



HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION

Cincinnati Rabbinic Rules and Regulations

**For Academic Year 2023-24
Updated: July 2023**

HUC-JIR Mission Statement

Mission

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.

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For all national academic policies, in addition to those covered in this Program Handbook, please see the National Student Academic Handbook, available on the Registrar's webpage.

Introduction to the Cincinnati Rabbinical School Rules and Regulations

The mission of the HUC-JIR Rabbinical School is to educate rabbis to serve the Reform Movement, the Jewish people, and humankind. Through rigorous academic and professional study, the HUC-JIR Rabbinical School prepares rabbis to...

- engage in critical study of Jewish thought, tradition, culture, history, Hebrew language, and text;
- teach effectively people of all ages, across denominations and faiths;
- organize and lead inspiring Jewish worship services and religious ceremonies;
- advocate and act for social justice;
- promote meaningful relationships with Israel and its cultural life;
- provide pastoral care and religious guidance;
- serve effectively as visionary leaders in their work and communities;
- be self-reflective in their personal practice, ritual observance and belief and in fulfilling their professional commitments;
- act as informed spokespersons for Judaism and the Jewish people; and
- foster the vibrant development of the Reform Movement.

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

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

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

Desired Learning Outcomes for HUC-JIR Rabbinical Students

As a learning-centered institution, HUC-JIR is committed to articulating desired learning outcomes for its graduates. These outcomes cut across all aspects of rabbinical education and formation at HUC-JIR, including classroom and co-curricular learning, and the wide range of fieldwork experiences. The learning outcomes take a holistic approach, relating to the knowledge, practice, spiritual life, and dispositions of rabbis. They are intended to serve as a guide for prospective and current students, faculty, alumni, fieldwork supervisors, and employers. In using the term “desired learning outcomes,” we mean to convey a sense of aspiration rather than expectation. HUC-JIR aims to be an incubator that nurtures and challenges every aspect of a rabbi-in-formation. We recognize the uniqueness of each of our students, and we are committed to diversities within our sacred learning community. We hope that all rabbis will continue to grow as lifelong learners of Torah in the broadest sense, returning often to this document as a source of guidance and inspiration.

Section 1: Interpreter of Text and Culture

An HUC ordained rabbi will be able to:

1. Competencies

- a. Read aloud and translate a range of Jewish textual sources in Hebrew and Aramaic using recommended resources.
- b. Teach and transmit the content and contexts of Jewish texts, traditions, ethics, theology, and history to diverse audiences.
- c. Translate, interpret, and communicate Jewish sources in meaningful ways for contemporary Jewish life. Participate in both traditional and contemporary modes of worship and ritual.
- d. Facilitate, as a solo practitioner and in partnership with others, worship with skill, fluency, and artistry.

2. Literacies

- a. Use the tools and methods of critical scholarship to study and analyze a range of texts, focusing on main themes and issues.
- b. Articulate how and why Jewish thought and practice have changed over time.
- c. Trace the evolution of Jewish history and culture in North America and other global Jewish communities.

3. Commitments

- a. Embody an ongoing commitment to lifelong study and active engagement in Jewish practice and communal life.

Section 2: Personal Integrity

An HUC ordained rabbi will be able to:

4. Competencies

- a. Serve as a rabbi with an understanding of and commitment to live by the CCAR Code of Ethics.

- b. Exemplify integrity as exemplified by the mishnaic concept of a תלמיד חכם/*talmid chacham* (learned person) and expressed by the values of Reform Judaism.
- c. Harness the reflective capacity, discipline, and awareness that each of us is an imperfect being with the understanding that the process of תיקון/*tikkun* (repairing) is both internal and external.

5. Literacies

- a. Acquire a command of Jewish texts, values, and practices that guide their personal life and inform their stances on issues of significance to the Jewish People and humanity.
- b. Develop a network of spiritual and ethical mentors, colleagues, and communities that aspire to study and enact sacred Jewish values.
- c. **Commitments**
 - a. Demonstrate a commitment to inclusivity, pluralism, and diversity, treating all members of the community with respect.
 - b. Exhibit personal, passionate, and enduring commitments to a life of learning, spiritual growth, ethical behavior, and social engagement.
 - c. Advocate for Jewish Peoplehood, recognizing points of connection to the wider Jewish story through both time and space.

Section 3: Sacred Community Creator and Leader

An HUC ordained rabbi will be able to:

6. Competencies

- a. Articulate a compelling vision for Jewish life informed by a sophisticated understanding of Reform Judaism in relationship to other branches on the tree of Jewish life.
- b. Inspire one's community to fulfill Jewish norms and expectations of social responsibility through acts of loving kindness, the pursuit of social justice, and the commitment to challenge oneself and the community to act in accordance with the highest moral standard.
- c. Navigate the demands of leadership, which include ensuring the institutional budget is aligned with the community's mission and vision.
- d. Supervise, mentor, and collaborate with staff and collegial partners.
- e. Develop a spiritual practice that is personally enriching and contributes to the rabbi's role as a communal worship leader (שליחות ציבור)

7. Literacies

- a. Articulate, through study and God wrestling, a personal theology grounded in Jewish thought that informs and guides one's conversations with and about God.
- b. Grow, through prayer and contemplative practice, a habit of the soul, embedded in a deep, nuanced understanding of engagement with the Divine.
- c. Engage in substantive intra-religious and inter-religious dialogue.
- d. Communicate one's thoughts in speech and in writing through 21st century media.

8. Commitments

- a. Use one's power and authority to embody the Jewish value of working in partnership with the community and the Divine.

- b. Engage in *Tikkun Olam* (Repairing the World), working to fix what is broken in expanding circles from individual communities within North America, Israel and the world.
- c. Take risks as a leader to realize a vision of Jewish life in the 21st century and to encourage community members to do the same.
- d. Strengthen connections and cultivate responsibility to *Klal Yisrael* (the Jewish people), to Jews throughout the world.
- e. Act upon a personal relationship to the State and People of Israel, including wrestling with the complexities of what it means for the Jewish people to be powerful and for Israel to be a sovereign state.

Section 4: Comforter and Challenger

An HUC ordained rabbi will be able to:

9. Competencies

- a. Provide pastoral care and counseling guided by Jewish ethics and values and shaped by an understanding of the diversity of human experience and relationships.
- b. Navigate the delicate balance between “afflicting the comfortable” and “comforting the afflicted” by reading the text, subtext and context of interpersonal relations.
- c. Establish genuine relationships and to be fully “present” in the moment to reach and teach people.

10. Literacies

- a. Maintain current knowledge in the language and study of clinical pastoral education.
- b. Understand and internalize the Jewish and contemporary sources of wisdom and experience that inform a pastoral presence.

11. Commitments

Respect and accept the power and sacred responsibility rabbis hold in having a profound and meaningful impact on individuals and families throughout the lifespan and at peak and valley moments in their lives.

The Curriculum of the Rabbinical School

Israel

The Year-in-Israel Program

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

The Rabbinical School on the Cincinnati Campus.

The Rabbinical School curriculum comprises three areas of academic concentration:

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

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

BIB 401	HIS 402	PDE 401	PHI 402
BIB 402	HIS 403	PDE 402	PTH 401
BIB 510	HIS 410	PDE 403	RAB 401
COM 401	JLL 401	PDE 404	TAL 401
HEB 402	LIT 401	PDE 409	
HEB 403	MID 401	PHI 401	

The post-MAHL program consists of advanced courses that are generally taken in the fourth and fifth rabbinical years. Students must complete 48 hours (16 or more courses) of electives in addition to HIS 501, PDE 405 and PDE 592. HIS 501 and PDE 592 count as electives in addition to being required courses.

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

possible, PDE courses include a clinical learning component.

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

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

*For credit

Additional Items

Every rabbinical student will deliver two sermons, one each during the fourth and fifth years. All students who give sermons will have a private sermon review with the dean.

Each student must serve a monthly pulpit during the second year of rabbinical school and a bi-weekly student pulpit during the third year of rabbinical school and participate in the Mayerson Mentoring Program in the 2nd and 3rd years.

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

All rabbinical students are required to serve as Fellows of The Jewish Foundation of Cincinnati (TJF Fellows). Second year students serve as teaching fellows. Third year students serve as summer fellows. Fourth year students serve as clinical pastoral education fellows and fifth year students serve as fellows throughout the Jewish community of Cincinnati. (Note: funding for the fellowship program will end in 2025-26 school year, however CPE will continue).

Please refer to Appendix A for the Student Course Checklist.

COURSE INFORMATION

Thesis Capstone Requirements

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

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

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

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

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

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

Submitting the Thesis Proposal

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

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

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

schools or associated institutions may participate as minor referees.

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

The Capstone

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

The capstone experience may take various forms:

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

The Faculty advisor will work with the student to determine an appropriate means to share this project with their peers and members of the faculty.

Submitting the Completed Thesis

In their Senior year, the students present a final draft of their thesis to their thesis referee no later than March 14, 2023.

If, for reason of illness or other similar extenuating circumstances, a student is unable to present the completed thesis by the date announced in the academic calendar, the student may, upon the written permission of the Director of the Rabbinical School (who will consult with the thesis referee), be granted an extension.

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

GENERAL ACADEMIC\REGISTRATION INFORMATION

Advising

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

Assessment

The Director of the Rabbinical School will monitor students' progress through the curriculum.

Mentoring

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

Counseling

For those times when students would like counseling regarding personal issues and concerns, the Director of the Rabbinical School and the Director of Clinical- Pastoral Education are sources of experience and expertise. This relationship may serve as a source of support, guidance, and referral outside of specific academic questions.

Advanced Standing and Transfer of Credits

Additional information about advanced standing and exemptions can be found in the National Academic Handbook.

Academic Calendar

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

Course Requirements – Academic

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

papers and examinations) must be filled.

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

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

Fieldwork Requirements

Rabbinical students are required to serve congregations and organizations during all years in which they are matriculated state-side in the rabbinical school, unless otherwise arranged in consultation with, and with the approval of, the director of the rabbinical school. This formal fieldwork requirement includes any frequency of congregational or organizational visits, whether it be serving as a student rabbi or rabbinical intern.

1. **2nd-Year Students**: rabbinical students are required to serve a congregation on a monthly basis. However, if there are a limited number of monthly congregations, students willing to serve a "triweekly" may be given that opportunity.
2. **3rd-Year Students**: rabbinical students are required to serve a biweekly congregation. Every effort will be made to provide a Student Rabbi to eligible Pulpits that request one. However, the Dean's Office reserves the right not to place a Student Rabbi with an otherwise eligible Pulpit due to the number of available students, academic considerations, and related concerns.

Final-Year Residency

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

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

Financial Aid and Billing Information

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

Tuition and Fee Payment: contact the National Business Office, Ms. Stacey Roper at sroper@huc.edu or ext. 3213.

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

Identification Card/Security

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

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

Maximum Course Load

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

Policies

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

Pulpits - Student

Student Weekend Pulpits – See Pulpit Guide for details.

Reduced Academic Load

Students shall be able to move through the program at a reduced pace, if necessary, in consultation with the Director of the Rabbinical School taking up to a year

beyond the normal degree program structure to complete the program.

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

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

Textbooks

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

Appendix A

Hebrew Union College – Jewish Institute of Religion
Cincinnati Campus Checklist
2nd-Year Students

Student

M.A.H.L Core Courses

<u>Semester</u>	<u>Course</u>	<u>Completed</u>	<u>In-Progress</u>
Fall 2nd	BIB 401 (Biblical Prose)		
	RAB 401 (Tannaitic Literature)		
	HEB 402 (Reading for Meaning)		
	JLL 401c (Dikduk and Sifrut) Cross campus from NY		
	PHI 401 (Medieval Philosophy)		
	PDE 401 (Worship and Ritual)		
	PDE 402 (Education\CJF Fellowship)		
Spring 2nd			
	HEB 403 (Reading for Meaning, continued)		
	MID 401 (Midrash)		
	JLL 401c (Dikduk and Sifrut) Cross campus from NY		
	PHI 402 (Modern Philosophy)		
	PDE 401 (continued)		
	PDE 402 (continued)		
Summer	Cincinnati Jewish Foundation Fellowship		

Co-Curriculars

<u>Semester</u>	<u>Requirement</u>	<u>Completed</u>	<u>In-Progress</u>
Spring 2nd year	Gerech Institute		

Hebrew Union College – Jewish Institute of Religion
Cincinnati Campus Checklist
3rd-Year Students

<i>Student</i>

M.A.H.L Core Courses

<u>Semester</u>	<u>Course</u>	<u>Completed</u>	<u>In-Progress</u>
Fall 3rd	HIS 403 (American Jewish History)		
	HIS 402a (Medieval to Modern)		
	TAL 401 (Talmud)		
	LIT 401 (Liturgy)		
	PDE 403 (Homiletics)		
	PDE 404 (Human Relations)		
	PDE 409 (Mayerson Fieldwork)		
Spring 3rd			
	COM 401 (Commentaries)		
	BIB 510 (Ketuvim/Hagiographa)		
	BIB 402 (Biblical Prophecy)		
	PTH 401 (Codes)		
	HIS 410 (Jewish History Survey Medieval to Modern)		
	PDE 403 (continued)		
	PDE 404 (continued)		
PDE 409 (continued)			

Co-Curriculars: None for 3rd-year students

Electives (48 hours-Includes required electives)

<u>Number</u>	<u>Course</u>	<u>Credits</u>	<u>Completed</u>	<u>In-Progress</u>

<i>Student</i>

Post M.A.H.L. Requirements

Required Courses

<u>Semester</u>	<u>Requirement</u>	<u>Completed</u>	<u>In Progress</u>
Fall/Spring 4th Year	PDE 405 CPE		
Fall 4th Year	PDE 406 Leadership		
Fall 4th Year	PDE 592 Rabbi as Communicator (required elective)		
Spring 4th Year	HIS 501 Reform Jewish History (required elective)		

Co-Curriculars

<u>Semester</u>	<u>Requirement</u>	<u>Completed</u>	<u>In Progress</u>
4th Year	HUC Outreach Program		
Spring 4th Year	Sexual Ethics Retreat		
Fall/Spring 4th & 5th Year	CCAR-HUC Mentor Program		
Fall/Spring 4th & 5th Year	Cincinnati Jewish Foundation Fellowship		

Electives (48 hours-Includes required electives)

<u>Number</u>	<u>Course</u>	<u>Credits</u>	<u>Completed</u>	<u>In-Progress</u>
HIS 501	Reform Jewish History (required elective)	3		
PDE 592	Rabbi As Communicator (required elective)	1.5		

Student

Post M.A.H.L. Requirements

Required Courses

<u>Semester</u>	<u>Requirement</u>	<u>Completed</u>	<u>In Progress</u>
Fall and Spring 5th Year	THS 500 Senior Seminar & Thesis/Capstone		
Fall and Spring 5th Year	5th Year Sermon Review		

Co-Curriculars

<u>Semester</u>	<u>Requirement</u>	<u>Completed</u>	<u>In Progress</u>
Fall 5th Year	Fifth Year Sermon & Review		
Fall/Spring 4th & 5th Year	CCAR-HUC Mentor Program		
Fall/Spring 4th & 5th Year	Cincinnati Jewish Foundation Fellowship		
Spring 5th Year	Prepare and Enrich		

Electives (48 hours-Includes required electives)

<u>Number</u>	<u>Course</u>	<u>Credits</u>	<u>Completed</u>	<u>In-Progress</u>
HIS 501	Reform Jewish History (required elective)	3		
PDE 592	Rabbi As Communicator (required elective)	1.5		