opportunities, we offer an unparalleled network of colleagues and mentors that help prepare our students for the intensity of a life in the rabbinate while sustaining spiritual life. We prepare students to convey the gifts of Torah and mitzvot to a world in need.

Program Components

Students in the Division of Religious Leadership are scholar-practitioners, embodying the best of Jewish knowledge through a combination of advanced professional training, academic study, robust spiritual formation, and meaningful participation and leadership in community life. They become experts in their own field while learning to value a variety of clergy roles and what they entail. Their course of study prioritizes Hebrew and textual fluency, and proficiency and comfort in the Jewish canon, including Tanakh, Talmud, Halakhah, and liturgy, as well as an understanding of Jewish history and familiarity with major Jewish literary and cultural products. The school expands the canon to include previously marginalized voices, such as those of

women, Jews of color, LGBTQ people. Learning encompasses attention to leadership styles, organizational and family dynamics, and building a healthy synagogue or organizational culture.

Spiritual Practice

Students cultivate a rich inner spiritual life and relationship with God, and a personal prayer practice, experimenting with different modalities of personal and communal prayer, and exploring prayer experiences in a variety of congregational (and non-congregational) settings. They are exposed to diverse voices, teaching and preaching styles, music, and liturgical and non-liturgical approaches to prayer. Students are supported in developing and maintaining their personal halakhic observance, acknowledging the challenges of the contemporary world and family configurations. Students connect the work of *tikkun hanefesh,* inner spiritual development, with *tikkun haolam*, by engaging in the larger Jewish and general community, witnessing its brokenness and pain, and learning from and partnering with those seeking to ameliorate it.

Clergy Formation

Students immerse themselves in learning and exploring different styles of rabbinic leadership and discourse. They look beyond the walls of their rabbinical or cantorial school, educate themselves regarding the major issues facing contemporary American Jews, seek out relationships with students with whom they are not ideologically aligned in their own school, and cultivate relationships with future colleagues from other seminaries. In addition, they explore interfaith religious leadership study opportunities, such as with Auburn and Union Theological Seminaries and other seminaries in New York and beyond. JTS expands and creates new opportunities for diverse internship experiences. Students learn to develop strong ethics and healthy boundaries, developing greater self-awareness and the ability to cultivate self-care while serving others.

Engagement with Israel

Students engage deeply with Israel, exploring the centrality of Zion in Jewish history and religion, confronting multiple narratives on Zionism and the origins of the State of Israel, embedding themselves in contemporary Israeli life and culture, and building relationships with Israelis. Whether they come from a place of connection, resistance, skepticism, or inexperience, students build personal relationship with Israel, wrestle with the challenges of the Israeli-Palestinian reality, learn how to ask and confront hard questions, and engage meaningfully in difficult conversations.

The Rabbinical School Curriculum

The JTS Rabbinical School curriculum combines the best of the beit midrash with a rigorous liberal arts education and hands-on experience in Jewish leadership. Students earn both a master's degree and ordination through our intensive, joyful, and community-oriented program. Students grow as scholars through learning with JTS's world-class faculty, and they have access to one of the world's greatest collections of Judaica and Hebraica through the JTS Library.

We also value experiential learning to prepare students for the intensity of a life in the rabbinate. Our program leads students through guided practicum placements, summer learning experiences with organizations like Camp Ramah and USY, and training in pastoral care. Our students also develop sustainable, nourishing spiritual lives through participating in and often leading regular prayer services, sharing in Shabbat meals and festival celebrations, and developing relationships with mentors across our deep network of spiritual leaders.

Together, these components—academic study, Jewish learning, experiential learning, leadership training, communal religious life, and spiritual formation and mentorship—make up our curriculum.

Learning Outcomes

By graduation, students will be able to...

1. Read and interpret Jewish texts in their original languages.
2. Articulate connections between historical events and developments in Jewish thought and Jewish law.
3. Serve in a pastoral care capacity.
4. Demonstrate basic organizational management and leadership skills.
5. Craft and officiate at liturgical and communal rituals.
6. Communicate with colleagues and congregants from around the global Jewish world in Hebrew.
7. Provide guidance to others in response to questions of halakhic significance, based on nuanced theological and historical context.
8. Teach others about areas relevant to the Jewish experience, including teaching on Jewish texts, halakha, rituals, practices, history, and culture.
9. Communicate a philosophy of Jewish values and ethical conduct towards others.
10. Live a deep and meaningful Jewish religious life, committed to regular prayer and halakhic practice guided by classical halakhic sources and the Committe on Jewish Law

and Standards. Participate in intellectual Jewish life, engaging in conversation with peers on topics relevant to Jewish Studies and Judaism.

11. Articulate an informed, nuanced personal relationship to Israel and the Israeli-Palestinian conflict that allows them to meet the challenges of contemporary Jewish leadership.
12. Develop productive relationships with clergy, colleagues, and audiences of diverse faiths and backgrounds through informed and thoughtful engagement with other faith traditions and world events.
13. Lead communities in acting on their religious and ethical commitments in the public square.
14. Use a variety of tools to cultivate and sustain a personal spiritual practice, theological framework, and relationship with God.

General Program

In total, students take a minimum of 50 courses for ordination, distributed across the following:

- Twenty-five Theology, Exegesis, and Halakhah courses
- Eleven Academic Jewish Studies courses
- Eleven Professional Skills courses
- Four Jewish Languages courses

The program assumes a five-year timeline for rabbinic ordination. Students who have already earned an MA in a related field or with advanced Hebrew and text skills may be able to complete the program in four years. Students who need additional foundational study may be admitted to a six-year program, which includes a *Mekhinah* (preparatory) year:

- **Years 1-2:** Intensive beit midrash study at JTS, with a focus on advancing Hebrew language and text skills and building community.
- **Year 3:** Study in Israel, combining experiential learning opportunities with classroom and beit midrash study at The Schechter Institutes.
- **Year 4:** Focus on field education, with a year-long internship with a rabbinic mentor and an associated professional development seminar. Further study in a student's areas of interest, including completing coursework for the chosen MA degree.
- **Year 5:** Completion of any remaining coursework, including professional development seminars that support the student's transition onto the job market and into a post-graduation job placement. Development and delivery of a senior sermon for the JTS community, marking the culmination of a student's training.

Prerequisites

Students must take a Hebrew proficiency exam and demonstrate proficiency equivalent to HEB 5203: Bet II at minimum before beginning Rabbinical School. Students are also expected to have some experience with traditional Jewish text study and Jewish communal life and practice.

JTS offers two flexible avenues of study for students who would benefit from more preparation before starting Rabbinical School.

Nishma offers a variety of intensive summer courses and opportunities for beit midrash learning to help students build their text skills. It also includes a summer Hebrew program for those needing to improve their Hebrew skills.

The Low Residency Mekhinah is a scaffolded preparatory program that students complete as a virtual cohort before matriculation. It includes Hebrew courses, Jewish studies courses, and mentorship.

Contact Rabbinical School Admissions at rsadmissions@jtsa.edu to discuss these programs.

Courses

Students must complete a minimum of 160 credits for ordination and an additional minimum non-duplicative 18 credits for a master's degree, all completed over the course of 4-6 years for ordination. Courses are selected in consultation with the deans. Students with previous academic background in a given area will place into a higher-level course in the same field.

Students should consult their individual degree progress sheets, available through the deans' office, to plan for upcoming semesters and track their overall progress through the program.

Courses are distributed as follows:

Bible, Exegesis, Talmud and Halakhah (23 courses, 81 credits)

Hebrew Bible and its Interpretation (5 courses, 15 credits)

- BIB 6101: The Pentateuch as Scripture I
- BIB 6206: The Pentateuch as Scripture II
- BIB 6071: Introduction to Medieval Biblical Exegesis (*Parshanut*)
- BIB 6107: Prophets and Writings or equivalent
- 1 elective in Bible

Rabbinic Literatures and Cultures (18 courses, 66 credits)

Talmud (7 courses, 33 credits)

- Four 6-credit courses Talmud
    - Berakhot in Talmudic Literature (RLC 6034)
    - Moed: Festivals in Talmudic Literature (RLC 6032)
    - Shabbat in Talmudic Literature (RLC 6132)
    - Nashim: Talmudic Family Law (RLC 6031)
- Three additional 3- credit Talmud courses (2 of which are generally taken in Israel)

Halakhah (8 courses, 24 credits)

- 4 three-credit courses in Halakhah (Codes)
    - Hilkhot Tefillah: Laws of Berakhot (RLC 6133)
    - Hilkhot Moed: Laws of Festivals (RLC 6131)
    - Hilkhot Shabbat: Laws of Shabbat (RLC 6033)
    - Hilkhot Nashim: Family Law (RLC 6141)
- RLC 6811: Senior Codes I: Classical Responsa
- RLC 6814: Senior Codes II: Contemporary Responsa
- Two 3-credit Halakhah electives (generally taken in Israel)

Midrash (2 courses, 6 credits)

- RLC 6101: Introduction to Midrash
- 1 Midrash or relevant Bible (parshanut) elective

General RLC (1 course, 3 credits)

- 1 additional Rabbinics elective

Academic Jewish Studies (11 courses, 36 credits)

Jewish History (4 courses, 12 credits)

- HIS 6313: Under Cross and Crescent: Jews and Judaism in the Middle Ages
- HIS/JTH 6314: History and Philosophy of Conservative Judaism
- 1 course in Ancient Judaism
- 1 course in modern Jewish history (preferably a survey course on American or European Jewish history)

Jewish Literature (2 courses, 6 credits)

- 2 electives in Jewish Literature, to be fulfilled through either modern Jewish literature, Hebrew literature, medieval literature, or liturgy.

Only 1 liturgy course may be counted towards this requirement.

Jewish Thought (5 courses, 15 credits)

- SEM 6003: Theology
- 2 courses in Zionist thought and contemporary Israel (generally taken in Israel)
- 1 course in premodern Jewish Thought
- 1 course in modern Jewish Thought

Non-Jewish Religions (1 course, 3 credits)

- 1 course in a non-Jewish religion, to be taken at a consortium institution (generally at Union Theological Seminary)

Professional Skills (11 courses, 37 credits)

Jewish Education (1 course, 3 credits)

- EDUPRO 5031: Pedagogic Skills for Rabbinical Students

Prayer Leadership and Lifecycle Officiation (4 courses, 16 credits)

- SEM 6002: Liturgy
- PRO 7301: Life Cycle Officiation
- PRO 7155: The Art of Leading Worship
- PRO 6050: Kehillah (1 credit x 7 semesters)
    - Kehillah is not a traditional course, but is credit that students earn through documented participation in Community Time and Tefillah

Pastoral Care (2 courses, 6 credits)

- PAS 7431: Foundations of Pastoral Care and Counseling
- 1 course (3 credits) of a pastoral care (PRO/PAS) elective

Professional Development (4 courses, 12 credits)

- PRO 7401: Resnick Internship Seminar I
- PRO 7402: Resnick Internship Seminar II
- PRO 7409: Senior Seminar I
- PRO 7410: Senior Seminar II

Jewish Languages (2 courses, 6 credits)

All students are required to demonstrate proficiency in Hebrew, completing or testing out of HEB 5303 (Dalet II) as a prerequisite and taking two additional Hebrew courses beyond Dalet II.

Two courses, taught in Hebrew and focused on Hebrew literature and culture, must be taken during a student's time in Israel and fulfill this requirement.

Students may enroll in Hebrew courses as needed concurrent to their degree program course of study, but Hebrew courses through Dalet II do not count towards overall credit requirements.

Sample Schedule for Years 1-3

Year 1 Fall Semester	Year 1 Spring Semester
Core courses (15 credits): • SEM 6002: Liturgy • BIB 6106: The Pentateuch as Scripture I • Berakhot in Talmudic Literature (RLC 6034) • RLC 6133: Codes: Hilkhot Tefillah • RLC 6065 Supported Havruta for Halakhah Prayer Skills and Community Leadership (1 credit): • PRO 6050 Kehillah Hebrew • As needed (does not count towards degree credits)	Core Courses (15 credits): • SEM 6003: Theology • BIB 6206: The Pentateuch as Scripture II • RLC 6033: Codes: Shabbat • RLC 6031_2: Talmudic Family Law • RLC 6065 Supported Havruta for Halakhah Prayer Skills and Community Leadership (1 credits): • PRO 6050 Kehillah Hebrew • As needed (does not count towards degree credits)

Year 2 Fall Semester	Year 2 Spring Semester
Core courses (18 credits): • RLC 6032: Moed in Talmudic Literature • RLC 6131: Hilkhot Moed: The Laws of Festivals	Core Courses (20.5 credits): • BIB 6071: Parshanut • HIS 6313: Under Cross and Crescent: Jews and Judaism in the Middle Ages • RLC 6031_1: Talmudic Family Law

- RLC 6065 Supported Havruta for Halakhah
- RLC 6101: Midrash
- PRO 7206: Rabbinic Communication
- HIS 6314: Conservative Judaism
- SCC7431: Foundations of Pastoral Care and Counseling

Prayer Skills and Community Leadership (2 credits):

- PRO 6050: Kehillah
- SEM 6200: Second Year Processing

Hebrew

- As needed (does not count towards degree credits)

- RLC 6141: Practical Halakhah/Codes: Family Law
- RLC 6065 Supported Havruta for Halakhah
- PRO 7301: Life Cycle Officiation

Prayer Skills and Community Leadership (2 credits):

- PRO 6050: Kehillah
- SEM 6200: Second Year Processing

Hebrew

- As needed (does not count towards degree credits)

Year 3 Fall Semester in Israel	**Year 3 Spring Semester in Israel**
Core courses (15 credits): • Talmud • Halakhah L'Ma'aseh (Practical Halakhah) • Midrash • Bible • Zionism Experiential Seminar Community Leadership • Internship or volunteer work Hebrew • Hebrew Literature and Culture	Core Courses (15 credits): • Talmud • Halakhah L'Ma'aseh (Practical Halakhah) • Midrash • Ancient Judaism • Contemporary Israel Experiential Seminar Community Leadership • Internship or volunteer work Hebrew • Hebrew Literature and Culture

MA Degree

All Rabbinical School students must complete an MA or MSM degree at one of JTS's graduate schools. Students may choose a specialized MA program in the Kekst Graduate School, an MA in Jewish Education from Davidson, an MA in Spiritual Care and Counseling from the Center for Pastoral Care, an MSM in Jewish Music from the Cantorial School.

All MA degrees require the completion of at least 18 non-duplicative credits, while 12 credits from a student's rabbinical curriculum may be cross counted.

Rabbinical students should consult with their dean and with the directors of the various MA programs to discuss program requirements.

Davidson MA in Jewish Education

To receive the MA in Jewish Education, students enrolled in the Rabbinical School take the following Davidson courses and cross-count five Jewish Studies courses from their rabbinical program for a total of 45 credits (30 of which are non-duplicative).

Required Davidson courses:

- EDU 5031: Pedagogic Skills (cross-counted with RS requirement)
- SEM 5005: First Year Seminar: Becoming a Jewish Educational Professional
- EDU 5116: Developmental Issues in Jewish Education
- EDU 5158: Curriculum and instruction
- Two education electives at the 5000 level
- Two semesters of practicum and associated courses

Students in the **Educational Leadership** area of focus also take:

- EDU 5609: Leading and Managing Jewish Nonprofit Organizations: Theory and Practice
  EDU 5559: Staff Development and Supervision in Jewish Educational Settings

Students in the **Pedagogy and Teaching** area of focus take two additional Jewish studies courses, one of which may be cross-counted with the rabbinical curriculum.

Cantorial School MSM Degree

Students interested in pursuing a Master's of Sacred Music degree through the Cantorial School to fulfill their graduate degree requirement should consult the Academic Bulletin for the Cantorial School for specific requirements. The MSM degree requires a total of 45 credits, 36 of which are nonduplicative and 9 of which can be cross-counted with the rabbinical curriculum.

Minimester Intensives

Minimesters are three-or four-day intensives of all Rabbinical School, cross-class learning. They focus on topics that are important for clergy leadership formation but may not require or are not conducive to the format of a three-credit graduate class. Minimesters take place three times during the year and are noted in the academic calendar. Students must participate in 10 out of 12 that occur during the years they are learning on-site at JTS and not in Israel. If they get an exemption from any part of the Israel year, they increase the number of minimesters they attend since they will be on-site at JTS.

Minimester topics include intense focus on a topic alongside training in a range of practical skills. Two recent minimester topics that model each of these types of learning are one that focused on all the aspects of caring for individuals and families throughout the process of death, dying and grieving. A second minimester dealt with teaching about Israel in this complex moment. There is a regular rotation of topics for minimesters with room for meeting urgent and contemporary needs.

The Resnick Internship Program

During year four, each student is required to work in a rabbinic setting for approximately 15 hours per week for a total of 400 hours. The work is done under a mentor and includes supervision and seminars at JTS. The mentor must be approved by the associate dean of The Rabbinical School. In recognition of the generous support of Pearl and Jack Resnick, the program is known as the Pearl and Jack Resnick Internship Program.

Alongside their internship, students participate in a weekly seminar, the Resnick Seminar, that provides space for academic, religious, and professional reflection on their internship experiences.

Kehillah

As future leaders in Jewish community, rabbinical students must learn how to build and sustain communities through multiple modalities. While certain skills and knowledge can be acquired in a classroom setting, some must be learned through internships and other hands-on experience. The DRL community provides students with the opportunity to learn how to be an active and supportive community member and how to be a leader within a community. Kehillah formalizes active participation in two aspects of our DRL community life: Tefillah and Community Time.

Each student is required to attend a minimum of two Shacharit services per week at JTS, attend Mincha in WLSS regularly, write monthly reflections and participate in online discussions, and

attend a minimum of 75% of Community Time meetings. They receive one credit per semester of fulfilling these requirements and are required to earn a minimum of 7 of these credits during rabbinical school, plus an additional credit for any semester they are granted an exemption from study in Israel.

Synagogue Skills

Students learn synagogue skills through their coursework, in kehillah, and through their general participation in the Rabbinical School community at JTS.

The Rabbinical School offers a nusah class each semester (PRO 6045: Nusah for RS Students, 1.5 credits) that supports training in nusah for students who would benefit from additional training for shlichei tzibur.

By the time of graduation, students must demonstrate proficiency in twelve predefined core synagogue skills and nine out of thirteen additional skills. Skills may be demonstrated through performing these skills at an internship and having a designated mentoring clergyperson inform the school that the student competently performed them. Students can also meet with the Director of the Cantorial School and either perform the skills for her or send her a recording of them performing the skill.

Core Skills

Students must demonstrate the ability to recite…

- Weekday Shaharit (with Hallel)
- Weekday Minhah
- Weekday Ma'ariv
- Erev Shabbat (KS, Ma'ariv, Kiddush)
- Shaharit le-Shabbat
- Musaf le-Shabbat
- Shabbat Minhah
- Torah reading (Shabbat/weekday trope)
- Haftarah reading
- Birkat Hamazon with variants
- Shaharit for High Holidays

Students must also demonstrate…

- Ability to serve as gabbai

Additional Skills

Students may choose any nine of the following thirteen skills.

Students must demonstrate the ability to recite, facilitate, or perform…

- Megillat Esther
- Eikhah
- Shir haShirim
- Torah reading (High Holiday)
- Shaharit liRegalim
- Musaf liRegalim
- Arvit liRegalim
- Seder Brit Milah
- Seder Pidyon Haben
- Vidui/Burial prayers
- Sheva Berakhot
- Tallit and tefillin knots
- Shofar

Spiritual Direction

Spiritual Direction is optional and open to **ALL rabbinical and cantorial students.** If you choose to participate, you will be matched with a director with whom you will meet once per month.

The DRL subsidizes your participation at a rate of $75/session for a set number of sessions. Contact the DRL Office for specifics on current year coverage. Students are responsible for paying the remaining cost ($25/session) to their director.

If you want to participate and the $25/session is insurmountable, please speak with the deans of the DRL. Financial concerns will not pose a barrier to your participation.

Summer Requirements

Students are expected to spend at least two summers during their program fulfilling requirements.

Summer Internships and Experiences

At least one summer must be spent doing youth work at in one of the Ramah Camps or USY summer programs.

Clinical Pastoral Education

All Rabbinical students are required to complete a unit of Clinical Pastoral Education, either through the JTS Summer Clinical Pastoral Care Program or an extended unit during the academic year. This program enables students to connect in caring relationships with vulnerable people as they search for meaningful responses to the challenges of illness, hospitalization, death and dying, mental illness, and other life challenges.

The CPE Summer Program is a full-time commitment that runs from May to August each year. Students spend three days a week providing spiritual care at hospice, hospital, elder care, or mental health settings, and the other two days at JTS for educational seminars. This program earns one (1.0) unit of credit through ACPE: The Standard for Spiritual Care and Education.

Students may also elect to pursue a Certificate in Spiritual Care and Counseling or an MA in Spiritual Care and Counseling.

For more information, consult with the Director and see the CPE website.

Senior Sermon

Each graduating rabbinical student delivers an 8 minute Senior Sermon at the Women's League Seminary Synagogue (WLSS) in their final year of study. Students work with a mentor to prepare their text and delivery. The senior sermon is a rite of passage at JTS. It is an opportunity for students to be teachers of Torah in the community that has taught them and offer a sample of their unique understanding of Torah. It is also recorded and streamed and becomes part of the materials that communities hiring clergy will review in the interview process.

Semi-Annual Reviews

At the end of years 2 and 4, all students will participate in a 360 degree review process to reflect on their rabbinic, and academic development. Throughout years 2 and 4, students and deans will share the DRL 360 degree evaluation form with people who experience them in their student and intern roles. Reviews will consist of analyzing the results of the 360 with the deans and other mentors who will help the student grow. Together they will explore the student's academic performance, spiritual and leadership skills, character development and growing fitness for serving as clergy.

Graduation Requirements

To graduate with the MA degree and receive rabbinic ordination, students must successfully complete all required courses and:

- Register for and successfully attend:
    - 7 semesters of kehillah
    - 2 semesters of nusah for Rabbinical School students*
        - *students may waive this requirement by demonstrating skills in nusah during their first year
    - 10 minimesters
- Complete all requirements for an MA degree at JTS, including any required comprehensive exams or capstone projects/theses
- Demonstrate Synagogue Skills requirements for a total of 21 documented skills
- Complete an academic year of study in Israel
- Complete two summer units of experiential learning, one of which is a unit of CPE and the other completed through service with Ramah or USY
- Complete a year-long rabbinic internship through the Resnick Internship Program
- Give a Senior Sermon that successfully demonstrates a student's rabbinic formation

Candidates for the academic degree and rabbinic ordination are expected to complete all course work and examinations within five to six years. Meetings with the Deans upon admission and during academic advising will specify the student's course of study.

The H. L. Miller Cantorial School and College of Jewish Music

Director: Rabbi Cantor Shoshi Levin Goldberg
Division Dean: Rabbi Ayelet S. Cohen

The H.L. Miller Cantorial School at JTS offers the most comprehensive training available to aspiring Hazzanim and prepares them for traditional and emerging roles essential to creating and sustaining religious communities of meaning, devotion, learning and joy. Through four to six years of study, students gain a deep understanding of Jewish liturgy, nusah, music, and history, working closely with renowned cantors, musicians, and scholars. The program emphasizes artistry, musicianship, and leadership skills. Graduates are well-prepared to serve diverse Jewish communities, leading worship, teaching, and creating meaningful spiritual and educational experiences for all ages.

In addition to musical training, students receive a Master of Sacred Music in Jewish Music and complete coursework in Jewish studies, pastoral care, and education. The program emphasizes experiential learning and includes a semester of study in Israel and extensive fieldwork opportunities. JTS is committed to preparing cantors who are fully vested members of a congregation's clergy team, equipped with the range of skills to function at the highest level and broadest platform. With a strong foundation in Jewish tradition and modern practice, JTS cantors become dynamic spiritual leaders and inspiring voices in contemporary Jewish life.

Core Faculty

- Shoshi Levin Goldberg, Director of the H.L. Miller Cantorial School
- Boaz Tarsi, Professor of Jewish Music and Liturgy
- Jan Uhrbach, Director of the Block / Kolker Center for Spiritual Arts
- Gerald Cohen, Adjunct Assistant Professor of Jewish Music
- Marsha Bryan Edelman, Adjunct Professor of Jewish Music

Associated Instructors and Coaches

- Joel Caplan, Instructor
- Natasha Hirschhorn, Instructor
- Joyce Rosenzweig, Instructor
- Naomi Cohen, Instructor
- Jeffrey Warschauer, Instructor

- Scott Stein, Instructor
- Perry Fine, Instructor
- Raphael Frieder, Coach/Instructor
- Jacob Mendelson, Coach/Instructor
- Richard Nadel, Coach
- Marina Shemesh, Coach
- Benjamin Warschawski, Coach

The JTS Cantor

Adapted by Cantor Nancy Abramson from "The Evolving Role of the Hazzan," by Eliezer Diamond

As a member of the clergy, the cantor traditionally has served the Jewish community primarily as sheliah tzibbur (agent/representative of the congregation) in two senses: as sheluha didan (our agent) and also as sheluha de-rahmana (agent of the Holy One). The H. L. Miller Cantorial School continues to educate cantors to serve in both roles with careful attention to the ways in which those roles have evolved over time.

To enhance the quality of participation, a cantor must be able to train motivated congregants to function as prayer leaders (*ba'alei tefillah*) and Torah readers (ba'alei keriah); form and conduct a choir; and enhance the life of the synagogue with an array of informal musical activities that supplement formal worship. In addition, today's congregations generally require the cantor either to train or to oversee the training of b'nai and b'not mitzvah; teach in (and, in some cases, manage) the synagogue school and/or adult education programs; serve in a pastoral role; and officiate at life-cycle events. The H. L. Miller Cantorial School equips its graduates for success in those diverse tasks while maintaining the depth and quality of training in the traditional cantorial arts.

As *sheluha de-rahmana*, the cantor has both the opportunity and the obligation to educate and inspire the community, helping it to gain an appreciation for the religious and aesthetic power of our musical traditions. The aspiring cantor must be well-grounded in the knowledge of the history of Jewish music and receive intensive training in traditional modes of chanting (nusah) as well as the more rarefied cantorial arts. They must possess mastery of the Hebrew language of the liturgy; this mastery enables the cantor to match music to words in an illuminating and inspiring way. In addition, the cantor must use both teaching and performance as vehicles for educating the congregation about the history, aesthetics, and meaning of Jewish music, explaining its integral role in worship and in other venues of Jewish life (Israeli culture, ethnic Jewish communities, and ceremonies performed at home, for example). Finally, as a full-

fledged member of the clergy, the cantor is expected to serve as a religious exemplar (keli qodesh, vessel for the sacred).

As a practical matter, students in the H. L. Miller Cantorial School must be acculturated to a Jewishly committed way of life in the classroom and outside of it. The curriculum includes training in practical halakhah as well as intensive involvement in religious experiences both at JTS and in the larger community.

The Curriculum for Cantorial Ordination

Students acquire advanced skills in the following areas: Hebrew, *nusah,* Jewish and general music, Jewish studies; and professional and pastoral skills. Coursework, coaching, regular participation in religious services, study abroad in Israel, internship placements, and involvement in the JTS community all hone students' abilities in these areas. All Cantorial School students receive an MSM degree at the time of graduation.

Learning Outcomes

Upon ordination as Hazzan, graduates will demonstrate spiritual leadership through their ability to...

1. Conduct worship experiences with traditional and contemporary music and liturgy
2. Invite communal participation through song and prayer
3. Understand and communicate the text of the siddur effectively
4. Display fluency with and mastery of nusah
5. Conduct or facilitate Jewish life cycle events
6. Serve as a comforting presence when someone is suffering
7. Organize or teach classes on matters of Jewish belief and practice
8. Join other clergy and educators in productive professional partnerships

Prerequisites

Before registering for courses, all entering students are required to take both a Hebrew and a Musicianship placement examination administered by the faculty.

Our target placement level for Hebrew language is Advanced Intermediate I (HEB 5205: Gimmel I), though students of varying language levels may be accommodated through additional Hebrew study. Courses taken prior to Advanced Intermediate I do not count towards the overall degree.

Our target entry level for Musicianship is Advanced Musicianship I (MUS 4316). though students of varying musicianship levels may be accommodated through additional study. Courses taken prior to Advanced Musicianship I do not count towards the overall degree.

All students must achieve Advanced Intermediate Hebrew (HEB 5206: Gimmel II) and Advanced Musicianship II (MUS 4317) by graduation.

Students are required to demonstrate proficiency on piano equivalent MUS 4300: Piano for the Classroom and Choir. This requirement can be demonstrated upon admission, or students will take MUS 4300 every semester until proficiency is achieved. Piano courses do not count towards overall degree credits.

Fluency in Weekday Nusah and Torah/Haftarah cantillation are also highly encouraged.

For more information on suggested preparation, see the Admissions section or visit www.jtsa.edu/cantorial.

Courses

Students must complete a minimum of 152 credits taken over the course of 4-6 years. Courses are selected in consultation with the Director. Students with previous academic background in a given area will place into a higher-level course in the same field.

Students should consult their individual degree progress sheets, available through the Director's office, to plan for upcoming semesters and track their overall progress through the program.

Courses are normally distributed as follows:

*Note that courses with a * indicate those that are normally taken during a student's time in Israel.*

Foundations in Judaic Studies (7 courses, 21 credits)

- One course (3 credits) BIB 5011: Introduction to Hebrew Bible OR BIB 6107: Reading the Bible Rabbinically
- One course (3 credits) BIB 5013: Pentateuch with Rashi
- One course (3 credits) MDS 5102: Classics of the Jewish Tradition
- One course (3 credits) HIS 5406: Modern Jewish History
- One course (3 credits) RLC 5025: Introduction to Rabbinic Literature*
- One course (3 credits) HIS 6554: History of Zionist Thought*
- One course (3 credits) in a Jewish Studies elective

Language Study (4 courses, 12 credits)

- One course (3 credits) HEB 5205: Gimmel I
- One course (3 credits) HEB 5206: Gimmel II
    - *If upon admission, a student places into a level higher than Gimmel II, the student is required to take two semesters of Hebrew at the more advanced level of their placement.*
- One course (3 credits) BIB 5560: Biblical Grammar
- One course (3 credits) LTG 5032: Language of the Prayer Book

Nusah (10 courses, 38 credits)

- HAZ 4280 Nusah Theory (3 credits)
- Two courses (10 credits) in nusah for Shabbat
    - HAZ 4601: Nusah for Shabbat I
    - HAZ 4602: Nusah for Shabbat II
- Three courses (15 credits) in nusah for holidays and festivals
    - HAZ 4702: High Holidays Nusah I
    - HAZ 4703: High Holidays Nusah II
    - HAZ 4811: Nusah for Festivals
- Two courses (4 credits) in cantillation
    - HAZ 4110: Advanced Cantillation I
    - HAZ 4111: Advanced Cantillation II
- One course (3 credits) HAZ 4351: The Heart and Soul of the Jewish Life Cycle: Jewish Living in Note and Deed
- One course (3 credits) HAZ 4300: Senior Nusah Seminar

Jewish and General Music (27 courses, 50 credits)

- Two courses (4 credits) in musicianship
    - MUS 4316: Advanced Musicianship I
    - MUS 4317: Advanced Musicianship II
- Two courses (6 credits) in Jewish music education
    - MUS 4432: Methods and Materials in Jewish Music Education I
    - EDU 5013: Pedagogic Skills
- Two courses (4 credits) in conducting
    - MUS 4130: Advanced Conducting I
    - MUS 4131: Advanced Conducting II
- Two courses (6 credits) in the history of Jewish music
    - JMU 4011: Discovering the Roots of Jewish Music
    - One additional course in the history of Jewish music (taken in Israel)
- Two electives (4 credits) in musical repertoire, for example:
    - Israeli Folk and Popular Music*
    - MUS 5999: The Art of Yiddish Music

- One course (2 credits) MUS 5998: Senior Recital
- MUS 4110: Chorus (2 credits), required every semester except the senior year, for a minimum of 16 total credits of Chorus by the time of graduation.
- HAZ 4400: Coaching (1 credit), required every semester of enrollment, for a minimum of 8 total credits of Coaching

Professional Skills (7 courses, 21 credits)

- One course (3 credits) SEM 6002: First Year Seminar in Liturgy
- One course (3 credits) LTG 7155: The Art of Leading Worship
- One course (3 credits) PAS 7431: Basics of Pastoral Care
- Two courses (6 credits) internship seminar
    - PRO 7401: Resnick/Cantorial Seminar and Internship I
    - PRO 7402: Resnick/Cantorial Seminar and Internship II
- Two courses (6 credits) senior seminar
    - PRO 7409: Senior Seminar I
    - PRO 7410: Senior Seminar II

Minyan and Mifgash (8 credits)

- JMU 4201: Minyan and Mifgash for Cantorial Students (1 credit), required every semester of enrollment, for a minimum of 8 total credits of Minyan and Mifgash

Vocal Boards

To assist students in judging their vocal progress, each student (excluding graduating seniors) participates in vocal boards. These consist of a short performance given before a panel of faculty, who use a standard rubric to assess a student's vocal progress and provide feedback.

Students perform two selections; one accompanied secular piece and one unaccompanied cantorial recitative. The secular piece must be performed from memory, and the cantorial piece from the Siddur or Mahzor, not sheet music. You must submit the titles and composers of your selections to the Program Manager for the DRL in advance. Students are also welcome to share something about their vocal training and overall progress with faculty at their performance.

Faculty feedback will be available for students to collect in the DRL offices approximately one week after their boards performance.

Students will be notified early in the term regarding dates and preparation for vocal board sessions. Contact the Program Manager with any questions.

Nusah Presentation

One of the significant events for the students each year, excluding the senior year, is making a Nusach Presentation. Every year, each student is required to make a presentation based on the material they have studied in the preceding year (1st year students present material from the preceding semester) according to the following suggested schedule:

- 1st year students – Friday night (Kabbalat Shabbat or Ma'ariv)
- 2nd year students – Shabbat morning Shaharit or Musaf
- 3rd year students – High Holidays
- 4th year students – You will select from Shalosh Regalim, Yom Haatzmaut, Yom HaShoah, Interfaith Thanksgiving service, a wedding or funeral, Hallel, Selichot, Hoshanah Rabbah, music of the independent Minyanim.

The Nusah presentation is an opportunity for students to function as Cantor in a simulation of a section of an ideal service or life cycle event under ideal circumstances-- an attentive, educated, and responsive kahal with no special requests or requirements from the congregation. Students must prepare a printed program, with the order of selections and all melodies for congregational singing. Presentations will be evaluated by the director of the H.L. Miller Cantorial School and Dr. Boaz Tarsi. Students will also choose one additional faculty member and one fellow student to evaluate their presentations and may solicit additional feedback from other faculty members, their coaches, mentors and students.

Comprehensive Examinations

In the senior year (generally in January of the final semester), students take oral comprehensive examinations in nusah and cantillation. Coursework prepares students for these exams.

Dellheim Senior Recital

Each graduating cantorial student takes part in a Dellheim Senior Recital, a culminating concert that takes place in the winter of their final year. Preparations begin in the penultimate year, when students take MUS 5998: Senior Recital. Each Dellheim Recital features an exciting evening of music and spirit, offering the student the opportunity to share their talents and their vision for the 21st century cantorate. The Recital presents a wide range of Jewish music in English, Hebrew, Ladino, and Yiddish, as well as hazzanut, and Israeli traditional and pop songs. Choral works, and compositions written and composed by the graduates, are also performed. Students are guided by faculty through the selection of the recital repertoire and the process and logistics of presenting a concert.

The Dellheim Senior Recitals are generously supported by John Dellheim (z”l), a Holocaust survivor who became a pioneer computer programmer at IBM. He deeply loved Judaism and

Jewish music, and endowed the John Leopold and Martha Dellheim Internship Program and Concert Series to bring Western cantorial music around the United States via the mentors, alumni, and students of the H. L. Miller Cantorial School, thereby perpetuating the performance and transmission of Jewish sacred music to future generations.

Minyan and *Mifgash*

All Cantorial students are required to attend the weekly H. L. Miller Cantorial School Minyan and *Mifgash.* This minyan provides an opportunity for cantorial students to daven together and practice their skills in a musically enhanced, fully supportive environment. The Mifgash program offers extracurricular programming in areas such as musical repertoire of popular living cantors and great cantors of the past, *Storahtelling* training, bodywork and professional development sessions with cantors in the field.

Voice Training

Students receive individual, weekly coaching with a master Hazzan every semester. In addition, guest hazzanim provide coaching through workshops and one on one sessions.

In addition to their coursework and coaching within the school, all students engage a teacher of their choice for subsidized weekly private voice lessons outside of school.

Spiritual Direction

Spiritual Direction is optional and open to all cantorial students. If you choose to participate, you will be matched with a director with whom you will meet once per month.

The DRL subsidizes your participation at a rate of $75/session for 12 sessions. Students are responsible for paying the remaining cost ($25/session) to their director.

If you want to participate and the $25/session is insurmountable, please speak with the deans of the DRL. Everybody deserves this opportunity if you want it, and financial concerns should not pose a barrier to your participation.

Study in Israel

Studying and living in Israel are important experiences for future religious leaders of the Jewish people. Cantorial students spend a semester in Israel, in coordination with other JTS Israel programs for the Rabbinical School and Davidson School of Education. While in Israel, students have unique opportunities for Judaic enrichment and work at Masorti kehillot (synagogues).

Extracurricular Requirements

Students are expected to spend at least two summers during their program fulfilling requirements, including spending a summer in one of the many Ramah camps or USY summer programs, and participating in conferences such as Song leader Boot Camp and the North American Jewish Choral Festival. Scholarship and grants are available for these enrichment opportunities. Participation in Minimesters offered through the Division of Religious Life is highly encouraged and sometimes required, depending on the topics and timing.

Clinical Pastoral Education

All Cantorial Students are required to complete the JTS Summer Clinical Pastoral Care Program before graduation. This program enables students to connect in caring relationships with vulnerable people as they search for meaningful responses to the challenges of illness, hospitalization, death and dying, mental illness, and other life challenges.

The CPE Summer Program is a full-time commitment that runs from May to August each year. Students spend three days a week providing spiritual care at hospice, hospital, elder care, or mental health settings, and the other two days at JTS for educational seminars. This program earns one (1.0) unit of credit through ACPE: The Standard for Spiritual Care and Education.

For more information, consult with the Director and see the CPE website.

Semi-Annual Reviews

At the end of years 2 and 4, all students will participate in a review process to reflect on their coursework and development at these key moments. Reviews will consist of a meeting with the Director of the Cantorial School in which a student's academic, vocal, and characterological progress are discussed.

The Division of Religious Leadership uses a 360 Review framework to inform these reviews, with input solicited from key faculty, mentors, and colleagues, who provide feedback through a rubric that addresses a student's academic character, spiritual formation, professional skills, and overall preparation for the cantorate.

Graduation Requirements

Graduation requirements include the successful completion of required courses, comprehensive examinations, and a recital in sacred and general music. Candidates for the academic degree and the diploma of hazzan are expected to complete all course work and

examinations within five years. An extension of one year may be granted upon written application to the Director.

Dual Degree Program: Davidson MA in Jewish Education

To receive the MA in Jewish Education, students enrolled in the JTS Cantorial School take the following Davidson courses and cross-count five Jewish Studies courses from their cantorial program for a total of 45 credits.

Required Davidson courses:

- EDU 5031: Pedagogic Skills
- SEM 5005: First Year Seminar: Becoming a Jewish Educational Professional
- EDU 5116: Developmental Issues in Jewish Education
- EDU 5158: Curriculum and instruction
- Two education electives at the 5000 level
- Two semesters of practicum and associated courses

Students in the **Educational Leadership** area of focus also take:

- EDU 5609: Leading and Managing Jewish Nonprofit Organizations: Theory and Practice
- EDU 5559: Staff Development and Supervision in Jewish Educational Settings

Students in the **Pedagogy and Teaching** area of focus take two additional Jewish studies courses.

Students completing the MA in Jewish Education should expect to add one year on to the course of their study.

Master of Sacred Music for Rabbinical Students

Rabbinical School students may elect to complete a 45-credit Master of Sacred Music (MSM) degree through the Cantorial School to fulfill their graduate degree requirement. Rabbinical students enrolled in the MSM are required to complete a minimum of 36 non-duplicative credits in Jewish Music (HAZ, MUS, and JMU courses).

The 36 non-duplicative credits must include:

- HAZ 4611 & HAZ 4612 Nusah for Shabbat (10 credits)
- Two additional nusah courses (minimum 8 credits)
- JMU 4011 Discovering the Roots of Jewish Music (3 credits)
- Two semesters MUS 4110 Chorus (2 credits x 2 semesters)

- Two semesters JMU 4201 Minyan and Mifgash for Cantorial Students (1 credit x 2 semesters)
- Three additional Jewish music courses to be decided on in consultation with the director of H. L. Miller Cantorial School.

The remaining 9 credits may be double counted with the students' other degree program and will be decided upon jointly by the dean of the Division of Religious Leadership and the Director of H. L. Miller Cantorial School. The double-counted courses must include at least one Liturgy course.

Capstone Requirement

Rabbinical students pursuing the MSM degree are required to propose and complete a capstone project, subject to approval from the Director. Capstone projects may include a recital, an original composition, a research paper, or other project best suited to a student's interests and professional aspirations. The exact format and requirements for a proposed capstone will be determined by the Director and any relevant advisory faculty. Capstone projects are generally completed in a student's 4th or 5th year.

Division of Religious Leadership Policies and Standards

Religious Commitments and Expectations

The JTS Division of Religious Leadership is a community of practice in which each of us strives to deepen our religious, spiritual, and intellectual commitments to Jewish life and the Jewish people. We commit to showing up for one another with joy, curiosity, and compassion, with the intention to build, maintain and model the communities we hope to create out in the world.

One of Division of Religious Leadership's great sources of strength is the diversity of religious backgrounds and Jewish journeys among our students. We respect and honor the many places from which our students come. Simultaneously, we share some standards of practice that make us a cohesive community. Specific information regarding shared commitments and values may be found in the Division of Religious Leadership's *Brit/Communal Commitments*, which is shared with all current students and is available in the DRL offices or through contacting the deans of the Rabbinical School.

The ideals and practices of Conservative Judaism are an integral part of the lifestyle and program of The Rabbinical School and the H. L. Miller Cantorial School. Standards of personal and professional conduct and interpersonal relations are a significant part of the tradition to which the school is committed. Accordingly, the dean of The Rabbinical School and/or the Director of the Cantorial School reserve the right to deny admission, registration, readmission, or ordination to any student who, in the judgment of the Rabbinical School Faculty Committee or the Cantorial School Faculty Committee, is determined to be unsuitable to the profession of the rabbinate or cantorate.

Academic Policies and Standards

Students are expected to follow all JTS academic policies, including those related to full-time enrollment, academic standards, and academic integrity. The Division of Religious Leadership generally follows the academic policies and standards of the Kekst Graduate School, as well as all residential and institutional policies that generally govern all members of the JTS community.

Attendance

Regular, punctual class attendance is required. Instructors shall have the right to stipulate attendance requirements within the first two weeks of the semester and to indicate the penalties that may result from failure to comply.

Grades

Grade point averages are computed on the following scale:

• A+ 4.33	• B+ 3.33	• C+ 2.33	• D+ 1.33
• A 4.00	• B 3.00	• C 2.00	• D 1.00
• A- 3.67	• B- 2.67	• C- 1.67	• D- 0.67

A student may opt to take not more than one Pass/D/Fail in a given year. This option may not be used for any Hebrew language requirements.

Letter grades indicate the following: A, excellent; B, good; C, fair; D, poor; F, failure; R, auditor. No credit will be given for grades of C- or lower.

A letter grade is assigned for each course unless (1) it is indicated at registration that a course will be graded only on a Pass/D/Fail basis; or (2) a request for Pass/D/Fail grading is submitted in accordance with the procedure outlined below.

Students electing to take courses on a Pass/D/Fail basis must indicate their preference at registration or on the appropriate form, which must be submitted to the Office of the Registrar no later than two weeks after the first day of classes, the exact date to be indicated on the Academic Calendar. After this date, students may not alter the basis under which they have registered for their courses that semester.

The grade of P will be assigned for students who have earned a letter grade of C- or higher. The grades of D and F will be so transcribed.

Once the grade of P has been recorded, the instructor's letter grade will not be available to any individual, committee, or institution under any circumstances. The grade of AU will indicate that a student has registered for the course as an auditor and agreed to do all course work

except a written paper and/or final examination. Such a course will neither yield academic credits nor meet departmental requirements.

Once a grade has been received in the Office of the Registrar, it may be changed by the course instructor only upon written application by the instructor to the dean. The dean's approval is required.

Auditing

The grade AU signifies that the student has attended classes and completed all course work except for the final exam and/or paper. Students must notify the Office of the Registrar, in writing, by the date stipulated in the Academic Calendar, of their intention to audit. Failure to do so will mean that the course is being taken for credit. No credit will be given for courses taken for the grade AU; such courses will not count toward fulfilling the requirements for the degree. Priority will be given to students taking a course for credit; there are a limited number of spaces for students auditing.

Incompletes

A student who, for compelling reasons, e.g., medical or family emergency, finds it necessary to postpone the submission of required course work may petition for the grade of Incomplete (INC).

The student must obtain a Request for Incomplete form from the Office of the Registrar. This form must contain all information requested, including a description of the work to be completed and the due date, which cannot be later than the date specified in the Academic Calendar. The form must be signed by the student, instructor, and dean or advisor of students. The form should be returned to the Office of the Registrar. The last day to request an Incomplete and submit the form is indicated in the Academic Calendar.

All outstanding course work must be submitted to the Office of the Registrar no later than the date specified in the Academic Calendar. Generally, this date is six weeks from the end of the final examination period.

The Office of the Registrar shall record that the work has been submitted and provide a written receipt to the student for the work received. A copy of the receipt from the Registrar should be brought to the Rabbinical School Office. The Registrar will transmit the completed work to the instructor. The student is advised to retain a copy of all work submitted to the Office of the Registrar.

If a student fails to submit the outstanding work to the Office of the Registrar by the specified due date, the grade of INC will be converted to the alternate letter grade previously submitted by the instructor. This alternate grade reflects the instructor's assessment of a student's performance, taking into account the fact that work is missing. Students should be aware that the missing work may have been counted as an F (or 0) in the computation of the final grade for the course.

In special circumstances, the dean has the authority to grant an extension for the submission of overdue work as long as it is agreeable to the instructor. This extension must be submitted in writing by the dean to the Office of the Registrar.

Students may not request an INC for any course during the semester of their graduation.

Registration and Withdrawal

A student is expected to have registered for all courses by the date listed in the Academic Calendar. With the permission of the dean, students may withdraw from a course by the date listed in the Academic Calendar. Students who discontinue attendance in a course but who fail to withdraw formally within the designated period will receive the letter grade earned, usually an F, having completed only a portion of the class.

Academic Probation

A student in one of the four JTS graduate schools who receives in any one semester two grades of B- or lower, or one grade of D (or lower), will be placed on academic probation the following semester. Any Davidson School student who receives two grades of F in one semester will be withdrawn immediately from The Davidson School, though may remain enrolled in The Rabbinical School.

To be restored from probation to good standing, a student must register for course work for the next semester equivalent to the number of credits that led to the probation and may neither receive a grade lower than B- nor take an Incomplete during the semester of probation. Failure to meet this standard will constitute grounds for dismissal. The student shall have the right to appeal his or her dismissal in accordance with the Student Disciplinary Procedures.

No student will be permitted more than one semester of probation toward the degree, and grades that put him or her on a second probation will be grounds for dismissal from the school.

Dismissal

Students unable to fulfill the degree requirements in due course, who receive a failing grade, or who are unable to maintain a B- average are subject to dismissal by the dean. Students have the right to appeal this decision within thirty days of being notified of their dismissal.

Readmission

A student in good standing who withdraws from our graduate programs may apply for readmission. Upon the recommendation of the Admissions Committee, the student may be granted full credit for all course work up to the time of withdrawal. The student will, however, be subject to all new requirements established during the period of absence from the school.

Absence from Final Exams

A student who, because of illness or personal emergency, cannot be present for a scheduled final examination must inform the Office of the Registrar as soon as possible and indicate the reasons for the absence. The Office of the Registrar will inform the instructor and the dean of the student's absence. If the student still cannot be present for the regularly scheduled makeup examination day, the student must arrange with the instructor for a makeup examination. The instructor will inform the Office of the Registrar of the arrangement and provide the office with the exam so that it can be given to the student.

Students may not request Incompletes in advance for an in-class final examination. The student must take the makeup examination as soon as possible, but no later than the date indicated in the Academic Calendar governing the completion of outstanding work.

Leave of Absence

Students who, for compelling reasons (e.g., medical or family emergencies), are unable to take courses or continue with appropriate academic progress in a particular semester may request a semester's leave of absence from the dean and must register for a leave of absence each semester until they resume their studies.

Rabbinical students may apply for no more than two leaves of absence during their course of studies; additional restrictions may apply when simultaneously enrolled in an MA program.

During the period of leave, a student may not take an examination, written or oral, be advised by the academic advisor, or submit any material for the completion of a degree.

A fee applies for any semester a student is on leave.

Transfer Credit

Students in a graduate-level program of JTS may request transfer credit for graduate-level course work completed at another accredited institution, under the following conditions: (1) the grade being transferred must be "B" or higher; (2) the grade may not be more than 10 years

old; (3) Hebrew courses are not subject to transfer credit; (4) the credit may not have been applied to another degree; (5) credit must have the dean's and advisor's approval. Credits taken at another rabbinical school may be applied towards the rabbinical program at JTS at the discretion of the dean.

Ordination

Assuming good standing, as defined above, ordination will be conferred upon a student's completion of all academic and other requirements. Ordination will not be recommended if a grade of INC remains on the student's record in a course required for completion of the Rabbinical School's degree program. Ordination takes place in May of each year on the same day as JTS's Commencement Exercises but in a separate ceremony. All students to be ordained in any one year are expected to be present at all ceremonies on commencement day. Students who complete academic requirements early in the year may receive a letter noting that fact, but they will be ordained only at the next Commencement Exercises.