



MIDDLE STATES COMMISSION ON HIGHER EDUCATION

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

HEBREW UNION COLLEGE - JEWISH INSTITUTE OF RELIGION

One West 4th Street

New York, NY 10012-1186

Phone: (212) 674-5300; Fax: (212) 388-1720

www.huc.edu

**Chief Executive
Officer:**

Dr. Aaron D. Panken, President

INSTITUTIONAL INFORMATION

**Enrollment
(Headcount):** 349 Graduate

Control: Private (Non-Profit)

Affiliation: Religious- Jewish

**Carnegie
Classification:** Special Focus - Theological seminaries, Bible colleges and other faith-related institutions

**Approved Degree
Levels:** Postbaccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Professional Practice, Doctor's - Research/Scholarship;

**Distance Education
Programs:** Not Approved

Accreditors Recognized by U.S. Secretary of Education: Association for Clinical Pastoral Education, Inc., Accreditation Commission

Instructional Locations

Branch Campuses: None

Additional Locations: HUC-JIR/Cincinnati, Cincinnati, OH; HUC-JIR/Los Angeles, Los Angeles, CA

Other Instructional Sites: Jerusalem, 13 King David Street, Jerusalem, 94101, Israel

ACCREDITATION INFORMATION

Status: Member since 1960

Last Reaffirmed: November 19, 2015

Most Recent Commission Action:

November 19, 2015: To note the visit by the Commission's representatives. To remove the warning because the institution is now in compliance with Standard 1 (Mission and Goals), Standard 2 (Planning, Resource Allocation, and Institutional Renewal), Standard 7 (Institutional Assessment), and Standard 14 (Assessment of Student Learning) and to reaffirm accreditation. To request a monitoring report due April 1, 2017 documenting further implementation of an organized, systematic process to assess the achievement of student learning goals which includes direct and indirect measures that are clearly related to the goals being assessed, provides convincing evidence that students are achieving key learning outcomes, and uses results to improve teaching and learning (Standard 14). The Periodic Review Report is now due June 1, 2020.

Brief History Since Last Comprehensive Evaluation:

June 27, 2013: To reaffirm accreditation and commend the institution for the quality of the self-study process and progress to date. To request a monitoring report, due October 1, 2014, documenting (1) the articulation of clearly defined mission-consistent institutional goals that guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes (Standard 1); (2) further development and implementation of an institutional strategic plan that includes clearly stated institution- and unit-level goals and objectives that are stated in terms of outcomes, linked to mission, and used for planning and resource allocation and institutional assessment (Standards 2 and 7) and (3) further development and implementation of an organized, systematic, and sustainable process to assess the achievement of student learning goals that involves faculty, includes direct and indirect measures clearly related to the goals being assessed, provides convincing evidence that students are achieving key learning outcomes, uses results to improve teaching and learning, and uses student learning assessment results as part of institutional assessment (Standard 14). The Periodic Review Report is due June 1, 2018.

November 20, 2014: To accept the monitoring report. To warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 1 (Mission and

Goals), Standard 2 (Planning, Resource Allocation, and Institutional Renewal), Standard 7 (Institutional Assessment), and Standard 14 (Assessment of Student Learning). To request a monitoring report due September 1, 2015 documenting (1) evidence of clearly defined mission-consistent goals that guide faculty, administration, staff, and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes (Standard 1); (2) implementation of an institutional strategic plan that includes clearly stated institutional and unit-level goals and objectives that are stated in terms of outcomes, linked to mission, and used for planning, resource allocation, and institutional assessment (Standard 2); (3) an organized and sustained institutional assessment process with evidence that assessment information is shared and discussed with appropriate constituents and used to improve programs, services, and processes (Standard 7); and (4) an organized and sustained assessment process to evaluate and improve student learning with evidence that assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning (Standard 14). A small team visit will follow submission of the monitoring report. To direct a prompt liaison guidance visit to discuss Commission expectations. To note that the date of the next evaluation visit will be established when accreditation is reaffirmed.

March 5, 2015:

To note the visit by the Commission's representative. To remind the institution of the warning that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 1 (Mission and Goals), Standard 2 (Planning, Resource Allocation, and Institutional Renewal), Standard 7 (Institutional Assessment), and Standard 14 (Assessment of Student Learning). To request a monitoring report due September 1, 2015 documenting (1) evidence of clearly defined mission-consistent goals that guide faculty, administration, staff, and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes (Standard 1); (2) implementation of an institutional strategic plan that includes clearly stated institutional and unit-level goals and objectives that are stated in terms of outcomes, linked to mission, and used for planning, resource allocation, and institutional assessment (Standard 2); (3) an organized and sustained institutional assessment process with evidence that assessment information is shared and discussed with appropriate constituents and used to improve programs, services, and processes (Standard 7); and (4) an organized and sustained assessment process to evaluate and improve student learning with evidence that assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning (Standard 14). A small team visit will follow submission of the monitoring report. To direct a prompt Commission liaison guidance visit to discuss the Commission's

expectations. To note that the date of the next evaluation visit will be established when accreditation is reaffirmed.

Next Self-Study Evaluation: 2024 - 2025

Next Periodic Review Report: 2020

Date Printed: December 18, 2015

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy [Accreditation Actions](#).