

## Study modules for the Rabbinical Studies Program at the Abraham Geiger College

<b>Module: Introduction to the Rabbinate</b>			
		This module should be completed in the first and second semesters.	
<b>Content and Objectives of the Module</b>	<p><b>Content</b> This module presents an introduction to both the structure and content of the Abraham Geiger College Rabbinical Studies program. Structural and organizational topics addressed include the ethical principles and components of the training, as well as the rules and regulations (stipulated in the <i>Study Handbook for the Abraham Geiger College School of Jewish Theology</i>).</p> <p>In terms of content, the module serves as students' first introduction to issues of the rabbinate. The office of the rabbi is explained, along with its beginnings in Jewish religious history, its legitimization and its current challenges. In particular, the present-day organizational structure of Judaism as well as collaborations with national and international Jewish organizations will be elucidated. Interaction with the media will also be discussed.</p> <p>The module also introduces the community internship, which begins in the third semester (see <i>Community Internship</i> in the above-mentioned handbook).</p>		
	<p><b>Objectives</b> Students familiarize themselves with the basic principles and components of training at the Abraham Geiger College, as well as the applicable rules and regulations. They learn about the development and evolution of the rabbinate over the course of religious history, as well as the legitimization of the ordination and current challenges to the post. Students understand that they will develop their individual profile as a rabbi over the course of their studies. They shall become acquainted with the important structures of present-day Judaism and the collaboration between various Jewish organizations. Students are taught that their training as a rabbi will make them into a public figure. They will acquire an understanding of the media and how to interact with journalists, as well as how to explain issues and present themselves in interviews.</p> <p>In the introduction to the community internship, students learn about the basic requirements, length of time and evaluation of the internship period.</p>		
Seminars	Class time (in hours)	Preparation and follow-up time (in hours)	Examination
Introduction to Studying at the AGC	5	-	-
Introduction to Rabbinical Studies	6	2	-
Introduction to the Structure of Present-Day Judaism and Various National and International Organizations	4	2	-
Media Seminar	4	-	-
Introduction to the Community Internship	2	-	-
<b>Duration</b>	1 – 2 Semesters		

## Module: Weekday Services and Kabbalat Shabbat

	This module should be completed in the first semester.
<b>Content and Objectives of the Module</b>	<p><b>Content</b></p> <p>This module is focused on the prayers, in particular the weekday service and the opening Shabbat blessings. The Halakhah LeMa'aseh seminar introduces the central halakhic texts and concepts, along with the spiritual significance of prayer, ritual, mitzvah and minhag in classical rabbinical Judaism, the Middle Ages, the Kabbalah and modernity, and the present. Topics discussed include the traditional daily routine and the juxtaposition of personal practice, life in the community, and the larger secular or post-secular global context.</p> <p>The seminar on applied liturgy also teaches the rubrics of the daily prayer and the Shabbat blessing, as well as their texts and possible configurations: Birkot haShachar, Pesukei deZimra and closing prayers; Shema and Birchoteha; the Amidah (Shacharit, Minchah, and Ma'ariv); Torah reading and Drashot; and Kabbalat Shabbat.</p> <p>By conducting a practice service alongside individual coaching, the modes for Shacharit, Minchah and Ma'ariv leChol are learned.</p>
	<p><b>Objectives</b></p> <p>Students familiarize themselves with basic halakhic and ritual themes and concepts that constitute a religious life. They learn to interpret traditional categories and apply them to current issues. They are taught the significance of prayer and ritual and develop the awareness that these should be subject to continual reflection. They learn to recognize the importance of a reflective and active prayer life – for themselves and for the community. Students become acquainted with the structure of the Siddur and the various services, and develop an understanding of the prayers' history, text and meaning. They learn how to lead their own weekday service.</p>

Seminars	Class time (in hours)	Preparation and follow-up time (in hours)	Examination
Applied Liturgy	25	6	Service: Geiger – Fraenkel Kabbalat Shabbat
Applied Halakhah	25	12	-
Individual Coaching	4	8	Presentation
Practice Service	9	9	-
<b>Duration</b>	1 Semester		

**Module: Shacharit Shabbat, Rosh Chodesh and Havdalah**

This module should be completed in the second semester.

**Content and Objectives of the Module**

**Content**  
 This module addresses the entire halakhic and ritual framework of religious life with the Shabbat, Rosh Chodesh and the 'Israeli holidays.' This is the bridge to the internship. The readings for the Halakhah of the Shabbat seminar consist of traditional and contemporary halakhic, aggadic, kabbalistic and philosophical texts. The seminar addresses topics such as the historical development of the Shabbat, prohibited activities (39 melachot), atmosphere of the Shabbat, and the Shabbat in the modern and contemporary world.  
 Then, the block seminar on applied liturgy discusses the differences between weekday services and Shabbat services: Pesukei deZimra and Amidah (Shacharit, Mussaf, Minchah and Motz'e Shabbat); Torah and Haftarah readings; Rosh Chodesh, Hallel and Counting of the Omer, and Havdalah.  
 The modes for Shacharit, Minchah and Ma'ariv leShabbat are taught as part of the practice service and individual coaching sessions.

**Objectives**  
 The module aids students' understanding of the role of the rabbi or cantor, as well as supporting them with individual profiling and making responsible decisions. Students familiarize themselves with the halakhic themes and concepts that make up the Shabbat. They learn to interpret traditional categories and apply them to current issues. They are taught the meaning and importance of the weekday and Shabbat services and will be able to lead a Shabbat service on their own.

Seminars	Class time (in hours)	Preparation and follow-up time (in hours)	Examination
Applied Liturgy	25	6	Service: Geiger - Fraenkel Shacharit
Applied Halakhah	25	12	-
Individual Coaching	4	8	Presentation
Practice Service	9	9	-
<b>Duration</b>	1 Semester		

<b>Basic Module: Torah Reading</b>			
		This module should be completed in the first semester.	
<b>Content and Objectives of the Module</b>	<b>Content</b> Students learn the names of the Pentateuch tropes and sing them in thematic combinations (e.g. Mercha-Tipcha-Munach-Etnachta).		
	<b>Objectives</b> Students will be able to sing tropes in the most common combinations, with practical application to the first and last sections of the Shema Yisrael text.		
<b>Seminars</b>	<b>Class time (in hours)</b>	<b>Preparation and follow-up time (in hours)</b>	<b>Examination</b>
Introduction to Cantillation of the Pentateuch	3	6	Group practice
Cantillation of the Pentateuch Using the Shema Yisrael Text	3	6	Group practice
Coaching	3	8	Individual assessment/colloquium
<b>Duration</b>	1 Semester		

**Advanced Module: Torah Reading**

This module should be completed in the second semester.

**Content and Objectives of the Module**

**Content**  
Students practice reading the Torah using the skills they acquired in the basic module to sing the tropes in thematic combinations.

**Objectives**  
Students will be able to give a spontaneous presentation of one to two Aliyot of any Parasha of average difficulty level using the Neginot.

<b>Seminars</b>	<b>Class time (in hours)</b>	<b>Preparation and follow-up time (in hours)</b>	<b>Examination</b>
Cantillation of the Pentateuch in Practical Application	4	6	5- to 10-minute solo presentation on a text chosen by the instructor
Individual Coaching	4	8	Individual assessment/colloquium or service, where the student presents an Aliyah of a complete Parasha with an appropriate amount of preparation time

**Duration** 1 Semester

<b>Basic Module: Haftarah</b>			
		This module should be completed in the third semester.	
<b>Content and Objectives of the Module</b>	<b>Content</b> Students sing the tropes learned in Basic Module: Torah Reading as thematic combinations (e.g. Mercha-Tipcha-Munach-Etnachta) in the Haftarah mode.		
	<b>Objectives</b> Students will be able to recite the tropes from memory as thematic combinations in the Haftarah mode and use them for any Haftarah reading.		
<b>Seminars</b>	<b>Class time (in hours)</b>	<b>Preparation and follow-up time (in hours)</b>	<b>Examination</b>
Cantillation of the Haftarah	2	4	Group practice 1: Presentation of tropes in thematic combinations. Group practice 2: Presentation of a Haftarah, one section by each participant
Individual Coaching	4	8-12	Presentation of a Haftarah within a colloquium or service
<b>Duration</b>	1 Semester		

<b>Advanced Module: Haftarah/ Megillot</b>			
		This module should be completed after the fourth semester.	
<b>Content and Objectives of the Module</b>	<b>Content</b>	Students learn about special aspects and variations of Haftarah tropes (Western/Eastern Europe). They learn to sing the tropes learned in the basic module using the Megillot mode, primarily Megillat-Esther, possibly also Ruth, Kohelet, Echa, ShirHaShirim.	
	<b>Objectives</b>	Students will be able to present a Haftarah according to the needs of the community the student serves (Western/Eastern style); they will be able to present the Esther Megilla in the correct cantillation and with the appropriate emphasis. Students acquire a basic understanding which will allow them to complete other Megillot and their specific cantillations over the course of their careers.	
<b>Seminars</b>	<b>Class time (in hours)</b>	<b>Preparation and follow-up time (in hours)</b>	<b>Examination</b>
Megillat Esther and Other Megillot, Cantillation Patterns	4	4	Group practice
Megillat Esther in Practical Application	4	4	Group practice, in which every participant presents a chapter from the Megilla
Individual Coaching	2	4	Purim service, where students present alternating chapters of the Megilla
<b>Duration</b>	1 Semester		

**Module: Life Cycle**

<b>Content and Objectives of the Module</b>	<p><b>Content</b></p> <p>This module introduces students to the liturgy and halakhah of the various practices associated with the human life cycle, such as: birth-related rituals, including circumcision, naming, redemption of the first-born, Bar/Bat Mitzvah, marriage, death and mourning, fixing a Mezuzah, koshering a kitchen, tying Zizit and other rituals marking major and minor life transitions.</p> <p>The course in Applied Liturgy concentrates on the traditional rituals and ceremonies as well as the special blessings, prayers and recitations that accompany these practices. The course treats the structure, evolution, content and language of old and new liturgical forms, deals with related synagogue and home <i>minhagim</i>/customs, explores the major differences between various liberal and traditional versions throughout the Jewish world, seeks to understand the underlying theology and values that govern liturgical changes, and helps students develop a reflective and committed prayer life. The musical modes for liturgical texts, where relevant, are taught in individual coaching sessions and rehearsed services.</p> <p>The course in Applied Halakhah/ <i>Halakhah LeMa'aseh</i> covers the <i>halakhot</i> of these practices in three aspects: as codified in the Shulhan Aruch (with the glosses of the Rema and occasional reference to the commentary of the Mishnah Brurah); as discussed in selected modern Orthodox, Conservative and Reform responsa; and in relation to rabbinical questions concerning performing/conducting these practices.</p> <p>The musical modes appropriate for life cycle events are taught in individual coaching sessions and rehearsed services.</p> <p><b>Objectives</b></p> <p>Students will gain an understanding of the origins and historical development of the life cycle liturgies through selected primary and secondary sources. Through the study of <i>halakhot</i> from the Shulhan Aruch, students will gain comprehensive knowledge of the pertinent laws and customs of the life cycle practices, as well as greater familiarity with the Shulhan Aruch, experience reading rabbinical Hebrew, and some practice with the “Rashi” script. Through the study of selected responsa, students will learn about different approaches to Jewish law among the various denominations. Through the practical rabbinics discussion, we will look at different approaches to applying traditional forms to contemporary liberal congregations.</p>
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Seminars	Class time (in hours)	Preparation and follow-up time (in hours)	Examination
Applied Liturgy	50	12	
Applied Halakhah	25	12	
Individual Coaching	8	16	
Practice Service	18	18	

<b>Duration</b>	2 Semesters
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Module: Yamim Noraim			
<b>Content and Objectives of the Module</b>	<p><b>Content</b></p> <p>This module introduces students to the applied liturgy and halakhah of the Yamim Noraim. The courses in liturgy explore essential questions about the liturgy, poetry and <i>minhagim</i> (religious customs) of penitential Jewish liturgy – <i>Rosh Hashanah</i>, <i>Yom Kippur</i> and the cycle of repentance. They treat the structure, content and language of old and new liturgy, deal with related <i>minhagim</i>, explore the major differences between various liberal and traditional penitential prayers and <i>piyyutim</i>, and develop students' understanding of the underlying theology and values that govern liturgical changes.</p> <p>The course in Halakhah LeMa'aseh will cover three principal areas: 1) study of the halakhot of Rosh Hashanah and Yom Kippur as codified in the Shulhan Aruch with the glosses of the Rema and occasional reference to the commentary of the Mishnah Brurah, 2) study of selected topical responsa from the modern Orthodox, Conservative and Reform communities, and 3) discussion of practical rabbinics questions relating to officiating at high holiday services.</p> <p>The musical modes for Yamim Noraim are taught in individual coaching sessions and rehearsed services.</p> <p><b>Objectives</b></p> <p>Students will gain an understanding of the origins and historical development of high holiday liturgies through selected primary and secondary sources. Through the study of halakhot from the Shulhan Arukh, students will gain comprehensive knowledge of the laws of Rosh Hashanah and Yom Kippur, including the laws of fasting, as well as greater familiarity with the Shulhan Arukh, experience reading rabbinical Hebrew, and some practice with the Rashi script. Through the study of selected responsa, students will learn about different approaches to Jewish law among the different denominations. In the practical rabbinics discussion, we will look at different approaches to applying traditional forms to contemporary liberal congregations.</p>		
Seminars	Class time (in hours)	Preparation and follow-up time (in hours)	Examination
Applied Liturgy	50	12	
Applied Halakhah	25	12	
Individual Coaching	8	16	
Practice Service	18	18	
<b>Duration</b>	2 Semesters		

Module: Shalosh Regalim			
<b>Content and Objectives of the Module</b>	<p><b>Content</b></p> <p>This module introduces students to the applied liturgy and halakhah of the Shalosh Regalim (the three pilgrimage festivals). The course in liturgy explores essential questions about the prayers, poetry and <i>minhagim</i> (religious customs) of the three pilgrimage festivals: Pesach, Shavuot and Sukkot. It treats the structure, content and language of traditional and contemporary liturgy; explores the major differences between various liberal and traditional festival prayers and liturgical hymns (<i>piyyutim</i>), develops students' understanding of the underlying theology and values that govern liturgical changes; and deals with related public, synagogue and family <i>minhagim</i>.</p> <p>The course in Halakhah LeMa'aseh includes study of the halakhot of festivals as codified in the Shulhan Arukh, with the glosses of the Rema and occasional reference to the commentary of the Mishnah Brurah. Selected responsa and official 'guides to practice' from the Conservative and Reform movements will be used to study the laws and contemporary approaches to making a kitchen kosher, certifying foods as kosher for Passover, and the special role of the community rabbi in the 'selling' of hametz. Responsa will be used to explore various approaches to contemporary halakhic issues, such as the permissibility of eating kitniyot on Pesach and the observance of the second day of the festival.</p> <p>The musical modes for Shalosh Regalim are taught in individual coaching sessions and rehearsed services.</p> <p><b>Objectives</b></p> <p>Students will gain an understanding of the origins and historical development of the festival liturgy through selected primary and secondary sources. Readings from the Shulhan Arukh will develop students' skills in reading rabbinical Hebrew and halakhic literature. The study of selected responsa and 'guides to practice' will have the dual objective of achieving a solid understanding of the laws of holidays, while understanding the different philosophical approaches to questions of Jewish law across the spectrum of contemporary Judaism.</p>		
Seminars	Class time (in hours)	Preparation and follow-up time (in hours)	Examination
Applied Liturgy	50	12	
Applied Halakhah	25	12	
Individual Coaching	8	16	
Practice Service	18	18	
<b>Duration</b>	2 Semesters		

Module: Minor Holy Days and Memorial Days

<b>Content and Objectives of the Module</b>	<p><b>Content</b></p> <p>This module introduces students to the applied liturgy and halakhah of the so-called minor holy days and memorial days. The course in liturgy explores essential questions concerning the liturgy, poetry and <i>minhagim</i> (religious customs) of minor Jewish festivals. Students study the structure, content and language of traditional liturgy; explore the major differences between the prayers of these designated times in various liberal and traditional and liturgical hymns (<i>piyyutim</i>), familiarize themselves with the underlying theology and values that govern liturgical changes; and learn about related national/public, synagogue and family <i>minhagim</i>.</p> <p>The course in Halakhah LeMa'aseh will offer an exercise in reading rabbinical Hebrew and halakhic literature through the Shulhan Arukh on Chanukkah, Purim and Tisha B'Av, Rosh Chodesh with the glosses of the Rema and occasional reference to the commentary of the Mishnah Brurah. The course will explore the theoretical challenges posed to observing Tisha B'Av following the establishment of the modern State of Israel, and the various halakhic solutions that have been offered through Conservative and Reform responsa. Approaches to the new observances of Yom Hashoah and Yom Hazma'ut in the various denominations will be explored.</p> <p>The musical modes for holy days and memorial days are taught in individual coaching sessions and rehearsed services.</p> <p><b>Objectives</b></p> <p>Students will gain an understanding of the origins and historical development of these minor holidays through selected primary and secondary sources. Readings from classical halakhic literature (Shulhan Arukh) will further develop students' familiarity with Hebrew and rabbinic/halakhic language. Readings from contemporary responsa and liturgies will help us understand the different approaches to old and new traditions across the Jewish world, and aid each of us in developing and articulating our own perspective.</p>
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Seminars	Class time (in hours)	Preparation and follow-up time (in hours)	Examination
Applied Liturgy	25	12	
Applied Halakhah	25	12	
Individual Coaching	4	8	
Practice Service	9	9	

<b>Duration</b>	1 Semester
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<b>Module: Beit Midrash</b>			
<b>Content and Objectives of the Module</b>		<p><b>Content</b> The essence of this course is intensive engagement with Biblical texts and traditional commentaries in the original Hebrew language. Students prepare the primary sources independently using standard academic resources. Class discussion consists of a summary and clarification of the sources, and analysis of the philological, theological, and contemporary homiletical implications and applications.</p> <p><b>Objectives</b> Students develop the skills necessary for independent study of the Bible and biblical commentary, as well as synchronic and diachronic intertextual analysis. They will be able to analyze the motivations underlying exegetes' comments ("what's bothering X?"), and put different sources in dialog with one another, with a sensitivity for the commentators' socio-historical, geographical, and denominational contexts. They are equipped to apply this analysis to contemporary issues.</p>	
<b>Seminars</b>	<b>Class time (in hours)</b>	<b>Preparation and follow-up time (in hours)</b>	<b>Examination</b>
Beit Midrash	approx. 300	-	
<b>Duration</b>	Throughout the study program		

<b>Module: Practical Religious and Community Pedagogy</b>			
<b>Content and Objectives of the Module</b>	<p><b>Content</b>  This module develops practical skills in religious and community pedagogy. The focus is on presenting and conveying the content and modes of expression of the Jewish religion throughout history and in the present. Consideration is given to internal differentiation within Judaism, as well as current social issues. Also dealt with in the module are the institutional framework (day care centers, schools, community) and the different target groups. Beyond this, particular emphasis is given to self-reflection and discussion of students' own teaching. Artistic (creative) design of religious instruction and other events also plays a role in the module.</p> <p><b>Objectives</b>  Students develop the ability to convey their knowledge of Judaism in its various manifestations in an (internally) differentiated, age-appropriate manner, in the context of general social issues. They will be able to apply the pedagogical and didactic knowledge acquired during the course of their study of Jewish Theology in different contexts (early-childhood education, school, community). They will strengthen their creative and design abilities and learn to apply them in practice with different target groups. They will be able to reflect on and evaluate their own teaching in group discussions.</p>		
<b>Seminars</b>	<b>Class time (in hours)</b>	<b>Preparation and follow-up time (in hours)</b>	<b>Examination</b>
Religious and Community Pedagogy	20	8	Design of a lesson plan
Creative Design	10	-	-
<b>Duration</b>	2 Semesters		

<b>Module: Interreligious Dialog</b>			
<b>Content and Objectives of the Module</b>	<p><b>Content</b> This module deepens the knowledge students acquired during their study of Jewish Theology with regard to the content, religious regulations, liturgical forms, spirituality, ethical foundations and institutional organizations of other religions, particularly Christianity and Islam. Students learn together with adherents of other faiths, who will attend each other's services, prayers and other religious events. Learning is further enhanced through interreligious dialog. Various forms, possibilities and limitations of dialog are learned and discussed. This also includes the practice of reaching an understanding through nonviolent communication.</p>		
	<p><b>Objectives</b> Students familiarize themselves with the essential content, forms of expression and organizational structure of other religions and learn to explain their own religious traditions to adherents of other faiths. By engaging and dialoging with other religious traditions, they acquire the skills to develop their own religious identity, both accepting of and distinct from other traditions. With the help of practical examples, students learn about the forms, possibilities and limitations of interreligious dialog in larger contexts, such as the community level. They become adept at respectful communication and understanding, and learn how to apply these skills.</p>		
<b>Seminars</b>	<b>Class time (in hours)</b>	<b>Preparation and follow-up time (in hours)</b>	<b>Examination</b>
Interreligious Events	6	6	-
<b>Duration</b>	Throughout the course of study		

<b>Module: Personality Development</b>			
	This module should be completed in the third semester or later.		
<b>Content and Objectives of the Module</b>	<p><b>Content</b> The ability to deal constructively with different challenging emotions is of central importance for intrapsychic functionality and is thus a requirement for effective engagement with the outside world. Decisive for this is emotional reflection on feelings and moods, especially the ability to bring one's own emotions into constructive interaction with the emotions of others, to perceive others' feelings and moods and react to them appropriately. This module addresses topics such as:</p> <ul style="list-style-type: none"> <li>• Conscious perception and identification of one's own feelings and classifying them in terms of semantic concepts</li> <li>• Constructive engagement with problematic feelings as an act of self-regulation, depending to a large degree on the use of cognitive resources for emotional processing</li> <li>• Recognizing the causes of one's current state and activating particular emotions that serve as a bridge to a different emotional state</li> <li>• The concept of 'constructive hopelessness': fruitless attempts at regulation, acceptance of emotions over time</li> <li>• Gaining an aptitude for change, 'resilience training'</li> </ul>		
	<p><b>Objectives</b> The seminar teaches strategies for overcoming difficult and stressful situations, allowing students to understand negative emotions in a different way, not just aversive and threatening. Instead, they learn to see negative emotions as challenges to be overcome. Students acquire the skills needed to actively support themselves in emotionally stressful situations, to consciously be aware of their own emotional reactions and either positively influence their experience or accept and tolerate unchangeable states. These skills are necessary to strengthen one's cognitive capacity and thus consciously initiate procedures to overcome challenges.</p>		
<b>Seminars / individual supervision</b>	<b>Class time (in hours)</b>	<b>Preparation and follow-up time (in hours)</b>	<b>Examination</b>
Support and Development of Social and Individual Skills for Community Work	approx. 80	-	Written examination
Individual Supervision	approx. 35	-	-
<b>Duration</b>	Throughout the course of study		

**Module: Social Skills**

This module should be completed in the first semester or later.

**Content and Objectives of the Module**

**Content**  
 This module serves to develop students’ social skills. Altogether, this means the ability to treat others in an empowered, sensitive, fair and constructive manner. This includes skills of teamwork, empathy, nonviolent communication, constructive conflict resolution, willingness to cooperate, consideration of others, and the ability to interact honestly and responsibly with other people. This module addresses 3 main topics:

- communication skills
- social skills
- community work (children and adults, volunteering)

**Objectives**  
 Students are prepared to take control of situations requiring effective communication and interaction, taking into account the needs of all involved. Social skills training will encompass the following areas in particular: empathy, compromise and agreement, critical and self-critical examination, awareness of one’s own and others’ needs, tolerance, values and respect, teamwork, motivational skills, conflict resolution and cooperation.

Seminars / individual supervision	Class time (in hours)	Preparation and follow-up time (in hours)	Examination
Communication Skills	8	-	-
Social Skills	8	-	-
Community Work	8	-	-

**Duration** 3 Semesters

<b>Module: Homiletics</b>			
<b>Content and Objectives of the Module</b>	<p><b>Content</b> In this module, students' sermons are analyzed for their theological-homiletic, religious-sociological and situational-communication theoretical aspects, and deepened in a sermon development workshop to produce a Drasha for a particular occasion.</p>		
	<p><b>Objectives</b> Students develop their homiletic skills. They learn to reflect on their own Drashot and critically analyze them in terms of the above-mentioned aspects. They will deepen their theological and methodological ability to structure the complex process of developing a Drasha and to communicate the message in an identity-shaping, life-serving way.</p>		
<b>Seminars</b>	<b>Class time (in hours)</b>	<b>Preparation and follow-up time (in hours)</b>	<b>Examination</b>
Sermon Analysis	approx. 60	-	-
<b>Duration</b>	Throughout the course of study		

**Final Module**

<p><b>Content and Objectives of the Module</b></p>	<p><b>Content</b>                  This module completes the program of study and helps transition students into their careers. The seminars offered in the module are designed to prepare students to make the shift from <i>receiver</i> to <i>sender</i>, from student to rabbi, and prepares them for the ordination. This takes place through visualization and focus on previously acquired knowledge and skills, especially in the areas of media skills, personality development and social skills. On the other hand, however, the module also addresses new career-related themes such as community management, fundraising, networking, designing work contracts, and the political and social tasks of a rabbi.</p> <p><b>Objectives</b>                  Students grow to understand their future role, reflect on it and take it as their own. They realize and accept that a new life phase begins upon graduation and ordination. They acquire and expand their knowledge and skills in the areas of media interaction, community management, fundraising, networking, and political and social work. They will be able to negotiate work contracts and hold goal-oriented conversations in interviews.</p> <p><b>Rabbinical Thesis</b>                  In most cases, the final thesis is identical to the Master’s thesis in Jewish Theology (see <i>Study Handbook for the Abraham Geiger College School of Jewish Theology</i>).</p>
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Seminars	Class time (in hours)	Preparation and follow-up time (in hours)	Examination
From Student to Rabbi	8	-	
Community Management, Fundraising, Networking	20	-	
Media Seminar	20	-	
Job Application and Work Contracts	2	-	
Dos and Don’ts for a Rabbi	4	-	
Political and Social Tasks of a Rabbi	4	-	

<b>Duration</b>	1 Semester
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