



# GRADUATE STUDENT HANDBOOK

**Academic Year 2023-2024**

**Hebrew Union College – Jewish Institute of Religion**

Office of the Pines School of Graduate Studies

Dr. Richard S. Sarason, Director • Sisterhood Dormitory Room 228

E-mail [rsarason@huc.edu](mailto:rsarason@huc.edu)

Phone 513-487-3245 • Fax 513-221-0321

## TABLE OF CONTENTS

Director's Welcome	5
Mission Statements	6
General Information	7
Cincinnati Administrative Offices	7
Governance - Graduate Executive Committee (GEC)	7
Graduate Executive Committee Appointments	7
Major Fields of Study	8
History of Biblical Interpretation	8
Jewish and Christian Studies in the Greco-Roman Period	8
Jewish Thought	8
Rabbinic Literature	9
Modern Jewish History and Culture	9
Ph.D. Program Learning Outcomes	9
Foreign Language Requirements	10
Hebrew	10
Courses That Comprise the Intensive Hebrew Program	10
French and German	10
Other Language Requirements	10
Other Program Requirements	11
Residency Defined	11
Faculty Advisors	11
Registration Changes	11
Greater Cincinnati Collegiate Connection (GC3) Consortium	12
Transfer Credits	12
Advanced Standing	12
Course Work Required	12
Course Grades	12
Incomplete	12
Good Academic Standing	13
Inactive Status Applies to Students in the Following Situations	13
Tuition and Fees	14
Full Tuition Defined	14
Table 1 – Annual Fees	14
Student Accounts	14
Emergency Financial Need	14
Health Insurance	14
Library Fees	14
Financial Support	15
Scholarships and Fellowships	15
Travel and Presenting a Paper	15
Teaching Assistantships	16
Appointment Procedure	16
Greater Cincinnati Collegiate Connection (GC3) Institutions	16
Student Employment	16
Outside Financial Aid	17
Deferment of Government Loans	17
Leave of Absence	17
Federal Stafford Loans	17

## TABLE OF CONTENTS

The M.A. Program	18
M.A.J.S. Program Learning Outcomes	18
Degree Requirements and Relationship to the Ph.D. Degree	18
The D.H.L. Program	19
The Ph.D. Program	19
Residency	19
Candidacy	19
Dissertation Phase (ABD)	19
Teaching Requirement	19
Research Competencies	19
Dissertation Proposal	20
The Candidacy Stage	20
Competence Levels Required for Candidacy	20
Candidacy Seminar	20
Registering	20
The Normal Duration	20
Candidacy Examinations	21
Examining Committee	21
Examinations	21
Grading the Exam	21
The Dissertation Proposal	22
Submission	22
Dissertation Advisors	22
Overview	22
Table 1 – Formatting the Dissertation Proposal	23
Title Page and Signature of Two Readers	24
The Dissertation	25
Dissertation Advisors	25
Standards of Style	25
Submitting the Dissertation	26
Official Submission	26
Circulation	26
Faculty Dissent	26
Dissertation Lecture	26
Letter of Completion	26
Attendance at Graduation	26
Pagination of the Dissertation	27
Pagination	27
Introductory Material	27
Format of the Dissertation	28
Table 1: Specifications	28
Table 2: Recommended Dissertation Fonts and Point Sizes	28
Mechanics and Formatting Specifications	29
Paper	29
Size of Volume(s)	29
Margins	29
Acceptable Fonts	29
Spacing	29

## TABLE OF CONTENTS

Order and Pagination of Dissertation	30
Title/Signature Page	30
Copyright Page	30
Acknowledgements Page	30
Dedication Page	30
Abstract	30
Table of Contents	30
List of Tables Page	30
List of Figures Page	30
Other Items	30
Body of Manuscript	31
Illustrations	31
Tables, Charts, and Graphs	31
Appendices	31
Bibliography	31
Table 1: Order and Pagination of Dissertation	32
Formatting Guidelines Checklist	33
Publication, Copyright and Submission to ProQuest/UMI	33
Sample Formats	34
Title/Signature Page	34
Copyright Page	35
Acknowledgements	36
Dedication	37
Appendix A – The Graduate Student Association Bylaws	38
Article One to Article Five	38
Article Six and Article Seven	39
Appendix B – Access to Student Records: FERPA	40
FERPA Annual Notice to Students: Access to Student Records	40
Request to Prevent Disclosure of Directory Information	41
Possible Federal and State Data Collection and Use	43
Appendix C – The HUC-UC Joint Ph.D. Program in Modern Jewish History and Culture	43
Scope and Rationale	43
Overview	44
Institutional Frameworks	45
Core Faculty	45
Curriculum	45
Language Requirements	46
Fields of Study	46
Teaching Requirement	47
Applicants	47
Advising and Academic Progress	47
Good Standing	48
Qualifying Exams and Dissertation Proposal	48
Study in Israel	49
Dissertation	49
Graduation	49
Graduate Credits and Grading Practices	49
Graduate Courses	50
Special Rules and Provisions	51



Dear Students,

Welcome to the Pines School of Graduate Studies at Hebrew Union College – Jewish Institute of Religion, the nation’s first continuing institution of higher Jewish education and the academic, spiritual, and professional development center of Reform Judaism. HUC-JIR educates men and women for service to American and world Jewry as rabbis, cantors, educators, and communal service professionals and offers graduate and post-graduate degree programs for scholars of all faiths.

HUC-JIR’s scholarly resources comprise renowned library, archive, and museum collections, biblical archaeology excavations, research centers and institutes, and academic publications. HUC-JIR invites you to an array of cultural and educational programs that illuminate Jewish history, culture, and contemporary creativity, and foster interreligious and multi-ethnic understanding.

The Student Handbook of the Pines School of Graduate Studies is an official publication of the Cincinnati campus 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 Pines School of Graduate Studies to the student body and incorporated into future revisions of College-Institute publications.

All of us in the Pines School of Graduate Studies wish you much success as you pursue your advanced degree and we hope you will contact us if we can help you along the way. We invite you to use this Handbook to enhance your knowledge and understanding of the Graduate School’s programs. Please visit us at [www.huc.edu](http://www.huc.edu).

Sincerely,

Director, Pines School of Graduate Studies  
Professor of Rabbinic Literature and Thought  
The Deutsch Family Professor of Rabbinics and Liturgy

## 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 M.A. and Ph.D. programs of the highest quality in order to prepare its students for careers in teaching and scholarly research. The award of the M.A. degree signifies broad general competence in Judaica and Cognate Studies; 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, and his assistants, Ms. Lynn Hudson and Ms. Autumn Wheeler Peterson. 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. The administrative offices are located on the second floor of the Sisterhood Dorm: Dr. Sarason, Room 228 and Administrative Office, Room 226. Appointments are made through Lynn Hudson by calling 513-487-3237 or by e-mail [gradschool@huc.edu](mailto:gradschool@huc.edu). Contact Dr. Sarason by e-mail at [rsarason@huc.edu](mailto: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 dean of the campus and 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. In addition to faculty members, the GEC includes two student members: the president of the Graduate Student Association (GSA) and an additional representative who is elected by the members of the GSA. For the description of the Graduate Student Association and its bylaws, see Appendix A.

## **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/deuterocanonicals, 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.**

### JEWISH THOUGHT

The focus of the Ph.D. program in Jewish Thought is to train students to become proficient in reading and interpreting various genres of primary source material relating to Jewish thought, philosophy, and theology. It is expected that students develop sound skills to conduct scholarly research, ultimately making significant contributions in their field of study, while developing approaches for critically analyzing modern scholarship and formulating methods of text analysis. Students are required to take core courses in Jewish thought, rabbinics, and Jewish history. Language core requirements are determined based on the field of specification. However, Hebrew (biblical, rabbinic, and modern) is required for all fields of research.



As part of their coursework, students can choose from among a variety of elective text courses in their area of concentration: medieval and modern Jewish philosophy and theology, political philosophy and theology, Zionist ideology, Jewish mysticism and Hassidism, rabbinic theology, and philosophy of halakhah. Sub-areas that support the major field of study include, but are not limited to, Jewish biblical interpretation, interpretation of rabbinic literature, and modern Jewish history.

**Rabbinic Theology; Medieval Jewish Philosophy and Philosophers; Traditions of Mysticism; The Enlightenment; Jewish Theology from Mendelssohn to Modern Times; The Rise of Reform and Conservative Judaism.**

### **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.**

### **MODERN JEWISH HISTORY AND CULTURE (including the American Jewish Experience)**

The aim of the PhD concentration in Modern Jewish History and Culture is to train students to become proficient in reading and interpreting various genres of primary source material and secondary scholarship relating to the history and culture of the modern Jewish experience. It is expected that students will develop sound skills to conduct scholarly research, ultimately making significant contributions in their field of study. Students are required to take core courses in modern Jewish history, American Jewish history, broader Jewish studies, and historical methodologies as well as research seminars. Modern Hebrew is a core language requirement; other foreign languages (such as Yiddish, German, French, etc.) are also required to read primary sources. Developing skills for critically analyzing modern scholarship and formulating methods for text analysis is emphasized. The concentration also emphasizes the ability to read and consider traditional Jewish sources and internal strands of Jewish history and thought as well as wider historical contexts within which Jewish history has unfolded. As part of the doctoral coursework, students may choose from among a variety of elective courses at both at HUC-JIR and UC. See the detailed description and requirements of this program in Appendix C below.

**Jewish History from the Enlightenment to Modern Israel; The American Jewish Experience from Colonial Beginnings to the Present; History of American Jewish Institutions.**

### **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.

## **FOREIGN LANGUAGE REQUIREMENTS**

---

### **HEBREW**

Students in all fields are expected to achieve mastery of that aspect of Hebrew most closely related to their particular field of study, as well as some facility with other varieties of Hebrew. Students specializing in Hebrew Bible, for example, must develop a professional level of expertise in Biblical Hebrew. In addition, they are expected to know the rudiments of Rabbinic Hebrew and to be able to read scholarly works in their field in Modern Israeli Hebrew. **Students are expected to complete these requirements during their first two years of residency.**

### **COURSES THAT COMPRISE THE INTENSIVE HEBREW PROGRAM**

**HEB 402 and 403:** (1.5 credits each – An intensive review of Biblical Hebrew grammar, vocabulary and prose reading. Students with more advanced skills in Biblical Hebrew will take **HEB 518 and 519** (1.5 credits each).

**HEB 520:** (3 credits) – Advanced Biblical Hebrew.

**HEB 508:** (3 credits) – Introduction to post-biblical Hebrew, specifically the Hebrew of the rabbinic literature from late antiquity.

**HEB 503:** (3 credits) – Readings in scholarly Modern Hebrew.

### **FRENCH AND GERMAN**

**It is recommended that students fulfill these modern language requirements by the end of their second year of official residency. Students are not eligible to take candidacy exams until these 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.

Students who are admitted to the Pines School of Graduate Studies are notified of the period of orientation and registration that precedes the opening of classes each year. Newly admitted students are expected to attend orientation sessions. **New students are guided in planning their initial course of study by the director of the Pines School of Graduate Studies, in consultation with faculty members from the students' prospective major areas.**

### **OTHER PROGRAM REQUIREMENTS**

Each program has its own course requirements. Please consult with your faculty advisor about this. All students are required to take some time during their program a one-semester course dealing with theory and method in the study of literature, history, or religion. Courses being offered in any academic year that fulfill this requirement will be announced during the pre-registration period; students will have options in fulfilling this requirement.

### **RESIDENCY DEFINED**

- Residency is defined as the period of enrollment in full-time course work (at least two years on campus; normally three years), up to the completion of seventy-two course credit hours or the equivalent.
- The normal course load is four 3-credit courses per semester.
- Students must enroll in three, 3-credit courses in order to be considered full-time.
- It is also possible for students to fulfill residency requirements on a part-time basis. For more information, consult the director of the Pines School of Graduate Studies.

### **FACULTY ADVISORS**

The faculty advisor usually should be the faculty member whose expertise is most compatible with the student's interests. Students work together with their advisors both to decide on a long-term course of study and to plan their programs for individual semesters. Students are required to meet with their faculty advisors at least once each semester, prior to course registration.

It is a good idea for students to devote some attention to this task during their first year by becoming acquainted with the faculty members in their prospective area of specialization. It is both possible and desirable for a student to develop a mentor/student relationship with an appropriate faculty member as early as possible, even before that person's formal designation as faculty advisor.

During the second semester of the first year on campus, each student is asked to provide the director with the name of a faculty member who might serve as faculty advisor for the student's period of residency.

### **REGISTRATION CHANGES**

**Students, in consultation with their advisors, may change their course registrations at any time during the first two weeks of a semester.** To drop a course later in the semester, the student must be doing passing work in the course at the time of withdrawal and must receive permission from the director of the Pines School of Graduate Studies to withdraw from the course. **Students are responsible for payment of applicable tuition and fees associated with the changes they are making. Add/Drop Request Forms are available online from the Office of the National Registrar.**

Students paying tuition on a per-course basis may be eligible for tuition refunds as follows:

<b>When Course Dropped During the Semester</b>	<b>Refund</b>
First two weeks	100%
By end of third week	50%

By end of fourth week	25%
Fifth week and after	No refund

### GREATER CINCINNATI COLLEGIATE CONNECTION (GC3) CONSORTIUM

With the approval of his or her faculty advisor, a student may take graduate-level courses at other local Consortium institutions (e.g., most commonly the University of Cincinnati), for credit towards the residency requirement. Under the Consortium agreement, these courses are available free of charge to students enrolled in the Pines School of Graduate Studies, but students must comply with the academic and administrative procedures of the host institution. The Consortium mandates that students take no more than two courses or six credit hours per semester at another member institution. Registration forms are available on the HUC-JIR Registrar's webpage. They must be signed by both the director of the Pines School of Graduate Studies and the HUC-JIR Registrar before being sent electronically to the office of the host institution's Registrar.

### TRANSFER CREDITS

Relevant graduate-level work previously undertaken at other institutions may be counted towards the residency requirement. Students who believe that they are eligible for transfer credit should submit a petition, including documentation of the work for which they are requesting credit, to the director of the Pines School of Graduate Studies. The director will discuss the matter with the relevant faculty members and, if necessary, bring it to the GEC for a decision. Entering students normally should receive a decision on a request for transfer credit after the completion of their first year in the Ph.D. program. In any case, a student must earn a minimum of forty-eight (48) credits in residence at the College-Institute.

### ADVANCED STANDING

In rare cases, students are admitted to the Ph.D. program with advanced standing. Such students enter the program with strong backgrounds in Hebrew language study and previous graduate-level study (often an earned degree) in a relevant field. Advanced standing may entail exemption from up to one year (24 credit hours) of residency. Determination of eligibility is made by the GEC, usually at the time of admission to the Ph.D. program.

### COURSE WORK REQUIRED

Students have the right to know both the specific course requirements and the criteria according to which they will be evaluated in any course. If those requirements and criteria are not made clear to them, they should request the necessary clarification from the course instructor or, if that proves unsatisfactory, from the director of the Pines School of Graduate Studies.

### COURSE GRADES

Courses are graded using letter grades with + or – distinctions. **The lowest passing grade is B-.** Students have the right of appeal concerning all grades. Appeal may be made by the submission of a written petition of appeal to the director of the Pines School of Graduate Studies. This petition should explain the basis for the appeal clearly and explicitly and provide supporting evidence if possible.

### INCOMPLETE

A grade of Incomplete may be issued, at the discretion of the course instructor, when course requirements are not fulfilled by the end of the semester during which the course was taught. Any Incomplete that remains unresolved by the first day of classes of the following academic year is automatically converted to a Fail unless the student petitions for an extension with the written approval of the course instructor. The petition must include an explicit timetable for the completion of all outstanding work.

## GOOD ACADEMIC STANDING

Graduate work, particularly at the PhD level, is about becoming part of a professional academic learning community. The PSGS faculty wants all our students to succeed in their programs and wants to assist them in their academic and professional growth. The following standards are put forth as benchmarks for successful progress in the program:

- 1) Students must maintain a B average to remain in good standing. Students must earn at least a B- to receive credit for coursework. After the initial semester, students who do not meet these standards will be warned that they are not performing satisfactory work. After two semesters, students who do not meet this standard may be dismissed from the program. In subsequent semesters, students who fail to maintain grades as set forth in this standard may be dismissed. In accordance with the provisions of the National Student Academic Handbook, students who fail to earn credit in two courses in one semester or over two consecutive semesters will be placed on academic probation. Students who fail to earn credit in three courses over two academic years will be automatically dismissed. Should students be dismissed under the provisions of this standard, they may be readmitted in petition following favorable consideration by the GEC. The petition should indicate concrete steps for remediation, explaining changes that the student has made in their academic preparation and strategies that will improve their potential for successfully completing their program.
- 2) In addition to maintaining a B average, a student making satisfactory academic progress will be developing productive academic relationships with faculty members who would likely administer their comprehensive examinations and serve as their dissertation readers.
- 3) Students receiving a Pines Prize Fellowship must maintain an A- average to retain their fellowship. A Pines Fellow whose cumulative GPA falls below an A- average will risk losing fellowship support.
- 4) Because we want our students to succeed, we encourage students with special needs or extenuating non-academic circumstances (such as family matters, health issues, etc.) to take advantage of the support services that HUC-JIR provides by contacting the Director of Student Support, Rabbi Andrew Goodman (agoodman@huc.edu). The PSGS director should also be consulted.
- 5) For good standing regarding the completion of comprehensive examinations, see below (Comprehensive Examinations. Grading the Exam).

## 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.

## TUITION AND FEES

---

“Full Tuition” means tuition for full-time enrollment. The normal full-time course load is four courses per semester or eight courses per year.

- Regularly enrolled full-time students may audit courses free of charge, with the permission of the instructor. The “per course” fees normally are charged to “special students” who are not in a degree program.

TABLE 1: ANNUAL FEES FOR 2023-2024

Graduate Student Annual Fees (Subject to Change)	Fall and Spring Semester
Annual Tuition (Ph.D. students)	\$28,000.00
Annual Tuition (M.A. students)	\$14,000.00
Part-time Tuition for non-matriculated students	(per credit hour) \$1800.00
Audit Fee for non-matriculated students	(per credit hour) \$900.00
Health Insurance (Contact Business Office)	
Ph.D. Candidacy Seminar	\$2,800.00
Ph.D. Continuation Fee (Dissertation)	\$400.00
Student Activity Fee	\$30.00
Application Fee (non-refundable)	\$100.00
Graduation Fee	\$200.00

### STUDENT ACCOUNTS

Student accounts with balances due may result from unpaid tuition, 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](mailto: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](mailto: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.) This includes tuition plus an additional cash stipend. The money that pays for these awards comes from the restricted endowment funds of the Pines School of Graduate Studies and from annual contributions to the PSGS Scholarship Fund. The amount of income produced by these funds in a given year determines the amount that can be allotted for student aid. Depending upon the availability of funds, tuition scholarship aid may also be offered to particularly worthy M.A. applicants. **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 teaching or 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 (which includes completing all incomplete work by the beginning of the following academic year).

Currently, four fifth-year, ABD competitive fellowships are available annually with mentored teaching responsibilities at Xavier University, the University of Dayton, and the Methodist Theological School in Ohio (MTSO).

### 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 or advanced course work 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.

## **TEACHING ASSISTANTSHIPS**

---

Each year, a number of teaching assistantships are available for qualified students. These assistantships, for which students are currently paid a stipend for each one-semester course, generally involve tutorial responsibilities or entail the instruction of an entire course. Students should consult the director of the Graduate School for more information. A full-time student may not undertake major teaching responsibilities without the approval of his or her advisor(s).

### **APPOINTMENT PROCEDURE**

The director will post job descriptions for teaching assistants as soon as needs have been determined. (Some needs are recurrent and may be posted early; others may not be determined until the annual curriculum meetings of the Faculty). Any advanced student in good standing (ABD or in candidacy) may apply for a teaching assistantship with the approval of his/her advisor. Students currently in coursework who wish in the future to apply to teach the Reading for Meaning course must be sure to take HEB 520 (Advanced Biblical Hebrew), BIB 585 (Poetry and Stylistics), and HEB 508 (Rabbinic Hebrew), or their equivalents with the approval of the director of the Pines School of Graduate Studies.

Teaching assistants will be appointed in consultation among the directors of the Pines School of Graduate Studies and the Rabbinical School, the dean, and the GEC chair, or their designated surrogates, as well as the applicants' advisors and the instructors of the courses that require teaching assistants.

### **GREATER CINCINNATI COLLEGIATE CONNECTION (GC3) INSTITUTIONS**

In addition to serving as teaching assistants at the College-Institute, 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, tutorial instruction, 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 seven 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, at 513-487-3245 or by e-mail, [rsarason@huc.edu](mailto:rsarason@huc.edu) or contact the National Director of Financial Aid, Ms. Roseanne Ackerley, at 212-824-2206 or by email, [rackerley@huc.edu](mailto:rackerley@huc.edu).** Leave of absence forms are available on the website of the Office of the National Registrar, [www.huc.edu/registrar](http://www.huc.edu/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](http://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 1<sup>st</sup> 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](mailto:rackerley@huc.edu).**

## **THE M.A. PROGRAM**

---

The program leading to the Master of Arts degree is designed to provide graduate-level competency either broadly, in a variety of subject areas in Jewish Studies, or in one of the major fields of study offered by the Pines School of Graduate Studies.

### **PROGRAM LEARNING OUTCOMES**

Students awarded the Master of Arts in Jewish Studies will:

1. be able to read and interpret primary source materials, particularly in their respective areas of specialization;
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 field of expertise and/or in general Judaic Studies;
4. be able to conduct a bibliographic search of primary and secondary (scholarly) sources that pertain to a theme or research question;
5. appreciate and foster intellectual collaboration and cooperation among people of diverse religious backgrounds who are part of the academic community.

### **DEGREE REQUIREMENTS**

The Master of Arts degree is awarded to students who have completed 45 hours of graduate course work, or 36 hours plus a thesis, with an academic record of B or better. If the student chooses to specialize, then at least 12 credit hours of course work in their special field are required.

- A Hebrew language requirement of 9 hours is an essential part of the program. A student entering with competence in Hebrew may receive this credit through examination.
- Prior to the close of the first semester in residency, the student is assigned an advisor to guide in planning a program of study.
- The normal duration of the M.A. program is two years for those students enrolled full-time. The normal course distribution is three academic semesters of 12 credit hours minimum and a fourth semester of 9 credit hours. Students writing a thesis normally register for 3 credit hours of thesis during the third semester and for 6 credit hours of thesis during their fourth semester. All requirements for the degree must be completed within a span of four years.
- The minimum residency required for the Master's degree is one year. Awarding of the degree entails the successful completion of not less than 24 credit hours earned in residence on the Cincinnati campus. Students in the M.A. program in New York should contact their program director for guidelines specific to their campus.

### **RELATIONSHIP TO THE PH.D. DEGREE**

The Master of Arts is designed to be a terminal degree. It is not, therefore, necessarily part of a student's progress towards the Ph.D. The student who completes the M.A. program may apply for admission to the Ph.D. program, but completion of the M.A. does not necessarily affect acceptance to the Ph.D. program that follows it. If admitted, course work from the M.A. program may be transferable in partial fulfillment of the Ph.D. requirements.

- Students enrolled in the Ph.D. program will receive the Master of Philosophy degree upon satisfactory completion of the candidacy examinations.

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

## THE PH.D. PROGRAM

---

### TIMETABLE for stages of the Ph.D. Program

- Three years – residency/coursework (72 credits or their equivalent)
- One year – candidacy (2 credits)
- Four years – dissertation (8 credits)

### DESCRIPTION of program stages timetable:

#### RESIDENCY

- The period of enrollment in full-time course work (at least two years on campus; normally three years), up to the completion of seventy-two course credit hours or the equivalent.
- Students admitted to official residency are expected to work towards the fulfillment of the seventy-two (72) credit hours of graduate work or the equivalent on a full-time basis.
- The normal course load is four 3-credit courses per semester (see below for candidacy and dissertation). It is also possible for students to fulfill residency requirements on a part-time basis; for more information, consult the director of the Pines School of Graduate Studies.

#### 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 one credit per semester. Notwithstanding this reduced number of credits, the student writing a dissertation is considered to be full-time.

#### 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 serving as a teaching assistant to a faculty member in an HUC-JIR course or by teaching an independent course under faculty supervision at HUC-JIR or at a neighboring or area institution of higher learning (such as the Methodist Theological Seminary in Ohio 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 Pines 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. Course offerings are designed to help the student achieve the requisite competence. Course work should not, however, be expected to fulfill all of the student’s academic needs. 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 placed in “**inactive**” status and must petition the director of the Pines School of 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 Pines 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.**

- The administrative assistant of the School is responsible for 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: **HONORS, 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 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, 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 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:**

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

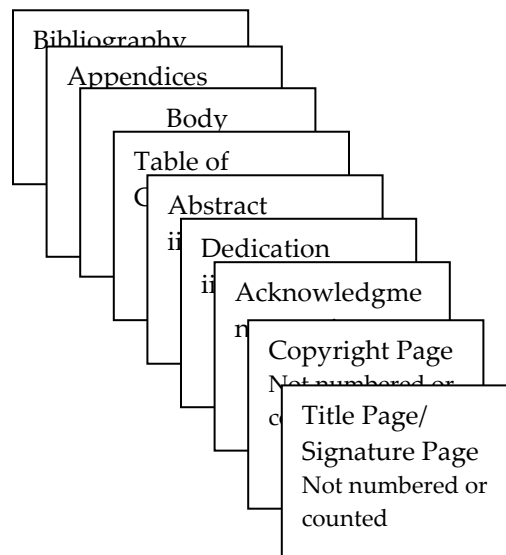
## PAGINATION OF THE DISSERTATION

### 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.)

## FORMAT OF THE DISSERTATION

**Table 1: Specifications**

<b>Preferred</b>	Laser printed copy with crisp, dark black characters
<b>Acceptable</b>	High-quality photocopy with crisp, dark black characters
<b>Paper Size</b>	8½" x 11"
<b>Paper Type</b>	High-quality, 24 lb bright white, high contrast. Do NOT use erasable paper.
<b>Single-side printing</b>	Required
<b>Margins</b>	Left: 1.5" on the binding edge (left for an English dissertation, right for Hebrew) Right: 1"; Top 1"; Bottom: 1".
<b>Fonts</b>	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.
<b>Annotation</b>	In the form of either footnotes or endnotes, but footnotes are strongly recommended.
<b>Line Spacing</b>	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.
<b>Black &amp; White</b>	Preferred for paper submissions.
<b>Color</b>	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**

<b>*Arial</b>	10 pt
<b>Century</b>	11 pt
<b>*Courier New</b>	10 pt
<b>Garamond</b>	12 pt
<b>*Georgia</b>	11 pt
<b>Lucida Bright</b>	10 pt
<b>Microsoft San Serif</b>	10 pt
<b>Tahoma</b>	10 pt
<b>*Times New Roman</b>	12 pt
<b>*Trebuchet MS</b>	10 pt
<b>*Verdana</b>	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. Please see Appendix C for an example.

### 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/UMI’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 Pines 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 Pines 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.**

<b>Page/Section</b>	<b>Required</b>	<b>Pagination</b>
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/UMI

---

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

For additional information regarding ProQuest online dissertation process and fees, please visit [www.etsadmin.com/huc](http://www.etsadmin.com/huc) 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 A - THE GRADUATE STUDENT ASSOCIATION BY-LAWS**

---

### **ARTICLE ONE - OBJECT**

The object of this society shall be to assist in the integration of students and faculty into a community of scholars; to provide a channel of communication between students and the faculty and administration; and to help develop a stronger sense of community among the graduate students by creating opportunities for social and academic contacts among the graduate students and their spouses and with the rabbinic students, the faculty, and the administration.

### **ARTICLE TWO - MEMBERS**

Section 1. Membership in this society shall be open to anyone pursuing advanced academic studies at the Hebrew Union College-Jewish Institute of Religion (HUC-JIR) in Cincinnati, Ohio.

Section 2. All who enroll at HUC-JIR in pursuit of the M.A. or Ph.D. degree will be automatically enrolled in this society.

Section 3. Annual membership dues will be collected from all students who are enrolled in classes or who are preparing to take comprehensive exams within the current academic year. Dues will not be collected from students who have completed comprehensive exams in or before the previous academic year. Dues will be collected by the HUC-JIR Business Office and transferred to the society. Annual membership dues shall be determined in the spring for the following academic year by two-thirds vote of those present.

### **ARTICLE THREE - OFFICERS**

Section 1. The officers of this society shall be a president, a vice president, a secretary, and a treasurer. These officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by this society. The president and vice president shall also serve as representatives to the Graduate Executive Committee.

Section 2. Officers and other ad-hoc appointments for the following academic year shall be elected by vote before the end of the spring semester. Nominations may be made before the scheduled meeting or taken from the floor during the meeting. If there is not a sufficient number of nominees to fill all offices, a second vote may be taken at the beginning of the following fall semester to fill remaining offices.

Section 3. The officers shall be elected to serve for one year or until their successors are elected, and their term of office shall begin at the close of the meeting at which they are elected.

Section 4. No member shall hold more than one office at a time, and no member shall be eligible to serve more than two consecutive terms in the same office unless there is otherwise not a sufficient number of nominees to fill all offices.

### **ARTICLE FOUR - MEETINGS**

Section 1. The regular business meetings of this society shall be held regularly throughout the academic year. There shall be a minimum of 2 meetings per semester.

### **ARTICLE FIVE – THE EXECUTIVE BOARD**

Section 1. The officers of this society shall constitute the Executive Board.

Section 2. The Executive Board shall have general supervision of the affairs of this society between its business meetings, fix the time and place of meetings, make recommendations to the society, and shall perform such other duties as are specified in these bylaws. The Board shall be subject to the orders of this society, and none of its acts shall conflict with the actions taken by this society.

Section 3. Special meetings of the Executive Board can be called by the president and shall be called upon the written request of two members of the Board.

**ARTICLE SIX – PARLIMENTARY AUTHORITY**

The rules contained in the current edition of *Robert's Rules of Order* shall govern this society in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order which this society may adopt.

**ARTICLE SEVEN – AMENDMENT OF BY-LAWS**

These bylaws can be amended at any regular meeting of this society by a two-thirds vote of those present, provided that the amendment has been submitted in writing at the previous regular business meeting.

## APPENDIX B - 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  
Hebrew Union College-Jewish Institute of Religion  
3101 Clifton Avenue  
Cincinnati, Ohio 45220

(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](http://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.

### **Interim National Registrar**

**Mr. Scott Dittman**

Office: (513) 487-3202

E-mail: [sdittman@huc.edu](mailto:sdittman@huc.edu) or [registrar@huc.edu](mailto:registrar@huc.edu)

### **Assistant National Registrar**

**Ms. Mo Ringler**

Office: (513) 487-3054

Email: [mringler@huc.edu](mailto:mringler@huc.edu) or [registrar@huc.edu](mailto:registrar@huc.edu)

**APPENDIX C:**  
**THE HUC-UC JOINT PROGRAM IN MODERN JEWISH HISTORY AND CULTURE**

**Joint PhD Concentration in Modern Jewish History and Culture  
to be jointly administered by  
The Joan and Phillip Pines School of Graduate Studies,  
Hebrew Union College-Jewish Institute of Religion  
and  
The College of Arts and Sciences and the Graduate School, University of Cincinnati**

**I. Scope and Rationale**

The new joint PhD concentration in Modern Jewish History and Culture is conceived as a partnership between Hebrew Union College-Jewish Institute of Religion's Joan and Phillip Pines School of Graduate Studies (PSGS) and The University of Cincinnati's College of Arts and Sciences (A&S) and Graduate School. Five key elements undergird this initiative:

- (1) HUC-JIR and UC are both home to a strong cohort of scholars who collectively have expertise in Modern Jewish History, American Jewish History, Jewish Cultural Studies, as well as Classical Judaism, Gender and Judaism, Bible and Late Antiquity, Jewish Thought, and Theology.
- (2) PSGS and A&S offer first-rate and robust graduate-level programs conducive to such a joint PhD concentration.
- (3) The local presence of The Jacob Rader Marcus Center of the American Jewish Archives and the Klau Library, two of the most important Jewish Studies research repositories in the U.S., opens the door to unparalleled opportunities for graduate-level work using archival materials, rare texts, and a first-rate collection of published and scholarly Judaica.
- (4) The partnership between PSGS and A&S offers an exciting opportunity to foster cross-campus synergies, recruit a dynamic cohort of PhD students, and enhance the vitality of graduate-level activity in both institutions.
- (5) Beyond PSGS and UC's Department of History, which will certify graduates from UC, this program benefits from the support of the faculty of the Judaic Studies Department (A&S) and the Center for Studies in Jewish Education and Culture (CSJEC), College of Education, Criminal Justice, and Human Services (CECH). It is enriched as well by the assistance and instruction of other academic units.
- (6) We believe this new PhD initiative presents a unique opportunity for students to engage in first-rate cross-disciplinary academic training with access to extraordinary resources. Moreover, we offer an intellectual research environment that is affordable and can compete favorably with similar programs at other first-tier universities in the U.S., Europe, and Israel.

## **II. Overview**

The aim of the PhD concentration in “Modern Jewish History and Culture” is to train students to become proficient in reading and interpreting various genres of primary source material and secondary scholarship relating to the history and culture of the modern Jewish experience. It is expected that students will develop sound skills to conduct scholarly research, ultimately making significant contributions in their field of study. Students are required to take core courses in modern Jewish history, American Jewish history, broader Jewish studies, and historical methodologies as well as research seminars. Modern Hebrew is a core language requirement; other foreign languages (such as Yiddish, German, French, etc.) are also required to read primary sources. Developing skills to critique modern scholarship and formulate methods for text analysis is emphasized. The concentration also emphasizes the ability to read and consider traditional Jewish sources and internal strands of Jewish history and thought as well as wider historical contexts within which Jewish history has unfolded. As part of the doctoral coursework, students may choose from among a variety of elective courses at both at HUC-JIR and UC. In addition to completing a rigorous course of study in Modern Jewish History and Culture, students must successfully pass a series of qualifying exams (general and area of specialization) and produce an approved doctoral dissertation.

Students enrolled in the PhD concentration will develop the following facilities and capacities:

- (1) Deep knowledge of premodern and modern Judaica sources, including the reading and interpretation of primary source material;
- (2) Synthetic scholarly approach to modern Jewish history and culture, including interpreting the meaning and place of source data within larger contexts and categories;
- (3) Synthetic scholarly approach to historical and geographical contexts of modern American, European, and world history, including the relationship of larger contexts and categories to the student’s research agenda;
- (4) Mastery of modern Hebrew and one other foreign language, sufficient for conducting scholarly research;
- (5) Ability to conduct independent, advanced study within Modern Jewish History and Culture, including the student’s area of expertise, sufficient for passing qualifying exams;
- (6) Ability to conduct independent, original research (anchored by the Klau Library and the Jacob Rader Marcus Center of the American Jewish Archives), sufficient for producing a PhD dissertation and making a significant contribution to scholarship;
- (7) Possess teaching and communication skills; and appreciate and foster intellectual collaboration and cooperation between persons of diverse interests and backgrounds who are part of the academic community;
- (8) Ability to publish scholarly book reviews, articles, and books;
- (9) Compete for academic jobs at colleges and universities.

## **III. Institutional Frameworks**

The graduate frameworks of PSGS and Department of History include some differences in their basic requirements. As reflected in this document, productive conversations have taken place between the directors of graduate study and other faculty at the two institutions. We have agreed that we will adhere to the basic requirements already in place for the PhD programs at both the PSGS and UC and the Core Faculty Cohort will consult on an as-needed basis.

#### **IV. Core Faculty**

A six-member core faculty cohort (three from each academic institution) will work together to ensure inter-institutional cooperation and a cohesive and successful educational experience for all students taking part in the program of the joint initiative. Throughout their tenure, graduate directors in Department of History and PSGS will automatically serve as members of the core faculty. The head of the Department of History, in consultation with the department's Director of Graduate Studies, will appoint the other two UC members of the core faculty cohort. Other faculty who are not members of PSGS and Department of History may be invited to participate in the initiative as appropriate. Students may independently seek out opportunities to study with non-PSGS and non-History faculty.

#### **V. Curriculum**

All students earning a PhD in Modern Jewish History and Culture (regardless of their home institution) must complete the following core courses:

- (1) HIST 7060: Historical Methodologies Seminar
- (2) HIST 7021/7031: Lit Seminar I
- (3) HIST 7022/7032: Lit Seminar II
- (4) HIST 7070: Comparative Seminar
- (5) HIST or HUC-JIR graduate course: Modern Jewish History & Culture Seminar
- (6) HIST or HUC-JIR graduate course: American Jewish History & Culture Seminar
- (7) HUC-JIR or UC graduate course: Seminar in Pre-Modern Jewish Studies
- (8) HUC-JIR or UC graduate course: Seminar in Pre-Modern Jewish Studies
- (9) HIST 8073: Graduate Teaching Practicum
- (10) HIST 9040: Research Seminar
- (10) HIST 9041: Research Seminar
- (11) Elective in Major or Minor Field
- (12) Elective in Major or Minor Field

Note: New courses will be designed collaboratively by PSGS and HD faculty and efforts will be made to coordinate courses between the two institutions.

Note:

- A student's program of study should be developed in consultation with their dissertation advisor, as well as the Director of Graduate Studies, in their home institution. This includes the selection of courses outside of PSGS or HD, as well as any additional requirements.
- Two of the required seminars must be in students' major field of study (U.S., European, or World History).
- The required two courses in a pre-modern Jewish Studies field may be in areas such as Bible and Near Eastern Literature; Midrash; Judeo-Hellenistic Studies; Talmud and Halakhic Literatures; or Medieval Jewish Studies. Such courses would be taken primarily at HUC-JIR and through the Judaic Studies Department at UC.

- In the course of their studies, all students must take at least one course at UC outside the Department of History.
- Students who already have completed graduate coursework in Jewish history, pre-modern Judaism, and broader coursework in their region of specialization may be able to apply previous courses to fulfill requirements, with the approval of the Director(s) of Graduate Studies (e.g., if a student has taken a seminar in pre-modern Jewish history as an MA student, s/he does not have to repeat this course, which is a requirement at the Ph.D. level). This includes students admitted to the Ph.D. concentration who have previously completed either the joint Graduate Certificate in Judaic Studies at UC and HUC-JIR or the Graduate Certificate in Jewish Education (CSJEC, CECH). These students would be able, with approval of the Director(s) of Graduate Studies, to count any of their graduate-level courses (6000 and up) taken for the certificate toward the fulfillment of these requirements. This, however, does not relieve such students of taking another course in place of the already fulfilled requirement, because **credits** for courses taken as an M.A. student cannot be applied toward the Ph.D. In other words, one way or another, the student will have to take 60 credits specifically for the Ph.D.
- Students with significant previous high school or college-level teaching experience or teacher training may be allowed, with the permission of the Graduate Director(s), to substitute another seminar for HIST 8073.
- PhD candidates with an MA in History from UC:
  - who previously completed HIST 7060 may substitute HIST 7061 (Methodologies of World History) or another graduate-level seminar to be identified in consultation with his/her advisor.
  - who previously completed HIST 8073 may substitute another graduate seminar.
- PhD advisors may require additional coursework beyond the minimum requirements, including language study, graduate level social science statistics, or a course in quantitative analysis.

## **VI. Language Requirements**

Hebrew is an essential language for all students of Modern Jewish History and Culture. All students must pass a reading exam in modern Hebrew, usually by the end of their first year in the program. By the time of their qualifying exams, all students must also pass a reading exam in a second foreign language required for their doctoral research. Language exams are administered by the student's advisor/s and test for the ability to read the necessary literature. The formats for these exams differ, but they are typically three-hour examinations, where a hard copy of a dictionary may be used. Electronic dictionaries are not permitted. As appropriate, Hebrew coursework can be undertaken either at HUC-JIR or in the UC Judaic Studies department.

### Notes:

- (1) Foreign language requirements appropriate to the student's field of major study and research expertise will be determined in consultation with the PhD advisor.
- (2) The appropriate method and format of foreign language exams will be determined by the PhD advisor. The exams will conform to the doctoral standards maintained by PSGS and HD.
- (3) Students may not take PhD qualifying exams until they have fulfilled all language requirements.

## **VII. Fields of Study**

Students are required to become proficient in a major field of study and two minor fields. The major field of study may be American Jewish or Modern Jewish History. One minor field must be in a field of

History not focused on the Jewish experience. This should be a broadly conceived area of study based on chronological, topical, geographical, or methodological emphasis. Typical minors of this sort could include, but are not limited to: Modern Europe, Modern U.S., Middle East, Latin America, Comparative Women's History, Public History, and Comparative Urban History. Students choose their fields in consultation with their advisors and those faculty members who will serve on their exam committee. The second minor field is open to a range of possibilities. Students are encouraged to consider a minor in a Jewish Studies field outside of History (e.g., Bible and Near Eastern Literature, Judeo-Hellenistic Studies, Rabbis, Gender and Judaism, Jewish Religious Thought, Talmud and Halakhic Literatures, Contemporary American Jewish Studies, Medieval Jewish Studies, Hebrew Literature, Midrash, Jewish Education, etc.). But the second minor could also be in another history field or a different interdisciplinary area such as German Studies or African American Studies, as appropriate to the student's course of study.

### **VIII. Teaching Requirement**

All students must teach at least one undergraduate course before completing their degree. Typically, such a course will be in the student's major field of study and/or his/her area of research expertise. It is our expectation that the student will teach such a course only after having completed his/her qualifying exams. Student teaching will be closely supervised. Appropriate faculty will provide mentorship in this regard, including supporting students' efforts to design and execute their courses. Students will also receive feedback about their teaching. Course selection and scheduling will be determined in consultation with the student's advisor, the Director/s of Graduate Studies, and the HD Head.

### **IX. Applicants**

Students applying to the PhD concentration should possess an MA in History, Jewish Studies, and/or a Humanities- or Social Sciences-related discipline and/or a comparable graduate-level degree. An undergraduate background in History, Jewish Studies, and/or a Humanities- or Social Sciences-related discipline is also desirable. Applicants must possess a working knowledge of modern Hebrew. If an applicant is concerned about his/her ability to meet the program's Hebrew language requirement, s/he should consult with the Director of Graduate Studies at the appropriate institution. Applicants should be aware that the deadline for submission of applications to this program is **earlier** than the deadline for the other PSGS programs, generally mid-January, to align with the deadline for graduate applications to the University of Cincinnati.

### **X. Advising and Academic Progress**

All students entering the program have a faculty advisor, assigned at the time of admission. This advisor will guide the student through all intellectual aspects of the program. In addition, the Director/s of Graduate Studies of PSGS and HD serve as advisors on departmental and institutional requirements. Students may change PhD advisors, with the permission of the new advisor and the Director/s of Graduate Studies.

During the first year of enrollment, in consultation with the faculty advisor and the Director/s of Graduate Studies, each student creates an exam committee. The committee is to be composed of three individuals, at least two of whom have a PhD in History or an appointment in History (with a terminal degree); two of three individuals must be core faculty in the PhD concentration (one from HUC-JIR and one from UC). Members of this exam committee also serve an important advisory role in the semesters leading up to the qualifying exam.

In due course, each student creates a doctoral dissertation committee in consultation with his/her PhD advisor. See "XIV. Dissertation" below.

Each year, usually in the fall semester, the Director/s of Graduate Studies will provide an evaluation form to faculty advisors for each of their PhD students. The advisor will then meet with each of his/her doctoral students to review the student's academic progress for the past year. The adviser will complete the evaluation based upon the meeting, the adviser's overall impressions of the student's progress, and in consultation with the Director/s of Graduate Studies. A copy of the completed evaluation form will be given to the student and to the Director/s of Graduate Studies. Should the PhD advisor be unable to fulfill this responsibility, the Director/s of Graduate Studies will review the student's academic progress with the student.

### **XI. Good Standing**

Students must maintain a 3.0 average to remain in good standing. Students must earn at least a B- to receive credit for coursework. After the initial semester, students who do not meet this standard will be warned they are not performing satisfactory work. After two semesters, students who do not meet this standard will be dismissed from the program. In subsequent semesters, students who fail to maintain grades as set forth in this standard are subject to dismissal. Should students be dismissed under the provisions of this standard, they may be readmitted in petition following favorable consideration by the PSGS and HD faculty.

### **XII. Qualifying Exams and Dissertation Proposal**

All PhD candidates are required to pass the qualifying exams before commencing the doctoral dissertation stage. While both PSGS and HD have rigorous expectations for these exams, there are differences in the precise procedures for them at the two institutions. Where there are differences, students in the joint PhD concentration will follow the practices of the institution where they are enrolled. Here the process is outlined in terms that apply to all students in the concentration:

After approval of the Director/s of Graduate Studies, exams are to be scheduled at the convenience of all participants. All "I" and "I.P." grades must be resolved before doctoral exams are scheduled. All failing grades must be replaced by similar courses with passing grades.

The written exam will be taken during three days, selected by the student in consultation with the exam committee. These exams should span no more than two weeks. The exam for the major field will pose historical and historiographical questions that require no more than six hours of writing time to complete. The exams for the two minor fields can require no more than four hours for responses. Examiners may choose to allow students to use bibliographical aids in completing this written exam.

At the conclusion of the exam process, the committee agrees upon a grade: Pass with Distinction, Pass, or Fail. No one may receive a Pass if there is a single vote to fail, and the vote for Pass with Distinction must be unanimous.

In the event of failure of the exam or a portion thereof, students may take a second exam when they and their examiners, in consultation with the Director/s of Graduate Studies, determine that they are prepared. This second exam will be taken at a date agreed upon by the student and the members of the committee, to be no later than twelve months after the first exam. Any person failing the exam for a second time will not be permitted to continue in the program.



If an oral exam is required or agreed upon, it will be no more than two hours in length, if applicable, it should be scheduled within a week of the final written exam. At the conclusion of the oral exam, each member of the exam committee assesses the entire examination.

At the appropriate, agreed-upon time, students submit their dissertation proposal to members of the appropriate committee and the Director/s of Graduate Studies. This document should include approximately 2,500-3,000 words of text: an abstract of the project, a historiographical rationale, a methodological plan, and a bibliography of primary and secondary sources.

### **XIII. Study in Israel**

For a select number of dissertation students enrolled at either institution, there may be a possibility that special fellowship awards could be used by a student towards a semester of study in Israel. This is a program that we would hope to develop with outside funding in the years ahead.

### **XIV. Dissertation**

In consultation with the Director/s of Graduate Studies of PSGS and/or Department of History and the student's faculty advisor, the student constitutes a Doctoral Dissertation Committee. (Note: In the case of UC, the committee must be approved by the Dean of the Graduate School.) The committee is to be composed of three or four members, each with a PhD in History or a cognate field and/or an appointment in History (with a terminal degree); two of the three (or, alternately, three of the four) individuals must be core faculty in the PhD concentration (one/two from HUC-JIR and one/two from UC as appropriate). At the request of students and in consultation with their faculty adviser, faculty from Judaic Studies, CSJEC, and other units may be invited to participate on committees. Inclusion of non-PSGS and non-History faculty and/or faculty from outside of HUC-JIR and UC on UC dissertation committees must be approved by the Department of History's Director of Graduate Studies and the Graduate School.

Members of the dissertation committee serve an important advisory role.

Once the student produces a penultimate draft of the dissertation manuscript, the work is shared with all the committee members. After every member of the committee approves the dissertation, the student schedules a defense (in the case of HUC this is a lecture and is recommended rather than required). The defense/lecture is open to the public.

Following an oral presentation, the candidate answers questions posed by members of the committee. After the committee has completed its questioning, other persons present have the opportunity to ask questions or make comments, as refereed by the faculty advisor.

### **XV. Graduation**

Students who have completed all requirements for the Doctoral Program must apply to the Graduate School (at HUC, the Office of the Registrar) for graduation. It is the responsibility of the student to ensure that all procedures and regulations required by that office for graduation be fulfilled.

### **XVI. Graduate Credits and Grading Practices**

*Full-time and Part-time Course Load.* Unless specifically admitted as a part-time student, all graduate students are expected to carry a minimum of 12 graduate credit hours (courses above 6000) in the fall and spring semesters. Students need not register for summer courses to maintain their status. Part-time students must take a minimum of one graduate course per semester to maintain their status in the

program. Students admitted as full-time students may request part-time status by submitting a request to the Director/s of Graduate Studies.

*Pass/Fail.* A graduate student may not take courses for graduate credit on a pass/fail basis without the approval of the Director/s of Graduate Studies. Courses taken pass/fail cannot fulfill a degree requirement.

*Auditing Courses.* The audit option is intended for cases in which course work is desired or advised but in which a grade is unnecessary. Admission and conditions for participation in audited courses are at the discretion of the instructor, who is not obligated to accept a student for audit. Audited courses *cannot* be used to satisfy any degree requirements, and students should enroll for them only after consultation with the Director/s of Graduate Studies.

## **XVII. Graduate Courses**

*Historiography Seminars.* The historiography seminars acquaint students with major historiographical issues and trends over broad chronological eras. They assist students in moving from the narrower perspective of specialized lecture courses to the wider view of history as a discipline. Thus the emphasis of these seminars is on extensive reading of key works of interpretation and synthesis.

*Research Seminars.* The major emphasis in a research seminar should be the writing of a journal-length article using primary research materials and scholarly documentation. The length of the paper ranges from 25 to 40 pages. The goal should be an article that is publishable in a refereed journal. Students are also encouraged to present their work at the HD annual Queen City Colloquium or at another scholarly conference.

*Comparative Seminars.* HIST7070 is offered at least once a year, and all students are required to take it at least once. Topics for these courses vary from year to year, depending on the faculty selected to teach the course. This is a team-taught course, in which faculty from two different regional specialties focus on a particular theme or era in the past.

*Methods Courses.* The two HD methods courses provide thorough introductions to a variety of methodological approaches employed by historians in researching and writing. The “Historical Methodologies Seminar” (HIST7060) covers practical issues related to research and documentation, as well as the development and uses of theory in historical argumentation. “Methodologies of World History” (HIST7061) examines history writing in the field of World History from the 19th century to the present. Students read classic works as well as the newest research to develop a detailed understanding of past and current research methodologies and questions in Comparative and World History.

*Independent Studies and Directed Readings.* Independent Studies and Directed Readings are one-semester courses offered in various areas of historical specialization, usually given on an individual basis. Directed Readings may help students prepare for qualifying exams. Independent Studies are offered primarily for those students preparing for their research project and desiring directed readings in the most relevant historiographical area. Independent Studies tend to focus on those historical areas not covered in frequently scheduled graduate courses. Conditions for the courses, including credit hours, meeting times, and requirements, are arranged between individual faculty members and individual students. Normally a student will register for no more than 4 credits of independent work in any one semester.

*6000-level courses.* Students may take 6000-level courses for graduate credit. Instructors determine what additional work students must complete to earn graduate credit.

### **XVIII. Special Rules and Provisions**

*Nondiscriminatory Policy.* The PhD concentration is open to all meritorious applicants in accordance with the equal opportunity and nondiscrimination policies of HUC-JIR (<http://huc.edu/sites/default/files/About/policies/Equal%20Opportunity%20%20Nondiscrimination%20Policy%20%28Adopted%20October%202010%29.pdf>) and UC (<http://www.uc.edu/about/policies/nondiscrimination.html>). Complaints involving discrimination should be directed to the Director/s of Graduate Studies at SGS and/or HD.

*Right to Review Records.* Students have the right to review their educational records. Although the Department of History maintains a file for each student, relevant materials – including grades and application materials – are increasingly kept online. Still, students who wish to review their department file must submit a request to the Director of Graduate Studies. Students may review their files only in the presence of the Department Head or the Director of Graduate Studies. Students are not permitted to view certain material in their files, including letters of recommendation to which students have previously waived the right to read.