

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION
CINCINNATI, OHIO

Cincinnati Rabbinic Rules & Regulations



Revised: August 2015

HUC-JIR Mission Statement

Purpose

HUC-JIR is a religious and scholarly learning community dedicated to:

- Developing Jewish professional and lay leaders to transmit and apply to contemporary life the sustaining values, responsibilities and texts of our tradition;
- Applying the open and pluralistic spirit of the Reform movement to the study of the great issues of Jewish life and thought.
- Advancing the critical study of Jewish culture and related disciplines in accordance with the highest standards of modern academic scholarship.

Mission

HUC-JIR serves as:

The educational and intellectual center of Reform Judaism

- Training and sustaining rabbis, cantors, communal and educational leaders throughout their careers for service to Reform Judaism and Klal Yisrael;
- Providing higher learning for scholars of religion of all faiths;
- Supporting the educational and spiritual growth of lay leadership for the Reform movement;
- Creating and disseminating scholarly research and publication;
- Preserving and providing access to library, archival and museum resources
- Working with Jewish institutions worldwide to enhance Jewish life, learning and values and to share the Jewish experience of the future.

A Jewish religious community built on God, Torah, Avodah, Mitzvot and Tikkun Ha-olam:

- Integrating Jewish tradition, academic knowledge and professional competence in the development of our students;
- Creating a religious community that gives meaning to the educational experience and provides a model for students to take with them into their lives and work;
- Instilling in its members exceptional leadership skills and spiritual growth enabling them to become catalysts of transformation in the creation of vibrant Jewish communities.

An innovative resource and learning center working with Reform congregations and leaders, the Jewish organizational world and the religious and academic community at large:

- Providing a forum for creative Jewish thought;
- Acknowledging and supporting a diverse community of scholars, students and staff committed to academic freedom and rigor;
- Contributing to the real-life decisions and growth of the Reform Jewish community worldwide;
- Sustaining a vital relationship with the People and the Land by cultivating the growth of Reform Judaism in Israel.

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Introduction to the Cincinnati Rabbinical School Rules & Regulations

The Rabbinical School of the Hebrew Union College-Jewish Institute of Religion on the Cincinnati campus is a community of faculty and students committed to high academic and professional standards. We agree to abide by published rules, regulations, and procedures that define and maintain those standards.

The rules, regulations, and procedures of the Rabbinical School are contained in the National Student Academic Handbook (see Registrar's Web Page) and the Cincinnati Rabbinical School Rules and Regulations. Copies of the Cincinnati Rules and Regulations are distributed each year to faculty and students. The Dean, the Director of the Rabbinical School and the Chair of the Rabbinical Executive Committee are charged with overseeing these rules, regulations, and procedures. The community will receive written notification of any changes in this Cincinnati Rules and Regulations.

Questions regarding the rules, regulations, and procedures in the Cincinnati Rules and Regulations should be addressed to the Director of the Rabbinical School, the Chair of the Rabbinical Executive Committee, or the elected student representative to the Rabbinical Executive Committee.

The Curriculum of the Rabbinical School

Israel

The Year-in-Israel Program

HUC-JIR requires students to spend the first year of their studies in Israel for the establishment of lifelong ties that are vital in sustaining the living bonds between the North American and Israeli communities. Since 1970, all rabbinical, cantorial and Rhea Hirsch education students pursuing their studies at HUC-JIR's stateside campuses have fulfilled their first year of study in Jerusalem. In 2007 the Year-in-Israel Program expanded to include all first-year rabbinical students from the Leo Baeck College in London, England. Their year-long study in Israel, alongside HUC-JIR's Israeli rabbinical students, and shared experiences ground them in the millennial heritage of Jewish faith, history and values, as well as the realities and challenges facing contemporary Jewish identity around the globe. The Year-in-Israel program imbues these future leaders of the diaspora with a spirit of partnership that they take home with them to complete their studies in North America and Europe, and fosters a shared sense of responsibility that transcends geography to assert the overarching unity of the Jewish people. The curriculum encompasses Hebrew language immersion, foundational textual skills, Israel studies, community building and both spiritual and professional development. Utilizing Israel itself as a classroom, the students explore Israeli culture, the history of Zionism, and the social and political challenges in Israel, and participate in community service projects.

The Rabbinical School on the Cincinnati Campus.

The Rabbinical School curriculum comprises three areas of academic concentration:

The MAHL program consists of foundational courses that examine the language and literature of a variety of disciplines, and different critical approaches to those disciplines. These courses (listed as 400 level courses) are generally taken during the second and third rabbinical years.

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

RAB 401	LIT 401	MID 401	HEB 401
BIB 401	BIB 402	TAL 401	PTH 401
HIS 401	HIS 402	HIS 403	PHI 401
HEB 402	HEB 403	PHI 401	PDE 402
COM 401	CSP 401	PDE 401	PDE 409
PDE 403	PDE 404	PDE 408	PDE 409

The post-MAHL program consists of advanced courses that are generally taken in the fourth and fifth rabbinical years. There are 17 courses to complete (nine courses are in text areas, one course is HIS 501 and seven elective courses one of which is THE 401).

The Professional Development program (listed as PDE courses) introduces students to the skills, practice and theories of Jewish education, pastoral counseling, and homiletics. In addition, PDE courses provide forums for discussion of issues that confront the contemporary rabbi and the Reform Jewish community. Whenever possible, PDE courses include a clinical learning component.

Students must enroll in the following prescribed PDE courses during their years of study in Cincinnati

PDE 401	*Rabbinic Workshop in Worship and Ritual (2 nd Year)
PDE 402	*Education: Principles of Effective Teaching (2 nd Year)
PDE 403	*Homiletics (3 rd Year)
PDE 404	*Introduction to Human Relations (3 rd Year)
PDE 405	*Clinical Pastoral Education
PDE 406	*Leadership (4 th Year)
PDE 408	Rabbinic Mentoring (2 nd Year)
PDE 409	Mayerson Fieldwork (3 rd Year)
PDE 410	*Fourth Year Homiletics (4 th Year)
THE 500	*Thesis and Senior Seminar (5 th Year)
For credit	

Additional Items

Every rabbinical student will deliver two sermons, one each during the fourth and fifth years. Fourth year students will participate in the Sermon Seminar. Fifth year students will participate in a private sermon review.

Each student must serve a bi-weekly student pulpit (or its equivalent) for at least two years and participate in the Mayerson Mentoring Program during the first year of bi-weekly or in special cases, monthly pulpits.

Each student will participate in the Sexual Ethics Retreat, Prepare and Enrich Training, Gerech Institute, Schusterman Outreach Program, Davidson Leadership, Mandel Initiative and the joint HUC-CCAR Mentoring program. Assignments for the joint HUC-CCAR mentoring program are made by a committee of HUC faculty, CCAR alumni, administration and CCAR staff during the fourth year and will continue two years after Ordination. Successful completion of this program is required for Ordination and membership in the CCAR. Some of these programs are included in regularly scheduled courses and others are independently scheduled.

All second year rabbinical students are required to serve as Fellows of The Jewish Foundation of Cincinnati (TJF Fellows) for 6 hours per week = 180 hours annually in an educational environment that includes a significant teaching component. Each TJF Fellow will receive a stipend commensurate with the conditions of a grant from The Jewish Foundation of Cincinnati and co-sign a letter of agreement with the partner institution. Students may elect to be TJF Fellows with terms of engagement set by the HUC-JIR Director of Service-Learning in collaboration with partner institutions and clinical supervisors.

COURSE INFORMATION

Thesis Capstone Requirements

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

The Candidate shall first discuss the proposed thesis subject with a member of the Faculty with whom the work is to be pursued. Written approval must be obtained from the advisor regarding the formulation of the subject.

The thesis proposal packet including thesis requirements is obtained at a meeting with the Director of the Rabbinical School and the Chair of the Rabbinical Executive Committee. The completed proposal must be turned into the Director of the Rabbinical School by the date listed on the Academic Calendar for faculty approval.

Students are required to meet regularly with their thesis advisor throughout the time that the work is in progress. If a student fails to meet according to the schedule agreed upon by the student and the faculty advisor, the student will not be allowed to continue work on the Rabbinic Thesis. As a result, the student will not be ordained that year.

In the Senior year, the candidate presents the completed thesis to the Director of the Rabbinical School for approval of the faculty no later than the date announced on the Academic Calendar as the "Last Day for Submitting Theses."

Outside of extraordinary circumstances, if a student does not complete his/her thesis in a timely manner, the Faculty may grant one more year to complete the thesis at its discretion. Any student who does not complete the thesis after a second year will have his/her tenure in the program terminated.

Submitting the Thesis Proposal

Prior to January 1 of his/her fourth year, the student must discuss the proposed subject with the member of the Faculty with whom the student desires to work. The thesis topic must be submitted, with the written approval of the referee, to the Director of the Rabbinical School when classes resume for the second semester.

A request to change the thesis topic or referee must be submitted to the Director of the Rabbinical School's office **no later than July 1**. If for reasons of Medical emergency or unusual crisis a student is unable to present the completed thesis by the date announced in the Academic Calendar as the "Last Day for Submitting Theses," the student may, upon written permission from the

Director of the Rabbinical School (who will consult with the thesis referee), be granted an extension.

Ordinarily, a thesis is written under one referee, who is a member of the Cincinnati Faculty. When a thesis involves more than one area of study or methodological approach, a second and, if necessary, third faculty member from our schools or associated institutions may participate as minor referees.

No faculty member may serve as major or minor referee for more than three rabbinical theses to a given Senior class. As a rule, students may not request a faculty member to serve as thesis referee if that faculty member will be on sabbatical during the student's Senior year. Students should check with the Dean's Office for a list of faculty who will be on sabbatical the following year.

The Capstone

The Capstone experience is an in-depth academic expression that enhances the student's analytical abilities and breadth of knowledge. It should have a written component that helps the student learn to communicate in cogent and engaging ways. Students and advisors should design the capstone experience to integrate different aspects of learning.

The capstone experience may take various forms:

1. Study and analysis of a classic text
2. Thematic research, with a practical application component
3. A creative product, e.g., prose, poetry, a play, creative ritual, a curriculum. These are based on substantive academic research.
4. A project that integrates different genres, e.g. a "midrashic" commentary on a Biblical text.

The Faculty advisor will write a formal report upon the capstone completion and the student will determine an appropriate means to share this project with their peers and members of the faculty.

Submitting the Completed Thesis

Subject to a national schedule change, in their Senior year, the students present a final draft of their thesis to their thesis referee no later than March 15, 2014. The completed thesis must be presented to the Director of the Rabbinical School's Office no later than the date announced on the Academic Calendar as the "Last Day for Submitting Theses."

If, for reason of illness or other similar extenuating circumstances, a student is unable to present the completed thesis by the date announced in the academic calendar, the student may, upon the written permission of the Director

of the Rabbinical School (who will consult with the thesis referee), be granted an extension.

Failure of the student to meet any of the above deadlines or failure to fulfill any of the above requirements will prevent a student's certification as a "Candidate for Ordination."

GENERAL ACADEMIC\REGISTRATION INFORMATION

Advising

A new initiative at the Cincinnati campus involves each second year student being assigned a faculty advisor. Student and advisor are expected to meet twice each semester and to use these sessions to assess the student's academic progress, to chart an individual academic plan and to consider the process of rabbinic formation. This relationship will focus on academic questions and liaison to other members of the Faculty and College community.

Assessment

In association with the manager of institutional assessment, the director of the rabbinical school will work on formative assessment guidelines. Students will meet with the director of the rabbinical school several times each year in order to develop individual as well as cohort understandings of the evolving rabbinate.

Mentoring

In the third year every student participates in the Mayerson Mentoring Program, which involves being assigned to an experienced congregational rabbi who will provide collegial support and advice. The program includes a visit to your mentor's synagogue and regularly scheduled phone conferences. In the fourth and fifth years, every student will receive a rabbi-mentor as part of the Joint Commission on Rabbinic Mentoring, a program of the CCAR, URJ and HUC-JIR. This relationship will aid in the transition from HUC-JIR to the Rabbinate.

A second source of more informal mentoring will be the "big brother/sister" program where each entering student will be introduced to an assigned upper class student to help answer questions and serve as an on-campus resource about faculty, classes, and Cincinnati.

Finally, building on the success of the Mandel Initiative in Jerusalem, we will continue this program with mentoring groups. These sessions will meet five-six times throughout the year.

Counseling

For those times when students would like counseling regarding personal issues and concerns, the director of the rabbinical school and the director of clinical-pastoral education are sources of experience and expertise. This relationship may serve as a source of support, guidance and referral outside of specific academic questions.

Academic Calendar

Prior to the academic year, Dean's Office publishes a local Academic Calendar. The Academic Calendar contains dates when classes are in session, scheduled reading and examination periods, and other pertinent information.

Course Requirements – Academic

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

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

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

Final Year Residency

Students shall be required to be on campus during their final year to fulfill all outstanding requirements, including final year requirements such as the Thesis/Senior Seminar, Senior Sermon and Professional Development Workshops.

All requirements for Ordination must be completed within six years after the beginning of studies on one of the American campuses. (Leaves of absence are included in this six-year residency limitation.) In extraordinary cases and with approval of the Director of the Rabbinical School and the Rabbinical Executive Committee, an extension may be permitted.

Financial Aid and Billing Information

Tuition and Fee Payment, and Student Health Insurance: contact the National Business Office, Ms. Connie Schutzman at cschutzman@huc.edu or ext. 3213.

Information on Financial Aid and Stafford Loans: contact the Director of Financial Aid, Ms. Roseanne Ackerley at rackerley@huc.edu or 1-800-424-1336 ext. 2206

Identification Card/Security

All students are required to have an HUC photo identification card. The ID will be necessary to gain entrance to buildings on the campus. New students will receive their ID during orientation. This Identification Card is to be carried at all times while on campus.

Information concerning Campus Security and Drug Policy is available on the HUC-JIR web site: huc.edu/about/policies. Cincinnati Campus Security can be reached at 383-2559.

If a student has received Stafford Loans, the student should check with the National Director of Financial Aid regarding the ramifications of a leave-of-absence on the student's financial aid.

Maximum Course Load

A student's course load will not exceed 18 credits per semester without the written permission of the Director of the Rabbinical School and under exceptional circumstances.

Policies

HUC-JIR policies are found on-line at www.huc.edu/about/policies/. You find Campus Security, Crime Reporting Statistics 2009-2010, FERPA, Policy on Disabilities, Political Campaigning Policy, Sexual Assault Prevention Information, Sexual Harassment, Whistleblower Policy and Credit Card Refund Policy on this website.

Pulpits - Student

Student Weekend Pulpits – See Student Ministrations Committee Handbook for details.

Reduced Academic Load

Students shall be able to move through the program at a reduced pace if necessary in consultation with the Director of the Rabbinical School taking up to a year beyond the normal degree program structure to complete the program.

If the student needs more than one year, the student shall submit a formal request to the Director of the Rabbinical School and Dean, who shall consult the Faculty.

Sermon Guidelines - Available from the Director of the Rabbinical School's Office.

Textbooks

Semester textbook information is available at huc.edu/registrar/. On that page under Campuses: Cincinnati, you will see listed the Cincinnati Academic Calendar and Textbooks. Click on the textbook option for required textbooks for your course.