

Hebrew Union College – Jewish Institute of Religion

Los Angeles Campus

2021 – 2022 Academic Catalog



Jack H. Skirball Campus

3077 University Avenue

Los Angeles, CA 90007-3424

Phone Number: (213) 749-3424

LosAngeles@huc.edu

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. All content in the catalog is subject to change. Please visit our website for updated information.

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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
MA in Teaching (MAT)	10 semester hours
(The MAT is not a stand-alone degree. It may be earned after completing the DeLeT certificate.)	

Pines School of Graduate Studies

Doctor of Hebrew Letters (DHL)	Individualized program
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Rabbinical Program

MA 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
MA in Jewish Learning (MAJL)	37 semester hours
(The MAJL is not a stand-alone degree. It may be earned in conjunction with the MEDL.)	
MA in Jewish Education & MA in Jewish Nonprofit Management	84 semester hours*

*Indicative, please contact the Program Director for further details.

Academic Programs on the Los Angeles Campus

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

Preliminary Consultation with an Admissions Counselor

As part of the application process to DeLeT, we require you to speak with one of our admissions associates.

Application Part One

The first part of your application includes a few simple questions about your contact information and educational background.

The Application

Please submit all elements of the application by the application deadline:

Short Essays

- Why do you want to be a Jewish day schoolteacher?
- What 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 own identity and values have influenced this decision.
- Reflection on Day School Teacher’s Daily Work
- If you currently work in a Jewish day school: Based on your experiences, 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?
- Because of the difficulties of arranging school visits in 2021-2022, if you do not work in a Jewish day school, please choose one of the following questions to answer:
 - What do you feel are the greatest challenges for teachers? What traits do teachers need to have in order to meet those challenges, and which of these traits do you possess that will help you meet these challenges?
 - What do you think is the role of Jewish day school education in our society? How do you see yourself playing a part in this work?

A Resume

Please include a resume that focuses on your academic and professional accomplishments, awards, honors, publications, and any significant leadership positions in which you have served.

Letters of Recommendation

Supervisor Reference: The reference should be a supervisor of your work, paid or volunteer.

Academic Reference: A college professor or instructor with whom you have engaged in serious academic study should write the academic reference. If you have been out of college more than five years you may obtain an academic reference from an adult or informal education instructor.

Transcripts

Please request transcripts at least four weeks before the application deadline to allow time for them to be sent to HUC-JIR. 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:

(If electronic: tward@huc.edu)

Office of Recruitment and Admissions
Hebrew Union College – Jewish Institute of Religion
3101 Clifton Avenue
Cincinnati, OH 45220

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.

Submit TOEFL Scores

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.

Admission Requirements for the DeLeT – Master of Arts in Teaching

Preliminary Consultation with an Admissions Counselor

As part of the application process to DeLeT - MAT, we require you to speak with one of our admissions associates.

Application Part One

The first part of your application includes a few simple questions about your contact information and educational background. If you have any questions, please contact admissions@huc.edu

The Application

Directions: In this program, you will engage in deep inquiry about your own teaching practice in collaboration with your cohort. The admissions committee is looking for evidence of your reflective capacity and readiness to explore questions about teaching and learning. Please answer each of the following questions separately (approximately 2 pages each for a total of 6 pages).

1. Why are you interested in pursuing this degree at this point in your teaching career? What about the DeLeT MAT makes this a good fit for you?
2. Reflect on how you want to grow as a teacher: What are some of your strengths as an educator? What are some of the things you find most challenging about teaching?
3. Share a dilemma in your own teaching practice. What have you learned from wrestling with this dilemma? What do you still want to learn about it?

Resume

Please include a resume that focuses on your academic and professional accomplishments, awards, honors, publications, and any significant leadership positions in which you have served.

Letters of Recommendation

- One Supervisor Reference: You must have one reference from your current direct supervisor.
- One Collegial Reference: One additional reference from a professional colleague. (Can be supervisor or peer).
- Optional additional reference: While optional, you may choose to include an additional reference who can speak to your teaching skill, ability to work with colleagues, academic strengths, or Jewish community leadership.

Transcripts

Please contact the Office of Recruitment and Admissions at admissions@huc.edu to confirm whether your transcripts are already on file from a previously submitted application. For transcripts not currently on file please request transcripts at least four weeks before the application deadline to allow time for them to be sent to HUC-JIR. 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:

Office of Recruitment and Admissions
Hebrew Union College – Jewish Institute of Religion
3101 Clifton Avenue
Cincinnati, OH 45220

(If electronic: 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.

Admission Requirements for the Pines School of Graduate Studies Doctor of Hebrew Letters

There are three elements to the D.H.L. program, each of which is described in detail in the DHL Handbook.

1. a course of study
2. a set of oral examinations
3. a doctoral dissertation

The core of the program is a course of study in three subject areas--one major field and two minor fields--designed by the student in collaboration with three faculty advisers (one for each field). 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 D.H.L. 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 D.H.L. candidacy, the program of study for each area must then be formulated with, and approved in writing by, the faculty adviser 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].

Admission Requirements for the Rabbinical School

Preliminary Consultation with an Admissions Counselor

As part of the application process to the HUC-JIR Rabbinical School, we require that you to speak with a professional in the Office of Recruitment and Admissions. This informal, preliminary consultation is a way for us to get to know you better and make sure you are taking the right steps in preparation, and for you to ask your questions and for be sure that this is the right time for you to apply. [Use this link](#) to quickly schedule a time to speak with a member of our team as soon as someone is available.

Open an Application.

The Application

Please submit all elements of the application by the application deadline.

A Personal Statement

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

- The evolution of your current Jewish practice
- Your relationship with Israel—the People, the land and the State
- Your conception of and relationship with the Divine
- The role of Peoplehood and community in Jewish life today

Two Short Essays

- Please respond to both of the following essay prompts separately. Limit both responses to the two prompts to a total of six double-spaced, typed pages.
- Reflect on a selection of Torah, Tanakh, Jewish prayer, text or teaching that has inspired you or challenged you. You may include classical or contemporary commentary that has been helpful to you in understanding the text.
- Describe a challenge that faces the Jewish community through your own experience of that challenge and offer some of the ways you've tried to understand that challenge and address its resolution.

A Resume

Please include a resume that focuses on your academic and professional accomplishments, awards, honors, publications and any significant leadership positions in which you have served.

Four Letters of Recommendation

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. Academic references should be able to speak to your growth and contributions in the classroom, your progress through the class material and what intellectual challenges you faced, whether successfully or not.
- One Judaic Reference: HUC-JIR encourages you to submit a Judaic reference from a rabbi (if one has already not been submitted in another category). A strong rabbinic reference will speak to the qualities and gifts a candidate brings to the rabbinate. While you should choose a rabbi who knows you best, an HUC graduate may have a unique perspective on our program.
- One Professional Reference: In addition, please request a professional reference from a supervisor of your work, paid or volunteer, preferably in a Jewish setting. More important than setting, however, this person should be able to speak to your work, your leadership within the organization, your ability to respond to feedback and critique and how you work with others.

Transcripts

Please request transcripts at least four weeks before the application deadline to allow time for them to be sent to HUC-JIR. 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:

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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.

Submit GRE Scores

Graduate Record Examination (GRE): All applicants 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 Office of Admissions and Recruitment on the HUC-JIR Cincinnati campus. For GRE information, please see www.ets.org/gre.

NOTE: 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, Ph.D. or Master's degree (post-Bachelor) from an accredited institution may be exempt from submitting a current GRE score. Please email admissions@huc.edu with a request to exempt from this requirement.

Submit TOEFL Scores

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.

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

Preliminary Consultation with an Admissions Counselor

As part of the application process to the HUC-JIR School of Education, we require that you to speak with a professional in the Office of Recruitment and Admissions. This informal, preliminary consultation is a way for us to get to know you better and make sure you are taking the right steps in preparation, and for you to ask your questions and for be sure that this is the right time for you to apply.

Open an Application

The Application

Please submit all elements of the application by the application deadline

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.

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?

A Resume

Please include a resume that focuses on your academic and professional accomplishments, awards, honors, publications, and any significant leadership positions in which you have served.

Letters of Recommendation

- 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.)

Transcripts

Please request transcripts at least four weeks before the application deadline to allow time for them to be sent to HUC-JIR. 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:

(If electronic: tward@huc.edu)

Office of Recruitment and Admissions
Hebrew Union College – Jewish Institute of Religion
3101 Clifton Avenue
Cincinnati, OH 45220

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.

Submit GRE Scores

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 Office of Admissions and Recruitment on the HUC-JIR Cincinnati campus. For GRE information, please see www.ets.org/gre.

NOTE: 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, Ph.D. or Masters degree (post-Bachelor) from an accredited institution may be exempt from submitting a current GRE score. Please email admissions@huc.edu with a request to exempt from this requirement.

Submit TOEFL Scores

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.

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, 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

Application

Start your process with Part 1 of our application. Once you submit Part 1, you are officially in our system as an applicant. You will soon receive email instructions for creating an account and moving on to Part 2.

In-Person Meeting

Before filling out Part 2 of the application, we recommend that applicants contact us to set up a conversation and/or a virtual visit. We would love to introduce you to a classroom experience and/or set up a chat with you and a student and/or professor. This will help you learn if the Zelikow School is a great match for you.

Full Application

This is the bulk of your application, which includes in-depth questions about your desire to pursue this professional degree. If you have already submitted Part 1, you should have received an email with login instructions for Part 2. You can return to edit this application at any time.

Personal Statement Essays

These two writing samples are your chance to share why the Zschool is the right place for you. You will upload these essays in the “Supplemental Materials” section of the application portal.

Personal Statement

We want to understand you better. We are looking for a well-written personal statement that addresses the following themes. Please do not exceed 7 double-spaced pages:

- Personal Background
- Jewish Identity
- Academic Background
- Work Experience
- Professional Goals

Short Essay

Please respond to 1 of the following prompts in succinct, well-written prose. Please do not exceed 3 double-spaced pages:

- Defend an unpopular opinion you hold of Jewish life and why you believe it is unpopular.
- or
- You are the leader of an elite team funded with unlimited budget to solve a problem confronting the North American or global Jewish community. What would you choose and why do you believe it is worth investing community resources to solve?

Supplemental Materials

Students applying for a degree are required to submit 4 letters of recommendation (3 for applicants to the Certificate). Please include at least 1 letter from each category below:

Professional Recommendation

You are encouraged to select a current or previous supervisor of paid or volunteer work (MSOLI applicants must submit a recommendation from a current supervisor unless otherwise approved.)

Academic Recommendation

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 Recommendation

This should be someone who knows you in the context of Jewish organizational/communal life. If you know a graduate of the Zschool, this is a great place to include them, but only if they know you well enough to comment meaningfully on your candidacy.

Transcripts

(From all past institutions of higher learning, whether they were degree-bearing institution)

Please 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

GRE scores (Only required for candidates with GPA below a 3.0 from the previous degree-bearing academic institution)

Resume

In-Person Interview

Interview with a panel of Administrators and Faculty of the Zelikow School. This allows you to present yourself “off the page”. The interview is also a chance to ask questions of various Zelikow School stakeholders. There is space on the application to indicate your availability.

HUC-JIR Faculty



National Academic Administration – 2021 – 2022

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 – 2021 – 2022

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

Lisa Grant, Rabbi, PhD,
Professor of Jewish Education; Director of the Rabbinical Program, New York

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

Jason Kalman, PhD,
Professor of Classical Hebrew Literature and Interpretation; Gottschalk-Slade Chair in Jewish Intellectual History

Jan Katzew, Rabbi, PhD
Blended Track Associate Professor of Education and Jewish Thought

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,
Associate Director, Zelikow School of Jewish Nonprofit Management

Richard Sarason, Rabbi, PhD,
Director of the Pines School of Graduate Studies; The Deutsch Family Professor of Rabbinics and Liturgy

Dvora Weisberg, Rabbi, PhD,
Rabbi Aaron D. Panken Professor of Rabbinics; Director of the HUC-JIR Rabbinical School, Cincinnati, Los Angeles, and New York Campus

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

Michael Zeldin, PhD,
Professor of Jewish Education

Wendy Zierler, PhD,
Sigmund Falk Professor of Jewish Literature and Feminist Studies

Adjunct Instructors – 2020 – 2021

Lisa Ansell, *Adjunct Instructor, Rabbinic*

Rivka Ben Daniel, *Adjunct Instructor, DeLeT*

Margo Bloom, MA,
*Zelikow School Scholar-in-Residence,
Adjunct Instructor, Nonprofit Management*

Adrian Breitfield, MAJCS, MBA,
Adjunct Instructor, Nonprofit Management

Carmit Burstyn, *Adjunct Instructor, DeLeT*

Ken Chasen, *Adjunct Instructor – Rabbinical*

Gali Cooks, MBA,
*Lewis Bernstein Scholar-in-Residence,
Adjunct Instructor, Nonprofit Management*

Matthew Curtis, PhD,
Adjunct Instructor, Nonprofit Management

Shari Davis, *Adjunct Instructor, DeLeT*

Andrew Feig, *Adjunct Instructor, DeLeT*

Julie Feldman-Abe, *Adjunct Instructor, DeLeT*

Barry Finestone,
*Lewis Bernstein Scholar-in-Residence,
Adjunct Instructor, Nonprofit Management*

Larry Garf, *Adjunct Instructor, DeLeT*

Lori A. Getz, *Adjunct Instructor, DeLeT*

Esther Gross, EdD, *Adjunct Instructor, DeLeT*

Lani Hart, MPA, MA,
Adjunct Instructor, Nonprofit Management

Edwin Harris, *Adjunct Instructor, Rabbinical*

Leah Hiller, *Adjunct Instructor, DeLeT*

Douglas Hinko, *Adjunct Instructor, DeLeT*

Bradley Hirschfield, Rabbi,
Adjunct Instructor, Nonprofit Management

Mary Lynn Kerman, *Adjunct Instructor, DeLeT*

Drew Kugler, MA
Adjunct Instructor, Nonprofit Management

Julie Lambert, *Adjunct Instructor, Education*

David Levy, MAJCS, MSW,
Adjunct Instructor, Nonprofit Management

Daniel Libenson, JD,
Adjunct Instructor, Nonprofit Management

Lauren Mangel Dolinka,
Adjunct Instructor, DeLeT

Daniel May, *Adjunct instructor, Rabbinical*

Samuel Mistrano, JD,
Adjunct Instructor, Nonprofit Management

Alicia Oberman, JD,
*Zelikow School Scholar-in-Residence,
Adjunct Professor, Nonprofit Management*

Jody Passanisi, *Adjunct Instructor, DeLeT*

Sonja Pilz, *Adjunct Instructor, Rabbinic*

Rivki Rosner, *Adjunct Instructor, Rabbinical*

Neal Scheindlin, *Adjunct Instructor, Rabbinical*

Amy Schiffman, MA,
Adjunct Instructor, Nonprofit Management

Shira Sergant, *Adjunct Instructor, DeLeT*

Ruth Sohn, *Adjunct Instructor, Rabbinical*

Sasha Strauss, MA,
Adjunct Instructor, Nonprofit Management

Adjunct Instructors – 2020 – 2021

Karen Strok, Rabbi, MAHL,
Adjunct Instructor, DeLeT

Stefan Teodosic, MBA,
Adjunct Instructor, Nonprofit Management

Devin Villarreal, *Adjunct Instructor, DeLeT*

*Indicative List, subject to change

Emeritus – 2020 – 2021

Rachel Adler, Rabbi, PhD,

Professor of Emeritus of Professor of Modern Jewish Thought and Feminist Studies

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

David Ellenson, Rabbi, PhD,

Chancellor Emeritus; I.H. and Anna Grancell Professor Emeritus of Jewish Religious Thought

Steven Windmueller, PhD,

Rabbi Alfred Gottschalk Emeritus Professor of Jewish Communal Service

Board of Governors 2020 – 2021

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.

Steven Fishman

Jay H. Geller

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

Stephen Sacks

Cantor Sarah Sager

Rabbi Ron Segal

Joan Seidel

Mitchell Shames

Rabbi Zachary Shapiro

Barbara Shear

Debbi K. Sorrentino

Board of Governors 2020 – 2021

John Stein

Carole Sterling

Rabbi David Stern

Laurence Tarica, Vice Chair

Bonnie Tisch

Marcie Zelikow

Mark Zilbermann

Academic Calendars



Please Note the dates below are subject to change due to COVID-19 response. Please contact Program Director for latest updates or check for communications from the Registrar.

Academic Calendar – Los Angeles – 2021 – 2022

2021 – DeLeT Summer Session

DeLeT Sessions Begin	June 21, 2021
DeLeT Classes Begin	June 21, 2021
Independence Day – Bldg. Closed	July 4-5, 2021
DeLeT Classes End	July 23, 2021

2021 - Zelikow School of Jewish Nonprofit Management Summer Session

Summer Bootcamp & Orientation	June 23-24, 2021
First day of summer classes	June 28, 2021
Last day of summer classes & Culmination Celebration	August 6, 2021
MSOLI Graduation	August 5, 2021

Further information regarding the Zelikow School of Jewish Nonprofit Management calendar can be found: <https://zsjnm.huc.edu/admissions#Calendar>

Dates are different by program. Please check with your program director for further information.

2021 Fall Semester

Orientation for New Students	August 16-20, 2021
Fall Semester Classes Begin	August 23, 2021
Labor Day – No Classes	September 6, 2021
Last Day of Classes before HHD Break	September 6, 2021
Classes Resume	October 4, 2021
Shemini Atzeret/Simhat Torah – No Classes	TBD
Classes Resume	TBD

Academic Calendar – Los Angeles – 2021 – 2022

Thanksgiving Break – No Classes	November 25,26, 2021
Last Day of Fall Semester Classes	December 13, 2021
Reading Week	December 14-16, 2021
Exams	December 20-21, 2021

2022 Spring Semester

Winter Intensives	January 3-6, 2022 varies by campus
Spring Semester Classes Begin	January 10, 2022
MLK Day – No Classes	January 17, 2022
Rabbinic Student Senior Placement	February 3-5, 2022
President’s Day – No Classes	February 21, 2022
Founder’s Day (Altered Schedule)	March 4, 2022
Pesach Recess	April 14-22, 2022
Classes Resume	April 25, 2022
Last Day of Classes	April 28, 2022
Reading Days	May 2-5, 2022
Final Exams	May 9-10, 2022
HUC-JIR Ordination	May 15, 2022
HUC-JIR Graduation	May 16, 2022

Dates are different by program. Please check with your program director for further information.

Academic Calendar – National – 2021 – 2022

Fall 2021

Fall Orientation	August 16 – 20, 2021
Fall Classes Begin	August 23, 2021
Labor Day	September 6, 2021
High Holy Days & Sukkot Recess Begins	September 6, 2021
Classes Resume	October 4, 2021
Simchat Torah Recess	TBD
Thanksgiving	November 25 – 26, 2021
Classes End	December 13, 2021
Reading Week	December 14 –16, 2021
Final Exams	December 20 – 21, 2021

Spring 2022

Winter Intensives (varies by campus)	January 3 – 6, 2022
Spring Classes Begin	January 10, 2022
MLK Day	January 17, 2022
President’s Day	February 21, 2022
No Classes	March 10, 2022
Pesach Recess	April 14-22, 2022
Classes Resume	April 25, 2022
Classes End	April 28, 2022
Reading Week	May 2-5, 2022

Academic Calendar – National – 2021 – 2022

Final Exams	May 9-10, 2022
New York Graduation	May 5, 2022
New York Ordination	May 8, 2022
Los Angeles Ordination	May 15, 2022
Los Angeles Graduation	May 16, 2022
Cincinnati Graduation (Consecration)	May 20, 2022
Cincinnati Ordination	May 21, 2022

Dates are different by program. Please check with your program director for further information.

Academic Calendar – National Registrar – 2021 – 2022

Web Registration Re-Opens for Fall	August 16, 2021
Fall Semester Begins - Incomplete work from Spring semester due to Professor	August 23, 2021
Late Web Registration Ends for Fall (check that you are registered for all your courses)	September 20, 2021
Withdrawal Period for Fall Semester Begins (withdrawal will result in a “W” on your transcript)	September 21, 2021
Withdrawal Period for Fall Semester Ends	October 19, 2021
Course Edit Reminders sent to Program Directors for Spring 2022	October 1, 2021
Application for Graduation/Ordination Due (all programs, all campuses)	November 2, 2021
Course Edits due from Program Directors for Spring 2022	November 1, 2021
Web Registration for Spring 2022 Semester Begins	November 22, 2021
Fall Semester Ends	December 13, 2021
Web Registration for Spring 2022 Semester Closes	December 17, 2021
Final Exam Dates	December 20-21, 2021
* Final Grades for Fall Semester Due – Unresolved Incompletes from prior semester covert to “I/F” Incomplete/Fail	January 4, 2022

(See Separate Handbook for the School of Graduate Studies policy regarding incompletes)

Dates are different by program. Please check with your program director for further information.

Academic Calendar – National Registrar – 2021 – 2022

Web Registration for Spring 2022 Re-opens	January 3, 2022
Spring 2022 Semester Begins	January 10, 2022
Late Web Registration Ends for Spring 2022 (check that you are registered for all your courses)	February 7, 2022
Withdrawal Period for Spring Semester Begins (withdrawal will result in a “W” on your transcript)	February 8, 2022
Withdrawal Period for Spring Semester Ends	March 8, 2022
Course Schedule Requests sent to Program Directors – Summer 2022, Fall 2022, and Spring 2023	February 1, 2022
Course Schedule Requests Due from Program Directors – Summer 2022, Fall 2022, and Spring 2023	March 1, 2022
Web Registration for Summer 2022 and Fall 2022 Semesters Begin	April 4, 2022
Grades & Incompletes Due for Degree/Ordination Candidates	April 4, 2022
Spring Semester Ends - Incomplete work from prior semester due to Professor	April 28, 2022
Final Exam Dates	May 9-10, 2022
New York Graduation	May 5, 2022
New York Ordination	May 8, 2022
Los Angeles Ordination	May 15, 2022
Los Angeles Graduation	May 16, 2022
Cincinnati Graduation	May 20, 2022
Cincinnati Ordination (Consecration)	May 20, 2022

Cincinnati Ordination May 21, 2022

* Final Grades for Spring Semester Due – May 24, 2022
Unresolved Incompletes from prior semester converts to “I/F” Incomplete/Fail

Web Registration for Summer 2022 and July 1, 2022
Fall 2022 Semesters Close

(See Separate Handbook for the School of Graduate Studies policy regarding incompletes)

Dates are different by program. Please check with your program director for further information.

Summer Session Begins	June 6, 2022
DeLet Session Begins	TBA
Zelikow Sessions Begins	June 27, 2022
Summer Session Ends	Varies by program

NOTES:

* May vary by course and campus. Not all campuses offer Winter Intensives.

Los Angeles Course Listings



Please note: The course listings are subject to change. Please contact Program Directors for further information or check out Course Listings once communicated by the Registrar.

Courses Summer 2021

BIB 527 – Biblical Grammar and Parashat Hashavua – 1.50 credits – Michael Carasik

This course will focus on using the grammar and vocabulary learned at the introductory level to enable students to read biblical texts carefully and take advanced Bible exegesis courses. The course will involve close readings of 1 Samuel 1 (from the haftarah for the 1st day of Rosh Hashanah) and Ruth. We will also work on translation from English into Biblical Hebrew.

Monday and Wednesday - 12:00-1:30 PT

DLT 501 – Teach 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 – 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 516C – Diversity in Schools – 1 credit – Julie 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 517 – Jewish Communities – 1 credit – Devin Villarreal

In this course, students will explore the ideas of understanding and responsiveness to diversity in the classroom, an essential aspect of "caring" in schools and strong pedagogy. They will discuss how diversity is essential for Jewish cultural literacy and begins with teacher preparedness, and that diversity in the Jewish classroom includes ethnic/cultural, religious, socioeconomic and gender components.

DLT 520 – Reading, Language and Literature I – 1 credit – Mary Lynne Kerman

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 – Jody G. Passanisi

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 (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 530 – Curated Arts – Israel – 1 credit – Lauren Applebaum

(course alternates between summer 1 and summer 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-esteem, self-concept, cooperation, and motivation in the elementary 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 557 – T'fillah – 1 credit – Devin Villarreal

In this course, students will discover essential understandings of t'fillah by using the siddur as a textbook. Each session will analyze the form and content of a major section of t'fillah. Additionally, class sessions will look at how t'fillah reflects fundamental human experiences and the search for meaning. The class will also look at how t'fillah connects to various stages of student developmental levels. Knowledge and experience in this class will lead to the student's answering a driving question s/he has about t'fillah.

DLT 559 – Rabbinic Texts – 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.

HEB 508 – Rabbinic Hebrew – 3 credits – Richard Sarason

This course will focus on a study of the linguistic features (morphology, grammar, syntax, idioms) of rabbinic Hebrew, as found in mishnaic and midrashic (tannaitic and amoraic) texts. The approach will be mostly inductive, analyzing the linguistic features of texts that will be read in, and prepared for, each class session. Much attention will be paid to text-decoding skills. We will work systematically in class through several articles and lists of characteristic linguistic forms and semantic structures.

11 days (2 80-minute class periods per day): May 10, 11, 12, 13, 18, 19, 20, 24, 25, 26, 27

11:00 am-12:20 pm ET / 8:00-9:20 am PT & 2:00-3:20 pm ET / 11:00 am-12:20 pm PT

Mon/Wed June 7-July 14

HEB 508 – Rabbinic Hebrew – 1.50 credits – Gary Shapiro

This course will focus on a study of the linguistic features (morphology, grammar, syntax, idioms) of rabbinic Hebrew, as found in mishnaic and midrashic (tannaitic and amoraic) texts. The approach will be mostly inductive, analyzing the linguistic features of texts that will be read in, and prepared for, each class session. Much attention will be paid to text-decoding skills. We will work systematically in class through several articles and lists of characteristic linguistic forms and semantic structures.

Tuesday/Thursday, 1:00-2:30 ET/10:00-11:30 PT

June 15 & 17; 22 & 24; 29 & July 1; July 6 & 8; 13 & 15; 20 & 22

HEB 590 – HUC Seminary Hebrew Program – 5 credits – Dvora Weisberg

This is an ulpan program for first-year student conducted in partnership with the School of Hebrew at Middlebury College. The program is mandatory for students who would have been required to attend the Jerusalem pre-ulpan in June. The program is optional but highly recommended for all other incoming students. There are no tuition fees for the 3-week program.

June 8 - June 26 10:00 AM - 5:00 PM (Eastern)

HEB 592 – Special Topics: Israeli Culture through Cinema and Television – 1.50 credits – Liat Alon

Thursdays, July 1, 8, 15, 22, 29; August 5

12:00-3:00 ET/9:00-12:00 PT

A course-long watch party, this dynamic, engaging, and fascinating class will open a window into Israeli society and culture via up-to-date television and cinema. We will watch some movies and tv shows that may be familiar, and others that you will only be able to access in this class. Explore Israeli culture while improving your Hebrew.

LIT 503 – Creative and Contemporary Liturgies – 1 credit – Richard Sarason

Tuesdays, May 25-August 10

7-8:20 pm ET/4-5:20 pm PT

This course aims to familiarize you with the range of contemporary and creative liturgies (Reform, Reconstructionist, Renewal, Conservative, Hillel, LGBTQ+, feminist, humanist, etc.) that should be part of your liturgical toolkit. Because you will be doing High Holy Day preparation over the summer, we will emphasize a variety of contemporary Mahzorim and other liturgical resources (including poetry), online and in print. The goal is to help you develop your own skills in conceiving, writing, or compiling, and executing creative liturgies, partly through critically examining the work of others. Issues of religious and aesthetic taste, judgment, style, and liturgical effectiveness will be explored as well as the question of "Jewish authenticity" in the context of contemporary creativity. The assessment vehicle is to fashion a liturgy yourself for any occasion (but think about doing something relevant to the High Holy Days, including Tashlich and Selihot), and to supply a commentary on that liturgy, sharing your choices and reasoning for every step along the way.

LIT 592 – Special Topics: Themes in HHD Liturgy – 1.50 credits – Sonja Pilz

This class focusses on some of the core themes of the High Holy Day liturgy: along the rubrics, prayer texts, and metaphors of the most human and most universal of the Jewish holidays, we will move from confession to forgiveness, from assessment to acknowledgment, and from hope to celebration. The class will equip students to navigate the traditional texts, curate services that will respond to the core themes of the High Holidays and encourage creative and critical reflection.

All students should have access to a traditional machzor and Mishkan haNefesh. All other readings will be provided by the instructor.

Tuesdays & Thursdays, June 1,3, 8, 10, 15, 17, 22, 24, 29; July 1, 6, 8

3:00-4:30 ET/12:00-1:30 PT

This class focuses on some of the major themes of the High Holy Days.

MGT 513 – Jewish Culture Wars: Language of the Board Room – 2 credits – Erik Ludwig

The conversations that take place in the board room (sometimes in the parking lot) frequently animate the most existential questions facing organized Jewish life. This course examines Jewish culture wars and how nonprofit executive must navigate a complex terrain of cultural understandings that can convene or divide lay leadership in order to lead effectively. Research, case study analysis, and team projects will support students in developing a deeper understanding of their own beliefs and how to build organizational culture.

MGT 515A – Fundamentals of Creative Problem Solving 1 – 1 credit – Erik Ludwig

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

MGT 515B – Fundamentals of Creative Problem Solving 2 – 1 credit – Erik Ludwig

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

MGT 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 building their own brand of creative leadership.

MGT 521 – History of Jewish Ideas & Communal Trends – 2 credits – Josh Garroway

This course examines contemporary communal issues and provides an opportunity to review the basic sweep of Jewish history from its origins to the present and, in the process, allows the learner to become better acquainted with foundational Jewish texts. Topics include national origins, Diaspora community, religious development, relations with non-Jews, the phenomenon of anti-Semitism, cultural differentiation, and patterns of migration and communal life.

MGT 523 – Nonprofit Leadership – 2 credits – Gali Cooks

The business of Jewish life takes place in a volatile, uncertain, complex, and ambiguous (VUCA) nonprofit ecosystem. Leaders have a profound impact on organizational culture and ultimately determine the effectiveness of employees and lay-leaders in meeting an organization's mission. This course studies the practice of leadership in building a high performing organizational culture. Research, case study analysis, and team projects will support students in developing an understanding of leadership theory and their own leadership practice.

MGT 523 – Nonprofit Leadership 2 – 2 credits – Erik Ludwig

The business of Jewish life takes place in a volatile, uncertain, complex, and ambiguous (VUCA) nonprofit ecosystem. Leaders have a profound impact on organizational culture and ultimately determine the effectiveness of employees and lay-leaders in meeting an organization's mission. This course studies the practice of leadership in building a high performing organizational culture. Research, case study analysis, and team projects will support students in developing an understanding of leadership theory and their own leadership practice.

MGT 527 – Evolution and Structure of the American Jewish Community – 2 credits – TBA

This course provides a historical and sociological 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.

MGT 531 – Fundraising & Financial Resource Development 1 – 2 credits – Amy Schiffman

This is a practice-oriented course in fundraising for nonprofit organizations, exploring both theoretical frameworks and practical techniques within the context of a Jewish value system and contemporary dynamics in Jewish philanthropy. Students will develop an understanding of the structures of fundraising and the landscape of Jewish philanthropy.

MGT 531 – Fundraising & Financial Resource Development 2 – 2 credits – Margo Bloom

This is a practice-oriented course in fundraising for nonprofit organizations, exploring both theoretical frameworks and practical techniques within the context of a Jewish value system and contemporary dynamics in Jewish philanthropy. Students will develop an understanding of the structures of fundraising and the landscape of Jewish philanthropy.

MGT 540 – Introduction to Jewish Communal Organizations – 2 credits – Mandi Richardson

This seminar introduces students to the Jewish organizational structure and how organizations operate in an ecosystem that includes partnership and competition. It requires substantial time outside the classroom visiting Jewish communal agencies, religious institutions, and other organizations in the LA area in order to understand and critically analyze how leadership styles shape the organized Jewish community.

MGT 544 – Organizational Development – 2 credits – David Levy

This course provides an understanding of the impact that organizational culture and climate have on the functioning and performance of Jewish nonprofit organizations. Grounded in nonprofit organizational theory, students explore different administrative challenges that nonprofits face across their organizational lifecycle.

MGT 573 – Nonprofit Finance & Planning – 2 credits – Samuel Mistrano

This course introduces students to organizational financial management. 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 utilizes case studies and experiential exercises that help students integrate a financial orientation to program design and management into their business acumen toolkit.

MGT 573 – Nonprofit Finance & Planning 2 – credits – Adrian Breitfield

This course introduces students to organizational financial management. 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 utilizes case studies and experiential exercises that help students integrate a financial orientation to program design and management into their business acumen toolkit.

MGT 579 – Applied Jewish Wisdom – 2 credits – Stefan Teodosic

Applied Jewish Wisdom is a professionally oriented introduction and exploration of how we bring Jewish life into the practice of leading in Jewish organizations. Students will explore the concept of leading Jewishly and ways in which Jewish wisdom may be applied to strengthen the organizational impact. This includes developing an understanding of how Jewish holidays, lifecycle events, ceremonies, customs, texts, values, ideas, and Hebrew words can enrich the practices of Jewish nonprofit professionals.

MGT 579 – Applied Jewish Wisdom 2 – 2 credits – Daniel Libenson

Applied Jewish Wisdom is a professionally oriented introduction and exploration of how we bring Jewish life into the practice of leading in Jewish organizations. Students will explore the concept of leading Jewishly and ways in which Jewish wisdom may be applied to strengthen the organizational impact. This includes developing an understanding of how Jewish holidays, lifecycle events, ceremonies, customs, texts, values, ideas, and Hebrew words can enrich the practices of Jewish nonprofit professionals.

MGT 590 – Collaborative Communication – MAJNM – 2 credits – Drew Kugler

This course provides both the theory and practice of effective communication 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 and lay leadership.

MGT 590 – Collaborative Communication – MSOLI – 2 credits – Drew Kugler

This course provides both the theory and practice of effective communication 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, and lay leadership.

MGT 596 – Board Development 1 – 2 credits – Alicia Oberman

This course will explore some foundational and strategic elements that underlie the work of building and shaping effective boards for Jewish nonprofits. Using a lens of relationship and focusing on balancing a range of conflicting values that are at the core of successful nonprofit management, the course will draw upon the knowledge and skills learned in the first year of the program and will provide students with conceptual strategies that can guide their creative leadership practice.

MGT 596 – Board Development 2 – 2 credits – Barry Finestone

This course will explore some foundational and strategic elements that underlie the work of building and shaping effective boards for Jewish nonprofits. Using a lens of relationship and focusing on balancing a range of conflicting values that are at the core of successful nonprofit management, the course will draw upon the knowledge and skills learned in the first year of the program and will provide students with conceptual strategies that can guide their creative leadership practice.

PDE 541 – JOIN for Justice Rabbinic and Cantorial Leadership for Public Life Fellowship – 2 credits – TEAM taught Dvora Weisberg and Lisa Grant

JOIN for Justice is once again offering its community organizing course for seminary students in rabbinic, Maharat, cantorial, and Jewish education schools from across the country: Jewish Theological Seminary, Yeshivat Chovevei Torah, Yeshivat Maharat, Hebrew Union College - Jewish Institute of Religion - the three U.S. campuses, Yeshiva University, RRC, Ziegler School of American Jewish University, and AJR. The course is offered in partnership with the Religious Action Center. The course will take place this summer in ten zoom sessions: once weekly on Monday nights, from June 7 through August 9, from 7:15 - 9 p.m., Eastern Time. The class is interactive and has guests Rabbis from the field who have made organizing principles and practices a central part of their rabbinate, both for justice work and congregational development. HUC-JIR students will receive 2 credits for the course and have the opportunity to work with RAC NY on a local organizing campaign.

Mondays, June 7 - August 9

7:15-9:00 p.m. ET/4:15-6:00 p.m. PT

PDE 592 – Special Topic: Creating HHD Iyyunim – 1.50 credits – Karyn Kedar

Kavanot and iyyunim are beautiful ways to elucidate a prayer or a liturgical theme through a story, explanation, or poetry. In this class we will learn and practice the skill of reading writing and speaking kavanot and iyyunim.

Wednesdays, May 5-June 9

2:00-5:00 ET/11:00-2:00 PT

PDE 592 – Special Topic: HHD Sermons – 1.50 credits – Seth Limmer

In this intensive course, we will combine a study of sermons with a workshop seminar in order to prepare students best to understand and to undertake the composition of sermons, stories, and other teachings for the High Holy Day season. Students will leave the course with one full sermon, two outlines for other HHD speaking opportunities, and a children's story.

M/W/F; 5/24, 5/26, 5/28, 6/2, 6/4, 6/7, 6/9, 6/11, 6/16, 6/18, 6/21, 6/23

1:00-2:30 ET/10:00-11:30 PT

PDE 592 – Special Topics: High Holiday Practicum – 1 credit – Yvon Shore

For those about to take on the honor and challenge of leading an unfamiliar kahal at the holiest moment in the Jewish calendar, this course is for you. Jews comes together on Rosh Ha Shanah and Yom Kippur to engage in sacred experience. Here, we will review the liturgical elements, practical matters, and spiritual needs to ensure the confidence to facilitate these experiences. All sessions are catered to meet the specific needs of the student pulpit. All students may schedule one on one meetings during the course should they want individualized guidance.

Tuesdays, May 11, 18, 24; June 1, 8, 15, 22, 29

11:00-12:30 ET/8:00-9:30 PT

PDE 698 – Clinical Pastoral education – 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.

Pass/Fail Grading Type.

RTE 592 – Special Topic: Creativity as Spiritual Practice: Artistic Expression of HHD Texts – 1 credit – Noah Aronson

6 Ninety-Minute Sessions plus Individual/Group Projects and Reflective Process

June 16, 23, 30, July 7, 14, 21; 4:00-5:30 Eastern

This course will involve experiential learning in a workshop setting, with weekly creative assignments utilizing artistic forms of interest to each student (e.g., music/writing/drawing/poetry/movement/dance/audio-visual media, etc.).

Courses Fall 2021

BIB 430 – Teaching Bible to Adults – 3 credits – TEAM taught – Andrea Weiss & Lisa Grant

This course seeks to integrate the learning of Bible with the learning of how to teach Bible to adult learners in diverse settings, this course considers multiple approaches to interpreting and teaching biblical texts in light of the developmental needs, motivations, expectations and learning styles of adults who engage in Jewish study. Our three goals for the course are: 1) to enhance the sensitivity to and understanding of adult learners; 2) to learn about biblical studies by practicing biblical methods; and 3) to model, analyze, and design authentic teaching experiences relevant to the works of rabbis, cantors, and educators.

Cross Campus - Los Angeles - Wednesday - 12:10 - 2:40

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

The third part of the TaNaKh is a conglomerate of very different kinds of literature. Our purpose in this course is to become familiar with these disparate texts, develop translation and exegesis skills, and depend on our sense of connection to this part of the canon. The first half of the course will comprise an overview of the contents of the Khetuvim, while the second half will focus on the genre of Wisdom literature (primarily Job, Proverbs and Ecclesiastes, though with some focus on Psalms and Song of Songs). We will examine the nature of wisdom literature, its Ancient Near Eastern background, its purpose and function in the biblical canon, and its relevance for the modern reader.

BIB 632 – Women in the Bible – 3 credits – Tamara Eskenazi

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.

BIB 613 – Song of Songs – 3 credits – Jason Kalman

The Purpose of this course is to examine the Song of Songs and the way it has been interpreted in the Jewish tradition. The goal is to explore the various influences that shaped the responses of the readers of the biblical text in various periods and lands. Why could interpreter X not accept the explanation of interpreter Y? What motivated their interpretations? Did they know other Jewish thinkers' explanations? Christian interpretations? Further, an attempt will be made to draw more general conclusions about the Jewish exegetical tradition and the Jewish textual canon.

Elective

DLT 502 – Teaching and Learning Seminar 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 512 – Meeting 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 515A – Hebrew Teaching Practicum – 0.50 credit – Esther Gross

In the Hebrew Teaching Practicum course, students share lesson plans, dilemmas they encountered in fieldwork, and recordings of their teachings. Peer and instructors' feedback are an integral part of the course

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 and literature. Language 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 558 – Jewish Values – 2 credits – Karen Strok

Integrating middot into our classrooms unites teachers serving in Jewish Day School settings. Throughout this course, we will use the framework of Mussar to become keen observers of the way our school and our classroom reflects the foundational principles of Judaism. At the same time, we will explore the way our behavior personally reflects some central Jewish values in order to become even stronger role models for our students.

DLT 561H – Hebrew Pedagogy I – 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 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 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 Hebrew Teaching – 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 571 – Creating a Culture of Learning – 2 credits – Novak Winer

This course seeks to educate students about the issues involved in creating learning environments which nurture curiosity, creativity, safety, and are responsive to the current needs of learners. Attention to the factors that go into classroom cultures should be considered a key element of good teaching and learning. This course explores and analyzes approaches to classroom management and discipline, and consideration of ethical dilemmas of teaching. Bridge to residencies: Students will create a blueprint for creating a classroom culture in their residency settings.

EDU 572 – Introduction to Pedagogy – 2 credits – Sivan Zakai

This course introduces students to generic good pedagogical practices including creating a lesson plan, selecting, and implementing appropriate pedagogical techniques, and reflection on action and reflection in action. Bridge to residencies: students will create and implement learning plans.

EDU 573 – Understanding Learners I – 1.50 credits – Miriam Heller Stern

This course is an orientation to the diverse characteristics, interests, and readiness of learners, and how educators learn to recognize different learning profiles when planning for effective learning. The course draws upon learning theory, human development, affective neuroscience, and socio-cultural trends to prepare educators to navigate building relationships with learners and their parents and consider "learner-centered" and "learning centered" designs. Bridge to residencies: students will develop inquiry and inventory tools to get to know their learners. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 576A – Pedagogy Practicum A – 0.25 credit – Laura Novak Winer

The practicum is the space for reflection and refining of work that builds the muscle and dispositions of an effective educational decision-maker. The students will have four (4) practica in pedagogy (each worth .25 credits). Bridge to residencies: students will plan, teach, record, reflect and re-plan lessons that they teach in their residency settings and are linked to the content, skills and practices they are learning in the Teaching and Learning Strand courses.

- Pedagogy Practicum A: plan, teach, record, reflect and re-plan a lesson - tied to Intro to Pedagogy & Pedagogical Planning
- Pedagogy Practicum B: plan, teach, reflect, re-plan a lesson - tied to Understanding the Learners
- Pedagogy Practicum C: taken during Year 2, reteach something from last year, reflect, re-plan
- Pedagogy Practicum D: differentiated lesson: plan, teach, co-reflect with learners, re-plan

EDU 576C – Pedagogy Practicum C – 0.25 credit – Laura Novak Winer

The practicum is the space for reflection and refining of work that builds the muscle and dispositions of an effective educational decision-maker. The students will have four (4) practica in pedagogy (each worth .25 credits). Bridge to residencies: students will plan, teach, record, reflect and re-plan lessons that they teach in their residency settings and are linked to the content, skills and practices they are learning in the Teaching and Learning Strand courses.

- Pedagogy Practicum A: plan, teach, record, reflect and re-plan a lesson - tied to Intro to Pedagogy & Pedagogical Planning
- Pedagogy Practicum B: plan, teach, reflect, re-plan a lesson - tied to Understanding the Learners
- Pedagogy Practicum C: taken during Year 2, reteach something from last year, reflect, re-plan
- Pedagogy Practicum D: differentiated lesson: plan, teach, co-reflect with learners, re-plan

EDU 578 – Curriculum Practicum – 3 credits – Sivan Zakai

Design and implement a "unit" or "program" with multiple feedback loops, for use in their residencies.

EDU 579A – Charting the Future of Jewish Education A – 1.50 credits – Miriam Heller Stern

What can we learn from historic visionary educational ideas? What educational visions are prevalent today? What does this moment in history demand of us, and what might we imagine for the future? How might Jewish education serve as a tool to transform learners, communities, and society? In an ongoing dialogue across 4 semesters, this course provides a historical and sociological framework for charting an educational vision and planning for Jewish education. Students are invited to explore "the big picture" of Jewish education, by analyzing a variety of priorities in Jewish education, including cultural literacy, social justice, creative society, identity, Jewish values and more. The sequence explores classic texts and contemporary manifestos that describe aspirations and existence proofs in education and Jewish education. Students will clarify and articulate the ideologies of Jewish education that they will enact in their leadership. Students will read extensive literature and learn to produce publishable advocacy pieces for a variety of stakeholders, both local and national/global. Bridge to residencies: students will produce communications to stakeholders in their communities that articulate the rationale for their program aspirations and approach to Jewish education. Students may co-author with their supervisors and/or faculty.

EDU 579C – Charting the Future of Jewish Education C – 1.50 credits – Miriam Heller Stern

What can we learn from historic visionary educational ideas? What educational visions are prevalent today? What does this moment in history demand of us, and what might we imagine for the future? How might Jewish education serve as a tool to transform learners, communities, and society? In an ongoing dialogue across 4 semesters, this course provides a historical and sociological framework for charting an educational vision and planning for Jewish education. Students are invited to explore "the big picture" of Jewish education, by analyzing a variety of priorities in Jewish education, including cultural literacy, social justice, creative society, identity, Jewish values and more. The sequence explores classic texts and contemporary manifestos that describe aspirations and existence proofs in education and Jewish education. Students will clarify and articulate the ideologies of Jewish education that they will enact in their leadership. Students will read extensive literature and learn to produce publishable advocacy pieces for a variety of stakeholders, both local and national/global. Bridge to residencies: students will produce communications to stakeholders in their communities that articulate the rationale for their program aspirations and approach to Jewish education. Students may co-author with their supervisors and/or faculty.

EDU 580 – Entering an Organization – 1 credit – Laura Novak Winer

Students will develop the tools to understand an organization through the structural, political, human resources and symbolic frames. They will learn anthropological tools for learning about an organization. Bridge to residencies: students will get to know their residencies by asking questions and analyzing their residency sites through the 4 frames.

EDU 581B – Professional Learning and Instructional Leadership – 2 credits – Julie Lambert

Educational leaders foster growth and learning for faculty by nurturing professional learning communities as well as by supervising and evaluating teachers and others responsible for delivering educational experiences. This course introduces students to a wide range of approaches to professional learning communities in education and exposes them to multiple models in the field. Additionally, students will learn a variety of approaches to supervision and will develop the skills of observing teachers, conferencing with them, and providing them with feedback. Students will also learn various approaches to teacher evaluation. Bridges to residencies: students will create and lead a professional learning community; students will supervise a teacher over a 3-month period.

EDU 585 – Leading with Integrity – 2 credits – Michael Zeldin

The self is the most powerful tool a leader can use to motivate others to pursue the shared ideals of an organization. Students will learn effective habits for managing themselves and will come to understand how they can use their strengths in interacting with others. Students will explore the power and limitations of empathy in working with children, families and staff members and will examine different perspectives on integrity which lies at the heart of effective leadership in Jewish settings. Students will also consider the challenging emotional realities facing Jewish educational leaders. Bridge to residencies: students will craft a personal statement on one's approach to Jewish educational leadership.

EDU 650 – Supervised Leadership – 1 credit – Sivan Zakai

Students will have four semesters of supervision with a Faculty Tutor (each worth 1 credit). Over the course of each semester, pods of students will meet monthly as a group with their Faculty Tutor. These group meetings will be curricularized so that all Tutors and students are engaging in the same scope and sequence of learning. Additionally, each student will meet monthly one-on-one with their Tutor in meetings that are tailored to the individual needs of the student to focus on professional socialization, mentorship, and personal areas of growth.

EDU 650 – Supervised Leadership – 1 credit – Miriam Heller Stern

Students will have four semesters of supervision with a Faculty Tutor (each worth 1 credit). Over the course of each semester, pods of students will meet monthly as a group with their Faculty Tutor. These group meetings will be curricularized so that all Tutors and students are engaging in the same scope and sequence of learning. Additionally, each student will meet monthly one-on-one with their Tutor in meetings that are tailored to the individual needs of the student to focus on professional socialization, mentorship, and personal areas of growth.

HIS 403 – American Jewish Experience – 3 credits – Gary Zola

American Jewish Experience This course will examine the historical experience of Jews in the United States, from the colonial era to the present day, with attention to religious, social, and cultural developments. Attendance is mandatory.

Core

HIS 569 – Reform in Judaism – 3 credits – Joshua 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 621 – Islam Intensives – 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

Intensive - 8/16/2021-8/19/2021

HIS 643 – The Holocaust Between History and Memory – 3 credits – Ben Ratskoff

Focusing on the post-WWII period, we will trace the formation of Holocaust memory and discuss the dilemmas of justice, reparation, and representation in relation to the broader political and religious contexts of American and European Jewish and non-Jewish society.

JLL 401 A – Dikduk and Sifrut – 3 credits – Rivki Rosner

This course will focus on the reading of Modern Hebrew literary texts constructed around a theme such as Arakhim u-Musar. A systematic grammar review centering around enhanced mastery of the verb system will be equally focused on practical application and the decoding of texts. Classes will be conducted in Hebrew and stress will also be given to improving speaking and writing skills.

Cross Campus

Los Angeles - Monday and Wednesday 10 - 11:20

JLL 401 B – Dikduk and Sifrut – 3 credits – Lisa Ansell

This course will focus on the reading of Modern Hebrew literary texts constructed around a theme such as Arakhim u-Musar. A systematic grammar review centering around enhanced mastery of the verb system will be equally focused on practical application and the decoding of texts. Classes will be conducted in Hebrew and stress will also be given to improving speaking and writing skills.

Cross Campus

Los Angeles - Monday and Wednesday 10 - 11:20

JLL 401 B – Dikduk and Sifrut – 3 credits – Wendy Zierler

This course will focus on the reading of Modern Hebrew literary texts constructed around a theme such as Arakhim u-Musar. A systematic grammar review centering around enhanced mastery of the verb system will be equally focused on practical application and the decoding of texts. Classes will be conducted in Hebrew and stress will also be given to improving speaking and writing skills.

Cross Campus

Los Angeles - Monday and Wednesday 10 - 11:20

JLL 546 – Identity and gender in Global Jewish Literature – 3 credits – Leah Hochman

Literature provides multiple perspectives on the challenges posed by modernity and its competing claims on gender, religious, racial, and cultural construction; over the last 200 years writers have turned toward Jewish characters to describe, define and confuse national, political, gender and racial identities. This class explores the figure and trope of "the" Jew through a variety of genre (written and visual) to explore a range of judgments on Jewish religion and assimilation. By examining political, cultural, and physical assessments of Jews and Jewishness, we will look at changing contexts of nationality, race, gender identity and community. We will also explore the expressions and conflicts inherent in Jewish identities by looking at some major themes of the 20th and 21st centuries: political liberty, religious in/tolerance, socio-economic integration, and acculturation. We will read works from European, South American, North American, and Israeli authors.

JLL 602 – Aramaic Intensive – 1 credit – 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.

Intensive - August 16, 2021 - August 19, 2021

Pass/Fail Only

MAT 610 – Collaborative Reflective Practice I – 2 credits – Lauren Applebaum

Gathering as a cohort provides an opportunity for students to learn models of collaborative professional reflection such as protocols, lesson study, and Critical Friends work. Topics will include both issues common to all novice teachers and those specific to the unique environments of Jewish day schools. These reflective experiences complement the individual support offered in the Mentored Teaching course.

MAT 620 – Mentored Teaching I – 2 credits – TBA

Mentored Teaching builds upon prior mentoring work and individual needs in order to provide crucial support and feedback on classroom practice. For those pursuing a permanent California teaching credential, this course will fulfill the mentoring/observation requirements for induction.

MAT 630 – Practitioner inquiry – 2 credits – TBA

This year-long course allows students to identify a specific area of interest and design an inquiry project to explore it both in and outside of their classroom. Components include literature reviews of current research, integration with Judaic studies content, and action inquiry elements to allow for testing and experimentation in their classroom.

MGT 541A – Fieldwork Section I: Practitioner & Leadership Development 1 – 4 credits – David Levy

Required and assigned fieldwork experience for all M.A. students.

Pass/Fail only.

MGT 541A – Fieldwork: Section II: Practitioner & Leadership Development 2 – 4 credits – Mandi Richardson

Required and assigned fieldwork experience for all M.A. students.

Pass/Fail only.

MGT 545A – Practicum Section I: Nonprofit Management – 1 credit – David Levy

This unique course is designed to afford students an opportunity to discuss with their peers and their instructor experiences they have encountered in their field placements. Students have maximum opportunity to secure answers to dilemmas and concerns confronting them in a professional setting

Pass/Fail Only

MGT 545A – Practicum Section II: Nonprofit Management – 1 credit – Mandi Richardson

This unique course is designed to afford students an opportunity to discuss with their peers and their instructor experiences they have encountered in their field placements. Students have maximum opportunity to secure answers to dilemmas and concerns confronting them in a professional setting

Pass/Fail Only

MGT 900A – Capstone: Research Methods – 3 credits – TBA

The Capstone is offered as a two-semester Jewish nonprofit accelerator. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students develop a business/program to address the identified challenge and bring it through a business model accelerator either as a startup organization or as a program within an existing organization. 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.

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.

Pass/Fail only

PDE 615 – Advanced Pastoral Counseling – 3 credits – Edwin Harris

This advanced, experiential class is for those who have completed the two-semester Pastoral Counseling class or the equivalent. We will focus on specific counseling situations that the students encounter in their rabbinic roles. These may include couples counseling, family counseling, counseling with children or adolescents, and counseling with issues such as divorce, serious illness, or bereavement. Students will have the opportunity to present case examples and get feedback on their counseling work.

Pass/fail only

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 – Erik Ludwig

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.

PDE 698 – Clinical Pastoral Education (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.

Pass/Fail Grading Type

PHI 601 – Medieval Jewish Thought – 3 credits – Jan Katzew

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 580 – Reform Responsa – 3 credits – Dvora Weisberg

This course looks at Reform responsa in their historical and cultural context. It considers the ways in which Reform Judaism's engagement with ritual and halakhah have changed over time, and how those changes reflect the history of Reform Judaism, particularly in America. Students will study some responsa in-depth together with the classical sources cited in the responsa.

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 Asher's 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 – Neal Scheindlin

This course introduces students to the study of the Babylonian Talmud. Student's 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.

RTE 507 – Reel Theology: An Interdisciplinary Theological Encounter with Contemporary Culture – 3 credits – Wendy Zierler

What religious or theological function can be performed by popular culture? To what extent can film and contemporary literature provide occasions of transcendence, divine encounter, and religious/ethical exploration? In this course, we will watch movies and read some popular and/or important works of literature as touchstones for theological and religious conversation. Readings in theology and the study of religion will contextualize and round out our discussions. (Maximum student enrollment is 8 students.)

Prerequisite: Required RTE courses

RTE 514 – Reform Prayer Books – 3 credits – David Ellenson

Reform Judaism began as a movement for liturgical reform in central Europe, and ultimately flourished in North America. Initial issues of worship aesthetics and style were soon joined by issues of theology and belief. The overarching issue, though, remained that of modern Jewish identity and its expression in the worship context. Over the past two centuries, literally hundreds of Reform prayer books have been produced around the world. Most of these books are represented in the collections of our own Klau Library in Cincinnati. This course will examine in detail the most influential and noteworthy of these prayer books, beginning with the first prayer book of the Hamburg Tempelverein in 1819 and concluding with the North American Mishkan T'filah in 2007 and the British Reform Iyyun T'filah, still in progress. Along the way, we will consider the prayer books of the Reform Society of Israelites (Charleston, SC, 1830), the West London Synagogue of British Jews (1841), the Berlin Reformgemeinde (1848), Abraham Geiger (1854 and 1870), Leo Merzbacher for New York's Temple Emanuel (1855; revised by Samuel Adler in 1860 and 1864), Isaac Mayer Wise (Minhag America, 1857 and 1872), David Einhorn (Olat Tamid, 1856/58), Benjamin Szold (Abodath Israel, 1864; revised by Marcus Jastrow in 1871), and the Union Prayer Book (1892; 1894/5; rev. 1918/22 and 1940/45), among others. Secondary literature will include studies by Michael Meyer, Jakob Petuchowski, Eric Friedland, Gary Zola, Lawrence Hoffman, and David Ellenson, among others.

RTE 590 – Spiritual Direction – 0 credits – Ruth Sohn

Monthly meetings provide the opportunity for one-on-one shared exploration of the holy in one's life and for the cultivation and deepening of one's relationship with God, however one understands God. Issues, questions, and decisions concerning home, work, school, relationships, prayer, belief, spiritual practice, work toward tikkun olam and tikkun middot, etc. are all topics which may be brought to the direction session. Spiritual direction helps one learn how to nourish and stay connected to one's own inner life and soul while serving the spiritual needs of others and of the Jewish community. Spiritual Direction is a for-credit, pass/fail course. A half-credit for one academic year will be awarded, for up to one credit for two academic years.

Pass/fail only

RTE 592 – Special Topic: The Crisis of Zionism – 3 credits – Daniel May

For the last thirty years, the American Jewish liberal political consensus has been defined by two fundamental commitments: support for equality of opportunity in the United States and for Israel's security and survival as a Jewish and democratic state through a two-state solution to the Israeli-Palestinian conflict. As a two-state framework comes to seem less and less likely, this consensus has begun to unravel, reshaping the contours of American Jewish politics. As a consequence, long-dormant questions of Zionist thought have begun to reemerge. Among them include: Can Israel be both Jewish and democratic? Is Zionism by definition exclusive? How can liberal American commitments to multi-racial democracy be squared with support for a project of Jewish nationalism in the state of Israel? This course will pursue these questions by exploring criticisms of Zionism (both Jewish and non-Jewish) as well as responses to those criticisms from Zionist thinkers. Readings will include some classical Zionist writings but will focus primarily on contemporary scholarly and political debate, surveying the major schools of Zionist criticism (both internal to Jewish argument and external critique) and response to those arguments. Assignments will include leadership of class discussion as well as a final project in which students will write a response or review to a work of recent scholarship or analysis.

THE 625 – Approaches to Pain and Suffering – 3 credits – Rachel Adler

Using texts from diverse historical periods, students examine how Jewish tradition has used narrative, poetry, theology, law, and liturgy to confront and frame the universal human experiences of pain, suffering, and loss. Also included are phenomenologies and theoretical frameworks drawn from philosophy and cultural criticism, anthropology, and psychology.

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.

Courses Spring 2022

BIB 602 – Prophets – 3 credits – Tamara Eskenazi

The third part of the TaNaKh is a conglomerate of very different kinds of literature. Our purpose in this course is to become familiar with these disparate texts, develop translation and exegesis skills, and depend on our sense of connection to this part of the canon. The first half of the course will comprise an overview of the contents of the Khetuvim, while the second half will focus on the genre of Wisdom literature (primarily Job, Proverbs and Ecclesiastes, though with some focus on Psalms and Song of Songs). We will examine the nature of wisdom literature, its Ancient Near Eastern background, its purpose and function in the biblical canon, and its relevance for the modern reader.

BIB 605 – The Family in Ancient Israel and the Bible – 3 credits – Kristine Garroway

The third part of the TaNaKh is a conglomerate of very different kinds of literature. Our purpose in this course is to become familiar with these disparate texts, develop translation and exegesis skills, and depend on our sense of connection to this part of the canon. The first half of the course will comprise an overview of the contents of the Khetuvim, while the second half will focus on the genre of Wisdom literature (primarily Job, Proverbs and Ecclesiastes, though with some focus on Psalms and Song of Songs). We will examine the nature of wisdom literature, its Ancient Near Eastern background, its purpose and function in the biblical canon, and its relevance for the modern reader.

BIB 621 – Peshat and Derash – 3 credits – Joshua Holo

To study parshanut is to join an enduring, multivalent, polyvocal conversation about the meaning of the Torah. Building upon rabbinic modes of interpretation, medieval Jews innovated new ways of reading the Torah text; this course will examine the contexts, methods, sources, and impact of their foundational commentaries, recorded on the pages of Miqra'ot Gedolot. Through the in-depth study of a selection of parshiyot from Vayiqra, Bemidbar, and Devarim, students will emerge grounded in traditional methodology and prepared to engage knowledgeably and creatively in their own work interpreting the Torah text.

Elective

BIB 628 – Ezra & Nehemiah – 3 credits – Tamara Eskenazi

The course is a study of the pivotal postexilic period (538-333 BCE) with special emphasis on Ezra-Nehemiah. Recognizing that the postexilic period marks the transformation of Judaism into a religion of the book, students study the Biblical book that depicts that radical change and explores the social, economic, and religious issues it discloses. In addition, the class surveys the postexilic prophets as well as extra-Biblical sources from this period.

Elective

DLT 503 – Teaching and Learning Seminar 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 514 – Wellness and Jewish Values – 1 credit – Shari Davis

Concepts, principles, and pertinent legislation for establishing a supportive, healthy environment for K-12 student learning. Focus on how student health and safety, teachers' responsibilities, and school and community resources. 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 515B – Hebrew Teaching Practicum – 0.50 credit – Esther Gross

In the Hebrew Teaching Practicum course, students share lesson plans, dilemmas they encountered in fieldwork, and recordings of their teachings. Peer and instructors' feedback are an integral part of the course.

DLT 516 – Diversity in Schools – 1 credit – Julie 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 522 – Reading, Language & Literature III – 1 credit – Shira Sergant

Continuation of DLT 521 with an emphasis on story writing.

DLT 526B – Integrated Social Studies: Teaching Jewish History – 1 credit – Sivan Zakai

Teaching Jewish History focuses on developing pedagogical skills necessary for teaching Jewish history in Jewish day schools. Students will explore key issues relevant to teaching Jewish history in Jewish day schools including understanding the multiple and often competing goals for Jewish history education, teaching with primary and secondary sources, designing historical simulations and reenactments, and more.

DLT 556 – Day School and Safety – 1 credit – Lauren Applebaum

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 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 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 567H – Hebrew Linguistics – 1 credit – Carmit Burstyn

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

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

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 581H – Supervision Hebrew Teaching – 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 514 – Teaching the Jewish Past – 1.50 credits – Sivan Zakai

Teaching the Jewish Past focuses on developing pedagogical skills and pedagogical content knowledge necessary for the teaching of Jewish history and heritage. Students will explore key issues relevant to teaching the Jewish past in a variety of educational contexts. Topics will include understanding the multiple and often competing goals for Jewish history education, teaching with primary and secondary sources, designing historical simulations and reenactments, and more.

EDU 574 – Understanding Learners II – 1.50 credits – Laura Novak Winer

Building on the foundation of part 1 of the course, students will now explore the complex dynamics of the many factors that can influence how learning identities develop, including culture, race, class, gender, socioeconomics, power, politics, technologies of learning, etc. Bridge to residencies: Students will learn to identify these dynamics at play and choose the strategies to manage and engage a diverse community of learners. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 575 – Advanced Pedagogical Design – 1 credit – TBA

Students will practice progressive pedagogical strategies that are often highly valued but difficult to master, including: assessment and making learning visible; differentiation and Universal Design for Learning; teaching for creativity and creative thinking; as well as investigate current trends in teaching. Bridge to residencies: students will create and implement learning plans.

EDU 576D – Pedagogy Practicum B Section A – 0.25 credit – Laura Novak Winer

The practicum is the space for reflection and refining of work that builds the muscle and dispositions of an effective educational decision-maker. The students will have four (4) practica in pedagogy (each worth .25 credits). Bridge to residencies: students will plan, teach, record, reflect and re-plan lessons that they teach in their residency settings and are linked to the content, skills, and practices they are learning in the Teaching and Learning Strand courses.

- Pedagogy Practicum A: plan, teach, record, reflect and re-plan a lesson - tied to Intro to Pedagogy & Pedagogical Planning
- Pedagogy Practicum B: plan, teach, reflect, re-plan a lesson - tied to Understanding the Learners
- Pedagogy Practicum C: taken during Year 2, reteach something from last year, reflect, re-plan
- Pedagogy Practicum D: differentiated lesson: plan, teach, co-reflect with learners, re-plan

EDU 576D – Pedagogy Practicum D Section B – 0.25 – Laura Novak Winer

The practicum is the space for reflection and refining of work that builds the muscle and dispositions of an effective educational decision-maker. The students will have four (4) practica in pedagogy (each worth .25 credits). Bridge to residencies: students will plan, teach, record, reflect and re-plan lessons that they teach in their residency settings and are linked to the content, skills, and practices they are learning in the Teaching and Learning Strand courses.

- Pedagogy Practicum A: plan, teach, record, reflect and re-plan a lesson - tied to Intro to Pedagogy & Pedagogical Planning
- Pedagogy Practicum B: plan, teach, reflect, re-plan a lesson - tied to Understanding the Learners
- Pedagogy Practicum C: taken during Year 2, reteach something from last year, reflect, re-plan
- Pedagogy Practicum D: differentiated lesson: plan, teach, co-reflect with learners, re-plan

EDU 577 – Designing Educative Learning – 2 credits – Sivan Zakai

This intensive introduces students to the fundamental practices of curriculum design, for application in a variety of educational settings (including experiential or informal settings) where learning needs to be planned intentionally and will address such topics as: models of curriculum design including backward design, elements of curriculum design such as formative and summative assessment, alignment, generic and collective practice. Bridge to residencies: students will begin the process of designing a curricular "unit" or "program" for use in their residencies.

EDU 579B – Charting the Future of Jewish Education B – 1.50 credits – TBA

What can we learn from historic visionary educational ideas? What educational visions are prevalent today? What does this moment in history demand of us, and what might we imagine for the future? How might Jewish education serve as a tool to transform learners, communities, and society? In an ongoing dialogue across 4 semesters, this course provides a historical and sociological framework for charting an educational vision and planning for Jewish education. Students are invited to explore "the big picture" of Jewish education, by analyzing a variety of priorities in Jewish education, including cultural literacy, social justice, creative society, identity, Jewish values and more. The sequence explores classic texts and contemporary manifestos that describe aspirations and existence proofs in education and Jewish education. Students will clarify and articulate the ideologies of Jewish education that they will enact in their leadership. Students will read extensive literature and learn to produce publishable advocacy pieces for a variety of stakeholders, both local and national/global. Bridge to residencies: students will produce communications to stakeholders in their communities that articulate the rationale for their program aspirations and approach to Jewish education. Students may co-author with their supervisors and/or faculty.

EDU 579D – Charting the Future of Jewish Education D – 1.50 credits – Miriam Heller Stern

What can we learn from historic visionary educational ideas? What educational visions are prevalent today? What does this moment in history demand of us, and what might we imagine for the future? How might Jewish education serve as a tool to transform learners, communities, and society? In an ongoing dialogue across 4 semesters, this course provides a historical and sociological framework for charting an educational vision and planning for Jewish education. Students are invited to explore "the big picture" of Jewish education, by analyzing a variety of priorities in Jewish education, including cultural literacy, social justice, creative society, identity, Jewish values and more. The sequence explores classic texts and contemporary manifestos that describe aspirations and existence proofs in education and Jewish education. Students will clarify and articulate the ideologies of Jewish education that they will enact in their leadership. Students will read extensive literature and learn to produce publishable advocacy pieces for a variety of stakeholders, both local and national/global. Bridge to residencies: students will produce communications to stakeholders in their communities that articulate the rationale for their program aspirations and approach to Jewish education. Students may co-author with their supervisors and/or faculty.

EDU 583 – Leading Change in Jewish Education – 2 credits – Laura Novak Winer

This course will introduce students to the similarities and differences between incremental, intrapreneurial change and transformational change and will help them develop the capacity to lead both types of change, including developing human and financial support for change. Bridge to residencies: students will either lead an incremental change or participate in a transformational change process. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 584 – Leading Amidst Complexity – 1 credit – Michael Zeldin

Complexity and uncertainty challenge every educational leader as they come to realize that command and control leadership is rarely effective. This course will help students develop strategies for leading amidst complexity. Particular emphasis will be placed on managing enduring dilemmas where two values stand in tension with one another. Bridge to residencies: students will lead the faculty, a board or committee, or a group of parents through a deliberation on an enduring dilemma facing the institution.

EDU 586 – Teaching for our Times – 1.50 credits – Miriam Heller Stern

An exploration of issues that are timely and relate to Jewish educational leadership. This course will be responsive to current trends, topics, and issues such as: civil discourse, intersectionality, preparing for and responding to crisis, teaching for justice, and specific social issues of the day. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 591 – Capstone Seminar – 1.50 credits – TBA

As the graduate residency is designed to be a laboratory for student practice, students will create a portfolio of authentic work that applies their coursework in their practice. The portfolio will be a demonstration of two years of work and will include: demonstrations and artifacts of teaching experience; a visionary leadership project; a design project, and an organizational change project. Students will implement each assignment in their graduate residency, analyze the draft, reflect with their Faculty Tutor and Clinical Faculty Mentor/supervisor, and revise accordingly to produce professional-grade work.

In the final semester, students will participate in a brain trust/working group with fellow students, where they will refine and improve upon their original drafts and develop a more expansive project of their choosing. As a means of developing a deeper level of expertise in an area of interest, each student will select one projects to expand for a capstone. The project might be a full curriculum guide; a vision and design for a new program; a digital gallery of teaching strategies; a professional learning module for teachers; or another significant creation crafted and implemented in the residency. Ideally, all of the projects will be authentically situated in their residency, examples of crafted, beautiful work and achievements worthy of listing on their resume and potentially for conference presentation and publication.

EDU 615 – Teaching T’filah – 1.50 credits – TBA

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 650 – Supervised Leadership – 1 credit – Sivan Zakai

Students will have four semesters of supervision with a Faculty Tutor (each worth 1 credit). Over the course of each semester, pods of students will meet monthly as a group with their Faculty Tutor. These group meetings will be curricularized so that all Tutors and students are engaging in the same scope and sequence of learning. Additionally, each student will meet monthly one-on-one with their Tutor in meetings that are tailored to the individual needs of the student to focus on professional socialization, mentorship, and personal areas of growth.

EDU 650 – Supervised Leadership – 1 credit – Laura Novak Winer

Students will have four semesters of supervision with a Faculty Tutor (each worth 1 credit). Over the course of each semester, pods of students will meet monthly as a group with their Faculty Tutor. These group meetings will be curricularized so that all Tutors and students are engaging in the same scope and sequence of learning. Additionally, each student will meet monthly one-on-one with their Tutor in meetings that are tailored to the individual needs of the student to focus on professional socialization, mentorship, and personal areas of growth.

HIS 602 – Modern Jewish History – 3 credits – TBA

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 626 – Inter-marriage and the Changing Jewish Community – 3 credits – Bruce Phillips

MAT 611 – Collaborative Reflective Practice II – 2 credits – Lauran Applebaum

Gathering as a cohort provides an opportunity for students to learn models of collaborative professional reflection such as protocols, lesson study, and Critical Friends work. Topics will include both issues common to all novice teachers and those specific to the unique environments of Jewish day schools. These reflective experiences complement the individual support offered in the Mentored Teaching course.

MAT 621 – Mentored Teaching II – 2 credits – TBA

Mentored Teaching builds upon prior mentoring work and individual needs in order to provide crucial support and feedback on classroom practice. For those pursuing a permanent California teaching credential, this course will fulfill the mentoring/observation requirements for induction.

MAT 631 – Practitioner Research – 2 credits – TBA

In this continuation of MAT 630, students will complete their individual inquiry projects and prepare to share them with colleagues from their schools and cohort in a public seminar prior to graduation.

MGT 541B – Fieldwork Section I: Practitioner & Leadership Development– 4 credits – David Levy

Required and assigned fieldwork experience for all MA students.

Pass/Fail only.

**MGT 541B – Fieldwork Section II: Practitioner & Leadership Development – 4 credits –
Mandi Richardson**

Required and assigned fieldwork experience for all M.A. students.

Pass/Fail only.

MGT 545B – Practicum Section I: Nonprofit Management – 1 credit – David Levy

This unique course is designed to afford students an opportunity to discuss with their peers and their instructor experiences they have encountered in their field placements. Students have maximum opportunity to secure answers to dilemmas and concerns confronting them in a professional setting.

Pass/Fail only.

MGT 545B – Practicum: Nonprofit Management – 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.

MGT 581 – Seminar in Global Innovation – 2 credits – TEAM Taught – Erik Ludwig & Mandi Richardson

The Windmueller Israel Seminar is 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. 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. MSOLI and CJOL students may attend the Seminar at their own expense, which is estimated at \$3,300. Occasionally, limited scholarships are available for MSOLI and CJOL students to support their participation in the Seminar.

Pass/Fail only

MGT 900B – Capstone: Lean Launchpad for the Jewish Nonprofit – 3 credits – Erik Ludwig

The Capstone is offered as a two-semester Jewish nonprofit accelerator. In the first semester, students develop research on a challenge confronting the Jewish communal ecosystem. In the second semester, students develop a business/program to address the identified challenge and bring it through a business model accelerator either as a startup organization or as a program within an existing organization. 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.

PDE 621 – Ordination Seminar B – 1.50 credits – TEAM taught – Dvora Weisberg & Ken Chasen

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 698 – Clinical Pastoral Education (CPE) – 1.50 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.

Pass/Fail only

PHI 602 – Modern Jewish Thought – 3 credits – Leah Hochman

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.

RAB 519 – Portraits in Midrash and Aggada – 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 Aggada. 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 – Josh 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 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.

RTE 590 – Spiritual Direction – 0.50 credits – Ruth Sohn

Monthly meetings provide the opportunity for one-on-one shared exploration of the holy in one's life and for the cultivation and deepening of one's relationship with God, however one understands God. Issues, questions, and decisions concerning home, work, school, relationships, prayer, belief, spiritual practice, work toward tikkun olam and tikkun middot, etc. are all topics which may be brought to the direction session. Spiritual direction helps one learn how to nourish and stay connected to one's own inner life and soul while serving the spiritual needs of others and of the Jewish community. Spiritual Direction is a for-credit, pass/fail course. A half-credit for one academic year will be awarded, for up to one credit for two academic years.

THE 629 – Theology, Ethics, and Gender – 3 credits – Rachel Adler

This course focuses on the differences between gender essentialism and gender as a social construction and the ethical implications for Judaism of both positions. It will consider gender socialization and the intersection between our understanding of gender and Jewish ritual in areas including liturgy and life cycle ritual. Classical texts and modern scholarship will be used as background to consider the creation of welcoming, sensitive communities.

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.

Day School Leadership Through Teaching



DeLeT Program

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

The heart of the 13-month DeLeT credential program is a full-year teaching residency in a Jewish day school in the Los Angeles, San Diego, or San Francisco Bay areas (partner schools vary each year). Through a carefully staged sequence of teaching responsibilities, students gradually learn the intricacies of teaching and, just as importantly, they learn how to think like sophisticated teachers so that they can continue to learn about teaching throughout their careers. In-classroom mentors and visiting Clinical Educators (CEs) offer support and supervision throughout the year.

During the school year, students engage in coursework two evenings each week, either in-person or via video conference. All students come to campus for a full-time intensive summer institute during both the summer before and the summer after their teaching residency.

Students who successfully complete the program are awarded a Certificate in Day School Teaching from Hebrew Union College-Jewish Institute of Religion and also may earn a California Preliminary Multiple Subject Teaching Credential. They may also apply to continue their studies in a 2 semester Masters of the Art of Teaching (MAT) program.

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

DeLeT: Day School Leadership through Teaching is dedicated to fostering teaching excellence in Jewish day schools in North America. Operating at the Rhea Hirsch School of Education on the Los Angeles Campus of HUC-JIR, DeLeT prepares and supports day schoolteachers in the DeLeT credential program, the DeLeT MAT, the DeLeT induction program, and the DeLeT L'Ivrit Certificate of Excellence in Teaching Hebrew. All DeLeT programs include mentored teaching experiences, academic coursework, and cohort-based learning and support.

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 (kallah) 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.

Summer Semester

DeLeT Credential Summer 1:

DLT 501 – Teaching and Learning Seminar – 3 credits

This core 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 teaching residency experience. The first of the four-part course focuses on elements of instruction.

DLT 510 - Child Development and Learning – 2 credits

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 520 - Reading, Language, and Literature – 1 credit

This course introduces students 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 530 – Arts Workshop – 1 credit

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 classroom.

DLT 534 – Educational Technology – 1 credit

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 557 – T’fillah – 1 credit

In this course, students will discover essential understandings of *t’fillah* by using the siddur as a textbook. Each session will analyze the form and content of a major section of *t’fillah*. Additionally, class sessions will look at how *t’fillah* reflects fundamental human experiences and the search for meaning. The class will also look at how *t’fillah* connects to various stages of student developmental levels. Knowledge and experience in this class will lead to the student’s answering a driving question s/he has about *t’fillah*.

DeLeT Credential Summer 2:**DLT 504- Teaching and Learning Seminar – Teaching Practicum – 1 credit**

The culmination of this year-long core course offers an opportunity for students 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 516C Diversity in Schools– 1 credit

Please see complete listing for DLT 516.

DLT 517 Jewish Communities– 1 credit

In this course, students will explore the ideas of understanding and responsiveness to diversity in the classroom, an essential aspect of “caring” in schools and strong pedagogy. They will discuss how diversity is essential for Jewish cultural literacy and begins with teacher preparedness, and that diversity in the Jewish classroom includes ethnic/cultural, religious, socioeconomic and gender components.

DLT 525 – Integrated Social Studies – 1 credit

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, students 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 – 1 credit

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 530 – Arts Workshop – 1 credit

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 559 – Rabbinic Texts – 2 credits

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.

Fall Semester***DeLeT Credential:*****DLT 502 – Teaching and Learning Seminar – 2 credits**

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

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

This course surveys the special needs of learners and programs designed to meet their educational needs within the Jewish day school context. Students 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 521 – Reading, Language, and Literature II – 1 credit

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.

DLT 527 – Mathematics Methods – 1 credit

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 558 – Jewish Values – 1 credit

Integrating *middot* into our classrooms unites teachers serving in Jewish Day School settings. Throughout this course, we will use the framework of *Mussar* to become keen observers of the way our school and our classroom reflects the foundational principles of Judaism. At the same time, we will explore the way our behavior personally reflects some central Jewish values in order to become even stronger role models for our students.

DLT 580 – Supervised Day School Teaching – 4 credits

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

DeLeT Lehora'at Ivrit:**DLT 515A – Hebrew Teaching Practicum – .5 credits**

In the Hebrew Teaching Practicum course, students share lesson plans, dilemmas they encountered in fieldwork, and recordings of their teachings. Peer and instructors' feedback are an integral part of the course.

DLT 561H – Teaching Hebrew I – 1 credit

Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Students 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 562H – Teaching Hebrew II – 1 credit

Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Students 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 580H – Supervised Day School Teaching – 1 credit

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

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.

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 by online courses for one academic year. **Tuition:** The total cost of the program is \$2,000. Many participants share this cost with their school or synagogue employer.

Your contribution is \$2,000.

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.

MEdL – Masters in Educational Leadership

The DeLeT MAT program offers continued learning for DeLeT alumni working as classroom teachers who wish to strengthen their professional practice and skills. Coursework focuses on pedagogical skill, action research design, reflective teaching practice, and collaborative professional development leadership.

Students conduct an action research project according to the field standards of teacher-led action research, including literature review and synthesis. They design, conduct, and share the findings of this inquiry with their peers and professional community. As a cohort, DeLeT MAT students participate in group reflective practice using protocols, writing, and structured exercises to support each other in their teaching. Each student also participates in a year-long individual mentoring relationship, collaboratively identifying areas of growth and working with observations and planning sessions to strengthen these areas.

The DeLeT MAT is a two-semester program held on weekday afternoons and evenings with some Sunday seminars throughout the academic year (August-May).

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

Overview of the Course of Study for the Master of Educational Leadership Program (MEdL)

The MEdL program integrates academic and professional studies, equipping students with a vocabulary and toolbox for visionary, relational, effective leadership in Jewish education. The program is designed to tap into and expand each student's imagination, curiosity, and creativity. Our academic and clinical faculty foster a culture of reflection, inquiry, challenge, and support to enrich all learning, which is the hallmark of the HUC School of Education programs. The coursework will relate directly to the student's graduate residency.

The course of study weaves together five strands of expertise. Each strand is divided into several courses, some required, and some elective.

- **Teaching and Learning (14 credits):** Jewish educators design the conditions where learning is optimized for curiosity, deepening understanding, skill-building, growth, transformation, and community building. The courses in the Teaching and Learning strand prepare educators to make learning come alive, to engage in smart, flexible planning, to make use of creative resources, and to design with an understanding of the learners' needs and their relationship to the subject matter.
- **Aims and Aspirations of Jewish Education (6 credits):** Visionary Jewish educators operate with a deep sense of purpose. They aspire to transform learners' lives and engage learning as a tool for shaping our communities and our world for the better. These courses provide a think tank for educators to investigate the history and current philosophy and practice in Jewish education, analyze trends and ideologies, and imagine what an innovative Jewish educational system for the future might entail.
- **Leadership (12 credits):** Leadership in Jewish education demands a high level of self-awareness, integrity, and clarity of values. This series of courses explores the personal side of becoming an effective leader, the relational dimensions of leadership, and leading within a particular institutional culture. In this strand educators will also learn about managing complex leadership dilemmas and organizational change. Finally, educators will learn essential skills in administration.
- **Judaic Content (15 credits):** The Judaic coursework will give students access to the texts, language, and interpretive skills of the Jewish textual, intellectual, and spiritual heritage. Students will deepen their own Jewish literacy in courses on Bible, Midrash, Rabbinic literature, Jewish history, for both their professional knowledge base and their own connection to Jewish texts and tradition.
- **Teaching and Learning Labs (Teaching of Specific Content Areas) (4.5 - 7.5 credits):** This course of study introduces a series of new electives where students can take deep dives into the classic, current, and creative ways to design effective learning of various subject areas. These subjects include time-honored Jewish academic disciplines such as Bible, rabbinics, and Jewish history. We are also introducing new cutting-edge courses on Teaching Israel and Teaching for the New Millennium, which place students in field-forging conversations about cultivating civil discourse, creative thinking, and social justice.

- **Capstone Seminar (1.5):** Students will create their own unique capstone project, a deep exploration and project that reflects their authentic and original work in their graduate residency. The project is designed to be a professional contribution to the workplace and the field which will share the narrative of the graduate's talent and potential.

DeLeT Fall Semester MAT:

MAT 610 –Collaborative Reflective Practice I – 2 credits

Gathering as a cohort provides an opportunity for students to learn models of collaborative professional reflection such as protocols, lesson study, and Critical Friends work. Topics will include both issues common to all novice teachers and those specific to the unique environments of Jewish day schools. These reflective experiences complement the individual support offered in the Mentored Teaching course.

MAT 620 –Mentored Teaching I – 2 credits

Mentored Teaching builds upon prior mentoring work and individual needs in order to provide crucial support and feedback on classroom practice. For those pursuing a permanent California teaching credential, this course will fulfill the mentoring/observation requirements for induction.

MAT 630 – Practitioner Inquiry– 2 credits

This year-long course allows students to identify a specific area of interest and design an inquiry project to explore it both in and outside of their classroom. Components include literature reviews of current research, integration with Judaics studies content, and action inquiry elements to allow for testing and experimentation in their classroom.

DeLeT Spring Semester MAT:

MAT 611 –Collaborative Reflective Practice II – 2 credits

See course description for MAT 610 for complete description of this year-long course.

MAT 621 –Mentored Teaching II – 2 credits

See course description for MAT 620 for complete description of this two-semester course

MAT 631 – Practitioner Inquiry– 2 credits

In this continuation of MAT 630, students will complete their individual inquiry projects and prepare to share them with colleagues from their schools and cohort in a public seminar prior to graduation.

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 except for 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 several 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.
- Effectively teach 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.
- 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 thorough 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 Canvas.
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 Canvas.
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 Canvas and once signed by the advisor is to be submitted to the Director of the School of Rabbinic Studies, together with the student's proposal.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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 Educational Leadership: 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

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 the academic programs of the College-Institute. This Handbook contains policies and procedures that affect students enrolled in the MEDL & MAJL 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 RHSOE Academic Policies Handbook. Questions regarding the policies and procedures in this Handbook should be addressed to the Director of the Rhea Hirsch School of Education.

Mission Statement

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; to enrich the lives of individuals, and strengthen their families, communities, and society.
- Apply vision, passion, creative thinking, and practical expertise to their work.
- Lead, manage, and educate courageously in a time of uncertainty, instability, and opportunity.

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)

Master of Education Leadership Program (optional MA in Jewish Learning, MAJL)

The Rhea Hirsch School of Jewish Education offers a two-year full-time program divided between core and elective courses. Students are awarded their MEDL after the successful completion of 52 credits at the LA campus. Students choosing MAJL will spend the first year in Israel followed by 2 years in campus for MEDL. MAJL requires 37 additional credits.

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

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Through our whole-person leadership approach, we support creative educators who seek a lifetime of fulfilling work that provides passion, learning and joy, transforming lives and enriching communities. During your two to three years at HUC-JIR, you will:

- Reap the benefits of personalized attention and mentorship from leading Jewish education scholars and thought leaders.
- Immerse yourself in Jewish study and reconnect with your own personal spiritual journey.
- Collaborate with a diverse array of student peers in hands-on courses and real-world professional opportunities, gaining practical skills to advance your career.
- Imagine and innovate creative ways to curate rich cultural experiences for a new generation

Concurrent Master of Arts in Jewish Learning (optional 3-year track): The MEDL is organized into 5 strands – Teaching and Learning Strand, Aims and Aspiration Strand, Leadership Strand, Labs in Pedagogical Content Knowledge in Jewish Education, and Capstone Seminar, with each requiring certain number of credit hours.

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

Program Details:

The MEDL is organized into 5 strands – Teaching and Learning Strand, Aims and Aspiration Strand, Leadership Strand, Labs in Pedagogical Content Knowledge in Jewish Education, and Capstone Seminar, with each requiring certain number of credit hours.” I accidentally asked you to put it where the concurrent degree info was! The paragraph under Concurrent Master of Arts in Jewish Learning (optional 3-year track) should say: “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). Further details about this program will be available with the Program Director.

TEACHING AND LEARNING STRAND – Total 13 credits

EDU 571 Creating a Culture of Learning (2)

This course seeks to educate students about the issues involved in creating learning environments which nurture curiosity, creativity, safety, and are responsive to the current needs of learners. Attention to the factors that go into classroom cultures should be considered a key element of good teaching and learning. This course explores and analyzes approaches to classroom management and discipline, and consideration of ethical dilemmas of teaching. Bridge to residencies: Students will create a blueprint for creating a classroom culture in their residency settings.

EDU 572 Introduction to Pedagogy and Pedagogical Planning (2)

This course introduces students to generic good pedagogical practices including creating a lesson plan, selecting, and implementing appropriate pedagogical techniques, and reflection on action and reflection in action. Bridge to residencies: students will create and implement learning plans.

EDU 573 Understanding the Learners I (1.5)

This course is an orientation to the diverse characteristics, interests, and readiness of learners, and how educators learn to recognize different learning profiles when planning for effective learning. The course draws upon learning theory, human development, affective neuroscience, and socio-cultural trends to prepare educators to navigate building relationships with learners and their parents and consider “learner-centered” and “learning centered” designs. Bridge to residencies: students will develop inquiry and inventory tools to get to know their learners. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

(Note: Students who took EDU 573 in Fall 2020 earned 2 course credits; the credit amount has since been reduced)

EDU 574 Understanding the Learners II (1.5)

Building on the foundation of part 1 of the course, students will now explore the complex dynamics of the many factors that can influence how learning identities develop, including culture, race, class, gender, socioeconomics, power, politics, technologies of learning, etc. Bridge to residencies: Students will learn to identify these dynamics at play and choose the strategies to manage and engage a diverse community of learners. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 575 Advanced Pedagogical Design (1)

Students will practice progressive pedagogical strategies that are often highly valued but difficult to master, including: assessment and making learning visible; differentiation and Universal Design for Learning; teaching for creativity and creative thinking; as well as investigate current trends in teaching. Bridge to residencies: students will create and implement learning plans.

EDU 576 Pedagogy Practicum ABCD (1)

The practicum is the space for reflection and refining of work that builds the muscle and dispositions of an effective educational decision-maker. The students will have four (4) practica in pedagogy (each worth .25 credits). Bridge to residencies: students will plan, teach, record, reflect and re-plan lessons that they teach in their residency settings and are linked to the content, skills, and practices they are learning in the Teaching and Learning Strand courses.

- Pedagogy Practicum A: plan, teach, record, and reflect on a lesson - tied to Intro to Pedagogy & Pedagogical Planning
- Pedagogy Practicum B: plan, teach, reflect, re-plan a lesson – tied to Understanding the Learners II
- Pedagogy Practicum C: taken during Year 2, reteach something from last year, reflect, re-plan
- Pedagogy Practicum D: differentiated lesson: plan, teach, co-reflect with learners, re-plan

EDU 577 Designing Educative Learning (3)

This course introduces students to the fundamental practices of curriculum design, for application in a variety of educational settings (including experiential or informal settings) where learning needs to be planned intentionally and will address such topics as: models of curriculum design including backward design, elements of curriculum design such as formative and summative assessment, alignment, generic and collective practice. Bridge to residencies: students will begin the process of designing a curricular “unit” or “program” for use in their residencies.

EDU 578 Curriculum Practicum (1)

Design and implement a “unit” or “program” with multiple feedback loops, for use in their residencies.

AIMS AND ASPIRATIONS STRAND – Total 6 credits

EDU 579 Charting the Future of Jewish Education ABCD (1.5 per semester)

What can we learn from historic visionary educational ideas? What educational visions are prevalent today? What does this moment in history demand of us, and what might we imagine for the future? How might Jewish education serve as a tool to transform learners, communities, and society? In an ongoing dialogue across 4 semesters, this course provides a historical and sociological framework for charting an educational vision and planning for Jewish education. Students are invited to explore “the big picture” of Jewish education, by analyzing a variety of priorities in Jewish education, including cultural literacy, social justice, creative society, identity, Jewish values and more. The sequence explores classic texts and contemporary manifestos that describe aspirations and existence proofs in education and Jewish education. Students will clarify and articulate the ideologies of Jewish education that they will enact in their leadership. Students will read extensive literature and learn to produce publishable advocacy pieces for a variety of stakeholders, both local and national/global. Bridge to residencies: students will produce communications to stakeholders in their communities that articulate the rationale for their program aspirations and approach to Jewish education. Students may co-author with their supervisors and/or faculty.

LEADERSHIP STRAND – Total 12 credits

EDU 580 Entering an Organization (1)

Students will develop the tools to understand an organization through the structural, political, human resources and symbolic frames. They will learn anthropological tools for learning about an organization. Bridge to residencies: students will get to know their residencies by asking questions and analyzing their residency sites through the 4 frames.

EDU 581 Leading Professional Learning (1)

Educational leaders foster growth and learning for faculty by nurturing professional learning communities. This course introduces students to a wide range of approaches to professional learning communities in education and exposes them to multiple models in the field. Bridge to residencies: students will create and lead a professional learning community.

EDU 582 Instructional Leadership (1)

Instructional leaders assure high quality educational experiences for students by supervising and evaluation teachers and others responsible for delivering educational experiences. Students will learn a variety of approaches to supervision and will develop the skills of observing teachers, conferencing with them, and providing them with feedback. Students will also learn various approaches to teacher evaluation. Bridge to residencies: students will supervise a teacher over a 3-month period.

EDU 581B Professional Learning and Instructional Leadership (2)

Note: This course was created in Fall 2020 when we combined EDU 581 & EDU 582 into one course with one adjunct instructor. If in the future the courses need to be separated again, those course codes still exist.

Educational leaders foster growth and learning for faculty by nurturing professional learning communities as well as by supervising and evaluating teachers and others responsible for delivering educational experiences. This course introduces students to a wide range of approaches to professional learning communities in education and exposes them to multiple models in the field. Additionally, students will learn a variety of approaches to supervision and will develop the skills of observing teachers, conferencing with them, and providing them with feedback. Students will also learn various approaches to teacher evaluation. Bridges to residencies: students will create and lead a professional learning community; students will supervise a teacher over a 3-month period.

EDU 583 Leading Change in Jewish Education (2)

This course will introduce students to the similarities and differences between incremental, intrapreneurial change and transformational change and will help them develop the capacity to lead both types of change, including developing human and financial support for change. Bridge to residencies: students will either lead an incremental change or participate in a transformational change process. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 584 Leading Amidst Complexity (1)

Complexity and uncertainty challenge every educational leader as they come to realize that command and control leadership is rarely effective. This course will help students develop strategies for leading amidst complexity. Emphasis will be placed on managing enduring dilemmas where two values stand in tension with one another. Bridge to residencies: students will lead the faculty, a board or committee, or a group of parents through a deliberation on an enduring dilemma facing the institution.

EDU 585 Leading with Integrity: The Human Side of Leadership (2)

The self is the most powerful tool a leader can use to motivate others to pursue the shared ideals of an organization. Students will learn effective habits for managing themselves and will come to understand how they can use their strengths in interacting with others. Students will explore the power and limitations of empathy in working with children, families and staff members and will examine different perspectives on integrity which lies at the heart of effective leadership in Jewish settings. Students will also consider the challenging emotional realities facing Jewish educational leaders. Bridge to residencies: students will craft a personal statement on one's approach to Jewish educational leadership.

EDU 650 Supervised Leadership ABCD (4)

Students will have four semesters of supervision with a Faculty Tutor (each worth 1 credit). Over the course of each semester, pods of students will meet monthly as a group with their Faculty Tutor. These group meetings will be curricularized so that all Tutors and students are engaging in the same scope and sequence of learning. Additionally, each student will meet monthly one-on-one with their Tutor in meetings that are tailored to the individual needs of the student to focus on professional socialization, mentorship, and personal areas of growth.

TEACHING AND LEARNING LABS – Total 4.5 credits required for MEdL students. Total 7.5 credits required for MAJL students

EDU 514 Teaching the Jewish Past (1.5)

Teaching the Jewish Past focuses on developing pedagogical skills and pedagogical content knowledge necessary for the teaching of Jewish history and heritage. Students will explore key issues relevant to teaching the Jewish past in a variety of educational contexts. Topics will include understanding the multiple and often competing goals for Jewish history education, teaching with primary and secondary sources, designing historical simulations and reenactments, and more.

EDU 586 Teaching for Our Times (1.5)

An exploration of issues that are timely and relate to Jewish educational leadership. This course will be responsive to current trends, topics, and issues such as: civil discourse, intersectionality, preparing for and responding to crisis, teaching for justice, and specific social issues of the day. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 587 Teaching for Contemporary Jewish Living (1.5)

An exploration of dilemmas and approaches to teaching about Jewish ritual, observance and practice for contemporary Jewish learners, the purposes and aims of teaching these content areas, along with a variety of strategies. Topics include ritual, lifecycle, holidays, liturgy, *middot* and “Jewish Sensibilities.” This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 588 Israel Education in North America (1.5)

An exploration of the key dilemmas and approaches to teaching about Israel, and the competing purposes of Israel education in American Jewish contexts, along with a variety of strategies. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 589 Teaching Hebrew (1.5)

An exploration of different pedagogies of Hebrew language instruction.

Managing the distinctive pedagogies of modern, classical, and liturgical Hebrews. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 590 Israel Seminar (1.5) - Required for all MEdL students not earning the concurrent MAJL

A 10-day Israel experience which engages learners in thinking about the pedagogy of immersive Israel experiences, Zionism, and peoplehood.

RAB 632 Reading and Teaching Talmud (1.5) (existing course)

BIB 430 Teaching Bible to Adults (1.5) (existing course)

EDU 592 Special Topics course (credit varies by semester) occasional special topics courses that may be offered for only one or two semesters.

EDU 591 Capstone Seminar (1.5)

As the graduate residency is designed to be a laboratory for student practice, students will create a portfolio of authentic work that applies their coursework in their practice. The portfolio will be a demonstration of two years of work and will include: demonstrations and artifacts of teaching experience; a visionary leadership project; a design project, and an organizational change project. Students will implement each assignment in their graduate residency, analyze the draft, reflect with their Faculty Tutor and Clinical Faculty Mentor/supervisor, and revise accordingly to produce professional-grade work.

In the final semester, students will participate in a brain trust/working group with fellow students, where they will refine and improve upon their original drafts and develop a more expansive project of

their choosing. As a means of developing a deeper level of expertise in an area of interest, each student will select one projects to expand for a capstone. The project might be a full curriculum guide; a vision and design for a new program; a digital gallery of teaching strategies; a professional learning module for teachers; or another significant creation crafted and implemented in the residency. Ideally, all the projects will be authentically situated in their residency, examples of crafted, beautiful work and achievements worthy of listing on their resume and potentially for conference presentation and publication.

Faculty Tutors will oversee student progress on the portfolio and ensure the quality of the individualized trajectory tied to the residency. The final portfolio products will be significantly edited, professional-quality work. This approach is designed to shift from the habits of completing an academic assignment with no real-world consequences, to refining work to meet high standards and the real needs of institutions and learners.

In the final semester, students will participate in a brain trust/working group with fellow students, where they will refine and improve upon their original drafts and develop a more expansive project of their choosing. (This is similar to our current curriculum guide process, but the students will have more options besides a curriculum.)

As a means of developing a deeper level of expertise in an area of interest, each student will select one of these projects to expand for a capstone during the final semester of study. The project might be a full curriculum guide; a vision and design for a new program; a digital gallery of teaching strategies; a professional learning module for teachers; or another significant creation crafted and implemented in the residency. Ideally, all the projects will be authentically situated in their residency, examples of crafted, beautiful work and achievements worthy of listing on their resume and potentially for conference presentation and publication.

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 on 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.

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 can 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

Zelikow School of Jewish Nonprofit Management



Mission & Values

Our graduates lead the business of Jewish life. For over 50 years, the Zelikow School of Jewish Nonprofit Management has shaped the Jewish future by educating its leaders.

The Zschool is a transformative gathering place for nonprofit professionals interested in Jewish social innovation and leadership studies to learn and collaborate. We use creative problem solving to spark creative solutions to today's Jewish nonprofit challenges. Our students are activists, intellectuals, artists, musicians, engineers, rabbis, social workers, educators, and policy wonks that include dual degree students as well as students concurrently enrolled in the cantorial, education and rabbinic programs of HUC.

Since our founding in 1968, as the School of Jewish Communal Service, we have maintained a distinguished reputation as a premier center for the education of Jewish nonprofit leaders. Our students and alumni are a community of difference makers with global reach and impact.

Our Values Approach to Education

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 find. 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.

The Zschool Method

We believe in *a different way to school*. Zschooling works best when students arrive with a willingness to:

Get Lost (in it). Immerse yourself in the content.

Chat (someone's ear off). Express yourself! Talk it, type it, live it and seek feedback with curiosity.

Make (something bold happen). Bring into being by forming, shaping, or altering material.

Think different (about it). Just because the course is over does not mean the learning is done. Keep challenging your own understanding.

Academic Programs & Experiences

Master of Science in Organizational Leadership and Innovation (MSOLI)

Degree students will generally complete 34-44 credits depending on the specific course of study. This is an accelerated degree and may be taken as a low residency program, completed on the following semester sequence: Summer One/Fall One/Spring One/Summer Two.

Master of Arts in Jewish Nonprofit Management (MAJNM)

Degree students will generally complete 38-52 credits depending on whether it is taken as a single or dual degree and the specific course of study. This degree may be taken as a low residency program and is completed on the following semester sequence: Summer One/Fall One/Spring One/Summer Two/Fall Two/Spring Two and includes the Israel Seminar in December of 2021.

Dual Degrees with MAJNM

Dual Degrees may be completed independently with most universities with prior departmental approval.

USC Dual Degrees with MAJNM

Master of Social Work (USC Suzanne Dworak-Peck School of Social Work) & MAJNM

Master of Public Administration (USC Price School of Public Policy) & MAJNM

Master of Communication Management (USC Annenberg School of Communication) & MAJNM

Master of Business Administration (USC Marshall School of Business) & MAJNM

HUC Concurrent Degrees

Cantorial Studies & MAJNM

Education Studies & MAJNM

Rabbinic Studies & MAJNM

Certificate in Jewish Organizational Leadership (CJOL)

Certificate students must complete a minimum of 10 credits during the summer semester.

While all these programs have some common courses, each has its own particular set of courses, schedule of classes, fieldwork, and capstone requirements. Students should carefully review the program descriptions for the requirements of their degree track. Please consult with the Director of the Zelikow School regarding courses, credits, schedules, requirements, or any other matter relating to the academic program. Dual Degree students should also ensure that they meet with the academic advisor for the degree program that they are pursuing outside of HUC in order to ensure the necessary requirements are met for completion of that institution's degree.

Fieldwork Experience

Fieldwork provides supervised and structured professional experiences in a variety of Jewish communal organizations. Guided by carefully constructed educational objectives, fieldwork provides invaluable practitioner and leadership training, engaging students in experiential learning which integrates the theory developed in the classroom with the practice experienced in the workplace. Through individually tailored placements and carefully monitored supervision, fieldwork provides a structured professional experience to further develop leadership capabilities. If you have questions about the fieldwork experience, please consult with the Associate Director.

Global Nonprofit Innovation Seminar

The Windmueller Israel Seminar is 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. Students in the MAJNM degree track receive a scholarship and are required to attend the Seminar for credit. All students are required to cover the cost of their own airfare, on-ground travel, and incidentals that are not directly provided within the Seminar. MSOLI students may attend the Seminar at their own expense. Occasionally, scholarships are available for MSOLI students to support their participation in the Seminar.

Capstone Project

The Capstone is offered as a two-semester experience in a 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 the Nonprofit 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 practices used to launch a startup organization.

Cohort Learning

The Zschool 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.

Scholar-in-Residence

Our scholars-in-residence provide 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. Rabbi Louis Bernstein Scholars-in-Residence have previously included some of America's contemporary luminaries including Alan Gill, Executive Vice President Emeritus of the American Jewish Joint Distribution Committee, as well as Chip Edelsberg, Executive Director Emeritus of Jim Joseph Foundation, and Rachel Levin, Executive Director of Righteous Persons Foundation, 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.

Summer Culmination & Graduation Ceremonies

The Zelikow School Summer Culmination & Graduation 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.

Policies & Practices

HUC Academic Policies

Please refer to the National Student Academic Handbook for a complete description of the academic policies of HUC. We advise you to become familiar with the information in the student handbook as it is designed to support your experience as a student. You can access the student handbook on the National Registrar's web page of the HUC.EDU website.

Zelikow School Attendance Policy

Approximately 6 hours of work per week in mixed modalities (synchronous and asynchronous). The academic integrity and cohort experience of the Zelikow School depends on students attending all scheduled class meetings. Absence from class may be reflected in the student's grade and result in a need to retake the course.

Calendar, Class Schedule & Textbooks

Make sure that you are in the right place at the right time. The Zschool operates on a different schedule and calendar than HUC and that program specific information is only available on the zschool.huc.edu website. Students should review all calendar and course information carefully and meet with the Associate Director of the Zelikow School if they have any questions regarding registration for classes in their particular program of study. A list of required textbooks for courses is available on the National Registrar's web page of the HUC website and from individual instructors.

Our Thoughts on Communication

We maintain high expectations for our students and believe that school offers a laboratory for your professional practices. While not comprehensive, 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.

How We Eat Together

How we eat together reflects how we gather. 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 dietary 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.

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 (odd-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 of 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 (odd-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 (odd-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.

Culmination Ceremonies

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

Master of Science in Organizational Leadership and Innovation

(Course Sequence Example)

MS ORGANIZATIONAL LEADERSHIP AND INNOVATION

Degree students will generally complete 34-44 credits depending on the specific course of study. This is an accelerated degree and may be taken as a low residency program, completed on the following semester sequence: Summer One/Fall One/Spring One/Summer Two. 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 will meet credit requirements for graduation.*

SUMMER ONE

MGT 512A	Leadership and Change Management (Encounter Seminar, if offered)	(1)
MGT 513	Jewish Culture Wars: Language of the Board Room	2
MGT 515A	Encounter Seminar: Fundamentals of Creative Problem Solving (Bootcamp Seminar)	1
MGT 519	Entrepreneurial Leadership	2
MGT 521	History of Jewish Ideas and Communal Trends	2
MGT 527	Evolution and Structure of the American Jewish Community	2
MGT 531	Fundraising and Financial Resource Development	2
MGT 540	Introduction to Jewish Communal Institutions	<u>2</u>
		13

FALL ONE

MGT 541A	Fieldwork Section II: Practitioner and Leadership Development	4
MGT 546A	Practicum: Nonprofit Management	<u>1</u>
		5
<i>(and/or)</i>		
MGT 900A	Capstone: Research Methods	(3)

SPRING ONE

MGT 541B	Fieldwork Section II: Practitioner and Leadership Development	4
MGT 546B	Practicum: Nonprofit Management	1
MGT 581	Global Innovation Seminar: Windmueller Israel Seminar (Elective, December 2021)	<u>(2)</u>
		5
<i>(and/or)</i>		
MGT 900B	Capstone: Lean Launchpad for the Jewish Nonprofit	(3)

SUMMER TWO

MGT 512B	Leadership and Change Management 2 (Encounter Seminar, if offered)	(1)
MGT 515B	Encounter Seminar: Fundamentals of Creative Problem Solving 2 (Bootcamp Seminar)	1
MGT 523	Nonprofit Leadership	2
MGT 573	Nonprofit Finance and Planning	2
MGT 579	Applied Jewish Wisdom	2
MGT 590	Collaborative Communication	2
MGT 592	Organizational Management and Supervision (Elective)	(2)
MGT 596	Board Development	

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11

Students may also choose to register for additional elective courses as offered.

Master of Arts in Jewish Nonprofit Management

(Course Sequence Example)

MA JEWISH NONPROFIT MANAGEMENT

Degree students will generally complete 38-52 credits depending on whether it is taken as a single or dual degree and the specific course of study. This degree may be taken as a low residency program and is completed on the following semester sequence: Summer One/Fall One/Spring One/Summer Two/Fall Two/Spring Two and includes the Israel Seminar in December of 2021. Please be aware that specific courses are subject to change and you should consult your academic advisor if you have any questions.

SUMMER ONE

MGT 515A	Encounter Seminar: Fundamentals of Creative Problem Solving (Bootcamp Seminar)	1
MGT 521	History of Jewish Ideas and Communal Trends	2
MGT 527	Evolution and Structure of the American Jewish Community	2
MGT 531	Fundraising and Financial Resource Development	2
MGT 540	Introduction to Jewish Communal Institutions	2
MGT 544	Organizational Development	<u>2</u>
		11

FALL ONE

MGT 541A	Fieldwork Section I: Practitioner and Leadership Development	4
MGT 545A	Practicum Section I: Nonprofit Management	<u>1</u>
		5

SPRING ONE

MGT 541B	Fieldwork Section I: Practitioner and Leadership Development	4
MGT 545B	Practicum Section I: Nonprofit Management	1
MGT 581	Global Innovation Seminar: Windmueller Israel Seminar (December 2021)	<u>2</u>
		7

SUMMER TWO

MGT 515A	Encounter Seminar: Fundamentals of Creative Problem Solving 2 (Bootcamp Seminar)	1
MGT 523	Nonprofit Leadership	2
MGT 573	Nonprofit Finance and Planning	2
MGT 579	Applied Jewish Wisdom	2
MGT 590	Collaborative Communication	2
MGT 596	Board Development	<u>2</u>
		11

FALL TWO

MGT 541A	Fieldwork Section II: Practitioner and Leadership Development	4
MGT 545A	Practicum Section II: Nonprofit Management	1
MGT 900A	Capstone: Research Methods	<u>3</u>
		8

SPRING TWO

MGT 541B	Fieldwork Section II: Practitioner and Leadership Development	4
MGT 545B	Practicum Section II: Nonprofit Management	1
MGT 900B	Capstone: Lean Launchpad for the Jewish Nonprofit	<u>3</u>
		8

Students may also choose to register for additional elective courses as offered.

Certificate in Jewish Organizational Leadership

(Course Sequence Example)

Certificate

Certificate students must complete a minimum of 10 credits during the summer semester. Please be aware that specific courses are subject to change and you should consult your academic advisor if you have questions.

MGT 515A	Encounter Seminar: Fundamentals of Creative Problem Solving (Bootcamp Seminar)	1
MGT 523	Nonprofit Leadership	2
MGT 527	Evolution and Structure of the American Jewish Community	2
MGT 531	Fundraising & Financial Resource Development	2
MGT 540	Introduction to Jewish Communal Institutions	2
MGT 544	Organizational Development	<u>2</u>
		11

Students may also choose to register for additional elective courses as offered.

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 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 Dean's office, 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 2021 – 2022

Tuition & Fees Schedule for Academic Year 2020-21 Approved (March 2020)

RABBINICAL SCHOOL

Master of Arts in Hebrew Letters (Cincinnati and Los Angeles),

Master of Arts in Hebrew Literature (New York), and Rabbinical Ordination

Annual Tuition - Cincinnati, New York, and Los Angeles

\$27,000

Student Activity Fee (Full-Time)

\$25 (Los Angeles)

\$35 (New York)

\$36 (Cincinnati)

SCHOOL OF EDUCATION

Student Activity Fee (Full-Time)

\$35

(All programs except for the DeLeT and Executive M.A. Program)

DeLeT: Day School Teachers for a New Generation

Annual Tuition – DeLeT Credential

\$27,000

Certificate: Annual Tuition**

\$10,000

Certificate of Excellence for Teaching Hebrew

\$2,000

Certificate of Excellence for Teaching Hebrew (Alumni)

\$1,000

**Hebrew Specialty Certificate only:

The certificate program host participation fees vary and will be determined upon admission into the program.

Executive Master of Arts in Jewish Education

National Program

Tuition

\$800 per credit hour for all cohorts 9 & 10

Israel Seminar (determined annually as to when the seminar will take place)

\$1,500

Master of Arts in Educational Leadership

Rhea Hirsch School of Education

Annual Tuition – Los Angeles

\$27,000

Master of Arts in Jewish Education

Rhea Hirsch School of Education

Annual Tuition – Los Angeles

\$27,000

Master of Arts in Jewish Learning

Rhea Hirsch School of Education

Annual Tuition – Los Angeles

\$27,000

Master of Arts in Religious Education

New York School of Education

Annual Tuition – New York

\$27,000

SCHOOL OF GRADUATE STUDIES

Student Activity Fee (Full-Time)

\$30

(All programs except Dissertation, Doctor of Hebrew Letters and Doctor of Ministry)

Doctor of Hebrew Letters

Annual Tuition - Cincinnati, New York, and Los Angeles

\$1,600 (Alumni)

\$2,000 (Non-Alumni)

Doctor of Ministry

Annual Tuition (Level 1 and Level 2 only) – New York

\$10,588

Seminar Fee★

\$350 each

Spring Intensive

\$1,050

Individualized Electives

\$1,325 each

Demonstration Project Fee (Level 3 only)

\$1,500

Continuation Fee (Level 4 and beyond)

\$1,200

Level 1 cost in addition to Annual Tuition

Fall Only: One Seminar Fee★
 Spring Only:
 Spring Only:
 One Spring Intensive Fee

Level 2 cost in addition to Annual Tuition

Fall Only: One Seminar Fee★
 Two Seminar Fees★ and
 Two Seminar Fees★

Doctor of Philosophy in Judaic and Cognate Studies

Annual Tuition - *Cincinnati* \$27,000
 Candidacy Fee \$2,800
 Dissertation Fee \$400

Master of Arts in Jewish Studies, Cincinnati***Master of Arts in Judaic Studies, New York***

Annual Tuition \$13,500

SCHOOL OF SACRED MUSIC***Master of Sacred Music and Cantorial Ordination****Debbie Friedman School of Sacred Music*

Annual Tuition - *New York* \$27,000
 Coaching Fee \$550
 Student Activity Fee (*Full-Time*) \$35

SCHOOL OF JEWISH NONPROFIT MANAGEMENT***Master of Arts in Jewish Nonprofit Management******Master of Science in Organizational Leadership & Innovation****Zelikow School of Jewish Nonprofit Management*

Annual Tuition – *Los Angeles* \$27,000
 Student Activity Fee (*Full-Time*) \$25

*HUC-JIR/USC Dual Degree students:**Courses taken at USC will be billed per credit hour based on USC tuition rates.*

Jewish Organizational Leadership (JOL) Certificate \$13,500
 (*One Summer Semester*)

Concurrent full-time HUC-JIR dual degree students in the JOL Certificate Program or the two summer Zelikow Master Program. \$3,375 (*Summer Semester Only*)

YEAR-IN-ISRAEL*Cantorial, Education, Rabbinical and Zelikow Programs*

Annual Tuition \$27,000
 Pre-Ulpan \$1,250
 Student Activity Fee (*Israel*) \$150
 Summer Ulpan \$1,400
 Program Service Fee \$1,600

ADDITIONAL FEES FOR ALL PROGRAMS AND PER CREDIT HOUR COSTS

Application Fee \$100 *Non-Refundable*

Enrollment Confirmation Fee \$200 *Non-Refundable*

(Except Doctor of Philosophy in Judaic and Cognate Studies)

Graduation Fee \$200

(Except DeLeT and Doctor of Hebrew Letters)

Cantorial and Rabbinical Ordination Fee \$200

Part-Time Students and Auditors

Part-Time for Credit (*per credit hour*) \$1,700

Part-Time for Audit (*per credit hour*) \$850

HUC-JIR Alumni for Credit (*per credit hour*) \$1,100

HUC-JIR Alumni for Audit (*per credit hour*) \$550

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 because 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 2021 – 2022

For all 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) is considered 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 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 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 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 semester	100%
During the third week of a semester	50%
During the fourth week of a semester	25%
After the fourth week of a semester	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 in full.

UNPAID 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 Canvas. Also, each semester must be paid in full in order to register for coursework. Student accounts not paid in full by the specified payment due dates will be subject to a Business Hold that will prevent the registration of future coursework, a Late Fee of \$150 plus interest at a rate of 1% for each month the account remains delinquent. Late fees will not be waived for any reason once applied to a student's account. 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.

ACADEMIC YEAR AND ANNUAL FULL-TIME TUITION DEFINED

1. An academic year is defined in the order of Summer, Fall and Spring Semesters.
2. The College-Institute's full-time annual tuition is for the entire academic year.

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 Canvas. 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.

Diplomas and transcripts will be exempted from any kind of hold.

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 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 based on 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)

Loan Amount	Example: 5.30%		Example: 8.25%	
	# 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
\$21,000.00	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 based on 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 located on the Financial-Aid web page. 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 \$26,500 for the 2020-21 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) must 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 must 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.

Monitor's 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.

Since 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



Equal Opportunity and Non-Discrimination Policy

The Hebrew Union College – Jewish Institute of Religion (the “College-Institute”), as an institution of higher education, a community of scholars, a religious institution and employer, is committed to the elimination of unlawful discrimination and the provision of equal opportunity in all aspects of education and employment. As a matter of policy and, where applicable, to comply with local, state and federal laws, College-Institute prohibits unlawful discrimination on the bases of race, color, ancestry, national origin, ethnicity, religion (including observance of Sabbath), disability, medical condition, use of service dog, marital and familial status, age, sex, sexual orientation, status as a victim of domestic violence, assault or stalking, gender identity and expression, genetic information, AIDS/HIV, pregnancy, political activities or affiliations, military or veteran status, prior arrests or criminal accusations and, subject to applicable requirements, prior convictions, lawful off-work conduct and any other legally protected status or activity (“protected status”). However, nothing in this policy waives or restricts the ability of the College-Institute, a religious institution, to exercise its First Amendment right to make personnel and other decisions consistent with and according to its Jewish faith.

All personnel actions including recruitment, selection, hiring, training, compensation, benefits, transfers, and promotions for all job classifications shall conform to this commitment. All educational activities, including recruitment, admission and decisions affecting academic standing and status, shall likewise conform. This policy is in aid of creating an environment where all College-Institute constituencies, including students, employees, faculty, administrators, governors, overseers, volunteers, visitors and other third parties with whom the College-Institute community interacts do not engage in and are free from unlawful discrimination.

College-Institute will respond promptly to allegations of discrimination, harassment, and retaliation. The College-Institute will conduct investigations and take appropriate corrective action, including disciplinary action, up to and including dismissal or expulsion, against individuals found to have violated its policies, and provide, where appropriate, assistance to complainants and the College-Institute community.

The College-Institute prohibits retaliation against anyone who submits a complaint of unlawful discrimination or who assists or participates in any manner in a related investigation or proceeding. This provision may not apply to complaints established to have been made with knowing falsity and malice.

For inquiries regarding discrimination, harassment, or retaliation, please contact the EEO and Title IX Coordinator at:

New York Campus Dean, Rabbi David Adelson, 212-824-2217

Cincinnati Campus Dean, Rabbi Jonathan Hecht, (513) 487-3255

Los Angeles Campus Dean, Joshua Holo, (213) 749-3424

Jerusalem Campus Dean, Rabbi Naamah Kelman, 972-2-620-3331

Americans With Disabilities Act

The College-Institute is committed to complying with federal, state, and local laws protecting the rights of individuals with disabilities. College-Institute recognizes that some individuals with disabilities may require accommodations. Consistent with those laws, College-Institute will make a reasonable accommodation(s) for the known physical or mental limitations of an otherwise qualified individual with a disability unless an undue hardship or direct threat to the individual or others would result.

Any employee or applicant for employment who requires an accommodation in order to apply for a position or to perform the essential functions of a job should contact the National Office of Human Resources and request such an accommodation:

New York Campus Dean, Rabbi David Adelson, 212-824-2217

Cincinnati Campus Dean, Rabbi Jonathan Hecht, (513) 487-3255

Los Angeles Campus Dean, Joshua Holo, (213) 749-3424

Jerusalem Campus Dean, Rabbi Naamah Kelman, 972-2-620-3331

For students, please see the Disability Services Policy (<http://huc.edu/sites/default/files/About/policies/2017/Disability.pdf>) for more information and specific contact information.

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, National Director of Human Resources, 3101 Clifton Ave., Cincinnati, OH 45220, (513) 487-3215.

Alternately, you can make a report or complaint to the Student Support Help Desk, (844) 317-HELP.

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, 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:

1. Preliminary review of the complaint by the EEO Coordinator to determine whether probable cause exists to believe a violation of this policy occurred.
2. 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.
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.
6. 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

Accommodations

Students who believe they will need academic or other accommodations to participate as fully as possible in the activities related to their academic program at the College-Institute 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 with the goal of allowing them to access the same educational experiences as their peers to the extent possible. 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 practicable, physical, or instructional barriers to learning encountered by the student with a disability. An accommodation is considered appropriate 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 are deemed unreasonable and will not be granted.

The College-Institute 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, among other factors, 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, the College-Institute commits itself to making its campuses accessible. The campus Director of Student Support will work with the campus Operations Manager to ensure that the campus is physically accessible to the degree practicable. 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 Director of Student Support.

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 Director of Student Support 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 Director of Student Support upon registration for classes of such need. The student will be assigned to meet with the Director of Student Support 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 Director of Student Support.

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, its impact on the student's ability to function and suggest appropriate accommodations.

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 Director of Student Support will review the documentation and any requested accommodations. If necessary, the Director of Student Support will discuss any alternative recommended accommodations with the student. The Director of Student Support 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, working with the Director of Student Support, must notify the faculty member responsible for the class(es) as soon as the determination is reached.

Students receiving accommodations must meet with the Director of Student Support 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 Director of Student Support or the Provost.

NOTE: *The College-Institute 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, as necessary.*

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, College-Institute 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 Director of Student Support 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 Director of Student Support may engage an outside consultant to review the documentation and provide recommendations to the Office. The Director of Student Support 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 Director of Student Support 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 who 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

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

The College-Institute prohibits retaliation against anyone who seeks an accommodation or 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 the College-Institute finds that any student has suffered discrimination or harassment relating to his or her disability, the College-Institute 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 the College-Institute's measures to remediate and/or correct such conduct.

Training

Training will be arranged by the College-Institute Director of Student Support. Occasional updates regarding changes to College-Institute, state, and Federal policies will also be provided as needed.

Policy Against Unlawful Harassment

Unlawful harassment is a kind of discrimination based on a person's protected status as set forth in our EEOC policy and is prohibited. Please see our EEO and Non-Discrimination Policy, incorporated here (<http://huc.edu/equity-inclusion/equal-opportunity-and-non-discrimination>). Also, see our Sexual Misconduct and Internal Personal Violence Policy (<http://huc.edu/equity-inclusion/what-our-policy>).

Harassment Prohibited

Sexual Harassment Defined ("Quid Pro Quo")

No one who supervises or otherwise exercises control over the terms and conditions of an individual's employment or academic status shall threaten or insinuate either explicitly or implicitly that refusal to submit to sexual advances will adversely affect them with regard to a term or condition of employment or education or that submission to such advances will positively affect the individual with respect to a term or condition of employment or education.

Sexual and Other Prohibited Harassment Defined ("Hostile Environment")

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature may constitute sexual harassment when such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

This definition applies to all legally protected statuses, not just sex, including but not limited to, race, color, national origin, ethnicity, religion, disability, age, sexual orientation, gender identity or expression and pregnancy.

Any unwelcome verbal or physical conduct, whether committed by a peer or someone with control over an individual's employment or education, may be viewed as harassment where such conduct is because of a protected status and has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

It is important to know that inappropriate communications or conduct may be reason for intervention and discipline whether or not they are actually "harassing" as a matter of law. We cannot list all examples of poor judgment or unprofessional conduct that are prohibited. However, the following examples will serve to illustrate the kind of speech or behavior we do not want in our academic or work environments. Prohibited conduct, whether or not unlawful, includes such things as:

- Subtle pressure for sexual activity
- Squeezing, rubbing, pinching or other forms of unwanted physical contact
- Degrading words, jokes or innuendos based on a protected status
- Sexually, ethnically, or racially suggestive or demeaning objects or pictures, video, or audio recordings, electronic (including e-mail) or written communications
- Suggestive or insulting sounds or whistles; obscene phone calls; sexting
- Epithets, slurs, negative stereotyping
- Threatening, intimidating or hostile acts relating to any legally protected class
- Pornography
- Written or graphic material that degrades or demeans an individual or group of individuals because of their protected status.

The College-Institute adheres to the principles and traditions of academic freedom and recognizes that these freedoms must be in balance with the rights of others, including the right of individuals not to be unlawfully harassed. It is understood that the principles of academic freedom permit topics of all types, including those with sexual content, to be part of courses, lectures, and other academic pursuits. Materials with sexual or other potentially controversial content that are used or displayed in an educational setting should be related to educational purposes.

Consensual Relations

Consensual sexual or romantic relationships between individuals, one of whom exerts institutional control or influence over the terms and conditions of the other's employment or education, while not unlawful, are problematic. Such relationships threaten the integrity and trust needed in professional relationships and increase the potential for coercion of those in subordinate positions. Consensual romantic and sexual relationships between those of unequal authority and influence may, and often do, lead to harm.

- Such relationships can be detrimental to the employment and/or educational process due to the creation of dual roles and may undermine the integrity of the supervision and evaluation provided.
- Such sexual relationships may lead to or are often perceived by fellow students or coworkers as opportunities for favoritism and biased treatment.
- If a charge of sexual harassment is subsequently lodged, it may be exceedingly difficult to prove mutual consent. Such relationships between peers will not be cause for intervention absent detriment or disruption to the College-Institute. However, consensual may change to non-consensual. That change, if it occurs, is to be immediately respected and accepted. If not, then the individual who has withdrawn consent, is to immediately report under this Policy.

The College-Institute is committed to protecting the academic freedom and freedom of expression of all members of its community and respects the privacy rights of individuals. However, both are subject to intervention when it causes disruption or other harm to the working or academic environment.

Therefore, it is the College-Institute's policy that romantic or sexual relationships between an individual and one over whom s/he exerts control with respect to the terms and conditions of employment or education is prohibited. In the event that a consensual relationship preexists a subsequently developed relationship of unequal influence or authority, the specific circumstances will be reviewed on a case-by-case basis to determine whether an exception to this provision is warranted with the development of appropriate safeguards.

Abusive Conduct

Abusive Conduct is also prohibited. Abusive Conduct, for purposes of this policy, means conduct of a member of the College-Institute community in the workplace or academic environment, with malice, that a reasonable person would find hostile, offensive and unrelated to the College-Institute's legitimate business or academic interests. Abusive Conduct may include repeated infliction of verbal abuse, such as the use of derogatory remarks, insults and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating or humiliating, or the gratuitous sabotage or undermining of a person's work or academic performance. A single act shall not constitute Abusive Conduct, unless especially severe and egregious, but may nonetheless require appropriate corrective action.

Procedures for Reporting Harassment and/or Abusive Conduct for Students

Please use the Reporting Process under the Sexual Misconduct and Interpersonal Violence Policy and Complaint Procedure (<http://huc.edu/equity-inclusion/what-our-policy>).

Procedures for Reporting Harassment and/or Abusive Conduct for Employees

An employee who has experienced or witnessed a perceived violation of this policy must immediately report the matter to their supervisor, Dean or National Director of Human resources. This can be done in person or in writing. The College-Institute wants the opportunity to take prompt action to investigate and resolve these situations. The individual may be accompanied by a peer advisor of his/her choice when meeting with the resource person.

Delay in reporting incident(s) may negatively affect the College-Institute's ability to respond effectively. For example, witnesses may be unable to recall events due to the passage of time, witnesses may have left the College, corroborating evidence may not be available and/or intervening events may have occurred.

While confidentiality cannot be promised, every effort will be made to treat with sensitivity information concerning an allegation of harassment. The intent is to be respectful of all who are involved.

Any sexual abuse of a minor by teachers, staff or volunteers affiliated with the College-Institute must be reported to the College-Institute and to law enforcement or a similar agency. This duty to report applies to medical personnel working at a dispensary, clinic, infirmary, student health center, athletic facility, or similar facility.

Investigating Claims of Harassment or Abusive Conduct

Once a report under this Policy has been made, an investigative team of no fewer than two persons will talk with all parties, individuals named by the complainant and by the respondent and anyone else whom the investigators deem appropriate. Prior to commencing the investigation, the investigators will obtain from the complainant and respondent a signed agreement to participate in the process. Refusal by a party to participate in the process may impede the investigation and, where appropriate, result in disciplinary action.

After obtaining the agreements to participate, the investigators will give the respondent a copy of the complaint. The respondent must provide the investigators with a written response within five days. A copy of the response will be given to the complainant upon receipt by the investigators. The investigators will then commence interviews. Any written material provided by one party to the investigator during the investigation must be shared by the investigators with the other party unless to do so would adversely affect someone in the community.

The investigators will conduct a thorough, impartial, and timely investigation. The privacy of the parties will be respected to the fullest extent possible. Information will be given to individuals other than the parties only on a “need to know basis” for purposes of the investigation, resolution, or legal compliance.

Upon completion of the investigation, the investigators will prepare a report. It will note who was interviewed and any additional forms of information obtained. A summary of interviews will be included along with any relevant documents. The report, along with the original complaint and response, will be sent to the Grievance Review Panel. The purpose of the Grievance Review Panel is to review the investigative report and listen to each party and determine the outcome.

Grievance Review Panel Process

The Grievance Review Panel, not the complainant or respondent, has the burden of proof. The Panel constructs the proof from the material it assembles – primarily through the investigators. The Panel determines what evidence is relevant and what witnesses, other than the complainant and respondent, will be heard. The task of each party is to state clearly how the evidence relates to the allegations. The Panel may ask the investigators to provide additional materials prior to the hearing.

Once the Panel has met initially and reviewed the investigators’ materials, the materials to be used or referenced in the hearing will be given to both parties, unless to do so will seriously adversely affect any member of the College-Institute community. Any materials given to one party must be given to the other.

Both parties will receive at least one week’s advance written notice of the time and place of the hearing. The investigators will attend the hearing and deliberations as resource persons but will not participate in questioning any witnesses or vote on findings or sanctions.

Each party speaks individually with the Panel. The other party is not present. The party may be accompanied by and confer with a support person of his or her choosing, including legal counsel, but only the party is allowed to speak directly to the Panel. The College-Institute may also invite its legal counsel as a non-speaking participant. The Panel will hear the complainant first. It may hear any other witnesses and the respondent in whatever order it determines. The Panel may re-interview a party if it determines it necessary for clarification.

The Panel will explain its process to each party and give each party an opportunity to make brief opening and closing statements. The Panel will devote the remainder of the time to asking questions to clarify the written materials, witness testimony or any other relevant issues it elects to address.

The Panel will reach its decision based on a preponderance of the evidence. This is a qualitative not a quantitative standard and means: “whether or not it is more likely than not that a violation of the harassment policy occurred.”

The Panel will keep official minutes of the hearing and provide a written summary of its deliberations. The official minutes and summary are available to both parties. Generally, the minutes will name witnesses interviewed in the hearing and the deliberation’s summary will reflect the materials considered. If either adversely affects anyone, names will be removed from the copies given the parties. The personal notes of Panel members shall not be available and will be destroyed at the end of the process, to the degree legally permissible.

In deliberations, the Grievance Review Panel shall attempt to reach a consensus. If consensus cannot be reached, a vote shall be taken. All decisions of the Panel shall be made by a majority. When the Panel is not unanimous in its findings or sanctions, the deliberation's summary shall record both majority and minority opinions. The summary shall be signed by all members of the Panel. In the summary there will be no recording of the negative or affirmative votes of any individual members of the Panel.

No later than two weeks after the hearing concludes, the Panel shall send to the complainant and to the respondent a copy of the minutes of the hearing and the summary of the deliberations. The deliberation's summary will note the sanction(s) to be imposed, if any. The minutes and summary shall also be sent to the Dean of the campus, the Provost, the President, and the College's Counsel.

Formal Sanctions

When the finding is that a violation of this Policy has occurred, sanctions shall be imposed upon the offender. If there are previous incidents on file in the Dean's office involving the offender, those may be shared with the Panel after their finding has been reached, but before sanctions are imposed.

Possible sanctions upon faculty, administration and staff may include, but not be limited to:

- Training
- Verbal warning
- Letter of warning or reprimand, and a copy of the corrective action placed in the personnel file of the offender
- Prohibition to participate in grading, recommendations, reappointment, and promotion decisions or other evaluations concerning the complainant
- Denial of access to College-Institute resources, such as travel/research funds or merit or cost of living salary increases for a specific period
- Suspension without pay for a specific period
- Dismissal from the College-Institute in accordance with the established procedures

Retaliation

Retaliation is action 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 that will have the effect of discouraging a reasonable person from making such a complaint or cooperating in a complaint's investigation. The exercise of rights protected under the First Amendment does not constitute prohibited retaliation nor does charging an individual with a Code of Conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

A complainant whose allegations are found to be both demonstrably false and brought with malicious intent will be subject to disciplinary action which may include, but is not limited to, written warning, demotion, transfer, suspension, dismissal, expulsion or termination.

Any act of retaliation is a violation of this policy and will be investigated and adjudicated accordingly. If a student or employee believes he or she has been retaliated against under these circumstances or observes or is aware of such retaliation, he or she must immediately report this to his or her supervisor, the Dean, the National Director of Human Resources or, in the case of students, to Rabbi Andrew Goodman, Director of Student Support, (212) 824-2260.

Record and Monitoring

The record of all formal grievance procedures and any appeals shall be placed in locked files in the offices of the President and the Director of Human Resources. All other copies will be destroyed except a notation of the file's existence will be kept in the Dean's office of the campus where the complainant and respondent are located. The record will include the written complaint and response, a copy of the policies and procedures in place at the time of the event, the minutes of the proceedings and the statement of finding and deliberations summary and any sanction(s).

Access to the record will only be by order of legal process or at the discretion of the President and/or Human Resources Director.

Except as otherwise prohibited by law, (1) requests for access by a certifying or licensing body or Jewish professional association responsible for either party will be given substantial deference and generally be permitted; and (2) if there is a finding that a policy violation has occurred, the Provost shall report the finding to the Placement Director of the Jewish professional association responsible for the offender.

Misconduct by Those External to the Community

The College-Institute will also take prompt remedial action to address perceived violations of this Policy by a vendor, visitor, customer or external third party with whom it has dealings.

The reporting procedures above will apply, although the investigative and adjudicative processes may differ.

Title IX Application

This policy against unlawful harassment applies to protected statuses other than sex. When the protected status at issue is sex, both this policy and the Sexual Misconduct Policy may apply. In that event, the procedures set forth under the Sexual Misconduct Policy, consistent with Title IX's requirements, will take precedence.

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

1. 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.
2. Attendance is required at all announced examinations.
3. Attendance is also taken during the beginning of each semester or term in order to verify enrollment and to determine financial aid eligibility.
4. Academic programs in the College-Institute may establish attendance policies related to those programs.
5. Individual faculty members may also establish attendance policies for their courses.

6. 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.

7. 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.

8. 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.

9. During 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.

a. 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.

b. 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**.

c. At the discretion of the instructor, a student is allowed to attend one external program that conflicts with class time per semester.

10. 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

1. 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.
2. After the end of the second week of the semester a student may not add any courses to his/her program.
3. 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.
4. 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.
5. No student may register for more than 18 credits per semester without the permission of his/her advisor or Program Director.
6. 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

1. 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.
2. 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.
3. 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.
4. Specific programs in the College-Institute may establish more specific add/drop policies based on their academic and course calendars.
5. 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."
6. 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."
7. 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:

- A. It is clearly demonstrable that there is no other course selection that will meet the student's academic needs.
- B. 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.
- C. 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.
- D. 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.
- E. "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 ties.

Leave of Absence

1. 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.
2. Students must inform their Program Director of their intention to return to the program no less than two months before resuming their studies.
3. 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.
4. 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.
5. A student who has been dismissed or asked to withdraw is not eligible for a leave-of-absence for the following year.
6. 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.
7. 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

1. 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.
2. 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

1. 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.
2. 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.

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Grades

1. 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.
2. 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.
3. Grades are available to students by logging into the Student Information System (SIS).
4. 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.

5. Letter grade and Pass/Fail grading tables:

a. The letter grade scale will be as follows:

A+	4.333
A	4
A-	3.667
B+	3.333
B	3
B-	2.667
C+	2.333
C	2
C-	1.667
F	0

b. The Pass/Fail scale will be as follows:

P	Credit/no quality points
LP	Credit/no quality points
F	0

c. Grades in both tables:

I	Incomplete	NA
IF	Incomplete/Fail	0
W	Withdrew	NA
WF	Withdrew Failing	0
AU	Audit	NA
TC	Transfer Credit	NA
CR	Credit by exam, etc.	NA
NG	No Grade reported	
	By faculty member	

6. 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.

a. The change must be submitted to the Office of the National Registrar in writing or via the student's HUC email account.

b. The request must be submitted before the first day of classes for the Fall semester.

c. Requests cannot be honored to retroactively change a student's grading scale and grades for prior semesters.

7. Grade point averages will be calculated in the SIS and on transcripts for all students with any letter grades.

8. 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.”

9. 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.

10. 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

1. Faculty are expected to submit grades into the Student Information System (SIS) for all students within two weeks after the end of final examinations.

2. 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

1. 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.)

2. 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.

3. Incurring three or more Incompletes in one semester or term may jeopardize the student's financial support.

4. 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.

5. 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.

6. No Incompletes are granted for Intensive courses.

7. 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.

8. 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

1. Courses may be repeated with permission of the student's Program Director and in consultation with the faculty member.
2. 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.
3. 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.
4. 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

1. 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.
2. 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

1. 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.
2. 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.
3. 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.
4. 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.

5. 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.

6. 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

1. 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.

2. A student's academic standing may fall within the following categories:

- a. Good Standing
- b. Probation
- c. Suspension
- d. Dismissal

3. A student in good academic standing:

- a. is not on probation
- b. 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.
- c. has earned grades at the "Pass" or "B" level or higher
- d. has no more than one LP or C in a semester

4. 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.
5. 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.
6. If the student fails two (2) courses at any time within two consecutive semesters, he/she will meet with the Student Tenure Committee.
7. 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.
8. The procedures governing a Student Tenure Committee are described under “Academic Tenure” later in this Handbook.
9. 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.
10. 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:

1. all work for each course must be completed by the end of its semester, without incurring any incompletes
2. all incomplete work from previous semesters must be completed
3. 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

1. 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.
2. 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.
3. 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 at the College-Institute.
4. 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

1. 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.
2. 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.
3. 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.
4. 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."

Internal Transfer Credit

1. 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.
2. 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.
3. In these situations, the total exemptions, equivalencies, and substitutions may not total more than 33% of the student's second academic program.
4. 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.
5. 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.
6. 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

1. 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.
2. 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.

3. 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:

1. 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.
2. 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.
3. Successfully complete all fieldwork/clinical requirements of the program as certified by the academic program director.
4. 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.
5. 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.
6. Have resolved all grades of Incomplete at least three weeks prior to the date of graduation/ordination.
7. Successfully complete all assignments by the deadline established for the submission of assignments in the semester of graduation/ordination.
8. Have completed an exit interview with the Office of Financial Aid, if applicable.
9. Have completed an exit interview with his/her Program Director(s).
10. Have made arrangements with all HUC-JIR libraries and resource centers for the return of all materials.
11. Have made arrangements with the Student Accounts Office to settle all outstanding financial matters including any health care/insurance charges.
12. 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

1. 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.
2. 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.
3. 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.
4. The National Registrar's Office publishes the semester schedule for final examinations for each campus.

Student Transcripts and Files

1. 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.)
2. 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.
3. 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.
4. 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.
5. The student's file contains material that usually falls into the following four categories:
 - a. Confidential letters of reference written in support of the student's application.
 - b. 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.
 - c. Grade Evaluations and general correspondence concerning the student contained in a student file.

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

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

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

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

You may ask the College-Institute to amend a record that you believe is inaccurate, misleading, otherwise in violation of your privacy rights under FERPA. 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 should be changed. If the college decides not to amend the record as requested by you, the College-Institute will notify you of the decision in writing and will 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 provide consent prior to the disclosure of personally identifiable information ("PII") 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 typically includes the following: (1) a person employed by the College-Institute in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); (2) a volunteer or contractor who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks; (3) a person serving on the Board of Governors; or (4) 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) The right to appeal an alleged denial of FERPA rights to the:

Office of the National Registrar
Hebrew Union College-Jewish Institute of Religion
3101 Clifton Avenue
Cincinnati, Ohio 45220

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
For additional information:
www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

(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 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 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.

Other Disclosures Permitted without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other school officials, including teachers, within [School] whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

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.

Code of Ethics

Given its mission, Hebrew Union College-Jewish Institute of Religion (the “College-Institute”) establishes the following Code of Ethics (the “Code”), its principles apply to its volunteers (including but not limited to its Boards of Governors and Overseers), employees (including but not limited to its Administrators, Faculty, Staff, Independent Contractors, and vendors), and Students (collectively, “College-Institute community members”). The purpose of the Code is to set forth the ethical expectations for the College-Institute community and our partner institutions with whom we work and place students. This is a statement of principle which cannot serve effectively as a stand-alone document. Rather, its requirement that College-Institute community members act ethically is incorporated into all other College-Institute policies. Our collective and individual duties to act ethically are an inherent part of all policies.

I. Ethical Obligations

A. Complying with Legal and Professional Obligations

The College-Institute requires its members to comply with all applicable federal, state, and local laws and to conform to the highest standards of professional conduct. To the extent the College-Institute community members are governed by standards specific to a profession (such as attorneys, psychologists, professors, or certified public accountants), community members must adhere to those professional standards. For the sake of clarity, when the Code of Ethics contains higher standards than those specific to a profession, this Code of Ethics will prevail.

The College-Institute community members must conduct themselves in accordance with professional principles for scholarly work, including upholding academic codes of conduct and professional standards for research.

The College-Institute strives to recognize vulnerabilities among its community members. Any act or behavior which exploits the vulnerability of another, compromises the College-Institute’s moral integrity and is an ethical violation. It should go without saying that any crime, abuse or attempted crime or abuse committed towards children, the legally incompetent, or those otherwise unable to give consent is never ethical, never acceptable and will be subject to disciplinary action by the College-Institute as well as referral to legal authorities.

B. Academic Integrity

True learning requires an environment of honesty. That environment is undermined by such overtly dishonest acts as misrepresenting your status, work, or qualifications, misappropriating the work of others, fabricating, or manipulating data, plagiarizing, and cheating.

An honest environment may also be impeded by less overt behaviors such as denying students access to or freedom to express divergent views, denying students effective class participation, or deliberately suppressing or distorting subject matter. Members of the College-Institute community are entitled to an informed and impartial evaluation of their work and/or academic performance.

C. Operational Integrity

All financial transactions or data must comply with all applicable legal, regulatory, and professional requirements, as well as College-Institute rules and policies, whether applicable to funding grants, purchase of goods or services or expense receipt processing, as a few examples. The spectrum of financial matters, large and small, is covered.

Relatedly, College-Institute services, time, materials, supplies, equipment, and facilities are dedicated to College-Institute operations, not for any individual's personal benefit.

The use of the information and communication systems of the College-Institute is dedicated to its operations and must reflect its ethics and values. All such systems, including computer programs, electronic mail, voice mail, electronic archives, should primarily be used for business or academic purposes and regardless of the nature of use, must comply in all respects with College-Institute policies, including those prohibiting discriminatory, degrading, or obscene communications.

Users of our information and communication systems must also observe all applicable licensing and other terms and conditions of use, including copyright and other protections of intellectual property. Use professionalism and good judgment when using any information or communication technology, including social media, blogs, message boards, chat rooms, electronic newsletters, online forums, social networking sites and the like. These tools allow the efficient and broad communication of ideas and knowledge.

Inappropriately used, they also enable the rapid and broad dissemination of information that is false, inane, unprofessional, or harmful. Do not post impulsively or without verification of information from third parties. Recognize and take steps to maintain a demarcation between a personal and professional presence on social media. Do not present your personal views as those of the College-Institute. Do not post or comment on social media using your College-Institute title without express authorization.

While the College-Institute recognizes that incidental use of its information and communication systems may be necessary, such usage must be kept at a minimum and not interfere with work or academic efficiency.

D. Social Integrity

The College-Institute is committed to providing a work and academic environment where it not only complies with legal obligations against unlawful discrimination, harassment, and sexual misconduct, but it also maintains a higher standard of treating all individuals with respect, professionalism, and civility. To that end, the College-Institute emphasizes its prohibition against potentially damaging behaviors that may not rise to the level of unlawful conduct, such as bullying or sexual relationships between those of unequal power.

Academic and employment relationships should be based on trust, respect, and mutual regard. Relationships between persons of unequal power are susceptible to coercion, real or perceived. Abuse of power or the exploitation of an individual for one's personal benefit is anathema to an honest academic and/or employment environment. Those persons in a position of authority over another, persons whom they supervise, teach, coach, advise, mentor, or evaluate, for example, must avoid conflicts of interest and are prohibited from engaging or attempting to engage in a romantic or sexual relationship with an individual in a role subordinate to him or her. This prohibition applies to all members of the College-Institute community, including supervisors, administrators, faculty, mentors, and students. In the event that a consensual relationship preexists a subsequently developed relationship of unequal influence or authority, the specific circumstances will be reviewed on a case-by-case basis to determine whether an exemption to this provision is warranted with the development of appropriate safeguards.

E. Avoiding Conflicts of Interest and Commitment

College-Institute community members should not have direct or indirect interests or commitments, financial or otherwise, which conflict with the proper discharge of their duties to the College-Institute. The primary professional allegiance of all College-Institute community members rests with the College-Institute and the advancement of its mission. College-Institute community members are not allowed to solicit or accept any gift, service, or favor that might reasonably influence the discharge of their duties or that they know or should know is being offered with the intent to influence any official conduct. College-Institute community members are not allowed to accept other employment or engage in business or professional activities outside of the College-Institute when such work might reasonably cause real or apparent conflicts of interest or conflicts of commitment.

College-Institute community members must disclose potential conflicts of interest to their supervisor or other relevant official as soon as possible when they realize that a conflict has or potentially may have arisen. In the event a conflict exists, the College-Institute community member must work with the College-Institute to resolve the conflict in accordance with the conflict-of-interest policy or resign from their College-Institute position.

II. Applicability of the Code

College-Institute community members represent the College-Institute whether on campus or elsewhere. The College-Institute expects community members to conduct themselves in a manner that does not injure the College-Institute's mission, community, reputation or standing. The Code extends not only to all College-Institute facilities (including Israel) but to offsite College-Institute events, and any communications made via the internet, including social media and email, or other third-party platforms with any nexus to the College-Institute.

III. Reporting Violations of the Code

A. Collective Responsibility

All College-Institute community members should report actual or suspected violations of the Code in accordance with Section IV. In cases where a person of authority is present and observes such behavior (such as an educator in a classroom, presiding officer in a board meeting, or during faculty meetings), that person has an ethical obligation to prevent that behavior from escalating and to report it.

The College-Institute has an “open door policy” where community members are encouraged to share their questions, concerns, suggestions, or complaints with someone who can address them properly. In most cases, a supervisor is in the best position to address an area of concern of an employee, and a faculty member for a student. However, if an employee or student is not comfortable speaking with a supervisor or faculty member, or is not satisfied with their response, the employee or student is encouraged to speak with the President, Chair of the Board of Governors, or anyone in management whom they feel comfortable approaching. Supervisors and managers are required to report suspected violations of the Code to the College-Institute’s Compliance Officer. For suspected fraud, or when an employee or student is not satisfied or uncomfortable with following the College-Institute’s open-door policy, individuals should contact the Compliance Officer directly.

B. Compliance Officer

The College-Institute’s Compliance Officer is the CFO/VP of Finance and Administration, with support staff from the Department of Human Resources. The Compliance Officer is responsible for investigating and resolving all reported complaints and allegations concerning violations of the Code and may use appropriate staff or third parties as necessary, to assist in investigatory efforts. The Compliance Officer must inform the President and Chair of the Board of Governors of any pending complaints and must provide status updates as necessary to inform the President and Chair of the Board of Governors on the findings of the investigation, the actions taken to resolve the complaint (if any), and a recommendation as to the disciplinary actions to be taken. Should the complaint involve the President, the Chair of the Board of Governors, or any other high-ranking Administrator to which the Compliance Officer feels, in their sole discretion, to be an inadequate investigator to investigate the complaint, the Compliance Officer may refer the matter to an appropriate authority within the College-Institute who can better carry out the duties and responsibilities of the Compliance Officer.

The Compliance Officer has direct access to the Board of Governors and is required to report to the Board of Governors at least once a year on compliance activity, if any.

C. Handling of Reported Violations

All reported violations will be promptly investigated, and appropriate disciplinary or corrective action will be taken if warranted by the investigation. For procedures and due process, see attached Appendix on procedures.

D. Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or with knowing falsity will be treated as a serious disciplinary offense, which may result in written warning, demotion, transfer, suspension, dismissal, expulsion, or termination.

E. Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously directly to the Compliance Officer. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

F. No Retaliation

College-Institute community members who in good faith report a violation of the Code shall be protected from harassment, retaliation, or adverse employment consequence. Any College-Institute community member who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment or expulsion from the College-Institute. This policy is intended to encourage and enable College-Institute community members to create a culture of responsible collaboration, that involves raising concerns within the College-Institute for adjudication prior to seeking resolution outside the College-Institute.

Conclusion

As College-Institute community members, we pledge ourselves to be scrupulous in our adherence to the foregoing Code of Ethics, and to hold others and ourselves to the highest standards.

Academic Integrity

1. 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.
2. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination.
3. 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.
4. 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.
5. 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.

6. 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

1. 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.
2. 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 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 and Non-Discrimination Policy

The Hebrew Union College – Jewish Institute of Religion (the “College-Institute”), as an institution of higher education, a community of scholars, a religious institution and employer, is committed to the elimination of unlawful discrimination and the provision of equal opportunity in all aspects of education and employment. As a matter of policy and, where applicable, to comply with local, state and federal laws, College-Institute prohibits unlawful discrimination on the bases of race, color, ancestry, national origin, ethnicity, religion (including observance of Sabbath), disability, medical condition, use of service dog, marital and familial status, age, sex, sexual orientation, status as a victim of domestic violence, assault or stalking, gender identity and expression, genetic information, AIDS/HIV, pregnancy, political activities or affiliations, military or veteran status, prior arrests or criminal accusations and, subject to applicable requirements, prior convictions, lawful off-work conduct and any other legally protected status or activity (“protected status”). However, nothing in this policy waives or restricts the ability of the College-Institute, a religious institution, to exercise its First Amendment right to make personnel and other decisions consistent with and according to its Jewish faith.

All personnel actions including recruitment, selection, hiring, training, compensation, benefits, transfers, and promotions for all job classifications shall conform to this commitment. All educational activities, including recruitment, admission and decisions affecting academic standing and status, shall likewise conform. This policy is in aid of creating an environment where all College-Institute constituencies, including students, employees, faculty, administrators, governors, overseers, volunteers, visitors and other third parties with whom the College-Institute community interacts do not engage in and are free from unlawful discrimination.

College-Institute will respond promptly to allegations of discrimination, harassment, and retaliation. The College-Institute will conduct investigations and take appropriate corrective action, including disciplinary action, up to and including dismissal or expulsion, against individuals found to have violated its policies, and provide, where appropriate, assistance to complainants and the College-Institute community.

The College-Institute prohibits retaliation against anyone who submits a complaint of unlawful discrimination or who assists or participates in any manner in a related investigation or proceeding. This provision may not apply to complaints established to have been made with knowing falsity and malice.

For inquiries regarding discrimination, harassment, or retaliation, please contact the EEO and Title IX Coordinator at:

New York Campus Dean, Rabbi David Adelson, 212-824-2217

Cincinnati Campus Dean, Rabbi Jonathan Hecht, (513) 487-3255

Los Angeles Campus Dean, Joshua Holo, (213) 749-3424

Jerusalem Campus Dean, Rabbi Naamah Kelman, 972-2-620-3331

Americans With Disabilities Act

The College-Institute is committed to complying with federal, state, and local laws protecting the rights of individuals with disabilities. College-Institute recognizes that some individuals with disabilities may require accommodations. Consistent with those laws, College-Institute will make a reasonable accommodation(s) for the known physical or mental limitations of an otherwise qualified individual with a disability unless an undue hardship or direct threat to the individual or others would result.

Any employee or applicant for employment who requires an accommodation in order to apply for a position or to perform the essential functions of a job should contact the National Office of Human Resources and request such an accommodation:

New York Campus Dean, Rabbi David Adelson, 212-824-2217

Cincinnati Campus Dean, Rabbi Jonathan Hecht, (513) 487-3255

Los Angeles Campus Dean, Joshua Holo, (213) 749-3424

Jerusalem Campus Dean, Rabbi Naamah Kelman, 972-2-620-3331

For students, please see the Disability Services Policy (<http://huc.edu/sites/default/files/About/policies/2017/Disability.pdf>) for more information and specific contact information.

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, National Director of Human Resources, 3101 Clifton Ave., Cincinnati, OH 45220, (513) 487-3215.

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, 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:

1. Preliminary review of the complaint by the EEO Coordinator to determine whether probable cause exists to believe a violation of this policy occurred.
2. 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.
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.

6. 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 ("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, 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.

For students enrolled in New York City, please be aware that the New York State Public Health law 2165 requires that all on-campus students be immunized against measles, mumps, and rubella. Persons born prior to January 1, 1957 are exempt from this requirement. According to this New York State Law, students will not be permitted to register or attend any classes without showing proof that they have either been vaccinated or are exempt. In addition, all students enrolled for at least six semester hours or the equivalent per semester are required to complete and return a Meningococcal Meningitis Vaccination Response Form which will be collected during the admission process.

In the event of an outbreak of measles, mumps, or rubella, the New York State Public Health Commissioner may order the appropriate officials of the College-Institute to exclude from attendance all students without documentation of immunity as specified in section 66-2.2 (b.) or (c.) and those who have been excused from immunization under section 66-2.2 (d.) or (e.) The exclusion shall continue until the Commissioner determines that the danger of transmission has passed or until the documentation specified in section 66-2.2 (b.) or (c.) has been submitted.

Political Campaigning

As an institution of higher learning, HUC-JIR is committed to academic freedom, supports free expression of political views by members of its community, and promotes open dialogue about important issues in society. The College-Institute encourages its students, faculty, and staff to exercise their rights of citizenship, including participation in the political life of their communities, the state and the nation, and to educate and involve themselves in world affairs.

As a nonprofit organization, the College-Institute must nonetheless abide by federal tax law prohibitions with the provisions governing its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and ensure that activities engaged in by HUC-JIR and members of the College-Institute community, do not call into question the college's non-partisan, educational status. Federal statute stipulates that nonprofit, tax-exempt institutions of higher education are prohibited from participating in, or intervening in, any political campaign on behalf of any candidate for public office.

This policy therefore contains guidelines governing the use of HUC-JIR affiliation and resources for political activities, the use of its facilities, services, and personnel to promote, finance or support individuals, groups or organizations campaigning for public office. Nothing in this Policy is intended to limit the rights of students, faculty, or staff to express personal opinions or to engage in political activity in their individual capacities and as private citizens.

1. The following guidelines and restrictions apply to campus involvement in political campaigns.
 - Every member of the HUC-JIR community has a right to participate or not, as he or she sees fit, in the electoral process. As an individual you are free to endorse, support, or oppose candidates. However, students, faculty and staff of the College should be careful to qualify that the opinions expressed are their own and do not represent the official position of HUC-JIR.
 - No member of the College-Institute community should speak for or act in the name of the College in a political campaign or other partisan electoral activity.
 - Use of the college's name, letterhead, or logo for partisan electoral purposes such as the solicitation of funds or other contributions in support of a political party or candidate or the endorsement of candidates for public office is prohibited.
 - No member of the College-Institute community should make statements that favor or oppose candidates or political parties at any College-Institute event or in any College-Institute official publication (including the website or social media platform), with the exception of an authorized student-run publication. Any student-run publications that feature editorials must state that the views reflected are those of the student editors and not the College-Institute.
 - Social media sites (e.g., Facebook, Twitter, Instagram, YouTube, etc.) that are created and/or maintained by, or for, the College-Institute or affiliated groups, must avoid anything that might be considered as political campaigning. Social media accounts that are strictly personal – in your personal name and maintained by you from your home computer or personal laptop – may be used to express your personal political belief and may be used to engage in political campaigning.
 - Voter education drives conducted in a biased manner that favor or oppose candidates or specific political parties are not permissible.
 - Making telephone calls to the public advocating for a candidate or political party – in the name of the College-Institute – is not permissible.
 - College-Institute-paid political advertisements (newspapers, radio, television, websites, mailings) are not permissible.
2. Every effort should be made to ensure that appearances of candidates for public office or their political representatives at college sponsored events have a substantive purpose and appear in their non-candidate capacity, and that such visits not be conducted solely as campaign rallies or events.
 - Candidates for office, including elected officials seeking reelection, who approach HUC-JIR administration seeking opportunities to appear on campus and address the College-Institute community should accordingly be referred to the appropriate HUCJIR administrator (Dean/Department Head).

- If a faculty member, administrative and/or academic department, or the college itself chooses to invite an individual candidate to speak, every attempt should be made to provide opposing candidates the same opportunity. Members of the HUC-JIR community may not use college-institute facilities, services, and college-sponsored events for campaign or party fund-raising activities.
 - HUC-JIR facilities, services, and college-sponsored events may not be used by outside organizations or outside individuals whose purpose is to further the cause of a candidate or political party.
 - The College-Institute's IT resources may not be used to support or oppose a candidate's campaign. Individuals cannot use official College-Institute hosted websites to express their views on a candidate unless that expression meets the "educational activities" test as defined as permissible under Section 501(c)(3) of the Internal Revenue Code. Employees and students are allowed to link a College-Institute's website to official candidate websites provided that links to all qualified candidates are equally accessible and the links are provided as a means of voter education and not advocacy.
3. The following restricts use of HUC-JIR resources for partisan electoral purposes.
- Use of the campus mail service (other than U.S. mail), college mailing lists, college provided office supplies, computers, email system, telephones, facsimile machines, or copiers, for soliciting votes or campaign fund raising is prohibited.
 - Campaign workers, including students, faculty, and staff, are not permitted to engage in person-to-person solicitation of funds through the campus mail service or College-Institute email system.
 - No display or distribution of political campaign materials, such as posters, notices, handbills, and banners intended to promote one candidate or party over another, or influence people how to vote are permitted.
 - Candidates, political parties, PACs, or any other group working in a partisan political manner may be permitted to use the College-Institute's facilities, including classrooms, meeting rooms, and other facilities only on the same terms and for the same rental fee as other candidates, non-political campaign groups, student organizations, and individuals. Rental fees and other relevant charges must be paid by the group in accordance with existing schedules. Preferential treatment is not permitted.
 - No campaign fundraising may take place on College-Institute property, except that which occurs in connection with rentals of College-Institute space as set forth above.
 - Campus organizations and departments may use campus mail to publicize political forums and discussions but may not use the mail service to endorse, raise money for or otherwise promote a candidate for public office or a political person, organization or lobby. Organized voter registration activities, voter education programs, and "get out the vote" drives are exempt from the provisions outlined above, provided no attempt is made to influence how people should vote, advance or oppose individual candidates for office or a political party or to promote a position on a public referendum or issue up for vote.

Possession of Weapons Policy

The College-Institute is committed to providing a workplace and educational environment that promotes the health, safety and productivity of its employees, temporary workers, independent contractors, students, and visitors. The College-Institute will not tolerate the possession of weapons in the workplace or on its property.

It is a violation of this policy to possess, transfer, sell, use, or threaten to use an unauthorized weapon or dangerous instrument as defined below (even if licensed to carry a weapon) while at the workplace or on its property.

However, where federal, state, or local laws impose different or additional requirements, the College-Institute will abide by governing law. (See below).

Definitions

1. Workplace includes but is not limited to the College-Institute facilities, parking lots, the College-Institute sponsored events, vehicles on the College-Institute property or used within the scope of employment.
2. A weapon is defined as but not limited to:
 - Firearm (including BB gun, whether loaded or unloaded)
 - Knife (switchblade, hunting knife, etc.)
 - Baton or nightstick
 - Any other martial arts weapons
 - Electronic defense weapons

If you have a question about whether an item is covered by this policy, please see your supervisor or National Office of Human Resources. You will be responsible for making sure beforehand that any potentially covered item you possess is not prohibited by this policy.

Scope

This policy applies to everyone, even those who have a permit to carry a weapon. The only exceptions to this policy are law enforcement officers on official business, security guards engaged by the College-Institute, or other personnel specifically authorized by the President.

Corrective Action

Any employee who, after appropriate investigation, is found to have violated this policy or whose conduct or presence poses a risk to the workplace will be subject to disciplinary action, up to and including termination. Employees who fail to report instances of workplace weapon possession may be subject to disciplinary action up to and including termination. The College-Institute will also take prompt action to address violence or threats of violence, including possession of weapons, by a vendor or visitor.

Upon reasonable grounds for suspicion that a search is necessary for workplace safety, we reserve the right to search employees' personal property, including vehicles, on College-Institute sites.

Exceptions in California and Ohio

California: A search will only be conducted upon reasonable suspicion and written consent.

Ohio: Those who have a valid concealed handgun license (CCW) may possess firearms in their privately-owned motor vehicles in HUC-owned parking lots only if the vehicle is parked in a permitted location and the license holder is in the vehicle with the firearm and any ammunition, or, if the license holder is absent from the vehicle, the firearm and any ammunition must be locked in the trunk, glove box or other closed compartment in or on the vehicle.

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: Rabbi Jonathan Hecht, Dean, (513) 487-3255

Jerusalem: Rabbi Naamah Kelman, Dean, 972-2-620-3331

Los Angeles: Dr. Joshua Holo, Dean, (213) 749-3424

New York: Rabbi David Adelson, Dean, (212) 824-2217

All Campuses: 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

Contact the National Human Resources office in order to reach the designated Title IX Coordinator for the College-Institute. The Title IX Coordinator for the College-Institute may be contacted at 3101 Clifton Avenue, Cincinnati, OH 45202: 513-487-3215.

Any questions concerning or related to this Policy should be directed to the Title IX Coordinator or your local campus representative:

New York Campus Dean, Rabbi David Adelson, (212) 824-2217

Cincinnati Campus Dean, Rabbi Jonathan Hecht, (513) 487-3255

Los Angeles Campus Dean, Joshua Holo, (213) 749-3424

Jerusalem Campus Dean, Rabbi Naamah Kelman, 972-2-620-3331

Scope of the Policy

This Policy applies to all College-Institute community members, including governors, overseers, volunteers, students, prospective students, employees, applicants, faculty, administrators, and to those parties with whom our students and employees come into contact in the course of their employment or academic activity. Any person may report Prohibited Conduct (whether or not the reporter is the purported victim) in person, by mail, by telephone or by electronic mail to the Title IX Coordinator or the Dean of the Campus at issue and the report may be made at a time beyond normal office hours.

This Policy applies not only to Prohibited Conduct occurring within the typical classroom or campus settings, but also to any location owned or operated by the College-Institute as well as College-Institute-sponsored or College-Institute-sanctioned functions taking place outside those typical settings. Such College-Institute-sanctioned functions include, but are not necessarily limited to, Field-Based Educational Experiences. The College-Institute expects that all members of its community will help promote a learning and working environment free from Prohibited Conduct. Any such off-campus conduct that has an actual or potential adverse impact on another individual's work or academic environment may also be addressed under this policy. The College-Institute may consider the effects of off-campus misconduct when evaluating whether there is Prohibited Conduct under this policy.

Retaliation

The College-Institute will not tolerate any form of retaliation or unlawful interference 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.

Sexual Misconduct

Sexual misconduct includes, but is not necessarily limited to, sexual harassment, dating and/or domestic violence, sexual assault, sexual coercion, sexual exploitation, sexual intimidation or coercion, indecent exposure, and stalking.

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 when (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 working or academic environment.

Sexual Assault: Sexual assault is any forced or coerced sexual activity, committed against a person's will or without 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 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 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 sexual advantage of another person for the benefit of anyone other than that person without that person's 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 consent; voyeurism; non-consensual streaming or transmitting of images or video of another person involved in sexual activity; prostituting another person; or deliberately inducing incapacitation of another, with the specific intent to impair their ability to knowingly give or withhold consent.

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.).

Sexual Coercion/Intimidation: For purposes of this policy, sexual coercion means the use of unreasonable measures, including physical force or threats, in an attempt to force another to initiate or continue sexual activity against his/her will. Coercion may exist where such measures impair an individual's ability to make a voluntary choice whether or not to engage in sexual relations.

Consent: 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 consent is present. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identify, or gender expression.

Actual Knowledge: Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator, the Campus Dean or any administrator who has the authority to institute corrective measures. Imputation of knowledge based solely on vicarious liability or constructive notice is not actual knowledge. The actual knowledge standard is not met when the only person with actual knowledge is the accused. The mere ability or obligation to report prohibited conduct or to inform an individual about how to report it does not qualify an individual as one who has the authority to institute corrective measures.

Formal Complaint: Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging prohibited conduct by a respondent and requesting that the allegations be investigated. At the time of filing the formal complaint, a complainant must be participating or attempting to participate in the College-Institute's education programs or employment.

Retaliation: Retaliation is action 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 that will have the effect of discouraging a reasonable person from making such a complaint or cooperating in a complaint's investigation. The exercise of rights protected under the First Amendment does not constitute prohibited retaliation nor does charging an individual with a Code of Conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

The above definitions are those used by the College-Institute 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 called supportive measures, are non-disciplinary, non-punitive individualized services offered, as reasonably available, and without fee or charge to the complainant or the respondent. Such measures are designed to restore or preserve equal access to the College-Institute education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties, the College-Institute's educational environment, or deter prohibited conduct. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

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 an individual 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. If needed and to the extent necessary, the College-Institute 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: The College-Institute provides educational programming designed to target, prevent, and eliminate Prohibited Conduct. 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.

Medical Treatment and Services: If you have been the victim of Prohibited Conduct, it is important and necessary to immediately seek any appropriate 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 any physical harm 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 typically performed by a Sexual Assault Nurse Examiner (S.A.N.E.).

Advocacy, Counseling, Emotional Support, and Other Services Available: Contact information for Additional Resources and Services is located below.

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 involve making a scene or drawing others' attention so that the assailant leaves. It may buy you enough time to escape. It may involve 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-Institute 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 Prohibited Conduct:

- (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 a College-Institute Campus, immediately contact the Title IX Coordinator, the local police, or any on-campus security. For campus security, contact:
 - Cincinnati: 1-513-383-2559
 - New York: 1-212-824-2282
 - Los Angeles: 1-213-745-7758It is advised that you add these numbers to your phone's contact list.
- (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 Prohibited Conduct by contacting the Title IX Coordinator or the Dean of your campus, either of whom may delegate responsibility for investigation to a Designated Campus Official ("Designated Campus Official"):

New York Campus Dean, Rabbi David Adelson, (212) 824-2217

Cincinnati Campus Dean, Rabbi Jonathan Hecht, (513) 487-3255

Los Angeles Campus Dean, Joshua Holo, (213) 749-3424

Jerusalem Campus Dean, Rabbi Naamah Kelman, 972-2-620-3331

Alternately, you can make a report or complaint to the Student Support Help Desk, (844) 317-HELP.

You may also always contact the local police department and/or dial 911 for emergencies. Although you are under no obligation to do so, if you choose to involve law enforcement, the Title IX Coordinator will assist you in notifying the local police department.

Depending on when the conduct at issue took place, either the Title IX Coordinator or Designated Campus Official 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-Institute is able to honor that request, an investigation into the incident will begin promptly after you report the incident.

The Title IX Coordinator or Designated Campus Official 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 the College-Institute, your right to be free from retaliation for reporting an incident, and your right to receive assistance and resources from the College-Institute.

In addition to reporting a complaint to a College-Institute 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

Any sexual abuse of a minor by teachers, staff or volunteers affiliated with the College-Institute must be reported to the College-Institute and to law enforcement or a similar agency. This duty to report applies to medical personnel working at a dispensary, clinic, infirmary, student health center, athletic facility, or similar facility.

Investigation

All complaints of Prohibited Conduct will be addressed in a prompt and equitable manner, including in instances where there is a pending law enforcement proceeding. The College-Institute will not delay its own independent investigation until after a criminal investigation, if any, is complete. Additionally, because the College-Institute has a duty to provide a safe and non-discriminatory environment for all students, the College-Institute may be required to conduct an investigation into an incident regardless of whether a formal complaint is filed.

The College-Institute 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-Institute to report or disclose a complainant's personally identifying information. Nonetheless, even where the College-Institute 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 effective investigation and/or resolution.

Typical Steps in an Investigation of a Formal Complaint of Prohibited Conduct: While investigations may 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 or Designated Campus Official 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 investigator who has been trained annually to investigate complaints.
3. Written notification to the complainant and the accused will include the following:
 - Details of the alleged prohibited conduct known at the time, including the identities of the involved parties.
 - The date and location of the prohibited conduct, if known.
 - A statement that an accused is presumed not responsible for the alleged conduct and that a determination regarding responsibility for the prohibited conduct is made at the conclusion of the grievance process.
 - The parties' right to an advisor of their choice who may be, but is not required to be, an attorney.
 - The parties' right to inspect and review evidence; and
 - The Code of Conduct provision that prohibits knowingly making false statements or knowingly submitted false information during the grievance process.
1. 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 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 accused's response to the allegations.
2. 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 investigator.
3. Preparation of an investigatory report complete with a summary of interviews, relevant documents, findings, and recommendations for further action. The report must be provided to the parties and advisors, if any, at least 10 days prior to any hearing in the matter for their review and written response should they choose to respond.

Obligations of the College-Institute

Applicable law requires the College-Institute to ensure that the investigatory process be conducted equitably. Safeguards to that end include the following:

1. Throughout the investigatory process, the burden of proof and of gathering evidence sufficient to reach a determination regarding responsibility, if any, for the alleged prohibited conduct, rest on the College-Institute and not on the parties except that the College-Institute may not access, consider, disclose, or otherwise use a party's medical records absent the party's voluntary, written consent.
2. The parties will have equal opportunity to present witnesses.
3. The College-Institute will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
4. Parties whose participation is invited or expected will receive written notice of the date, time, location, participants and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.
5. The parties will have an equal opportunity to be accompanied by an advisor of their choice, who may be but is not required to be an attorney. The choice should not be a witness. The advisor's role is not to advocate or impede the investigation.
6. Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations so that each party can meaningfully respond to the evidence prior to the investigation's conclusion.
7. Prior to completion of the investigative report, the College-Institute will send to each party and the party's advisor, if any, the evidence in an electronic format or hard copy to which the parties may respond in writing. The parties will have at least 10 days to respond.

Typical Timeframe: Generally, an investigation and, if applicable, a Grievance Committee proceeding (excluding an appeal of a Grievance Committee's decision) 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-Institute will continue to provide any appropriate interim or protective measures.

Disciplinary/Adjudication Procedure

Upon completion of the report, the investigator will deliver the report to the Title IX Coordinator. In the event that the Title IX Coordinator finds that there is probable cause 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 is probable cause 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-Institute's applicable appeal/grievance procedure. The procedure for challenging those finding through a grievance can be found in the policy titled "Appeal/Grievance Policy – Sexual Misconduct and Interpersonal Violence." (<http://huc.edu/equity-inclusion/what-our-policy>).

Dismissal of a Formal Complaint

If the conduct alleged in the formal complaint would not constitute prohibited conduct even if proved, did not occur in the College-Institute's jurisdiction or in the United States, then the Complaint will be dismissed for purposes of Title IX compliance. However, such dismissal does not preclude action under another College-Institute policy.

The College-Institute may dismiss a formal complaint or any allegation in the Complaint if, at any time during the investigation or hearing, the complainant notifies the Title IX Coordinator in writing that he/she wants to withdraw the complaint or any allegation in the complaint. It may also dismiss a complaint when the accused is no longer enrolled at or employed by the College-Institute or where the College-Institute has been prevented from gathering evidence sufficient to reach a determination. Upon a dismissal, a written notice of the dismissal and the reasons for it will be sent to the parties simultaneously.

Possible Discipline/Sanctions

The College-Institute reserves the right to exercise broad discretion in the imposition of corrective actions in connection with this policy. Possible discipline or sanctions for engaging in Prohibited Conduct:

- Oral warning
- Letter of warning or reprimand, and a copy placed in the student's or employee's file
- Probation
- Service to the College
- Counseling/training
- Demotion
- Housing Restrictions
- Forced leave of absence
- Suspension for a defined period of time
- Dismissal or expulsion from the College

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.

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.bilNIZNKKjK0F/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://uchealth.com/university-of-cincinnati-medical-center/services/sexual-assault-nurse-examiners/>

Ohio Department of Health Sexual Assault and Domestic Violence Prevention -
<https://www.odh.ohio.gov/health/sadv/sadv.aspx>

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, (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 can 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 ("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

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 investigate 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. 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 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. If 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 about disciplinary action. If 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

Sexual Misconduct and Interpersonal Violence Policy and Complaint Procedure

Title IX of the Education Amendments of 1972 prohibits sex discrimination in educational programs and activities and in the terms and conditions of employment. All public and private schools, school districts, colleges and universities receiving federal funds must comply with Title IX. If you have experienced sexual discrimination, please review this policy for information about your Title IX rights. For purposes of this policy, sexual discrimination includes, but is not limited to, sexual harassment, sexual misconduct, sexual violence, relationship or dating violence, domestic violence, and stalking (collectively referred to throughout this policy as "Prohibited Conduct."). Title IX's protections extend to faculty, administrators, staff, and students in both the work and academic environments. For more information about your rights in this regard, please carefully review this policy in its entirety. For information about harassment on the basis of other protected statuses, in addition to sex, see our Policy Against Unlawful Harassment (<http://huc.edu/equity-inclusion/what-our-policy>). The Hebrew Union College-Jewish Institute of Religion ("College-Institute) has adopted a grievance procedure that provides for the prompt and equitable resolution of student and employee complaints. For more information about our appeal and grievance procedure, see Appeal/Grievance Procedure-Sexual Misconduct and Interpersonal Violence.

<http://huc.edu/sexual-harassment-sexual-assault-sexual-misconduct-reporting-form>

The College-Institute does not tolerate any form of Prohibited Conduct. All individuals, whether governors, overseers, volunteers, students, staff, faculty, or administrators, found in violation of this policy shall be subject to disciplinary action up to and including suspension, expulsion, dismissal, or termination.

In dealing with members of the College-Institute community, individual integrity and respect are the primary focus of the College-Institute's concern. The College-Institute seeks to foster a climate free from Prohibited Conduct 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-Institute finds that instances of Prohibited Conduct have occurred under the scope of this policy, the College-Institute will take immediate and appropriate steps to eliminate the misconduct, prevent its reoccurrence, and address its impact. A finding of no Prohibited Conduct under this Policy does not preclude a finding that another policy may have been violated.

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 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

If 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 based on 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:

Rabbi Andrew Goodman, Director of Student Support

Andrea.Goodman@huc.edu

(212) 824-2260