GRADUATE STUDENT HANDBOOK

Academic Year 2026-2027

Hebrew Union College – Jewish Institute of Religion

Office of the Pines School of Graduate Studies
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TABLE OF CONTENTS

About the Handbook 5
Mission Statements 5
General Information 6
Cincinnati Administrative Offices 6
Governance - Graduate Executive Committee (GEC) 6
Graduate Executive Committee Appointments 6
Ph.D. Program Learning Outcomes 6
Major Fields of Study 7
History of Biblical Interpretation 7
Jewish and Christian Studies in the Greco-Roman Period 7
Rabbinic Literature 7
Foreign Language Requirements 8
French and German 8
Other Language Requirements 8
Other Program Requirements 8
Inactive Status Applies to Students in the Following Situations 8
Fees 8
Table 1 – Annual Fees 9
Student Accounts 9
Emergency Financial Need 9
Health Insurance 9
Library Fees 9
Financial Support 10
Scholarships and Fellowships 10
Travel and Presenting a Paper 10
Greater Cincinnati Collegiate Connection (GC3) Institutions 10
Student Employment 10
Outside Financial Aid 11
Deferment of Government Loans 11
Leave of Absence 11
Federal Stafford Loans 11
The D.H.L. Program (see separate D.H.L Handbook) 11
The Ph.D. Program 12
Candidacy 12
Dissertation Phase (ABD) 12
Teaching Requirement 12
Research Competencies 12
Dissertation Proposal 12
The Candidacy Stage 13
Competence Levels Required for Candidacy 13
Candidacy Seminar 13
Registering 13
The Normal Duration 13
Candidacy Examinations 14
Examining Committee 14
Examinations 14
Grading the Exam 15
The Dissertation Proposal 15
Submission 15
Dissertation Advisors 15

TABLE OF CONTENTS

The Dissertation Proposal
Overview 15
Table 1 – Formatting the Dissertation Proposal 16
Title Page and Signature of Two Readers 17
The Dissertation 18
Dissertation Advisors 18
Standards of Style 18
Submitting the Dissertation 19
Official Submission 19
Circulation 19
Faculty Dissent 19
Dissertation Lecture 19
Letter of Completion 19
Attendance at Graduation 19
Pagination of the Dissertation 20
Pagination 20
Introductory Material 20
Format of the Dissertation 21
Table 1: Specifications 21
Table 2: Recommended Dissertation Fonts and Point Sizes 21
Mechanics and Formatting Specifications 22
Paper 22
Size of Volume(s) 22
Margins 22
Acceptable Fonts 22
Spacing 22
Order and Pagination of Dissertation 23
Title/Signature Page 23
Copyright Page 23
Acknowledgements Page 23
Dedication Page 23
Abstract 23
Table of Contents 23
List of Tables Page 23
List of Figures Page 23
Other Items 23
Body of Manuscript 24
Illustrations 24
Tables, Charts, and Graphs 24
Appendices 24
Bibliography 24
Table 1: Order and Pagination of Dissertation 25
Formatting Guidelines Checklist 26
Publication, Copyright and Submission to ProQuest/UMI 26
Sample Formats 27
Title/Signature Page 27
Copyright Page 28
Acknowledgements 29
Dedication 30

TABLE OF CONTENTS

Appendix – Access to Student Records: FERPA 31
FERPA Annual Notice to Students: Access to Student Records 31
Request to Prevent Disclosure of Directory Information 32
Possible Federal and State Data Collection and Use 33

ABOUT THE HANDBOOK

The Student Handbook of the Pines School of Graduate Studies is an official of Hebrew Union College – Jewish Institution of Religion. It is designed to answer questions that students frequently ask, and to clarify academic and administrative procedures.

Any new changes to policies and procedures described in the Handbook, resulting from actions taken by the Graduate Faculty or the Graduate Executive Committee will be printed and distributed by the Office of the School of Graduate Studies to the student body and incorporated into future revisions of College-Institute publications.

MISSION STATEMENTS

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

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

The Pines School of Graduate Studies, Hebrew Union College-Jewish Institute of Religion:

- trains scholars of diverse faiths and backgrounds in those areas of Judaic, Hebraic, and Cognate Studies, from antiquity through the modern era, that are supported by our faculty;
- educates its students to produce and publish scholarship at the highest critical levels, using contemporary methodologies in the areas of historiography, philology, philosophy, and literary and cultural criticism;
- actively encourages its students to develop as teachers;
- is committed to the study and mastery of primary sources in their original languages and emphasizes interdisciplinary approaches to the study of history and religion;
- supports a diversity of scholars, students, and instructional staff committed to academic freedom and rigor.

GENERAL INFORMATION

The Pines School of Graduate Studies of the Hebrew Union College – Jewish Institute of Religion is a center for study, training, research, and publication in Judaica and Cognate Studies. The resources and scholarly staff, library holdings, and research facilities of the College-Institute make it a unique institution of higher learning. The Pines School of Graduate Studies is committed to providing Ph.D. programs of the highest quality in order to prepare its students for careers in teaching and scholarly research. The award of the Ph.D. degree acknowledges, in addition, professional expertise in a particular area of specialization.

CINCINNATI ADMINISTRATIVE OFFICES

The day-to-day operations of the Pines School of Graduate Studies are the responsibility of the director, Dr. Richard Sarason. The director, who is appointed by the president of the College – Institute, deals with all conventional administrative matters and refers problems to the Graduate Executive Committee. Contact Dr. Sarason by e-mail at rsarason@huc.edu.

GOVERNANCE

Graduate Executive Committee (GEC)

The Pines School of Graduate Studies is governed by the Graduate Faculty of the College – Institute. The Graduate Faculty, in turn, delegates administrative oversight to the Graduate Executive Committee (GEC), particularly in the areas of student admissions, financial aid decisions, approval of dissertation proposals, and general academic and administrative policy.

GRADUATE EXECUTIVE COMMITTEE APPOINTMENTS

The chairperson of the GEC is elected by the Faculty and appoints faculty members to the committee in consultation with the director of the Pines School of Graduate Studies. As a matter of principle, faculty are selected who can represent all of the major fields of doctoral study.

Ph.D. PROGRAM LEARNING OUTCOMES

Students awarded the Doctor of Philosophy will:

1. be able to read and interpret primary source materials, particularly in Hebrew;
2. be able to interpret the meaning and place of source data within larger contexts and categories of humanities discourse relating to culture, society, history and religion;
3. be able to understand independent, advanced research within their fields of expertise, and should make significant contributions to scholarship;
4. possess teaching and communication skills; and
5. appreciate and foster intellectual collaboration and cooperation among people of diverse religious backgrounds who are part of the academic community.

MAJOR FIELDS OF STUDY

The bolded lists at the end of each program description include sub-areas in which students recently have pursued doctoral research.

HISTORY OF BIBLICAL INTERPRETATION

The focus of the Ph.D. program in the History of Biblical Interpretation is the history of the Hebrew Bible's reception as displayed in interpretive and supplemental literary, philosophical, and historiographic works. Both terms, interpretive and supplemental, are understood in the broadest possible manner, so as to include inner-biblical exegesis; intertextual influences and links in both canonical and non-canonical works. The study of the early versions—Greek, Aramaic, and Latin—may constitute an area of concentration, as may biblical interpretation in the Hellenistic period more generally, and early Christian interpretation. The use of the Bible in rabbinic literature and rabbinic exegesis more broadly is another area of study. Medieval Judaism and Christianity saw the rise of genres that exhibit the reception of biblical literature by philosophers and commentators, poets and mystics. The trajectory of the History of Biblical Interpretation may carry into early modern and even contemporary times, based on the interest of candidates and faculty. Theory of interpretation (hermeneutics), historiography and the study of antiquity, as well as comparative Christian and Jewish biblical interpretation may also be studied.

Core language requirements are determined on the basis of a candidate's area of concentration, but all students will achieve a high level of competence in Biblical and Rabbinic Hebrew as well as familiarity with Aramaic, and with modern Hebrew for exposure to contemporary scholarship. Other areas of concentration may require Greek, Aramaic, Latin, or early European languages.

Hebrew Bible; Septuagint and Targum Studies; Comparative Jewish and Christian Biblical Interpretation; Early Rabbinic Literature; Patristic Literature; Modern Biblical Scholarship.

JEWISH AND CHRISTIAN STUDIES IN THE GRECO-ROMAN PERIOD

The focus of the Ph.D. program in Jewish Studies in the Greco-Roman Period is to train students to become proficient in reading and interpreting biblical, extra-biblical, and Hellenistic texts and related primary source materials. It is expected that students develop sound skills to conduct scholarly research, ultimately making significant contributions in their field of study. Students are required to take core courses in Hebrew Bible, courses in the Greek versions, and other Jewish and Christian texts of the Greco-Roman period, as well as courses in the history of the Greco-Roman Period. Language core requirements include: advanced Biblical Hebrew, Rabbinic Hebrew, Greek, and Modern Hebrew for scholarship. As part of their coursework, students can choose from among a variety of elective text and history courses dealing with the Greco-Roman world and sub-areas of study to support their major field. These include, but are not limited to, Bible, apocrypha/deutercanonica, Hellenistic Jewish literature, history of the Jews in the Greco-Roman world, Latin, New Testament and patristic literature, and rabbinic literature.

Jewish Literature in the Second Temple Period; Judeo-Hellenistic Writings; New Testament; Jews and Christians in the Greco-Roman World; Early Rabbinic Literature; Patristic Literature.

RABBINIC LITERATURE

The focus of the Ph.D. program in Rabbinic Literature is to train students to become proficient in reading and interpreting various genres of rabbinic texts and related primary source materials against the background of their cultural contexts. It is expected that students develop sound skills to conduct scholarly research, ultimately making significant contributions in their field of study. Students are required to take core courses in Hebrew Bible, rabbinic literature, and Jewish history. Language core requirements include: advanced Biblical Hebrew, Rabbinic Hebrew, Aramaic, and Modern Hebrew for scholarship. Developing approaches for critically analyzing modern scholarship and formulating methods for text analysis is emphasized. As part of their coursework, students can choose from among a variety of elective text courses

in their major area of concentration: tannaitic, midrashic, talmudic and post-talmudic literature and history courses that contextualize the culture of these Jewish writings. Sub-areas that support the major field of study include, but are not limited to, responsa, commentaries, codes, liturgy and ritual, Jewish law and ethics, Hellenistic Jewish literature, history of the Jews in Late Antiquity and the Middle Ages.
Mishna; Tosefta; Midrash; Talmud; Responsa; Commentaries; Codes; Liturgy; History of the Jews in Late Antiquity and the Middle Ages.

FOREIGN LANGUAGE REQUIREMENTS FOR CANDIDACY

FRENCH AND GERMAN

Students are not eligible to take candidacy exams until the French and German foreign language requirements are fulfilled.

• Students will be encouraged to take courses in foreign languages as necessary to attain maximal competence.
• Foreign language work should be undertaken with the concurrence of and under the guidance of the students' faculty advisors.
• Competence is to be determined on the basis of students' ability to translate and comprehend texts that are directly related to their major area of interest.

Reading knowledge of French and German, the principal languages of scholarly research other than English, is required for the Ph.D. The requisite competence normally is to be demonstrated in the following way:

• Passing an examination administered by a faculty member.
• Alternatively, students may fulfill the German language requirement by passing the German readings course at the University of Cincinnati or enrolling in a full-year German language course and passing with a grade of B or better. Language courses may be taken through participating consortium schools.

OTHER LANGUAGE REQUIREMENTS

Other ancient and modern languages are often required to meet the needs of students' academic programs. Such requirements are determined through consultation between students and their faculty advisors. In general, students fulfill these requirements in one of two ways:

1. By successfully completing the relevant course work.
2. By passing a candidacy examination that is devoted to testing proficiency in the language. This method normally is used if the language is central to the student's area of specialization.

OTHER PROGRAM REQUIREMENTS

INACTIVE STATUS APPLIES TO STUDENTS IN THE FOLLOWING SITUATIONS:

- **Students who have not completed candidacy requirements within two years** (i.e., normally two academic years plus three summers) following completion of course work.
- **Students who have not submitted a formal dissertation proposal by the end of the second semester of dissertation research (12 months).**
- **Students who have not completed a dissertation within seven years after completion of candidacy examinations**. In all cases students must petition for readmission, and all fees are normally understood to be retroactive to the onset of inactive status.

TABLE 1: ANNUAL FEES FOR 2025-2026

Graduate Student Annual Fees (Subject to Change)	Fall and Spring Semester
Health Insurance (Contact Business Office)	
Ph.D. Candidacy Seminar	**$3,250.00**
Ph.D. Continuation Fee (Dissertation)	**$500.00**
Graduation Fee	**$200.00**

STUDENT ACCOUNTS

Student accounts with balances due may result from unpaid fees and unpaid health insurance premiums. **Registration will be blocked** until the National Business Office receives a student's payment in full or satisfactory payment arrangements have been made with the National Business Office. (If you have any questions about your student account or to make payment arrangements, please contact the student accounts administrator at studentbilling@huc.edu.

EMERGENCY FINANCIAL NEED

In instances of emergency financial need, students may apply for emergency student loans. Consult the student accounts administrator at studentbilling@huc.edu.

HEALTH INSURANCE

All students are required to carry health insurance and must provide written proof that they have obtained coverage.

LIBRARY FEES

It is the policy of the Klau Library that lost books will be charged to the borrower's account. If the book is found later, the fee will be refunded to the borrower. All accounts must be settled prior to graduation. Contact the circulation desk for lost books and the Library Office.

FINANCIAL SUPPORT

SCHOLARSHIPS AND FELLOWSHIPS

The Pines School of Graduate Studies provides fellowship support for up to four years to full-time Ph.D. students. (For students admitted with advanced standing, the support covers the period up through the year of candidacy. Support now covers a second year of candidacy as needed.) This includes tuition plus an additional cash stipend. Fifth- and sixth-year fellowship support for first- and second-year dissertation students is now provided as well.

Students receiving financial support are required to maintain full-time status.

It is the normal expectation that students who receive financial support will continue to do so throughout their period of eligibility. This support is not "guaranteed," however, but is subject to annual evaluation by the GEC.

- The director solicits reports on student progress from all faculty members who are advising graduate students.
- These applications and reports are reviewed by the GEC, which then makes its funding recommendations for in-course students.
- Renewal of stipend awards is dependent on students remaining in good academic standing.

Currently, two fifth-year, ABD competitive fellowships are available annually with mentored teaching responsibilities at Xavier University and the University of Dayton (one at each institution).

TRAVEL AND PRESENTING A PAPER

The Pines School of Graduate Studies has limited funds to assist students at an advanced stage of dissertation research who wish to present a paper at a national scholarly meeting. Students must first consult with their dissertation advisors. Upon receipt of written approval from the first advisor, the College-Institute may provide financial assistance to students for travel expenses to and from the meeting. Students who are in candidacy may apply for financial assistance to deliver a paper at a regional scholarly meeting. Approval from a faculty member who has reviewed the paper is required. Students normally may receive reimbursement for one paper presentation only, unless additional funds are available.

GREATER CINCINNATI COLLEGIATE CONNECTION (GC3) INSTITUTIONS

Students may sometimes gain valuable teaching experience at other institutions in the Greater Cincinnati Collegiate Connection consortium. Graduate students have taught recently at the following: The Athenaeum, Cincinnati Christian University, Mount St. Joseph, the University of Cincinnati, United Theological Seminary, and Xavier University.

STUDENT EMPLOYMENT

The College-Institute also offers other opportunities for student employment, including library and clerical work, research assistantships, etc. Salary for these jobs is at the College-Institute's "student employment rate." Full-time students in residency normally should not take more than ten hours per week of outside employment. For information on time sheets and payment for student employment, contact the Office of the Pines School of Graduate Studies.

OUTSIDE FINANCIAL AID

DEFERMENT OF GOVERNMENT LOANS

1. During their period of residency and candidacy, students are eligible to defer repayment of their government loans.
2. Graduate students who have completed comprehensive exams and have an approved dissertation proposal are eligible to defer their government loans during the time they are writing their dissertations. They must be certified by the Faculty as working on their dissertations at least half-time and be registered for dissertation credit.
3. **Students who have not completed a dissertation within four years after completion of the candidacy examinations are only eligible for deferment if they are certified as having received an extension from the GEC and are working on their dissertations at least half-time and are registered for dissertation credit.**

LEAVE OF ABSENCE

A student may petition the director of the Pines School of Graduate Studies for a leave of absence. After consultation with the student's advisor(s) or the Graduate Executive Committee, the director may grant the student a formal leave of absence from graduate study for a period of one academic year and has the prerogative of establishing conditions for the student's readmission to the program at the conclusion of the leave (fulfillment of outstanding Incompletes, for example). At the end of the leave of absence, the student may petition the director for a one-year extension of leave. A leave of absence may not be extended beyond two academic years. **A student who has outstanding Stafford and/or graduate-plus loans may not be eligible for deferment while on leave of absence. Repayment of government loans when not matriculating can be deferred only for six months. This deferment may only be used once. A student who has outstanding loans should consult the director, Dr. Richard Sarason, rsarason@huc.edu or contact the National Director of Financial Aid, Ms. Roseanne Ackerley, at 212-824-2206 or by email, rackerley@huc.edu**. Leave of absence forms are available on the website of the Office of the National Registrar, **https://huc.edu/for-students/registrar**.

FEDERAL STAFFORD LOANS

Student eligibility for Federal Stafford Student Loans requires completion of the FAFSA form and documented proof of adjusted gross income. All in-course students who are requesting financial assistance from the Stafford Loan program must register with the Department of Education Student Financial Assistance Program by completing and returning the FAFSA form at www.fafsa.ed.gov Students should file as early as possible, to ensure that the National Office of Financial Aid receives the FAFSA analysis by June 1st of the year for which financial assistance is being applied. When filling a FAFSA, use the Federal School Code: G03047. **Please direct your questions to the National Director of Financial Aid, Ms. Roseanne Ackerley, at 212-824-2206 or by e-mail, rackerley@huc.edu.**

THE D.H.L. PROGRAM **See the D.H.L. Handbook under separate cover.**

TIMETABLE for stages of the Ph.D. Program

- **Three years – residency/coursework (72 credits or their equivalent)**
- **One year – candidacy (9 credits per semester)**
- **Four years – dissertation (9 credits per semester)**

DESCRIPTION of currently relevant program stages timetable:

CANDIDACY

The period from the completion of course requirements until the student passes the candidacy examinations. This is followed by the submission and approval of the dissertation proposal. Credit for full-time candidacy is nine credits per semester.

DISSERTATION PHASE (ABD)

The period of writing the dissertation is **four** years (students who require extensions, approved by the Graduate Executive Committee, can remain in good standing for an additional **three** years) from the completion of the candidacy examinations. Credit for the full-time dissertation phase is nine credits per semester.

TEACHING REQUIREMENT

All Ph.D. students are required to teach at least one course under faculty supervision during their period of matriculation (usually at a later point in their program). This can be done by teaching an independent course under faculty supervision at a neighboring or area institution of higher learning (such as Xavier University or the University of Dayton). Course teaching that is not supervised will not fulfill the requirement. Any student who seeks to be exempt from this program requirement must petition the director of the School of Graduate Studies who will then confer with the student's advisor before reaching a decision. Although not required, students are strongly advised to take the elective course on "Teaching Effectiveness" at the University of Cincinnati when it is being offered.

RESEARCH COMPETENCIES

All students must acquire the appropriate research competencies to engage in dissertation-related research in their specific field. In addition to required coursework and preparation for comprehensive examinations, these competencies may be acquired further through one or more of the following: research assistantships, archaeological fieldwork, field-appropriate professional internships.

DISSERTATION PROPOSAL

Ideally, a student should submit a formal dissertation proposal to the director of the Pines School of Graduate Studies for approval by the Graduate Executive Committee during candidacy or by the end of the first semester of dissertation research. However, the student **must** submit a formal dissertation proposal by the end of the second semester of dissertation research. A student must petition the GEC for an extension. If a dissertation proposal is not submitted by this time and the student has not received an extension, the student is automatically "**inactive**" and must petition for readmission to the Ph.D. program.

THE CANDIDACY STAGE

COMPETENCE LEVELS REQUIRED FOR CANDIDACY

For each of the major areas of Ph.D. study, the faculty will define appropriate competence required. It is the responsibility of the student to become acquainted with the requirements and standards of his or her field of study and to achieve the requisite competence through a combination of course work, tutorials, and outside reading under faculty guidance. It is the student's scholarly competence, not the tabulation of credit hours that ultimately determines admissibility to Ph.D. candidacy.

PREPARING FOR AND PASSING THE CANDIDACY EXAMINATIONS

CANDIDACY SEMINAR

REGISTERING

- **The student must register for the candidacy seminar on the SIS at the beginning of the semester immediately following the completion of course work**. The names of the members of the student's examining committee must be submitted to the office of the Pines School of Graduate Studies at that time.
- A student must have the permission of the director of the Pines School of Graduate Studies in order to enroll in the candidacy seminar. The student takes the candidacy examinations while enrolled in the candidacy seminar**.**

THE NORMAL DURATION

- **A student may register no longer than two years for the candidacy seminar.** A student who has not taken the candidacy examinations after registering for the candidacy seminar for two years will automatically be place in "**inactive**" status and must petition the director of the School of Pines Graduate Studies to continue in the Ph. D. program.
- **Students enrolled in the candidacy seminar in preparation for their candidacy examinations are required to be in residence in order to receive their living stipend**. Waiver of this requirement in any particular case, on account of extenuating circumstances, must be approved by the GEC. The student must submit a letter of petition to the Graduate School office.
- Students enrolled in the candidacy seminar who have completed all other course requirements are charged a reduced rate of tuition.
- If the student is receiving a fellowship, it is the general policy of the Pines School of Graduate Studies to defray this tuition charge for the first year of candidacy.

CANDIDACY EXAMINATIONS

CANDIDACY EXAMINATIONS

Candidacy examinations cover the major aspects of the student's field of study, e.g., texts, languages, history, literatures, and scholarship. They test for general expertise – for the knowledge required of a professional scholar. The examinations normally consist of three tests taken on three separate days during a two-week period. The tests may be written or oral, or some combination of the two formats, depending on the arrangements that are agreed upon between the candidate and his or her examining committee (see below). A typical written examination is five or six hours in length. Bibliographies for each of the three exams, signed by both the student and the examiner, must be submitted to the Office of the School of Graduate Studies at least four months before the exams are to be taken.

EXAMINING COMMITTEE

At least one semester before registering for the candidacy seminar the student, in consultation with the director of the Pines School of Graduate Studies, selects an examining committee. This committee is comprised of three faculty members, one of whom serves as chairperson. The chairperson is often the faculty member under whose direction the student intends to write his or her dissertation. This faculty member effectively assumes the role previously taken by the faculty advisor during the student's period of residency. (The faculty advisor and chairperson of the examining committee may, of course, turn out to be the same person).

EXAMINATIONS

The student is to meet with the members of the examining committee to define the areas in which he or she will be examined. This consultation may be undertaken by meeting separately with the individual members of the examining committee or with the committee as a whole. This detail, and other matters pertaining to the planning of the examinations (the order and timing of the examinations, for example), are at the discretion of the chairperson of the committee, in consultation with the student. **It is the responsibility of the chairperson to compile and submit the examinations to the Office of the Pines School of Graduate Studies**.

- Consult with the program director, Dr. Sarason, about logistical arrangements and setting dates of the examination. Be aware that if you wish to receive your M.Phil. degree at Graduation ceremonies during the year in which you take your candidacy examinations, **the exams must be completed by the end of March.**
- All sit-down examinations must be taken on an HUC-JIR campus.
- Whether or not ancillary aids (such as dictionaries) may be used during the examinations, or whether all or any part of an exam is to be written on an in-house computer, are matters to be negotiated between the student and his or her examining committee.
- Students should be aware of the options available to them for individual examinations: whether the examinations are to be oral or written, for example, or whether the essay portions of the examinations may be written as open-book take-homes, are issues that may be taken up in negotiations between students and the members of their examining committees. Students are entitled to receive **written prospectuses** for their candidacy examinations, including both required bibliography and the broad guidelines of the examination questions.
- Oral examinations should be conducted only with **all** members of the examining committee present.
- Open-book take-home examinations must be completed and submitted to the Graduate School Office within 72 hours of receiving the examination question(s).

GRADING THE EXAM

The examining committee reads and grades all examinations. The chairperson compiles the results and submits them to the Office of the Pines School of Graduate Studies. The grading system is: **HIGH PASS, PASS, FAIL.** The student is informed of the results of the candidacy examinations within four weeks after the examinations are taken. The examinations remain in the student's file and are available for inspection by the student and by all members of the faculty**. A student who fails any part of a candidacy examination must retake the failed portion(s) within twelve (12) months. No more than two re-examinations are permitted. A student who fails any part of the candidacy examination is not eligible to receive a final grade higher than PASS**. Sometimes a student fails only a section of one exam. Whether only that section needs to be repeated, or the whole exam, is at the discretion of the examiner. A student who fails two of the three exams, or the retake of one exam, may, at the discretion of the GEC, be dismissed from the program.

THE DISSERTATION PROPOSAL

SUBMISSION

Ideally, a student should submit a formal dissertation proposal to the director of the School of Graduate Studies for approval by the Graduate Executive Committee during candidacy or by the end of the first semester of dissertation research. **However, the student MUST submit a formal dissertation proposal by the end of the second semester of dissertation research, or they must petition the GEC for an extension, which may be granted for up to an additional 2 semesters. If a dissertation proposal is not submitted by this time or an extension granted, the student is automatically declared "INACTIVE" and must petition for readmission to the Ph.D. program**.

DISSERTATION ADVISORS

Normally, after passing the candidacy examinations and prior to the end of the first semester of enrollment in dissertation research, the student submits a dissertation proposal to the faculty member who will be the first advisor of his or her dissertation. The first advisor must be a regular, full-time member of the Graduate Faculty.

In consultation with the first advisor, the student invites another member of the Faculty or an outside advisor to serve as the second advisor of the student's dissertation project. The dissertation proposal must be signed by the two faculty advisors and submitted to the director of the Pines School of Graduate Studies. The director conveys the proposal to the next scheduled meeting of the Graduate Executive Committee**. Acceptance of the proposal by the GEC constitutes the proposal's formal approval**.

In some instances, the second advisor (but not the first advisor) may be an emeritus or adjunct member of the Graduate Faculty or may be chosen from the faculty of another graduate institution. It is also possible for a scholar from the faculty of another graduate institution who is not one of the two dissertation advisors to be asked to serve in an advisory role or to read and evaluate a dissertation**. Any of these options must be approved by the GEC**.

OVERVIEW

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

In the course of their dissertation research, students often find that they have to modify their original plan of work. The final shape of the dissertation may be substantially different from what was originally envisaged. As long as the evolving topic continues to meet with the advisor's approval, it is not normally necessary for the student to resubmit his or her proposal to the Graduate Executive Committee. A dramatic change in the dissertation topic, on the other hand, would necessitate the submission of a new proposal.

FORMATTING THE DISSERTATION PROPOSAL

TABLE 1:

Title Page **(See Sample)**	Including the student's name, the title of the dissertation, and the names and signatures of the two readers.
Statement of the Problem	Giving the general scholarly context out of which the thesis topic has emerged.
Thesis to be Tested	That is, a precise statement of the questions to be raised and/or hypotheses to be verified.
Review of Prior Scholarship	Emphasizing that which is specifically relevant to the dissertation. What is lacking in scholarship that makes the proposed work desirable or necessary?
Statement of Methodology or Approach	With particular emphasis on where it participates in and deviates from current scholarly discussion of the topic.
Implications for Future Research	
Outline of the Contents of the Dissertation	Which should be simple in form, and follow a standard outline format (e.g., *The Chicago Manual of Style*).
Preliminary Bibliography	Limited to what is strictly relevant.

[TITLE CAPS]

A DISSERTATION PROPOSAL

SUBMITTED TO THE
GRADUATE EXECUTIVE COMMITTEE
HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

BY
[Official name on record with the Office of the National Registrar]
First, Middle, Last

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

_____
[First Reader: Dr. (Professor's Name)]

_____
[Second Reader: Dr. (Professor's Name)]

Cincinnati, Ohio
Month, Year

THE DISSERTATION

The dissertation is not only a representation of a student's hard work, but also a reflection of the faculty advisor, the department, the Pines School of Graduate Studies and Hebrew Union College – Jewish Institute of Religion. The dissertation must be a well-written manuscript that is free from error and ready in its final version before submission to the Pines School of Graduate Studies. Once a student has submitted his/her dissertation to the Office of the Pines School of Graduate Studies, it will be available for other scholars world-wide. Professional, consistent presentation of such work is essential.

We have assembled this packet of information to assist students in their understanding of what the Pines School of Graduate Studies requires in order to successfully present the culmination of their efforts as a doctoral student.

- Students are required to follow these guidelines. The Pines School of Graduate Studies will accept only dissertations that meet these requirements. Failure to abide by these standards may result in the delay of a student's degree clearance.
- Students with any questions regarding this manual are encouraged to contact the director of the Pines School of Graduate Studies prior to the submission of their dissertation.

DISSERTATION ADVISORS

The faculty advisors are responsible for explaining the procedures they expect the student to follow regarding advisory meetings and the submission of outlines and drafts. The respective roles of the two advisors vary greatly from dissertation to dissertation. Sometimes they function effectively as co-advisors, taking equally active roles in advising the dissertation at every stage. It is more common, however, for the first advisor to have primary responsibility for the dissertation with the second advisor providing additional support and offering specific suggestions in areas of substance and interpretation. It is important to stay in close contact with your advisor and to ascertain the advisory methodology that will apply to your dissertation.

STANDARDS OF STYLE

In addition to the formatting guideline given here, students should be sure to follow stylistic conventions of the Pines School of Graduate Studies. The principal language of the dissertation may be either English or Hebrew. Because stylistic conventions vary greatly from one field to another, students should consult with their faculty advisor or the director of the Pines School of Graduate Studies regarding recommended style manuals. The Klau Library staff may also be consulted about style. Useful standards can be found in the most recent editions of *The SBL Handbook of Style*; *The Chicago Manual of Style*, and *The MLA Handbook for Writers of Research Papers.*

Dissertation (General)

"What is considered appropriate dissertation research varies widely among disciplines as well as within fields. Although there is general agreement that a doctoral research project should be original, substantial, significant, and independently carried out, disciplinary differences emerge when one seeks to define the terms. A doctoral project should be an apprenticeship, a guided learning experience that introduces a Ph.D. candidate to advanced scholarship and prepares the student to conduct research without supervision in a professional career. The research project should be an original, theory-driven investigation characterized by rigorous methodology and capable of making a significant contribution to knowledge about the subject under study." The Role and Nature of the Doctoral Dissertation, Council of Graduate Schools Policy Statement, 1991, pp.6-7.

SUBMITTING THE DISSERTATION

The following regulations apply to all dissertations. Additional requirements may be stipulated by the dissertation advisors, but any deviations from the following must be discussed with the director of the Pines School of Graduate Studies and, if necessary, brought before the Graduate Executive Committee for approval.

OFFICIAL SUBMISSION

When the two advisors agree that the dissertation is ready for submission, the student should prepare the final copy for official submission.

- One submission copy of the dissertation must be in the Office of the Pines School of Graduate Studies by March 1st if the Ph.D. is to be awarded at the spring commencement.
- The faculty reader reports are due two weeks later.
- In addition to the one hard copy, the Pines School of Graduate Studies requires that students provide a pdf copy of their dissertation.

CIRCULATION

The reader reports are circulated to the entire faculty. During the two weeks of circulation following the distribution of the advisors' evaluations, all faculty members are invited to read the dissertation and, if they so desire, to submit their own written evaluations.

FACULTY DISSENT

Any faculty dissent with regard to the acceptability of a dissertation must be reported during that two-week period; otherwise, the dissertation is deemed to be accepted by the entire Faculty. When there is such dissent, it is adjudicated, whenever possible, by the director of the Pines School of Graduate Studies in consultation with the concerned faculty members. If that consultation fails, the matter is deferred either to the Graduate Executive Committee or to the entire Graduate Faculty for a final decision.

DISSERTATION LECTURE

After circulation and approval of the dissertation the student may choose to conduct a seminar, open to the entire community of the College-Institute, on the goals, methods, and conclusions of the dissertation. This seminar normally consists of a 30-45 minute lecture followed by a question-and-answer period. This lecture is not a "thesis defense," since it takes place after the dissertation has been formally accepted.

LETTER OF COMPLETION

At any time of the year, a student who has completed all requirements for the Ph.D. may obtain a formal letter from the director of the Pines School of Graduate Studies attesting to that fact. Such a letter may be useful to the student for employment and other purposes.

ATTENDANCE AT GRADUATION

Attendance at graduation exercises is mandatory for recipients of the Ph.D. degree, except under special circumstances approved by the director of the Pines School of Graduate Studies.

PAGINATION

Students are responsible for correctly numbering and ordering the pages in their dissertation. Page numbers may only appear in the upper or lower right-hand corners or the bottom center of the page. It is not acceptable to have page numbers on the left-hand side of the page.

INTRODUCTORY MATERIAL

- The title page, copyright page, acknowledgements, dedication, abstract, table of contents, list of tables, and list of figures are considered the introductory material of the manuscript.
- The title page, and copyright page must not be numbered or counted. Page numbering for the rest of the introductory material is required, and expressed in lower case Roman numerals, beginning with page "i".
- It is possible that students will have other items to include that should be listed in the introductory material, such as Notations, List of Abbreviations, etc. These items should be included at the end of the aforementioned introductory materials, in keeping with the numbering scheme outlined below.
- Introductory material must appear in the order shown in the figure below. Please also refer to Order and Pagination of Dissertation for more information.

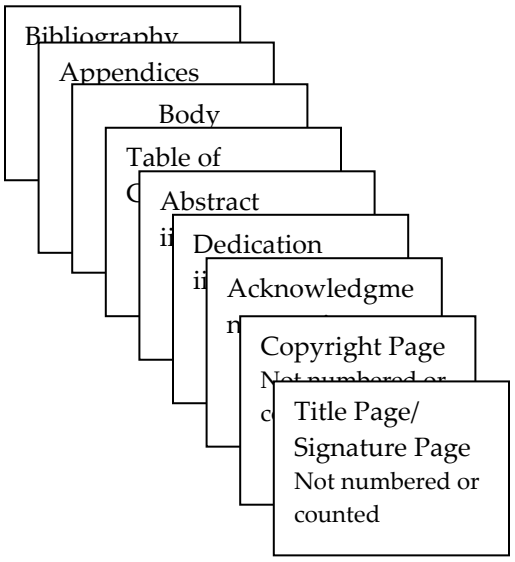

Figure 1: Order of Introductory Material

(Note: The above figure is for illustrative purposes only. This is a basic example of how introductory pages must be numbered. If any of these items is longer than one page, the additional pages must be numbered consecutively. Reminder: Not all dissertations will include the optional pages.)

Table 1: Specifications

Preferred	Laser printed copy with crisp, dark black characters
Acceptable	High-quality photocopy with crisp, dark black characters
Paper Size	8½ " x 11 "
Paper Type	High-quality, 24 lb bright white, high contrast. Do NOT use erasable paper.
Single-side printing	Required
Margins	Left: 1.5" on the binding edge (left for an English dissertation, right for Hebrew) Right: 1"; Top 1"; Bottom: 1".
Fonts	Any legible font except script, italic, or ornamental fonts equivalent in scale to 10pt. Arial or 12pt. Times New Roman. Italicized font may be used for non-English words and quotations. Applies to all text including captions, footnotes/endnotes, citations, etc.
Annotation	In the form of either footnotes or endnotes, but footnotes are strongly recommended.
Line Spacing	Double-space: abstract, dedication, acknowledgements, table of contents, and body of the manuscript, except for quotations as paragraphs, captions, items in tables, lists, graphs, charts. Single-space: footnotes/endnotes, bibliographic entries, lists in appendices.
Black & White	Preferred for paper submissions.
Color	Acceptable. Microfilm and print reproductions will NOT preserve color; colors will appear in shades of gray and may compromise legibility of figures, illustrations, photographs, and graphics. Data and information that is color-coded or based on color shading may not be interpretable. For best results, have color photographs reprinted in black and white by a professional lab.

Table 2: Recommended Dissertation Fonts and Point Sizes

***Arial**	10 pt
Century	11 pt
***Courier New**	10 pt
Garamond	12 pt
***Georgia**	11 pt
Lucida Bright	10 pt
Microsoft San Serif	10 pt
Tahoma	10 pt
***Times New Roman**	12 pt
***Trebuchet MS**	10 pt
***Verdana**	10 pt

*Web font designed for easy screen readability. Since many readers are likely to view your dissertation on screen, you may wish to improve the readability of your text by using one of these.

MECHANICS AND FORMATTING SPECIFICATIONS

The following regulations apply to all dissertations. Additional requirements may be stipulated by the dissertation advisors, but any deviations from the following must be discussed with the director of the Pines School of Graduate Studies and, if necessary, brought before the Graduate Executive Committee for approval. The principal language of the dissertation may be either English or Hebrew.

PAPER

The dissertation must be printed **single-sided** on 8½ x 11 inch standard white paper. The original document or a copy of the original is acceptable. If photocopies are included in the dissertation, care must be taken to ensure acceptable reproductions. Photocopies must be made from the original, and all pages must have high contrast with consistently dark print throughout the dissertation.

SIZE OF VOLUME(S)

Due to binding considerations, dissertations **more than 2 inches thick** (approximately 450 pages; regular printer paper) must be separated into two or more volumes. A title page in correct format must be included at the beginning of each volume and must include the volume number in upper-case Roman numerals (Volume I, Volume II etc.) centered underneath the title. Each volume must have a complete table of contents. A copy of the initial table of contents (from the first volume) for the second volume is acceptable, however, it must be numbered correctly (i, ii, iii).

MARGINS

- **Every** page of the dissertation, including introductory pages, body of text, all appendices, notes, and the bibliography, must have a LEFT margin of *at least* 1.5 inches (3.9cm), to allow room for binding, and TOP, Right, and BOTTOM margins of *at least* 1 inch (2.6cm).
- ***Nothing can appear in the margins, which means that no page numbers, text, tables, graphs, charts, parts of illustrations, etc., can appear in the margin area.***
- Prior to submitting the final version of the dissertation, the Pines School of Graduate Studies suggests printing off sample pages to measure the margins and ensure that they conform to the specification outlined above.

ACCEPTABLE FONTS

- The Pines School of Graduate Studies accepts standard fonts, such as Times New Roman, Helvetica, Arial and Courier. Students are required to use a *minimum* 10-point font for the dissertation.
- The Pines School of Graduate Studies accepts the use of different fonts to set off examples, quotations, tables, and charts from the rest of the text, as long as all fonts are of a similar size and are easily readable. In addition, footnotes, section headings, and chapter titles may be printed in fonts and sizes different from those in the body of the dissertation.
- Students should confer with the faculty advisor or the director of the Pines School of Graduate Studies to ensure that the chosen font meets graduate program requirements.
- Students must ensure that all fonts are true type embedded fonts. Manuscripts without true type embedded fonts can cause ALL punctuation and formatting to disappear if/when the document is printed from a digital file and causes delays in the publishing process. Students should embed true type fonts at the completion of their final version of the dissertation prior to submission.

SPACING

- The Graduate School requires that the body of the dissertation be double spaced or 1½-spaced.
- Long quotations, notes, and the bibliography may be single-spaced unless the student's graduate program requires otherwise.

ORDER AND PAGINATION OF DISSERTATION

TITLE/SIGNATURE PAGE

- The title page, **which is not numbered or counted**, must be included as the *first* page of the dissertation.
- The title page include the title of the dissertation, the full name of the author, the year of submission, the full name of the school ("Pines School of Graduate Studies, Hebrew Union College – Jewish Institute of Religion"), and the names of the dissertation advisors. Please see title page sample format.
- The student's name listed on the title page must be the official name on record with the Office of the National Registrar.

COPYRIGHT PAGE

- The copyright page, which is not numbered or counted, is *required*.
- Even if the student is not registering his/her dissertation with the U.S. Copyright Office, they are required to include a copyright page to protect their original work.
- The copyright page is separate from the title page. Official name on record with the Office of the National Registrar, the year of graduation, and a copyright symbol © or the word "copyright" are required. Please see Appendix C for an example and required wording.

ACKNOWLEDGEMENTS PAGE

- An acknowledgements page is *optional*. If included, it is numbered and counted. Please see Appendix C for an example.

DEDICATION PAGE

- A dedication page is *optional*. If included, it is numbered and counted.

ABSTRACT

- An abstract of the dissertation's contents, eventually to be bound with the finished dissertation, is *required*. It is numbered and counted. See ProQuest's requirements.

TABLE OF CONTENTS

- A table of contents is *required*. It is numbered and counted. The table of contents must also include corresponding page numbers referencing each section.

LIST OF TABLES PAGE

- A list of tables page is required if tables are included in the dissertation. It is numbered and counted. The table number, title, and corresponding page number for each table must also be included.

LIST OF FIGURES PAGE

- A list of figures page is required if figures are included in the dissertation. It is numbered and counted. The figure number, title and corresponding page number for each figure must also be included.

OTHER ITEMS

- If other pages are included with the introductory materials (e.g., list of abbreviations, list of notations, etc.), they must be numbered and counted.

BODY OF THE MANUSCRIPT

- The main text, illustrations, appendices, and bibliography are considered the body of the manuscript.
- *Every* page in the **body** of the text, through the bibliography and appendices, must be numbered in **Arabic numerals** starting with page 1.
- The first page of the body of the manuscript (Introduction or Chapter One), must start with an Arabic number one (1). ***If unsure as to whether a section counts as part of the main text, please contact your faculty advisor or the director of the School of Graduate Studies.***

ILLUSTRATIONS

- All illustrative materials (e.g., figures, tables, charts, and graphs) must have a figure number and a page number, and must conform to the margin specifications, regardless of where the figure caption is located.
- The caption of an illustration may appear on the page facing the illustration, if the reverse side of that facing page is blank. This facing page (facing the illustration) should also include a page number. The page number (on the facing page) should be located on the left-hand side or bottom center to allow for binding. *Please note that this is the only instance in which it is acceptable to include two pages of text that face each other and have the page number on the left-hand side.*
- Due to black and white reproductions, identification of lines and figures on graphs and charts must be made clear by the use of line symbols rather than variation in color.

TABLES, CHARTS, AND GRAPHS

- Students may choose to include tables, charts, and graphs as separate materials at the end of the dissertation or embedded within the text. Students should consult their faculty advisor or the director of the School of Graduate Studies to ensure that they are adhering to the program's stylistic conventions.
- Tables, charts and graphs prepared on transparent film or produced by computer graphics must be photocopied onto white dissertation paper.
- Reduced photocopies of tables, charts, and graphs are acceptable if they are legible and within the specified margins. If the material is illegible after reduction, full-sized fold-out copies may be used. Care must be taken not to fold paper into the left side margin (for binding purposes). Oversized material submitted separately, in a mailing tube for example, is **not** acceptable.
- If hand lettering or drawing is necessary, a permanent black ink pen may be used. Felt tip pens must not be used, as the ink may bleed through to adjacent pages.

APPENDICES

- The appendices are an integral part of the dissertation and **must conform to all the formatting specifications** described in this document, with *one exception*: Text and information in appendices may be single-spaced.
- Consecutive page numbering, from the main text through the appendices, using Arabic numerals, must be used.

BIBLIOGRAPHY

- A complete bibliography of works consulted should appear as the last section of the dissertation and should appear after the appendix (if applicable).
- It is **not** acceptable to include separate references after each chapter in lieu of a single cumulative bibliography at the end of the dissertation.

TABLE 1: ORDER AND PAGINATION OF DISSERTATION

The following table shows the proper pagination and arrangement of the entire manuscript. It also indicates whether a page is optional or required. If it is unclear whether or not a section should be included with the standard "introductory pages", **please consult your faculty advisor or the director of the Pines School of Graduate Studies.**

Page/Section	Required	Pagination
Title Page	Yes	No
Copyright Page	Yes	No
Acknowledgments	No	Yes, begin "i" here
Dedication	No	Yes
Abstract	Yes	Yes
Table of Contents	Yes	Yes
List of Tables	Yes (if tables used)	Yes
List of Figures	Yes (if figures used)	Yes
Body	Yes	Yes, begin "1" here
Appendices	Yes	Yes
Bibliography	Yes	Yes

FORMATTING GUIDELINES CHECKLIST

This checklist will help to ensure that all prescribed formatting guidelines for the dissertation have been met, and that formatting errors that will delay dissertation submission and may delay degree conferral can be avoided.

___ The top, right, and bottom margins are *at least* 1 inch (2.6cm); the left margin is *at least* 1.5 inches (3.0cm).

___The manuscript is formatted so that the page numbers, headers, footers, charts, graphs, etc. do not appear in the margins.

___The title page and copyright page are not numbered; all other introductory pages are numbered in correct order beginning with lower-case Roman numeral one (i).

___The title page has the correct month and year listed. Month and year must correspond to the month and year that all requirements are completed (not necessarily month/year of the dissertation lecture).

___The student's name listed on the signature and title page is the official name on record with the Office of the National Registrar.

___The first page of the body of the text starts with an Arabic numeral one (1), and is numbered consecutively, on **every** page, through the rest of the body, including bibliography and appendices.

___Standard font (see acceptable fonts on page 26), in 10-point or larger is used; the manuscript is double or 1½ spaced.

___No page numbers, figures, etc. appear in the left-hand margin.

PUBLICATION, COPYRIGHT AND SUBMISSION TO PROQUEST

The Pines School of Graduate Studies requires that all dissertations be published and copyrighted by ProQuest Dissertation and Publishing. The Office of the Pines School of Graduate Studies will oversee the submission process. In addition to the printed copy required by HUC-JIR, the School of Graduate Studies requires an electronic file in pdf format. ProQuest will require an edited and approved .pdf file.

For additional information regarding ProQuest online dissertation process and fees, please visit https://about.proquest.com/en/dissertations/student-authors/ or the Office of the Pines School of Graduate Studies.

TITLE/SIGNATURE PAGE

[TITLE OF THE DISSERTATION]

A DISSERTATION

SUBMITTED TO THE FACULTY OF THE

PINES SCHOOL OF GRADUATE STUDIES

HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

BY

[Official name on record with the Office of the National Registrar]

First, Middle, Last

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

_____

First Reader: Dr. (Professor's Name)

_____

Second Reader: Dr. (Professor's Name)

[Full Month and Year of Degree Conferral]
(not necessarily the month of the dissertation lecture)

COPYRIGHT PAGE

© Mary Jane Doe 2009
© [Official name on record with the Office of the National Registrar], [Month/Year]
(The essential components of the copyright notice are the copyright symbol © or the word "copyright," the full legal name of the author, and the year of publication.)

ACKNOWLEDGMENTS

I would like to thank . . .

DEDICATION

This dissertation is dedicated to . . .

APPENDIX - ACCESS TO STUDENT RECORDS: FERPA

FERPA Annual Notice to Students: Access to Student Records

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

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

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

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

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

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

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A College-Institute official is a person employed by the College-Institute in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the College-Institute has contracted; a person serving on the Board of Governors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A College-Institute official has a legitimate educational interest if

access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities. Upon request, the College-Institute discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

(4) You may appeal the alleged denial of FERPA rights to the:

Office of the National Registrar
krendon@huc.edu or registrar@huc.edu

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College-Institute to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

For additional information:
www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

(6) The College-Institute will make the following "directory information" concerning current and former students available to those parties having a legitimate interest in the information:
*name
*attendance dates (periods of enrollment)
*address
*telephone number
*place of birth
*photograph
*email address
*full- or part-time status
*enrollment status (undergraduate, graduate, etc.)
*level of education (credits) completed
*major field of study
*degree enrolled for
*participation in officially recognized activities and sports
*height and weight of athletic team members
*previous school attended
*degrees, honors and awards received

Request to Prevent Disclosure of Directory Information

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

Possible Federal and State Data Collection and Use

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

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

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

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

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