

Hebrew Union College – Jewish Institute of Religion

Los Angeles Campus

2019 – 2020 Academic Catalog



Jack H. Skirball Campus

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www.huc.edu

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

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About HUC-JIR



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.

Academic Programs on the Los Angeles Campus

Day School Leadership Through Teaching

DeLeT	39 semester hours
DeLeT L'lvrit	43 semester hours
Certificate of Excellence in Teaching Hebrew	17 semester hours
Alumni Certificate in Teaching Hebrew	8 semester hours

Pines School of Graduate Studies

Doctor of Hebrew Letters (DHL)	Individualized program
MA in Jewish Studies	45 semester hours

Rabbinical Program

Masters of Arts in Hebrew Letters (MAHL)	130 semester hours
Ordination (ORD)	24 semester hours
Ordination & MA in Jewish Nonprofit Management	174 semester hours

Rhea Hirsch School of Education

MA in Educational Leadership (MEDL)	53 semester hours
(To be introduced Fall 2020 onwards)	
MA in Jewish Learning (MAJL)	37 semester hours
(To be introduced Fall 2020 onwards)	
(The MAJL is not a stand-alone degree. It may be earned in conjunction with the MEDL.)	
MA in Jewish Education (MAJE)	75 semester hours
MA in Jewish Education & MA in Jewish Nonprofit Management	130 semester hours

Zelikow School of Jewish Nonprofit Management

MA in Jewish Nonprofit Management	34 semester hours
MS in Organizational Leadership & Innovation	34 semester hours
Certificate in Jewish Organizational Leadership	10 semester hours

History of HUC-JIR

Founded in 1875, Hebrew Union College-Jewish Institute of Religion is North America's leading institution of higher Jewish education and the academic, spiritual, and professional leadership development center of Reform Judaism.

HUC-JIR educates men and women for service to American and world Jewry as rabbis, cantors, leaders in Jewish education, and Jewish nonprofit management professionals, and offers graduate degree programs to scholars and clergy of all faiths. With centers of learning in Cincinnati, Jerusalem, Los Angeles, and New York, HUC-JIR's scholarly resources comprise renowned library, archive, and museum collections, biblical archaeology excavations, and academic publications. HUC-JIR invites the community to an array of cultural and educational programs that illuminate Jewish identity, history, and contemporary creativity, and foster interfaith and multiethnic understanding.

When Rabbi Isaac Mayer Wise, the founder of the institutions of American Reform Judaism, came to America in 1846, he encountered a frontier Jewry of 40,000 people. There was but one ordained officiating rabbi in all of America; most Jewish clergy were German "free-lancers," officiating in the German language and lacking any real understanding of American life.

Wise understood the urgent need for rabbinical training and standards for those who would provide progressive, enlightened, and modern spiritual leadership for the American pulpit. At a time when Christian denominational colleges were springing up by the score, Wise was certain that an institution of higher Jewish learning would guarantee Jewish survival in America.

And so, in 1873, with an American Jewish population exceeding 150,000, Wise was the catalyst for the creation of the Union of American Hebrew Congregations (now the Union for Reform Judaism), with its twenty-eight congregational founding members, in order to support the establishment of a "Hebrew Theological Institute." In 1875, the Hebrew Union College was launched in Cincinnati as the first permanent Jewish institution of higher learning in the western hemisphere.

The liberal and pluralistic ethos of Wise's seminary was amplified through its merger in 1950 with the Jewish Institute of Religion. Founded in 1922 in New York by Rabbi Stephen S. Wise, the renowned advocate of social justice and human rights, the Jewish Institute of Religion was conceived as an institution serving all streams of Judaism.

A third center was opened in Los Angeles in 1954 to serve the growing Jewish community on the West Coast. A fourth branch was established in Jerusalem in 1963 to serve as a post-doctoral school of archaeological and biblical studies. Since 1970, it has grown to serve as the center for the College-Institute's Year-in-Israel Program, Israel Rabbinical Program, and as the academic center and headquarters for the Progressive Movement in Israel.

As a path-breaking institution, HUC-JIR has led the way in Jewish higher education, advancing gender equality and LGBTQI rights in Jewish leadership:

1875: established the first permanent rabbinical seminary in North America

1947: inaugurated the first interfaith school of graduate studies located in a Jewish seminary

1948: founded the first cantorial school in North America

1963: created a campus in Jerusalem, in recognition of the importance of Israel for the training of Jewish leaders

1969: launched the graduate program in Jewish communal service (now Jewish nonprofit management)

1970: started requiring rabbinical students (and later education and cantorial students) to study in Israel as part of their academic journey

1972: ordained the first woman rabbi in America, Rabbi Sally F. Priesand

1975: ordained the first woman cantor in America, Cantor Barbara J. Ostfeld

1990: established the first Clinical Pastoral Education Program in a Jewish seminary

1992: ordained the first woman rabbi in the State of Israel, Rabbi Naamah Kelman

2006: ordained the first transgender rabbi

2009: ordained the first African-American rabbi

2017: ordained the 100th Israeli Reform rabbi

Today, Hebrew Union College-Jewish Institute of Religion is an international seminary and university of graduate studies offering a wide variety of academic and professional programs. In addition to its Rabbinical School, the College-Institute includes the Debbie Friedman School of Sacred Music, Pines School of Graduate Studies, School of Education, Zelikow School of Jewish Nonprofit Management, and Nelson Glueck School of Biblical Archaeology.

History of the Los Angeles Campus

Established in 1954 to serve the growing Jewish population on the West Coast and situated adjacent to the University of Southern California since 1971, the Jack H. Skirball Campus in Los Angeles is a vital

center for higher Jewish learning, scholarly research, and community engagement. Students from around the world pursue their studies in the Rabbinical School, Rhea Hirsch School of Education, Zelikow School of Jewish Nonprofit Management, and Magnin School of Graduate Studies, and have access to the resources of the Frances-Henry Library, the Tartak Learning Center, the Kalsman Institute on Judaism and Health, the Institute for Judaism, Sexual Orientation, and Gender Identity; and enrichment offered by exhibitions. The Louchheim School of Judaic Studies provides the Jewish studies courses for undergraduate students at the University of Southern California. The campus engages with the community through a broad range of public programs and community leadership initiatives, including Haskalah, a new group of young professionals dedicated to support HUC-JIR's work and mission through advocacy, outreach, and education.

Instructional Facilities

The 52,256 square-foot building composed of three floors of classrooms, offices, library, synagogue, electronically equipped study center (Beit Midrash), multipurpose rooms and adjacent 170-space parking lot, is located on the north campus of University of Southern California (USC). Students may use many of the student facilities of the University of Southern California including the Doheny Library and other USC Libraries, USC Student Health Center, Lyon Fitness Center, USC Credit Union, Student Health Center and Medical/Dental Insurance, Food Services at University Village, etc.

The Frances-Henry Library of HUC-JIR

Mission

The Frances-Henry Library of Hebrew Union College-Jewish Institute of Religion collects, preserves and makes available a carefully selected variety of library materials in support of all the educational, professional and vocational programs of the school. The Library also supports the academic partnership with the University of Southern California and its constituencies.

As a major Jewish informational resource, it serves the reference and research needs of the Greater Los Angeles community and other parts of the continental West Coast and Hawaii.

The Library staff are happy to step away from our desks to warmly welcome our diverse patrons and assist them with their library needs. Our beautiful library space has both areas for quiet study and for chavruta or group study and offers plenty of natural light and a great view of downtown Los Angeles.

Borrowing Policies

Borrowing privileges: HUC-JIR students, faculty and staff; students and faculty at other Los Angeles institutions of higher learning, and Los Angeles area residents.

HUC-JIR Library System

The mission of the Library system of Hebrew Union College-Jewish Institute of Religion is to collect, preserve and provide access to the record of Jewish thought and experience throughout the ages and to related fields and disciplines. The Library system has a responsibility to support the teaching and research functions of the College-Institute and a special goal to document Reform (Progressive/Liberal) Judaism. Operating through the four campus libraries, the aim is to optimize total resources with a minimum of unnecessary duplication.

Tartak Learning Center

The Tartak Learning Center is an educational resource center designed to support the Jewish educator. We offer lesson-planning ideas and curricular materials to Hebrew Union College-Jewish Institute of Religion students, alumni, and Jewish professionals. Located in the *Mercaz* on the ground floor of the Los Angeles campus, the Center is a major repository of print and electronic educational resources, with over 5,000 items, including books, curricula (published and student-written,) videos, music, and games, to aid students and alumni of HUC-JIR, principals and teachers in religious schools and day schools, adult educators, camp directors and counselors, communal service professionals, rabbis, and cantors.

In addition to materials from the major Jewish educational publishers, the collection includes over 230 Curriculum and Curriculum Guides prepared by students of the RHSOE since 1982. These unpublished materials are not available anywhere else but are freely available as PDFs upon request. An annotated list of these projects and instructions for requesting copies can be found at the Tartak Learning Center website at <http://huc.edu/tartak/projects/>.

Efforts are also made to make students aware of the vast array of educational resources beyond the books in the collection. Holiday resource fairs are conducted for the campus community several times during the year, enabling students and visitors to collect printed materials and links to online content. The newsletter, *M'korot Mit'chadshim*, is distributed quarterly, in print or via email.

The Tartak Learning Center was opened by the Rhea Hirsch School of Education in 1979 after the receipt of a generous gift from Shirley Tartak and the estate of her husband Paul. It initially served as a resource center where HUC-JIR students compiled lesson plans and materials for religious schools and informal education settings (e.g. camps and youth groups.) Shirley Tartak's ongoing generosity sustained the Tartak Learning Center from its inception until her death in 2013, most recently by providing funding for its directorship.

Kalsman Institute on Judaism and Health

In the connections between Judaism and health, the Kalsman Institute of HUC-JIR is a catalyst for interaction, discussions and partnerships among spiritual leaders, healthcare providers, and Jewish community professionals and members. Kalsman provides pastoral education to future Reform leaders on the Los Angeles HUC-JIR campus. Conferences and workshops convened and co-sponsored by Kalsman generate ideas and projects on Jewish spirituality and healing, bioethics, illness and wellness, and the health of the healthcare system. Through an international network of nearly 2000 Kalsman

Partners, the Institute makes positive contributions to Jewish thought and practice through training, collaboration and dialogue.

Institute for Judaism, Sexual Orientation and Gender Identity

The Institute for Judaism, Sexual Orientation & Gender Identity at Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is the first and only institute of its kind in the Jewish world. The Institute was founded in 2000 to educate HUC-JIR students on lesbian, gay, bisexual and transgender issues to help them challenge and eliminate homophobia and heterosexism; and to learn tools to be able to transform the communities they encounter into ones that are inclusive and welcoming of LGBT Jews.

Over time, this mission of education and the creation of welcoming spaces has expanded to the larger community outside the walls of our four campuses in Los Angeles, Cincinnati, New York and Jerusalem. The Institute offers consultation to individual professionals, synagogues and organizations as well as seminars and workshops at HUC-JIR and at local, national and international conferences.

Housing

Hebrew Union College – Jewish Institute of Religion is not a residential campus and does not provide housing accommodations.

Accreditation

Hebrew Union College – Jewish Institute of Religion is accredited by the Middle States Commission on Higher Education (MSCHE). Contact the Commission on Colleges at 3624 Market Street, 2nd Floor West,

Philadelphia, PA 19104 or call (267) 284-5000 for questions about HUC-JIR accreditation. The commission is to be contacted only if there is evidence to support an institution's significant non-compliance with a requirement or standard.

Hebrew Union College – Jewish Institute of Religion is committed to expanding student access to its educational offerings and providing outstanding student support.

State Authorization Reciprocity Agreement (SARA)

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary

distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts.

HUC-JIR is an approved member of SARA, through the State of New York.

Admissions



Admission Requirements for DeLeT – Day School Leadership through Teaching

1. Application Part One

The first part of your application includes a few simple questions about your contact information and educational background. Please read through all the application instructions and complete all elements of the application by the deadline for which you wish to apply (Round 1 or Round 2). If you have any questions, please contact admissions@huc.edu.

2. Preliminary Consultation

As part of your application process to becoming an educational leader through HUC-JIR, we encourage you to speak with a professional in the Department of Admissions and Recruitment or the Admissions Associate of the DeLeT Fellowship. This informal, preliminary consultation is a way for us to get to know you better, for you to ask your questions and be sure now is the right time for you to apply to HUC-JIR. Simply email DeLeT@huc.edu to set a date and time.

3. Recommendation Letters

Good references come from individuals who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that make you a strong candidate. Please use the Reference Letter Request Form to submit the names and contact information of your references. HUC-JIR will not accept more than four letters of reference. The individuals you list as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you are in touch with your chosen references prior to filling out this online form to alert them that they will receive this emailed request.

Please allow each reference enough time (at least one month) to complete his or her letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the National Office of Recruitment and Admissions by emailing admissions@huc.edu

References for Applying to DeLeT

One Academic Reference: A college professor or instructor with whom you have engaged in serious academic study should write the academic reference. An appropriate academic reference is from someone who teaches in the humanities or social sciences, as these areas are most similar to studies in DeLeT. If you have been out of college more than five years you may obtain an academic reference from an adult or informal education instructor.

One Supervisor Reference: The reference should be a supervisor of your work, paid or volunteer, preferably in a Jewish setting.

One Jewish Life Reference: The Jewish life reference should be someone who can describe your involvement in Jewish life and in the Jewish community.

Confidentiality of References

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact admissions@huc.edu with any questions or concerns.

4. Transcripts

Please request transcripts 60 days before the application deadline. Transcripts need to be received in order to schedule an interview. Please provide us with one copy of an official transcript from all of the following:

The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)

Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.

Any "Year Abroad" programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

National Office of Recruitment and Admissions

Hebrew Union College – Jewish Institute of Religion

3101 Clifton Avenue

Cincinnati, OH 45220

tward@huc.edu

For international applicants: Year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

5. Test of English as a Foreign Language (TOEFL)

International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States.

See the information available at: www.ets.org/toefl. Please note that the TOEFL exam is not a substitute for the GRE. The TOEFL school code for HUC-JIR is 1291.

6. Part Two of the Application

Part 2 of your application is more in depth and includes program-specific questions. All application materials, including Part 2 of your application, letters of references, transcripts and test results, must be received by the deadline in order to be offered an admissions interview.

7. Personal Statement

In no more than six double-spaced, typed pages, and respond to the following question:

Why do you want to be a Jewish day schoolteacher? What appeals to you about serving the Jewish people this way? What in particular attracts you to the DeLeT program? In your response, it will be important to describe your experiences working with children or adolescents, any teaching experience you have had to date, and how your Jewish education and/or experiences have influenced this decision

8. Admissions Essays

Please respond to each of the following questions separately. Limit your response to the two questions to a total of six double-spaced, typed pages.

Personal Identity - What are the values, experiences and passions that define you as a person and a Jew, that make you your unique self? Share any anecdotes or thoughts that portray you and give a sense of who you are.

Reflection on Day School Teacher's Daily Work — Based on an observation you have done recently in a Jewish day school classroom or on experience you have had in a Jewish day school (e.g. teaching assistant), what do you anticipate might be some of the rewards and challenges of the daily work you would be doing as a classroom teacher in a Jewish day school? (If you have not been in a day school classroom in the last year, we suggest you schedule a visit to a Jewish day school near your home in order to prepare you to write this essay.)

9. Resume:

A standard C.V. or resume.

10.Photo:

A simple portrait to help us recognize you when you visit and maintain our campus security.

Admission Requirements for the Pines School of Graduate Studies

Doctor of Hebrew Letters

If you are an HUC-JIR-ordained rabbi or have been ordained at another accredited Jewish seminary, the Doctor of Hebrew Letters program offers a flexible course of study for earning a doctoral degree.

Eligibility is based on:

1. An earned MAHL
2. Two years of post-MAHL residency required for ordination
3. Rabbinical ordination at HUC-JIR or at another academically accredited Jewish seminary

DHL students engage in a course of focused study with HUC-JIR faculty. The program is designed primarily for guided independent study, though it may be combined with formal coursework.

The DHL program has three components: a course of study, a set of oral examinations (or the equivalent), and a doctoral dissertation. The core of the program is study and research in three subject areas – one major field and two minor fields – designed by the student in collaboration with three faculty advisors (one for each field). Faculty advisors may be chosen from any HUC-JIR campus; they do not all have to be working at the same campus. There is often a relationship among the three subject areas, but it is not required that there be one. The specific requirements of the course of study may be fulfilled entirely by guided independent study, or by a combination of independent study and coursework. Either the major or both minors must include substantial study of Hebrew texts. The major and minor areas normally are selected from the following list (other areas of Judaic Studies maybe considered as well, as long as they are duly approved):

Bible and Related Literature

Hebrew Literature

Human Relations (minor field only)

Jewish Liturgy and Worship

Jewish Religious Education (minor field only)

Jewish Theology

Jewish Philosophy

Jewish History

Judaism and Early Christianity

Judaism and Hellenism

Talmud and Rabbinic Literature

The student is formally admitted to DHL candidacy once three advisers have been secured and the online application form and fee have been submitted to the director of the Pines School of Graduate Study. Upon admission to DHL candidacy, the program of study for each area must then be formulated with, and approved in writing by, the faculty advisor for that area. Once all three program outlines have been prepared and approved (including bibliographies), they must be submitted to the director of the Pines School of Graduate Studies, who presents them to the Graduate Executive Committee (the School's governing body) for approval. The three components of the course of study may be completed concurrently or sequentially within seven years.

MA in Jewish Studies

You must be able to meet the following requirements by June of the summer you intend to enroll.

- A BA or BS degree from an accredited college or university.
- An academic record reflecting the ability to do graduate work at a 3.0 grade point average or above on a four-point scale.
- One year of college-level Hebrew language study prior to admission (Two years recommended).
- Completion of the general Graduate Record Examination (GRE).
- International applicants from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL) and have a working knowledge of English. International applicants are not required to take the GRE but must take the TOEFL.
- A readiness for graduate study, including the capacity to meet the intellectual, ethical, and emotional demands of graduate school.
- A serious commitment to academic study.
- An ability to engage in abstract reasoning, to think analytically and conceptually, and to formulate mature judgments.
- An aptitude for clear oral and written self-expression.

Admission Requirements for the Rabbinical School

1. Application Part 1

Application Part One includes a few simple questions about your contact information and educational background. Please read through all the application instructions and complete all elements of the application by the deadline for which you wish to apply. If you have any questions, please contact admissions@huc.edu.

2. Preliminary Consultation

As part of your application process through HUC-JIR, we encourage you to speak with a professional in the Department of Admissions and Recruitment. This informal, preliminary consultation is a way for us to get to know you better, for you to ask your questions and be sure now is the right time for you to apply to HUC-JIR. Simply email admissions@huc.edu to set a date and time.

3. Recommendation Letters

Good references come from individuals who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that make you a strong candidate. Please use the Reference Letter Request Form to submit the names and contact information of your references. HUC-JIR will not accept more than four letters of reference. The individuals you list as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you be in touch with your chosen references prior to filling out this online form to alert them that they will receive this emailed request.

Please allow each reference enough time (at least one month) to complete his or her letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the National Office of Recruitment and Admissions by emailing admissions@huc.edu.

References Required for Applying to Rabbinical School

- **Two Academic References:** College professors or instructors with whom you have engaged in serious academic study should write the academic references. If you have been out of college more than five years you may obtain academic references from adult or informal education instructors.
- **One Judaic Reference:** Of the remaining two references, HUC-JIR encourages you to submit a Judaic reference from a rabbi ordained by HUC-JIR.
- **One Professional Reference:** In addition, please request a professional reference from a supervisor of your work, paid or volunteer, preferably in a Jewish setting.

Confidentiality of References

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact admissions@huc.edu with any questions or concerns.

4. Transcripts

Please request transcripts 60 days before the application deadline. Transcripts need to be received in order to schedule an interview. Please provide us with one copy of an official transcript from all the following:

The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)

Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.

Any "Year Abroad" programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

National Office of Recruitment and Admissions

Hebrew Union College – Jewish Institute of Religion

3101 Clifton Avenue

Cincinnati, OH 45220

tward@huc.edu

For international applicants: year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

5. GRE or TOEFL

Graduate Record Examination (GRE): All applicants with English proficiency are required to take the GRE General Test. When registering for the GRE, please use the school code number 1291, which directs the results to the National Office of Admissions and Recruitment on the HUC-JIR Cincinnati campus. For GRE information, please see www.ets.org/gre.

We recommend that the test be taken at least four weeks before the application is due to allow time for the scores to be sent to HUC-JIR. Scores need to be received in order to schedule an interview. GRE scores are only valid for five years. Candidates with a prior degree from HUC-JIR, PhD or Master's degree (post-Bachelor) from an accredited institution that required a GRE score for admission may be exempt from submitting a current GRE score. Please email admissions@huc.edu with a request to exempt from this requirement.

Test of English as a Foreign Language (TOEFL): International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. See the information available at: www.ets.org/toefl.

Please note that the TOEFL exam is not a substitute for the GRE. The TOEFL school code for HUC-JIR is 1291.

6. Application Part Two

You will receive access to Application Part Two within one business day of completing Application Part One. Part Two contains more in-depth and program-specific questions. Additionally, you will upload your personal statement, essay and other supporting documents in this application. These documents should all be submitted as pdf format with numbered pages. All application materials must be received in order to schedule an interview. You will have the opportunity to give your interview preferences at the end of application Part Two.

7. Personal Statement

In no more than six double-spaced, typed and numbered pages, please respond to the following question: Why have you chosen to become a rabbi? Discuss your intellectual, religious and spiritual development as well as the life experiences that have led you to make this decision. In addition, in this personal statement, please reflect on at least one of the following:

- The evolution of your current Jewish practice
- Your relationship with Israel
- Your conception of and relationship with God
- The role of Peoplehood and community in Jewish life today

8. Short Essays

Please respond to each of the following questions separately. Limit your response to the two questions to a total of six double-spaced, typed pages.

1. Reflect on a Torah portion that you have found meaningful or challenging. You may include classical or contemporary commentary that has been helpful to you in understanding the text.
2. How do you express your Judaism in relation to Reform Judaism? What do you find most compelling and what do you find most challenging about Reform Judaism?

9. Resume

A standard C.V. or resume.

10. Photo

A simple portrait to help us recognize you when you visit and maintain our campus security.

Admissions Requirements for the Master of Educational Leadership and Master of Arts in Jewish Learning

1. Application Part 1

Application Part One includes a few simple questions about your contact information and educational background. Please read through all the application instructions and complete all elements of the application by the deadline for which you wish to apply (Round 1, Round 2, or Round 3). If you have any questions, please contact admissions@huc.edu.

2. Preliminary Consultation

As part of your application process to becoming an educational leader through HUC-JIR, we encourage you to speak with a professional in the Department of Admissions and Recruitment. This informal, preliminary consultation is a way for us to get to know you better, for you to ask your questions and be sure now is the right time for you to apply to HUC-JIR. Simply email admissions@huc.edu to set a date and time.

3. Recommendation Letters

Good references come from individuals who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that make you a strong candidate. Please use the Reference Letter Request Form to submit the names and contact information of your references. HUC-JIR will not accept more than four letters of reference. The individuals you list

as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you are in touch with your chosen references prior to filling out this online form to alert them that they will receive this emailed request.

Please allow each reference enough time (at least one month) to complete his or her letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the National Office of Recruitment and Admissions by emailing admissions@huc.edu

References for Applying to the Master of Educational Leadership

- **Professional Reference:** You must have one reference from a professional source: someone who has experienced your leadership over time, either as an associate or as a supervisor. e.g., a lay leader, teacher, or staff member.
- **Academic Reference:** You must have one reference from an educator, professor, or teacher with whom you have studied. The context should be one in which the teacher could observe your intellectual capacities, your ability to engage in serious Jewish and/or professional studies, and the quality of your written work.
- **Judaic Reference:** HUC-JIR encourages you to submit a Judaic reference from a Jewish educational leader, rabbi, or similar authority. (This third recommendation is not absolutely necessary if your professional or academic reference is also a Jewish educational leader or rabbi; but a third reference is welcome, will enhance your application, and may help us in choosing your graduate residency placement.)

Confidentiality of References

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact admissions@huc.edu with any questions or concerns.

4. Transcripts

Please request transcripts 60 days before the application deadline. Transcripts need to be received in order to schedule an interview. Please provide us with one copy of an official transcript from all of the following:

- The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)
- Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.

- Any “Year Abroad” programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

National Office of Recruitment and Admissions

Hebrew Union College – Jewish Institute of Religion

3101 Clifton Avenue

Cincinnati, OH 45220

tward@huc.edu

For international applicants: year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant’s responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

5. GRE or TOEFL

The GRE is required as a standard tool to assess readiness for graduate study. Please be advised that GRE results are considered as just one factor in the overall applicant portfolio of essays, interview, recommendations, and transcripts.

Graduate Record Examination (GRE): All applicants with English proficiency are required to take the GRE General Test. When registering for the GRE, please use the school code number 1291, which directs the results to the National Office of Admissions and Recruitment on the HUC-JIR Cincinnati campus. For GRE information, please see www.ets.org/gre.

We recommend that the test be taken at least four weeks before the application is due to allow time for the scores to be sent to HUC-JIR. Scores need to be received in order to schedule an interview. GRE scores are only valid for five years. Candidates with a prior degree from HUC-JIR, PhD or Master’s degree (post-Bachelor) from an accredited institution that required a GRE score for admission may be exempt from submitting a current GRE score. Please email admissions@huc.edu with a request to exempt from this requirement.

Test of English as a Foreign Language (TOEFL): International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. See the information available at: www.ets.org/toefl. Please note that the TOEFL exam is not a substitute for the GRE. The TOEFL school code for HUC-JIR is 1291.

6. Part 2 of the Application

We will send you access to Part 2 after your complete Part 1 of the application, including more in depth and program-specific questions. All application materials, including Part 2 of your application, letters of references, transcripts and test results, must be received by the deadline in order to be offered an admissions interview.

7. Portfolio Sample:

Please submit a sample of your work in Jewish education for which you are particularly proud and/or from which you learned a valuable lesson. For example, this may be a lesson plan, a program outline that you designed, a *d'var torah*, or a video of you in action from any Jewish educational setting of your choosing. For example, you can share with us a detailed description of a religious school lesson that you created and taught, a learning session that you created for a group of campers at a summer camp or in your Hillel, a video of you teaching, a song session that you led or an art activity you facilitated. If you have questions about the appropriateness of a specific sample of your work, do not hesitate to contact the School of Education's Recruitment and Leadership Development Associate, Micol Zimmerman, MAJE at mzimmerman@huc.edu.

8. Short Essays

As you craft your answers to these questions, please consider the following guidance. These short essays are an opportunity for you to give the admissions committee a sense of your goals, aspirations and what you hope to learn in the program. The more we can get to know you in the application process, and the more we know about your strengths, interests and desired growth areas, the better equipped we will be to match you in a residency that can be tailored to you and your professional, intellectual, and spiritual growth. Your essays will be uploaded within Part 2 of the application as one document.

1. **Autobiography of a Jewish Educator (Up to 1500 words, double-spaced)** Share the story of 2-3 moments, experiences, or relationships in your life that have guided you to become a Jewish educational leader. What or who has inspired you?

2. Overcoming a Challenge (500-1000 words, double-spaced) Share with us a challenge that you have faced that has also spurred your growth as a person and a leader. How have you worked to overcome that challenge, and what have you learned about yourself and your leadership in the process?
3. Hopes and Dreams (1000 words, double-spaced) What do you aspire to achieve as a Jewish educational leader? Share a vision of where you hope to be in 5-10 years and explain your motivation. In your answer, include reference to any ideas, books, texts, works of art, or theories that guide you; and the burning issue(s) in Jewish life and/or society that motivate you. What is the change you hope to lead or the vision you hope to create?

***** 4. (MAJL Applicants only; two paragraphs)** What do you hope to gain from the concurrent MAJL degree? How do you imagine it will benefit you personally and professionally? What experiences do you hope to gain living and studying in Jerusalem?

9. Resume

A standard C.V. or resume.

10. Photo

A simple portrait to help us recognize you when you visit and maintain our campus security.

11. Hebrew Capacity

There is no Hebrew requirement for admission to the Master of Educational Leadership program. We strongly recommend that all students work to bring their Hebrew skills to a minimal level of decoding, writing and basic comprehension.

However, in order to graduate, you must have achieved a Hebrew proficiency level equivalent to one year of college-level Hebrew. We encourage you to work on this prior to acceptance into the program, and we can assist you in finding the right courses to meet your needs.

There is a Hebrew entrance requirement for those who also want to earn a Master of Arts in Jewish Learning. Entering students are required to demonstrate capacity in the Hebrew language comparable to one year of college-level Modern Hebrew. We do not need to see documented coursework in Hebrew; however, applicants must pass a Hebrew Capacity Exam (HCE) in order to matriculate into the MAJL program. The exam is taken at the time of the admissions interview.

Admission Requirements for the Zelikow School of Jewish Nonprofit Management

1. Application Part 1

Please read through all the application instructions and complete all elements of the application by the deadline. If you have any questions, please contact admissions@huc.edu.

2. Preliminary Consultation

Before filling out Part 2 of the application, we recommend that applicants [contact us](#) to set up a conversation and/or a visit. We'd love to show you around campus, bring you into a classroom experience, set you up for a chat with a student and/or professor. This will help you learn if the Zelikow School is a great match for you (and USC, if you're applying for a dual degree).

3. Recommendation Letters

Good references come from individuals who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that make you a strong candidate. Please use the Reference Letter Request Form to submit the names and contact information of your references. HUC-JIR will not accept more than four letters of reference. The individuals you list as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you are in touch with your chosen references prior to filling out this online form to alert them that they will receive this emailed request.

Please allow each reference enough time (at least one month) to complete his or her letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the National Office of Recruitment and Admissions by emailing admissions@huc.edu

4 Letters of Recommendation- Please include at least one reference from each category below.

- *Professional Reference:* You are encouraged to select a current or previous supervisor of paid or volunteer work (MSOLI applicants must submit a reference from a current supervisor.)
- *Academic Reference:* This can be a college professor or instructor with whom you have engaged in serious academic study. If you have been out of school for 5+ years, adult or informal education instructors work too.
- *Jewish Life Reference:* This is someone who knows you in the context of Jewish organizational/communal life. If you know a graduate of the Zelikow School of Jewish Nonprofit Management, this is a great place to include them, but only if they know you well enough to comment on your candidacy.

4. Confidentiality of References

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact admissions@huc.edu with any questions or concerns.

5. Transcripts

Please request transcripts 60 days before the application deadline. Transcripts need to be received in order to schedule an interview. Please provide us with one copy of an official transcript from all the following:

The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)

Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.

Any "Year Abroad" programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

National Office of Recruitment and Admissions

Hebrew Union College – Jewish Institute of Religion

3101 Clifton Avenue

Cincinnati, OH 45220

tward@huc.edu

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6. GRE or TOEFL

Graduate Record Examination (GRE): All applicants with English proficiency that have an undergraduate GPA less than 3.0 are required to take the GRE General Test. If you have an undergraduate GPA of 3.0 or above the GRE requirement is waived.

When registering for the GRE, please use the school code number **1291**, which directs the results to the National Office of Admissions and Recruitment on the HUC-JIR Cincinnati campus. For GRE information, please see www.ets.org/gre.

We recommend that the test be taken at least four weeks before the application is due to allow time for the scores to be sent to HUC-JIR. Scores need to be received in order to schedule an interview. GRE scores are only valid for five years. Candidates with a prior degree from HUC-JIR, PhD or Master's degree (post-Bachelor) from an accredited institution that required a GRE score for admission and applicants with an undergraduate GPA of 3.0 or higher may be exempt from submitting a current GRE score. Please email admissions@huc.edu with a request to exempt from this requirement.

Test of English as a Foreign Language (TOEFL): International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. See the information available at: www.ets.org/toefl. Please note that the TOEFL exam is not a substitute for the GRE. The TOEFL school code for HUC-JIR is 1291.

7. Part 2 of the Application

We will send you access to Part 2 after your Preliminary Interview is complete, including more in depth and program-specific questions. All application materials, including Part 2 of your application, letters of references, transcripts and test results, must be received by the deadline in order to be offered an admissions interview.

8. Essays

- **Long Essay:** In no more than 7 pages, please cover the following topics: Personal Background, Jewish Identity, Academic Background, Work Experience, Professional Goals
- **Short Essay:** In no more than 3 pages, describe a major issue confronting the American or global Jewish community and explain why you think it is a problem?

9. Resume

A standard C.V. or resume.

10. Photo

A simple portrait to help us recognize you when you visit and maintain our campus security.

HUC-JIR Faculty



National Academic Administration – 2019 – 2020

Andrew Rehfeld, PhD,

President; Professor of Political Thought

Andrea L. Weiss, Rabbi, PhD,

Jack, Joseph and Morton Mandel Provost; Associate Professor of Bible

David Adelson, Rabbi, DMin,

Dean of the New York Campus

Jonathan L. Hecht, Rabbi, PhD,

Dean of the Cincinnati Campus

Joshua David Holo, PhD,

Dean of the Los Angeles Jack H. Skirball Campus;

Associate Professor of Jewish History

Naamah Kelman, Rabbi, MA, MAHL,

Dean of the Jerusalem Taube Family Campus

Faculty – 2019 – 2020

Rachel Adler, Rabbi, PhD,
Rabbi David Ellenson Professor of Jewish Religious Thought; Professor of Modern Jewish Thought and Feminist Studies

Lauren M. Applebaum, EdD,
Education Director of DeLeT

Sarah Benor, PhD,
Professor of Contemporary Jewish Studies

Tamara Cohn Eskenazi, Rabbi, PhD,
The Effie Wise Ochs Professor of Biblical Literature and History

Reuven Firestone, Rabbi, PhD,
Regenstein Professor in Medieval Judaism and Islam

Joshua D. Garroway, Rabbi, PhD,
Associate Professor of Early Christianity and the Second Commonwealth

Kristine Garroway, PhD,
Visiting Assistant Professor of Hebrew Bible

Sharon Gillerman, PhD,
Associate Professor of Jewish History

Miriam Heller Stern, PhD,
National Director of the HUC-JIR School of Education; Associate Professor

Leah Hochman, PhD,
Director of the Louchheim School for Judaic Studies; Associate Professor of Jewish Thought

Joshua David Holo, PhD,
Dean of the Los Angeles Campus, Jack H. Skirball Campus; Associate Professor of Jewish History

Madelyn Katz, EdD,
Associate Dean

Joel L. Kushner, PSYD,
Director, Kalsman Institute on Judaism and Health; Director, Institute for Judaism and Sexual Orientation; Director, Jeff Herman

Virtual resource Center for Sexual Orientation Issues in the Jewish Community

Candice Levy, PhD,
Visiting Assistant Professor of Rabbinics

Erik Ludwig, PhD,
Director, Zelikow School of Jewish Nonprofit Management

Laura Novak Winer, Rabbi, MAHL, EdD,
Director of Clinical Education at RHSOE

Bruce Phillips, PhD,
Professor of Sociology & Jewish Communal Service

Mandi Richardson, MAJCS, MSW,

Adjunct Instructors – 2019 – 2020

Lisa Ansell, Adjunct Instructor, Rabbinic

Jonathan Aaron, Rabbi, MAHL,
Adjunct Instructor, Rabbinic

Rivka Ben Daniel, Adjunct Instructor, DeLeT

Shawna Brynjegard-Bialik, Rabbi, MAHL,
Adjunct Instructor, RHSOE

Carmit Burstyn, Adjunct Instructor, DeLeT

Matthew Curtis, PhD,
Adjunct Instructor, Nonprofit Management

Jacob Cunningham, Adjunct Instructor,
Rabbinic

Shari Davis, Adjunct Instructor, DeLeT

Andrew Feig, Adjunct Instructor, DeLeT

Julie Feldman-Abe, Adjunct Instructor, DeLeT

Associate Director, Zelikow School of Jewish Nonprofit Management

Dvora Weisberg, Rabbi, PhD,
*Rabbi Aaron D. Panken Professor of Rabbinics;
Director of the School of Rabbinic Studies, Los Angeles Campus*

Sivan Zakai, PhD,
Sara S. Lee Associate Professor of Jewish Education

Michael Zeldin, PhD,
Professor of Jewish Education

Karen Fox, Rabbi, MAHL, MFT,
Adjunct Instructor, Rabbinic

Larry Garf, Adjunct Instructor, DeLeT

Joel Gereboff, PhD,
Adjunct Instructor, Rabbinic

Lori A. Getz, Adjunct Instructor, DeLeT

Nicole Greninger, Rabbi, MAHL,
Adjunct Instructor, RHSOE

Esther Gross, EdD, Adjunct Instructor, DeLeT

Mary-Lynne Gyster, Adjunct Instructor, DeLeT

Leah Hiller, Adjunct Instructor, DeLeT

Douglas Hinko, Adjunct Instructor, DeLeT

Drew Kugler, Adjunct Instructor,
Nonprofit Management

David Levy, Adjunct Instructor,
Nonprofit Management

Phil Liff-Grieff, *Adjunct Instructor,
Nonprofit Management*

Lauren Mangel Dolinka,
Adjunct Instructor, DeLet

Samuel Mistrano, JD,
Adjunct Instructor, Nonprofit Management

Bruce Raff, *Adjunct Instructor, RHSOE*

Karen Recinos, *Adjunct Instructor, DeLeT*

Amy Schiffman, *Adjunct Instructor
Nonprofit Management*

Shira Sergeant, *Adjunct Instructor, DeLeT*

Lesley Silverstone, *Adjunct Instructor, RHSOE*

Jeremy Simonds, Rabbi, MAHL,
Adjunct Instructor, Rabbinic

Sasha Strauss, Adjunct Instructor
Nonprofit Management

Deborah Steinhart, PhD,
Adjunct Instructor, Rabbinic

Ellie Steinman, Rabbi, MAHL,
Adjunct Instructor, RHSOE

Ronald H. Stern, Rabbi, MAHL,
Adjunct Instructor, Rabbinic

Karen Strok, Rabbi, MAHL,
Adjunct Instructor, DeLeT

Devin Villarreal, *Adjunct Instructor, DeLeT*

Emeritus – 2019 – 2020

Isa Aron, PhD,

Professor of Emerita of Jewish Education

Lewis M. Barth, Rabbi, PhD,

Professor of Emeritus Midrash and Related Literature

William Cutter, Rabbi, PhD,

Steinberg Emeritus Professor of Human Relations

Steven Windmueller, PhD,

Rabbi Alfred Gottschalk Emeritus Professor of Jewish Communal Service

Board of Governors 2019 – 2020

Patty Beck

Rabbi Peter Berg

Andrew R. Berger, Immediate Past Chair

James E. Bowley

Rabbi Charles Briskin

Martin Cohen

Miriam Daniel

Cary Davidson

Rabbi Joshua M. Davidson

Isabel Dunst

David B. Edelson

Irwin Engelman

Warren R. Fagadau, M.D.

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Kenneth Gilman, Treasurer

Gary Greenberg, Secretary

Joy G. Greenberg

Michael Halpern

Sue Neuman Hochberg, Chair

Karen M. Hoguet

Yaron Horovitz

Rabbi Richard J. Jacobs

Rabbi Lewis H. Kamrass

Mark S. Kanter

Richard Krantz

B.H. Levy, Jr.

Rabbi Alan Litwak

Matthew Louchheim

Rachel Margolis

Blair Marks

Daryl Messinger

Kevin S. Penn

Rabbi Amy R. Perlin

Bruce Phillips

Bill Prady

Steve Pruzan

Andrew Rehfeld, PhD, President

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Cantor Sarah Sager

Rabbi Ron Segal

Joan Seidel

Mitchell Shames

Rabbi Zachary Shapiro

Barbara Shear

Debbi K. Sorrentino

Board of Governors 2019 – 2020

John Stein

Carole Sterling

Rabbi David Stern

Laurence Tarica, Vice Chair

Bonnie Tisch

Marcie Zelikow

Mark Zilbermann

Academic Calendars



Academic Calendar – Los Angeles – 2019 – 2020

2019 – DeLeT Summer Session

DeLeT Orientation	June 13-14, 2019
DeLeT Classes Begin	June 17, 2019
Independence Day – Bldg. Closed	July 4-5, 2019
Last Day of Classes – DeLeT	July 19, 2019

2019 - Zelikow School of Jewish Nonprofit Management Summer Session

Summer Bootcamp & Orientation	June 26-28, 2019
First day of summer classes	July 1, 2019
Last day of summer classes & Culmination Celebration	August 9, 2019

Further information regarding the Zelikow School of Jewish Nonprofit Management calendar can be found:

<https://zsjnm.huc.edu/admissions#Calendar>

2019 Fall Semester

Orientation for New Students	August 12-16, 2019
Cutter Colloquium (RHSOE Students)	August 16-17, 2019
Fall Semester Classes Begin	August 19, 2019
DeLeT Classes Begin	August 27, 2019
Labor Day – No Classes	September 2, 2019
Last Day of Classes before HHD Break	September 26, 2019
Classes Resume	October 16, 2019
Campus Sukkot Lunch in Sukkah	October 17, 2019
Shemini Atzeret/Simhat Torah – No Classes	October 21-22, 2019
Classes Resume	October 23, 2019

Academic Calendar – Los Angeles – 2019 – 2020

Thanksgiving Break – No Classes	November 28,29, 2019
Last Day of Fall Semester Classes	December 9, 2019
Reading Week	December 10-13, 2019
Exams	December 16-17, 2019
Last Day of DeLeT Classes	December 19, 2019
2020 Spring Semester	
DeLeT Classes Begin	January 7, 2020
Spring Semester Classes Begin	January 13, 2020
MLK Day – No Classes	January 20, 2020
Rabbinic Student Senior Placement	February 2-4, 2020
Board of Governor’s Meeting	February 9-10, 2020
President’s Day – No Classes	February 17, 2020
Inter Sem Retreat	February 23-24, 2020
Founder’s Day (Altered Schedule)	March 5, 2020
Purim Celebration (Altered Schedule)	March 10,2020
Passover Recess – No Classes	April 6-7, 2020
Classes Resume	April 20, 2020
All School Final Tefillah	April 27, 2020
Last Day of Classes	April 30, 2020
Reading Days	May 4-7, 2020
Final Exams	May 11-12, 2020
Last Day of DeLeT Classes	May 14, 2020

Academic Calendar – National – 2019 – 2020

HUC-JIR Ordination	May 17, 2020
HUC-JIR Graduation	May 18, 2020
Fall 2019	
Fall Orientation	August 12 – 15, 2019
Fall Classes Begin	August 19, 2019
Labor Day	September 2, 2019
High Holy Days & Sukkot Recess Begins	September 27, 2019
Classes Resume	October 16, 2019
Simchat Torah Recess	October 21-22, 2019
Thanksgiving	November 28 – 29, 2019
Classes End	December 9, 2019
Reading Week	December 10 – 12, 2019
Final Exams	December 16 – 17, 2019
Spring 2020	
Winter Intensives (varies by campus)	January 6 – 9, 2020
Spring Classes Begin	January 13, 2020
MLK Day	January 20, 2020
President’s Day	February 17, 2020
Pesach Recess	April 6-17, 2020
Classes Resume	April 20, 2020
Classes End	April 30, 2020
Reading Week	May 4-7, 2020

Academic Calendar – National – 2019 – 2020

Final Exams	May 11-12, 2020
New York Graduation	May 7, 2020
New York Ordination	May 10, 2020
Los Angeles Ordination	May 17, 2020
Los Angeles Graduation	May 18, 2020
Cincinnati Graduation	May 22, 2020
Cincinnati Ordination	May 23, 2020

Academic Calendar – National Registrar – 2019 – 2020

Fall Registration Re-Opens	August 12, 2019
Fall Semester Begins – Incomplete work from Prior semester due to professor	August 19, 2019
Late Registration Ends for Fall (check that you are registered for all your courses)	September 4, 2019
Withdrawal Period for Fall Semester Begins (Withdrawal will result in a “W” on your transcript)	September 5, 2019
Withdrawal Period for Fall Semester Ends	October 4, 2019
Application for Graduation/Ordination Due (all programs, all campuses)	November 1, 2019
Registration for Spring Semester Begins	November 18, 2019
Fall Semester Ends	December 9, 2019
Registration for Spring Semester Closes	December 19, 2019
Final Exam Dates	December 16-17, 2019
Final Grades for Fall Semester Due – Unresolved	January 2, 2020
Incompletes from prior semester converts to “I/F” Incomplete/Fail <i>(See Separate Handbook for the School of Graduate Studies policy regarding incompletes)</i>	
Registration for Spring Re-Opens	January 6, 2020
Spring Semester Begins	January 13, 2020
Late Registration Ends for Spring (check that you are registered for all your courses)	January 27, 2020
Withdrawal Period for Spring Semester Begins (Withdrawal will result in a “W” on your transcript)	January 28, 2020

Academic Calendar – National Registrar – 2019 – 2020

Withdrawal Period for Spring Semester Ends	March 2, 2020
Course Schedules Due from Program Directors – Summer 2020, Fall 2020, and Spring 2021	March 2, 2020
Registration for Summer and Fall Semesters Begins	April 6, 2020
Grades & Incompletes Due for Degree/Ordination Candidates	April 10, 2020
Spring Semester Ends – Incomplete work from prior Semester due to professor	April 30, 2020
Final Exam Dates	May 11-12, 2020
New York Graduation	May 7, 2020
New York Ordination	May 10, 2020
Los Angeles Ordination	May 17, 2020
Los Angeles Graduation	May 18, 2020
Cincinnati Graduation	May 22, 2020
Cincinnati Ordination	May 23, 2020
Final Grades for Fall Semester Due – Unresolved	July 2, 2020
Incompletes from prior semester converts to “I/F” Incomplete/Fail	
<i>(See Separate Handbook for the School of Graduate Studies policy regarding incompletes)</i>	
Summer Session Begins	June 4, 2020
DeLeT Session Begins	June 16, 2020
Zelikow School Sessions Begins	June 24, 2020
Summer Sessions Ends	Varies by program
Notes:	
May vary by course and campus. Not all campuses offer Winter Intensives.	

Los Angeles Course Listings



Courses Summer 2019

CS 427 – Evolution and Structure of American Jewish Community – 2 credits – Leah Hochman

This course gives students an historical and analytical understanding of the foundations of the contemporary American Jewish community. Through interactive discussions, lectures and readings, students study models of community organization, the evolution of American Jewish institutions and ideas of communal responsibility.

CS 512 – Encounter – Seminar: Leadership & Change Management 1 – 1 credit – Erik Ludwig

This Seminar will examine different leadership challenges that are commonly encountered in Jewish nonprofits through the experiences of lay and professional leaders. Themes that are common in this course explore organizational lifecycle and change management issues using case studies. Topics may include launching a nonprofit, succession planning, diversity and bias, and responding to community crisis. The course is designed to develop an understanding of the geography of nonprofit challenges and of students' abilities to recognize and respond to challenges in the field.

CS 513 – Encounter Seminar: Leadership & Change Management 2 – 1 credit – Erik Ludwig

This Seminar will continue to examine different leadership challenges that are commonly encountered in Jewish nonprofits through the experiences of lay and professional leaders. Themes that are common in this course explore organizational lifecycle and change management issues using case studies. Topics may include launching a nonprofit, succession planning, diversity and bias, and responding to community crisis. The course is designed to develop an understanding of the geography of nonprofit challenges and of students' abilities to recognize and respond to challenges in the field.

CS 515 – Encounter Seminar: Fundamentals of Creative Problem Solving 1 – 1 credit – Erik Ludwig

This Seminar will examine how creative problem solving may be activated as a leadership capacity. Depending on the semester, different practices will be employed to understand how we approach problems and navigate them in the nonprofit arena. Themes that are common in this course include how design thinking can be used by leaders, understanding failure and why failure is a valuable tool for effective leadership. The course is designed to provoke a deeper understanding of creative confidence and how creativity and failure are important to effective leadership.

CS 516 – Encounter Seminar: Fundamentals of Creative Problem Solving 2 – 1 credit – Erik Ludwig

This Seminar will continue to examine how creative problem solving may be activated as a leadership capacity. Depending on the semester, different practices will be employed to understand how we approach problems and navigate them in the nonprofit arena. Themes that are common in this course include how design thinking can be used by leaders, understanding failure and why failure is a valuable tool for effective leadership. The course is designed to provoke a deeper understanding of creative confidence and how creativity and failure are important to effective leadership.

CS 519 – Entrepreneurial Leadership – 2 credits – Sasha Strauss

This course is centered on developing your capabilities as a creative leader. We will explore the core leadership principles at the intersection of creativity and marketing. Entrepreneurial leaders disrupt the status quo and to do so requires developing a different way of thinking about the "big challenges" that confront organizations in the Jewish nonprofit ecosystem. This course is designed to support students in developing their own brand of leadership.

CS 521 – History of Jewish Ideas – 2 credits – Josh Garroway

A survey of the major themes of Jewish history from Biblical and Ancient periods, to include such topics as: national origins, Diaspora community, religious development, relations with non-Jews, the phenomenon of anti-Semitism, cultural differentiation, and patterns of migration and communal life.

CS 523 – Nonprofit Leadership – 2 credits – Erik Ludwig

This course explores the literature on leadership, along with examining Jewish sources and values relating to the concepts of leadership. Students are introduced to experts in the field of leadership and are given the opportunity to engage in exercises designed to experiment with and apply such leadership skillsets as motivation and persuasion, risk-taking, time management, negotiation and mediation, and problem-solving.

CS 525 – Nonprofit Marketing and Branding – 2 credits – Matthew Curtis

This course provides foundational knowledge in marketing and branding. Through a practice-oriented seminar, students develop the tools and mindset to implement marketing in the dynamic context of Jewish communal organizations.

CS 531 – Fundraising and Financial Resource Development – 2 credits – Any Schiffman

Practice-oriented seminar on fundraising and financial resource development for nonprofit Jewish organizations. Various theoretical frameworks and practical analysis are discussed. Special emphasis is placed on planning, motivation, relationships, goal- setting, training, and the variety of modern techniques employed in the philanthropic world. Course features experimental elements, case study analysis, and interaction with a variety of professionals and lay leaders from different organizational settings.

CS 540 – Introduction to Jewish Communal Institutions – 2 credits – Mandi Richardson

This seminar is a full-day experience for first-year students that includes substantial time outside the classroom visiting agencies, synagogues and other organizations in the Jewish community in order to have students understand and critically analyze the organized Jewish community.

CS 544 – Organizational Development – 2 credits – David Levy

Through this seminar, students gain an understanding of the impact that organizational culture and climate have on organizational functioning and worker performance. Organizational theories that have application in nonprofit organizations are explored. Students also learn to develop business, marketing and public relations plans, and create and manage a balanced budget. Lastly, students learn problem-solving and decision-making skills, how to develop meaningful lay-professional relations, effective teambuilding and models of collaboration.

CS 572 – Nonprofit Finance and Planning – 2 credits – Samuel Mistrano

This course prepares students for successfully working within nonprofit organizations' financial management structures. Students will interact with basic financial tools, terms and situations, which may include planning and budgeting, understanding financial statements, internal financial management and external financial communication. The course will utilize case studies and experiential exercises that help students integrate a financial orientation to program design and management into their skill set.

CS 579 – Applied Jewish Wisdom – 2 credits – Sarah Benor

This course looks systematically at texts and themes from the Biblical period to the present. Studies focus on textual and historical material from the major periods of the Jewish experience. An emphasis is placed on the manner in which prayer, study and observance affect the personal and communal life of Jews.

CS 590 – Collaborative Communication for the Nonprofit Professional – 2 credits – Drew Kugler

This course provides both the theory and practice of effective communications in the management and leadership of Jewish communal organizations. It combines lectures, assigned readings, and group discussion with individual and team presentations built around workplace scenarios. Special emphasis is placed on the values and processes of working in teams and the practices of building productive relationships with others, be they peers, colleagues, supervisors/supervisees, or lay leadership.

CS 596 – Elements of Nonprofit Management – 2 credits – Phil Liff-Grieff

This class follows-up on CS 544 by providing a more detailed focus on management and organizational skills with an emphasis on specific applications to the field of Jewish communal service. Among the disciplines introduced are nonprofit law, governance and accountability, as well as financial management, budgeting, and human resources and personnel practices.

DLT 501 – Teaching and Learning Seminar – 3 credits – Rivka Ben Daniel

This core, year-long course offers a repertoire of skills and strategies necessary to engage in successful teaching. Through guided reflection and analysis of teaching experiences, students develop a personal vision for what it means to be a Jewish day schoolteacher. The course integrates current education research with the internship experience. The first of the four-part course focuses on elements of instruction.

DLT 504 – DeLeT Teaching Practicum – 1 credit – Lauren Applebaum

The culmination of this year-long core course offers a practicum for fellows to merge research, experiences, and content learning. Students collaborate in building an integrated and collaborative capstone project that reflects their vision for day school teaching.

DLT 510 – Child Development – 2 credits – Larry Garf

This course is an inquiry into learning and development of children from early childhood through adolescence with emphasis on the elementary grades. Surveying the work of major child development theorists, the course examines human universals, individual differences, and cross-cultural variability in psychosocial and cognitive development. The context of Jewish day school education provides a platform for discussing both values and developmental issues

DLT 516A – Diversity in Schools 1 – 1 credit – Devin Villarreal

This course explores the role that culture plays in our own lives and in the lives of our students, in both Jewish educational and general educational contexts. By incorporating a range of historical and cultural traditions into our classroom instruction, fellows understand the importance of cultural traditions in learning and establishing expectations for achievement. The second segment of this course explores the range of Jewish Cultural traditions within our community.

DLT 516B – Diversity in Schools 2 – 1 credit – Julie Kate Feldman-Abe

This course explores the role that culture plays in our own lives and in the lives of our students, in both Jewish educational and general educational contexts. By incorporating a range of historical and cultural traditions into our classroom instruction, fellows understand the importance of cultural traditions in learning and establishing expectations for achievement. The second segment of this course explores the range of Jewish Cultural traditions within our community.

DLT 520 – Reading, Language and Literature I – 1 credit – MaryLynn Gyster

This course introduces fellows to the principles of early literacy, including the concepts of listening, concepts of print, the alphabetic principle, letter recognition, letter-sound correspondence, phonological awareness, phoneme awareness, decoding, common word patterns, syllabication, sight words, word analysis and reading comprehension.

DLT 525 – Integrated Social Studies – 1 credit – Karen Recinos

This course introduces methods for teaching social sciences content within the elementary school classroom, incorporating history, geography, economics, culture/anthropology, archaeology, philosophy, sociology, psychology, government, law and politics. By utilizing thematic units of study across the domains of social science, fellows learn knowledge, skills, and attitudes that promote positive citizenship in our culturally diverse, democratic society. Opportunities for integration between social studies and Judaic studies curricula are presented.

DLT 528 – STEAM Methods (was Teaching Science) – 1 credit – Douglas Hinko

Progress in science is made by sharing observations, asking meaningful questions and conducting careful investigations. This course identifies the big ideas and methods of science and presents strategies to enrich and enliven the Day School curriculum through integration and the use of technology. The course emphasizes points of convergence between the scientific and Jewish approaches to posing questions, studying multiple sources, seeking evidence, teasing out significant data, and making authentic and relevant applications.

DLT 531 – Arts/Jewish Holidays – 1 credit – Lauren Applebaum

(alternates between summers 1 and 2)

Using music, dance, theater, and visual arts, guest specialists immerse students in the delights of teaching the arts including creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Integration of art and music into and across the disciplines is modeled using games, projects, routines, and other activities that promote creative expression while improving self-concept, self-discipline, cooperation, and motivation in the elementary school classroom. Attention is paid to Jewish holidays throughout the school year.

DLT 534 – Educational Technology – 1 credit – Lori Getz

The course provides an overview of current computer-based technologies used in a variety of educational settings. Significant changes in teaching and learning through technology are presented by matching instructional strategies with relevant technology. The course focuses on computer and technology knowledge and skills appropriate for beginning teachers, such as hardware and software terminology, operations, troubleshooting, records management, email, collaborative tools, copyrights, privacy, security, and safety issues.

DLT 551 – Introduction to Jewish Texts II – 2 credits – Andrew Feig

This course delves into the major genres of Jewish text, including the Torah, Mishnah, Talmud and Commentaries. The course examines the characteristics of the texts, the broad issues raised by studying these works, and the pedagogical concerns surrounding the teaching of the texts in Jewish day schools. The study of Jewish texts is embedded in the history of the Jewish people.

DLT 561H – Teaching Hebrew 1 – 1 credit – Esther Gross

Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Fellows will survey several approaches to and theories about strategies for assessing the proficiency levels of their students. Underlying this course is an emphasis on how learning Hebrew can foster a sense of Jewish Peoplehood, a vibrant connection to Israel, and a strong sense of community within the classroom.

DLT 567H – Linguistics – 1 credit – Carmit Burstyn

Introduction to foundation of Hebrew linguistics as needed for proper Hebrew pedagogy.

PDE 698 – CPE – 3 credits – Joel Kushner

This course provides students with direct experience delivering pastoral care in a hospital setting. Students will have opportunities to reflect on their work in writing and in consultation with their instructor and peers. The experience includes discussion of assigned readings on theories of pastoral care.

BIB 592 – Special Topics: Texts of Transformation – 3 credits – Tamara Eskenazi

This course explores the contribution that the Tanakh can make to issues of social and economic justice and change. We will study how biblical teachings shaped our people's capacity to thrive despite crises in the past, and examine how such texts can do so today, in light of contemporary challenges and opportunities. In addition to analyzing biblical texts and perspectives, we will engage persons who anchored or anchor themselves in biblical texts in their work as agents of transformation. The course's objective is three-fold: (1) to understand biblical models for community and transformation; (2), to review how biblical texts have been used as tools for transformation; and (3) to explore (and expound on) the nature and types of "transformation" as we understand it, and identify specific texts that can continue to speak effectively to contemporary social, economic and spiritual transformation goals.

BIB 600 – Torah – 3 credits – Kristine Garroway

The attempt to understand human suffering has played an essential part in the writings of the great Jewish thinkers. Primarily the discussion has revolved around the seeming contradiction between belief in an omnipotent, just, and compassionate God and a God who allows his creations to suffer. In the Jewish tradition consideration of suffering often masks discussions of the relationship between the people of Israel and their God. The Hebrew Bible offers the first paradigm of this relationship and with it the first extensive discussion of suffering the Book of Job. Thoughts and ideas about suffering have been presented through analysis of and commentary on the biblical book of Job. This course presents the ways in which the Jewish tradition has confronted human suffering and particularly how these confrontations have been portrayed in interpretations of and commentaries on the book of Job.

BIB 602 – Ketuvim – 3 credits – Tamara Eskenazi

This course, focusing on Ketuvim, places special emphasis on the Megillot. Students read these Biblical texts by utilizing several distinct methodologies. The purpose is to hear and understand these texts in their own context as well as ours. In addition to the standard historical and literary approaches, the course explores other influential perspectives such as rabbinic exegesis, comparative religion and literature, canonical criticism and feminist criticism, etc.

CS 541A – Supervised Fieldwork – 3 credits – Mandi Richardson

Required and assigned fieldwork experience for all MA students. Note: All 1st year students register for field instruction with HUC-JIR

Pass/Fail only

Courses Fall 2019

CS 542A – Supervised Fieldwork – 4 credits – Mandi Richardson

Required and assigned fieldwork experience for all MA students. Note: All 1st year students register for field instruction with HUC-JIR

Pass/Fail Only

CS 543A – Supervised Fieldwork/Joints – 2 credits – Mandi Richardson

Pass/Fail Only

CS 545A – Field Practicum – 1 credit – Mandi Richardson

This unique course is designed to afford communal service students an opportunity to discuss with their peers and their instructor specific problems and experiences they have encountered in their field placements. The practicum also allows the instructor to pose social work principles and Jewish ethical considerations that are associated with community and clinical work. Students have maximum opportunity to secure answers to dilemmas and concerns confronting them in a professional setting.

Pass/Fail Only

CS 900C – Capstone: Jewish Social Research – 3 credits – Sarah Benor

This class is the first in a two-part sequence during which students complete their capstone projects. Students learn and practice methods for conducting research on American Jewish organizations and begin their capstone project. By the end of the course, students will have the skills necessary to conduct original research on Jewish organizations.

DLT 502 – Teaching and Learning II – 2 credits – Rivka Ben Daniel

This continuation of ED 501A further develops skills and strategies necessary to engage in successful teaching. Through comprehensive analyses of teaching experiences, fellows refine their visions for what it means to be a Jewish day schoolteacher. The course integrates current education with the internship experience. Part 2 of this course emphasizes the students themselves, the modalities through which they learn, and the construction of experiences to meet their needs.

DLT 521 – Reading, Language and Literature II – 1 credit – Shira Sergant

This course introduces principles for teaching reading and writing in grades 1 - 8 while inspiring appreciation for language and literature. Strategies for conducting literary analysis through class discussions, reading workshops, book reports, reading aloud, the use of picture books are presented.

The second segment of this course focuses on the development of writing fluency in children, moving from sentences and paragraphs to expository writing, research papers, journaling, and poetry. Strategies for writing include brainstorming, pre-writing, drafting, editing, and publishing. Emphasis is placed on vocabulary building, spelling, and handwriting. This course offers approaches for assessing student work.

DLT 527 – Teaching Math – 1 credit – Lauren Mangel Dolinka

This course combines the five content strands: numbers and operations, algebra, geometry, measurement, and data analysis and probability, with the five process strands for acquiring content knowledge: problem solving, reasoning and proof, communication, connections, and representation. The course focuses on instructional processes that link students' prior knowledge to new knowledge through active constructivist learning activities. Assessment is an integral part of teaching and learning in math, informs teaching and practice, and links students' knowledge and abilities with challenging and appropriate curricular content.

DLT 550B – Introduction to Jewish Texts 1 – 1 credit – Karen Strok

This course introduces students to the major genres of Jewish text, with an emphasis on the prayer book and Jewish values. The course examines the characteristics of the texts, the broad issues raised by studying the texts, and the pedagogical concerns surrounding the teaching of the texts in the context of Jewish day school.

DLT 556 – Day School and Society – 2 credits – Michael Zeldin

As an inter-disciplinary course grounded in sociology, philosophy, anthropology, and theology, this course delves into the constant and dynamic tension of competing values in contemporary American Jewish Day School curriculum. It provides novice teachers with knowledge and tools to understand and approach the complexity and varied cultures of Jewish day school settings. Careful awareness of these dynamics is crucial for becoming and being an effective, sensitive, and creative day schoolteacher.

DLT 562H – Teaching Hebrew II – 1 credit – Esther Gross

Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Fellows will survey several approaches to and theories about strategies for assessing the proficiency levels of their students. Underlying this course is an emphasis on how learning Hebrew can foster a sense of Jewish Peoplehood, a vibrant connection to Israel, and a strong sense of community within the classroom.

DLT 563H – Teaching Hebrew III – 1 credit – Esther Gross

Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Fellows will survey several approaches to and theories about strategies for assessing the proficiency levels of their students. Underlying this course is an emphasis on how learning Hebrew can foster a sense of Jewish Peoplehood, a vibrant connection to Israel, and a strong sense of community within the classroom.

DLT 580 – Supervised Day School Teaching – 4 credits – Lauren Applebaum

This course is comprised of supervised teaching in general and Judaic studies in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty "clinical educator".

Pass/Fail Only

DLT 580H – Supervised Day School Teaching L'Ivrit – 4 credits – Rivka Ben Daniel

This course is comprised of supervised teaching in general and Judaic studies in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty "clinical educator".

Pass/Fail Only

EDU 601A – Teaching 1 – 1.50 credits – Laura Novak Winer

This covers the essential elements of lesson planning and classroom management, so that students are well prepared to begin their teaching. Topics under lesson planning include webbing to explore themes, articulating big ideas, Blooms taxonomy, writing objectives and developing a questioning sequence. Topics under classroom management include organizing space and time, varying classroom organization, and setting rules and consequences.

Pass/Fail Only

EDU 601B – Teaching 2 – 3 credits – Ellie Steinman

This seminar continues the work of the EDU601A on lesson-planning skills. In addition, it deals with classroom management; the disciplining of problematic students; reflection on teaching; the assessment of students; and the assessment of oneself as a teacher.

EDU 610 – Sociology – 3 credits – Miriam Heller Stern

This course seeks to help Jewish educators to become sophisticated readers and users of social scientific literature and thought. It draws upon the tools of social science and sociology in particular, to explore historical and contemporary understandings of the purposes of Jewish education, focusing on the American context. Through an examination of various contexts and cultures of Jewish education, students will reconsider and refine basic assumptions about Jewish education, demythologize and problematize dominant narratives of contemporary phenomena in the field. Special attention will also be placed on sharpening students professional writing skills, thereby deepening their capacity to be effective change agents.

EDU 630B – Curriculum Design – 3 credits – Michael Zeldin

The focus of Quadmester Two in the Curriculum Seminar is on frameworks for considering content in developing curriculum. Given the reality that there is a vast reservoir from which one can draw in developing curriculum for Jewish education, the work in this quadmester will explore the question of what constitutes an educated Jew using Jewish perspectives. How this question is answered indicates both the choice of content and the perspective on content for different settings of Jewish education.

EDU 640 – Leadership and Management – 3 credits – Michael Zeldin

This course helps students develop a deeper understanding of issues involved in being the leader and administrator of a Jewish school or educational agency. The course includes an exploration of how a Jewish educational leader's self-understanding affects the way he or she leads and manages. Students will examine a variety of approaches to leadership drawing on educational, business, and classical and modern Jewish texts, with particular attention to their applicability to Jewish educational leadership.

EDU 650A – Supervised Administration 1 – 2 credits – Michael Zeldin

Weekly individual conversations with faculty advisor and clinical faculty mentor to reflect on activity in the internship, relation between the internship and academic coursework, and the personal and professional growth of the student. Focus is on the student's administrative internship.

Pass/Fail Only

EDU 650A – Supervised Administration 1 – 2 credits – Sivan Zakai

Weekly individual conversations with faculty advisor and clinical faculty mentor to reflect on activity in the internship, relation between the internship and academic coursework, and the personal and professional growth of the student. Focus is on the student's administrative internship.

Pass/Fail Only

HEB 600 – Hebrew Language – 3 credits – Lisa Ansell

The Hebrew language course is a review of one of three Hebrew modalities: Biblical, rabbinic, contemporary. Students first are examined for placement purposes, and then placed in specific sections according to their current level of listening, oral, reading and writing proficiencies in Biblical, rabbinic and contemporary Hebrew(s). This course prepares students for further work at the College-Institute in text and literary genre.

HEB 600 – Hebrew Language – 3 credits – Deborah Steinhart

The Hebrew language course is a review of one of three Hebrew modalities: Biblical, rabbinic, contemporary. Students first are examined for placement purposes, and then placed in specific sections according to their current level of listening, oral, reading and writing proficiencies in Biblical, rabbinic and contemporary Hebrew(s). This course prepares students for further work at the College-Institute in text and literary genre.

HEB 600 – Hebrew Language – 3 credits – TBA

The Hebrew language course is a review of one of three Hebrew modalities: Biblical, rabbinic, contemporary. Students first are examined for placement purposes, and then placed in specific sections according to their current level of listening, oral, reading and writing proficiencies in Biblical, rabbinic and contemporary Hebrew(s). This course prepares students for further work at the College-Institute in text and literary genre.

HEB 602 – Introduction to Aramaic – 1.50 credits – Dvora Weisberg

This intensive is designed to introduce students to basic grammar, syntax and vocabulary of Babylonian Jewish Aramaic. Students learn grammar inductively by analyzing selected Talmudic passages. The knowledge acquired in this course is reinforced in Talmud 1.

Pass/Fail Only

HIS 569 – History of Reform in Judaism – 3 credits – Josh Garroway

A tenet of Reform Judaism is that Judaism changes over time--not just in modernity, but throughout the ages. This course offers an introduction to Reform Judaism from a historical perspective, considering in the first part momentous transformations of Judaism in the past--e.g., the rise of monotheism, apocalypticism, Christianity, Rabbanism, Karaism, and Hasidism--and in the second part the phenomenon of Reform Judaism from the early 19th century until today. Among the questions asked in the course will be (1) how and why does Judaism change dramatically in certain times and places, and (2) what, if anything, has remained constant in Judaism over time?

HIS 602 – Modern Jewish History – 3 credits – Sharon Gillerman

This course explores historical interpretations of the early modern and modern Jewish past, focusing on Jewish culture, society, and politics from the expulsion from Spain in 1492 through the Holocaust and establishment of Israel. Themes and events addressed include creation of the Sephardic Diaspora, sixteenth century mysticism, messianic movement, creation of ghettos, Hasidism, and the beginnings of enlightenment and emancipation in Western Europe. With an emphasis on assimilation and acculturation in the modern period, the course explores the impact of the French Revolution, changes in traditional communal structure, religious responses to modernity and emergence of Jewish historical scholarship, the centrality of gender for understanding emancipation, modern anti-Semitism, and the transformation of modern Jewish identities.

HIS 620 – Islam – 1.50 credits – Reuven Firestone

This course is an introduction to Islam, its history, basic concepts, important literatures, and a summary of legal, ethical and theological systems. Readings include scriptural, interpretative and legal traditions that treat Jews and Judaism.

Pass/Fail Only

LIT 592 – Special Topics: Land of Israel in Medieval Texts – 3 credits – Joshua Holo

LIT 600 – Liturgy – 3 credits – TBA

An examination of Jewish liturgy in Hebrew including the comparison of traditional liturgical expression with contemporary liturgical development. Daily, Sabbath, Festival and High Holy Day liturgies are studied.

PDE 602 – Homiletics – 1.50 credits – Ronald Stern

Provides the student with skills in the writing of the classical textual sermon, the non-textual sermon, the life-cycle sermon and the occasional sermon.

PDE 604 – Education A – 1.50 credits – Laura Novak Winer

Philosophical, sociological, and instructional concerns are explored as they relate to the Jewish educational setting. Topics include instructional processes and objectives, motivation, presentation of subject matter, participation techniques, group processes, classroom management and school structure.

PDE 611 – Rabbinic Practicum A – 1.50 credits – Karen Fox

PDE 613 – Rabbinic Practicum C – 1.50 credits – Karen Fox

PDE 620 – Ordination Seminar A – 1.50 credits – Dvora Weisberg

A discussion of issues facing rabbinic students upon ordination. The class considers financial matters, relations with other institutions in the Reform Movement, life cycle officiation, mentorship for rabbis, and other student concerns.

PDE 643 – Leadership for the Reform Rabbi – 3 credits – Madelyn Katz

Through the use of personal leadership stories, we will look at the importance of defining leadership for a successful rabbinate, how to distinguish leadership from management, power and authority and the value of self-reflection. In addition, students will study various theories of leadership to gain the vocabulary with which to define personal leadership style and consider how that style shapes one's rabbinate.

PHI 592 – Special Topics: Modern Jewish Thinkers – 3 credits – Michael Marmor

Jews in modern times struggle with the tension between universal and particular dimensions of Jewish tradition. In this course we will consider the ways in which some of the most influential Jewish thinkers in the modern period have grappled with a key motif of traditional Judaism - the notion that the Jewish people has a special standing in the world. By looking at the ways in which this concept has been understood in the thought of (among others) Spinoza, Mendelssohn, Krochmal, Hermann Cohen, Rosenzweig, Kaplan, Heschel and Arthur Green, students will be encouraged to search for a usable theology of chosenness for themselves.

Note: This is a 3-credit course. It is a hybrid - it meets for 80 minutes "in person" and includes on-line work to complete the required "in-class" hours.

PHI 601 – Jewish Thought: Medieval/Early Modern – 3 credits – Leah Hochman

This course offers a broad survey of Jewish thought in the Middle Ages, focusing on classic texts and ideas from the 9th-16th centuries. General topics to be covered include philosophical theology and metaphysics, ethics, allegorical and symbolic interpretation, pietism and Kabbalah. Class sessions are devoted to discussion of the ideas as seen through close reading of the Hebrew sources.

RAB 600 – Mishnah – 3 credits – Candice Levy

This course introduces students to the literature and thought of the early rabbinic (tannaitic) period. Students explore some of the major legal and philosophical concerns of the early rabbinic movement through the study of Mishnah. Scholarly issues to be considered include nature and redaction of the Mishnah, relationship between the Mishnah and the Tosefta, relationship between the Mishnah and legal midrash, and the oral transmission of rabbinic texts.

RAB 604 – Commentaries – 3 credits – Reuven Firestone

This course builds upon the skills and ideas developed in Commentaries A, introducing students to some of the classic texts in the genre of medieval scriptural exegesis. The class surveys the major interpreters that followed Rashi (including Rashbam, Abraham Ibn Ezra, and Nahmanides), and focuses on an in-depth study of Bahya ben Ashers classic use of the fourfold method of interpretation. This is a Hebrew text-centered course, and great emphasis is placed on cultivating facility with the reading of medieval exegetical sources.

RAB 605 – Talmud A – 3 credits – Dvora Weisberg

This course introduces students to the study of the Babylonian Talmud. Students study selected passages from the Talmud and analyze terminology, structure and style of argumentation. Students are introduced to tools for Talmud study. While the primary focus of the course is the text itself, also to be considered are the milieu in which the Talmud came into being, the world view the Talmud presents, and the role the Talmud has played in rabbinic Judaism.

RAB 634 – Rosh Hashanah – 3 credits – Joel Gereboff

This course explores early rabbinic (Mishnah, Tosefta) and especially Babylonian Talmudic understandings of Rosh Hashanah. It focuses in particular upon major sections of chapters 3 and 4 of b. R.H. It has students build upon the skills and knowledge they have acquired in Introductory Talmud and other related courses and prepares them to study Talmud independently and in hevruta after ordination. In addition, students increase their understanding of the general features of Talmud, of how this document reflects the broader values and character of rabbinic Judaism and of contemporary methods for analyzing Talmud as a literary-religious work. Elective

RAB 636 – Prayer and Pray-er – 3 credits – Dvora Weisberg

This course explores rabbinic constructions of prayer through the study of rabbinic texts, Topics to be discussed include rabbinic views on the origins of Jewish prayer and the emergence of the rabbinic liturgy, kavana in prayer, communal and individual prayer, and prayer as a vehicle for communication with the Divine. This course strives to help students integrate the study of rabbinic texts into their professional and personal religious lives. Elective

THS 698 – Rabbinic Thesis – 4.50 credits – Dvora Weisberg

Fifth-year rabbinic students are required to register for this course in both fall and spring to receive unit credit for their efforts towards completion of their thesis / capstone project and to reflect their full-time student status. language, rhetoric and world view and will analyze the Qur'an as Scripture in relation to the Scriptures of Judaism and Christianity. Some of the topics to be studied are war and peace, use of "biblical" figures and paradigms, legal formulations and parallels with Jewish paradigms, the uniqueness of this Scripture, and its critique of Judaism and Christianity and Jews and Christians.

Courses Spring 2020

BIB 601 – Prophets – 3 credits – Kristine Garroway

The prophets of Ancient Israel have stirred the hearts and minds of ancient hearers and modern readers. In this course, students meet these prophets and seek to know prophetic literature intimately through close reading of prophetic writings and by developing critical tools and skills that can help discern their meanings. The class focuses on the latter prophets.

BIB 632 – Women in the Bible – 3 credits – Kristine Garroway

As heroes or helpmates, prophets or sages, victims or warriors, women make striking appearances in the Bible and other ancient Jewish Literature. This course will examine these female representations, as well as their interpretations in later traditions. In addition to discovering the wide variety of women in the Bible and other ancient writings, our purpose will be to cultivate critical skills in assessing meanings derived from such texts. We will ask: What can we learn about beliefs concerning women? What do these reveal about the lives of actual women? What influence did these stories have on subsequent perceptions of gender issues? How do these stories find expression in today's world? We will concentrate on several critical approaches, including literary and historical. Elective

CS 541B – Supervised Fieldwork – 3 credits – Mandi Richardson

Required and assigned fieldwork experience for all MA students. 3 units for 1st year double master's students. 4 units for single master and 2nd year double master's students.

Pass/Fail only.

CS 542B – Supervised Fieldwork – 4 credits – Mandi Richardson

Required and assigned fieldwork experience for all MA students. 3 units for 1st year double master's students. 4 units for single master and 2nd year double master's students.

Pass/Fail only.

CS 543B – Supervised Fieldwork/Joints – 2 credits – Mandi Richardson

Required and assigned fieldwork experience for all MA students. 3 units for 1st year double master's students. 4 units for single master and 2nd year double master's students.

Pass/Fail only.

CS 545B – Field Practicum – 1 credit – Mandi Richardson

This unique course is designed to afford communal service students an opportunity to discuss with their peers and their instructor specific problems and experiences they have encountered in their field placements. The practicum also allows the instructor to pose social work principles and Jewish ethical considerations that are associated with community and clinical work. Students have maximum opportunity to secure answers to dilemmas and concerns confronting them in a professional setting.

Pass/Fail only.

CS 900D – Capstone: Business Model Excelsator – 3 credits – Erik Ludwig

The business of Jewish life takes place in a VUCA world. One strategic response to this challenge is for Jewish nonprofits to adopt agile business methods and design thinking practices in order to build organizations that meet their mission and remain viable. In this course, students will get a hands-on experience in lean startup by launching their own business/organizational program using the same techniques that innovative companies embrace.

DLT 503 – Teaching and Learning III – 2 credits – Rivka Ben Daniel

Continuing to build the skills and strategies necessary to engage in successful teaching, this course merges current education research with the internship experience. Emphasizing integration between general and Judaic studies, students use principles of Understanding by Design to develop a teaching unit.

DLT 512 – Meeting the Needs of All Learners – 1 credit – Leah Hiller

This course surveys the special needs of learners and programs designed to meet their educational needs within the Jewish day school context. Fellows learn to recognize and describe learning difficulties, working in partnership with parents, specialists, and administration. The course examines the broad range of resources available to day schools to successfully accommodate special needs learners including implications for second language programs.

DLT 514 – Wellness and Jewish Values – 1 credit – Shari Davis

This course addresses concepts, principles, and pertinent legislation for establishing a supportive, healthy environment for K-12 student learning. The course focuses on how student health and safety impact learning, teachers' legal responsibilities, and how to access school and community resources. Candidates practice strategies for working constructively with students, families, and community members on health and safety issues. Jewish values of health, healing, wholeness and community responsibility complement lessons. Specific resources within the Jewish community are explored as opportunities for collaboration and referral among teachers, school systems and social-service agencies.

DLT 522 – Reading, Language & Literature III – 1 credit – Shira Sergant

Continuation of DLT 521 with an emphasis on story writing

DLT 526 – Teaching Israel – 1 credit – Laura Novak Winer

In this course, students will understand, analyze, and evaluate key researching and thinking about American Jewish relationships to Israel today, specifically within the context of Jewish day schools. A broad range of curricular resources will be suggested for teaching about Israel, as well as for exploring personal relationships toward Israel. Students will explore their personal relationship to Israel as they navigate this multi-faceted domain.

DLT 564H – Teaching Hebrew IV – 1 credit – Esther Gross

Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Fellows will survey several approaches to and theories about strategies for assessing the proficiency levels of their students. Underlying this course is an emphasis on how learning Hebrew can foster a sense of Jewish Peoplehood, a vibrant connection to Israel, and a strong sense of community within the classroom.

DLT 565H – Teaching Hebrew V – 1 credit – Esther Gross

Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Fellows will survey several approaches to and theories about strategies for assessing the proficiency levels of their students. Underlying this course is an emphasis on how learning Hebrew can foster a sense of Jewish Peoplehood, a vibrant connection to Israel, and a strong sense of community within the classroom.

DLT 581 – Supervised Day School Teaching – 4 credits – Lauren Applebaum

This course includes supervised teaching in general and Judaic studies in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty "clinical educator."

Pass/Fail only.

DLT 581H – Supervised Day School Teaching L'Ivrit – 4 credits – Rivka Ben Daniel

This course includes supervised teaching in general and Judaic studies in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty "clinical educator."

Pass/Fail only.

EDU 601C – Experiential Jewish Education – 1.50 credits – Miriam Heller Stern

The theme of this seminar is learning from experience. It distinguishes between instruction, experiential learning, and enculturation, and explores when each of these educational modalities is appropriate for different settings with different types of students. In addition, it looks closely at the factors that make experiential education as educative as possible.

EDU 615 – Liturgy Practicum – 1.50 credits – Shawna Brynjegard-Bialik

This course explores the role that prayer and worship play or should play in Jewish life and will help students to make informed decisions when fashioning a tefilah experience, program, or curriculum. The class will seek to answer the question of what settings, rituals, props, and methodologies will best facilitate a meaningful worship experience. Areas to be examined include the role of music and movement, Hebrew and English, literal translations and poetic interpretations.

EDU 620 – Professional Learning – 3 credits – Michael Zeldin

This course introduces students to the various ways in which Jewish educational leaders can work with faculty and staff to promote their growth and increase their effectiveness. The course focuses on four components of professional learning: creating a professional learning community, supervision, observation, and evaluation.

EDU 635 – Organizational Change – 3 credits – Laura Novak Winer

This course is designed to give students the knowledge and skills to study, understand and change Jewish institutions. Leaders need to be thoughtful and analytic about the institutions in which they serve leadership roles in order to provide wise counsel, enable the institution to navigate transitions and challenging problems, and to guide change processes, planned and unplanned. There will be three primary foci in the course grounded in contemporary theories of organizational life, case studies from Jewish life and other fields, and practical exercises about institutional decision making. The three areas of inquiry will be: theoretical perspectives on organizations, organizational culture, its creation and change, and organizational change, theories and principles.

EDU 645 – Ideologies of Jewish Education – 3 credits – Nicole Greninger

The basic structure of most schools (both secular and Jewish) has remained remarkably stable over the past century, despite the many critiques that have been leveled against them. This course offers students an opportunity to re-think and re-envision Jewish educational institutions by examining the educational values they deem to be most important and challenging prevailing assumptions that are rarely questioned. The course rests on the premise that what educators believe—their values, ideological commitments, and assumptions—shapes the educational institutions and experiences that they can create. By enrolling in this course, students will learn how and why educational institutions are undergirded by ideological commitments, whether or not those commitments are ever made explicit.

EDU 650B section A – Supervised Administration 2 – 2 credits – Laura Novak Winer

Weekly individual conversations with faculty advisor and clinical faculty mentor to reflect on activity in the internship, relation between the internship and academic coursework, and the personal and professional growth of the student. Focus is on the student’s administrative internship.

Pass/Fail only.

EDU 650B section B – Supervised Administration 2 – 2 credits – Michael Zeldin

Weekly individual conversations with faculty advisor and clinical faculty mentor to reflect on activity in the internship, relation between the internship and academic coursework, and the personal and professional growth of the student. Focus is on the student’s administrative internship.

Pass/Fail only.

EDU 650B section C – Supervised Administration 2 – 2 credits – Miriam Heller Stern

Weekly individual conversations with faculty advisor and clinical faculty mentor to reflect on activity in the internship, relation between the internship and academic coursework, and the personal and professional growth of the student. Focus is on the student’s administrative internship.

Pass/Fail only.

EDU 650B section D – Supervised Administration 2 – 2 credits – Bruce Raff

Weekly individual conversations with faculty advisor and clinical faculty mentor to reflect on activity in the internship, relation between the internship and academic coursework, and the personal and professional growth of the student. Focus is on the student’s administrative internship.

Pass/Fail only.

EDU 650B section C – Supervised Administration 2 – 2 credits – Lesley Silverstone

Weekly individual conversations with faculty advisor and clinical faculty mentor to reflect on activity in the internship, relation between the internship and academic coursework, and the personal and professional growth of the student. Focus is on the student's administrative internship.

Pass/Fail only.

EDU 655 – Addressing Diversity – 2 credits – Laura Novak Winer

This course is designed as a skill-building class in which students are expected to continue learning about human development, as well as begin to learn basic counseling skills relevant to working with families in congregational settings. During this class students will enhance their helping and communication skills, refine existing skills, conceptualize families and crises in the school setting in a meaningful manner, and exhibit professional and ethical behavior. Consideration of gender, ethnicity, sexual orientation, and legal/ethical issues will be integrated with aspects of this course. The expectation is that students will engage in deliberate practice of their skills utilizing feedback and integrating what they have learned through self-reflection.

EDU 699 – Guided Research on Curriculum – 2 credits – Michael Zeldin

This course provides guidance to students as they complete their Curriculum Guides. Students work both individually and collaboratively, reviewing each other's work in progress, offering and receiving peer consultations. Students also work one-on-one with the instructor to receive focused advising throughout the semester.

HEB 603 – Hebrew Language Continuation – 3 credits – Lisa Ansell

HEB 603 – Hebrew Language Continuation – 3 credits – TBA

HEB 603 – Hebrew Language Continuation – 3 credits – TBA

HIS 601 – Medieval Jewish History – 3 credits – Jacob Cunningham

A survey of Medieval Jewish history, beginning with the rise of Early Christianity and Rabbinic Judaism, the course proceeds to the early Islamic period of the 7th-12th centuries, examining phenomena such as Karaism, Islam in a Christian/Jewish/Pagan environment, and the status of Jews and other religious minorities under the rule of Islam. The course also covers the history of Jewish life in the Christian European world, ending with the expulsion of the Jews and Muslims from Spain at the end of the 15th c. Special attention is paid to the study of economic, social, cultural, religious and intellectual trends throughout.

HIS 603 – American Jewish History – 3 credits – Bruce Phillips

An introduction to American Jewish history with an emphasis on the development of American Judaism. Surveys early American Jewish life from the 17th through the early 19th centuries, the century of Jewish immigration from 1825-1925. Deals in depth with American Jews and Judaism in the 20th century. Key themes include immigration and settlement, acculturation, socioeconomic progress, political behavior, anti-Semitism, Zionism, communal formation and cultural production.

PDE 603 – Speech – 1.50 credits – Jonathan Aaron

The purpose of this course is to sharpen public speaking, oral reading skills and writing as it pertains to spoken language. Using a variety of techniques, the student gains experience in presenting several different kinds of material.

Pass/Fail only.

PDE 609 – Worship Seminar – 1.50 credits – Jeremy Simonds

Pass/Fail only.

PDE 612 – Rabbinic Practicum B – 1.50 credits – Karen Fox

Pass/Fail only.

PDE 614 – Rabbinic Practicum D – 1.50 credits – Joel Kushner

Pass/Fail only.

PDE 621 – Ordination Seminar – 1.50 credits – Dvora Weisberg

A discussion of issues facing rabbinic students upon ordination. The class considers financial matters, relations with other institutions in the Reform Movement, life cycle officiation, mentorship for rabbis, and other student concerns.

Pass/Fail only.

PDE 636 – Community Organizing – 1.5 credits – Dvora Weisberg

This interactive course will introduce students to the foundational concepts and invaluable professional skills of congregation-based community organizing. Students will learn how to uncover the stories, talents, and interests of the people they will serve, and explore these aspects of themselves as well. Concepts to be discussed include: power and self-interest, engaging lay leaders as partners, navigating between rabbis' public and private lives, building public relationships, and learning to take effective action. In the end, students will learn how to lead a community by focusing on the growth of people, and how to bring them together for common purpose. They will understand these concepts in the context of a congregation and through working in an interfaith context to create social change that reflects the interests of the community and Jewish values. The course will include training, written reflection and fieldwork opportunities.

PHI 592 – Special Topics: Monotheism – 3 credits – Reuven Firestone

PHI 602 – Jewish Thought Modern – 3 credits – Rachel Adler

This course introduces students to Modern and Postmodern Jewish Thought. We will use a broad range of learning methods: lecture-discussion, guest presentations, and small cyber-groups. Students should come out of this course knowing the range of modern theological/philosophical thinking on important categories of Jewish thought and having a clearer sense of where their own beliefs lie.

PHI 632 – Philosophy of Halakha – 3 credits – Rachel Adler

In this course students will examine a number of theories: Legal Positivism, Legal Realism, Legal Formalism, Kantianism and Utilitarianism, which are applied to halakha by contemporary halakhists from all the movements of Judaism. We will also examine views on the interpretation of law and law as narrative. We will look at the moral force of law in thinkers like Ronald Dworkin and in the work of halakhists like Eliezer Berkovits, Moshe Zemer, and David Weiss Halivni. We will view multiple perspectives on what halakha is, what its purpose is and how it works, and ultimately come to some opinions of our own on these matters.

Elective

RAB 519 – Portraits in Aggadah – 3 credits – Candice Levy

The course will explore the way in which the rabbis constructed, or in some cases, reconstructed history via narratives of biblical and rabbinic figures in Midrash and Aggadah. We will juxtapose rabbinic portrayals of biblical figures with modern and ancient non-rabbinic sources and explore how the sages appropriated biblical figures, recreating them as rabbinic archetypes. We will also examine narratives about central and marginal figures within rabbinic literature and consider how these portraits simultaneously reflect and construct the rabbinic ethos.

Elective

RAB 601 – Midrash – 3 credits – Joshua Garroway

This course introduces students to exegetical midrash. The class examines the structure, language, history and theology of selected legal and aggadic midrashim. Also considered is the literary history of specific midrash collections.

RAB 606 – Talmud B – 3 credits – Dvora Weisberg

This course serves as an introduction to the study of the Babylonian Talmud. Students will learn to analyze the structure of legal passages in the Talmud, as well as the technical terminology and vocabulary employed by the Talmud. We will consider the Talmud's focus on argumentation and the difference between talmudic logic and other modes of thought. We will also discuss selected passages of the Talmud in their historical, social and religious context.

RAB 607 – Codes – 3 credits – Candice Levy

The purpose of this course is to acquire basic skills in comprehending selected passages of the Shulhan Arukh, to become familiar with various decisions found in the traditional rabbinic law, and with adaptations of it as may be found in Reform Jewish literature, and to be able to trace the development of post Talmudic literature in general terms.

THS 698 – Thesis/Capstone – 4.50 credits – Dvora Weisberg

Fifth-year rabbinic students are required to register for this course in both fall and spring to receive unit credit for their efforts towards completion of their thesis / capstone project and to reflect their full-time student status, language, rhetoric and world view and will analyze the Qur'an as Scripture in relation to the Scriptures of Judaism and Christianity. Some of the topics to be studied are war and peace, use of "biblical" figures and paradigms, legal formulations and parallels with Jewish paradigms, the uniqueness of this Scripture, and its critique of Judaism and Christianity and Jews and Christians.

School Performance Fact Sheet

2018-2019 School Year



DeLeT & DeLeT L'Ivrit
School Performance Fact Sheet
Calendar Years 2018 – 2019

DeLeT & DeLeT L'Ivrit – 13 Months
On – Time Completion Rates (Graduation Rates)
Includes data for the two calendar years prior to reporting.

2019			
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Single Position vs. Concurrent Aggregated Position

Calendar Year	Graduates Employed in the Field in a Single Position	Graduates Employed in the Field in Concurrent Aggregated Positions	Total Graduates Employed in the Field
2018	8	1	9
2019	Information Not Available		

Self-Employed / Freelance Positions

Calendar Year	Graduates Employed who are Self - Employed or Working Freelance	Total Graduates Employed in the Field
2018	2	2
2019	Information Not Available	

Institutional Employment

Calendar Year	Graduates Employed in the Field who are Employed by the Institution, an Employer Owned by the Institution, or an Employer who Shares Ownership with the Institution.	Total Graduates Employed in the Field
2018	7	9
2019		

License Examination Passage Rates (includes data for the two calendar years prior to reporting)

Calendar Year	Number of Graduates in Calendar Year	Number of Graduates Taking Exam	Number Who Passed First Available Exam	Number Who Failed First Available Exam	Passage Rate
2017-18 TPA's	9	9	9	0	100%
CSET's/CBEST	9	9	N/A	N/A	100%

Salary and Wage Information (includes data for the two calendar years prior to reporting)

Annual salary and wages reported for graduates employed in the field.

Calendar Year	Graduates Available for Employment	Graduates Employed in Field	\$20,001	\$25,001	\$40,001	\$45,001	No Salary Information Reported
			- \$25,000	- \$40,000	- \$45,000	- \$50,000	
2018				2	2	1	4
2019	Information Not	Available					

A list of sources used to substantiate salary disclosures is available from the school. Please contact the Program Director

Federal Student Loan Debt

Most recent three year cohort default rate, as reported by the United State Department of Education.1	The percentage of enrolled students in 2018-19 receiving federal student loans to pay for this program.	The average amount of federal student loan debt of 2018-19 graduates who took out federal student loans at this institution.	The percentage of graduates in 2018-19 who took out federal student loans to pay for this program.
0	0	0	0

Master of Arts in Jewish Education

School Performance Fact Sheet

Calendar Years 2018 – 2019

Master of Arts in Jewish Education – 3 years

On – Time Completion Rates (Graduation Rates)

Includes data for the two calendar years prior to reporting.

Calendar Year	Number of Students Who Began the Program	Students Available for Graduation	Number of On-Time Graduates	On-Time Completion Rate
Spring 2018	5	5	5	5
Spring 2019	3	3	3	3

Student's Initials: _____ Date: _____

Initial only after you have had sufficient time to read and understand the information.

Job Placement Rates (includes data for the two calendar years prior to reporting)

Calendar Year	Number of Students Who Began Program	Number of Graduates	Graduates Available for Employment	Graduates Employed in the Field	Placement Rate % Employed in the Field
2018	5	5	5	2	2
2019	3	2	<i>Information Not Available</i>		

You may obtain from the institution a list of the employment positions determined to be in the field for which a student received education and training. (Please contact Program Director for additional information.)

Gainfully Employed Categories (includes data for the two calendar years prior to reporting)

Part-Time vs. Full-Time Employment

Calendar Year	Graduate Employed in the Field 20-29 Hours Per Week	Graduates Employed in the Field at Least 30 Hours Per Week	Total Graduates Employed in the Field
2018		2	2
2019		<i>Information Not Available</i>	

Single Position vs. Concurrent Aggregated Position

Calendar Year	Graduates Employed in the Field in a Single Position	Graduates Employed in the Field in Concurrent Aggregated Positions	Total Graduates Employed in the Field
2018	2	0	2
2019		<i>Information Not Available</i>	

Self-Employed / Freelance Positions

Calendar Year	Graduates Employed who are Self-Employed or Working Freelance	Total Graduates Employed in the Field
2018		2
2019		<i>Information Not Available</i>

Institutional Employment

Calendar Year	Graduates Employed in the Field who are Employed by the Institution, an Employer Owned by the Institution, or an Employer who Shares Ownership with the Institution.	Total Graduates Employed in the Field
2018		
2019		

License Examination Passage Rates (includes data for the two calendar years prior to reporting)

Calendar Year	Number of Graduates in Calendar Year	Number of Graduates Taking Exam	Number Who Passed First Available Exam	Number Who Failed First Available Exam	Passage Rate
20XX					
20XY					

Licensure examination passage data is not available from the state agency administering the examination. We are unable to collect data from _ graduates.

Salary and Wage Information (includes data for the two calendar years prior to reporting)

Annual salary and wages reported for graduates employed in the field.

Calendar Year	Graduates Available for Employment	Graduates Employed in Field	\$20,001 - \$25,000	\$35,001 - \$40,000	\$40,001 - \$45,000	\$45,001 - \$50,000	No Salary Information Reported
2018							2
2019	<i>Information Not Available</i>						

Federal Student Loan Debt

Most recent three year cohort default rate, as reported by the United State Department of Education. ¹	The percentage of enrolled students in 20XX receiving federal student loans to pay for this program.	The average amount of federal student loan debt of 20XX graduates who took out federal student loans at this institution.	The percentage of graduates in 20XX who took out federal student loans to pay for this program.
0	23%	\$52,405	50%

¹The percentage of students who defaulted on their federal student loans is called the Cohort Default Rate (CDR). It shows the percentage of this school's students who were more than 270 days (9 months) behind on their federal student loans within three years of when the first payment

Master of Arts in Jewish Nonprofit Management

School Performance Fact Sheet

Calendar Years 2018 – 2019

Master of Arts in Jewish Education – 2 years

On – Time Completion Rates (Graduation Rates)

Includes data for the two calendar years prior to reporting.

Calendar Year	Number of Students Who Began the Program	Students Available for Graduation	Number of On-Time Graduates	On-Time Completion Rate
Spring 2018	5	5	5	5
Spring 2019	6	6	6	6

Student's Initials: _____ Date: _____

Job Placement Rates (includes data for the two calendar years prior to reporting)

Calendar Year	Number of Students Who Began Program	Number of Graduates	Graduates Available for Employment	Graduates Employed in the Field	Placement Rate % Employed in the Field
2018	5	5	4	4	80%
2019	6	6	Information Not Available		

You may obtain from the institution a list of the employment positions determined to be in the field for which a student received education and training.

Gainfully Employed Categories (includes data for the two calendar years prior to reporting)

Part-Time vs. Full-Time Employment

Calendar Year	Graduate Employed in the Field 20-29 Hours Per Week	Graduates Employed in the Field at Least 30 Hours Per Week	Total Graduates Employed in the Field
2018		4	4

2019		Information Not Available	
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Single Position vs. Concurrent Aggregated Position

Calendar Year	Graduates Employed in the Field in a Single Position	Graduates Employed in the Field in Concurrent Aggregated Positions	Total Graduates Employed in the Field
2018	4		4
2019	Information Not Available		Not Available

Self-Employed / Freelance Positions

Calendar Year	Graduates Employed who are Self - Employed or Working Freelance	Total Graduates Employed in the Field
2018		
2019		

Institutional Employment

Calendar Year	Graduates Employed in the Field who are Employed by the Institution, an Employer Owned by the Institution, or an Employer who Shares Ownership with the Institution.	Total Graduates Employed in the Field
2018		
2019		

License Examination Passage Rates (includes data for the two calendar years prior to reporting)

Calendar Year	Number of Graduates in Calendar Year	Number of Graduates Taking Exam	Number Who Passed First Available Exam	Number Who Failed First Available Exam	Passage Rate
20XX					
20XY					

Licensure examination passage data is not available from the state agency administering the examination. We are unable to collect data from _ graduates.

Salary and Wage Information (includes data for the two calendar years prior to reporting)

Annual salary and wages reported for graduates employed in the field.

Calendar Year	Graduates Available for Employment	Graduates Employed in Field	\$20,001	\$25,001	\$40,001	\$45,001	\$65,000
			-	-	-	-	-
			\$25,000	\$40,000	\$45,000	\$50,000	\$120,000
2018	4	4					4
2019			Information Not Available				

Federal Student Loan Debt

Most recent three year cohort default rate, as reported by the United State Department of Education.1	The percentage of enrolled students in 2018-19 receiving federal student loans to pay for this program.	The average amount of federal student loan debt of 2018-19 graduates who took out federal student loans at this institution.	The percentage of graduates in 2018-19 who took out federal student loans to pay for this program.
0	72%	\$48,107	67%

Master of Science in Organizational Leadership

School Performance Fact Sheet

Calendar Years 2018 – 2019

Master of Arts in Jewish Education – 14 Months

On – Time Completion Rates (Graduation Rates)

Includes data for the two calendar years prior to reporting.

Calendar Year	Number of Students Who Began the Program	Students Available for Graduation	Number of On-Time Graduates	On-Time Completion Rate
Spring 2018	2	1	1	1
Spring 2019	1	1	1	1
Summer 2019	5	5	5	5

Student's Initials: _____ Date: _____

Job Placement Rates (includes data for the two calendar years prior to reporting)

Calendar Year	Number of Students Who Began Program	Number of Graduates	Graduates Available for Employment	Graduates Employed in the Field	Placement Rate % Employed in the Field
2018	2	1	1	1	50%
2019	6	6	Information Not Available	Information Not Available	

You may obtain from the institution a list of the employment positions determined to be in the field for which a student received education and training.

Gainfully Employed Categories (includes data for the two calendar years prior to reporting)

Part-Time vs. Full-Time Employment

Calendar Year	Graduate Employed in the Field 20-29 Hours Per Week	Graduates Employed in the Field at Least 30 Hours Per Week	Total Graduates Employed in the Field

2018		1	1
2019		Information Not Available	

Single Position vs. Concurrent Aggregated Position

Calendar Year	Graduates Employed in the Field in a Single Position	Graduates Employed in the Field in Concurrent Aggregated Positions	Total Graduates Employed in the Field
2018	1		1
2019		Information Not Available	

Self-Employed / Freelance Positions

Calendar Year	Graduates Employed who are Self-Employed or Working Freelance	Total Graduates Employed in the Field
2018		
2019		

Institutional Employment

Calendar Year	Graduates Employed in the Field who are Employed by the Institution, an Employer Owned by the Institution, or an Employer who Shares Ownership with the Institution.	Total Graduates Employed in the Field
2018		
2019		

License Examination Passage Rates (includes data for the two calendar years prior to reporting)

Calendar Year	Number of Graduates in Calendar Year	Number of Graduates Taking Exam	Number Who Passed First Available Exam	Number Who Failed First Available Exam	Passage Rate
20XX					
20XY					

Salary and Wage Information (includes data for the two calendar years prior to reporting)

Annual salary and wages reported for graduates employed in the field.

Calendar Year	Graduates Available for Employment	Graduates Employed in Field	\$20,001	\$25,001	\$40,001	\$45,001	No Salary Information Reported
			- \$25,000	- \$40,000	- \$45,000	- \$50,000	
2018	1	1				1	
2019	Information Not Available						

Federal Student Loan Debt

Most recent three year cohort default rate, as reported by the United State Department of Education.1	The percentage of enrolled students in 2018-19 receiving federal student loans to pay for this program.	The average amount of federal student loan debt of 2018-19 graduates who took out federal student loans at this institution.	The percentage of graduates in 2018-19 who took out federal student loans to pay for this program.
0%	17%	0%	0%

Certificate in Jewish Organizational Leadership

School Performance Fact Sheet

Calendar Years 2018 – 2019

Master of Arts in Jewish Education – 7 Weeks

On – Time Completion Rates (Graduation Rates)

Includes data for the two calendar years prior to reporting.

Calendar Year	Number of Students Who Began the Program	Students Available for Graduation	Number of On-Time Graduates	On-Time Completion Rate
2018	5	1	5	100%
Summer 2019	5	5	5	100%

Student's Initials: _____ Date: _____

Job Placement Rates (includes data for the two calendar years prior to reporting)

Calendar Year	Number of Students Who Began Program	Number of Graduates	Graduates Available for Employment	Graduates Employed in the Field	Placement Rate % Employed in the Field
2018	5	5	1	1	20%
2019	5	5		<i>Information Not Available</i>	

You may obtain from the institution a list of the employment positions determined to be in the field for which a student received education and training.

Gainfully Employed Categories (includes data for the two calendar years prior to reporting)

Part-Time vs. Full-Time Employment

Calendar Year	Graduate Employed in the Field 20-29 Hours Per Week	Graduates Employed in the Field at Least 30 Hours Per Week	Total Graduates Employed in the Field
2018		1	1

2019		<i>Information Not Available</i>	
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Single Position vs. Concurrent Aggregated Position

Calendar Year	Graduates Employed in the Field in a Single Position	Graduates Employed in the Field in Concurrent Aggregated Positions	Total Graduates Employed in the Field
2018	1		1
2019		<i>Information Not Available</i>	

Self-Employed / Freelance Positions

Calendar Year	Graduates Employed who are Self-Employed or Working Freelance	Total Graduates Employed in the Field
2018		
2019		

Institutional Employment

Calendar Year	Graduates Employed in the Field who are Employed by the Institution, an Employer Owned by the Institution, or an Employer who Shares Ownership with the Institution.	Total Graduates Employed in the Field
2018		
2019		

License Examination Passage Rates (includes data for the two calendar years prior to reporting)

Calendar Year	Number of Graduates in Calendar Year	Number of Graduates Taking Exam	Number Who Passed First Available Exam	Number Who Failed First Available Exam	Passage Rate
20XX					
20XY					

Licensure examination passage data is not available from the state agency administering the examination. We are unable to collect data from _ graduates.

Salary and Wage Information (includes data for the two calendar years prior to reporting)

Annual salary and wages reported for graduates employed in the field.

Calendar Year	Graduates Available for Employment	Graduates Employed in Field	\$20,001 - \$25,000	\$25,001 - \$40,000	\$40,001 - \$45,000	\$45,001 - \$50,000	\$50,001 - \$60,000	No Salary Information Reported
2018	1	1					1	
2019	<i>Information Not Available</i>							

License Examination Passage Rates (includes data for the two calendar years prior to reporting)

Calendar Year	Number of Graduates in Calendar Year	Number of Graduates Taking Exam	Number Who Passed First Available Exam	Number Who Failed First Available Exam	Passage Rate
20XX					
20XY					

Licensure examination passage data is not available from the state agency administering the examination. We are unable to collect data from _ graduates.

Rabbinical Ordination

School Performance Fact Sheet

Calendar Years 2018 – 2019

Master of Arts in Jewish Education – 5 Years

On – Time Completion Rates (Graduation Rates)

Includes data for the two calendar years prior to reporting.

Calendar Year	Number of Students Who Began the Program	Students Available for Graduation	Number of On-Time Graduates	On-Time Completion Rate
Spring 2018	8	7	4	4
Spring 2019	9	12	9	9

Student's Initials: _____ Date: _____

Job Placement Rates (includes data for the two calendar years prior to reporting)

Calendar Year	Number of Students Who Began Program	Number of Graduates	Graduates Available for Employment	Graduates Employed in the Field	Placement Rate % Employed in the Field
2018	8	7	7	7	7
2019	9	12	12	7	7

As of April 4th 2019

You may obtain from the institution a list of the employment positions determined to be in the field for which a student received education and training. (Please contact Program Director)

Gainfully Employed Categories (includes data for the two calendar years prior to reporting)

Part-Time vs. Full-Time Employment

Calendar Year	Graduate Employed in the Field 20-29 Hours Per Week	Graduates Employed in the Field at Least 30 Hours Per Week	Total Graduates Employed in the Field
2018	1	7	7
2019	1	6	7

Single Position vs. Concurrent Aggregated Position

Calendar Year	Graduates Employed in the Field in a Single Position	Graduates Employed in the Field in Concurrent Aggregated Positions	Total Graduates Employed in the Field
2018	7	0	7
2019	5	2	7

Self-Employed / Freelance Positions

Calendar Year	Graduates Employed who are Self-Employed or Working Freelance	Total Graduates Employed in the Field
2018	0	7
2019	0	7

Institutional Employment

Calendar Year	Graduates Employed in the Field who are Employed by the Institution, an Employer Owned by the Institution, or an Employer who Shares Ownership with the Institution.	Total Graduates Employed in the Field
2018	0	7
2019	0	7

License Examination Passage Rates *(includes data for the two calendar years prior to reporting)*

Calendar Year	Number of Graduates in Calendar Year	Number of Graduates Taking Exam	Number Who Passed First Available Exam	Number Who Failed First Available Exam	Passage Rate
20XX					
20XY					

Salary and Wage Information *(includes data for the two calendar years prior to reporting)*

Annual salary and wages reported for graduates employed in the field.

Calendar Year	Graduates Available for Employment	Graduates Employed in Field	\$20,001	\$25,001	\$40,001	\$45,001	\$70,000	\$80,001
			-	-	-	-	-	-
			\$25,000	\$40,000	\$45,000	\$50,000	\$80,000	\$110,000
2018	7	7					7	
2019	12	7					1	4

Federal Student Loan Debt

Most recent three year cohort default rate, as reported by the United State Department of Education.1	The percentage of enrolled students in 2018-19 receiving federal student loans to pay for this program.	The average amount of federal student loan debt of 2018-19 graduates who took out federal student loans at this institution.	The percentage of graduates in 2018-19 who took out federal student loans to pay for this program.
0	18%	\$96,776	83%

Day School Leadership Through Teaching



DeLeT Program

Day School Leadership Certificate / Day School Leadership Certificate with Teaching in Hebrew (DeLeT)

DeLeT, a program of the HUC-JIR Rhea Hirsch School of Education at the Jack H. Skirball Campus in Los Angeles, is dedicated to fostering teaching excellence in Jewish day schools in North America. Our goal is to prepare Jewish day schoolteachers who consider active leadership and open exchange among colleagues as normal instruments of continuous improvement in teaching and learning. This requires a fundamental commitment to the proposition that teacher learning is part of the ongoing work of teachers. As a result, Jewish day school students will receive the benefits of maximum contact with and influence from experienced, highly effective teachers who are continuing to study and improve their practice. DeLeT is a full-time 13-month teacher education fellowship requiring 39 hours and Teaching in Hebrew would require an additional 4 credit hours.

Post-Graduation

Candidates for teaching credentials must pass three Multiple Subject California Subject Examinations for Teachers (CSET) tests and the CSET Writing Exam or CBEST. The CSET fulfills both the subject matter competence and the basic skills requirements of the State. [Click here for further information on the CSET and CBEST.](#)

A test on the US Constitution is required, unless you have proof of having passed a college-level course on the US Constitution. The US Constitution test is a multiple-choice exam with a study guide provided with the testing fee. The test can be taken online. Candidates are also required to take the RICA (Reading Instruction Competence Assessment) examination.

SOC Occupation Code: 25-2021-00 (School Teachers)

Mission Statement - DeLeT

Mission Statement DeLeT, a program of the Rhea Hirsch School of Education is dedicated to fostering teaching excellence in Jewish day schools in North America. DeLeT has been supported by a dedicated group of philanthropists and carries out its mission at HUC-JIR/Los Angeles campus. The program consists of coordinated recruitment strategies, a 13-month fellowship program combining academic coursework with mentored experience in Jewish day schools, guidance from a Clinical Educator throughout the internship experience, mentor teacher institutes, annual day-long seminars for heads of school, and a program of induction support for DeLeT alumni in their first two years of teaching.

DeLeT - Day School Teachers for A New Generation

A Teacher Affects Eternity

See what teaching excellence and innovation in Jewish day schools is all about, and along the way, find the path to fulfill your values and goals while making a difference in the lives of children and their families. Earn a California State Teaching Credential and a Certificate in Jewish Day School Teaching in this 13-month program which uniquely combines graduate-level coursework and a yearlong internship in a Jewish Day School in Los Angeles, San Diego, or the San Francisco Bay Area. [Learn more about DeLeT](#) or contact us at DeLeT@huc.edu.

DeLeT is a full-time 13-month teacher education fellowship. As a DeLeT fellow, you will spend two summers studying education and Judaica, with particular emphasis on integrating general and Jewish studies in the day school. During the intervening year, you will be assigned to a year-long internship in a Jewish day school in Los Angeles, San Diego, or the San Francisco Bay Area under the guidance of two mentor teachers - one in general studies and one in Jewish studies - while you continue to study part-time. You will learn the intricacies of teaching and, equally important, learn how to think about teaching so that you can continue to learn about teaching throughout your careers.

As a fellow, you will:

- Develop inquiry-driven ways of thinking critically about classroom teaching,
- Hone your teaching skills,
- Gain insights into working with children and their families,
- Learn how to infuse classroom life with Jewish and American values,
- Develop the capacity to reflect on teaching,
- Nurture personal growth as teachers, as Jews, and as human beings, and
- Create ways to bring Jewish studies and general studies into relationship with one another in children's learning experiences.

During the academic year, you will be in your school placement every day of the teaching week except for Tuesday and Thursday afternoons, when you will be in class. The Los Angeles-based fellows will meet at the Jack H. Skirball Campus of HUC-JIR, and those in San Diego and the San Francisco Bay Area will be connected to the classes via videoconference. The summer will consist of five consecutive weeks of classes which will meet every day from 8:30 am - 5:00 pm (8:30 am - 2:00 pm on Fridays).

You will be required to attend two Sunday-Monday retreats (kallot) during the year, during which fellows visit one another's schools. One kallah will take place in Southern California and one in Northern California.

The DeLeT program is demanding and rigorous, so taking on outside work is strongly discouraged. If you have a special work situation, you must have the approval of the DeLeT Education Director.

First Summer:

EDU 501A - Teaching and Learning Seminar Part 1 - 3 units

This core, year-long course offers a repertoire of skills and strategies necessary to engage in successful teaching. Through guided reflection and analysis of teaching experiences, students develop of a personal vision for what it means to be a Jewish day schoolteacher. The course integrates current education research with the internship experience. The first of the four-part course focuses on elements of instruction.

EDU 505 - Child Development and Learning - 3 units

This course is an inquiry into learning and development of children from early childhood through adolescence with emphasis on the elementary grades. Surveying the work of major child development theorists, the course examines human universals, individual differences, and cross-cultural variability in psychosocial and cognitive development. The context of Jewish day school education provides a platform for discussing both values and developmental issues.

EDU 510A - Introduction to Jewish Texts Part 1 - 2 units

This course introduces students to the major genres of Jewish text, with an emphasis on the prayer book and Jewish values. The course examines the characteristics of the texts, the broad issues raised by studying the texts, and the pedagogical concerns surrounding the teaching of the texts in the context of Jewish day school.

EDU 535 - Meeting the Needs of All Learners - 1 unit

This course surveys the special needs of learners and programs designed to meet their educational needs within the Jewish day school context. Fellows learn to recognize and describe learning difficulties, working in partnership with parents, specialists, and administration. The course examines the broad range of resources available to day schools to successfully accommodate special needs learners, including implications for second language programs.

EDU 520A - Reading, Language, and Literature Part 1 - 1 unit

This course introduces fellows to the principles of early literacy, including the concepts of listening, print, the alphabetic principle, letter recognition, letter-sound correspondence, phonological awareness, phoneme awareness, decoding, common word patterns, syllabication, sight words, word analysis, and reading comprehension.

EDU 530A - Arts in Education 1 - 1 unit

Using music, dance, theater, and visual arts, guest specialists immerse students in the delights of teaching the arts including creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Integration of art and music into and across the disciplines is modeled using games, projects, routines, and other activities that promote creative expression while improving self-esteem, self-concept, cooperation, and motivation in the elementary school classroom.

Fall Semester:**EDU 501B - Teaching and Learning Seminar Part 2 - 2 units**

This continuation of Ed 501A further develops skills and strategies necessary to engage in successful teaching.

Through comprehensive analyses of teaching experiences, fellows refine their visions for what it means to be a Jewish day schoolteacher. The course integrates current education research with the internship experience. Part 2 of this course emphasizes the students themselves, the modalities through which they learn, and the construction of experiences to meet their needs.

EDU 520B - Reading, Language, and Literature Part 2 - 2 units

This course introduces principles for teaching reading and writing in grades 1 - 8 while inspiring appreciation for language and literature. Strategies for conducting literary analysis through class discussions, reading workshops, book reports, reading aloud, and the use of picture books are presented. The second segment of this course focuses on the development of writing fluency in children, moving from sentences and paragraphs to expository writing, research papers, journaling, and poetry. Strategies for writing include brainstorming, pre-writing, drafting, editing, and publishing. Emphasis is placed on vocabulary building, spelling, and handwriting. The course also offers approaches for assessing student work.

EDU 516 - Math Methods - 1 unit

This course combines the five content strands: numbers and operations, algebra, geometry, measurement, and data analysis and probability, with the five process strands for acquiring content knowledge: problem solving, reasoning and proof, communication, connections, and representation. The course focuses on instructional processes that link students' prior knowledge to new knowledge through active constructivist learning activities. Assessment is an integral part of teaching and learning in math, informs teaching and practice, and links students' knowledge and abilities with challenging and appropriate curricular content.

EDU 550A - Supervised Day School Teaching Part 1 - 4 units

Supervised teaching in general and Judaic studies in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty "clinical educator."

EDU 545 - Day School and Society - 1 unit

As an inter-disciplinary course grounded in sociology, philosophy, anthropology, and theology, this course delves into the constant and dynamic tension of competing values in contemporary American Jewish Day School curriculum. It provides novice teachers with knowledge and tools to understand and approach the complexity and varied cultures of Jewish Day School settings. Careful awareness of these dynamics is crucial for becoming and being an effective, sensitive, and creative day schoolteacher.

Spring Semester:**EDU 501C - Teaching and Learning Seminar Part 3 - 2 units**

Continuing to build the skills and strategies necessary to engage in successful teaching, this course merges current education research with the internship experience. Emphasizing integration between general and Judaic studies, students use principles of Understanding by Design to develop a teaching unit.

EDU 525A - Integrated Social Studies Part 1 - 1 unit

This course introduces methods for teaching social sciences content within the elementary school classroom, incorporating history, geography, economics, culture/anthropology, archaeology, philosophy, sociology, psychology, government, law and politics. By utilizing thematic units of study across the domains of social science, fellows learn knowledge, skills, and attitudes that promote positive citizenship in our culturally diverse, democratic society. Opportunities for integration between social studies and Judaic studies curricula are presented.

EDU 550B - Supervised Day School Teaching Part 2 - 4 units

Supervised teaching in general and Judaic studies in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty "clinical educator."

EDU 555 - Health and Jewish Values - 1 unit

This course addresses concepts, principles, and pertinent legislation for establishing a supportive, healthy environment for K-12 student learning. The course focuses how student health and safety impact learning, teachers' legal responsibilities, and how to access school and community resources. Candidates practice strategies for working constructively with students, families, and community members on health and safety issues. Jewish values of health, healing, wholeness and community responsibility complement lessons. Specific resources within the Jewish community are explored as opportunities for collaboration and referral among teachers, school systems and social-service agencies.

EDU 525B - Integrated Social Studies Part 2: Israel - 1 unit

In this course, students will understand, analyze, and evaluate key research and thinking about American Jewish relationships to Israel today, specifically within the context of Jewish day schools. A broad range of curricular resources will be suggested for teaching about Israel, as well as for exploring personal relationships toward Israel. Students will explore their personal relationship to Israel as they navigate this multi-faceted domain.

EDU 560 - Physical Education and Jewish Values - 1 unit

This course identifies skills and competencies that are developmentally appropriate in physical education programs. Jewish values regarding the body and health, teamwork, personal integrity, and responsibility are integrated into the course. The course recommends supportive environments and activities that provide opportunities for all participants, skilled and novice

Second Summer:**EDU 501D - Teaching and Learning Seminar Part 4 - 1 unit**

The culmination of this year-long core course offers a practicum for fellows to merge research, experiences, and content learning in an integrated capstone project. Students collaborate in exploring an enduring dilemma of teaching and learning as they create a presentation that models their vision for day school teaching.

EDU 510B - Introduction to Jewish Texts Part 2 - 2 units

This course delves into the major genres of Jewish text, including the Torah, Mishna, Talmud, and Commentaries. The course examines the characteristics of the texts, the broad issues raised by studying these works, and the pedagogical concerns surrounding the teaching of the texts in Jewish day school. The study of Jewish texts is embedded in the history of the Jewish people.

EDU 540 - Educational Technology - 1 unit

The course provides an overview of current computer-based technologies used in a variety of educational settings. Significant changes in teaching and learning through technology are presented by matching instructional strategies with relevant technology. The course focuses on computer and technology knowledge and skills appropriate for beginning teachers, such as hardware and software terminology, operation, troubleshooting, records management, email, collaborative tools, copyrights, privacy, security and safety issues.

EDU 515 - Science Methods - 1 unit

Progress in science is made by asking meaningful questions and conducting careful investigations. This course focuses on integrating the big ideas, methods, and technologies of science across the general studies curriculum to enrich and enliven the classroom. The course emphasizes points of convergence between the scientific and Jewish approaches for asking questions, studying multiple sources, seeking evidence, teasing out significant data, and applying findings to life challenges.

EDU 570 - Diversity in Schools - 4 units

This course explores the diverse population of California, focusing on Latino and African American populations. By exploring these varied historical and cultural traditions, fellows grasp the significant role that culture plays in self-understanding, knowing one's students, and in establishing expectations for achievement. The second segment of this course explores the range of Jewish cultural traditions within our community.

EDU 436 - Differentiated Instruction for Diverse Students - 1 unit

Fellows learn strategies to develop and tailor instruction for mixed ability students in elementary school classrooms by modifying content, process, product, and environment. This course emphasizes how assessment and instruction work in tandem to meet the needs of diverse learners and create a successful learning environment for each child.

EDU 530 B - Arts in Education Part 2 - 1 unit

Using music, dance, theater, and visual arts, guest specialists immerse students in the delights of teaching the arts including creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Integration of art and music into and across the disciplines is modeled using games, projects, routines, and other activities that promote creative expression while improving self-concept, self-discipline, cooperation, and motivation in the elementary school classroom.

DeLeT Mentors

As a DeLeT fellow, you will work with two Mentors who have demonstrated success in their classrooms and welcome the opportunity to continue to learn and share their knowledge.

You will have a primary Mentor in whose class you spend the greatest number of hours per week, and a supporting Mentor with whom you enjoy a professional relationship for a lesser number of hours per week. Since you will be engaged in the teaching of general and Judaic studies, these Mentors reflect both aspects of the school program.

Mentors coordinate their primary responsibility for facilitating student learning with the additional responsibilities of guiding, supporting, and assessing your learning. Working closely with Clinical Educators and other program staff, Mentors play a vital and indispensable role in helping fellows learn to teach and develop the tools to study and improve their teaching.

Mentors are able to talk about their practice and about the goals that affect the decisions they make. They are role models because of their expertise, communications skills, flexibility, patience, and commitment to Jewish knowledge and values.

Testing and Credentials

When DeLeT courses are successfully completed and state-mandated tests and TPA's are passed, all the program requirements are fulfilled to the satisfaction of the faculty and administration, HUC-JIR will recommend the candidate to the California Commission on Teacher Credentialing for a preliminary multiple-subject teaching credential. The credential document will be finalized approximately two months after the recommendation is made. During that time, however, the State considers you to be credentialed.

Like all new teachers in California, graduates of the DeLeT program must "clear" their credential within five years of receiving it by participating in a two-year program of mentoring and advanced study of their practice. DeLeT alumni are eligible to participate in the DeLeT Induction Program which fulfills this obligation.

What tests does the State of California require?

Candidates for teaching credentials must pass three Multiple Subject California Subject Examinations for Teachers (CSET) tests and the CSET Writing Exam or CBEST. The CSET fulfills both the subject matter competence and the basic skills requirements of the State. [Click here](#) for further information on the CSET and CBEST.

A test on the US Constitution is required, unless you have proof of having passed a college-level course on the US Constitution. The US Constitution test is a multiple-choice exam with a study guide provided with the testing fee. The test can be taken online.

Candidates are also required to take the RICA (Reading Instruction Competence Assessment) examination.

When should I take the CSET, RICA, and US Constitution tests?

The California Commission on Teacher Credentialing (CCTC) requires all credential candidates to take and pass the 3 Multiple Subject and Writing CSET's **prior to the start of their credential program.**

It is recommended that DeLeT fellows take the three CSET multiple subject tests and the writing test or CBEST in two to three sittings prior to the start of DeLeT or during the first summer of the program. CSET and CBEST study guides can be found online or at local bookstores.

Does the State of California have any additional requirements?

Yes. Four Teacher Performance Assessments (TPAs) are required by the State. These are assigned, explained, and discussed in academic courses during the year.

What is "clearance" and how do I get it?

The Certificate of Clearance is state-mandated finger printing and the first step in applying for the California Preliminary Multiple-Subject Teaching Credential. All candidates for the credential must have a certificate of clearance before beginning to work in a classroom.

After Graduation

As a DeLeT graduate, we hope and expect that you will continue to teach in a Jewish day school and/or continue your graduate studies. While our alumni are responsible for securing post-DeLeT employment, DeLeT provides support and guidance during the placement process and works with schools in which alumni are employed to encourage these schools to develop an environment which supports new teacher learning.

As our alumni begin their teaching careers, DeLeT provides support through the **DeLeT Induction Program**, which offers one-on-one mentoring to beginning teachers in Jewish day schools to help them to "clear" their California Preliminary Multiple Subject Teaching Credential. The DeLeT Induction Program is accredited by the California Commission on Teacher Credentialing (CCTC) and is open to DeLeT graduates and other teachers in Jewish day schools who need to "clear" their California Preliminary Multiple Subject Teaching Credential.

The DeLeT Induction Program includes:

- A Beginning Teacher Network orientation to the electronic Formative Assessment System (FAS).
- One-on-one mentoring, observation, feedback, and guidance from a DeLeT Clinical Educator/mentor (CE) for 2+ hours at your school-site every other week throughout the school year using the New Teacher Center's Formative Assessment System.

- An Inquiry Action Project focusing on a specific area of interest, designed to further your teaching knowledge and practice.
- Yearly Beginning Teacher Network meetings for DeLeT Induction Program participants in DeLeT alumni classrooms in the area to discuss best practices and California Standards 5 and 6 regarding Pedagogy and Universal Access.
- Meetings twice each year with your school's administrator and the DeLeT CE/mentor to set goals and evaluate teaching growth.
- A one-year early completer option for teachers with more than 3 years of day school teaching experience.

The cost of the DeLeT Induction Program is \$3,600 per year. We encourage participants to ask for financial support from their school. Scholarships are available for DeLeT alumni. To learn more, contact the DeLeT Induction Program Coordinator, Dr. Bonnie Sharfman, at bsharfman@huc.edu or at 310-701-8819.

DeLeT also provides advisement regarding graduate school options and some alumni enter the Rhea Hirsch School of Education's Master of Arts in Jewish Education program.

DeLeT L'Ivrit

If you are fluent in Hebrew and love working with children, DeLeT L'Ivrit will help you define your future professional direction.

You are invited to apply to this 13-month fellowship program, which features a mentored internship teaching Hebrew and Judaic Studies in a Jewish day school.

You will not only teach, but learn in weekly seminars and intensive summer studies at Hebrew Union College-Jewish Institute of Religion's Jack H. Skirball Campus in Los Angeles, CA.

Enjoy professional development and personal growth and fulfill your values and goals, as you demonstrate your commitment to serving the Jewish people.

This program is designed for both newcomers to the field and for current assistant teachers seeking to enhance their teaching through formal education.

Emerge prepared for the California Preliminary Multiple Subject Teaching Credential, receive a Certificate in Day School Teaching from HUC-JIR, and join the over 200 Jewish day school educators in 50-day schools throughout America who have participated in DeLeT.

Certificate of Excellence in Teaching Hebrew

For Candidates who are already working as Jewish Day School teachers, this program helps to build your passion and skills in teaching Hebrew. Applicants must have 2-6 years of teaching experience, a B.A. from an accredited university or equivalent, and be bilingual. Minimum of 17 credit hours are required to achieve the certificate.

SOC Occupation Code: 25-2021-00 (School Teachers)

If you currently serve as a Jewish Day School teacher or teaching assistant, have a passion for teaching the Hebrew language, and seek to improve your teaching skills, this program is for you! Participate in a monthlong summer institute at HUC-JIR in Los Angeles, followed by online courses on Sundays from 3:00-6:00 pm for one academic year. Your studies will include Hebrew Linguistics, Hebrew Language Pedagogy, Child Development, Teaching Jewish Texts and Holidays, Educational Technology, and more.

Tuition: The total cost of the program is \$17,000.

Your contribution is \$2,000.

Your school contributes \$5,000 and HUC-JIR doubles this by contributing \$10,000.

Applicants must have 2-6 years of teaching experience, a B.A. from an accredited university or equivalent, and be bilingual.

Your application process will begin with a preliminary phone interview; followed by submission of an application form, two letters of recommendation, two essays (one in Hebrew and one in English), and resume; and concluding with an interview.

Pines School of Graduate Studies



Information About the DHL Program

The program leading to the degree of Doctor of Hebrew Letters (DHL) is an international program of the Hebrew Union College-Jewish Institute of Religion administered centrally by the Pines School of Graduate Studies. Students may work with faculty members on any of the campuses, in Cincinnati, Los Angeles, and New York (in Jerusalem as well, under certain circumstances). Eligibility for matriculation in the DHL program is normally limited to rabbinic graduates of HUC-JIR (any campus). The basis for this eligibility is the period of residency that is required for the MAHL degrees and subsequent ordination.

Ordinees of other academically accredited institutions may also be eligible for the DHL program and should consult with the director of the Pines School of Graduate Studies.

Course of Study

The goal of the program of study in a minor area is to develop broad competence and general proficiency in that area. The major program of study, which leads to the dissertation, goes beyond that base of competence, and cultivates professional expertise in a well-defined area of specialization.

The major and minor areas normally are selected from the following list (other areas of Judaic Studies maybe considered as well, as long as they are duly approved):

- Bible and Related Literature
- Hebrew Literature
- Human Relations (minor field only)
- Jewish Liturgy and Worship
- Jewish Religious Education (minor field only)
- Jewish Theology
- Jewish Philosophy
- Jewish History
- Judaism and Early Christianity
- Judaism and Hellenism
- Medieval Jewish Biblical Commentaries
- Midrashic and Homiletical Literature
- Talmud and Rabbinic Literature

Program of Study--Minor Areas

The program outline for each of the two minor subject areas should specify the subject matter to be studied, including the primary and secondary source material to be covered, the methodology to be used, and a tentative description of a concluding project (usually a written assignment).

Program of Study--Major Areas

The program of study in the major subject area should augment the program outline for the minor in that area, adding the extra primary and secondary resources that are required to go beyond the level of general competence and attain professional expertise. The program outline should specify the subject matter to be studied, including the primary and secondary source material to be covered and the methodology to be used.

In the case of the major, there is no interim "concluding project" as there is for each minor. Rather, the dissertation represents the culmination of the major, which means that the major advisor normally serves as the dissertation advisor. The major program outline submitted at the time of application need not include a full dissertation proposal, but it should indicate the direction of research that will eventuate in a dissertation.

DHL Courses in Real Time

The Pines School of Graduate Studies offers real-time courses open to DHL students originating from each of the stateside campuses. These courses may be taken in person or through electronic connection. Permission of the instructor is required, and the PSGS director must be notified so that the IT Department can set up the electronic connection in advance of the course's first session.

Course work can be coordinated with the predefined program outlines of the minor subject area. DHL candidates may take up to two of these courses per year for no additional fee beyond the annual DHL tuition. For more information, contact the Office of the Pines School of Graduate Studies.

DHL Examinations

When the candidate has completed a program of study in a minor area, the advisor submits a letter of confirmation to the director of the Pines School of Graduate Studies. The DHL oral examinations can be administered only after receipt of these letters. The examination in the major may be administered when the advisor certifies in writing that the dissertation is the only outstanding program requirement but must be taken at least one month prior to the submission of the dissertation.

The DHL oral examinations normally take place at one of the stateside campuses of HUC-JIR. Their content is based upon the work that comprised the course of study.

For the sake of convenience, candidates usually are examined in all three areas at one time; it is possible, however, to take the examinations at separate times if desired. The all-in-one examination lasts two hours, with one half-hour devoted to each minor area, and one hour devoted to the major. All three faculty advisors must attend the DHL examination(s)—this can be done electronically when the advisors are on several campuses—and the other members of the faculty are invited to attend as well. Some flexibility exists for the exams outlined above.

DHL Dissertation

The DHL dissertation is the "concluding project" in the candidate's major area, as well as the culmination of the degree program.

"The [doctoral] 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)

Dissertation Proposal

The dissertation proposal is an integral part of the program outline for the major area. The 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.

The proposal may be submitted at any time during the course of study, as early as the time of application, but no later than one year prior to the anticipated date of graduation. Students are encouraged to formulate their dissertation proposals before taking the DHL examinations.

The procedure for submission and approval of the proposal is as follows: the student submits the proposal to the dissertation advisor (normally the major area advisor); the advisor signs the proposal and submits it to the director of the Pines School of Graduate Studies; the director conveys the proposal to the Graduate Executive Committee (GEC) for approval.

A typical dissertation proposal might be laid out as follows (each of the following items with the possible exception of the bibliography should require no more than one page):

Cover Page, including the student's name, the title of the dissertation, and the name and signature of the faculty advisor.

Statement of the Problem, giving the general scholarly context out of which the thesis topic has emerged, and indicating the questions to be raised and/or hypotheses to be verified.

Review of Prior Scholarship, emphasizing that which is specifically relevant to the dissertation. What is lacking in scholarship to date that makes the proposed work desirable or necessary?

Statement of Methodology or Approach, with particular emphasis on where it participates in and deviates from current scholarly discussion of the topic.

Outline of the Contents of the Dissertation, which should be simple in form, and follow a standard outline format (e.g., *The Chicago Manual of Style*).

Preliminary Bibliography, topically arranged, and limited to what is strictly relevant.

The Format of the Dissertation

The Graduate Executive Committee has established a number of guidelines and regulations for the preparation of dissertations. These cover such areas as required contents (abstract, title page, etc.), paper size and quality, formatting, printing, and annotation. Examples appear in the Graduate Student Handbook of the Pines School of Graduate Studies. Any significant deviations from the regulations in that document must be discussed with the director of the Pines School of Graduate Studies and, if necessary, brought before the Graduate Executive Committee for approval.

Submission of the Dissertation

When the advisor agrees that the dissertation is ready for submission, the candidates should prepare the final copy for official submission. Two unbound submission copies of the dissertation and a pdf file copy, together with the advisor's written evaluation approving the dissertation, must be in the Office of the Pines School of Graduate Studies by March 15 if the DHL is to be awarded at the spring graduation exercises.

Rabbinical School – Los Angeles



Rabbinical Program

The Rabbinical School offers a five-year program of full-time graduate study leading to the Master of Arts in Hebrew Letters degree and rabbinic ordination. Students admitted to the rabbinical program are required to spend their first academic year, beginning in late June, at the College-Institute's campus in Jerusalem. In rare instances, students with exceptional backgrounds and degrees in Hebrew and cognate studies may be exempt from the Year-in-Israel Program. Upon successful completion of the Year-in-Israel Program, students return to one of the three American campuses to which they had been assigned upon admission to the Rabbinical School. Application is made to HUC-JIR and not to a particular campus. The Los Angeles campus offers a four-year program leading to the degree of Master of Arts in Hebrew Letters (MAHL) after the successful completion of 95 credit hours.

Rabbinic ordination is awarded after the successful completion of 155 credit hours.

SOC Occupation Code: 21-2011-00 (Rabbi).

Mission Statement

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, mentored professional experiences, and opportunities for personal and spiritual growth, 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.

Program Requirements

You must be able to meet the following criteria by June of the summer you intend to enroll:

- A Bachelor's degree from an accredited college or university.
- An academic record reflecting a 3.0 grade point average or above on a four-point scale.
- Capacity in the Hebrew language comparable to one year of college-level Modern Hebrew, as demonstrated by performance on the Hebrew Capacity Examination which is given at the time of the interview. [Learn more.](#)
- Completion of a preliminary consultation with a representative of the admissions office or a Rabbinical School Director.
- Submission of the general Graduate Record Examination (GRE) to HUC—JIR.
- International applicants from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL), now an internet-based test (IBT). International applicants must have a working knowledge of English and a score of at least 90 on the TOEFL, with at least 22 on each constituent part.
- Demonstration of the interpersonal skills needed to interface with people in diverse situations.
- A readiness for graduate study, including the capacity to meet the intellectual, ethical, and emotional demands of graduate school.
- A serious commitment to academic study and the capacity to develop self-awareness.
- A commitment to and leadership experience within Reform Judaism and K'lal Yisrael.
- An ability to engage in abstract reasoning, to think analytically and conceptually, and to formulate mature judgments.
- An aptitude for clear oral and written self-expression.
- Current policy states that applicants who are married to or in committed relationships with non-Jews will not be considered for acceptance to this program.

Course of Study

The curriculum of the Rabbinical School has two phases. The first phase, the Core Curriculum, is covered during the Year-In-Israel and the first two years stateside; upon completion of the Core Curriculum, students are awarded the MAHL degree. The second phase, the post-MAHL course of study, consists of work done primarily in the fourth and fifth years of the Program.

The Core Curriculum sets national standards and learning outcomes for the Rabbinical School. The faculty of each stateside campus creates courses and other learning experiences that allow each student to meet the standards and outcomes. Consequently, the course of study varies slightly on each of the three stateside campuses. The same is true of the post-MAHL requirements; each stateside campus requires approximately the same number of credits for ordination, but each campus has a slightly different approach to the distribution of elective courses.

Year-In-Israel

The Year-In-Israel program is mandatory for first-year rabbinical students. Students who are accepted to the Rabbinical School who can demonstrate native or near-native fluency in Hebrew and have a strong background in Jewish Studies may be able to exempt from the Year-In-Israel through an examination. The program begins in early July and culminates in May of the following year.

Priorities

- An understanding of the Hebrew language, both as it is found in traditional Jewish sources and in modern usage.
- The acquisition of basic text skills that will be used throughout the five-year program and in the rabbinate.
- An encounter with Israel that leaves students informed, enthused, and energized about the significance and challenges of Jewish statehood and peoplehood.
- The encouragement of self-awareness as future Jewish professionals.

Curriculum

The curriculum of the Rabbinical School educates rabbis for the diverse challenges of the 21st-century rabbinate. Students prepare to become rabbis and leaders in a variety of settings, including congregations, Hillel foundations, schools, communal organizations, and pastoral settings.

The curriculum of the Rabbinical School:

- Promotes the acquisition of skills and competence in the study of Jewish texts, history, thought, language and literature.
- Promotes professional development through course work and fieldwork.
- Promotes the spiritual and religious growth of each student through worship experiences, discussion of core issues in Jewish thought and life, and mentoring.

Year-in-Israel Priorities

1. An understanding of the structure of the Hebrew language which will serve our students in mediating between the sources of Judaism and the North American Jewish community.
2. An encounter with Israel which leaves the students informed, enthused and energized about the challenges of statehood and the implications of peoplehood.
3. The acquisition of basic textual skills which allows the successful continuation of studies in the U.S.
4. An exploration of the students' religious and spiritual identities, with special emphasis on Reform Judaism.
5. The provision of professional skills and the encouragement of a self-consciousness as future Jewish professionals within the community.

Academics

Studies are full time with classroom study 5 days a week, Sun through Thursday, divided between core courses, professional courses and a weekly First Year Seminar. Other requirements include tefillah, inquiry groups, field study trips, a mid-year colloquium, and community service project.

Core Courses:

- Cantillation of the Torah
- Classical Grammar
- The Geography, Chronology and Selected Polemics of Biblical History
- Introduction to Bible
- Introduction to Liturgy Lecture

- Introduction to Liturgy Shiur
- Modern Hebrew
- Modern Jewish History
- Rabbinic Texts (Rabbinical and Education students only)
- Second Temple through Late Antiquity History
- Seminar - Israeli Society: Its multiple voices and search for solidarity

First Year Seminar - Israeli Society: Its multiple voices and search for solidarity: For one day a week, Israel is the classroom, as students explore aspects of Judaism and the Jewish State as part of the Richard J. Scheuer Seminar. Some days studies take place on campus and many others there are site visits of various kinds. Learning techniques include text study sessions, film, independent research and more. Two of the extended field study trips are part of the wider course. Requirements include two research papers and active participation. Sessions tend to run from 8:30am until 4:00pm throughout the year. Subjects include Religion and State, Life Cycle and Zionism.

The Mandel Initiative for Visionary Leadership provides structured opportunities in the curriculum for students to integrate their academic and clinical learning in a more meaningful way and to build on that integration in shaping their personal Jewish identities and their professional aspirations. During the Year-in-Israel, the focus is on Israel and Jewish Peoplehood, reflecting the centrality of those ideas and ideals in the learning and experiences of students spending their first year of studies in Israel.

Review of Students

1. At the end of the Year in Israel, the Jerusalem faculty and administration will conduct a review of students regarding their suitability to continue in the program.
2. There also will be a formal review of students at the end of the third year. In addition, there shall be periodic reviews of students by faculty according to the assessment protocols established in each program.
3. Information about student tenure can be found in the National Academic Handbook.

Curriculum

The curriculum of the School of Rabbinic Studies at the Hebrew Union College-Jewish Institute of Religion has two phases. The first phase, the Core Curriculum, is covered by the Year-in- Israel and the first two years stateside; upon completion of the Core Curriculum in Los Angeles, students are awarded the MAHL degree.

The second phase, the post-MAHL course of study, consists of work done in the fourth and fifth years of the program.

Years 2 and 3: The Core Curriculum consists of foundational courses that examine the language and literature of a variety of disciplines, different critical approaches to those disciplines, and the acquisition of professional skills through classroom learning. These courses are generally taken during the second and third years of the rabbinic program.

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

Fall – Year 2

BIB 600	Torah
HEB 600	Hebrew Language
LIT 600	Liturgy
PDE 602	Homiletics
PDE 604	Education A
PDE 611	Rabbinic Practicum A
RAB 600	Mishnah

Spring- Year 2

BIB 601	Prophets
HEB 603	Hebrew Language
HIS 601	Late Antiquity and the Middle Ages
PDE 603	Speech
PDE 609	Creating Worship Experiences
PDE 612	Rabbinic Practicum B
RAB 601	Midrash

Fall – Year 3

BIB 602	Ketuvim
HEB 602	Introduction to Aramaic (one week intensive) HIS 602 Modern Jewish History
PDE 613	Rabbinic Practicum C
PHI 601	Medieval/Early Modern Jewish Thought
RAB 604	Commentaries
RAB 605	Talmud A

Spring – Year 3

HIS 603	American Jewish History
EDU 630A	Curriculum Content
PDE 614	Rabbinic Practicum D
PHI 602	Modern/Contemporary Jewish Thought
RAB 606	Talmud B
RAB 607	Codes

Years 4 & 5: The post-MAHL program consists of sixteen advanced courses and two one-week intensives that are generally taken in the fourth and fifth years of the rabbinic program. The following courses are required: PDE 643/Leadership for the Reform Rabbinate; HIS 620/Islam Intensive; and HIS 621/Christianity Intensive.

The remaining fifteen courses are chosen by the student with two caveats:

1. To ensure that students continue to deepen their Judaica knowledge and skills, students may take no more than four of the 15 electives in Professional Development.
2. If a student receives a LP in a Core course, the student must take an elective in that subject area and receive a P in that course.
3. Electives in a given discipline may not be taken before the completion of the Core courses in that discipline.

Additional Requirements

4. All rabbinic students are expected to participate in worship services at HUC. Students are assigned to lead services, read Torah, and deliver *divrei Torah*. The synagogue calendar, which contains these assignments, is published at the beginning of each academic year and can be found on Sakai.
5. Each rabbinic student will deliver two sermons, one each during the fourth and fifth years. Sermon dates are assigned at the beginning of the academic year and printed in the synagogue calendar.
6. Each student must complete three years of fieldwork. Students must serve at least
7. one year in a monthly student pulpit (or its equivalent) and one year in a supervised internship. Each student must also complete a pastoral care internship or one unit of CPE (Clinical Pastoral Education).
8. Each student will participate in the Gerecht Institute (2nd Year) and the Outreach Institute (4th year), and the joint HUC-CCAR Mentoring program. Assignments for the 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.
9. Each student must complete a capstone: a rabbinic thesis, a text immersion, or a project under the supervision of a member of the HUC faculty.

Capstone Requirements

10. Every student is required to complete a capstone during his/her final year of rabbinic school.
11. Each year, the Director of the School of Rabbinic Studies will review the current capstone requirements with fourth year students. Capstone guidelines will be posted on Sakai.
12. During the fourth year, a student must submit the proposed subject of the capstone to the Director of the School of Rabbinic Studies on or before the date set that year.
13. The student shall first discuss the proposed capstone 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.
14. Ordinarily, a capstone is executed under one advisor a member of the Los Angeles faculty. When a capstone 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 be co-opted as minor advisors.

15. The capstone proposal form may be downloaded from Sakai and once signed by the
16. advisor is to be submitted to the Director of the School of Rabbinic Studies, together with the student's proposal.
17. A request to emend the capstone topic or vehicle, or to change advisors must be submitted to the Rabbinic School Office at the beginning of the fall semester of the student's fifth year.
18. No faculty member may be expected to serve as advisor for more than three rabbinic capstones in a given year. Faculty members are not expected to serve as capstone advisors while on sabbatical.
19. Students are required to meet regularly with their 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 capstone. As a result, he/she will not be ordained that year.
20. In the senior year, the candidate delivers the completed capstone to the advisor(s) and to the Library no later than the date announced on the Academic Calendar. If, for reason of illness or other similar extenuating circumstances, a student is unable to present the completed work by that date, he/she may, upon the written permission of the Director of the School of Rabbinic Studies (who will consult with the advisor), be granted up to a one-week extension. The student must also submit a Capstone Completion Form, signed by the advisor(s), to the School of Rabbinic Studies.
21. 11. If a student does not complete his/her thesis by the assigned due date, s/he will not be able to participate in CCAR/HUC-JIR placement. The Faculty, via the Rabbinical Program Director, may grant one more year to complete the thesis at their discretion. Upon completion of the thesis, the student will then be eligible to seek a position through the CCAR. Any student who does not complete the thesis after a second year will have their tenure in the program terminated.

Capstone Project

The rabbinical thesis or capstone project enables a student to explore a topic of interest to him/her and to culminate his/her rabbinical education by creating an in-depth piece of work that can be the basis of ongoing study, teaching, and research in his/her professional work. It enables students to hone research and writing skills. The thesis also affords students an opportunity to work closely with faculty members on a project of their choosing.

Fifth Year Residency and Requirements

The School of Rabbinic Studies is a five-year, full-time academic program. Students are expected to be in Los Angeles during their fifth year to meet with their thesis advisors, participate in the ordination seminar, and complete their course work.

All rabbinic students should register for THS 698 (4.5 credits/semester) and PDE 620 & 621 Ordination Seminar (1.5 credits/semester) during each semester of their fifth year.

Students may take courses in the spring semester of their fifth year; work for these courses must be completed by the deadline set by the National Registrar.

Students must complete all required coursework in the spring semester of their final year by the date determined by the National Registrar.

Maximum Course Load

A student's course load will not exceed 18 credits per semester without the written permission of the Director of the School of Rabbinic Studies. A one-week intensive taken before the beginning of the semester is not counted toward the 18-credit cap.

Independent Study

An independent study is a course not regularly offered but developed specially by a student and faculty member.

1. Students shall generally be allowed to take one independent study course per semester with the permission of the Director of the School of Rabbinic Studies and the faculty member to be credited as a post-MAHL course, up to a total of four such courses. Only one independent study course is permitted each summer and a maximum of three independent study courses
2. during a leave of absence. If a student requests additional independent study, permission must be obtained from the Director of the School of Rabbinic Studies; appropriate exemptions may be made on a case by case basis.
3. Any full-time faculty member may be asked to sponsor an independent study course. Since faculty members direct independent study courses in addition to their regular teaching load, they shall undertake to work with students at their own discretion. It is recommended that no faculty member sponsor more than two such courses in any one semester.
4. No student who has failed a course in either of the previous two semesters may register for an independent study course, unless permission is obtained from the Director of the School of Rabbinic Studies.

5. Independent Study Registration forms are available on the National Registrar's page of the HUC website. Every independent study must be approved by the student's advisor and the Director of the School of Rabbinic Studies as well as the faculty member directing the independent study.
6. In special circumstances and with the permission of the School Director, independent study may be used to fulfill a core course requirement.

Clinical Education

A critical aspect of the rabbinical training at HUC-JIR is the practical experience that students gain through their rabbinical pulpit experiences. These in-field opportunities are coordinated with academic courses to form an integrative learning experience. As part of the student pulpit program, students receive guidance from rabbinical mentors, either from their supervising rabbi at the congregation where they are interns or from a rabbi in the field who provides on-going mentorship and visits the congregation to observe the student on a weekend. In addition, the students participate in supervision with professionals within HUC-JIR. The support of rabbinical mentors and supervisors helps to guide the students through these important and sometimes challenging professional growth experiences.

Rabbinical students must complete a minimum of two years of in-field experience, serving at least one year in a Reform congregation. Students serve either as rabbinical interns in congregations that are local to the HUC-JIR campuses or as the sole clergy for small congregations to which the students travel on weekends.

As rabbinical interns, students have the opportunity to be part of a clergy team and to be exposed to the diversity of services, programs, and activities of large metropolitan and suburban congregations. The internships typically include a range of responsibilities, such as teaching in the religious school, preparing b'nai mitzvah students, teaching adults, and advising the youth group, as well as taking part in leading worship services, preaching, and participating in life cycle events. Through regular meetings with their supervising rabbi, the student gains a realistic perspective on the life of the congregational rabbi.

At "student pulpits", rabbinical students serve as the sole clergy to small communities to which they travel on a bi-weekly or monthly basis. During their weekend visits, students fulfill a full range of responsibilities, from leading worship, preaching, providing pastoral care, administering and teaching in the religious school, training b'nai mitzvah students and officiating at their service, and occasionally officiating at life cycle events. The students work closely with the lay leaders in visioning and planning for the congregation.

In addition to congregational experience, rabbinical students at HUC-JIR are required to complete a supervised Pastoral Care Internship. Most often, this requirement is fulfilled by completing a unit of CPE (Clinical Pastoral Education) at a hospital. Students often describe this training, sometimes experienced with students from other seminaries, as a highlight of their years at HUC-JIR; it is essential for all rabbis, regardless of the professional path they ultimately chose to take.

Additional field work opportunities include Hillel or Jewish student centers on college campuses (working specifically with a Reform group on campus or providing a Reform rabbinical presence); serving in homes for the aged; working in organizations such as WRJ, URJ, Dorot; and military chaplaincy.

All clinical education experiences are coordinated either through the Rabbinical Program Director or the Director of Field Work.

Learning Opportunities

In addition to academic classes and field work, HUC-JIR provides rabbinical students with a number of co-curricular learning experiences that enrich students' personal and spiritual growth and development.

Tefillah

All stateside campuses offer daily student-led tefillah (worship). Rabbinical students assume the responsibility of serving as shliach/shlichat tzibbur (service leader), gabbai, and ba'al koreh (Torah reader). On the New York campus, rabbinical students lead worship in partnership with cantorial students; on the Cincinnati and Los Angeles campuses, rabbinical students lead worship with a cantor from the community. Students receive feedback from faculty advisors to help strengthen their worship leading skills.

Student Sermon

One of the highlights of a rabbinical student's tenure at HUC-JIR is delivering a sermon before the HUC-JIR community. Students work with a faculty advisor and write a sermon on a topic of their choosing. Following the sermon, there is community discussion in which faculty and students offer feedback to the preacher and discuss issues raised in the sermon.

Outreach Retreat Weekends

In addition to addressing the important topics of conversion and interfaith families in various classes in the Rabbinical Program, students participate in two retreats on these crucial topics. In their third year of studies, they attend HUC-JIR's Gerech Family Institute for Outreach and Conversion, developed in conjunction with the Outreach Department of the URJ. Through text study, prayer, and discussion with professionals in congregations, outside experts in the field, URJ staff, and Jews-by-choice, students receive an in-depth introduction into this most important topic.

During their fourth year of studies, students participate in an Outreach Institute held at a Reform congregation with a strong vision for outreach, especially towards interfaith families. This program, planned in partnership with the Outreach Department of the URJ, provides students with the opportunity to better understand the significant and growing diversity of personal backgrounds within the families of our congregations and the challenges and opportunities these new realities present.

Engaging with synagogue professionals and lay leadership, the Outreach Institute deals with a wide variety of concerns, including: the difficulties faced within both families and synagogues by interfaith couples before and after marriage; successful means of integrating diverse families into congregational life; the place of the non-Jew in the synagogue; techniques for outreach to families with special needs, singles, gays, and lesbians; the ongoing question of intermarriage officiation; and approaches that have successfully created institutional change.

Social Justice

As part of the Rabbinical Program's focus on leadership, all rabbinical students are required to take a course in Social Responsibility as part of the core curriculum. In addition, they are required to complete one in-field experience in an agency or organization in the area of social action where they are mentored by a professional in that agency. Through this personal experience students gain a deeper understanding of such organizations and an appreciation for the role of the rabbi in social justice work.

Spiritual Development

Beyond academic and professional development, a rabbinical student must also nurture his/her spiritual growth. Spiritual development takes place in many different venues and varies from individual to individual. Participating in worship regularly is an important avenue for spiritual growth. Other opportunities include spiritual direction, spirituality retreats, electives devoted to spiritual growth, and intercession or summer intensives. These programs vary among the three stateside campuses reflecting the different faculties and programs unique to each campus. Students are always encouraged to discuss their religious interests and challenges with their faculty adviser and/or rabbinical mentor.

Mentoring

In addition to rabbinical mentors assigned to students as part of their field work experiences, students receive rabbinical mentors in the fifth year of the Rabbinical Program as part of the Central Conference of American Rabbis (CCAR) requirement for admissions and guidelines established by the CCAR/HUC-JIR Joint Commission on Mentoring. These rabbis serve as mentors through the students' culminating year at HUC-JIR and during their first two years in the rabbinate. CCAR mentors have been carefully selected and have received training for such mentoring through the Joint Commission.

Aronoff Rabbinic Mentoring Program

1. Students serving student pulpits are required to participate in the Aronoff Rabbinic Mentoring Program. Information about the program can be found in the Fieldwork Handbook of the School of Rabbinic Studies.

2. All HUC-JIR rabbinical students are required to participate in the JCRMI Mentoring Program for three years. The program begins at the end of the student's fourth year in rabbinical school and continues during the first two years following ordination. Orientation to the program and assignment of mentors is done during the fourth year.

Lifecycle Officiation and Pastoral Care in Los Angeles

The Hillside Rabbinic Practicum in Lifecycle Officiation and Pastoral Care prepares students to guide individuals and families through stage of life transitions from birth to death. The curriculum recognizes that life cycle rituals – welcoming children into the Covenant, recognizing the assumption of Jewish responsibilities by Bar/Bat Mitzvah students, marriage ceremonies, and funerals – all take place against the backdrop of powerful emotions and family dynamics. As part of the practicum, rabbinical students will attend weekly sessions during their second and third years. Each session will focus on a chosen topic and will reflect an integrated model that brings together appreciation and understanding of Jewish ritual and an analysis of the psycho-social issues that arise surrounding this stage/event in the life of an individual or family. Additionally, an experienced rabbi, who is also trained as a therapist, will lead the practicum. This program is made possible by a gift from Hillside Memorial Park and Mortuary.

Joint Degree Opportunities

Master of Arts in Jewish Education: Rabbinical students may pursue this degree by enrolling in the Rabbinical Education year under the auspices of the Rhea Hirsch School of Education; it is usually undertaken between a student's third and fourth years of Rabbinic School. Rabbinical students may apply as many as nine credits of course work taken during the Rabbinical Education program toward their rabbinical school requirements.

Certificate in Jewish Organizational Leadership or Master of Arts in Jewish Nonprofit Management: Rabbinical students may earn a Certificate in Jewish Nonprofit Management through one summer of course work. Two courses from the program may also be applied toward the student's Rabbinical School requirements. A student who wishes to earn the Master of Arts in Jewish Nonprofit Management must complete a year of field work in the nonprofit sector and write a thesis that integrates the student's work in Rabbinical School and nonprofit management.

After Ordination

"The sun never sets on the graduates of the Hebrew Union College," aptly said Dr. Jacob Rader Marcus, z"l, Professor of American Jewish History and founder of the American Jewish Archives at HUC-JIR. Our graduates are truly international, coming from many nations around the world and serving congregations, organizations, and institutions on almost every continent. Rabbinical alumni are forging new entrepreneurial visions and applying the latest technologies to worship experiences and community building, as they provide the leadership for the next generations of our far-flung Jewish people.

HUC-JIR works closely with the other arms of the Reform Movement and the larger Jewish world to assist our students in finding employment at the conclusion of their studies at the College-Institute. The Union for Reform Judaism (URJ), the Central Conference of American Rabbis (CCAR), and HUC-JIR together comprise the components of the Rabbinical Placement Commission: the committee of placement professionals, lay leaders, rabbis, and educators who guide in the placement of rabbinical students (and rabbis already in the field) for employment in Reform synagogues throughout North America. Our Hillel rabbis also have professional placement processes to aid them in this most important milestone. For those interested in international pulpits, HUC-JIR assists in working with the World Union for Progressive Judaism (WUPJ) placement system.

Rabbinical graduates find personal fulfillment as well as competitive salaries and benefits as leaders in a broad range of settings:

- Nearly 900 Reform congregations in North America
- Progressive Movement synagogues and communities in Israel and around the world
- Reform congregational schools, Jewish day schools, and boards of Jewish education
- URJ summer camps and Israel youth programs
- NFTY youth groups
- URJ, CCAR, WUPJ, and WRJ program departments
- Hillel Foundations, Birthright, and Jewish student centers on college campuses
- Federations and social service agencies
- National and regional Jewish communal organizations
- Academic administration and faculty positions at universities
- Jewish communal and private philanthropic foundations
- Jewish museums and cultural institutions
- Jewish community centers and educational outreach organizations
- Jewish media
- Chaplaincies and administration in hospitals and hospices
- U.S. military chaplaincy

- HUC-JIR sustains close ties with rabbinical alumni through the Rabbinical Alumni Association, which offers continuing education resources, on campus and distance learning programs, collegial support, and privileges at HUC-JIR's libraries. Rabbinical alumni serve as mentors to students during their student pulpits and other professional development programs and are vital partners in helping to recruit the next generations of Jewish leaders.

Study in Other HUC Programs

Rabbinic students are encouraged to enroll in the Rabbinic Education year offered by the Rhea Hirsch School of Education or the concurrent master's degree in Jewish Nonprofit Management (MAJNM) or the certificate in Jewish Organizational Leadership offered by the Zelikow School of Jewish Nonprofit Management.

The Rabbinic Education year is usually undertaken between a student's third and fourth years of rabbinic school, after the student completes the MAHL requirements.

The master's degree in Jewish Nonprofit Management can be completed concurrently with rabbinic school studies. The concurrent degree requires two summers of coursework, 1 year of fieldwork & practicum, Capstone, and participation in the Seminar in Nonprofit Global Innovation. The certificate in Jewish Organizational Leadership can be completed concurrently in a single summer of coursework.

Students may apply two courses from the Rabbinic Education year toward their post-MAHL course requirements. The designated courses are: EDU 635 (Organizational Systems) and EDU 645 (Ideologies of Jewish Education). EDU 635 is counted as a PDE course and EDU 645 is counted as an open elective. Students also take a Judaica text elective while in the Rabbinic Education year that counts toward the post-MAHL course requirements.

Students may apply six credits from the Zelikow School certificate program or MAJNM toward their post-MAHL course requirements.

This decision to do the concurrent MAJNM should be made with input from the directors of the two schools. Students must do one year of fieldwork that satisfies the requirements of the Zelikow School.

Students who enroll in both the Rabbinic Education program and a Zelikow School program may apply only two courses or six credits toward their post-MAHL requirements; the student may choose which of the courses listed above to apply toward rabbinical school requirements.

Study at Other Institutions

1. Students may enroll in graduate level courses at accredited institution and receive credits toward their HUC degree, provided that the proposed course of study is submitted in advance, in writing, and is approved by the Director of the School of Rabbinic Studies.

2. HUC-Los Angeles has a reciprocity agreement with the Rabbinical School of the American Jewish University which enables full-time students to take rabbinical school courses at AJU with no additional tuition fee. Students should check the AJU website for course information and consult with their advisors about appropriate courses.
3. No more than 25% of course requirements can be fulfilled by study at other institutions, whether that work is done prior to enrollment at HUC-JIR or during the student's tenure at HUC-JIR.

Academic Advising

1. The faculty advisor is intended to support students; to stimulate students' personal, professional and intellectual growth; and challenge students to develop wider perspectives on Jewish life, belief and practice, as well as deeper insights into their academic and experiential learning.
2. Upon arrival at the Los Angeles campus, each student is assigned a member of the faculty or administration as an advisor. The advisor is available to the student to discuss academic, professional and personal issues.
3. Changes may be requested by the advisor or the student. Unless a change is requested, students will have the same advisor from the beginning of their second year until ordination.
4. Students and advisors should meet no fewer than four times a year. The first meeting should take place at the onset of the academic year. Meetings should then take place later in the first semester and twice during the second semester. Additional meetings are encouraged.
5. We wish to create an atmosphere of trust between students and their advisors. A student should be able to speak to his/her advisor confident that the advisor will not discuss the student's academic situation with another student or with anyone not directly involved professionally in the student's academic program. If an advisor believes that sharing information with faculty members would be beneficial, he/she should speak to the student about sharing that information.
6. Students are required to consult with their advisors as they prepare to give divrei Torah and sermons in the HUC-JIR Synagogue.

Rhea Hirsch School of Education



Rhea Hirsch School of Education

MA in Jewish Education Program

The Rhea Hirsch School of Jewish Education offers a three-year full-time program, beginning with a year spent at the Jerusalem campus and followed by two years of study divided between core and elective courses. Students are awarded their MAJE after the successful completion of 75 credits at the LA campus.

SOC Occupation Code: 21-2021-00 (Educator)

Jewish education has long been valued as a tool for cultural preservation and continuity; but we believe that Jewish education is poised to achieve so much more. We envision a Jewish educational enterprise that provides learners with the trove of resources, analytical tools, curiosity, and commitments to lead the creative adaptation and cultural disruption that enables each new generation in history to reinvigorate Judaism and Jewish life. HUC-JIR's School of Education is guided by a vision of Jewish education that faces not only inward to enrich our own community, but outward: engaging the world, informing society, and transforming the lives of individuals, families and communities.

We aim to cultivate Jewish educators who can create the conditions for inspired, substantive, connected Jewish learning experiences; who can guide their learners to weave distinctively Jewish wisdom into creative thinking that enriches people's lives; who, through their work, strengthen humanity and uplift society. Our mission is to prepare professional Jewish educational leaders and educators who:

- Possess the skills, depth of knowledge, and relationships to be forward-thinking agents of change in the broad landscape of Jewish learning and engagement
- Design, create, lead and teach in institutions, communities and programs that make Judaism accessible, inspiring and meaningful for all
- Apply vision, passion, creative thinking and practical expertise to their work
- Lead, manage and educate courageously in a time of uncertainty, instability and opportunity
- Utilize Jewish education to enrich the lives of individuals, and strengthen their families, communities and society.

Introduction

This Handbook supplements the National Student Academic Handbook of the Hebrew Union College-Jewish Institute of Religion which contains rules and procedures that apply to students in all of the academic programs of the College-Institute. This Handbook contains policies and procedures that affect students enrolled in the Master of Arts in Jewish Education (MAJE) programs of the Rhea Hirsch School of Education. The Director of the Rhea Hirsch School of Education, the Dean of the Jack H. Skirball Campus, and ECASA are charged with overseeing these policies and procedures. The student body and faculty will receive electronic notification of any changes to this Handbook.

Additional policies and procedures affecting students in the Rhea Hirsch School of Education can be found in the Protocol for Clinical Education of the Rhea Hirsch School of Education and the Guide to the Hilborn Synagogue. All of these documents can be found in the "RHSOE Program (LA)" site on Sakai (<http://huc.edu/sakai/rhsoe>).

Questions regarding the policies and procedures in this Handbook should be addressed to the Director of the Rhea Hirsch School of Education.

Mission Statement

The Rhea Hirsch School of Education of Hebrew Union College-Jewish Institute of Religion is dedicated to preserving and transmitting the Jewish tradition through Jewish learning, based on the belief that Jewish learning is essential to the continuity and vitality of the Jewish people.

The School sees itself as a place for both analysis and action, a place where theory and practice unite in the service of improving the field. We seek to develop new conceptions and deeper understandings of Jewish education. Working together with other agencies in the Reform Movement, we aspire to help individuals and institutions translate these new conceptions into programs, policies, and practices that will affect large numbers of Reform Jews.

The Rhea Hirsch School serves the Reform Jewish community and its institutions throughout North America through its work with present and future Jewish educational leaders. Central to its concerns are the students, faculty, and programs of the Hebrew Union College-Jewish Institute of Religion.

The School fulfills its mission by pursuing four goals:

- To prepare future educational leaders for the expanding field of Jewish education.
- To enhance the leadership capability of professionals currently in the field.
- To stimulate experimentation and contribute to change in those institutions in which Reform Jews are educated, both in North America and in Israel.

- To improve the state of Jewish education, and to elevate its importance within the North American Jewish community, through research and public discourse.

The Rhea Hirsch School of Education is committed to continued and expanded leadership in the field of Jewish education.

Core Values

- “Question What Is. Imagine What Can Be.” (A commitment to transformational leadership)
- The “3Rs”: **R**igor, **R**espect, **R**eflection
- Commitment to Jewish practice
- Commitment to Jewish peoplehood and the State of Israel
- Deep Jewish knowledge
- Dialogue between theory and practice
- Dialogue between your own values and the values and needs of a variety of stakeholders/students
- Inquiry
- Leadership can take many forms (leadership as an activity, not a position)

Course of Study for MAJE and Joint Master Students

1st Year: The Year in Israel program includes the study of Hebrew language, extensive reading in the Hebrew of the classical texts of Judaism, and the study of the history and contemporary realities of Israel. Courses in liturgy and modern Judaism introduce the student to the thought and practice of the Reform movement.

Students also participate in a year-long education course. The seminar-style course introduces students to the big questions in education and Jewish education including: What is education? What is the relationship between society and education? What are the current and emerging trends in Jewish education in North America?

Students also look at the challenges of Israel education and develop their own personal vision (“credo”) for Jewish education.

2nd Year MAJE/JM Students

- EDU 601A Teaching 1 (1.5)
- EDU 625A Supervised Teaching 1 (2)

Spring

- BIB 601 Bible (Nevi'im) (3)
- HIS 601 Late Antiquity and the Middle Ages (3)
- RAB 601 Midrash Exegetical (3)
- RAB 603 Commentaries A (1.5)

3rd Year MAJE/JM Students

Intensive

- HEB 602 Introduction to Aramaic (1.5)

Fall

- BIB 602 Bible 3 (Ketuvim) (3)
- HIS 602 Modern Jewish History 3 (3)
- RAB 605 Talmud A (3)

Spring

- PHI 602 Jewish Thought: Modern/Contemporary
 (1.5)
- EDU 630B Curriculum 2 (3)

Course of Study for Rabbinic Education Students

Rabbinic Education Students
<u>Intensive</u> <ul style="list-style-type: none">• EDU 601A Teaching 1 (1.5)
<u>Fall</u> <ul style="list-style-type: none">• EDU 601B Teaching 2 (3)• EDU 605 Human Development (3)• EDU 610 Sociology of Jewish Education (3)
<u>Spring</u> <ul style="list-style-type: none">• EDU 601C Teaching 3 (1.5) (2nd half of semester)• EDU 620 Professional Learning 1 (3)• EDU 630B Curriculum 2 (1.5)

Capstone: The Curriculum Guide

The Curriculum Guide serves as the capstone project for the Rhea Hirsch School of Education. Students begin working on the Curriculum Guide as part of EDU630A (Curriculum 1) and continue working independently in the spring as part of EDU699 (Guided Research on Curriculum). Students present their Curriculum Guide to the Rhea Hirsch School of Education community and the Jack H. Skirball Campus community at the Rhea Hirsch Showcase held each spring.

Detailed requirements for the Curriculum Guide as well as step-by-step instructions are included in the syllabus for EDU630A which students receive when they begin the curriculum course.

Clinical Education

Clinical Education is an integral part of the Rhea Hirsch School of Education, and the internship is its focus. Each student is assigned to a responsible position at a clinical education site, either at a program of congregational education or at another educational agency. Clinical learning emphasizes the acquisition of knowledge and skills through practice, direct observation and analysis of professional activity. It works in tandem with the student's academic coursework to strengthen the potential for professional growth and development. As such, it is a vital part of the academic, professional and religious education that the RHSOE offers.

The Protocol for Clinical Education describes the goals as well as the policies and procedures governing clinical education at the RHSOE. Students should read the protocol thoroughly and should consult it as needed during the year(s). The Protocol can be found on the "RHSOE Program (LA)" site on Sakai (<http://huc.cle.rsmart.com/xsl-portal/site/9001d78f-3799-438c-89a0-cc29d3901f05/page/73b3ab6a-8468-4df6-b58c-96c50ae405aa>).

Academic Advisors

Each student enrolled in the Rhea Hirsch School of Education is assigned an Academic Advisor each year. The Academic Advisor is a member of the RHSOE teaching faculty.

The Academic Advisor's task is to support and challenge the student's progress in all areas related to the student's academic and professional development. In order to do this, the Academic Advisor meets with the student on a biweekly basis throughout the school year.

The Academic Faculty Advisor engages in many activities, which may include the following:

- helping the student plan his/her academic course of study;
- discussing the student's progress in Judaica and professional courses;
- discussing larger issues in Jewish education;
- discussing the student's future career plans and how best to prepare for the future;
- listening to the student's perception of how he/she is performing in the internship;
- giving feedback, based on firsthand observation of the student in various settings (at Hebrew Union College and elsewhere);
- critiquing materials the student has produced at the internship, including videotapes of the student's performance;

- challenging the student's ideas on issues related to current or future professional functioning;
- raising problems related to the student's ability to function as a professional and suggesting avenues for addressing those problems;
- supporting the student during difficult times;
- listening to the student's perception of problems he/she is having, supporting the student when appropriate, and challenging when appropriate;
- acting as the student's advocate vis-à-vis institutional issues at Hebrew Union College.

These various actions support the student, stimulate his/her personal and professional growth, and challenge the student to develop wider perspectives and deeper insights.

Students should bring any problems they are having or challenges they are facing to their Academic Advisor.

Participation in Services

Participation in services at the Skirball Campus is an important part of the academic, professional and religious education offered at the Rhea Hirsch School of Education. Students are expected to participate on a regular basis, particularly in Monday and Thursday services. Please refer to Guide to the Hilborn Synagogue and to the rubric for shlichut tzibur.

Students in the MAJE and Joint Masters Programs are required to:

- Serve as shaliach/shlichut tzibur once in the 2nd year and once in the 3rd year
- Read from the Torah once in the 2nd year and once in the 3rd year
- Give a D'var Torah once in the 2nd year and once in the 3rd year
- Students may also volunteer to lead services on Tuesday and Wednesdays.

Students in the one-year rabbinic education program may volunteer to lead services during the year.

Requirement – Co-Curricular Programs

The Rhea Hirsch School of Education provides a rich combination of academic, professional and religious programming. Each year, several programs are offered to supplement formal coursework. Full participation in these programs is required. Specific dates will be announced by the summer preceding each academic year.

The **Sara S. Lee Seminar** is a 24-hour retreat focused on the presentation of a guest scholar who brings his or her expertise in issues related to the American Jewish community to bear on Jewish education. The retreat held every other fall includes services and other opportunities to forge the Rhea Hirsch School of Education learning community. The “Sara Seminar” is named for Sara S. Lee, the long-time Director of the Rhea Hirsch School of Education. It is sponsored by the RHSOE Alumni Association.

The **Cutter Colloquium** is a 24-hour retreat focused on the presentation of a guest scholar who brings his or her expertise in education to bear on Jewish education. The retreat held every other fall includes services and other opportunities to forge the Rhea Hirsch School of Education learning community. The Cutter Colloquium is named for the Founding Director of the Rhea Hirsch School of Education. It is sponsored by the RHSOE Alumni Association.

The **Alumnus-in-Residence Program** brings an outstanding alumnus or alumna to campus for three days of programming every other fall. The alumnus or alumna is selected by his or her peers for outstanding achievement as a Jewish educator. He or she conducts an evening seminar, reads Torah in the Hilborn Synagogue, delivers a D’var Torah, conducts a lunch-and-learn program and teaches in several RHSOE classes. Students also have a chance to meet with the alumnus or alumna individually to discuss issues related to professional life as a Jewish educator. (Students are expected to attend the evening seminar, services and the lunch and learn program.) The Alumnus-in-Residence Program is sponsored by the RHSOE Alumni Association.

The **Educator-in-Residence Program** brings an outstanding Jewish educator to campus for three days of programming every other year. The educator is selected because of interesting work he or she is doing in Jewish education. He or she conducts an evening seminar, and a lunch-and-learn program and teaches in several RHSOE classes. (Students are expected to attend the evening seminar and the lunch and learn program.)

The RHSOE Alumni Association sponsors a weekend study **Kallah** every other year. Students spend Shabbat leading services and studying and networking with alumni. The Kallah is an opportunity for students to meet alumni and begin the process of integration into the Alumni Association.

Other Educational Opportunities

Students in the MAJE program have the opportunity to apply to an additional program which complements their learning in the RHSOE. Since this program is only able to enroll a limited number of students, not all students who apply are accepted into this program.

The iCenter's **master's Concentration in Israel Education** provides RHSOE and New York School of Education students, along with master's level students at five other institutions of Jewish education, the opportunity to grapple with the challenging issues involved in Israel education. Students participate in three seminars over 15 months, receive a stipend for short-term study in Israel, receive mentorship from an Israel educator in the field, and prepare a project on Israel education.

The Experiment in Congregational Education

Because the RHSOE sees itself as a place of action and analysis, the school created the Experiment in Congregational Education (ECE) in 1992. Since then, the ECE has become the premier program of transformation of congregational education.

The ECE began with seven Reform congregations experimenting with new models of Jewish learning. Since then, ECE and its partners have worked with over 100 congregations across the country, helping them to question assumptions, rethink, and redesign the way they do Jewish learning from the ground up. ECE congregations have created or adapted a wide variety of new models that give new answers to old questions about the who, what, when, where, how, and why of Jewish education. Along the way, educational leaders (many of them RHSOE alumni), clergy, and lay leaders have acquired the disciplines of innovation and the habits of successful change process.

Through the projects like the ECE's RE-IMAGINE Project, LOMED and Express Innovation (in partnership with the Jewish Education Project), CE21 (Congregational Education for the 21st Century in conjunction with the Partnership for Jewish Life and Learning), Jewish Learning Connections (in partnership with Combined Jewish Philanthropies) and others, RHSOE students and graduates frequently find themselves engaged directly in congregations that continue on a journey of transforming Jewish education.

The B'nai Mitzvah Revolution (BMR), a joint project of the ECE and the Union for Reform Judaism's Campaign for Youth Engagement, aims to empower synagogues to return depth and meaning to Jewish learning and reduce the rates of post-b'nai mitzvah dropout. Two current BMR initiatives are:

- The Pilot Cohort: 14 congregations working intensively in 2013 and 2014 to create experiments with new approaches to b'nai mitzvah preparation and observances.
- The Active Learning Network: a larger network of congregations learning from experts, research, and each other in order to move to action in revolutionizing b'nai mitzvah

Master of Educational Leadership and Master of Arts in Jewish Learning

“Not yet being offered in 2019 – 2020. Accepting applications for Fall 2020.”

Program Details:

Let us guide you along a path to an unconventional workplace that values vision, play, experimentation, and true interpersonal bonds. Conduct transformative professional work while pursuing your graduate studies that will advance your career and help you grow into an effective change-maker. During your two to three years at HUC-JIR, you will:

- Access world-class academics, researchers and thought leaders, in addition to an assigned faculty mentor, with whom you will be personally matched for one-on-one supervision and study.
- Gain hands-on skills, peer mentorship, and career-long connections through your graduate residency, a salaried 20-25 hour/week position in one of HUC-JIR’s partner educational institutions.
- Attend engaging academic courses and lectures that complement your work in our living laboratories, where you will build your resume, portfolio and professional network.
- Apply your studies directly to institutions open to new and sophisticated thinking.
- Bring Jewish content, ideas, inspiration, and practices to life with a variety of age groups.
- Expand your capacity for creativity, inquiry, problem-solving, and collaboration.
- Renew your own spiritual connection through a deep exploration of Jewish texts, history, and culture.

Concurrent Master of Arts in Jewish Learning (optional 3-year track): Spend an optional additional year of study at our Jerusalem campus, immersed in the land, literature, and life of the Jewish people to earn credits toward an additional concurrent degree, a Master of Arts in Jewish Learning (MAJL).

Post-Graduation:

A Master’s degree in Jewish Educational Leadership is the doorway to your life’s work. Come to HUC-JIR to become the dynamic leader you are meant to be, with a wide range of professional opportunities awaiting you in your career.

Upon graduation, you might become:

- Director of K-12 Learning and Engagement
- Assistant Director, Preschool
- Director, Midrasha
- Rabbi Educator
- Assistant Director, Campus Hillel
- Director of Jewish Learning, Day School
- Director of Experiential Education
- Assistant Camp Director
- Museum Educator
- Director of Teen Engagement

Zelikow School of Jewish Nonprofit Management



Mission

Our graduates lead the business of Jewish life.

Vision

The Zelikow School operates as a global center for Jewish social innovation—a place where people use creative problem solving to advance organizational leadership. We are an innovative and academic space where students from different disciplines, schools, and Jewish community leaders learn to use creative leadership and *think different* in order to collaborate on solving the big challenges facing Jewish life.

For over 50 years, the Zelikow School of Jewish Nonprofit Management (formerly the School of Jewish Communal Service) has provided a superior educational experience for generations of graduate students pursuing careers as Jewish professional leaders.

Values

Value your values – We like students who live values first. Nonprofit leadership is about repairing the world. It is a way to challenge the status quo and for you to make a career in making good happen.

Innovation with a purpose – We use creativity to problem solve. For us, innovation is not a bunch of randomly placed sticky notes, it is a way to help you to design a more perfect world.

Practice makes perfect, almost – We believe there is a lot to learn from missing the mark. There is also a lot to learn by doing. Our internships and consulting projects provide a lab for you to practice and develop your nonprofit expertise with people who care about your career.

Network for good – We are in this together. Our students and 650+ alumni are a community of difference makers with global reach and impact. They affect change and you will too.

Sacred Roots – We embrace diversity, pluralism and are non-denominational. Our students come from a spectrum of backgrounds, knowledge sets, and geographies. You will find faculty who care and a place where Jewish wisdom and values are intertwined to reinforce our educational practices and the work we inspire in the nonprofit ecosystem.

Master of Arts in Jewish Nonprofit Management

Innovation, business design, and fundraising provide the core management practices needed in the rapidly changing field of nonprofit management. Students explore social challenges and develop the creative problem-solving skills to successfully lead organizations or launch their own. Field internships and consulting projects provide students with unique, real-world experiences that establish their abilities as nonprofit professionals and build a network of career professionals already serving in the field (24 months)

Degree Expectations: The degree is conferred upon successful completion of a minimum of 34 credits and fulfillment of the academic requirements.

Course Requirements: 2 summers of coursework totaling 34 credits (minimum) in Nonprofit Management and Jewish Communal Dynamics.

Fieldwork (internship): You will benefit from up to two years of supervised field practice and related practicum course in an experiential learning environment that is constructed to meet educational objectives by integrating leadership theory with on the job learning.

Capstone Project: A two-semester experience in research methods, Human-Centered Design, and our business model accelerator for the Jewish nonprofit. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students participate in a Launchpad, which replicates the experience of a high-tech business accelerator in order to develop leaders who can innovate within existing organizations or launch their own startups. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation protocols that have practical application.

Seminar in Global Nonprofit Innovation: The Windmueller Israel Seminar is a 2.5-week experience designed to explore challenges in Israel that take place at the fault lines of social justice and how nonprofits have developed creative and innovative ways to meet those challenges. Past trips have explored the intersection of Israel's high-tech community and innovative NGOs, meeting with leaders like Jonathan Medved, founder and CEO of OurCrowd, and Dyonna Ginsburg, Executive Director of OLAM, to understand how creative problem solving and business principles in the for profit and social enterprise sectors can be put to use in nonprofits. The trip is offered every other year (even-numbered years) and begins in mid-December. Students in the MAJNM degree track receive a partial scholarship and are required to attend the Seminar for credit, though they must cover their travel expenses.

SOC Occupation Code: 11-0000 & 11-2031-00 (Management Occupations, Public Relations & Fundraising)

USC Dual Degree Program

USC Dual Degree: Master's in Social Work & MA in Jewish Nonprofit Management

Students in this dual degree program of nonprofit management and master's degree in Social Work develop the vital skills that remain the foundation for the successful leadership of social service organizations. Students experience a practice-based curriculum that places them in fieldwork (internships) that serve as the foundation for learning. Fieldwork takes place in both social work and nonprofit agencies and provide a learning laboratory where students can apply what is learned in the classroom in a real-world experience that develops new areas of professional competence.

USC Dual Degree: Master's in Public Administration & MA in Jewish Nonprofit Management

Big picture social change, research, and leadership give students the right conceptual frameworks and practical skills to oversee all aspects of community planning and policy making. Students in this dual degree develop policy and leadership practices that support a strategic understanding of how the application of financial and program resources shape a community's future. The program is project-based and through field internships and consulting projects, students can apply what is learned in the classroom in a real-world experience that develops their professional expertise.

USC Dual Degree: Master's in Communication Management & MA in Jewish Nonprofit Management

Marketing, branding, and management are the foundation of this dual degree. Students taking this dual degree develop a unique set of nonprofit management and marketing practices that emphasizes their preparation to lead the rethinking and design of how organizations communicate their mission, vision, and values in the nonprofit marketplace. The program is project-based, and through field internships and consulting projects, students establish their abilities as critical consumers and producers of data and learn how to effectively lead the communications and public relations strategy of a nonprofit.

Finance, business development, and executive leadership provide a foundation of business knowledge to lead forward the nonprofit organization or start your own in a time of dramatic change.

USC Dual Degree: Master's in Business Administration & MA in Jewish Nonprofit Management

Students in this dual degree develop both the business and nonprofit conceptual frameworks including practical application of accounting, operations management, and organizational strategy. Students learn by doing in field internships and consulting projects that improve awareness of the key challenge's leaders face and the cultural competencies needed to be an effective executive.

SOC Occupation Code: 11-0000 & 11-2031-00 (Management Occupations, Public Relations & Fundraising)

Dual Degree with another University/College

Design your own dual degree master's program by attending the University/College or your choice and the Zelikow School of Jewish Nonprofit Management. The summer intensive design of the dual degree allows students the opportunity to complete a degree at another graduate school and the MA in Jewish Nonprofit Management. The degree requirements of both institutions' programs should be reviewed in advance of acceptance and will need to be met prior to the degree being conferred.

Master of Science in Organizational Leadership and Innovation

The accelerated master's degree in Organizational Leadership and Innovation is designed for working professionals seeking to maintain their career while completing a master's degree. In this program you will develop the nonprofit know-how to propel your career or launch your own organization (14 month). Students build on fundamental knowledge and expand their leadership capabilities in the following core competencies:

- Leadership Theory & Change Management
- Creative Problem Solving & Innovation
- Business Administration
- Fundraising & Resource Development
- Applied Jewish Wisdom

Degree Expectations: The degree is conferred upon successful completion of a minimum of 34 credits and fulfillment of the academic requirements. Your individual course of study will depend on your professional interests and career objectives. Students with previous graduate school or extensive life experience in some cases may be able to count them toward their coursework with the approval of the director.

Course Requirements: 2 summers of coursework totaling 34 credits (minimum) in Nonprofit Management and Jewish Communal Dynamics.

Applied Learning: Create your education, your way. The following options are available to you for credit and towards the completion of your degree:

Fieldwork: An immersive experience in your existing Jewish nonprofit job, or in unique circumstances through a Jewish nonprofit fieldwork experience (internship).

Capstone Project: A two-semester experience in research methods, Human-Centered Design, and our business model accelerator for the Jewish nonprofit. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students participate in a Launchpad, which replicates the experience of a high-tech business accelerator in order to develop leaders who can innovate within existing organizations or launch their own startups. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation protocols that have practical application.

Seminar in Global Nonprofit Innovation: The Windmueller Israel Seminar is a 2.5-week experience designed to explore challenges in Israel that take place at the fault lines of social justice and how nonprofits have developed creative and innovative ways to meet those challenges. The trip is offered every other year (even-numbered years) and begins in mid-December. M.S. in Organizational Leadership and Innovation students may attend the Seminar at their own expense, which is estimated at \$3,500. Occasionally, limited scholarships are available to support their participation in the Seminar.

SOC Occupation Code: 11-0000 & 11-2031-00 (Management Occupations, Public Relations & Fundraising)

HUC Concurrent Degree Program with Master of Arts in Jewish Nonprofit Management

Students pursuing a degree at HUC who are seeking to better position themselves in the job market or develop specialized skill sets may want to consider completing a Master of Arts in Jewish Nonprofit Management concurrently. The Zelikow School partners with the Cantorial School, Rabbinical School, and Rhea Hirsch School of Education. Students accepted into these HUC programs seeking to strengthen their skill sets in nonprofit management and cultivating their leadership potential in synagogues and educational institutions may concurrently earn a Master of Arts in Jewish Nonprofit Management. The HUC Concurrent Degree program is open to students at all three HUC stateside campuses (Cincinnati, Los Angeles, and New York).

Degree Expectations: The degree is conferred upon successful completion of a minimum of 34 credits and fulfillment of the academic requirements.

Course Requirements: 2 summers of coursework totaling 34 credits (minimum) in Nonprofit Management and Jewish Communal Dynamics.

Fieldwork (internship): One year of supervised field practice and related practicum course in an experiential learning environment that is constructed to meet educational objectives by integrating leadership theory with on the job learning.

Capstone Project: A two-semester experience in research methods, Human-Centered Design, and our business model accelerator for the Jewish nonprofit. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students participate in a Launchpad, which replicates the experience of a high-tech business accelerator in order to develop leaders who can innovate within existing organizations or launch their own startups. Capstone projects involve original research (such as surveys, interviews, observations, or analysis of existing data), provide hands-on experience in business model generation, and explore innovation protocols that have practical application.

Seminar in Global Nonprofit Innovation: The Windmueller Israel Seminar is a 2.5-week experience designed to explore challenges in Israel that take place at the fault lines of social justice and how nonprofits have developed creative and innovative ways to meet those challenges. Past trips have explored the intersection of Israel's high-tech community and innovative NGOs, meeting with leaders like Jonathan Medved, founder and CEO of OurCrowd, and Dyonna Ginsburg, Executive Director of OLAM, to understand how creative problem solving and business principles in the for profit and social enterprise sectors can be put to use in nonprofits. The trip is offered every other year (even-numbered years) and begins in mid-December. Students in the MAJNM degree track receive a partial scholarship and are required to attend the Seminar for credit, though they must cover their travel expenses.

Certificate in Jewish Organizational Leadership

The curriculum provides theoretic and practical knowledge to support professionals seeking to take the next step in their career path as leaders in Jewish organizations. The Certificate in Jewish Organizational Leadership may be taken by those interested in strengthening their professional practice or concurrently by students in the Cantorial School, Rabbinical School, and Rhea Hirsch School of Education. The Certificate program is open to students at all three HUC stateside campuses (Cincinnati, Los Angeles, and New York). The Certificate can be achieved in 1 summer (5 courses).

SOC Occupation Code: 11-0000 & 11-2031-00 (Management Occupations, Public Relations & Fundraising)

Communication

We maintain high expectations for our students and believe that school offers a laboratory for your professional practices. We ask students to:

- Operate within the mission and values of the Zelikow school
- Communicate with lay-leadership and professionals in a professional manner
- Avoid sending out emails on *Shabbat/Chaggim*
- Ensure that when you share emails or materials in the public sphere that they are composed in a professional manner
- Respond to Zelikow School emails within 2 business days
- Maintain LinkedIn profiles that are up to date
- Reply promptly to RSVPs for all Zelikow School events and update your hosts if you are unable to attend an event that you previously committed to attending.

HUC-JIR Academic Policies

Please refer to the National Student Handbook for a complete description of the academic policies and procedures of HUC-JIR. If you have not already done so, we advise you to become familiar with the information the Handbook contains as it is designed to support your experience as a student. You can access the National Student Academic Handbook on the National Registrar's page of the HUC-JIR website. It is advisable that you consult the HUC-JIR website if you have a question about school policies as the information is kept current.

Zelikow School Attendance Policy

The academic integrity of the Zelikow School of Jewish Nonprofit Management depends on students attending all scheduled class meetings. Absence from class may be reflected in the student's grade and may result in a need to retake the course. In an exceptional circumstance when an absence is deemed unavoidable, students should inform the associate director of the Zelikow School and discuss with the appropriate faculty, in advance, any portion of a class meeting they cannot attend and what will be necessary to make-up the absence.

Cohort Learning

The Zelikow School is a microcosm of the larger Jewish community, incorporating multiple perspectives, roles, talents and visions. Community is an essential component of our program, reflected in the institutional culture, the involvement of faculty and lay-leadership, and the empowerment of students. The extracurricular programs provide an informal educational experience for students to get to know each other and shape their community of learning.

Other opportunities for cohort learning are offered throughout the schooling experience.

Kashrut & Individual Dietary Needs

Meals and snacks served at an official Zelikow School function will be kosher (hechshered OU when possible). If you have any questions, please ask us.

While we do our best to make sure that everyone's needs are met, they cannot always be accommodated. Please make sure you are taken care of and, when in doubt, feel free to ask in advance.

Books

A master list of books and readings requested by faculty for courses is available on the National Registrar's page of the HUC-JIR website and from individual instructors.

Tefillah

As future Jewish professional leaders it is important for students to have familiarity and comfort with the forms, practices and range of Jewish cultural, spiritual, and religious expressions.

During the summer, students in the Zelikow School may attend Tefillah with students in the DeLeT program but are not required to do so.

Rabbi Louis Bernstein Scholar-in-Residence

The annual Rabbi Louis Bernstein Scholar-in-Residence is generously supported by an endowment from Ruth Ziegler z"l in memory of her father. The Scholar-in-Residence provides a unique opportunity for students to learn from some of the most respected and influential Jewish communal leaders who over the course of their careers have shaped the field of Jewish communal service. Our scholars-in-residence are a select group that has included some of America's contemporary luminaries including Chip Edelsberg, Executive Director Emeritus of Jim Joseph Foundation, and Rachel Levin, Executive Director of Righteous Persons Foundation, as well as Allan Finkelstein of JCCA, Stosh Cotler of Bend the Arc, Abe Foxman of the Anti-Defamation League, John Ruskay of the UJA-Federation New York, and Ruth Messinger of American Jewish World Service.

This 2019 year's Scholar-in-Residence was Alan Gill. Mr. Gill Executive Vice President Emeritus of the American Jewish Joint Distribution Committee, the world's leading Jewish humanitarian relief organization. A 25-year JDC veteran, culminating as CEO and executive vice president from 2013-2017, he played a leadership role in launching many of JDC's landmark programs, including Ashalim, a private/nonprofit partnership to address the needs of Israel's children at risk, and PACT—Parents and Children Together, a program for the education and cultural integration of Ethiopian-Israeli preschool children and their parents. He also served as a special advisor to the JDC's Former Soviet Union operations and was a member of the organization's emergency relief team during the 2008 Russia-Georgia war. In 2015, he oversaw the rescue of 130 Jews from the war zone in eastern Ukraine. During his tenure as JDC Executive Director of International Relations, he helped increase philanthropic revenue tenfold, bringing the organization's annual budget to \$350 million. Mr. Gill was previously the CEO of the Jewish Federation of Columbus, Ohio. He also founded The Ohio State University's graduate training program for Jewish Communal Service and served as adjunct professor at the University's College of Social Work. Mr. Gill holds a bachelor's degree from Ohio University, a master's degree in social work from Ohio State and is an alumnus of the Gestalt Institute of Central Ohio post graduate training program.

Culmination Ceremonies (Friday, August 9, 12:00-3:00pm)

The Zelikow School Culmination is a celebration of our summer learning experience and an opportunity to recognize those students who earned their Master of Science in Organizational Leadership and Innovation or completed the Certificate in Jewish Organizational Leadership. Each year the Rabbi Louis Bernstein Scholar-in-Residence provides the keynote address.

Degree Tracks & Course Descriptions

MA Jewish Nonprofit Management

Generally, degree students will complete 44 credits in the following sequence. Please be aware that specific courses are subject to change and you should consult your academic advisor if you have any questions.

Summer One

CS 427 Evolution and Structure of the American Jewish Community	2
CS 521 History of Jewish Ideas and Communal Trends	2
CS 531 Fundraising and Financial Resource Development	2
CS 540 Introduction to Jewish Communal Institutions	2
CS 544 Organizational Development	<u>2</u>
	10

Option of additional elective course/s as offered

Fall One

CS 541A Supervised Fieldwork: Practitioner and Leadership Development	<u>3</u>
	3

Spring One

CS 541B Supervised Fieldwork: Practitioner and Leadership Development	<u>3</u>
	3

Summer Two

CS 523 Nonprofit Leadership	2
CS 573 Nonprofit Finance and Planning	2
CS 579 Applied Jewish Wisdom	2
CS 590 Collaborative Communication	2
CS 596 Elements of Nonprofit Management	<u>2</u>
	10

Option of additional elective course/s as offered

Fall Two

CS 542A Supervised Fieldwork: Practitioner and Leadership Development	4
CS 545A Practicum: Nonprofit Management	1
CS 900A Capstone: Research Methods	<u>3</u>
	8

Spring Two

CS 542B Supervised Fieldwork: Practitioner and Leadership Development	4
CS 545B Practicum: Nonprofit Management	1
CS 900B Capstone: Lean Launchpad for the Jewish Nonprofit	<u>3</u>
	8

CS 481 Global Innovation Seminar: Windmueller Israel Seminar	2
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DEGREE TOTAL **44**

Dual Degree Track for MAJNM (USC students and those attending other universities)

Generally, degree students will complete a minimum of 38 credits in the following sequence in addition to their course of study at USC or other graduate institution. Please be aware that specific courses are subject to change and you should consult your academic advisor if you have any questions.

Summer One

CS 427 Evolution and Structure of the American Jewish Community	2
CS 521 History of Jewish Ideas and Communal Trends	2
CS 531 Fundraising and Financial Resource Development	2
CS 540 Introduction to Jewish Communal Institutions	2
CS 544 Organizational Development	<u>2</u>
	10

Option of additional elective course/s as offered

Fall One

CS 541A Supervised Fieldwork: Practitioner and Leadership Development	<u>3</u>
	3

Spring One

CS 541B Supervised Fieldwork: Practitioner and Leadership Development	<u>3</u>
	3

Summer Two

CS 523 Nonprofit Leadership	2
CS 573 Nonprofit Finance and Planning	2
CS 579 Applied Jewish Wisdom	2
CS 590 Collaborative Communication	2
CS 596 Elements of Nonprofit Management	<u>2</u>
	10

Option of additional elective course/s as offered

Fall Two

CS 542A Supervised Fieldwork: Practitioner and Leadership Development	4
CS 545A Practicum: Nonprofit Management	1
CS 900A Capstone: Research Methods	<u>3</u>
	8

Spring Two

CS 542B Supervised Fieldwork: Practitioner and Leadership Development	4
CS 545B Practicum: Nonprofit Management	1
CS 900B Capstone: Lean Launchpad for the Jewish Nonprofit	<u>3</u>
	8

CS 481 Global Innovation Seminar: Windmueller Israel Seminar	2
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DEGREE TOTAL **44**

HUC-JIR Concurrent Degree Track for MAJNM (Cantorial, Education, and Rabbinic students)

Generally, degree students will complete a minimum of 34 credits in the following sequence in addition to their course of study in the Cantorial, Education, and Rabbinic programs. Please be aware that specific courses are subject to change and you should consult your academic advisor if you have any questions.

Summer One

CS 427 Evolution and Structure of the American Jewish Community	2
CS 519 Entrepreneurial Leadership	2
CS 531 Fundraising and Financial Resource Development	2
CS 540 Introduction to Jewish Communal Institutions	2
CS 544 Organizational Development	<u>2</u>
	10

Option of additional elective course/s as offered

Fall One

CS 543A Supervised Fieldwork: Practitioner and Leadership Development	2
CS 545A Practicum: Nonprofit Management	<u>1</u>
	3

Spring One

CS 543B Supervised Fieldwork: Practitioner and Leadership Development	2
CS 545B Practicum: Nonprofit Management	<u>1</u>
	3

Summer Two

CS 523 Nonprofit Leadership	2
CS 525 Nonprofit Marketing and Branding	2
CS 573 Nonprofit Finance and Planning	2
CS 590 Collaborative Communication	2
CS 596 Elements of Nonprofit Management	<u>2</u>
	10

Option of additional elective course/s as offered

Fall Two

CS 900 Capstone: Research Methods	<u>3</u>
	3

Spring Two

CS 900 Capstone: Lean Launchpad for the Jewish Nonprofit	<u>3</u>
	3

CS 481 Global Innovation Seminar: Windmueller Israel Seminar	2
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DEGREE TOTAL a minimum of 34

MS Organizational Leadership and Innovation

Generally, degree students will complete a minimum of 34 credits in the following sequence. Please be aware that specific courses are subject to change and you should consult your academic advisor if you have any questions. *All students pursuing this degree must meet with their academic advisor during the first week of classes to confirm their personal academic track.*

Summer One

CS 427 Evolution and Structure of the American Jewish Community	2
CS 512 Leadership and Change Management (Encounter Seminar)	1
CS 515 Fundamentals of Creative Problem Solving (Encounter Seminar)	1
CS 519 Entrepreneurial Leadership	2
CS 521 History of Jewish Ideas and Communal Trends	2
CS 531 Fundraising and Financial Resource Development	2
CS 540 Introduction to Jewish Communal Institutions	2
CS 544 Organizational Development	<u>2</u>
	14

Option of additional elective course/s as offered

Fall One

CS 542B Supervised Fieldwork: Practitioner and Leadership Development	4
CS 545B Practicum: Nonprofit Management	<u>1</u>
	5

(and/or)

CS 900B Capstone: Research Methods	<u>3</u>
	3

Spring One

CS 542B Supervised Fieldwork: Practitioner and Leadership Development	4
CS 545B Practicum: Nonprofit Management	<u>1</u>
	5

(and/or)

CS 900B Capstone: Lean Launchpad for the Jewish Nonprofit	<u>3</u>
	3

Summer Two

CS 513 Leadership and Change Management 2 (Encounter Seminar)	1
CS 516 Fundamentals of Creative Problem Solving 2 (Encounter Seminar)	1
CS 523 Nonprofit Leadership	2
CS 573 Nonprofit Finance and Planning	2
CS 579 Applied Jewish Wisdom	2
CS 590 Collaborative Communication	2
CS 596 Elements of Nonprofit Management	<u>2</u>
	12

Option of additional elective course/s as offered

Optional: CS 481 Global Innovation Seminar: Windmueller Israel Seminar	2
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DEGREE TOTAL a minimum of 34

Certificate in Jewish Organizational Leadership

Generally, certificate students will complete a minimum of 10 credits in the following sequence. Please be aware that specific courses are subject to change and you should consult your academic advisor if you have questions.

CS 427 Evolution and Structure of the American Jewish Community	2
CS 523 Nonprofit Leadership	2
CS 531 Fundraising & Financial Resource Development	2
CS 540 Introduction to Jewish Communal Institutions	2
CS 544 Organizational Development	2
Optional 6th course: Elective as offered	2
CERTIFICATE TOTAL a minimum of	10

LA Campus Student Information

Student Health Services

There is a mandatory HUC Student Health Fee for all students enrolled in six units or more per term. The HUC Student Health Fee gives students access to the Engemann USC Student Health Center located on the USC campus adjacent to HUC. If you would like to continue to use the Health Center for the remainder of the summer, please communicate with Carol Sofer, HUC-USC Liaison and she will provide you with the necessary forms and let you know the fee. The fee will be billed through the HUC Student Billing Office.

The USC Engemann Student Health Center provides client-oriented services and resources in health promotion and disease prevention, primary care and counseling. Although the health fee covers most Health Center services, nominal fees are charged for some specialty services, prescriptions, immunizations and copies of records and x-rays. The health fee does not cover the cost of hospitalization or specialty care that cannot be obtained at the USC Student Health Center. For hospitalization and specialty care, students use their medical insurance.

Medical Insurance

All HUC-JIR students are required to be covered by comprehensive health insurance. As a new student on the HUC-JIR Los Angeles campus, you are eligible for the current USC Student Health Insurance Plan beginning with the summer program. If you are interested in enrolling in the USC Student Health Insurance Plan, please contact Academic Records Manager/ HUC-USC Liaison, for information on enrollment, dates of coverage and payment.

Lockers

In order to provide students with a secure and convenient space for their personal items, lockers have been installed on the basement level. They are located in the west hallway, beyond the faculty offices. At the beginning of the summer program, students should select a locker and then report its number to Dr. Madelyn Katz, Associate Dean, to have it reserved.

Students need to provide their own locks for the lockers. Personal items should be stored in student lockers and not left in the student lounge, restrooms or in classrooms.

Mailboxes

All students have an individual mailbox located in the mailroom to the right of the stage in the Student Lounge. Students may receive mail in care of HUC-JIR, 3077 University Avenue, Los Angeles, 90007. Students should check their boxes regularly, as inter-campus information is frequently distributed there. Faculty mailboxes are located behind the receptionist's desk in the first-floor lobby.

Student Identification Cards

Official student photo identification cards will be issued by the Director of Maintenance.

Parking

To park in the HUC parking lot at the rear of the building, vehicles must be registered and display an HUC permit. Parking permits are issued to HUC students by the Director of Maintenance. Visitors to the campus are required to sign in and register their vehicles with security to avoid being ticketed or towed. There is no public parking in the HUC lot.

Unauthorized vehicles will be towed. Permission to park in the HUC parking lot using the Parking Permit applies during regular HUC Los Angeles school hours, for HUC functions and for HUC students registered for dual HUC/USC programs. It does not apply to USC functions or other outside functions.

Financial Aid Policies



Tuition & Fees 2019 – 2020

Tuition & Fees Schedule for Academic Year 2019-20 Approved (February 6, 2019)

Rabbinical School

MA in Hebrew Letters and Rabbinical Ordination

Application Fee	\$100
Enrollment Confirmation Fee	\$200
Annual Tuition	\$26,000
Graduation Fee	\$200
Rabbinical Ordination Fee	\$200

Student Activity Fee (Full-Time)

Cincinnati	\$36
Los Angeles	\$25
New York	\$35

Year-in-Israel

Pre-Ulpan	\$1,250
Summer Ulpan	\$1,400
Registration Fee	\$1,600
Student Activity Fee	\$150

Pines School of Graduate Studies

PhD

Application Fee	\$100
Annual Tuition	\$26,000
Student Activity Fee (Full-Time)	\$30
Candidacy Fee	\$2,800
Dissertation Fee	\$400
Graduation Fee	\$200

Doctor of Hebrew Letters (national program)

Application Fee	\$100
Enrollment Confirmation Fee	\$200
Annual Tuition	\$1,200

Master of Arts in Jewish Studies (Cincinnati and New York)

Application Fee	\$100
Enrollment Confirmation Fee	\$200
Annual Tuition	\$13,000
Graduation Fee	\$200
Student Activity Fee	\$30

Graduate Studies – New York

Doctor of Ministry

Application Fee	\$100
Enrollment Confirmation Fee	\$200
Annual Tuition (Level 1 and Level 2 only)	\$9,425

Level 1

Seminar Fee (Fall Only)	\$350
Seminar Fee (Spring Only)	\$350
Seminar Fee (Spring Only)	\$350
Spring Intensive Fee (Spring Only)	\$1,050

Level 2

Seminar Fee (Fall Only)	\$350
Seminar Fee (Spring Only)	\$350
Seminar Fee (Spring Only)	\$350

Demonstration Project Fee (Level 3 only)	\$1,500
Continuation Fee (Level 4 and beyond)	\$1,200
Individualized Electives	\$1,325 each
Graduation Fee	\$200

Master of Arts in Judaic Studies

Application Fee	\$100
Enrollment Confirmation Fee	\$200
Annual Tuition	\$13,000
Graduation Fee	\$200

Debbie Friedman School of Sacred Music (Cantorial Program)

Master of Sacred Music and Cantorial Ordination

Application Fee	\$100
Enrollment Confirmation Fee	\$200
Annual Tuition	\$26,000
Student Activity Fee – New York (Full-Time)	\$35
Coaching Fee	\$550
Graduation Fee	\$200
Ordination Fee	\$200

Year-in-Israel

Pre-Ulpan	\$1,250
Summer Ulpan	\$1,400
Registration Fee	\$1,600
Student Activity Fee – Jerusalem	\$150

Rhea Hirsch School of Education – Los Angeles

Master of Arts in Jewish Education

Application Fee (non-refundable)	\$100
Enrollment Confirmation Fee (non-refundable)	\$200
Annual Tuition	\$26,000
Student Activity Fee – Los Angeles (Full-Time)	\$25
Graduation Fee	\$200

Year-in-Israel

Pre-Ulpan	\$1,250
Summer Ulpan	\$1,400
Registration Fee	\$1,600
Student Activity Fee – Jerusalem	\$150

New York School of Education*Master of Arts in Religious Education*

Application Fee (non-refundable)	\$100
Enrollment Confirmation Fee (non-refundable)	\$200
Annual Tuition	\$26,000
Student Activity Fee – Los Angeles (Full-Time)	\$35
Graduation Fee	\$200

Year-in-Israel

Pre-Ulpan	\$1,250
Summer Ulpan	\$1,400
Registration Fee	\$1,600
Student Activity Fee – Jerusalem	\$150

DeLeT – Los Angeles

Application Fee (non-refundable)	\$100
Enrollment Confirmation Fee (non-refundable)	\$200
DeLeT	\$1,250 <i>per semester</i>
DeLeT Certificate (Annual Tuition) **	\$2,000
DeLeT Certificate – Alumni (Annual Tuition) **	\$1,000

** Hebrew Specialty Certificate only: The certificate program host participation fees vary and will be determined upon admission into the program.

Zelikow School of Jewish Nonprofit Management

Application Fee (non-refundable)	\$100
Enrollment Confirmation Fee (non-refundable)	\$200
Annual Tuition	\$26,000
Student Activity Fee (Full-time)	\$25
Graduation Fee	\$200
<i>Zelikow School – Certificate Program (One Summer Semester Session)</i>	\$13,000
Current full-time HUC dual degree students in the one summer Zelikow School – Certificate Program or the two summers ZSJNM Master Program	\$3,250 summer semester ONLY

Courses taken at USC will be billed per credit hour based on USC tuition rates.

National Programs*Executive MA in Jewish Education*

Application Fee (non-refundable)	\$100
Enrollment Confirmation Fee (non-refundable)	\$200
Annual Tuition – <i>Cohorts cost is based on rate of</i> <i>\$300 per credit hour</i>	\$*
Israel Trip – <i>to be determined annually</i>	\$*
Graduation Fee	\$200

Part-time students and auditors (all fees per credit hour, unless otherwise indicated)

For Credit (per credit hour)	\$1,500
For Audit (per credit hour)	\$750

HUC-JIR Alumni

For Credit (per credit hour)	\$900
For Audit (per credit hour)	\$450

Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833

(916) 431-6959 or (888) 370-7589

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in-excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Tuition & Fees Policy 2019 – 2020

For all of its students, HUC-JIR strives to ensure that financial concerns are neither an obstacle to enrolling nor a challenge to successful academic progress. To this end, the College-Institute offers significant financial assistance in the form of institutional scholarships and access to federal loans. HUC-JIR also recognizes that unforeseeable financial hardships occasionally arise for students and may require payment deferrals or other extraordinary assistance. We encourage all students to contact the financial aid office for further information and assistance. The Board of Governors of Hebrew Union College-Jewish Institute of Religion reserves the right to revise this policy statement and the attached tuition and fees schedule at any time.

Full-time: Students enrolled for 9 credit hours or more each semester (or its equivalent) are considered to be full-time students and their fees are assessed according to the full-time fee schedule. Rabbinical and cantorial students are considered full-time students during their 5th year; continuation fees and thesis/final project fees will be charged in subsequent years if course work is complete.

Part-time: Students enrolled for fewer than 9 credit hours each semester (or its equivalent) are considered to be part-time students and their fees are assessed according to the part-time fee schedule.

Auditors (non-credit): All auditors including HUC-JIR alumni, community clergy and professionals must pay a fee per credit hour according to the part-time fee schedule.

Withdrawal/Tuition Refund Policy

Withdrawal: Withdrawal from individual courses or a complete withdrawal from all courses must be initiated by the student in writing through the National Registrar's Office. Actions which are not considered as official notification of withdrawal are: failure to attend class, giving notice to an instructor, stopping payment on a check used to pay fees or verbal notice to any College-Institute office. The effective date of a withdrawal to be used in determining refunds is the date that the National Registrar receives written notification of withdrawal from the student.

Refund: All tuition and fees are refunded in accordance with the schedule below.

Withdrawal	Refund
During the first and second weeks of a term	full
During the third week of a term	50%
During the fourth week of a term	25%
After the fourth week of a term	none

Items not subject to refund include application fees, registration fees, Ulpan fees, student activity fees, continuation fees, student health fees, graduation/ordination fees and any other charges. Students will not receive any payments or refunds until all Title IV funds and other scholarships, as required, are reimbursed and any outstanding balances with the College-Institute are paid.

Tuition, Fees and other Charges (from prior semesters)

Each semesters tuition, fees and other charges must be paid in full by the assigned payment due date given for each semester. Semester payment due dates are displayed at <http://huc.edu/admissions/student-billing>, and in Sakai. Also, each semester must be paid in full in order to register for classes. A late fee of \$150 plus interest will be charged at a rate of 1% on past due student accounts not paid in full by the assigned payment due dates. Diplomas and academic transcripts will be issued only for those students who have: (1) paid all outstanding obligations to the College-Institute (tuition, fees, loans or other charges) or – in extraordinary circumstances - made formal recurring payment arrangements with HUC-JIR's Business Office, including signing a promissory note and (2) returned all outstanding library materials.

Annual Full-Time Tuition Defined

An academic year is defined as Summer, Fall and Spring semesters.

The College-Institute's full-time tuition is for the entire academic year.

Financial Assistance

In all of its full-time professional programs the Hebrew Union College - Jewish Institute of Religion (HUC-JIR) offers generous financial assistance in the form of grants and federal loans to students with demonstrated financial need as determined by the National Financial Aid Office.

Institutional Need-Based Tuition Grants are scholarships that do not require repayment and are provided directly to the student from HUC-JIR's own resources. All grants and scholarships are based on the student's assessed financial need. In addition, Federal Stafford Loans will also be awarded to students based on the same materials received in the financial aid office by the annual deadline.

To be eligible for consideration for an HUC-JIR tuition grant, a student must demonstrate more than \$5,000 in financial need based on the information in the Free Application for Federal Student Aid (FAFSA) or the College Scholarship Service (CSS) Profile Form. The National Director of Financial Aid may be reached at (212) 824-2206.

Payment of Fees

All students will be billed directly for tuition and fees by the National Business Office each semester. The bills will be mailed shortly after the Add/Drop period ends. If a student receives scholarship or Direct Loans, all outstanding tuition and fees will be deducted from the scholarships and loans. (Note: Health insurance will only be deducted when there is written authorization from the student to apply the Title IV Funds and the form is signed and returned to the National Business Office before loans are disbursed.) If there is a balance due, payment is due upon receipt of the invoice.

If needed, payment arrangements can be made which allow the balance due to be spread out over the semester in equal automatic monthly payments. Students need to contact Student Billing (513-487-3213) to set up payment plans. If the Business Office does not receive payment or set a payment plan in a timely manner, a Business Office Hold will be placed on the student account. Such a hold will prevent the student from registering, receiving transcripts or accessing financial aid. In addition, 1% interest will be charged on the outstanding balance and a \$150 charge to remove the Business Office Hold.

Billing Statement Payment and Cancellation of Enrollment

All student billing statements are assigned a due date. Payment is due upon receipt of the student account statement. As noted above, a Business Hold, a late fee of \$150, along with interest at a rate of 1%, will be charged to past due student accounts. Students who have an unpaid balance payable to HUC-JIR may be blocked via a National Business Office “hold” from enrolling for a future semester or may have their course registration cancelled.

Tuition, fees and other charges billed to a student’s account during an active semester must be paid in full by the due date on the student’s statement in order to register for future coursework. Also, diplomas and academic transcripts will be issued only for those students who have: (1) paid all outstanding obligations to the College-Institute (tuition, fees, loans, library fees or other charges) or, in extraordinary circumstances, made formal recurring payment arrangements with HUC-JIR’s Business Office, including signing a promissory note and (2) returned all outstanding library materials.

There is no Business hold on the issue of transcripts and academic records.

Blocked Registration and Re-enrollment

As stated above, all student billing statements are assigned a due date, and if student accounts are not paid in their entirety by the date assigned, the student’s enrollment for that future semester may be administratively cancelled. A registration block will prevent re-enrollment. The registration block will be removed only when the entire balance has been paid in full.

Once the registration block is removed, following full payment, then the student must attempt re-enrollment into the previously enrolled classes or enrollment into other open classes using either on-line or in-person registration. The student’s administratively cancelled class enrollments will not be reinstated automatically. Re-enrollment into classes following administrative cancellation is solely the student’s responsibility and will be on a first-come/first-served basis.

Be advised that every effort (letters, e-mails, etc.) will be made to notify students when they are at risk for enrollment cancellation for non-payment. Each student, however, is responsible both for monitoring his/her student account via the Student Information System (SIS) on a regular basis and for ensuring all charges are paid by the due date. The student solely is responsible for the administrative enrollment cancellation and/or late payment fee consequences arising from non-payment and/or late payment.

Health Insurance

Los Angeles: Health insurance is offered through University of Southern California. Students enroll and pay for health insurance directly to the insurance provider. There is an additional Health Center Fee charged each semester through student accounts. This fee cannot be covered by Direct Loans unless a Title IV Authorization form is signed. LA students also have access to enroll in Dental Insurance through USC's student plan.

Library Fees

It is the policy of the Klau Library that lost books must be replaced before a student is cleared for graduation/ordination. The student has the option of purchasing a copy of the lost book for the Library (same edition, good condition), or paying a cost replacement fee that reflects the actual cost of locating, purchasing and replacing the lost item (cost plus 25%).

Financial Aid Statement & Policies

In all of its full-time professional programs the Hebrew Union College - Jewish Institute of Religion (HUC-JIR) offers generous financial assistance in the form of grants and federal loans to students with demonstrated financial need as determined by the National Financial Aid Office.

Institutional Need-Based Tuition Grants are scholarships that do not require repayment and are provided directly to the student from HUC-JIR's own resources. All grants and scholarships are based on the student's assessed financial need. In addition, Federal Stafford Loans will also be awarded to students based on the same materials received in the financial aid office by the annual deadline.

To be eligible for consideration for an HUC-JIR tuition grant, a student must demonstrate more than \$5,000 in financial need based on the information in the Free Application for Federal Student Aid (FAFSA) or the College Scholarship Service (CSS) Profile Form. The National Director of Financial Aid may be reached at (212) 824-2206.

Financial Aid Statement

The function of the financial aid office of the Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is to provide adequate financial assistance to eligible students. This goal is to be accomplished through the coordination of governmental, community, and HUC-JIR resources within the framework of federal and College-Institute regulations and policies.

This manual is a resource to assist the financial aid office in meeting this stated goal. The manual is also available online on our website for students and prospective students. If a given issue is not addressed in the financial aid manual, the financial aid officers will be expected to use professional judgment, based upon the established policy for the administration of all financial aid programs as outlined in this manual.

Award Philosophy

The College-Institute maintains a significant program of financial aid for students who can demonstrate need and merit. As a general rule, students are expected to utilize all available personal resources before turning to HUC-JIR for assistance. Our institution remains committed to the principle that all admitted, qualified students will be able to matriculate regardless of their ability to pay tuition and fees, where institutional financial resources make this possible.

Institutional Need-Based Tuition Grants

These are scholarships that do not require repayment and are provided directly to the student from HUC-JIR's own resources. All grants and scholarships are based on the student's assessed financial need. In addition, Federal Stafford Loans will also be awarded to students based on the same materials received in the Financial Aid Office by the annual deadline.

To be eligible for consideration for an HUC-JIR tuition grant, a student must demonstrate more than \$5,000 in financial need based on the information in the Free Application for Federal Student Aid (FAFSA) or the College Scholarship Service (CSS) Profile Form. The National Director of Financial Aid may be reached at (212) 824-2206.

Federal Direct Loans

The College-Institute participates in the Direct Loan Program. Within that program our school offers two types of federal loans: The Federal Unsubsidized Stafford, and the Graduate PLUS Loan. The HUC-JIR financial aid office are compelled by law to determine federal loan eligibility on the basis of a government-approved evaluation service. The Higher Education Reauthorization Act requires the College-Institute to use the Federal Free Application for Student Aid (FAFSA) to determine federal loan eligibility.

To be eligible for financial aid a student must first complete the FAFSA online. www.fafsa.ed.gov. This serves as an application to both our need-based scholarship and loan programs.

Unsubsidized Stafford Loan

An unsubsidized loan accrues interest while the student is in school. This loan is not based on financial need and is available to all eligible students who wish to take it, as long as their aid has not surpassed the Cost of Attendance (COA) or their loan amounts have not reached the aggregate limit. Repayment of the principal amount does not begin until six months after the borrower separates from HUC-JIR (by withdrawing, graduating or enrolling below half-time status).

The borrower is responsible for the interest beginning on the date of disbursement. There are no penalties for paying off loans earlier than the payment schedule.

Graduate PLUS Loan

The Graduate PLUS Loan is available to eligible students who wish to take out additional funds for the academic year beyond the Stafford loan. Students' eligibility is determined by subtracting their current estimated financial assistance of loans and scholarships from the standard COA for their program. This loan has an 7.6% interest rate and requires a credit check. The Graduate PLUS Loan can be taken out in one or two installments and has a six-month grace period after you separate from the College-Institute (by withdrawing, graduating or enrolling under half-time.)

Eligibility

Matriculated students attending at least half-time, who are not in default and who do not owe a refund in any federally funded program are eligible to apply for Stafford Loans.

Students need to be in good standing with current financial aid loans and not in default, may not have a drug conviction or felony on their record, and male students need to be registered for selective service. In addition, students must be legal US citizens or have a green card.

Minimum and Maximum Awards

All United States citizens and legal permanent residents are currently eligible to receive as much as \$20,500 per year in Unsubsidized Stafford Loan monies. Students will be eligible for this amount unless they have reached the aggregate limit (see below.)

The aggregate amount of Subsidized Stafford Loans obtainable is \$23,000 for undergraduate students and \$42,500 for graduate and professional students. The total maximum is therefore \$65,500. The additional aggregate for Unsubsidized Loans is \$46,000 for undergraduate students and \$92,500 for graduate and professional. The total maximum is \$138,500. Some lenders may indicate a loan minimum (usually \$500) or a lower loan maximum.

Private - Alternative Loans

In addition to the Federal Stafford Loans there are also private student alternative loans students can take out directly with lenders. Most of these loans are based on a student's credit rating and usually have higher interest rates. There are also private student loans for Canadian students as well as international students that certain lenders offer.

Fees

Loan origination fees can vary from 0% to 3% of the principal amount of the loan, depending on your lender. The fee is collected in advance of each loan disbursement by the lending institution.

Interest Rate and Grace Periods

For new borrowers (those with no loans outstanding), the annual interest rate on both Subsidized and Unsubsidized Stafford Loans varies with the 91-day T-bill. Rates in effect after 7/1/2018 is 6.6% during school as well as while in repayment. The current cap rate is 8.25%. If you have any unpaid balances on previous loans, your rate will remain the same as your initial loan. There are no penalties for paying off student loans early.

Deferment

Student borrowers can postpone repayment of loans while enrolled at least half time at the College-Institute. Upon separation from the institution (by withdrawal, graduation or enrolling under half-time), a student will have a six-month grace period for all current financial aid loans taken out during the student's residency at the College-Institute.

Previous loans from other colleges will immediately go into repayment

Student borrowers can postpone repayment of loans while enrolled at least half time at the day you separate from the College-Institute. Questions regarding loan deferment and special conditions should be addressed to the Director of Financial Aid.

Leave of Absence

Students who request a leave of absence from the college will be granted up to 180 days leave. After that amount of time if a student fails to come back to the college they will be automatically withdrawn from the program and loans that are currently on a deferment status will be updated to withdrawn.

Students returning from a leave of absence and have not made up work from the previous semester will not be permitted to take out more Stafford Loans until the student has completed the previous semester's workload or has completed a semester of a course load of at least half time.

For students on a leave of absence, the COA will be adjusted to reflect the student's COA minus the months or days the student is on leave.

Sample Stafford Loan Repayment Schedule

(Effective as of Spring 2019)

Example: 5.30%			Example: 8.25%	
Loan Amount	# of Monthly Payments	Amount	# of Monthly Payments	Amount
\$1,000.00	21	\$50.00	21	\$51.00
\$3,500.00	86	\$50.00	86	\$50.00
\$5,000.00	120	\$54.00	120	\$61.00
\$8,500.00	120	\$91.00	120	\$104.00
\$10,000.00	120	\$108.00	120	\$123.00
\$23,000.00	120	\$247.00	120	\$282.00
\$65,000.00	120	\$699.00	120	\$797.00

HUC-JIR Financial Aid Scholarships

Year-In-Israel Students

Students eligible for financial aid may receive a scholarship to cover up to full tuition and fees for the Year-In-Israel Program. (Students required to attend the Summer Ulpan will receive an additional ulpan tuition scholarship.)

Stateside Students

Institutional Need-Based HUC-JIR scholarships do not need to be repaid. They are provided directly to the student from the College-Institute's own financial resources, often supported by generous alumni and donors who establish named scholarships. To be eligible for an HUC-JIR tuition grant, a student must demonstrate at least \$5,000 in financial need based on the information in the FAFSA. Approximately 90% of students who apply receive need-based tuition scholarships.

Discretionary Scholarship Fund Policy

Students who have extraordinary financial need may apply for additional HUC-JIR scholarship funds through the Financial aid office. To apply for additional aid, students must submit a letter to the Director of Financial Aid addressed to the "Scholarship Committee", outlining reasons for requesting extra scholarship funds. Additionally, students will need to submit documentation (i.e. tax return) to support their appeal. Each student's case will be reviewed by a scholarship committee and those confirmed as having significant need may be awarded more scholarship if funds are available.

Outside Scholarship Policy

Students receiving full tuition scholarships from external sources that process their awards through HUC-JIR are not eligible to receive additional need-based HUC-JIR scholarship aid. This policy excludes VA benefits.

Half-Time/Full-Time Equivalency

Graduate students may be eligible for a half-time or full-time equivalency, based upon the determination of their academic department, even if they are not enrolled for actual credits. Hebrew Union College defines full-time coursework as a minimum of nine credits and half-time coursework as a minimum of six credits. Full-time equivalency students are expected to spend no less than 113 hours per semester/term and half-time equivalency students are expected to complete a minimum of 75 hours per semester/term in a combination of coursework and/or the appropriate activity or activities listed below:

Students enrolled in capstone or thesis course

Students in fieldwork, internship, clinical practice, practicum course and/or, Students participating in supervised research (capstone, thesis or research assistant), Candidacy and Dissertation.

International Students

International students may apply for HUC-JIR need-based or merit-based scholarships by completing the CSS/Financial Aid PROFILE® (PROFILE). Students who are needy may receive up to a 100% tuition scholarship.

Award Eligibility

Financial aid is distributed on the basis of need or merit; all full-time or half-time students are welcome to apply.

Citizens of the United States of America

HUC-JIR's total financial aid program is available to students who can demonstrate need and merit are United States citizens or legal permanent residents. All students are welcome to apply.

International Students

International students with F-I visas are ineligible for any federal or state financial aid programs. As stated on the INS (Immigration and Naturalization Service) I-20 student visa form, international students are expected to provide for their educational and living expenses from personal and family resources.

The Application Procedure

All students seeking need-based financial aid must complete the FAFSA and submit it online at: www.fafsa.ed.gov. HUC-JIR's school code is G04054.

Deadlines

The HUC-JIR financial aid deadline is March 6, 2020 for returning students and February 15, 2020 for new incoming MARE/MAJE, DFSSM and RAB students. Other departments have different deadlines. If you wish to be considered for HUC-JIR scholarships and financial aid loans, you MUST complete your FAFSA, and submit additional requested information to the financial aid office. After that date, loans can still be processed on a rolling basis. However, missing this deadline will seriously impair the College-Institute's ability to continue need-based scholarship support.

Additional Items

A copy of a student's driver's license or passport must be submitted to the Financial Aid Office if a student is applying for federal financial aid loans.

Forms submitted without appropriate signatures or missing data will be returned to the applicant. A student's file shall not be regarded as complete and ready for consideration until all requested documents have been submitted.

It is important to complete the application accurately for student financial aid. Errors can result in long delays in both processing applications and receipt of financial aid.

Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.

Budgets

Budget guidelines are determined by the financial aid director and are based upon budget surveys, cost of living indexes and other data to determine appropriate annual budget amounts for each program. These student budgets—relating to campuses and programs—shall be used to determine financial aid for each applicant.

A nine-month budget will be used for all students attending fall and spring semesters. If the student attends only one semester, the budget is divided by two.

A twelve-month budget will be used for all students attending fall, spring and summer. If the student attends only one semester, this budget figure is divided by three. Half-time students will use a nine-month budget.

Note: A half-time student's educational expenses may be less, and these expenses are usually offset by an increased employment contribution compared to what would be expected from a less-than-full-time student.

Budgets will have the following components:

Tuition for most campuses and programs is \$26,000 for the 2019-20 academic year and is subject to change annually.

Students enrolled in double master's programs at the Zelikow School of Jewish Nonprofit Management are subject to additional tuition for the "second institutions."

Additional fees for other programs are noted in the individual program prospectuses.

Note: Please see the financial aid web page for the COA for each campus and program.

Expected Family Contribution

The College-Institute is guided by the FAFSA analysis in determining financial need for all financial aid applicants. The FAFSA analysis is calculated according to federal standards. It provides financial aid officers with a dollar amount called the Expected Family Contribution (EFC). The EFC is the amount of money, which the student (and/or the student's parent[s]) will be expected to contribute toward the total cost of the student's education. The EFC is recalculated each time the student submits a FAFSA application.

Professional Judgment

As currently directed through congressional legislation and as historically dictated, financial aid officers are empowered to use their professional judgment as the final authority in determining a student's financial aid eligibility. The financial aid officer must use independent professional discretion in recommending variations from established policies and procedures, when, in his/her best judgment, the circumstances warrant such action.

A test of reasonableness, fairness, and legality, backed by the appropriate documentation, should be applied in all exceptional cases without compromising the financial aid officer's or the student's integrity and principles. Concern for the needs and rights of the student coupled with responsibility for institutional and governmental funds must be paramount at all times.

Misrepresentation

If the Financial Aid Office becomes aware that a student and/or student's parents or spouse has intentionally misrepresented facts relevant to the student's financial aid application, and this has resulted or could result in the awarding or disbursement of funds for which the student is not eligible, the financial aid officer must:

Conduct a meeting with the student in order to determine whether or not there was intention to misrepresent the facts;

Notify the student at the end of the meeting if the case is to be forwarded to the appropriate Dean for possible disciplinary action. Misrepresentation can result in the following:

The repayment of all wrongly disbursed funds, and/or

A decision not to process the financial aid application or to award financial aid.

Any such actions would apply to the current and possibly the following year.

Return of Title IV Funds

HUC-JIR students who do not complete a semester for which they were registered, billed, and have received Federal Title IV aid, the following will occur:

The student will be directed by the Office of the National Registrar to make an appointment with the Director of Financial Aid to discuss the financial implication of their withdrawal from classes.

The student must work with the National Registrar to document his/her last date of attendance.

Once a date is established, the Financial Aid Office will perform the required Federal Refund calculation to determine how much of the federal student loan was earned and how much, if any, would have to be returned to Title IV aid programs. Once this is determined, the student would be notified of the result by the Director Financial Aid.

The National Business Office would then be in touch with the student, if after this procedure it was determined that the student owed the College-Institute any money not paid by their student loan or returned to their lender.

For students who leave the College-Institute and are no longer in communication or are unreachable, if the last date of attendance cannot be determined for the student, then the midpoint of the semester will be used as the last day of attendance to calculate return of funds.

The Financial Aid Office will conduct a Return of Funds Calculation for students who withdraw (officially or unofficially) from the college during the academic year. Steps to ensure this process are as follows:

Students must complete an official withdrawal form and submit it to the National Registrar's Office - without submitting this form, no withdrawal will be registered, and students will remain liable for tuition and other ongoing fees. The withdrawal form must be completed no later than 10 days after the student has informed the institution of intent to withdraw.

A Notice of Withdrawal will be given to the financial aid office from the National Registrar's Office with the date that the student has withdrawn from the college.

The Financial Aid Office will follow these steps when a student who had taken out financial aid loans withdraws during the semester of an academic year.

Funds Calculation Worksheet will be filled out and reviewed by the Financial Aid Office and the Business Office. If a refund is owed, the Financial Aid Office will return funds for the student to COD and the Student Billing Office will return funds to G5.

An exit interview is sent to the student via email link and if there is no response within 30 days a hard copy is sent to the student.

If a student left in the first semester or mid-year, future loan disbursements will be cancelled.

If a student withdraws during the first year in Jerusalem or the subsequent second year, repayment procedures for tuition grants will also be established.

For students on a leave of absence, the Cost of Attendance (COA) will be adjusted to reflect the student's COA minus the months or days the student is on leave.

Overaward

The awarding of financial aid in excess of demonstrated need constitutes an overaward. At the time of awarding, a student's financial aid "package" must be equal to or less than the student's need.

The sequence of procedures in the event of overaward and overpayment is as follows:

If over-awarded the following steps may be taken student loan funds will be reduced for the second semester if the overaward is noticed before the second semester disbursement.

If the overaward happens after the second disbursement, funds must be collected from the student. The school will follow federal policy for returning the funds back to the lender.

A Financial Aid Officer has the right to exercise professional judgment if there is a valid reason for lowering an EFC and eliminating the overaward.

Disbursement

Prior to the disbursement of Stafford loan monies, the following procedures must occur:

Loan Counseling / Entrance Interviews

All students borrowing from the Stafford Loan Program for the first time at HUC-JIR must complete an entrance interview before funds will be disbursed for the student. Entrance Interviews are to be completed online by going to this website and choosing your campus location: <http://mappingyourfuture.org/sge>

Exit Interviews

All students who have received financial aid are required to complete an exit interview before graduation or upon withdraws from the College. Exit Interviews are completed online as well by going to this website: <http://mappingyourfuture.org/sgx>

Master Promissory Note

A Master Promissory Note (MPN) has to be current and signed by the student with Direct Loans (information on the “How to Apply” part of the financial aid website.) An MPN is serial and can thus be used every year during the student's residency at the College. By signing an MPN, a student is promising to repay all student loans made under this note. Students may revoke their MPN at any time, however, loans previously disbursed remain an obligation they must repay. An MPN expires ten years after the note is signed. If a disbursement is not made within one year of signing, the promissory note is automatically revoked. Grad Plus loan MPNS have to be renewed every year.

Disbursing Loan Refunds in Students’ Accounts

All loan and grant checks are disbursed by the HUC-JIR Business Office. If a student has not submitted all required documentation, a "hold" will be placed on the student's financial aid disbursements. Checks or deposits made into a student's checking account will not be disbursed if a student's HUC-JIR financial aid records have been encumbered for any reason.

Notification of disbursements are sent from the Business Office notifying the student of what kind of loan, amount and date of deposit into a student's College-Institute accounts, as well as their personal bank accounts. This notification will inform the student that they have the right to cancel or reduce their disbursement amounts, and the time frame in which they should alert the school if they choose to do so. Stafford Student Loans are disbursed twice each year for two semester programs and three times a year for students enrolled in fall-spring-summer programs. For late applications student loans will be disbursed on a rolling basis.

If a student owes tuition, fees or has other financial obligations to the College-Institute, the amount due the school will be deducted from the Stafford loan refund.

Satisfactory Academic Progress

Federal Definition

Federal guidelines mandate that all institutions offering Title IV funds have a Standard of Satisfactory Academic Progress (SAP). The following information defines HUC-JIR's minimum standards for SAP to maintain eligibility for all types of financial aid, including Federal (Title IV), State and institutional (HUC-JIR) funding.

Programs administered by agencies other than HUC-JIR, such as private scholarships, may have their own academic standards for students. Students will need to contact such agencies to determine their requirements.

Federal regulations require HUC-JIR to establish SAP standards in the following areas:

- Cumulative GPA

- Cumulative Hours
- Maximum Time Frame

The school's SAP policy must include the student's total academic history.

These general principles apply to all HUC-JIR degree programs. In addition to the general principles, students must meet specific guidelines for their individual academic program(s). Program specific requirements are detailed in specific program handbooks.

SAP will be determined every payment period (semester.)

To earn hours at HUC-JIR, a student must receive a grade of A, B, C, Pass or Low Pass. Any other grade does not earn hours, but will count as hours attempted, but not as hours earned.

Classes from which a student has withdrawn, will be counted as hours attempted but not hours earned, and will thus have a negative impact on a student's ability to satisfy SAP requirements.

Classes in which a student receives a grade of Incomplete (I) count as hours attempted but not as hours earned. Therefore, these will have a negative impact on a student's ability to satisfy SAP requirements.

When a student repeats a course, the total attempted hours will increase with each repeat, but the student will only earn hours for a completed course once. Therefore, repeating courses will have a negative impact on a student's ability to satisfy SAP requirements. When a student repeats a course, the higher grade will be counted towards the student's cumulative GPA

Attempted hours include all coursework attempted, including transfer credits, passed, repeated, incomplete, failed and withdrawn courses. Attempted hours do not include courses that have been waived, or where advanced standing has been granted.

Transfer students will be evaluated at the time of enrollment using the same SAP standards.

Students who change programs or seek to earn additional degrees are evaluated at the beginning of the semester of the new program or additional degree.

HUC-JIR Students

Cumulative GPA for students in programs where a GPA is calculated, or those students who have chosen to receive letter grades, a student must maintain a 2.5 cumulative GPA or better to satisfy SAP requirements.

For students enrolled in programs that offer Pass/Low Pass/No Pass grading, students must pass at least 70% of the credits they have attempted to satisfy SAP requirements.

Cumulative Hours

Earned In the first-year students must pass (earn) 50% of their credits attempted in that academic year. Starting in the second-year students must pass (earn) at least 70% of the credits that have attempted to satisfy Sap requirements.

Maximum Time Frame

HUC-JIR students will be eligible for financial aid for a maximum time frame of 150% of the published number of required credits. Thus, if a program is anticipated to require 100 credits for completion, then a student would become ineligible for financial aid as of the completion of the 150th credit. Eligibility for financial aid ends at this time regardless of whether that student has received financial aid or not during the period of study.

Good Standing

Good standing by semester will be evaluated by the National Registrar and will report to the Financial Aid Office every pay period who is not in good standing as well as who is on academic probation, suspension or dismissal with the program. Good standing is defined in the National Student Academic Handbook.

A student in good academic standing:

- is not on probation
- is making acceptable progress toward his/her degree or certificate
- has earned grades at the "Pass" or "B" level or higher
- has no more than one LP or C in a semester

If a student receives two or more "LPs" or "C's" and/or fails one or more courses in a semester, the Program Director shall meet with the student to provide counseling and guidance. The Program Director may place the student on probation and may convene a Student Tenure Committee.

If he/she receives another "LP," "C" or "F" during a period of probation, he/she will be asked to appear before a Student Tenure Committee.

If the student fails two (2) courses at any time within two consecutive semesters, he/she will meet with the Student Tenure Committee.

If a student fails three (3) courses over two academic years, the student will automatically be suspended. He/she has the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.

Failure to Meet Satisfactory Academic Progress Requirements

Students who do fail to meet the satisfactory academic progress standards will be placed on Financial Aid Warning (FAW) for a period of up to one payment period (semester.) During the FAW, a student remains eligible to receive financial aid. Students who do meet SAP requirements during the end of the warning period will be returned to normal status and will continue to be eligible for financial aid awards and loans. Students who do not meet SAP requirements at the end of the payment period will be placed on Financial Aid Suspension (FAS.)

Students returning to HUC-JIR while they are on FAS must meet the requirements of HUC-JIR's SAP policy in order to regain eligibility for financial aid.

Appeals

Students on FAS may make a written appeal to the Director of Financial Aid. Financial aid may be reinstated by the Director upon demonstration of mitigating circumstances which must be documented to the satisfaction of the Director along with a written letter of appeal from the student. Examples of mitigating circumstances and appropriate documentation include, but are not necessarily limited to:

Serious illness of student, documented by a signed statement from a physician that the illness interfered with the student's ability to meet SAP requirements, along with a written letter of appeal from the student.

Serious illness of an immediate family member documented by a signed statement from a physician along with a letter of appeal from the student.

Death of an immediate/close family member, documented by assigned statement from a clergy person, nearest relative or an unbiased, concerned adult, along with a written letter of appeal from the student; or

Disruptive internal family problems, documented by legal/court documentation from an attorney, statement from parents, clergy person or an unbiased concerned adult, along with a written letter of appeal from the student.

Students on FAS who have submitted an appeal and are approved will then be put on Financial Aid Probation (FAP) for one payment period. If SAP is restored at the end of the payment period financial aid eligibility will continue. If students on FAP who do not successfully make SAP at the end of the pay period can submit an academic plan with their academic advisor with a time frame of when the student will successfully make SAP and an action plan to restoring SAP. If a student has an active academic plan in place a student will be eligible for financial aid while following their academic plan.

Refunds and Repayment

All tuition and fees are refunded on a pro rata basis, using the number of remaining months divided by either the 9-month or 12-month term. Please see our Tuition and Fees Policy for further information.

Financial Aid File Maintenance

To ensure that all required documents have been received and to aid internal and external audits, all files will be maintained as follows:

Documents Required in Each Financial Aid File:

Student Aid Report - Analysis generated from the FAFSA

Award letter

Driver's License or Passport photo ID

Miscellaneous communications from students

Paperwork that is serial and used every year will be brought forward to the current year file.

Maintenance of Records

To comply with federal requirements, the financial aid officer will maintain a master record for each student receiving financial aid.

All financial aid folders will be maintained for three years after submission of the student's last financial aid application. Records involved in any claim or expenditure questioned by federal audit will be retained until that question is resolved. After the three-year retention period has elapsed and all open issues resolved, the financial aid materials will be destroyed.

Confidentiality

As specified by law in The Federal Family Educational Rights and Privacy Act of 1974 ("Buckley Amendment"), all information in a student's financial aid file is confidential and may not be released or discussed with anyone except as provided by law.

Adequate records of request must be maintained for information disclosure.

To disclose financial aid information, written consent from the student is required and must:

Specify records to be released

State the purpose of the disclosure

Identify the party(ies) to whom disclosure may be made

Be signed and dated by the student.

Information must be disclosed without written consent of the student to:

Students who request information from their own records

Authorized representatives of federal- and state-supported programs for the purpose of audit and evaluation.

The College's duly appointed auditors, for the sake of audit and evaluation.

Information may be disclosed without written consent of the student to:

Personnel within the institution determined to have legitimate educational interest.

Officials of other institutions in which the student seeks to enroll.

Organizations determining financial decisions concerning eligibility, amount, condition, and enforcement of terms of said aid.

Organizations conducting studies to develop, validate, and administer predictive tests, to administer student aid programs, or to improve instruction.

Accrediting organizations carrying out their accrediting functions.

Parents of a student who have established that student's status as a dependent according to Internal Revenue Code of 1986, Section 152.

Persons in compliance with a judicial order or a lawfully issued subpoena, provided that the institution first makes a reasonable attempt to notify the student.

The Administration of Financial Aid Programs

Responsibility for the administration of financial aid programs is a joint effort of the Financial Aid Director, the National Registrar, the Business Office and the Deans, who act in an advisory capacity. The Board of Governors of the College-Institute reviews and ultimately sets HUC-JIR financial aid policies.

The Financial Aid Office

Determines each student's financial need, eligibility for specific programs, and the amount of aid to be awarded from each program.

Maintains student financial aid records (on paper and electronically, as appropriate) and required reports that relate to those records.

Authorizes the Business Office to disburse specified types and amounts of funds.

Stays informed of government and state policies and implements school policies to stay in compliance with the Department of Higher Education.

Oversees all processes for the student financial aid program.

Awards and processes Institutional Scholarships, federal and private student loans.

Reports to the Department of Education and updates file rosters to the NSLDS in a timely and regular basis. When a roster has been updated it is reported to supervisory personnel in a timely manner.

Monitoring of the Financial Aid Office is conducted by the Chief Financial Officer or Controller for the College-Institute. A sample population of student files of randomly selected students at all campuses is chosen and reviewed twice a year and sample student selections represent every pay period. Monitoring of student billing is managed by the Chief Financial Officer.

The Business Office

Disburses funds.

Maintains permanent, cumulative records of disbursements to students as confirmation of receipt of funds.

Exercises due diligence in the collection of College-Institute loans.

Enforces holds placed on student checks by the Financial Aid Office.

Works closely with the Financial Aid Director to work out problems with individual disbursements.

Notifies students of type of loan funds, amounts and when funds are credited to student's accounts.

The National Registrar

Is responsible for the maintenance of students' academic credits including semester and cumulative units and the grades received for those units.

Monitors students adds, drops, and withdrawals of units and the exact date on which these events occurred.

Notifies the Financial Aid Office of the date when students add or drop units, withdraw or graduate.

Notifies the Financial Aid Office of students who are not making satisfactory academic progress. (See section on "Satisfactory Academic Progress," above.)

Consumer Information

Recent legislation requires all educational institutions participating in a federal loan program to provide its students with information pertaining to the following items:

Any special facilities and services available to handicapped students.

An annual campus security report.

Completion and graduation rates.

Drug and alcohol abuse prevention information.

Due to the fact that the content of this information varies from campus to campus, the information listed above is distributed annually, by campus, at the beginning of the academic year.

Academic Policies and Procedures



Policy of Non-Discrimination

The Hebrew Union College –Jewish Institute of Religion (“HUC-JIR”), as an institution of higher education and as a community of scholars, is committed to the elimination of discrimination and the provision of equal opportunity in education and employment. HUC-JIR does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

HUC-JIR does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, professors, administrators, visitors, and other third parties are not subject to a hostile environment in its programs and activities.

HUC-JIR will respond promptly and effectively to allegations of discrimination, harassment, and retaliation. The College-Institute will promptly conduct investigations and take appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provide appropriate remedies to complainants and the campus community. The College-Institute will take immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community. All students found in violation of this policy shall be subject to disciplinary action up to and including suspension or dismissal from the College-Institute. Similarly, any employees, professors, or administrators found in violation of this policy shall be subject to disciplinary action up to and including termination of employment. Behavior that violates this policy may also violate federal, state, and/or local laws.

For inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, age, and veteran status, please contact the EEO Coordinator at: Marviette Johnson, National Director of Human Resources, 3101 Clifton Ave., Cincinnati, OH 45220, (513) 487-3215, mjohnson@huc.edu.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833

P.O. Box 980818, West Sacramento, CA 95798-0818

www.bppe.ca.gov

(888) 370-7589 or by fax (916) 263-1897

(916) 431-6959 or by fax (916) 263-1897

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling:

(888) 370-7589 or by fax (916) 263-1897

(916) 431-6959 or by fax (916) 263-1897

or by completing a complaint form, which can be obtained on the bureau's Internet Web site:
www.bppe.ca.gov.

Policy of Student Records

HUC-JIR maintains for a period of not less than five years, at its principal place of business in this state, complete and accurate records of all of the following information:

1. The educational programs offered by the College-Institute and the curriculum for each.
2. The names of the members of the institution's faculty and records of the educational qualifications of each member of the faculty.
3. Although a student's rights under the Family Educational Rights and Privacy Act (FERPA) cease upon death, Hebrew Union College-Jewish Institute of Religion will not release a deceased student's/graduate's records for a period of 25 years after their date of the death unless required to do so by law or authorized to do so by (1) the executor of the deceased's estate; or (2) the deceased student's/graduate's spouse, parents or children. The person requesting the deceased student's records will be required to provide documentary proof that the student is in fact deceased and to fully explain the reason for the request. This information must be attached to the Official Transcript Request Form which can be found on the National Registrar's webpage. All requests should be sent to: National Registrar Hebrew Union College-Jewish Institute of Religion 3101 Clifton Ave. Cincinnati, OH 45220 Also, there may be other legal and policy implications relating to releasing the records of a deceased student. Please consult the National Registrar.

HUC-JIR follows the records retention policy of AACRAO (American Association of Collegiate Registrars and Admissions Officers), regarding paper records of all of our students five years after graduation/ordination or leaving the school. Transcripts are maintained permanently.

Current Students

Official College-Institute Communication and Email Accounts

HUC-JIR issues each student a College-Institute email address such as jsmith@HUC.EDU. HUC-JIR will use the student's postal address or the HUC email address for official communications. It is the student's responsibility to monitor the HUC email account on a regular basis.

New students become eligible for a HUC-JIR student user account upon admittance to HUC-JIR.

For consistency across all college systems, HUC-JIR uses the students legal first and last name for their huc.edu email account (for example: John.Smith@huc.edu). If your legal name changes, please submit a Request for Name Change form and supporting documentation to the National Registrar's Office. Once the user's first and/or last names have been changed in HUC-JIR's databases, please contact helpdesk@huc.edu to submit a request to have your huc.edu email account updated.

Student accounts remain active while the student remains registered for courses with HUC-JIR or is on approved leave of absence through the National Registrar's Office.

In the case of students who have not attended classes in some time (e.g. they have not graduated; are not registered for courses; have not officially withdrawn; have not gone on approved leave of absence), their accounts will be deactivated and deleted one year after they last attended classes at HUC-JIR.

Academic Schedules and Deadlines

While many programs of the College-Institute follow a traditional semester calendar, several programs follow their own academic schedules, including intensive formats or a cohort-based schedule. These programs include the Doctor of Ministry, School of Jewish Nonprofit Management, Executive Master's Program in Jewish Education, Certificate in Jewish Education for Adolescents and Emerging Adults, and the DeLeT program.

Please refer to the appropriate Program Director for detailed scheduling information and deadlines for your program.

Attendance

It is expected that all students will attend class regularly, and attendance may be required by the instructor. Class attendance may be a criterion used by an instructor to determine the student's grade.

Attendance is required at all announced examinations.

Attendance is also taken during the beginning of each semester or term in order to verify enrollment and to determine financial aid eligibility.

Academic programs in the College-Institute may establish attendance policies related to those programs.

Individual faculty members may also establish attendance policies for their courses.

A student absent from class is responsible for all written or oral work due on the day of the absence, knowledge of announcements made on the day of the absence, and knowledge of the substance of material discussed.

If a student is absent from an examination or submits a paper later than the scheduled due date, the student may be subject to a reduced grade or failure for the examination or paper in question. The decision rests with the instructor.

In intensives, NO absences are permitted. If a student is forced by extenuating circumstances to miss more than one day, no credit can be granted.

During the course of the academic year, attendance at some programs may require a student to be absent from classes. It is expected that students will be responsible for assignments and classes that may be missed during their absence. Students should consult with the instructor in advance of the absence. Please note the following guidelines regarding the attendance at external programming, which may interfere with class attendance.

In order to attend an external program, the student must obtain permission from the course instructor. The student should explain the event to be attended and affirm the responsibilities related to his/her absence from any missed class meetings.

In order to attend external programming which will interfere with class attendance a student must be in good academic standing as defined below under Student Academic Standing and Evaluation.

At the discretion of the instructor, a student is allowed to attend one external program that conflicts with class time per semester.

Students are required to complete all course work and any relevant extra-curricular responsibilities in a timely fashion and may have fellow students collect any materials that may have been distributed during the class that was missed.

Advising

Students are assigned an academic advisor to provide guidance throughout their tenure in the program. Academic advisors are members of the faculty or administration who meet with individual students regularly to discuss academic, professional, intellectual, religious/spiritual and personal issues. Among their many responsibilities, academic advisors offer assistance in course selection, guidance through academic difficulties and advice regarding any other matters related to the student's progress through their academic program.

Program directors may also serve as academic advisors and are always resources for questions about graduation requirements, standing in a program, transfer of outside credits, etc.

Registration

An entering student may register at the beginning of the academic year. A student already enrolled in the College-Institute may pre-register prior to each semester at times designated by the Office of the National Registrar and indicated on the Academic Calendar.

After the end of the second week of the semester a student may not add any courses to his/her program.

Students may audit elective courses by selecting the audit status when registering for courses on the web in the Student Information System (SIS.) Auditors do not receive credit for the course, and an audit may not be changed to a credit registration once registration has closed. A student who fails to attend a course that they are auditing will have an administrative withdrawal/ "W" posted to their academic record.

Students may not receive credit for any course for which they did not formally register at the appropriate time. Students should correct or update their registration information on the SIS when they decide to drop or add a course.

No student may register for more than 18 credits per semester without the permission of his/her advisor or Program Director.

Approval for a departure from normal registration procedures must be obtained from the student's Program Director in consultation with the National Registrar. Students may be able to move through an academic program at a reduced pace if necessary, in consultation with their Program Director, taking up to a year beyond the normal degree program structure to complete the program. If the student needs more than one year, he/she shall submit a formal request to the student's Program Director, who shall consult with the Faculty. A student who wishes to move through an academic program at an accelerated pace must obtain the permission of his/her Program Director.

Add/Drop

Using the Student Information System (SIS), students may drop a course before the semester begins and during the semester until registration closes. A student may drop a course until the end of the second week of classes without a notation appearing on the student's academic record. After the close of registration, students must use an add/drop form. These are available on the National Registrar's website.

With permission, students may withdraw from a regularly scheduled course up to and including week seven of the semester and receive a grade of "W." The decision to withdraw from a course will be made in consultation with the Program Director. The Add/Drop form is available on the National Registrar's website.

Students may withdraw after week seven and receive a grade of "WF," unless there are extenuating circumstances for which an "F" is not warranted. This will be determined by the Program Director in consultation with the faculty member.

Specific programs in the College-Institute may establish more specific add/drop policies based on their academic and course calendars.

In intensive courses or in the summer session (other than the SJNM), students may not add a course after the first-class meeting. Students may withdraw after the first-class meeting of an intensive course with no notation on the academic record. Withdrawing from an intensive course after the second meeting will result in a "W."

In the SJNM Summer Session, students may not add a course after the first week of classes. Students may withdraw from a course until the end of the first week with no notation on the academic record. Withdrawing from a course after the beginning of the second week will result in a "W."

If a student does not officially withdraw from a course by the stated deadlines, he or she may receive a grade or an "F," for the course and that grade will appear on the transcript.

Students Enrolling in Courses Taught by Relatives

College-Institute faculty are strongly advised to dissuade family members from enrolling in their courses when other options are available – for example, a different section of the same course taught by a colleague or taught by a different faculty member in another semester or taught by a faculty member on another campus.

This policy also applies to cases where a family member would be the student's academic advisor or field work supervisor. Other arrangement should be made in these cases.

However, when specialized courses are taught by a relative and the relative is the sole specialist in that area at HUC-JIR, taking a course with a relative may be the only reasonable option for a student to pursue his/her academic program. In this case, it is incumbent upon the faculty member to avoid not only favoritism but also the appearance of favoritism. These circumstances are rare but can be problematic; therefore, faculty members must inform their campus Dean when a relative enrolls in one of their courses. In turn, campus Deans must alert the Provost. If the instructor is the campus Dean, s/he should inform the Provost.

Policy and Process

College-Institute students are not permitted to take courses taught by a faculty member who is their close relative by blood or marriage without the permission of the Provost. A student is also advised to avoid registering for a course taught by a faculty member with whom s/he has a close personal relationship.

The student may be granted the Provost's permission only if:

It is clearly demonstrable that there is no other course selection that will meet the student's academic needs.

The campus Dean submits an alternative plan for evaluating the student's work. One such example would be to have another faculty member serve as a second reader for exams and papers submitted by the student. If the student's academic program requires the course, the student and the faculty member must consult with the campus Dean to prepare the plan. The campus Dean will submit this plan to the Provost for consideration and approval.

Program Directors will caution students regarding the policy and report any concerns to the campus Dean. If a situation involving nepotism is discovered and the Provost's approval has not been obtained in advance of the beginning of the course, the Provost may direct that the student be withdrawn from the course. If the discovery is made after the conclusion of the semester, the student will be brought before a student tenure committee. If the student is deemed to have knowingly violated the policy, the Committee may determine that no credit will be awarded for the course. The faculty member involved will be referred to the campus Dean for resolution of the matter.

In no case does the College-Institute allow a parent/relative faculty member to undertake an independent study with his/her child, spouse, or other close relative.

"Relatives" are defined as spouses/partners, parents, siblings and their spouses, children, stepparents, stepchildren, domestic partners, grandparents, grandchildren, aunts, uncles, first cousins, nephews, nieces and their spouses, and in-laws, plus roommates and other persons with whom the student may have economic and emotional tie.

Leave of Absence

Students desiring a leave-of-absence for medical or personal reasons, to serve as an intern, or to pursue studies at other institutions of higher education, must apply in writing to the student's Program Director. The form is available from the National Registrar's website. Program Directors may grant such leaves for a specific term up to one year, and it is the responsibility of the student to observe the terms and remain within the limits set. Failure to do so may result in automatic dismissal.

Students must inform their Program Director of their intention to return to the program no less than two months before resuming their studies.

Students pursuing studies at other accredited institutions during a leave of absence may, upon prior approval of the student's Program Director, receive transfer credit. However, in no case may the total transfer credits earned during a leave of absence or from prior transfer credit total more than 25% of the credits in a student's academic program. The Program Director's approval for these courses must be given prior to the student's departure for the leave of absence. Approval for courses taken during a leave of absence will not be given retroactively.

After a leave-of-absence, students must petition the appropriate Program Director in writing to return to full-time resident student status. The Program Director will notify a student before the leave-of-absence if there are specific conditions to be met before the student may return to full-time studies. The Program Director may ask the student for supporting documentation as part of the petition.

A student who has been dismissed or asked to withdraw is not eligible for a leave-of-absence for the following year.

A student on a leave-of-absence may be required to begin repayment of financial aid. For specific information, please contact the National Financial Aid Office.

A leave-of-absence may be granted for a semester or a year. If a student on a one semester leave-of-absence wishes to extend his/her leave, he/she must request permission from his/her Program Director for a one semester extension. If, after a one-year leave of absence, a student does not return to the College-Institute, he/she must apply for re-admission.

Withdrawing from an Academic Program

A student desiring to withdraw from his/her academic studies at HUC-JIR must complete the Notice of Withdrawal form available on the National Registrar's webpage. This form must be signed by the student and the Program Director and submitted to the National Registrar's Office.

If a student withdraws from his/her program and then wishes to resume his/her studies, he/she must apply for readmission through the National Admissions Office and meet the readmission requirements in effect at that time. If a student is readmitted more than one year after withdrawing, he/she must adhere to the academic requirements in effect at the time of readmission.

Catalog and Curriculum Eligibility

A student who withdraws from the College-Institute for a year or longer loses the right to graduate under the catalog and curriculum in effect during his/her last date of attendance. The student may be required, at the discretion of his/her Program Director, to meet the academic requirements in effect upon his/her return to HUC-JIR. This policy does not apply to a student who was away from the College-Institute on an approved leave-of-absence.

Change or Addition of Academic Program

A student who wishes to change academic programs or add an academic program must contact the National Admissions Office in order to initiate the process of admission to the new or additional program. Additionally, the student should also inform the Program Director of the new program and the Program Director of the former or ongoing academic program.

Current students must be in good academic standing in order to matriculate into another academic program.

Credit Hours

In accordance with accreditation standards and Federal guidelines, 1 semester hour generally equals 15 contact hours plus 30 preparation hours. A 3-semester hour course would include 45 hours of contact plus 90 hours of preparation.

Clinical or Fieldwork Courses

Three to four hours of clinical activity or internship per week equal a single contact hour. Thus, one credit-hour requires 45-60 hours of practice or internship.

Grades

At the conclusion of each semester, faculty will use the Student Information System (SIS) to submit grades to the Office of the National Registrar in the form of letter grades (A, B, C or F) or Pass/Fail.

With the exception of the School of Graduate Studies, during registration, students may elect to be graded under either the letter grade scale or on a Pass/Fail basis.

Grades are available to students by logging into the Student Information System (SIS).

The instructor shall specify in the course syllabus those aspects of the course that will be monitored for grading, such as examinations, papers, class participation and attendance. The instructor shall also specify in the syllabus the relative weight given each aspect to be monitored for grading.

Letter grade and Pass/Fail grading tables:

The letter grade scale will be as follows:

A+	4.333
A	4.000
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
F	0.000

The Pass/Fail scale will be as follows:

P	Credit/no quality points
LP	Credit/no quality points
F	0.000

Grades in both tables:

I	Incomplete	NA
IF	Incomplete/Fail	0.000
W	Withdrew	NA
WF	Withdrew Failing	0.000
AU	Audit	NA
TC	Transfer Credit	NA
CR	Credit by exam, etc.	NA
NG	No Grade reported by faculty member	

The default grading system for students will be Pass/Fail. Students will indicate their choice of grading systems at the beginning of their academic program and may change from one grading system to the other annually, prior to the first day of classes of the Summer or Fall semester.

The change must be submitted to the Office of the National Registrar in writing or via the student's HUC email account.

The request must be submitted before the first day of classes for the Fall semester.

Requests cannot be honored to retroactively change a student's grading scale and grades for prior semesters.

Grade point averages will be calculated in the SIS and on transcripts for all students with any letter grades.

Transcripts will carry a legend that explains the College-Institute grading systems and explains that the Pass is valued at a "B" or higher, and that a Low Pass is valued as a "C."

As new courses are developed, the faculty member will be asked whether the course is to be graded on a letter grade basis only, pass/fail only or either. This decision overrides the student's grading preference.

Program faculty may designate courses as pass/fail only, letter grade only or either. This decision overrides the student's grading preference. Where a course exists on more than one campus, the grading system should be the same.

Submission of Grades and Evaluations

Faculty are expected to submit grades into the Student Information System (SIS) for all students within two weeks after the end of final examinations.

Suggested Grade Scale

The grading scale used in a class to arrive at the final grade, whether letter grade or pass/fail, is determined by the individual faculty member. Below is a suggested scale for those faculty members who calculate a class average for a student based on the points achieved for exams, papers, and other assignments. This chart is provided for guidance and is not required for faculty use in grading.

Letter or P/F Grade	Percent Grade
A+ / P	97-100
A / P	93-96
A- / P	90-92
B+ / P	87-89
B / P	83-86
B- / P	80-82
C+ / LP	77-79
C / LP	73-76
C- LP	70-72
F	69 and below

Change of Grade

1. Faculty may submit Change of Grade forms to the Office of the National Registrar. When the grade change has been processed, the student's Program Director will be notified by the National Registrar's staff.

Incompletes

If for reason of illness or other comparable extenuating circumstances a student cannot complete his/her work on time, the instructor may enter a grade of Incomplete ("I") into the Student Information System (SIS.)

A form indicating date for completion and reasons for the Incomplete shall be signed and submitted by the faculty member to the Office of the National Registrar. The form is available on the National Registrar's website. A copy of the completed form will be forwarded to the student's Program Director and will be kept on file in the National Registrar's Office. If a student is not able to contact the faculty member, he/she may petition the Program Director for an Incomplete.

Incurring three or more Incompletes in one semester or term may jeopardize the student's financial support.

Work needed in order to resolve Incompletes incurred during the Summer term must be submitted to the faculty member by the last day of classes for the Fall semester. Work needed in order to resolve Incompletes incurred at the end of the Fall semester must be submitted to the faculty member by the last day of classes for the Spring semester. Work needed in order to resolve Incompletes incurred during the Spring semester must be submitted to the faculty member by the first day of classes for Fall semester. In all cases, the faculty member may impose more stringent deadlines. Students in the School of Graduate Studies should refer to the School's handbook for due dates for Incompletes.

The student will have an "I" entered for the particular course. If the student fails to finish the Incomplete during the time allotted to him/her by the faculty member, the National Registrar will record an "IF" (Incomplete Failure) on the student's academic record.

No Incompletes are granted for Intensive courses.

In order to be considered as a candidate for graduation or ordination, a student must resolve all incomplete grades on his/her academic record at least three weeks before the date of graduation/ordination.

In rare cases where due to illness or other extenuating circumstances a student receives an incomplete grade in the final year, the coursework must be resolved and submitted to the faculty member by March 31 so that faculty member may submit the grade by the due date for senior grades. After that date the grade will turn to "IF."

Course Repeats

Courses may be repeated with permission of the student's Program Director and in consultation with the faculty member.

Courses for which grades of "F" have been received may be repeated without limit. The student should discuss the matter with their Program Director before re-enrolling in the course. If the specific course is not available, an equivalent course may be taken for the repeat if approved by the student's academic program director in consultation with the faculty member who taught the original course.

Courses for which grades of "C-" or better have been earned may be repeated upon receiving approval from the student's Program Director. The approval process is initiated by the student using a form from the National Registrar's Office. A maximum of 3 passed classes per degree or certificate may be repeated.

Only the credits and grade for the repeated attempt count toward degree completion and the grade point average. All entries on the transcript, however, remain a part of the student's permanent academic record.

Reduced Academic Load

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

If the student needs more than one additional year, he/she shall submit a formal request to the Program Director, who shall consult with the Faculty.

Independent Study Courses

An independent study is a course not regularly offered but developed specially by a student and faculty member. Students shall generally be allowed to take one (1) independent study course per semester/term. Up to a total of three (3) such courses are permitted per year. Exceptions may be made by Program Directors on a case-by-case basis for advanced students. Students in the School of Graduate Studies are exempt from this limit but should consult with their advisor and the Director of the School of Graduate Studies.

Students must consult with their Program Directors in order to determine where the Independent Study course will count in the curriculum and other limits relative to the student's academic program.

To apply for an Independent Study Course, students must complete the Independent Study form available on the National Registrar's website and submit it to the National Registrar's Office by the close of registration.

The faculty member shall meet with the student enrolled no fewer than four times during the semester and the course requirements must be fulfilled by the end of exam week.

Any full-time faculty member may be asked to sponsor an Independent Study course. Part-time faculty members may do so with the approval of the Program Director. Since the faculty members are asked to participate in this program in addition to their regular teaching load, they shall undertake to work with students at their own discretion. If they feel that their own teaching obligations have already been maximized, or that other circumstances exist which make the Independent Study request inadvisable, then they may decline to sponsor such an Independent Study. It is recommended that no faculty member sponsor more than two such courses in any one semester.

No student who has failed a course in either of the previous two semesters may register for an Independent Study course, unless permission is obtained from the Program Director.

Student Academic Standing and Evaluation

Academic standing (good standing, probation, suspension, and dismissal) will be determined as soon as possible at the conclusion of each semester. Based on the standards below, the National Registrar's Office will automatically determine which students are on academic probation and communicate that information to the program directors. Additional academic action will be determined by the student's Program Director and/or Student Tenure Committee, as defined in this document. Every semester, each Program Director must send a report of students who are not in good academic standing to the National Registrar and National Financial Aid Director. This report will be used in determining a student's satisfactory academic progress (SAP) and eligibility for financial aid.

A student's academic standing may fall within the following categories:

Good Standing

Probation

Suspension

Dismissal

A student in good academic standing:

is not on probation

is making acceptable progress toward his/her degree or certificate which includes the maintenance of a minimum grade of "P" or "B" in no less than 80% of the total attempted credits.

has earned grades at the "Pass" or "B" level or higher

has no more than one LP or C in a semester

If a student receives two or more “LPs” or “C’s” and/or fails one or more courses in a semester or is not meeting the 80% standard in 3.b., the National Registrar’s Office will place the student on Academic Probation. The Program Director will be notified and shall meet with the student to provide counseling and guidance and may convene a Student Tenure Committee.

If he/she receives another “LP,” “C” or “F” during a period of probation, he/she will be asked to appear before a Student Tenure Committee.

If the student fails two (2) courses at any time within two consecutive semesters, he/she will meet with the Student Tenure Committee.

If a student fails three (3) courses over two academic years, the student will be automatically dismissed. He/she has the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.

The procedures governing a Student Tenure Committee are described under “Academic Tenure” later in this Handbook.

Students have the right to respond to any particular faculty evaluation by meeting first with the faculty member and secondly with the student’s Program Director.

Students in the School of Graduate Studies should refer to the School’s handbook for policies regarding academic progress and good standing.

Students Placed on Academic Probation

Students may be placed on academic probation by their academic Program Director or the Student Tenure Committee.

During the semester in which a student is on academic probation s/he will typically enroll in a reduced number of credit hours whether these come from HUC-JIR courses, or consortium, cross-campus or dual program credit programs.

The number of credit hours that a student is permitted to enroll in during a semester on probation may be stipulated by the academic Program Director or Student Tenure Committee.

The student will meet with his/her Program Advisor to discuss a possible reduction in outside commitments and fieldwork hours.

All instances of academic probation, suspension, and dismissal will be posted to the student’s permanent academic record.

Students will be removed from probation when they have completed twelve semester hours under the following conditions:

all work for each course must be completed by the end of its semester, without incurring any incompletes

all incomplete work from previous semesters must be completed

the grade received in each course must be Pass (B) or better

Any student who incurs a total of two occurrences of academic probation over the course of her/his academic program(s) will be recommended to a Student Tenure Committee for possible suspension or dismissal from the College-Institute.

Class Standing

Class standing and progress through the curriculum is determined by the Faculty and Program Directors as set forth in the academic handbooks for each program.

Non-Degree & Consortium Students

Anyone auditing courses or taking courses for credit, but not pursuing a degree or certificate program at the College-Institute, is designated a Non-Degree Student. An Audit, like a grade, appears in the Student Information System (SIS) and on College-Institute transcripts. A student who fails to attend a course that they are auditing will have an administrative withdrawal/ "W" posted to their academic record.

Non-degree students must fill out the Application for Non-Degree Graduate Study which is available on the National Registrar's website along with the current tuition and fees. Additionally, the Non-Degree Student must obtain the permission of the faculty member teaching the course.

Guests from the community who may wish to be a visitor in a particular class should contact the faculty member teaching the course for permission. No academic record is maintained, and the guest is not a registered student of the College-Institute.

The College-Institute has various agreements with other colleges and universities permitting their students to study at HUC-JIR. These Consortium students receive grades which are sent via transcript to their home colleges.

Veterans

The National Registrar's Office can assist eligible veterans with filing the certification for their educational benefits each semester. Please contact the National Registrar's representative on your U.S. campus. Veterans are encouraged to use web registration each semester as soon as it is available so that the certification of benefits may be filed as soon as possible. The College-Institute does not charge late fees, restrict access or impose penalties on students for delayed payments by the Veterans Administration.

International Students

HUC-JIR welcomes international students. The United States campuses are authorized to enroll F-1 students and to issue I-20 forms for these students. This process is handled by the Office of the National Registrar through its representatives on each U.S. campus. International students should keep the National Registrar's staff informed of their arrival and departure plans, and any changes in their visa, financial, marital, or employment status, and other matters related to their stay in the United States.

Advanced Standing and Transfer of Credit

Students who have successfully completed graduate courses or a graduate degree in an accredited academic institution prior to their admission to HUC-JIR may request that transfer credits be applied toward their program of study at HUC-JIR. The amount of credit given shall be determined by the Program Director in consultation with the appropriate faculty member in whose area credit is sought but may not exceed 25% of the credit hours required for the degree or certificate. Any application for transfer or exemption must be accompanied by an official transcript from the student's prior institution.

For learning achieved in non-accredited institutions or in settings outside of higher education, advanced standing may be possible. The extent of advanced standing shall be determined by the Program Director in consultation with the appropriate faculty member in whose area advanced standing is sought. Students may be evaluated based on examinations, performance in a specific course or group of courses, or other methods approved by the Program Director. As with accredited institutions, any application for transfer or exemption must be accompanied by an official transcript from the student's prior institution.

All Advanced Standing decisions must be documented and sent to the National Registrar by the Program Directors so that appropriate credit may be recorded on the student transcript and in the Student Information System. The Outside Credit form is available on the National Registrar's webpage.

No more than 25% of course requirements for a degree, certificate, or ordination can be fulfilled by coursework from outside HUC-JIR. Within this context, credit earned through consortium agreements will be considered "in residence."

Transferability of Credits and Credentials Earned at HUC-JIR

The transferability of credits you earn at Hebrew Union College-Jewish Institute of Religion (HUC-JIR) for any of the programs is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending HUC-JIR to determine if your credits, degree, or certificate will transfer.

Internal Transfer Credit

When a student in or alumnus of one HUC-JIR program enrolls in a second program at HUC-JIR (whether after withdrawing from or completing the first program or while enrolled in that program), he/she does not need to repeat any course common to both programs. Any course common to both programs may be counted toward the requirements for each.

Students whose prior work at HUC-JIR includes courses that are similar in content and scope although not identical to required courses in another program may petition to apply the courses from the prior program toward requirements in the new program with the approval of the director of the new program in consultation with the instructor(s). In some cases, students may be required to take similarly titled courses in multiple programs if those courses are deemed to be program specific.

In these situations, the total exemptions, equivalencies and substitutions may not total more than 33% of the student's second academic program.

Students who complete the Rabbinic Education program or the SJNM certificate or degree program concurrent with their rabbinic studies may apply a total of six credits from these programs toward post-MAHL electives. Rabbinical School Directors may determine which courses in other programs fulfill distribution requirements in their program.

Rabbinical students or rabbinic alumni who choose to pursue the MAJE or the MARE through the Rabbinic Education year, or the certificate or Master's in Jewish Nonprofit Management may apply coursework from the rabbinic program to fulfill all of the Judaica requirements for these degrees.

Fieldwork requirements for one program may not be fulfilled with fieldwork done in another program, unless the programs have a memo of understanding regarding joint fieldwork.

Exemptions

Exemption from the Year-In-Israel program may, upon application, be granted anyone admitted to the Rabbinical, Education, or Cantorial programs of the College-Institute. Applicants must demonstrate that they are able to pass the exemption examination for the Year-In-Israel program. The exempted coursework and credit hours will be noted on the student's transcript.

A student may be exempt from certain required courses due to prior preparation. To receive such advanced standing, the student should submit a petition to their Program Director no later than 60 days prior to the beginning of the term in which the course in question would normally be taken. The Director will consult with faculty members in the academic field in question to determine the method of evaluating the student's prior preparation. An exemption may result in the exempted courses being replaced by higher-level electives or the direct transfer of accredited graduate-level courses to replace HUC-JIR coursework.

Such evaluation normally would include an examination of the student's transcript(s), prior course syllabi, and written work. A written or oral examination may be required as well. The Program Director will then approve or deny the petition and notify the student and the National Registrar accordingly.

Graduation

In order to graduate and/or be ordained by the College-Institute, a student must:

Successfully complete all academic and non-academic (i.e. institutes, seminars, etc.) elements of the curriculum for his/her program of study as certified by the academic program director.

For programs requiring a thesis or dissertation, all deadlines regarding submission and approval of the thesis/dissertation must be met prior to graduation and/or ordination.

Successfully complete all fieldwork/clinical requirements of the program as certified by the academic program director.

At the time of graduation/ordination, students must have completed all required courses in their program and have received a minimum grade of "P" or "B" in no less than 80% of the total attempted credits earned in each program while at the College-Institute.

Communicate with his/her academic program director(s) prior to the beginning of the final year of study in order to determine eligibility for graduation/ordination. The Program Director will review each student's progress towards the completion of requirements for graduation/ordination and convey any concerns to the student.

Have resolved all grades of Incomplete at least three weeks prior to the date of graduation/ordination.

Successfully complete all assignments by the deadline established for the submission of assignments in the semester of graduation/ordination.

Have completed an exit interview with the Office of Financial Aid, if applicable.

Have completed an exit interview with his/her Program Director(s).

Have made arrangements with all HUC-JIR libraries and resource centers for the return of all materials.

Have made arrangements with the Student Accounts Office to settle all outstanding financial matters including any health care/insurance charges.

Have complied with the requests from campus offices for senior students including the return of mailbox keys, IDs, etc.

Failure to meet these requirements may result in a delay of graduation/ordination until any unresolved matters are settled.

The Academic Calendar

Prior to the academic year the National Registrar publishes an Academic Calendar on the National Registrar's webpage. The Academic Calendar contains dates when classes are in session, scheduled reading and examination periods, and other pertinent information. HUC-JIR campuses also publish calendars of local events, days the campus is closed, intensive courses, and special academic terms for non-residential programs.

Some academic programs schedule a reading period at the end of each semester, preceding final examinations. Exceptions to this format may include intensive or online courses.

No regular classes or make-up classes are to be scheduled during reading days or during final examinations. If classes are canceled during the term, those classes are to be made up during the term.

The National Registrar's Office publishes the semester schedule for final examinations for each campus.

Student Transcripts and Files

Maintenance of student transcripts and files is consistent with the rules and regulations of the American Association of College Registrars and Admissions Officers (AACRAO) and in compliance with the Family Educational Rights and Privacy Act (FERPA.)

The College-Institute maintains an electronic file for each student in the Student Information System (SIS.) Additionally, an admission file is maintained by the National Admission Office, and academic files may be kept by the student's campus Dean and Program Director.

Students have access to all pertinent information in their files and may check them for accuracy. Students should contact the National Registrar for access to their files except as defined in #4 below.

Official requests for transcripts are made in writing to the National Registrar. Transcripts are released only with the student's written consent and if there are no unsettled student financial obligations. A transcript request may be made from the Student Information System (SIS) or by using the Transcript Request Form on the National Registrar's webpage. There is a \$5.00 charge for each official transcript requested.

The student's file contains material that usually falls into the following four categories:

Confidential letters of reference written in support of the student's application.

Application materials other than confidential letters of reference. These include the application itself, transcripts, Graduate Record Examination scores, autobiographical statement, medical forms, letter of acceptance and letter of acknowledgment.

Grade Evaluations and general correspondence concerning the student contained in a student file.

HUC-JIR transcript.

The student has access to all material in categories b, c and d as specified above. Appropriately designated administrative personnel, approved by the Office of the National Registrar, may have access to material in all four categories. The student's advisor has access to the material in categories b, c, and d.

Name Change Process

The College-Institute maintains the full legal name of students. Name changes are available only to current students. Upon withdrawal/dismissal/graduation the student's permanent record is sealed and no further changes will be made.

The Request for Name Change Form is available on the National Registrar's webpage or from any staff member of the National Registrar's Office. Acceptable supporting documentation includes valid driver's license, marriage license, divorce decree that reinstates the maiden name, adoption documents, court order, or valid passport. Documents that are not considered acceptable legal documents include a social security card and a notarized statement. For international students on a visa, the name must reflect the name that appears on the visa.

The student's name that appears on the Application for Graduation/Ordination document must match the name on file with HUC-JIR. Request for Name Change with acceptable documentation needs to submit to the Office of the National Registrar before Graduation/Ordination. If proper legal documentation has not been provided to the Office of the National Registrar before Graduation/Ordination the Diploma/Simcha will be held.

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 disclose FERPA information by publishing a notice on the College-Institute's National 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 National 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: <https://www2.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

By filing a "Request to Prevent Disclosure of Directory Information" form with the National 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.

Residency Requirements

The minimum residence requirement for each degree, certificate, and ordination program of the College-Institute may be found in the program handbooks, available from the Program Directors. However, in all cases, at least 75% of degree or certificate credits must be earned from HUC-JIR.

Academic Integrity

HUC-JIR students are expected to maintain the highest standards of integrity with respect to their academic work. The College-Institute considers all breaches of personal and academic integrity to be serious offenses.

Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination.

Plagiarism, the appropriation of unattributed ideas or verbatim copying, is entirely at odds with the core principles of Jewish tradition and academic rigor. Students are expected to be familiar with the proper rules of citation (see the [MLA Handbook](#), or similar works). 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.

It is a violation of the standards of academic conduct to alter any academic or official institutional record used in the admission or academic records process.

Disciplinary action regarding cases of cheating, plagiarism or other violations of academic integrity may be taken by faculty members, the administration or the Student Tenure Committee where necessary.

Copyright Law and Peer-to-Peer File Sharing

What is Peer-to-Peer?

Peer-to-Peer (“P2P”) file sharing is a way of exchanging or transferring files over the Internet. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Below is a partial list of various P2P programs that allow users to exchange and share files, this list is not exhaustive:

Ares

Azuereus

BitComet

BitLord

Bit Tornado

BitTorrent

FlashGet

Gnutella

KaZaA

Limewire

Morpheus

uTorrent

What is wrong with Peer-to-Peer file sharing?

Copyrights help to ensure that authors of creative works can control how those works are used and prevent others from capitalizing on, or using or distributing, the works without permission. While P2P file sharing programs may be used for legitimate reasons, these programs are overwhelmingly used for the illegal distribution of copyrighted works such as music, movies, software, books, images, and TV programs without permission from the copyright owner.

Sharing any file of a work that you did not create yourself as an original work, is not in the public domain, or for which you do not have permission to share can have serious consequences. Not only are there substantial legal risks, using P2P programs degrade the speed of the College-Institute's network, may contain spy-ware, viruses, or exploits that may allow unauthorized access to the machine as well as the network hosting the program. The laws that govern copyright are not specific to any one technology; you can violate the rights of a copyright holder using many different types of technology. Both uploading and downloading of copyrighted files can violate copyright law.

What is the College-Institute's policy on Peer- to-Peer file sharing?

Most, if not all, of the P2P programs listed above threaten or disrupt the integrity of the College-Institute's computing services and its network. The College-Institute respects the intellectual property of others, regardless of the medium in which the material is transmitted as this is a cornerstone of academic integrity. Access to the College-Institute's technology is a privilege granted to students, faculty, staff, and approved guests. Everyone using these resources is responsible for using them in an effective, ethical and lawful manner. We prohibit the use of unauthorized distribution of copyrighted material.

What is the College-Institute doing to combat Peer-to-Peer File Sharing?

The College-Institute currently employs bandwidth-shaping technology to prioritize network traffic. We also block known Peer-to-Peer software.

What will happen if I am caught using these programs?

If you use the HUC-JIR wireless network to download or use file sharing software like Bit Torrent, or LimeWire, etc. and use that program to share copyright material or violate College- Institute policies, the College-Institute may terminate your campus computer connection.

Continued use of file sharing software or services will require the College-Institute to impose additional sanctions. Sanctions may include, but are not limited to, revocation of access rights and/or other sanctions up to and including suspension or expulsion for students, and termination for employees.

In addition to HUC-JIR sanctions, there are civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

If you have questions about this policy, please contact the College-Institute's Chief Technology Officer at CTO@huc.edu

Required Textbooks

In accordance with Federal policy, HUC-JIR makes available to students the list of required textbooks for a course several weeks before the beginning of the semester/term so that the student can determine cost efficient options for obtaining the books. Faculty members will provide the required textbook information for their courses to the Office of the National Registrar at least six weeks prior to the beginning of the upcoming semester/term.

Syllabi

Faculty are required to distribute course syllabi to students on the first day of class. A syllabus will outline expected student learning outcomes, including the minimum requirements for a passing grade and the calendar dates by which requirements, such as papers and examinations must be fulfilled.

Course syllabi are to be distributed by individual faculty members and may also be available from the Program Directors.

Student Behavior and Professional Conduct

1. Students and other members of the HUC-JIR community are expected to abide by the highest moral values of our faith traditions, including personal conscience, professional conduct and integrity, and honorable social relationships. Students must be conscientious in avoiding the appearance of misconduct on campus, in congregations, schools, agencies, and in the broader community.

a. Because a HUC-JIR student's primary reason for serving in fieldwork settings is due to her/his affiliation with the College-Institute, this policy on student behavior and professional conduct will govern the student in those settings. However, this does not preclude action by the organization where the fieldwork is being performed or the involvement of local law enforcement and courts with appropriate jurisdiction.

b. Community conduct and ethical standards include:

i. Respect for the rights, differences, and dignity of others

ii. Honesty and integrity in all dealings

iii. Conscientious pursuit of excellence in one's work

iv. Accountability for actions and conduct on the campus and in the workplace

c. The College-Institute may take disciplinary action as it deems necessary should the standards of personal and ethical conduct be violated. Violation of these standards shall include, but is not limited to:

i. Academic misconduct including, but not limited to, plagiarism or cheating

- ii. Abuse of alcohol or drugs
- iii. Discriminatory or harassing behavior
- iv. Sexual Misconduct (including, but not limited to, sexual harassment and sexual assault)
- v. Interpersonal violence (including, but not limited to, domestic violence, dating violence, and stalking)
- vi. Giving false statements to the College-Institute orally or in writing including, but not limited to, one's application for admission or registration or altering records
- vii. Violation of the Technology Usage Policy
- viii. Financial malfeasance
- ix. Violent behavior
- x. Use of abusive or offensive language
- xi. Creating a hostile or threatening environment
- xii. Theft of College-Institute or personal property
- xiii. Violation of College-Institute academic regulations and policies
- xiv. Disrespect toward a College-Institute employee
- xv. Students involved in a criminal violation are accountable to local authorities but may also be subject to discipline by the College-Institute.

2. Other than complaints related to discrimination, harassment, sexual misconduct, or interpersonal violence, complaints of a student's alleged inappropriate behavior are to be brought to the Program Director (or the Dean's designee). The Program Director (or Dean's designee) will investigate the charges further, and consult with the student, appropriate faculty, student representatives and any outside consultants or other individuals deemed necessary to determine whether disciplinary action is warranted. Complaints related to sexual misconduct or interpersonal violence should be made to the Title IX Coordinator (see the Sexual Misconduct and Interpersonal Violence Policy for more information). All other complaints of discrimination and/or harassment should be made to the National Director of Human Resources who serves as the Title IX Coordinator (see the Equal Opportunity and Non-Discrimination Policy for more information).

- a. When community and ethical standards have been broken, the offender should, ask forgiveness, avoid repetition, and make restitution whenever possible.
- b. The student's program director may suggest that the student seek counseling or other expert treatment.

c. The College-Institute's National Director of Legal Affairs should also be contacted for review and consultation.

d. A Program Director (or the Dean's designee) may issue a written reprimand to the student and may also place the student on immediate probation.

e. In an emergency situation, the Dean (or Dean's designee) may determine that it is appropriate to immediately remove the student from the campus and related educational activities. The student's Program Director should follow-up immediately by investigating the situation and determining the next appropriate steps which may include a Student Tenure Committee meeting.

f. A student's tenure may be terminated if it is determined that he/she engaged in inappropriate behavior that renders him/her unsuitable for his/her chosen profession, including but not limited to behavior that is unethical, illegal, or otherwise inconsistent with the codified standards of the individual professional organization of the field for which the student is preparing himself/herself.

g. Additionally, the Program Director (or Dean's designee) may determine that a Student Tenure Committee should be convened in order to consider the situation and, if necessary, the Committee may determine the appropriate disciplinary course of action.

h. The Student Tenure Committee will be governed by the procedures and timelines outlined elsewhere in this Handbook.

i. The disciplinary actions that may be taken by the Student Tenure Committee include:

1. Reprimand and disciplinary probation
2. Temporary suspension with time and terms of re-admission indicated
3. Indefinite suspension with time and terms of re-admission not indicated. Return to the College-Institute would be determined by the student's Program Director
4. Removal of financial assistance
5. Permanent dismissal

j. The student may appeal the decision of the Student Tenure Committee using the same process described elsewhere in this Handbook.

Student Tenure

A. Academic Tenure

1. The initial purpose of the student tenure review is to assist the student in succeeding at the College-Institute. If a student receives two or more “LPs” or “C’s” and/or fails one or more courses in a semester, the Program Director shall meet with the student to provide counseling and guidance. The Program Director may place the student on probation and may convene a Student Tenure Committee.

2. If a student fails three (3) courses over two academic years, the student will automatically be dropped from the academic roll. He/she has the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.

3. Probationary status presumes that a student so designated has not demonstrated an ability to continue the course of study and must demonstrate this ability within one academic year in order to remain in the program. If a student receives an “F” during a period of probation, he/she will need to appear before a Student Tenure Committee. The student may also lose his/her eligibility for financial assistance.

B. Procedures for Academic Tenure

1. The Program Director is responsible for implementing the rules governing student tenure.

2. When necessary, the Program Director will notify the student in writing that either he/she must meet with the Student Tenure Committee or that he/she is being dropped from the academic roll but has the right to appeal to the Student Tenure Committee for reinstatement. The student will be given a copy of that section of this handbook that prescribes the procedures in these cases.

3. The composition of the Student Tenure Committee is to be determined by the Program Director but must include at least one student from the appropriate professional school (unless the student waives this provision) and between two and four additional faculty members. The Dean may not serve on the Student Tenure Committee since he/she is part of the Appeals process. If the program director chooses not to chair the committee, he/she may designate a member of the Committee to serve as chair.

4. The Program Director will give the student written notice of the time and place of the meeting, and also inform the student that s/he will have an opportunity to present pertinent information to the Committee and that the student may be present throughout the meeting until such time as the Student Tenure Committee enters into executive session. The fifteen working days notification period may be shortened with the agreement of the student and program director.

5. The Student Tenure Committee will determine the suggested course of action by secret ballot and by a 2/3-majority vote.

6. The Program Director will communicate the decision of the Student Tenure Committee in writing to the student and the Dean within five working days.

7. As part of the evaluation process, the Committee can suggest a range of ways to proceed that may include, but are not be limited to:

- a. Dismiss the case
- b. Investigate the matter further
- c. Oversight and assistance without putting the student on probation
- d. Place the student on Academic Probation. The conditions of probation will be determined by the nature of the case and the findings of the Committee. The appropriate course of action that the student must follow is determined by the nature of the case. The Committee may decide that the student can continue in his/her program while satisfying the probationary conditions, that the student may continue with a reduced course load, or that the student may not continue in his/her program until all conditions of probation have been satisfied. The Committee shall determine the timeframe for probation.
- e. Place the student on Academic Suspension for a specific period of time.
- f. Permanently dismiss the student from the academic program, the local campus, and/or the College-Institute.

8. Within ten working days, the student may appeal the decision of the Student Tenure Committee to the Dean; the Dean's decision to the Provost; and finally, the Provost's decision to the President.

9. Copies of the communications with the student, and a confidential record of the meeting(s) of the Student Tenure Committee (other than the deliberations of the executive session, for which no written record will be made) shall be kept in the Dean's office. The student may request copies of the confidential records; such request must be in writing to the Dean.

C. Procedures for Non-Academic Tenure

Allegations related to sexual misconduct or interpersonal violence will be governed by the policies and procedures seen in the Sexual Misconduct and Interpersonal Violence Policy. Allegations related to any other form of discrimination and/or harassment will be governed by the policies and procedures seen in the Equal Opportunity and Non-Discrimination Policy. All other allegations of a student's alleged inappropriate behavior are governed by the procedures set forth in this section of the handbook.

1. Allegations of a student's alleged inappropriate behavior are to be brought to the Program Director. The Program Director will investigate allegations further and consult with the appropriate faculty and student representatives in order to determine whether or not the matter is to be brought to the attention of a Student Tenure Committee. The Program Director may consult with outside experts and professionals. If it is determined that the matter should be brought before a Student Tenure Committee, then the student will be notified in writing of the charges that have been made and the findings that pertain to those allegations, and will be given a copy of that section of this handbook that prescribes the procedures to be followed by the Student Tenure Committee.

2. The composition of the Student Tenure Committee is to be determined by the Program Director but must include at least two faculty members and one student from the appropriate academic program. Since the Dean is part of the appeals process, he/she may not serve on the Student Tenure Committee. The Committee shall be chaired by the Program Director or the Program Director may designate a chair from among the Committee members.

3. At least fifteen working days prior to the meeting of the Student Tenure Committee, the Program Director will give the student written notice of the time and place of the meeting, and written notification that the student may be present throughout the meeting until such time as the Student Tenure Committee enters into executive session. The fifteen working days notification period may be shortened with the agreement of the student and program director.

4. At the meeting of the Student Tenure Committee, the Program Director will present information pertaining to the charge(s) of inappropriate behavior. The student may present pertinent information to the Committee or may ask others to present information on his/her behalf. When all of the information has been presented, the Program Director, the members of the Committee and the student may raise any questions they may have. When all questions have been raised, the members of the Student Tenure Committee will enter into executive session.

5. The Student Tenure Committee will deliberate in executive session and will determine its decision by secret ballot and by 2/3-majority vote. The Committee may consider the following options (or other options that the Committee may deem appropriate):

a. Dismissal of the charge(s.)

b. Suspension: The Committee will stipulate an appropriate course of action for the student. The student may not continue in his/her program until he/she demonstrates to the Committee that he/she has met all of the Committee's stipulations.

c. Dismissal of the student from the program.

6. Within five working days, the chair of the Committee will communicate the decision of the Student Tenure Committee in writing to the student and the Dean.

7. Within ten working days, the student may appeal the decision of the Student Tenure Committee to the Dean; the Dean's decision to the Provost; and finally, the decision of the Provost to the President.

8. Copies of the communication with the student, and a confidential record of the meeting(s) of the Student Tenure Committee (other than the deliberations of the executive session, for which no written record will be made) shall be kept in the Dean's office. The student may request copies of the confidential records; such request must be in writing to the Dean.

Thesis / Dissertation

The policies concerning the preparation and submission of a thesis or dissertation are contained in the various handbooks of the College-Institute's academic programs. Students should obtain one from their Program Director or from the HUC-JIR website. The student's Program Director will work with the Library to ensure that appropriate copies of the thesis or dissertation are provided to the Library. The Program Director will notify the Office of the National Registrar of successful completion of the thesis/dissertation requirement for the purpose of graduation.

Academic Grievance Procedure

1. All faculty members and instructional staff have received the Faculty Handbook that clearly outlines good teaching practices. Faculty members are responsible for fulfilling the good teaching practices outlined in the Handbook. Should students have grievances against a faculty member relating to any academic matter, they should avail themselves of the procedure outlined below. The goal of the academic grievance procedure is to effect reconciliation between the instructor and the student.

2. Any student has the right to question a course grade he or she has received, but the student should recognize the difference between questioning a grade and charging an instructor with a violation of the good teaching practices. Such a charge is a serious act, and should neither be undertaken lightly nor should the desire to have a grade reviewed and changed be the primary motivation.

3. If the student wants to contest a grade, the student should first meet with the instructor to voice a complaint and to receive an explanation and possible redress. If the student is not satisfied with the explanation, he or she may confer with the faculty member's Academic Program Director and ask for a review of the grade. The Academic Program Director will consult with the faculty member and review the material. If the decision of the Academic Program Director is not acceptable to the student, he or she may appeal to the Dean whose decision shall be final.

4. A student who feels that a faculty member has violated good teaching practices shall first discuss the matter directly with the faculty member, accompanied by his/her faculty advisor, if applicable. If he or she feels that his or her grievance has not been properly adjudicated, he or she should request a conference with the Academic Program Director. If the intervention of the Academic Program Director still has not achieved reconciliation, the student may submit to the Dean a letter formally stating the nature of the grievance with specific reference to teaching responsibilities that have not been fulfilled. The student should also provide any materials supportive of the complaint.

5. Within ten (10) days after receiving this written complaint from the student, the Dean will request the chairperson of the Faculty to convene a Faculty Grievance Committee that shall be made up of four full-time faculty members and a student representative selected by the student association. The Committee shall consider and investigate the complaint and make its recommendations to the Dean within thirty (30) days after receiving the complaint.

6. A Faculty Grievance Committee will not review a complaint unless it is lodged within 10 weeks of the alleged violation. For students attending SJNM, DeLeT, or summer session, the tenth week of the fall semester is the deadline. It shall be the responsibility of the Faculty Grievance Committee to determine, prior to considering any case, whether frank and full discussions among the student, instructor, Academic Program Director, and Dean have been exhausted as a means of resolving the grievance. If not, the case shall be referred to the Dean as appropriate.

7. If the Faculty Grievance Committee decides to consider the case, the chairperson shall inform the student that the burden of proof rests with the student and that he or she may attend the hearing, excluding executive sessions. The chair shall also inform the instructor, when the committee decides to consider a case, that a grievance has been received by the Committee and provide the instructor with a full bill of particulars regarding the grievance and its supporting evidence. The chair shall request from the instructor in writing information germane to the case, inform the instructor that he or she may attend the hearings, excluding executive sessions.

8. If the Committee finds that no violation of the good teaching practices has occurred or that a violation has occurred but recommends that no redress is warranted, these findings will be reported by the Committee chairperson, in writing, to the student and the instructor, with copies sent to the Academic Program Director and Dean.

9. If the Committee finds that a violation has occurred and recommends any form of redress for the student, these recommendations should be reported by the chairperson of the Committee, in writing, to the Academic Program and Dean, with a copy sent to the student and to the instructor. A copy of this letter will be added to the faculty member's file. The instructor will be expected to inform the Academic Program Director of his or her compliance or noncompliance with the recommendations within ten days after the letter of notification has been sent to the instructor. Failure to respond within ten days will be taken to indicate noncompliance.

10. If the instructor complies with the recommendations, the student will be informed, in writing, by the Academic Program Director, with copies to the committee chair. If the instructor indicates noncompliance with the recommendations, copies of the recommendations and of the instructor's reply will be sent to the student, Provost, and President, and will be placed in the instructor's file. In addition, a notation of this finding may be made in the student's permanent record file.

11. If the instructor does not accept the recommendations, he or she may appeal the decision of the Faculty Grievance Committee to the Provost. Written notice of the desire for a review by the Provost should be made within ten (10) days of receiving the copy of the Committee's findings. If an appeal is made, a copy of the written report of the Committee and all pertinent information and material will be forwarded to the Provost. The Provost will meet with the student and instructor and review the case. The Provost then will affirm, reject, or modify the recommendations of the Committee.

12. If the instructor does not accept the recommendations of the Provost, then he or she may appeal directly to the President. The President shall review all materials and meet with the student and instructor. The President's decision will be final.

13. If the student has not resolved the concern/complaint to his/her satisfaction after exhausting the aforementioned process, s/he can utilize the appropriate state's complaint process.

Equal Opportunity

Scope of the Policy

This policy applies to all College community members, including students, employees, professors, administrators, visitors, or any third parties performing services on any College campus.

This policy applies not only to discriminatory conduct occurring within the typical classroom or campus settings, but also to any location owned or operated by the College as well as College-sponsored or College-sanctioned functions taking place outside those typical settings. Such College-sanctioned functions include, but are not necessarily limited to, Field-Based Educational Experiences. The College expects that all members of its community will help promote a learning environment free from discrimination. Any off-campus discriminatory conduct that has an actual or potential adverse impact on another's College environment may also be addressed under this policy.

Discriminatory Harassment

Discriminatory harassment is conduct that has the purpose or foreseeable effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive work or learning environment for that individual. It is not necessary that the consequences actually occur; HUC-JIR strives to stop any such conduct before the consequences occur. Discriminatory harassment is harassment that is based on the targeted individual's disability, race, color, religion, national origin, ancestry, genetic information, marital status, sex, age, sexual orientation, veteran status, or gender identity and expression. Discriminatory harassment includes sexual harassment, which is further defined in the Sexual Misconduct and Interpersonal Violence Policy.

Forms of harassment include, but are not limited to: Epithets, slurs, negative stereotyping, threatening, intimidating or hostile acts relating to race, color, religion, gender, national origin, sexual orientation, age, disability, or any other legally protected class; written or graphic material circulated by any means that creates a hostile or offensive educational environment toward an individual or group of individuals because of their race, color, religion, gender, national origin, sexual orientation, age, disability, or any other protected class. Examples of sexual harassment can be found in the definition of sexual harassment located in the Sexual Misconduct and Interpersonal Violence Policy.

Please be aware, however, that just because the expression of an idea or point of view may be offensive or inflammatory to some, it is not necessarily discriminatory. HUC-JIR values freedom of expression and the open exchange of ideas. While this value of openness protects controversial ideas, it does not protect harassment or expressions of bias or hate.

Retaliation

The College will not tolerate any form of retaliation taken against anyone who makes a complaint of conduct prohibited by this policy or anyone who cooperates in the investigation of a complaint of conduct prohibited by this policy.

How to Report a Complaint

If your complaint involves conduct of a sexual nature, domestic violence, dating violence, or stalking, please refer to the Sexual Misconduct and Interpersonal Violence Policy.

All other complaints involving conduct prohibited by this policy should immediately be reported to the EEO Coordinator, Marviette Johnson, National Director of Human Resources, 3101 Clifton Ave., Cincinnati, OH 45220, (513) 487-3215, mjohnson@huc.edu

If you believe that criminal conduct has been committed, you are encouraged to contact the local police department and/or dial 911 for emergencies.

After receipt of a complaint (or after being put on notice of conduct that may violate this policy), the EEO Coordinator for your campus will take a statement from you regarding what happened. That EEO Coordinator will ask you to describe the accused individual(s) and may ask questions about the scene of the incident, any witnesses, and what happened before and after the incident. If necessary, a referral to the local police department may be made at that time.

You may have a support person with you during the interview. Unless you request confidentiality and the College is able to honor that request, an investigation into the incident will begin promptly after you report the incident.

In addition to reporting a complaint to the EEO Coordinator, you may also report a complaint to or seek information from federal or state agencies such as:

The U.S. Department of Education's Office for Civil Rights ("OCR")

Chicago Office (for Cincinnati campus): (312) 886-8434

San Francisco Office (for Los Angeles campus): (415) 556-4275

New York City Office (for NY campus): (212) 637-6466

The Ohio Civil Rights Commission ("OCRC"), Cincinnati Regional Office: (513) 852-3344

The State of California Department of Fair Employment and Housing ("DFEH"): (800) 884-1684 (toll free for complaints and information)

The New York City Equal Employment Practices Commission: (212) 240-7902

The New York State Human Rights Commission on Discrimination Complaints: (212) 306-7450

Interim Measures

If your complaint involves conduct of a sexual nature, domestic violence, dating violence, or stalking, please refer to the Sexual Misconduct and Interpersonal Violence Policy.

Interim measures, also known as accommodations, are available upon receipt of a report of discrimination or harassment and prior to the resolution of a complaint, as appropriate.

Available interim measures include, but are not limited to, restrictions on contact between an alleged victim and an alleged perpetrator (“no contact” orders); changes in academic or living situations; access to counseling, health, and mental health services at no cost ; academic support; victim advocacy; and escort services. If appropriate, the Title IX Coordinator, Marviette Johnson, National Director of Human Resources, generally will offer interim measures upon receipt of a report of sex discrimination, sexual misconduct, domestic violence, dating violence, or stalking. Individuals requesting additional interim measures or experiencing difficulty obtaining interim measures that have been approved should immediately contact the EEO Coordinator. Interim measures will be offered to a complainant regardless of whether the complainant chooses to participate in a hearing against the accused or whether the complainant chooses to report the incident to law enforcement. To the extent possible, any interim measures that are provided will be confidential.

Protective Measures

In addition to the interim measures described above, other protective measures also may be available by contacting law enforcement and/or the local prosecutor’s office. For example, in addition to the normal criminal process, law enforcement and/or the local prosecutor’s office may assist a student in obtaining a protection order. A protection order is a temporary order intended to help provide safety and protection to victims of certain crimes. If you have a protection order against someone and that person violates the protection order in any way, law enforcement may be able to arrest that person and charge that person with a violation of the protection order. To the extent possible, any protective measures that are provided will be confidential. If needed and to the extent necessary, HUC-JIR will provide assistance in obtaining a protection order.

Please see the EEO Coordinator for your campus for more information about these protective measures, including for contact information for local law enforcement and/or the local prosecutor’s office.

Investigation

If your complaint involves conduct of a sexual nature, domestic violence, dating violence, or stalking, please refer to the Sexual Misconduct and Interpersonal Violence Policy.

While all investigations will vary due to the individual circumstances surrounding the particular complaint, investigations falling under this policy will typically involve the following:

Preliminary review of the complaint by the EEO Coordinator to determine whether probable cause exists to believe a violation of this policy occurred.

Assignment of the investigation from the EEO Coordinator to an investigative team of no fewer than two (2) persons who have been trained annually to investigate complaints.

Notification to the accused that an investigation has commenced.

Interviews of the complainant, the accused, and any witnesses. The accused shall be provided a copy of any written complaint or otherwise informed of the substance of the complainant's allegations. Similarly, the complainant shall be provided with a copy of any written response provided by the accused or otherwise informed of the substance of the accused's response to the allegations.

Gathering and examining of relevant documents or evidence (e.g., law enforcement investigatory records, student and/or personnel files, etc.). Both the complainant and respondent will be asked to provide a list of possible witnesses as well as any written or physical evidence (e.g., text messages, social media postings, emails, photos, medical records, etc.) that they wish to be considered by the investigatory team.

Preparation of an investigatory report complete with a summary of interviews, relevant documents, findings, and recommendations for further action.

Both the complainant and the accused have a right to be accompanied by one support person of his or her choosing during any meeting with an investigator. That support person should not be someone who may be considered a witness. The purpose of the support person is to provide support, not advocate or impede the investigation.

Disciplinary/Adjudication Procedure

If your complaint involves conduct of a sexual nature, domestic violence, dating violence, or stalking, please refer to the Sexual Misconduct and Interpersonal Violence Policy and the Complaint/Grievance Policy – Sexual Misconduct and Interpersonal Violence.

Upon completion of its report, the investigatory team will deliver the report to the EEO Coordinator. In the event that the EEO Coordinator finds that there are reasonable grounds to believe that a violation of this policy has occurred, the EEO Coordinator will issue a notice of violation in writing to the accused and provide a copy of that notice to the complainant. Any notice of violation will also include a recommendation with regard to disciplinary action. In the event that the EEO Coordinator does not find that there are reasonable grounds to believe that a violation has occurred, the EEO Coordinator will notify both the complainant and the accused in writing of that finding.

If either party feels aggrieved by the findings, he or she may challenge those findings through the College's applicable grievance procedure. The procedure for challenging those finding through a grievance can be found in the policy titled "Complaint/Grievance Policy – Discrimination and/or Harassment."

Possible Discipline/Sanctions

Possible discipline or sanctions for engaging in discrimination and/or harassment may include:

Oral warning

Letter of warning or reprimand, and a copy placed in the student's file

Probation

Forced leave of absence

Suspension for a defined period of time

Dismissal from the College

Complaint/Grievance Procedure – Discrimination and/or Harassment

For conduct of a sexual nature, domestic violence, dating violence, or stalking, please refer to the Sexual Misconduct and Interpersonal Violence Policy.

Introduction:

The Hebrew Union College –Jewish Institute of Religion (“HUC-JIR”), as an institution of higher education and as a community of scholars, is committed to the elimination of discrimination and the provision of equal opportunity in education and employment. HUC-JIR does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities. HUC-JIR does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, professors, administrators, visitors, and other third parties are not subject to a hostile environment in its programs and activities.

When an allegation of discrimination or harassment is brought to the College's attention, a prompt investigation will be performed. Please see the College's Equal Opportunity and Non- Discrimination Policy for more detailed information related to filing a complaint and a possible resulting investigation. Upon conclusion of the investigation, a report will be prepared and submitted to the EEO Coordinator. In the event that the EEO Coordinator has reasonable grounds to believe that a violation of this policy has occurred, the EEO Coordinator will issue a written notice of violation to the accused and provide a copy of that notice to the complainant. Any notice of violation will also include a recommendation regarding disciplinary measures. In the event that the EEO Coordinator does not have reasonable grounds to believe that a violation has occurred, the EEO Coordinator will notify both the complainant and the accused student in writing of that finding.

If either party feels aggrieved by the findings, he or she may challenge those findings through this grievance procedure.

If a notice of violation has been issued, and the accused fails to challenge the notice of violation by submitting a written grievance within the requisite time period, the notice of violation will be submitted to the Provost for a final decision regarding discipline.

Grievance and Adjudication Procedure:

Step 1: All grievances shall be written and submitted to the EEO Coordinator within ten (10) days of the date the grievant receives the above-described notice from the EEO Coordinator. All written grievances shall include the following: (1) the name, addresses, and phone number of the grievant; (2) a detailed description of the circumstances surrounding the grievance; and (3) the specific relief the grievance is requesting through the grievance procedure. The EEO Coordinator will promptly provide a copy of the grievance to the other involved individual(s), hereafter referred to as the respondent(s). The respondent may submit a written response to the grievance to the EEO Coordinator within 10 days of receipt of the grievance.

If the grievant or respondent believes that the EEO Coordinator has a conflict of interest or bias, the grievant or respondent shall identify his or her reasons for that belief in writing and submit that writing within 3 business days of the filing of the grievance. If it is determined that the EEO Coordinator has a conflict of interest or bias, the EEO Coordinator will be recused from the grievance process and a non-involved member of the senior administration will perform all duties assigned to the EEO Coordinator.

Step 2: After receipt of the grievance, the EEO Coordinator will contact the grievant and the respondent within five (5) business days to schedule separate pre-hearing meetings. Pre-hearing meetings are not mandatory. These pre-hearing meetings are designed to allow the grievant and/or the respondent to ask questions regarding the grievance and adjudication procedure as well as review any investigatory report. Both the grievant and the respondent are permitted to be accompanied by an advisor during the pre-hearing meeting. The advisor should not be someone who may be considered a witness to the incident at issue.

Step 3: After the pre-hearing meetings (or after the parties decline the pre-hearing meetings), the EEO Coordinator will submit the grievance and the respondent's response, if any, to a Grievance Committee. The Grievance Committee will consist of three (3) College faculty members or administrators randomly chosen from a defined pool. If either party is a faculty member or administrator, no faculty member or administrator from that party's same department will be chosen to be on the Grievance Committee. Each of the faculty members in the defined pool receives annual training on issues related to sexual harassment, sexual assault, domestic violence, dating violence, and stalking and on the College's grievance and adjudication process. The grievant and the respondent will be promptly notified of the Grievance Committee's composition.

If either party believes that a member of the Grievance Committee has a conflict of interest or bias, that party shall identify his or her reasons for that belief in writing and submit that to the EEO Coordinator within three (3) business days of notification of the Grievance Committee's composition. If the EEO Coordinator determines that a member(s) of the Grievance Committee has a conflict of interest or bias, that member(s) of the Grievance Committee will be replaced by a different faculty member(s) from the defined pool. That process will continue with the newly identified member(s) until the Grievance Committee is finalized.

Step 4: After the Grievance Committee is finalized, the EEO Coordinator will notify the grievant and the respondent of the date, time, and location of the grievance hearing. The parties will receive at least ten (10) days' notice of the hearing. Prior to the Grievance Committee hearing, the Grievance Committee will be provided a copy of any investigatory report. The parties will also be provided a copy of the investigatory report, but without copies of sensitive documents such as medical records. Note that the parties have an opportunity to review the full investigatory report in the pre-hearing meeting.

Both the grievant and the respondent are permitted to present relevant witnesses and evidence at the hearing. Each party must identify in writing to the EEO Coordinator the witnesses and/or evidence he or she intends to present at the hearing no later than seven (7) days prior to the hearing. The College prefers the use of live witnesses, but if a witness is unavailable to participate in a live proceeding, a signed, written statement may be submitted for the witness. If a signed, written statement is submitted for a witness, it must be provided to the EEO Coordinator no later than seven (7) days prior to the hearing.

The EEO Coordinator will promptly provide each party with the other party's list of identified witnesses, evidence, and/or signed, written statement(s).

Step 5: Grievance hearings are closed to the public. Both the grievant and the respondent are permitted have an advisor present. However, that advisor is not permitted to participate as a vocal advocate during the hearing. The investigators shall be present at the Grievance Committee Hearing.

At the hearing, each party will be permitted to give an opening statement. Each party will then be permitted to present evidence and/or witnesses. A party will be permitted to ask questions of the other party and/or the other party's witnesses, but the questions must be first submitted to the Grievance Committee. The Grievance Committee will then ask the questions on the party's behalf. The Grievance Committee retains discretion to refrain from asking questions it believes are irrelevant or unnecessary and/or exclude presentation of any witnesses or evidence. For example, information about a party's prior sexual history with persons other than the other party will typically be excluded. Each party will also be permitted to make a closing statement.

The College will accommodate requests from either the grievant or the respondent to not be present in the same room during the grievance hearing.

Official minutes of the hearing will be kept. The official minutes will be made available to either party.

Step 6: Within fourteen (14) days of the conclusion of the grievance hearing, the Grievance Committee will issue a written decision. The Grievance Committee will use a preponderance of the evidence (i.e., “more likely than not”) standard to determine whether or not an alleged violation occurred. The Grievance Committee will also issue a recommendation on the discipline, if applicable. If the Grievance Committee is not unanimous in its findings or recommended discipline, its written decision shall record that fact.

The EEO Coordinator will promptly provide written notice to both the grievant and the respondent of the Grievance Committee’s decision. The EEO Coordinator will also notify the parties of their right to appeal the decision and, if applicable, the sanctions or disciplinary measures to be imposed.

Step 7: After the EEO Coordinator notifies the parties of the Grievance Committee’s decision, either party will have ten (10) days to submit a written appeal of the Grievance Committee’s decision to the Provost. The possible bases for appeal include: (1) a procedural error that has significantly impacted the outcome of the hearing; (2) the introduction of previously unavailable relevant evidence which would have significantly impacted the outcome of the hearing; or (3) where a sanction is substantially disproportionate to the Grievance Committee’s findings

If either party chooses to appeal, the other party will have ten (10) days to submit a written opposition to the appeal to the Provost. Upon receipt of the written opposition or the passing of the timeframe allowed to submit a written opposition, the Provost will promptly issue a written decision affirming the Grievance Committee’s decision; reversing the Grievance Committee’s decision; or remanding the grievance back to the Grievance Committee to consider additional evidence or remedy a procedural error. If the Provost remands the Grievance Committee’s decision, the Provost may order that a new Grievance Committee hear the matter. The Provost’s decision will be issued in writing to both parties.

A decision will be considered final if no party submits a timely appeal of a Grievance Committee’s decision or if the Provost affirms or reverses the Grievance Committee’s decision. Any sanctions or discipline imposed will be stayed until the resolution of the appeal process.

All of the time frames above may be extended by a showing of good cause. All parties involved will be promptly notified if a time extension has been granted.

A student is not required to file a grievance with the College and, if applicable, may file a complaint with federal or state agencies such as:

The U.S. Department of Education’s Office for Civil Rights (“OCR”)

Chicago Office (for Cincinnati campus): (312) 886-8434

San Francisco Office (for Los Angeles campus): (415) 556-4275

New York City Office (for NY campus): (212) 637-6466

The Ohio Civil Rights Commission (“OCRC”), Cincinnati Regional Office: (513) 852-3344

The State of California Department of Fair Employment and Housing (“DEFE”): (800) 884-1684 (toll free for complaints and information)

The New York City Equal Employment Practices Commission: (212) 240-7902

The New York State Human Rights Commission on Discrimination Complaints: (212) 306-7450

In the event that the College finds that any student has been a victim of discrimination or harassment, the College will take immediate measures to remediate and/or correct the conduct or circumstances. Any individual who is subjected to such conduct will be notified of the College’s measures to remediate and/or correct such conduct.

The College prohibits retaliation against anyone who files a grievance under this section or otherwise complains that he or she has been a victim of discrimination or harassment. This prohibition of retaliation similarly extends to anyone who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing relating to a grievance or complaint under this section.

All documents, witness statements, evidence, and written submissions associated with a grievance under this section will be confidentially maintained, to the extent permitted by law, in the student’s disciplinary record. Any request by a student to review the documents, witness statements, evidence, and written submissions associated with his or her grievance under this policy should be submitted to the EEO Coordinator.

The notifications required by this policy will not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C. § 1232g), commonly known as the Family Education Rights and Privacy Act of 1974 (FERPA).

Statement Concerning Field-Based Educational Experiences

Hebrew Union College - Jewish Institute of Religion (HUC-JIR) is highly committed to Field-Based Education Programs as an integral part of the educational process. This commitment is expressed through the institution’s approach to field-based educational experiences, which are designed to be both academically rigorous and practically effective. HUC-JIR Field-Based Education Programs – which include student pulpits, internships and related placements – aim to foster learning communities that model and teach students ways of thinking, being and doing that are integral in developing their professional identity. These experiences integrate such things as knowledge, skill, moral integrity, religious tradition and commitment in actual practice, which is the very essence of religious and communal leadership formation.

In partnership with participating synagogues and community-based organizations, field-based educational experiences provide learning laboratories to practice the art and craft of (religious) leadership, including but not limited to the following:

Critical reflection on practice and theology;

Exploration of differing models for ministering to congregants and others;

Examination of the issues of faith and social issues; and

Development of professional identity and skills.

The Learning Agreement

A critical component to HUC-JIR's Field-Based Education programs is the Learning Agreement. A Learning Agreement is the institution's official document which outlines the expectations and responsibilities of each party for the semester-long or year-long Field-Based Education placement, student pulpit or internship.

In general, students should be exposed to as much of the day-to-day functioning of the organization as possible. For students working in synagogues, this will often include experience with worship, teaching, youth engagement, committee meetings, social gatherings, and both the pastoral and administrative responsibilities associated with congregational settings.

For HUC-JIR students working in community-based organizations or similar Field-Based Education placement sites, this will often include meeting with clients, participating in the development and/or execution of programs, becoming familiar with administrative aspects of operating the organization, participating in staff meetings and lay committee meetings, and possible exposure to the role that fundraising plays in maintaining vital programming.

Pre-Field Based Educational Experience Workshop

In addition to the Learning Agreement, HUC-JIR encourages its Program Directors / Fieldwork Supervisors – prior to the start of the Field-Based Education placement, student pulpit or internship – to conduct workshops on ethical and other issues that HUC-JIR students might encounter in field placements. These workshops shall be a prerequisite to students' participation in field placements. They shall be designed both to introduce and address many of the specific issues faced in congregational or organizational settings.

Orientation of HUC-JIR Students at Field-Based Educational Placements

Institutionally, HUC-JIR strongly encourages that students participating in Field-Based Education placements – including student pulpits and internships – be oriented at the field site on the day the placement begins. The objective of this orientation is to familiarize the student with the following:

The organization’s history and mission;

The organizational structure in place at the field placement site and the particular individuals with whom the student will work;

The needs of those being served by the congregation, community-based organization or other field placement site; and

The organization’s expectations and policies, as well as the student’s rights and responsibilities while engaged in the placement. This will include a review of protocol and procedure concerning harassment, discrimination, personal safety, emergencies, and related circumstances.

The orientation should also address the anticipated workload associated with the placement, which should be consistent with the parameters established by HUC-JIR and the congregation, community-based organization or other field placement site.

Supervision in Field-Based Educational Placements

Field-Based Education Placement Site Supervisors (hereafter referenced as the “*Placement Site Supervisor*”) may include ordained clergy (rabbis and cantors), chaplains, counselors, pastoral care directors, teachers and educators, administrators, social workers, advocates and activists, some of whom pursue vocations in congregational settings and others in non-congregational settings such as hospitals, community-based programs, school settings (primary, secondary, and higher education), governmental agencies, nonprofit organizations and other diverse types of organizations. Whether supervising an HUC-JIR student in a congregational or non- congregational setting, the Placement Site Supervisor is critical to the success of the field-based educational placement.

All Placement Site Supervisors are expected to have:

A thorough understanding of HUC-JIR’s mission and philosophy, as well as working knowledge of the institution’s approach to Field-Based Education and the objectives of this aspect of the students’ training;

A desire to work collaboratively with HUC-JIR staff who oversee field-based placement and the ability to ensure open communication with both the student and HUC-JIR staff;

The ability and willingness to engage the HUC-JIR student participating in Field-Based Education as a “colleague in training”;

A commitment to participate in any required Orientation and/or Training developed by the College-Institute, to adhere to all of the requirements of HUC-JIR Field-Based Education Placement Programs and to conform to HUC-JIR policy relating to behavioral conduct, including policies prohibiting discrimination, harassment and similarly offensive and potentially illegal conduct.

Professional Ethics

The Hebrew Union College – Jewish Institute of Religion (HUC-JIR) expects all Placement Site Supervisors, clergy, educators, social workers and other professionals with whom our students work in Field-Based Education Placements to conduct themselves in accordance with the highest standards of professional and personal ethics. HUC-JIR students are expected to conduct themselves in a similar manner.

Adhering to such ethical standards involves a commitment to behaving in an honest way and with integrity, manifest in simple actions such as keeping one's word and following through on commitments. For the student this is exemplified by arriving at the field placement on time and prepared to work, offering the time and energy expected in the Field-Based Education Placement, and presenting one's best effort. The Placement Site Supervisor demonstrates comparable integrity by respecting the agreed upon parameters of the placement and by focusing her/his best efforts on the student.

Policies and Practices in the Context of Field-Based Educational Placements

Hebrew Union College - Jewish Institute of Religion considers Field-Based Education programs to be an extension of its campus-based education programming and central to the curriculum. As such, all Field-Based Education Placement Sites must adhere to the policies of the College - Institute. Prior to the start of a Field-Based Education Placement, HUC-JIR will provide the Placement Site Supervisor with a current version of the National Student Academic Handbook, which contains the institution's policies regarding appropriate student conduct. Field-Based Education Placement sites will also receive HUC-JIR policies relating to conduct expected of HUC-JIR faculty and staff. Throughout the fieldwork period HUC-JIR students and their Placement Site Supervisors, as well as other individuals associated with the placement, are expected to maintain proper bounds of conduct as outlined in HUC-JIR institutional policy.

Any student who violates these policies while serving in a Field-Based Education Placement or internship will be subject to disciplinary action, as specified in the National Student Academic Handbook. Additionally, the Field-Based Education Placement or internship site, including the Placement Site Supervisor and any individual associated with the site who is connected with the fieldwork or internship in any manner, is expected to maintain an appropriate, professional environment free from harassment, discrimination, intimidation and related conduct.

Use of Power

In the realm of covenants, one of the most fundamental relationships is the use of power. As students advance through HUC-JIR's programs of study and participate in Field-Based Educational Placements – irrespective of whether they are student pulpits, internships or other types of placements – it is important that both the Placement Site Supervisor and the student understand and appreciate the ethics of power. Power is inherent in the role of clergy and in the role of the supervisor. As HUC-JIR students and their Placement Site Supervisors work together it is important that appropriate boundaries are both observed and acknowledged. In Field-Based Education Placements, students should also recognize the need and develop the ability to relate in a responsible manner to congregants, clients, colleagues and others with whom they interact.

Sexual Ethics

As discussed in the “Equal Employment and Non-Discrimination Policy” and the “Sexual Misconduct and Interpersonal Violence Policy,” HUC-JIR will not tolerate sexual harassment in any organizational setting in which HUC-JIR students are placed. It is always the Placement Site Supervisor's responsibility to maintain appropriate boundaries and a professional relationship with the student. It is also important for Placement Site Supervisors and students to remember that it is not appropriate for sexual contact to occur in the context of Field-Based Educational Placements, including but not limited to sexual contact between the Placement Site Supervisor (as well as others within the organization who participate in guiding aspects of the field-based educational placement) and the HUC-JIR student, between the student and a congregant in a synagogue setting, or between a student and a client in a community-based organizational setting. Such conduct will result in the immediate termination of the Field-Based Educational Placement.

Procedures for Handling Incidents of a Sexual Nature in Field-Based Educational Placements

Any student who has been subjected to sexual harassment, or any untoward conduct of a sexual nature, should refer to the “Sexual Misconduct and Interpersonal Violence Policy” for information regarding how to proceed.

Immunization

For those students participating in the Year-in-Israel Program, all health documents (reports of immunizations, medical conditions, vaccinations, etc.) must be submitted to the HUC-JIR Office of Admission prior to departure for Jerusalem.

Disability Services

In accordance with the Americans with Disabilities Act of 1990 (ADA) as amended by the ADA Amendment Act of 2008 and Section 504 of the Rehabilitation Act of 1973, Hebrew Union College-Jewish Institute of Religion is committed to the admission of all qualified students without regard to disability. We further commit to provide accommodations to ensure that academic programs and support services are accessible to all students and that the academic programs and support services do not discriminate against or have the effect of discriminating against students. We provide reasonable accommodations to help facilitate academic success. Students with documented disabilities may receive assistance and support from our designated staff on each campus. Services are available for students with documented disabilities on a case-by-case basis according to individual needs.

National Disability Services Coordinator

One member of the HUC – JIR national administration will be designated by the Provost as the National Disability Services Coordinator. This administrator will in turn work with the campus staff members who are designated by their campus dean as the primary contacts for students with disabilities on their campuses. This national staff member will participate in training for new disability services staff members and remain up to date regarding Federal and state laws concerning persons with disabilities. This person may serve as a resource person for the National Office of Recruitment & Admission staff and for potential students. Additionally, s/he will be responsible for updating HUC-JIR disability policies and procedures, coordinating and documenting staff and faculty training, and keeping the College-Institute informed about disability services and policies. These duties may be handled in addition to the person's other administrative role.

The National Disability Services Coordinator can be contacted via Clyde Parrish in the National Registrar's Office: (513) 487-3202

Disability Services Staff Members for Each Campus

Each campus will have a Disability Services staff member, designated by the campus dean and the National Disability Services Coordinator, to assist students with disabilities. That staff member will be trained and familiar with the applicable state and Federal laws such as the 504 and ADA regulations from the US Department of Education, be well-versed in the relevant policies of the College-Institute and should conduct the initial interview and follow-up with each student seeking disability accommodations. The staff member will also maintain a confidential file for each student, including the education plan/accommodations developed to aid that student. These duties may be handled in addition to the person's other administrative role.

The Disability Services staff member for your campus can be contacted at:

Cincinnati: Autumn Wheeler, Dean's Office, (513) 487-3231

Jerusalem: Dr. David S. Mendelsson, Year-in-Israel Program Director, 972-2-6203365

Los Angeles: Dr. Madelyn Katz, Associate Dean, (213) 765-2665

New York: Rabbi Andrew Goodman, Dean of Students, (212) 824-2230

Accommodations

Students who believe they will need academic accommodations to participate fully in the activities related to their academic program at HUC-JIR should make those needs known as early as possible, preferably as soon as they have received notification of acceptance.

Accommodations are adjustments made for students with disabilities in order to allow them to access the same educational experiences as their peers. Generally, a person with a disability is an individual who has a physical or mental impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Accommodations are equitable modifications of the learning environment that eliminate, as much as possible, physical or instructional barriers to learning encountered by the student with a disability. An accommodation is considered appropriate and reasonable if the accommodation is feasible and reasonable in its alternative method or format and does not impose an undue burden or hardship on the school. Accommodations are individualized and dependent on the nature of the specific disability or disabilities.

Accommodations are provided on an individual basis according to documentation provided by the student, tailored to individual needs, and may include, but are not limited to the following:

1. Notification letters to professors
2. Quiet room in which to take examinations.
3. Flexible deadlines for assignments
4. Extended time for reading assignments.
5. Extended time for examinations.
6. Alternate format textbooks.
 - Pdf- or Word-formatted books
 - E-books
7. In-class note taker. (Request is made in cooperation with professor.)
8. Oral reader for exams
9. Recording device in classroom

10. Computer in class

11. Preferred seating in the classroom.

Accommodation requests that (1) alter *requirements* that are *essential* to the program of instruction, (2) cause a fundamental alteration in the nature of a specific course or academic program, (3) impose *undue* financial or administrative burden, or (4) pose an appreciable threat to personal or public safety will not be granted.

HUC-JIR will assess on a case-by-case basis whether a particular accommodation request would cause undue hardship. An “undue hardship” is a significant difficulty or expense and focuses on the resources and circumstances of the school in relationship to the cost or difficulty of providing a specific accommodation. Undue hardship refers not only to financial difficulty, but to accommodation requests that are unduly extensive, substantial, or disruptive, or those that would fundamentally alter the nature or operation of a course or program of study.

Additionally, HUC-JIR commits itself to making its campuses accessible. The campus Disability Services staff member will work with the campus Operations Manager to ensure that the campus is physically accessible. Where applicable, handicap-accessible parking will be made available. Classes may be relocated to rooms that are physically accessible to meet student and faculty needs.

Alternative textbooks

Students who need alternative textbooks, such as textbooks in PDF format, should make this request as soon as their course syllabus is made available. Students should contact the Disability Services staff member on their campus.

E-books

Students may wish to purchase e-books, when possible, to use with their speech-to-text readers. Many publishers provide textbooks through third-party resources such as BookShare and Accessible Textbook Network (ATN.)

Procedures and Policies

Request for Services All students in need of disability services must notify the Disability Services staff member for their campus as soon as possible after the need for an accommodation becomes apparent. In order to begin the process of assessing potential accommodations as soon as possible, it is preferable that students notify the Disability Services staff member for their campus upon registration for classes of such need. The student will be assigned to meet with the Disability Services staff member to discuss his or her needs and recommendations.

A student previously diagnosed with a disability and who used academic accommodations in a prior educational setting must request that a copy of his/her test results and recommendations be sent to the Disability Services staff member for the student’s campus.

If a student is seeking an accommodation for a learning disability for the first time and has not used an academic accommodation at a prior educational setting, the student must provide updated documentation of the student's disability. Documentation should be completed and signed by a professional familiar with the student and the student's disability such as a physician, psychologist or rehabilitation counselor. It should verify the disability and suggest appropriate accommodations.

The documentation required may include diagnostic test results, interpretations of test results, evaluation and assessments of the student demonstrating the need for accommodations due to a disability that substantially limits one or more major life activities; and information regarding the history of the disability and its impact on the student's ability to function. At a minimum, the documentation must be sufficient to apprise the College-Institute that the student currently has a disability that excludes the student from participation in, denies the student the benefits of, or otherwise subjects the student to discrimination in any program or activity.

The Disability Services staff member for the student's campus will review the documentation and any requested accommodations with the National Disability Services Coordinator. If necessary, the Disability Services staff member will discuss any alternative recommended accommodations with the student and the National Disability Services Coordinator. The Disability Services staff member will notify the student of the determination and, if appropriate, any accommodations to be implemented.

If the accommodation is to be used in a specific class(es), the student must notify the faculty member responsible for the class(es) as soon as the determination is reached.

Students receiving accommodations must meet with the Disability Services staff member for their campus at the beginning of each semester to review their status and, if necessary, update their records.

If a student feels that his/her accommodations are not being met, he/she must immediately notify the Disability Services staff member for the student's campus or the National Disability Services Coordinator.

NOTE: HUC-JIR does not provide diagnosis of learning disabilities or differences or the educational therapies to address those disabilities or differences. Any expense a student incurs for testing and diagnosis of a disability is borne by the student. The College-Institute reserves the right to conduct its own independent evaluation if it so chooses.

Confidentiality Notice

Except where necessary to further the purpose of this policy or where otherwise required by law, all Disability Services student information will be kept strictly confidential. Release of personal or disability information is at the discretion and instruction of the student. Any unauthorized review, use, disclosure, or distribution of disability documentation is prohibited. Notification to faculty of a student's need for accommodation will only be carried out upon the written permission of the student. No further information regarding the student's disability may be shared within the College-Institute unless the student authorizes the release of the information.

Even if a student registered with Disability Services openly discusses his/her disability, HUC-JIR staff and faculty are not permitted to discuss disclosed information with others.

Request for Reconsideration

In the event that a student's request for accommodation is denied or the student is otherwise dissatisfied with the result of his/her accommodation request, the student should request a meeting with the designated Disability Services staff member on his/her campus to present additional information and/or documentation and to discuss the nature of the issue or complaint. This meeting should be requested within 30 calendar days of the date that the conflict or issue arises. For concerns relating to denial of accommodations, the staff member may engage an outside consultant to review the documentation and provide recommendations to the Office. The staff member may contact faculty, administrators or professionals that can provide information pertinent to the case. If confidential information is to be released to or received by a third party not affiliated with the College-Institute, the student will be asked to sign a release of information form. Following the review of the request for reconsideration, the staff member will notify the student of the decision within 30 calendar days.

Review by the Provost: If the issue is not resolved through reconsideration, the student may request a review of the process by the Provost within 30 calendar days of receiving the decision on reconsideration. The student should submit a detailed written account of the issue and sign and date the document. The Provost will make an inquiry into the complaint and may contact faculty, administrators or professionals that can provide information pertinent to the case.

Every effort will be made to resolve the grievance within 30 calendar days or as expeditiously as possible. The student will be contacted in writing with a final decision regarding the request.

Students are not required to use the internal reconsideration process and may contact the Office of Civil Rights of the U.S. Department of Education in order to file a complaint.

Information on filing a complaint is available on their website: www2.ed.gov/ocr

HUC-JIR prohibits retaliation against anyone who seeks reconsideration under this section or otherwise complains that he or she has been denied equal access in the form of appropriate accommodations or has suffered discriminatory harassment. This prohibition of retaliation similarly extends to anyone who

assisted or participated in any manner in an investigation or proceeding relating to a complaint under this section.

In the event that HUC-JIR finds that any student has suffered discrimination or harassment relating to his or her disability, HUC-JIR will take immediate measures to remediate and/or correct the discrimination or harassment. Any individual who is subject to such discrimination or harassment will be notified of HUC-JIR's measures to remediate and/or correct such conduct.

Training

Campus-Wide Faculty Training – All faculty, including adjuncts, must go through ADA training. This training must include the College-Institute's disability services policy and procedures as well as how to be helpful to students with disabilities. Additionally, faculty must be made aware of the range of accommodations that can be made by the College-Institute and who the disability services staff member is for their campus.

Administrators & Student Service Staff Training – Deans, Associate Deans, Academic Program Directors, and student services staff (Admissions, Financial Aid, National Registrar, etc.) will also be trained regarding the College-Institute's disability services policies and procedures.

Training will be arranged by the HUC-JIR Coordinator for Disability Services. Occasional updates regarding changes to HUC-JIR, state, and Federal policies will also be provided as needed.

Sexual Misconduct and Interpersonal Violence Policy

Title IX of the Education Amendments of 1972 prohibits sex discrimination—which includes sexual misconduct—in educational programs and activities. All public and private schools, school districts, colleges and universities receiving federal funds must comply with Title IX. If you have experienced sexual misconduct, please review this policy for information about your Title IX rights. Additionally, if you have experienced interpersonal violence including, but not necessarily limited to, domestic violence, dating violence, and stalking, please review this policy for more information.

The Hebrew Union College –Jewish Institute of Religion (“HUC-JIR”) does not tolerate any form of sexual misconduct, domestic violence, dating violence, or stalking at this institution. All students found in violation of this policy shall be subject to disciplinary action up to and including suspension or dismissal from the College. Similarly, any employees, professors, or administrators found in violation of this policy shall be subject to disciplinary action up to and including termination of employment. Behavior that violates this policy may also violate federal, state, and/or local laws.

In dealing with members of the HUC-JIR community, individual integrity and respect are the primary focus of the College's concern. The College seeks to foster a climate free from sexual misconduct, domestic violence, dating violence, and stalking through a coordinated education and prevention program, the promulgation of clear and effective policies, as well as investigative and grievance procedures that are prompt, equitable, and accessible to all. In the event that the College finds that instances of sexual misconduct, domestic violence, dating violence, or stalking have occurred under the scope of this policy, the College will take immediate and appropriate steps to eliminate the misconduct, prevent its reoccurrence, and address its impact.

Title IX Coordinator

Marviette Johnson is the designated Title IX Coordinator for HUC-JIR. She may be contacted at 3101 Clifton Ave., Cincinnati, OH 45220, (513) 487-3215, mjohnson@huc.edu.

Any questions concerning or related to this policy should be directed to the Title IX Coordinator.

Scope of the Policy

This policy applies to all College community members, including students, employees, professors, administrators, visitors, or any third parties performing services on any College campus.

This policy applies not only to sexual misconduct, domestic violence, dating violence, or stalking occurring within the typical classroom or campus settings, but also to any location owned or operated by the College as well as College-sponsored or College-sanctioned functions taking place outside those typical settings. Such College-sanctioned functions include, but are not necessarily limited to, Field-Based Educational Experiences. The College expects that all members of its community will help promote a learning environment free from sexual misconduct, domestic violence, dating violence, and stalking. Any such off-campus conduct that has an actual or potential adverse impact on another's College environment may also be addressed under this policy.

Sexual Misconduct

Sexual misconduct, including sexual harassment as defined below, is a form of sex discrimination that has the purpose or foreseeable effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive work or learning environment for that individual. Sexual misconduct includes, but is not necessarily limited to, sexual harassment, sexual assault (both non-consensual contact and non-consensual intercourse), sexual exploitation, and indecent exposure.

Often times, incidents of sexual misconduct also involve other acts of interpersonal violence such as domestic violence, dating violence, and stalking. The College prohibits such conduct, regardless of whether it is related to conduct of a sexual nature.

Retaliation

The College will not tolerate any form of retaliation taken against anyone who makes a complaint of conduct prohibited by this policy or anyone who cooperates in the investigation of a complaint of conduct prohibited by this policy.

Consensual Relations

The integrity of the student-teacher relationship is the foundation of the educational mission at HUC-JIR. This relationship vests considerable trust in the teacher, who, in turn, bears authority and accountability as a mentor, educator and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student, as well as the potential for coercion. The same holds true for the relationship between senior faculty and junior faculty, mentors and mentees, and supervisors and employees. Therefore, HUC-JIR strongly advises against such relationships. While romantic and sexual relationships among administrators, faculty members and students, and between supervisors and employees may not involve sexual harassment, those who enter into a sexual relationship with a student or employee, where professional power differentials exist, must realize several things:

Such relationships can be detrimental to the educational process due to the creation of dual roles and may undermine the integrity of the supervision and evaluation provided. Such sexual relationships are often perceived by fellow students and coworkers as opportunities for favoritism and biased treatment when evaluations are carried out.

HUC-JIR is committed to protecting the academic freedom and freedom of expression of all members of its community. However, that expression is subject to regulation when it causes injury and pain to others or creates a hostile learning and work environment.

If a charge of sexual misconduct is subsequently lodged, it may be exceedingly difficult to prove mutual consent.

Definitions

Sexual Harassment: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on gender (opposite or same sex), gender identity, or sexual orientation. Such prohibited conduct may include situations where: (1) submission to the conduct is an explicit or implicit term or condition of employment decisions or academic decisions; (2) submission to or rejection of the conduct is used as the basis for employment or academic decisions; or (3) the conduct has the purpose or effect of unreasonably interfering with a person's performance or creating an intimidating, hostile or offensive environment. A single or isolated incident of sexual harassment may create an intimidating, hostile, or offensive environment if the incident is sufficiently severe. In addition to the foregoing, examples of sexual harassment may include: sex-oriented verbal joking or kidding; subtle pressure for sexual activity; patting, pinching or other forms of physical contact; demand for sexual favors, accompanied by implied or overt promises of preferential treatment or threats concerning an individual's academic or employment status; sexually degrading words used to describe an individual; a display of sexually suggestive objects or pictures, or electronic (including e-mail) or written communications; or other behavior motivated by the foregoing conduct.

Sexual Assault: Sexual assault is any forced or coerced sexual activity, committed against a person's will, or without affirmative consent. Rape is a sexual assault that includes but is not limited to forcing or attempting to force vaginal, anal, and oral penetration. In addition to rape, sexual assault also includes having or attempting to have sexual contact of any kind with another individual without affirmative consent. Sexual contact can include, but is not limited to, kissing, touching the intimate parts of another, causing the other to touch one's intimate parts, or disrobing another without permission or affirmative consent. Rape and sexual assault are crimes of violence with sex used as a weapon that can be committed by strangers, friends, relatives, dates, boyfriends, girlfriends, partners, lovers and/or spouses.

Sexual Exploitation: Sexual exploitation includes when a person takes advantage of another person for the benefit of anyone other than that person without that person's affirmative consent. Examples of sexual exploitation include, but are not limited to, photographing or recording someone involved in sexual activity or in a state of undress without that person's knowledge or affirmative consent; voyeurism; non-consensual streaming or transmitting of images or video of another person involved in sexual activity; or prostituting another person.

Indecent Exposure: Indecent exposure includes the intentional exposure of one's private or intimate parts of the body or engaging in any sexual conduct in a place where the conduct involved may reasonably be expected to be viewed by and affront others.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the complaining party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. The violence covered by this definition includes, but is not limited to, sexual or physical abuse or the threat of such abuse, psychological abuse, and/or social isolation.

Domestic Violence: Violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred. The violence covered by this definition includes, but is not limited to, sexual or physical abuse or the threat of such abuse, psychological abuse, and/or social isolation.

Stalking: Stalking includes repeated conduct involving unwanted attention, harassment, physical or verbal contact, or any other repeated conduct that would cause a reasonable person to fear for the person's safety (or the safety of others) or suffer substantial emotional distress. This includes, but is not necessarily limited to, making unwelcome appearances at another's residence; unwelcome contact via phone calls, text messages, or emails; and/or unwelcome contact through various internet or social media avenues (i.e. Facebook, Twitter, etc.).

Affirmative Consent: Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. Someone who is incapacitated (*e.g.*, due to the use of alcohol or drugs; when an individual is unconscious or asleep; involuntary restraint; or because the individual suffers from any disability rendering him or her incapable of consent) cannot give consent. Prior consent to a sexual act and/or prior sexual relations between parties cannot be used by itself to assume present consent. Consent must be ongoing throughout any sexual activity and can be withdrawn at any moment. Consent is not present when it is the result of coercion, intimidation, force, or threat. Intoxication by alcohol or drugs does not excuse the person initiating the sexual act from ensuring that consent is present. The person initiating the sexual act must take all reasonable steps to ensure affirmative consent is present. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identify, or gender expression.

Retaliation: Retaliation includes acting upon or attempting to seek retribution against anyone who makes a complaint of conduct prohibited by this policy or anyone who cooperates in the investigation of a complaint of conduct prohibited by this policy.

The above definitions are those used by the College for its disciplinary policies. If you are interested in the specific criminal law definitions of the foregoing terms (to the extent they exist) in the state your campus is located, please contact the Title IX Coordinator. Additionally, the educational programming described below will be tailored to your specific campus so as to provide another resource available to educate you regarding the above terms.

Options and Recommendations for Assistance

Interim Measures: Interim measures, also known as accommodations, are available upon receipt of a report of sex discrimination, sexual misconduct, domestic violence, dating violence, or stalking and prior to the resolution of a complaint, as appropriate. Available interim measures include, but are not limited to, restrictions on contact between an alleged victim and an alleged perpetrator (“no contact” orders); changes in academic or living situations; access to counseling, health, and mental health services at no cost; academic support; victim advocacy; and escort services. If appropriate, the Title IX Coordinator generally will offer interim measures upon receipt of a report of sex discrimination, sexual misconduct, domestic violence, dating violence, or stalking.

Individuals requesting additional interim measures or experiencing difficulty obtaining interim measures that have been approved should immediately contact the Title IX Coordinator. Interim measures will be offered to a complainant regardless of whether the complainant chooses to participate in a hearing against the accused or whether the complainant chooses to report the incident to law enforcement. To the extent possible, any interim measures that are provided will be confidential.

Protective Measures: In addition to the interim measures described above, other protective measures also may be available by contacting law enforcement and/or the local prosecutor’s office. For example, in addition to the normal criminal process, law enforcement and/or the local prosecutor’s office may assist a student in obtaining a protection order. A protection order is a temporary order intended to help provide safety and protection to victims of certain crimes. If you have a protection order against someone and that person violates the protection order in any way, law enforcement may be able to arrest that person and charge that person with a violation of the protection order. To the extent possible, any protective measures that are provided will be confidential. If needed and to the extent necessary, HUC-JIR will provide assistance in obtaining a protection order. Please contact the Title IX Coordinator for more information about these protective measures, including for contact information for local law enforcement and/or the local prosecutor’s office.

Educational Programming: HUC-JIR provides educational programming designed to target, prevent and eliminate sexual misconduct, dating violence, domestic violence, and stalking. That programming includes, but is not necessarily limited to, primary prevention programs, awareness programs, ongoing prevention and awareness campaigns, programs regarding bystander intervention, and programs regarding risk reduction.

The primary prevention programming includes programming, initiatives, and strategies informed by research or assessed for value, effectiveness, or outcome that are intended to stop sexual misconduct, dating violence, domestic violence, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe directions.

HUC-JIR's awareness programs are designed to help prevent sexual misconduct, domestic violence, dating violence and stalking which would also include promoting the awareness of: Rape, acquaintance rape, other forcible and non-forcible sex offenses and procedures to follow when a sex offense occurs. The awareness programs offered by the College include audience-specific programming, initiatives, and strategies designed to increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration.

The College will also offer ongoing prevention and awareness campaigns, which include programming, initiatives, and strategies that are sustained and focused on increasing understanding of topics relevant to and skill for addressing sexual misconduct, dating violence, domestic violence, and stalking.

Further, the College offers programs regarding bystander intervention. The bystander intervention programs are designed to provide safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of sexual misconduct, dating violence, domestic violence, or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene. The programming on risk reduction is designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence.

These programs are typically offered at the beginning of the academic year.

Medical Treatment and Services: If you have been the victim of sexual misconduct, domestic violence, dating violence, or stalking, it is important to seek immediate and follow-up medical attention for several reasons: first, to assess and treat any physical injuries you may have sustained; second, to determine the risk of sexually transmitted diseases or pregnancy and take preventive measures; and third, to gather evidence that could aid criminal prosecution. Physical evidence should be collected immediately, ideally within the first 96 hours. It may be collected later than this, but the quality and quantity of the evidence may be diminished. A special exam should be conducted as soon as possible following an assault to make sure of your physical well-being and to collect evidence that may be useful in criminal proceedings. Even if you have not been physically hurt, this special exam is strongly recommended to maintain all your legal options. After the evidence is collected, it is stored in case you wish to press criminal charges. The exam is performed by a Sexual Assault Nurse Examiner (S.A.N.E.). A support person of your choice can also be present. There is no charge for this exam.

Contact information for Additional Resources and Services is located below.

Advocacy, Counseling, Emotional Support, and Other Services Available:

On Campus: Counseling may be arranged with a HUC-JIR staff member. Please contact the National Human Resources Director, Marviette Johnson (513) 487-3215

Off-Campus Resources:

Cincinnati:

Women Helping Women – (513) 381-5610 <https://www.womenhelpingwomen.org/>

Community-based free, confidential support, accompaniment and advocacy. Located at 215 East 9th Street, 7th Floor.

Provides support groups and hospital, court & police accompaniment.

Walk-in or call 24-hour crisis hotline (513) 381-5610

TriHealth CARES, Bethesda North Hospital – (513) 865-5163 <https://www.trihealth.com/institutes-and-services/rape-emergency-services/>

Sexual Assault Nurse Examiner Program provides medical attention to sexual assault survivors.

Nurses on-call 24-hours trained to help sexual assault survivors.

YWCA Domestic Violence Shelter – (888) 872-9259
<http://www.ywcacincinnati.org/site/c.biINIZNKKjKOF/b.8108237/k.B E91/Home.htm>

Domestic violence shelter in Hamilton County serving 55 women and children.

Also provides case management, advocacy and referral.

For the YWCA shelter serving Brown and Clermont Counties, call (800) 540-4764.

Cincinnati Police Department – District 5 1012 Ludlow Avenue, Cincinnati, Ohio 45223

Emergencies – 911

Non-Emergencies – (513) 569-8500

<http://www.cincinnati-oh.gov/police/districts/district-5/>

University of Cincinnati Health Sexual Assault Nurse Examiner (SANE) Program – 234 Goodman, Street, Cincinnati, Ohio 45219 – (513) 584-3379

<http://uhealth.com/university-of-cincinnati-medical-center/services/sexual-assault-nurse-examiners/>

Awareness and Preparation: Often times your first line of defense to any type of harm is your own awareness and preparation. Be aware of your capabilities and limitations.

Your judgment and thinking will often be your best weapons. Evaluate the situation for possible avenues of escape. Your first concern should be for your safety and survival.

Use your judgment to do what is necessary to save your life. That may mean making a scene or drawing others' attention so that the assailant leaves. It may buy you enough time to escape. It may mean fighting back. It may mean not physically resisting. If you choose not to physically resist the attack, it does not mean that you have asked to be assaulted or harmed. It means that you did what you needed to do to survive.

Remember—There is no one “right” way to respond. The person being attacked is the best judge of which options will work well for him or her in that situation.

This information, as well as other information throughout this policy, is designed to assist in reducing the risk of violence in the College community. Risk reduction information is designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence.

Recommended Steps if you are the Victim of Sexual Misconduct:

- (1) Get to a safe place as soon as you can. Try to preserve all physical evidence.
- (2) If it can be avoided, do not wash, use the toilet, or change clothing. If you do change clothes, put all clothing you were wearing at the time of the attack in a bag separated from other materials.
- (3) Get medical attention within 96 hours, if possible, to make sure you are physically well and to collect important evidence in the event you may later wish to take legal action. If the incident occurred on an HUC-JIR Campus, immediately contact the Title IX Coordinator and/or the local police.
- (4) Contact and report the incident to the Title IX Coordinator. The Title IX Coordinator will assist you in notifying any other appropriate authorities.
- (5) Contact someone you trust to be with you and support you.

How to Report a Complaint

You should immediately report any complaint of sexual misconduct, domestic violence, dating violence, or stalking by contacting any designated campus official. The designated campus official to contact is the Title IX Coordinator, Ms. Marviette Johnson, (513) 487-3215. You may also always contact the local police department and/or dial 911 for emergencies. If you report your complaint to a designated campus official other than the Title IX Coordinator, that designated campus official shall contact the Title IX Coordinator as soon as practicable.

Although you are under no obligation to do so, if you choose to involve law enforcement, the Title IX Coordinator will be available to assist you in notifying the local police department.

Depending on when the conduct at issue took place, either the official to whom you made your complaint, or the Title IX Coordinator will take a statement from you regarding what happened. That individual will ask you to describe the accused individual(s) and may ask questions about the scene of the incident, any witnesses, and what happened before and after the incident. A referral to the local police department may be made at that time. You may have a support person with you during the interview. Unless you request confidentiality and the College is able to honor that request, an investigation into the incident will begin promptly after you report the incident. The Title IX Coordinator will also provide you with a written explanation of your rights and options under Title IX and this policy which will include, but may not be limited to, your right to make a report to local law enforcement, your right to file a complaint with HUC-JIR, your right to be free from retaliation for reporting an incident, and your right to receive assistance and resources from HUC-JIR.

In addition to reporting a complaint to an HUC-JIR official, you may also report a complaint to or seek information from federal or state agencies such as:

The U.S. Department of Education's Office for Civil Rights ("OCR")

Chicago Office (for Cincinnati campus): (312) 886-8434

San Francisco Office (for Los Angeles campus): (415) 556-4275

New York City Office (for NY campus): (212) 637-6466

The Ohio Civil Rights Commission ("OCRC"), Cincinnati Regional Office: (513) 852-3344

The State of California Department of Fair Employment and Housing ("DFEH"): (800) 884-1684 (toll free for complaints and information)

The New York City Equal Employment Practices Commission: (212) 240-7902

The New York State Human Rights Commission on Discrimination Complaints: (212) 306-7450

Investigation

All complaints of sexual misconduct, domestic violence, dating violence, and stalking will be addressed in a prompt and equitable manner, including in instances where there is a pending law enforcement proceeding. The College will not delay its own independent investigation until after a criminal investigation, if any, is complete. Additionally, because the College has a duty to provide a safe and non-discriminatory environment for all students, the College may be required to conduct an investigation into an incident regardless of whether a formal complaint is filed.

Confidentiality: The College will, to the extent permitted by law, honor a request by a complainant that his or her complaint of sexual misconduct, domestic violence, dating violence, and stalking will not be disclosed to the alleged perpetrator or that no investigation be pursued. Such requests should be made to the Title IX Coordinator. If a student requests the College to not reveal his or her name to his or her alleged perpetrator or asks the College to not investigate his or her complaint, this may limit the College's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator. In order to ensure a safe and nondiscriminatory environment for all students or if required to report the incident by law, the College may not be able to honor a request for confidentiality. Additionally, the College has a duty to complete certain publicly available recordkeeping including reporting and disclosing information about certain crimes pursuant to a federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. However, duties under the Clery Act will not require the College to report or disclose a complainant's personally identifying information. Nonetheless, even where HUC-JIR cannot guarantee confidentiality, your privacy will be maintained to the greatest extent possible. If confidentiality cannot be guaranteed, the information you provide will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution.

Typical Steps in an Investigation of Sexual Misconduct, Domestic Violence, Dating Violence, or Stalking: While all investigations will vary due to the individual circumstances surrounding the particular complaint, investigations falling under this policy will typically involve the following:

1. Preliminary review of the complaint by the Title IX Coordinator to determine whether probable cause exists to believe a violation of this policy occurred.
2. Assignment of the investigation from the Title IX Coordinator to an investigative team of no fewer than two (2) persons who have been trained annually to investigate complaints.
3. Notification to the accused that an investigation has commenced.
4. Interviews of the complainant, the accused, and any witnesses. The accused shall be provided a copy of any written complaint or otherwise informed of the substance of the complainant's allegations. Similarly, the complainant shall be provided with a copy of any written response provided by the accused or otherwise informed of the substance of the accused's response to the allegations.
5. Gathering and examining of relevant documents or evidence (e.g., law enforcement investigatory records, student and/or personnel files, etc.). Both the complainant and respondent

will be asked to provide a list of possible witnesses as well as any written or physical evidence (e.g., text messages, social media postings, emails, photos, medical records, etc.) that they wish to be considered by the investigatory team.

Preparation of an investigatory report complete with a summary of interviews, relevant documents, findings, and recommendations for further action.

Both the complainant and the accused have a right to be accompanied by one support person of his or her choosing during any meeting with an investigator. That support person should not be someone who may be considered a witness. The purpose of the support person is to provide support, not advocate or impede the investigation.

Typical Timeframe: Generally, an investigation and, if applicable, a Grievance Committee proceeding regarding conduct falling under this policy will be completed within 60 days of the complaint. However, each situation will vary depending on its individual circumstances.

During the investigation, the College will continue to provide any appropriate interim or protective measures.

Disciplinary/Adjudication Procedure

Upon completion of its report, the investigatory team will deliver the report to the Title IX Coordinator. In the event that the Title IX Coordinator finds that there are reasonable grounds to believe that a violation of this policy has occurred, the Title IX Coordinator will issue a notice of violation in writing to the accused and provide a copy of that notice to the complainant. Any notice of violation will also include a recommendation with regard to disciplinary action. In the event that the Title IX Coordinator does not find that there are reasonable grounds to believe that a violation has occurred, the Title IX Coordinator will notify both the complainant and the accused in writing of that finding.

If either party feels aggrieved by the findings, he or she may challenge those findings through the College's applicable grievance procedure. The procedure for challenging those finding through a grievance can be found in the policy titled "Complaint/Grievance Policy – Sexual Misconduct and Interpersonal Violence."

Possible Discipline/Sanctions

Possible discipline or sanctions for engaging in sexual misconduct, domestic violence, dating violence, or stalking may include:

Oral warning

Letter of warning or reprimand, and a copy placed in the student's file

Probation

Forced leave of absence

Suspension for a defined period of time

Dismissal from the College

Alcohol/Drug Use Amnesty

When reporting instances of sexual misconduct, domestic violence, dating violence, or stalking, students and/or bystanders who are acting in good faith will not be subject to alcohol and/or drug use policy violations occurring at or near the time of the alleged incident. This policy is intended to encourage reporting by eliminating students' hesitation to report sexual misconduct, domestic violence, dating violence, or stalking out fear that their own conduct may subject them to HUC-JIR disciplinary action.

"No Contact" Orders and Interim Suspensions

After receiving a report or complaint of sexual misconduct, domestic violence, dating violence, or stalking, the Title IX Coordinator has discretion to issue an order of "no contact" between the parties at issue and/or order that the accused be suspended on an interim basis, pending further review. Interim suspensions will be reserved for those situations where the Title IX Coordinator reasonably believes that the accused may present a continuing threat to the health and safety of the HUC-JIR community. Within five (5) days of the Title IX Coordinator issuing a "no contact" order or an interim suspension, any affected party may submit a written request (with evidence, if applicable) to the Title IX Coordinator to review the need for, and terms of, the "no contact" order or interim suspension. The other affected party or parties will be notified of the request and similarly given five (5) days to respond in writing (with evidence, if applicable) to the Title IX Coordinator. The Title IX Coordinator will then promptly notify all parties regarding a modification, if any, to the "no contact" order or interim suspension.

Students' Rights

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by HUC-JIR;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from HUC-JIR courteous, fair, and respectful health care and counseling services, where available;

6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by HUC-JIR, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of HUC-JIR;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, grievant, accused, or respondent throughout the investigative and disciplinary process including during all meetings and hearings related to such process;
11. A presumption that the accused is “not responsible” for any policy violation until a finding of responsibility is made pursuant to HUC-JIR policies and procedures; and
12. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of HUC-JIR.

Campus Climate Assessments

HUC-JIR will conduct biennial anonymous campus climate assessments to ascertain general awareness and knowledge of the provisions of its sexual misconduct and interpersonal violence policy, including, but not limited to, the role of the institution’s Title IX Coordinator or similar representative, how and where to report sexual misconduct and/or interpersonal violence, the definition of affirmative consent, and utilization of the institution’s policies and procedures addressing sexual misconduct and/or interpersonal violence. HUC-JIR will publish the results of such assessments on its website.

Additional Resources and Services for Victims of Sexual Misconduct and/or Interpersonal Violence:

Los Angeles:

L.A. Police Department (213) 485-2582 or 911

University of Southern California Security, (213) 740-6000

L.A. Rape and Battering Hotline, (310) 392-8381

Report abuse of persons with Developmental Disorders: (800) 231-5872 Emergency Response Hotline:
(888) 411-4142

Complaint/Grievance Procedure –Sexual Misconduct and Interpersonal Violence

Introduction:

Title IX of the Education Amendments of 1972 prohibits sex discrimination—which includes sexual misconduct—in educational programs and activities. All public and private schools, school districts, colleges and universities receiving federal funds must comply with Title IX. It is the policy of this College to prohibit all forms of sex discrimination. Additionally, it is the policy of this College to prohibit all instances of domestic violence, dating violence, and/or stalking.

When an allegation of sexual misconduct, domestic violence, dating violence, or stalking is brought to the College's attention, a prompt investigation will be performed. Please see the College's Sexual Misconduct policy for more detailed information related to filing a complaint and a possible resulting investigation. Upon conclusion of the investigation, a report will be prepared and submitted to the Title IX Coordinator. In the event that the Title IX Coordinator has reasonable grounds to believe that a violation of this policy has occurred, the Title IX Coordinator will issue a written notice of violation to the accused and provide a copy of that notice to the complainant. Any notice of violation will also include a recommendation regarding disciplinary measures. In the event that the Title IX Coordinator does not have reasonable grounds to believe that a violation has occurred, the Title IX Coordinator will notify both the complainant and the accused student in writing of that finding.

If either party feels aggrieved by the findings, he or she may challenge those findings through this grievance procedure.

If a notice of violation has been issued, and the accused fails to challenge the notice of violation by submitting a written grievance response within the requisite time period, the notice of violation will be submitted to the Provost for a final decision regarding discipline.

Grievance and Adjudication Procedure:

Step 1: All grievances shall be written and submitted to the Title IX Coordinator within ten (10) days of the date the grievant receives the above-described notice from the Title IX Coordinator. All written grievances shall include the following: (1) the name, addresses, and phone number of the grievant; (2) a detailed description of the circumstances surrounding the grievance; and (3) the specific relief the grievance is requesting through the grievance procedure. The Title IX Coordinator will promptly provide a copy of the grievance to the other involved individual(s), hereafter referred to as the respondent(s). The respondent may submit a written response to the grievance to the Title IX Coordinator within 10 days of receipt of the grievance.

If the grievant or respondent believes that the Title IX Coordinator has a conflict of interest or bias, the grievant or respondent shall identify his or her reasons for that belief in writing and submit that writing within 3 business days of the filing of the grievance. If it is determined that the Title IX Coordinator has a conflict of interest or bias, the Title IX Coordinator will be recused from the grievance process and a non-involved noninvolved member of the senior administration will perform all duties assigned to the Title IX Coordinator.

Step 2: After receipt of the grievance, the Title IX Coordinator will contact the grievant and the respondent within five (5) business days to schedule separate pre-hearing meetings. Pre-hearing meetings are not mandatory. These pre-hearing meetings are designed to allow the grievant and/or the respondent to ask questions regarding the grievance and adjudication procedure as well as review any investigatory report. Both the grievant and the respondent are permitted to be accompanied by an advisor during the pre-hearing meeting. The advisor should not be someone who may be considered a witness to the incident at issue.

Step 3: After the pre-hearing meetings (or after the parties decline the pre-hearing meetings), the Title IX Coordinator will submit the grievance and the respondent's response, if any, to a Grievance Committee. The Grievance Committee will consist of three (3) College faculty members or administrators randomly chosen from a defined pool. If either party is a faculty member or administrator, no faculty member or administrator from that party's same department will be chosen to be on the Grievance Committee. Each of the faculty members in the defined pool receives annual training on issues related to sexual harassment, sexual assault, domestic violence, dating violence, and stalking and on the College's grievance and adjudication process. The grievant and the respondent will be promptly notified of the Grievance Committee's composition.

If either party believes that a member of the Grievance Committee has a conflict of interest or bias, that party shall identify his or her reasons for that belief in writing and submit that to the Title IX Coordinator within three (3) business days of notification of the Grievance Committee's composition. If the Title IX Coordinator determines that a member(s) of the Grievance Committee has a conflict of interest or bias, that member(s) of the Grievance Committee will be replaced by a different faculty member(s) from the defined pool. That process will continue with the newly identified member(s) until the Grievance Committee is finalized.

Step 4: After the Grievance Committee is finalized, the Title IX Coordinator will notify the grievant and the respondent of the date, time, and location of the grievance hearing. The parties will receive at least ten (10) days' notice of the hearing. Prior to the Grievance Committee hearing, the Grievance Committee will be provided a copy of any investigatory report. The parties will also be provided a copy of the investigatory report, but without copies of sensitive documents such as medical records. Note that the parties have an opportunity to review the full investigatory report in the pre-hearing meeting.

Both the grievant and the respondent are permitted to present relevant witnesses and evidence at the hearing. Each party must identify in writing to the Title IX Coordinator the witnesses and/or evidence he or she intends to present at the hearing no later than seven

(7) days prior to the hearing. The College prefers the use of live witnesses, but if a witness is unavailable to participate in a live proceeding, a signed, written statement may be submitted for the witness. If a signed, written statement is submitted for a witness, it must be provided to the Title IX Coordinator no later than seven (7) days prior to the hearing.

The Title IX Coordinator will promptly provide each party with the other party's list of identified witnesses, evidence, and/or signed, written statement(s).

Step 5: Grievance hearings are closed to the public. Both the grievant and the respondent are permitted have an advisor present. However, that advisor is not permitted to participate as a vocal advocate during the hearing. The investigators shall be present at the Grievance Committee Hearing.

At the hearing, each party will be permitted to give an opening statement. Each party will then be permitted to present evidence and/or witnesses. A party will be permitted to ask questions of the other party and/or the other party's witnesses, but the questions must be first submitted to the Grievance Committee. The Grievance Committee will then ask the questions on the party's behalf. The Grievance Committee retains discretion to refrain from asking questions it believes are irrelevant or unnecessary and/or exclude presentation of any witnesses or evidence. For example, information about a party's prior sexual history with persons other than the other party will typically be excluded. Each party will also be permitted to make a closing statement.

The College will accommodate requests from either the grievant or the respondent to not be present in the same room during the grievance hearing.

Official minutes of the hearing will be kept. The official minutes will be made available to either party.

Step 6: Within fourteen (14) days of the conclusion of the grievance hearing, the Grievance Committee will issue a written decision. The Grievance Committee will use a preponderance of the evidence (i.e., "more likely than not") standard to determine whether or not an alleged violation occurred. The Grievance Committee will also issue a recommendation on the discipline, if applicable. If the Grievance Committee is not unanimous in its findings or recommended discipline, its written decision shall record that fact.

The Title IX Coordinator will promptly provide written notice to both the grievant and the respondent of the Grievance Committee's decision. The Title IX Coordinator will also notify the parties of their right to appeal the decision and, if applicable, the sanctions or disciplinary measures to be imposed.

Step 7: After the Title IX Coordinator notifies the parties of the Grievance Committee's decision, either party will have ten (10) days to submit a written appeal of the Grievance Committee's decision to the Provost. The possible bases for appeal include: (1) a procedural error that has significantly impacted the outcome of the hearing; (2) the introduction of previously unavailable relevant evidence which would have significantly impacted the outcome of the hearing; or (3) where a sanction is substantially disproportionate to the Grievance Committee's findings.

If either party chooses to appeal, the other party will have ten (10) days to submit a written opposition to the appeal to the Provost. Upon receipt of the written opposition or the passing of the timeframe allowed to submit a written opposition, the Provost will promptly issue a written decision affirming the Grievance Committee's decision; reversing the Grievance Committee's decision; or remanding the grievance back to the Grievance Committee to consider additional evidence or remedy a procedural error. If the Provost remands the Grievance Committee's decision, the Provost may order that a new Grievance Committee hear the matter. The Provost's decision will be issued in writing to both parties.

A decision will be considered final if no party submits a timely appeal of a Grievance Committee's decision or if the Provost affirms or reverses the Grievance Committee's decision. Any sanctions or discipline imposed will be stayed until the resolution of the appeal process.

All of the time frames above may be extended by a showing of good cause. All parties involved will be promptly notified if a time extension has been granted.

A student is not required to file a grievance with the College and, if applicable, may file a complaint with federal or state agencies such as:

The U.S. Department of Education's Office for Civil Rights ("OCR")

Chicago Office (for Cincinnati campus): (312) 886-8434

San Francisco Office (for Los Angeles campus): (415) 556-4275

New York City Office (for NY campus): (212) 637-6466

The Ohio Civil Rights Commission ("OCRC"), Cincinnati Regional Office: (513) 852-3344

The State of California Department of Fair Employment and Housing ("DFEF"): (800) 884-1684 (toll free for complaints and information)

The New York City Equal Employment Practices Commission: (212) 240-7902

The New York State Human Rights Commission on Discrimination Complaints: (212) 306-7450

In the event that the College finds that any student has been a victim of discrimination or harassment relating to his or her sex, any form of sexual misconduct, domestic violence, dating violence, or stalking, the College will take immediate measures to remediate and/or correct the conduct or circumstances. Any individual who is subjected to such conduct will be notified of the College's measures to remediate and/or correct such conduct.

The College prohibits retaliation against anyone who files a grievance under this section or otherwise complains that he or she has been a victim of discrimination or harassment relating to his or her sex, any form of sexual misconduct, domestic violence, dating violence, or stalking. This prohibition of retaliation similarly extends to anyone who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing relating to a grievance or complaint under this section.

All documents, witness statements, evidence, and written submissions associated with a grievance under this section will be confidentially maintained, to the extent permitted by law, in the student's disciplinary record. Any request by a student to review the documents, witness statements, evidence, and written submissions associated with his or her grievance under this policy should be submitted to the Title IX Coordinator.

The notifications required by this policy will not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C. § 1232g), commonly known as the Family Education Rights and Privacy Act of 1974 (FERPA).

Drug Free School/Workplace Policy

The College-Institute is committed to maintaining a drug-free environment in accordance with the requirements of the federal Drug-Free Workplace Act and the amended Drug-Free Schools and Communities legislation. The unlawful manufacture, possession, use or distribution of illicit drugs and unauthorized alcohol by all students and employees on College-Institute property or at any College-Institute-sponsored activity, function, or event are strictly prohibited irrespective of whether such activities occur before, during, or after the College-Institute's regular business hours. This standard also applies to College-Institute-sponsored social activities and professional meetings attended by employees or students. The College-Institute, however, does recognize that the conditions of alcohol and drug dependency may be considered disabilities under state or federal law. It is the policy of the College-Institute not to discriminate on the basis of such recognized disabilities.

Hebrew Union College –Jewish Institute of Religion

Learning Disability/Disorder Verification Form

(To be completed by the Qualified Diagnosing Evaluator)

Hebrew Union College–Jewish Institute of Religion is respectful of students' rights and responsibilities in accordance with the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973. Any qualified student with a disability may request an accommodation to ensure that the academic program does not discriminate against or have the effect of discriminating against that student. The disability/disorder must not prohibit the student from meeting the course outcomes. To determine eligibility for academic accommodations the College requires current and relevant documentation from a qualified professional with expertise in the area of the diagnosed disability/disorder that establishes a disability, its impact on the student, and confirms the need for each accommodation requested. The documentation must be sufficient to apprise the College that the student currently has a disability that excludes the student from participation in, denies the student the benefits of, or otherwise subjects the student to discrimination in any program or activity.

The following documentation pertains to:

Student's Name (Print)

Student's Signature

Date

Information requested:

Date of diagnostic tests:

Date of last contact with student:

Specific diagnosis of learning disability/disorder/DSM V:

Describe student's symptoms that meet the criteria for this diagnosis. Address specific major life activities affected by the disability/disorder and the impact the disability/disorder has on the student's academic studies.

Detail each diagnostic test administered with the test results.

In order to assist the College and the student in identifying effective accommodations, please include any recommended academic accommodations and supporting rationale as it relates to this student's diagnosis.

Name and Title and Credentials of Qualified Diagnosing Evaluator (please print):

Signature: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email Address: _____

Please return this information to the Disability Services staff member on your campus:

Cincinnati: Autumn Wheeler, Dean's Office, (513) 487-3231

Jerusalem: Dr. David S. Mendelsson, Year-in-Israel Program Director, 972-2-6203365

Los Angeles: Dr. Madelyn Katz, Associate Dean, (213) 765-2665

New York: Rabbi Andrew Goodman, Dean of Students, (212) 824-2230