



NATIONAL STUDENT ACADEMIC HANDBOOK

EFFECTIVE SUMMER 2015

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Mission Statement

Mission

HUC-JIR is a religious and scholarly learning community dedicated to:

- Developing Jewish professional and lay leaders to transmit and apply to contemporary life the sustaining values, responsibilities and texts of our tradition;
- Applying the open and pluralistic spirit of the Reform movement to the study of the great issues of Jewish life and thought.
- Advancing the critical study of Jewish culture and related disciplines in accordance with the highest standards of modern academic scholarship.

Purpose

HUC-JIR serves as the educational and intellectual center of Reform Judaism:

- Training and sustaining rabbis, cantors, communal and educational professionals throughout their careers of service to Reform Judaism and *klal Yisrael*;
- Providing higher learning for scholars of religion of all faiths;
- Supporting the educational and spiritual growth of lay leadership for the Reform movement;
- Creating and disseminating scholarly research and publication;
- Preserving and providing access to library, archival and museum resources;
- Working with Jewish institutions worldwide to enhance Jewish life, learning and values and to shape the Jewish experience of the future.

A Jewish religious community built on God, Torah, *avodah*, *mitzvot* and *Tikkun Ha-olam*:

- Integrating Jewish tradition, academic knowledge and professional competence in the development of our students;
- Creating a religious community that gives meaning to the educational experience and provides a model for students to take with them into their lives and work;
- Instilling in its members exceptional leadership skills and spiritual growth, enabling them to become catalysts of transformation in the creation of vibrant Jewish communities.

An innovative resource and learning center working with Reform congregations and leaders, the Jewish organizational world and the religious and academic community at large:

- Providing a forum for creative Jewish thought;
- Acknowledging and supporting a diverse community of scholars, students and staff committed to academic freedom and rigor;
- Contributing to the real-life decisions and growth of the Reform Jewish community worldwide;
- Sustaining a vital relationship with the People and the Land by cultivating the growth of Reform Judaism in Israel.

Introduction

The *National Student Academic Handbook* addresses the academic policies that pertain to students (degree and non-degree seeking), faculty (full-time and adjunct), staff and administration, as well as fieldwork supervisors in all academic programs across HUC-JIR.

The most recent edition of the Handbook may be obtained from the Office of the National Registrar, from the campus offices of the National Registrar's representatives, or on the HUC-JIR website.

Office of the National Registrar
202 & 204 Sisterhood Hall
HUC-JIR
3101 Clifton Ave.
Cincinnati, OH 45220

Assistant National Registrar
Room 406-A
HUC-JIR
One W. Fourth St.
New York City, NY 10012

USC Liaison - National Registrar's Representative
Room 205
HUC-JIR
3077 University Ave.
Los Angeles, CA 90007

Website: <http://huc.edu/registrar/>

Questions about the policies in this document may be addressed to the Office of the National Registrar, Campus Deans, or an academic Program Director.

Official College-Institute Communication

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.

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 course of the academic year, attendance at some programs may require a student to be absent from classes. It is expected that students will be responsible for assignments and classes that may be missed during their absence. Students should consult with the instructor in advance of the absence. Please note the following guidelines regarding the attendance at external programming, which may interfere with class attendance:
 - 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.

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. Courses

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.

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	4.000
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
F	0.000

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

P	Credit/no quality points
LP	Credit/no quality points
F	0.000

c. Grades in both tables:

I	Incomplete	NA
IF	Incomplete/Fail	0.000
W	Withdrew	NA
WF	Withdrew Failing	0.000
AU	Audit	NA
TC	Transfer Credit	NA
CR	Credit by exam, etc.	NA
NG	No Grade reported by faculty member	

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 Scales

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. As part of the evaluation process, the Committee can suggest a range of ways to proceed that may include, but are not be limited to:
 - a. Dismiss the case
 - b. Investigate the matter further
 - c. Oversight and assistance without putting the student on probation
 - d. Place the student on Academic Probation. The conditions of probation will be determined by the nature of the case and the findings of the Committee. The appropriate course of action that the student must follow is determined by the nature of the case. The Committee may decide that the student can continue in his/her program while satisfying the probationary conditions that the student may continue with a reduced course load or that the student may not continue in his/her program until all conditions of probation have been satisfied. The Committee shall determine the timeframe for probation.
 - e. Place the student on Academic Suspension for a specific period of time.
 - f. Permanently dismiss the student from the academic program.
9. The student may appeal the decision of the Student Tenure Committee to the Dean in writing no later than ten working days after the decision has been rendered. The Dean has five working days to respond to the student. The student may appeal the Dean's decision to the Provost in writing no later than five working days after the Dean's decision has been rendered. The Provost has five working days to respond to the student. The student may appeal the Provost's decision to the President in writing no later than five working days after the Provost's decision has been rendered. The President has five working days to respond to the student. All communications with the student will be copied to the committee chair.
10. 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.
11. 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 of 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.

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. International students should keep the National Registrar 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.
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.
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.

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.

Health Insurance: New York and Cincinnati: Health insurance is billed to student accounts on a monthly basis. At the time of enrollment students are asked to set up a monthly charge to a credit card or an automatic debit from a checking or savings account, to ensure for smooth and reliable processing of these charges. Insurance premiums cannot be covered by Direct Loans unless a Title IV Authorization form is signed.

Los Angeles: Health insurance is offered through University of Southern California. Students make checks payable directly to USC and work with their local campus to effect payment for these charges. 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.

Library: 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%).

The Academic Calendar

1. Prior to the academic year the National Registrar publishes an Academic Calendar. 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.

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 or misleading.

You may ask the College-Institute to amend a record that you believe is inaccurate or misleading. You should write to the College-Institute official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by you, the College-Institute will notify you of the decision and advise you of your right to a hearing before the College-Institute's FERPA appeals officer regarding the

request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

(3) The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A College-Institute official is a person employed by the College-Institute in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the College-Institute has contracted; a person serving on the Board of Governors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A College-Institute official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities. Upon request, the College-Institute discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

(4) You may appeal the alleged denial of FERPA rights to the:

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

For additional information:

www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

(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 personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Residency Requirements

The minimum residence requirement for each degree, certificate, and ordination program of the College-Institute may be found in the program handbooks, available from the Program Directors. However, in all cases, at least 75% of degree or certificate credits must be earned from HUC-JIR.

Academic Integrity

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. Sexual harassment or assault
 - iv. 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
 - v. Violation of the Technology Usage Policy
 - vi. Financial malfeasance
 - vii. Violent behavior
 - viii. Use of abusive or offensive language
 - ix. Creating a hostile or threatening environment
 - x. Theft of College-Institute or personal property
 - xi. Violation of College-Institute academic regulations and policies
 - xii. Disrespect toward a College-Institute employee
 - xiii. Students involved in a criminal violation are accountable to local authorities but may also be subject to discipline by the College-Institute.
2. Charges 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.
 - 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.
- k.

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. 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 also inform the student that s/he will have an opportunity to present pertinent information to the Committee and that the student may be present throughout the meeting until such time as the Student Tenure Committee enters into executive session. The fifteen working days notification period may be shortened with the agreement of the student and program director.
5. The Student Tenure Committee will determine the suggested course of action by secret ballot and by a 2/3-majority vote.
6. The Program Director will communicate the decision of the Student Tenure Committee in writing to the student and the Dean within five working days.
7. As part of the evaluation process, the Committee can suggest a range of ways to proceed that may include, but are not be limited to:
 - a. Dismiss the case
 - b. Investigate the matter further
 - c. Oversight and assistance without putting the student on probation

- d. Place the student on Academic Probation. The conditions of probation will be determined by the nature of the case and the findings of the Committee. The appropriate course of action that the student must follow is determined by the nature of the case. The Committee may decide that the student can continue in his/her program while satisfying the probationary conditions, that the student may continue with a reduced course load, or that the student may not continue in his/her program until all conditions of probation have been satisfied. The Committee shall determine the timeframe for probation.
 - e. Place the student on Academic Suspension for a specific period of time.
 - f. Permanently dismiss the student from the academic program, the local campus, and/or the College-Institute.
8. Within ten working days, the student may appeal the decision of the Student Tenure Committee to the Dean; the Dean's decision to the Provost; and finally the Provost's decision to the President.
 9. Copies of the communications with the student, and a confidential record of the meeting(s) of the Student Tenure Committee (other than the deliberations of the executive session, for which no written record will be made) shall be kept in the Dean's office. The student may request copies of the confidential records; such request must be in writing to the Dean.

C. Procedures for Non-Academic Tenure

1. Charges of a student's alleged inappropriate behavior are to be brought to the Program Director. The Program Director will investigate charges 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 charges, 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 School Director and ask for a review of the grade. The School Director will consult with the faculty member and review the material. If the decision of the School 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 School Director. If the intervention of the School 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, School Director, and Dean have been exhausted as a means of resolving the grievance. If not, the case shall be referred back 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 School 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 School Director 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 School 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 School 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.

Appendices

Equal Opportunity and Nondiscrimination Policy

The Hebrew Union College –Jewish Institute of Religion, 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. As a matter of policy and, where applicable, to comply with local, state and federal laws, the College-Institute prohibits discrimination on the basis of race, color, national origin, ancestry, citizenship, religion, physical or mental disability, medical condition, marital status, age, sex, sexual orientation, gender identity or expression, or status as a Vietnam-era veteran. This policy applies to students and employees of the College-Institute, as well as person's seeking status as a student or employee with the College-Institute.

Bias-Related Incident Policy

The term 'bias related' refers to language and/or behaviors which demonstrate bias against persons because of, but not limited to, others' actual or perceived: color, disability, ethnicity, gender, gender identity and expression, national origin, race, religion, and/ or sexual orientation. Examples may include, but are not limited to, defacement of posters or signs, intimidating comments or messages, vandalism to personal or campus property, or similar acts, if there is evidence that the target or victim was chosen because of a characteristic such as those listed above.

Bias, regardless of its category, will be deemed an aggravating circumstance to any violation of the *National Student Academic Handbook*, including the policy on Student Behavior and Professional Conduct contained therein, and the Hebrew Union College-Jewish Institute of Religion (HUC-JIR) Personnel and Faculty Handbooks. Consequently, bias-related policy violations involving students will be referred to a Non-Academic Student Tenure Committee for adjudication, and in cases involving faculty and staff, the relevant procedures will apply.

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 a bias-related incident. The College-Institute values freedom of expression and the open exchange of ideas. While this value of openness protects controversial ideas, it does not protect harassment or explicit expressions of bias or hate.

The College-Institute will provide this policy to its students and will explain prevention and consequences of bias-related behavior, as well as the process for reporting bias-related incidents, including bias-related criminal acts, and security procedures.

In consultation with the local campus Dean, the National Director of Legal Affairs and Human Resources will appoint one person on each campus to serve as the bias-related incident liaison with students, staff, and faculty.

Procedures to Report a Bias-Related Incident

1. Bias-Related incidents should be reported to the local campus Dean. After such an incident is reported to the Dean, the campus liaison will be dispatched to complete a report. All evidence will be documented and preserved, and where a bias-related crime has occurred, pictures of the crime scene will be taken if possible.
2. The local campus Dean will notify the President and the National Director of Legal Affairs and Human Resources of all bias-related incidents that are reported.
3. In the case where a criminal offense has been committed, the appropriate law enforcement authorities will be notified and in cases involving injury, Emergency Medical Services will be called. Where a criminal offense has been committed, representatives of the College-Institute will cooperate with law enforcement's investigation of the crime.

4. The victim(s) of bias-related incidents will be offered appropriate support and services.
5. In the case of a bias-related crime, notification of the incident – in the form of a security advisory or alert – will be made to the campus community after consulting with law enforcement authorities.
6. An internal investigation will be conducted by the National Human Resources & Legal Affairs Director with the assistance of the Campus Dean and, as necessary, other representatives of the College-Institute, who will provide follow-up to the victim and others within the institution, as appropriate.

Disciplinary Measures

The procedures described in the *National Student Academic Handbook* under **Student Behavior and Professional Conduct** and **Non-Academic Student Tenure** will be followed in matters involving bias-related incidents. Sanctions that may be given to students found responsible for bias-related incidents, including bias-related criminal acts, include those found in the *National Student Academic Handbook* under (a) **Student Behavior and Professional Conduct** and (b) **Non-Academic Student Tenure**. Additionally, students may be subject to prosecution under applicable state and Federal laws.

In cases involving faculty or staff, the relevant handbook and associated policies and procedures will apply.

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

Sexual harassment is not only a violation of Title VII of the 1964 Civil Rights Act, it has no place in the 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

A student who has been subjected to sexual harassment in a Field-Based Education Placement should prepare a written account of what happened, including the following:

- The date, time, and location of the incident;
- The names of the person(s) involved in the incident and those of any witnesses to the incident; and
- An account of any efforts that were made to discourage the harassing behavior.

This report should be submitted to the HUC-JIR Fieldwork Supervisor (**Note: Because HUC-JIR maintains a variety of operational structures in connection with Field-Based Education Programs, the title of individuals who oversee these programs at the College - Institute may differ among campuses and programs. While some may have the title of *Fieldwork Supervisor*, other titles may include, *Program Director*, *Fieldwork Coordinator*, etc.)**)

If the student wishes to attempt to resolve the matter informally, the HUC-JIR Fieldwork Supervisor should be notified and can assist the student by serving as an advocate or helping the student identify an advocate (e.g., a trusted friend or colleague); an advocate can often help the student face the offender and do so in a safe environment.

Sometimes, the offender is unaware of the impact of the behavior and, given the opportunity to acknowledge the inappropriate nature of the behavior, the individual may offer an apology, make amends and alter future behavior.

When an informal approach is either inappropriate or unsuccessful, a student who believes that sexual harassment has occurred may pursue the following paths:

- If the harassment occurred in the context of an environment that has a sexual harassment policy in place, the student may pursue the matter under the policy of the institution or organization;
- Should a student experience sexual harassment within the context of a Field-Based Educational Placement where there is no structure provided, then the student is encouraged to file a formal written complaint with the HUC-JIR Fieldwork Supervisor in order to initiate a response to the incident under the Sexual Harassment Policy of the Hebrew Union College – Jewish Institute of Religion and/or to initiate a response to the incident through the ethical codes / standards of a relevant professional organization, including but not limited to the Central Conference of American Rabbis (CCAR), the American Conference of Cantors (ACC), the National Association of Temple Educators (NATE), the National Association for Temple Administration (NATA), etc.

Nothing in these procedures precludes the application of criminal and/or civil public laws.

The Field-Based Education Placement, student pulpit or internship site, including any associated individual participating in the fieldwork, agrees to adhere to and be bound by applicable HUC-JIR policies, including but not limited to the following :

- HUC - JIR SEXUAL HARASSMENT POLICY
- HUC - JIR SEXUAL ASSAULT POLICY
- HUC - JIR EQUAL OPPORTUNITY AND NONDISCRIMINATION POLICY

Prior to the start of the field placement, student pulpit or internship, the Fieldwork Supervisor shall provide HUC-JIR with a copy of the host organization's policies and procedures regarding sexual harassment, sexual assault and non-discrimination.

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 quarter are required to complete and return a Meningococcal Meningitis Vaccination Response Form which will be collected during the admission process.

Learning Disabilities Policy

Both ancient Jewish tradition and our modern sense of ethics demand that the educational life at Hebrew Union College - Jewish Institute of Religion serve the needs of students who live with learning disabilities. The College - Institute and its Administration, Faculty and Staff are committed to providing appropriate accommodations to address specific, documented learning disabilities, to ensure that students have an optimal educational experience during their tenure, even as we maintain a commitment to high academic standards and excellence.

All students who are admitted to the Hebrew Union College - Jewish Institute of Religion must meet published standards for admissions and graduation. However, a learning disability, whether diagnosed when a student is a child or an adult, should not prevent one from pursuing admission to or continuing study at HUC-JIR.

On each of our four campuses, the Dean's office, or its designate, will be responsible for documentation, record keeping, planning and coordination of any accommodations required for students with learning

disabilities. Students with known disabilities should identify themselves to the Dean's office or an Admissions Officer upon application or before matriculation. If the diagnosis occurs while the student is enrolled, the student should notify the Dean's office immediately. In both cases, it is the student's responsibility to provide comprehensive medical documentation outlining the disability (and, if temporary, its duration). The Dean's office will oversee the process for assisting the student, and coordinate the efforts of the Administration, Faculty and Staff to provide necessary and appropriate support during the student's tenure at the College-Institute.

Definitions

According to Federal Law, a disability is any condition that substantially limits any major life activity. A learning disability, then, is any condition that substantially limits a student's ability to learn.

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 protect the civil rights of people with disabilities, and require most post-secondary educational institutions to provide accommodations to students with disabilities. It is important to note that it is a student's responsibility to self-identify and provide documentation of his/her disability. Otherwise, institutions need not, legally, provide accommodation.

Confidentiality

HUC-JIR and its Administration, Faculty and Staff adhere to stringent confidentiality policies regarding information concerning an individual's learning disabilities. The College-Institute will not release any part of submitted documentation without the individual's informed consent unless under the compulsion of legal process. Our Administration, Faculty and Staff strictly adhere to the provisions set forth in the Family Education Rights to Privacy Act (FERPA).

Application

The College-Institute welcomes applications from prospective students who have been diagnosed with learning disabilities.

During the application process, the College-Institute expects applicants to share any pertinent information regarding any diagnosed learning disability with the school. This disclosure is vital as it will provide the College-Institute with the information it needs to support applicants who matriculate after they are admitted. Such disclosure also permits the Administration, Faculty and Staff to begin the process of planning and implementation of any necessary accommodations.

Self-Identification

During Student Tenure at the College-Institute, students have the responsibility to inform the Dean of their campus or the Director of their program of any learning disability. In certain cases, the College - Institute may suggest that a student seek appropriate testing. Should a student be unclear as to the nature of the disability, or should a student lack a diagnosis and appropriate documentation, arrangements may be made through the Dean's office to find an appropriate professional to conduct a comprehensive evaluation. Each Dean's office shall keep information on hand about local evaluators and clinics that students may contact for evaluation.

When possible, the College-Institute may be able to assist in arrangements and financial support for those seeking diagnosis of a learning disability.

Documentation

Documentation is required to verify the existence of a learning disability. According to standards established by the Educational Testing Service and other national bodies concerned with learning disabilities, documentation must meet four basic criteria to be considered valid:

1. A qualified professional must conduct the evaluation. The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment and state in which the individual practices, must be clearly stated in the documentation. Use of diagnostic terminology indicating a specific learning disability by someone outside an appropriate field of expertise is not acceptable. It is not appropriate for professionals to evaluate members of their own families. All reports must be on letterhead, typed legibly, dated and signed.

2. Testing must be current, no more than five years old. Because HUC-JIR is providing accommodations based on the current impact of an individual's disability on his/her academic performance, it is in the student's best interest to provide recent documentation. If older documentation exists, HUC-JIR may ask that the student be evaluated again, or consult a specialist for an update on the prior information, before providing accommodations.

3. Documentation necessary to substantiate a learning disability must be comprehensive. A comprehensive assessment battery and the resulting diagnostic report must include four elements:

A) a diagnostic interview;

B) an assessment of aptitude (a complete intellectual assessment with all subtests and standard scores reported);

C) a measure of academic achievement including current levels of academic functioning in relevant areas such as reading, decoding and comprehension, and oral and written language; and,

D) a report on information processing, including discussion of specific areas such as short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability.

Other assessment measures, such as classroom tests and informal assessment procedures and observations may also be helpful in determining performance across a variety of domains. The documentation must include a specific diagnosis, clearly stated, and based on actual standardized test scores and other diagnostic tools. Each suggested accommodation should be supported by an appropriate rationale. If more information is necessary, HUC-JIR may seek clarification from the evaluator before making a final determination on the appropriateness of any accommodation.

4. The documentation must contain an interpretive summary. The evaluator must include a diagnostic summary based on the comprehensive evaluative process, drawing conclusions from the assessment results, ruling out other possibilities for academic problems, indicating the substantial limitations to learning presented by the disability and an explanation of how specific suggested accommodations will mediate the effects of the disability. It may be helpful to have the Dean of the campus or the Director of the Program consult directly with the evaluator for the most detailed and accurate information.

Accommodations

Individual students will work with the Director of the program in which they are enrolled, or his/her designate, to develop appropriate accommodations based on the documentation submitted.

Accommodations may include, but are not limited to:

- Reduced course loads and program extensions, with the potential for ongoing financial aid
- Assistance with planning work and study schedules
- Testing accommodations, extended time, oral exams, readers/writers, etc.
- Specialized library assistance
- Assistance and support during the senior placement process (if applicable)
- Provision of assistive funding or student support for:
 - note-taker services and reader services
 - tutoring services
 - access to research aids, language study aids and language study support

All accommodations will be discussed and approved as part of a comprehensive plan that will be agreed upon in writing, and reviewed and updated as necessary during the course of the student's tenure.

Self-Advocacy

An important goal for all HUC-JIR students is to become effective self-advocates. Students are expected to advocate for themselves with the support of the administration of the College-Institute. It is the student's responsibility to share appropriate information with Administration, Faculty and Staff. The Dean's office will assist a student in advocacy, or advocate directly on behalf of a student, if the student desires assistance.

Staff and Faculty Training

HUC-JIR provides ongoing training for its Administration, Staff and Faculty on learning disabilities. Training will include guidance in definitions and documentation of learning disabilities, assistance with course construction and assessment methods, possible accommodations, suggestions for helping to advise and support students with disabilities and conferral with experts on individual issues. Faculty are expected to utilize this training to pro-actively assist students in identifying learning disabilities, and to inform them, directly and privately, if they notice traits and characteristics of learning disabilities in a student's work. Each Dean's office will serve as the clearinghouse for information on supporting students, and the coordinating office for training of Staff and Faculty.

More Information

For more information, please speak with the Dean of the campus or the Director of the program involved, or any other member of the HUC-JIR administration.

Sexual Harassment Policy

POLICY

Hebrew Union College-Institute is a Jewish seminary, which trains rabbis, cantors, educators and nonprofit management professionals, in addition to graduate students. Every person associated with the College-Institute should be treated respectfully at all times in accordance with the belief that every human being is created in God's image. People affiliated with the College-Institute are expected to abide by the highest moral values of the Jewish tradition, exemplifying the ideals which it proclaims. HUC-JIR expects that every member of the College-Institute community shall work and study in an environment that is free from any kind of harassment. This policy specifically addresses sexual harassment that will not be tolerated at the Hebrew Union College-Jewish Institute of Religion. This policy applies to all faculty, staff, students and applicants for admission and employment and is to be followed in all employment practices, personnel policies, financial assistance and educational programs.

Violation of this policy may result in disciplinary action up to and including termination and/or expulsion from the College-Institute community. Sexual Harassment is against the law and it is also antithetical to our religious tradition.

Definition of Sexual Harassment

Sexual harassment may involve behavior of a person of either sex against a person of the opposite or same sex.

Sexual harassment is defined as:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.
 - b. Submission to or rejection of such conduct by an individual is used as a basis for employment decisions or academic decisions affecting such individuals.
 - c. Such conduct has the purpose or effect of unreasonably interfering with an individual's welfare, work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

2. Acts that constitute sexual harassment take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

a. Unwelcome sexual propositions, invitations, solicitations, and flirtations.

b. Threats or insinuations that a person's employment, wages, academic grade, promotional opportunities, classroom or work assignments or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.

c. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene phone calls or texting.

d. Sexually suggestive objects, pictures, videotapes, audio recordings, computer communications or literature placed in the work or study area, that may embarrass or offend individuals. 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 sexually 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 content that are used or displayed in an educational setting should be related to educational purposes.

e. Unwelcome and inappropriate touching, patting, pinching or obscene gestures.

Consensual Relations

The integrity of the student-teacher relationship is the foundation of the educational mission of the College-Institute. This relationship vests considerable trust in the teacher, who, in turn, bears authority and accountability as a mentor, educator and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student, as well as the potential for coercion. The same holds true for the relationship between senior faculty and junior faculty, mentors and mentees, and supervisors and employees. Therefore, the College-Institute strongly advises against such relationships. While romantic and sexual relationships among administrators, faculty members and students, and between supervisors and employees may not involve sexual harassment, those who enter into a sexual relationship with a student or employee, where professional power differentials exist, must realize several things:

a. Such relationships can be detrimental to the educational process due to the creation of dual roles and may undermine the integrity of the supervision and evaluation provided. Such sexual relationships are often perceived by fellow students and coworkers as opportunities for favoritism and biased treatment when evaluations are carried out.

b. The College-Institute is committed to protecting the academic freedom and freedom of expression of all members of its community. However, that expression is subject to regulation when it causes injury and pain to others, or creates a hostile learning and work environment.

c. If a charge of sexual harassment is subsequently lodged, it may be exceedingly difficult to prove mutual consent.

The College-Institute's Responsibility

Individuals who have experienced an incident of sexual harassment/sexual assault should promptly report the matter to one of the College-Institute's officials designated in this policy to receive this information. A third party may also contact a designated official if the sexual conduct of others in the education or work environment has the purpose or effect of substantially interfering with the third party's welfare, academic or professional performance.

Any employee of the College-Institute who receives a complaint of sexual harassment or who otherwise learns of an alleged occurrence has the responsibility to take prompt steps to ensure that the matter be addressed. While confidentiality cannot be promised, every effort will be made to treat with sensitivity information concerning an allegation of sexual harassment. The intent is to be respectful of all who are involved.

Retaliation

No student, faculty member, employee, applicant for admission or employment or member of the public shall be subject to restraints, interference, coercion or reprisal for action taken in good faith to seek advice concerning a sexual harassment matter, to file a sexual harassment grievance, or to serve as a witness or a panel member in the investigation of a sexual harassment grievance. Any act of retaliation is a violation of this policy and will be investigated and adjudicated accordingly.

Malicious, False Accusations

A complainant whose allegations are found to be both 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.

Provide Educational Resources

The College-Institute will inform all administrators, staff, faculty and students of the College's sexual harassment policy and available resources. The College-Institute shall provide an annual fall orientation for new students, faculty and staff in these matters, making clear the expectations of the members of our community regarding these issues. Student, faculty and staff handbooks will contain the policy and the names of individuals designated to receive concerns about sexual harassment.

Anyone may seek advice, information or counseling on matters related to sexual harassment without having to initiate an informal or formal grievance process. Persons who feel they are being harassed, or are uncertain as to whether what they are experiencing or doing is sexual harassment and/or desire information are encouraged to talk with the following persons who are the College-Institute's designated resource persons for sexual harassment information on their campus:

- Cincinnati: National Director of Human Resources – 3rd floor, Klau Library

- Los Angeles: Dean of the Campus

- New York: Dean of the Campus

Federal and State Laws and Agencies

Sexual harassment is a form of sex discrimination and is against the law. It is explicitly prohibited by Title VII of the 1964 Civil Rights Act *as amended* and Title IX of the Education Amendments of 1972 as well as California Gov. Code 12940, New York Exec. LS 296 (6) and Ohio Rev. Code Ann. 4112.02.

Further information about what constitutes sexual harassment or how to file a complaint is available from the following sources external to HUC-JIR. The time for filing grievances with state and federal agencies varies.

- The Office of Civil Rights (OCR) in the U.S. Department of Education, (Title VII and Title IX violations)

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

Ohio Civil Rights Commission (OCR), 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

Procedures

I. Procedures for Reporting and Resolution of Sexual Harassment Allegations

A. Where to begin:

People who feel they are experiencing sexual harassment are encouraged to inform the harasser that the conduct is unwelcome and should be stopped immediately. There are circumstances where this is not feasible, comfortable or effective. In these instances, persons should enlist the assistance of the student's Program Director, Associate Dean, or Dean. Individuals who have questions about what constitutes sexual harassment or feel they may have been subjected to sexual harassment are strongly encouraged to contact one of these staff members or the College-Institute's National Director of Human Resources (513) 487-3201 soon as possible.

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. Normally, concerns should be brought to the attention of one of the designated College-Institute resource persons within six months of the incident, if a faculty or staff member is the complainant. If the complainant is a student, complaints should be filed within six months after the incident and within six months after the student leaves the institution.

B. General Information

There are informal and formal processes for addressing incidents of sexual harassment within the College-Institute community. Using informal processes of resolution does not prevent the complainant from later deciding to avail him/herself of the formal grievance process. The College resource person will explain the options available under this sexual harassment policy, the details of the informal and formal grievance procedures, the issues involved and the intent to respect the interests of both the complainant and the accused.

After receiving information about the process, the individual may decide to:

- do nothing (rarely recommended)
- take personal action (such as a conversation with or a letter to the alleged harasser)
- request a third party, informal intervention by someone other than a College-Institute resource person (e.g., a peer speaking with the alleged harasser in order to sensitize him or her to the discomfort or humiliation that his/her actions have caused)
- request an informal grievance resolution using a College-Institute resource person
- request a formal grievance resolution process.

If the individual decides to avail him or herself of the formal resolution processes, the resource person will assist the individual in setting up an appointment with the person responsible for those processes: the Dean or Dean's designee responsible for those processes; if the allegations involve the Dean, the Vice-President for Academic Affairs will designate another person to administer the formal process; if the allegations involve the Vice-President for Academic Affairs, the President will designate; if they involve the President, the Chair of the Board of Governors will oversee the process following these procedures.

Involvement in the College-Institute procedures, or a lack thereof, does not preclude the complainant from filing charges with government agencies listed in Section A.VIII of this policy. Both parties should be informed of the existence of their rights in other forums.

Reports of sexual harassment or sexual assault, or assistance may also be sought from one of the following local sources outside the College-Institute:

Cincinnati:

Police Department, District #5, (513) 352-3578 or 911

Women Helping Women Rape Crisis Center, (513) 381-5610

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

New York City:

Police Department, Sixth Precinct, (212) 741-4811
Rape Crisis Hotline, 1-800/621-4673

C. Informal Grievance Resolution

The aim of the informal grievance resolution process is not to determine whether there was intent to harass, but to ensure that the alleged offending behavior ceases and that the matter is resolved promptly. Intent is not usually relevant to defense of sexual harassment behaviors.

No disciplinary action is taken in resolving informal grievances; hence, informal grievance procedures should not be used for severe cases of sexual harassment/sexual assault, nor should they be used when the alleged harasser has been the subject of a previous formal grievance. When there is an over-riding interest of community safety, the College-Institute may require that allegations involving severe harassment/assault or a repeat harasser, once brought to the attention of a College-Institute resource person, be pursued through the formal investigative process as described in section D below. It is assumed that a complainant will understand and cooperate.

There is no requirement that the individual use the informal procedures before filing a formal grievance. Informal grievance processes may be used with or without filing a written complaint. The informal process may be conducted by the resource person with whom the individual first spoke or by a different resource person at the individual's discretion.

Options here include: writing a confidential letter to the alleged harasser describing the behavior and asking that it stop; asking that education be provided to the alleged harasser; asking a third party to speak with the alleged harasser; meeting with the alleged harasser with a third party present to explain the problem and the College-Institute's policy.

No report will be made of a conversation with a resource person as described in the General Information Section B above. Electing to use the informal procedure will result in a short report of the process to the Dean.

The report will name the complainant and the alleged harasser and briefly describe the alleged behavior, the response of the alleged harasser, if any, to the allegation, and the steps taken to remediate the situation. The report will be kept in a locked file in the Dean's office. It will not become part of the complainant's or alleged harasser's employment or student record. It will be read by the Dean only if another allegation involving either person is made. It will be destroyed seven years after departure from the College-Institute of both parties.

If the informal process does not resolve the problem to the satisfaction of the complainant, the resource person will remind the individual of the option of filing a formal grievance and the options that exist external to the College-Institute.

D. Formal Grievance Resolution Process

1. Initiating the Formal Grievance Process

The complainant shall submit a signed, written statement to the Dean. It should contain details of the alleged harassment, contact information for people who may supply information relevant to the allegations and briefly state what the complainant believes would constitute a just resolution of the situation. The Dean will notify the alleged offender of the allegations and describe them orally without using the name of complainant. As soon as possible the Dean will appoint someone from a pool of trained community members to investigate the allegations.

2. The Investigation

A pool of individuals on each campus will be trained annually to investigate complaints and serve on grievance review panels. The pool will be drawn from administration/staff, faculty and students. The faculty pool members will be chosen by vote by the tenure-track faculty, the staff members by a vote of the staff and student representatives will be chosen by the student body. Individuals are not limited to one year's service. If the allegations involve the President, the Board of Governors may elect to retain a trained investigator from outside the College-Institute community who will follow these procedures.

In each case, an investigative team of no fewer than two persons will talk with all parties, with individuals named by the complainant and suggested by the respondent and anyone else whom the investigator deems appropriate. Prior to commencing the investigation, the investigator will obtain from the complainant and respondent a signed agreement to participate in the process. Refusal by the respondent to participate in the process may 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 investigator. The investigators will then commence interviews. Any written material provided by one party to the investigator during the investigation must be shared by the investigator with the other party.

The investigator will conduct a full, 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 at least two weeks prior to the Grievance Review Panel Hearing.

The Grievance Review Panel Composition

a. No one who investigates a complaint will serve on the Grievance Review Panel for that complaint. The investigator's role will be to present his or her report and answer questions from the panel. The Grievance Review Panel shall be constituted from the individuals available in the trained pool. A faculty member in the

pool will chair in all cases involving faculty, an administrator in all cases involving a member of the administration, and a staff member in all cases involving a staff member. In cases involving faculty/administration/staff combinations, or between students, the chair shall be chosen by lot.

b. If one of the parties is a student and the other a member of the faculty, staff or administration, the Panel shall have seven members, two from the same College category as the complainant, two from that of the accused, one each from the other categories and a chair.

c. If one of the parties is a member of the faculty and the other a member of the staff, the Panel shall have five members: a chair, two faculty members and two staff members.

d. If both parties are faculty, the Panel shall have three members drawn from the panel elected by the faculty, one of whom will serve as chair.

e. If both parties are staff, the Panel shall have three members drawn from the panel elected by the staff, one of whom will serve as chair.

f. If both parties are administrators, the Panel shall similarly have three members drawn from the panel elected by the administration, one of whom will serve as chair.

g. If one of the parties is the President, the Panel shall similarly have three members from the Board of Governors.

Selection of Grievance Review Panel Members in Each Category

The Grievance Review Panel for each case shall be constituted by selecting members from the pool, alternating between alphabetical lists of female and male members, beginning with the first person who did not serve on the last constituted Committee.

The first member selected will be chair, taking into consideration the requirements set forth above for the selection of the chair in faculty/staff/administration combinations. The chair may consult the College's approved legal counsel for advice. The Chair of the Grievance Review Panel shall ask members whether they have any conflicts of interest and, if so, they shall recuse themselves.

Grievance Review Panel Procedures

a. At least one week prior to the hearing, the panel shall meet telephonically, electronically or in person with the investigator to review the investigator's report.

b. 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 investigator. 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 provide the investigator accurate and timely information throughout the process and to state clearly how the evidence relates to the allegations. The Panel may ask the investigator to provide additional materials prior to the hearing.

c. Once the Panel has met initially and reviewed the investigator's materials, the materials to be used or referenced in the hearing will be given to both parties, unless to do so will seriously jeopardize the safety or well-being of any member of the College-Institute community. Any materials given to one party must be given to the other.

d. Both parties will receive at least one week's advance written notice of the time and place of the hearing.

e. The investigator will attend the hearing and deliberations as a resource person, but will not participate in questioning any witnesses or vote on findings or sanctions.

f. 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.

g. 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.

h. 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 sexual harassment policy occurred."

i. 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. The personal notes of Panel members shall not be available and will be destroyed at the end of the process.

j. In all 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.

k. 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 Vice-President for Academic Affairs, the President and the College's Counsel.

Formal Sanctions

When the finding is that a sexual harassment violation 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:

- Oral warning
- Letter of warning or reprimand, and a copy of the grievance 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

Possible sanctions upon students 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-Institute

When any of the last four sanctions is recommended by the Grievance Panel, it will be imposed through the Student Tenure Committee, without its further investigation of the allegations or findings. The Panel will provide information adequate to substantiate its findings and recommendations to the Student Tenure Committee.

Appeals Procedure

Either party to the complaint may appeal the decision of the Grievance Review Panel. Only the respondent may appeal the sanctions. Appeals must be filed in writing as here designated, regardless of the provisions under the Student Tenure Review, within seven days of receipt of the decision.

If the accused is a student or faculty member, the appeal shall be considered by the Vice-President for Academic Affairs.

If the accused is a member of the staff or the administration, the appeal shall be considered by the Vice President for Finance and Administration.

Appeals will be considered only when:

- new evidence which was not reasonably available at the time of the formal investigation becomes available which could have substantially altered the outcome or

- when an allegation of substantial procedural error is made which could have substantially altered the outcome.

The appeal authority shall have the power to affirm, reverse or modify the decision and/or the sanction imposed. The appeal authority will provide a ruling generally within ten (10) working days from receipt of the appeal. Written notice of the ruling shall be sent to both parties, to the Grievance Review Panel, to the campus Dean, to the President and the College's Counsel. The notice shall include a statement of the reason for the decision. The President of the College-Institute shall have the authority to make final decisions in all appeals procedures. In cases involving the President, the Chair of the Board of Governors is such authority.

Records 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 proceeding 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. 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. If there is a finding that sexual harassment has occurred, the Vice-President for Academic Affairs shall report the finding to the Placement Director of the Jewish professional association responsible for either party.

Sexual Assault Policy

Sexual assault is a serious violent crime. It is a crime of hostility and aggression, as well as a violation of human dignity. The FBI defines a sex offense as "any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent". Sexual assault is also unique in its physical and mental impact upon the victim. Should it occur, it is a flagrant violation of Hebrew Union College-Jewish Institute of Religion standards.

The College-Institute community expects its members to treat all individuals with respect and dignity and will not tolerate any form of sexual assault or sexually harassing behavior of any type. Sexual activity should be explicitly agreed upon by both parties. A person has the right at any time to say "no" to sexual activity and to be understood that "no" means "no". Verbal communications of non-consent, non-verbal acts of resistance or rejection, or mental impairment of the victim due to any cause including the victim's use of alcohol or drugs all constitute a lack of consent. The same holds true whether the assailant is a stranger or an acquaintance. The use of alcohol or drugs will not be accepted as an explanation for the actions of any person charged with the violation of this policy. Wanton, unacceptable conduct will and must be addressed severely for the good of the students and the entire community.

Students who violate this policy may be disciplined under the College-Institute's sexual harassment policy and may be prosecuted under state criminal statutes. Whether or not a criminal prosecution occurs, HUC-JIR

retains the right to proceed with disciplinary action at any time, and need not await the disposition of any such criminal prosecution. Appropriate disciplinary action may include counseling, educational sanctions, disciplinary probation, suspension, expulsion, and referral to the proper law enforcement authorities for prosecution. Should the victim and alleged assailant be enrolled in the same class, alternative class assignments may be made.

Grievance Procedure for Sexual Assault

If an assault occurs, it should be reported to the Campus Dean and the National Director of Human Resources. Each of these campus resource persons pledges confidentiality consistent with the wishes of the complainant and the risk of harm inherent in the situation. Information will be shared only with relevant medical and/or therapeutic personnel until such time that a decision is made or temporary, indirect, or direct action taken.

Assaults that occur off-campus should be reported to the local police (911). If law enforcement officials are notified first, it is still recommended to contact a campus resource person so that appropriate measures can be taken and support provided.

When an alleged sexual assault is reported, campus contact persons will discuss with the victim the range of resources and alternatives available to him/her. The discussion should include encouraging the victim to report the incident to law enforcement authorities. The College-Institute can help arrange a meeting with law enforcement authorities and will offer to provide individuals to accompany and support the victim during the meetings.

Formal Procedures

The Individual is encouraged to file a formal report, not only in order to deter such assaults from happening to others, but also to ensure services that enhance recovery. However, the choice as to how to proceed after the assault belongs solely to the victim.

A student who has been sexually assaulted deserves the right to a complete investigation, which may involve local law enforcement, before making a decision about how to proceed with the case. Not all incidents of sexual assault result in criminal proceedings. In some cases, the victim may choose not to press criminal charges. In other cases, the prosecutor may decide that there is insufficient evidence to meet the burden of proof "beyond a reasonable doubt". Whether or not criminal proceedings are initiated, campus disciplinary proceedings will be started when the evidence warrants. Rights and options will be discussed with the student. A victim's identity will be kept confidential.

Even if charges are not pursued, reporting the assault is a way to regain a sense of personal power and control by enabling the victim to do something about the crime committed. Furthermore, information provided may help in the prevention of sexual assault and the protection of other potential victims.

Campus Disciplinary Procedures

The adjudication of sexual assault cases is complicated by several factors including: the criminal nature of the offense; the fact that the alleged victim and perpetrator may know one another and/or have classes together; the event may have occurred sometime before it was reported, and may involve the use/abuse of alcohol or drugs by either or both individuals.

The College-Institute has the authority to discipline a student for sexual assault even though the same student may be awaiting trial or may have been tried in a criminal proceeding. College-Institute disciplinary proceedings do not follow the same rigid procedures as criminal cases. Disciplinary sanctions may be imposed upon findings of a probable violation of College-Institute policy, rather than under the higher standards used in criminal trials.

The College-Institute will follow the procedures of the Non-Academic Student Tenure Hearing described in the *National Student Academic Handbook*. The accuser and the accused are entitled to the same opportunities to have others present during campus disciplinary proceedings and both accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding alleging a sexual assault. However, in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA), the victim must be informed that the information provided may not be shared with any other person without the assailant's signed written consent.

Recommended Action

The purpose of this material is to provide information and assistance to sexual assault victims and persons who may come into contact with a victim. Making decisions and regaining control are important to the healing process after an assault. The choice of how to proceed after the assault belongs largely with the victim. The following are a number of factors to consider. The College-Institute encourages reporting all incidents of on-campus sexual assault as quickly as possible to a campus resource person.

Resources

College-Institute Campus Dean
Campus Operations Director
National Human Resources Director

Emotional Trauma is severe after a sexual assault. The violation, loss of trust, and loss of control can have a serious long-term impact. It is not unusual for a person to withdraw, feel guilty or distrustful. However, there are many people who understand and places where support is available while one is recovering. The Campus Dean and the National Office of Human Relations will have a list of resources from which to receive such support.

Medical attention is critical. Even if the student ultimately decides not to report the assault to the police, it is still very important to seek medical attention immediately for possible internal injuries or sexually transmitted diseases. Also, the collection of medical evidence becomes critical in the event of prosecution. Therefore, it is important to seek medical attention promptly and to refrain from:

- Taking a shower or washing any part of your body;
- Douching;
- Brushing teeth;
- Drinking liquids;
- Changing clothes or changing sheets before seeking medical help;
- Putting anything in the mouth (gum, cigarettes, mints...).

A victim may seek attention at a local hospital Emergency Room. At the Emergency Room, the doctor will collect hair samples, semen samples, and other evidence, including clothing. A victim should bring a change of clothing to wear home. The police will be contacted to take possession of the samples until the victim makes a decision about whether or not to press charges.

Counseling is a very important step in helping someone who has been sexually assaulted regain control of his/her own life. Sexual assault is an extremely traumatic experience that needs professional attention. The College-Institute urges students involved in a sexual assault to meet with a counselor. Among the other things, counselors can help victims decide what further steps should be taken following an assault. A list of other community resources will be available from the Campus Dean and the National Director of Human Resources.

Note to Friends, Faculty and Staff

If someone who has been sexually assaulted comes to you, encourage the person to report the incident, seek medical attention, and pursue counseling. If the victim will not report the assault, anyone with knowledge of the assault may inform the Campus Dean that a sexual assault has occurred.

Drug Free School/Workplace Policy

The College-Institute is committed to maintaining a drug-free environment in accordance with the requirements of the federal Drug-Free Workplace Act and the amended Drug-Free Schools and Communities legislation. The unlawful manufacture, possession, use or distribution of illicit drugs and unauthorized alcohol by all students and employees on College-Institute property or at any College-Institute-sponsored activity, function, or event are strictly prohibited irrespective of whether such activities occur before, during, or after the College-Institute's regular business hours. This standard also applies to College-Institute-sponsored social activities and professional meetings attended by employees or students. The College-Institute, however, does recognize that the conditions of alcohol and drug dependency may be considered disabilities under state or federal law. It is the policy of the College-Institute not to discriminate on the basis of such recognized disabilities.