



NATIONAL STUDENT ACADEMIC HANDBOOK

EFFECTIVE SUMMER 2017

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Mission Statement

Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is North America's premier institution of Jewish higher education and the center for professional leadership development of Reform Judaism. A multi-campus academic and spiritual learning community, HUC-JIR builds vibrant progressive Judaism in North America, Israel and around the globe by:

- Studying the great issues of Jewish life, history and thought with an open, egalitarian, inclusive and pluralistic spirit;
- Educating innovative, visionary clergy and professionals who embody the sustaining values, responsibilities, practices and texts of Jewish tradition to inspire future generations; and
- Advancing the critical study of Judaism and Jewish culture in accordance with the highest standards of modern academic scholarship.

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

Academic Records Manager
Room 402
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.

Students Enrolling in Courses Taught by Relatives

College-Institute faculty are strongly advised to dissuade family members from enrolling in their courses when other options are available – for example, a different section of the same course taught by a colleague or taught by a different faculty member in another semester or taught by a faculty member on another campus.

This policy also applies to cases where a family member would be the student’s academic advisor or field work supervisor. Other arrangement should be made in these cases.

However, when specialized courses are taught by a relative and the relative is the sole specialist in that area at HUC-JIR, taking a course with a relative may be the only reasonable option for a student to pursue his/her academic program. In this case, it is incumbent upon the faculty member to avoid not only favoritism but also the appearance of favoritism. These circumstances are rare but can be problematic; therefore, faculty members must inform their campus Dean when a relative enrolls in one of their courses. In turn, campus Deans must alert the Provost. If the instructor is the campus Dean, s/he should inform the Provost.

Policy and Process

College-Institute students are not permitted to take courses taught by a faculty member who is their close relative by blood or marriage without the permission of the Provost. A student is also advised to avoid registering for a course taught by a faculty member with whom s/he has a close personal relationship.

The student may be granted the Provost’s permission only if:

- A. It is clearly demonstrable that there is no other course selection that will meet the student’s academic needs.
- B. The campus Dean submits an alternative plan for evaluating the student’s work. One such example would be to have another faculty member serve as a second reader for exams and papers submitted by the student. If the student’s academic program requires the course, the student and the faculty member must consult with the campus Dean to prepare the plan. The campus Dean will submit this plan to the Provost for consideration and approval.
- C. Program Directors will caution students regarding the policy and report any concerns to the campus Dean. If a situation involving nepotism is discovered and the Provost’s approval has not been obtained in advance of the beginning of the course, the Provost may direct that the student be withdrawn from

the course. If the discovery is made after the conclusion of the semester, the student will be brought before a student tenure committee. If the student is deemed to have knowingly violated the policy, the Committee may determine that no credit will be awarded for the course. The faculty member involved will be referred to the campus Dean for resolution of the matter.

- D. In no case does the College-Institute allow a parent/relative faculty member to undertake an independent study with his/her child, spouse, or other close relative.
- E. "Relatives" are defined as spouses/partners, parents, siblings and their spouses, children, stepparents, stepchildren, domestic partners, grandparents, grandchildren, aunts, uncles, first cousins, nephews, nieces and their spouses, and in-laws, plus roommates and other persons with whom the student may have economic and emotional ties.

Leave of Absence

1. Students desiring a leave-of-absence for medical or personal reasons, to serve as an intern, or to pursue studies at other institutions of higher education, must apply in writing to the student's Program Director. The form is available from the National Registrar's website. Program Directors may grant such leaves for a specific term up to one year, and it is the responsibility of the student to observe the terms and remain within the limits set. Failure to do so may result in automatic dismissal.
2. Students must inform their Program Director of their intention to return to the program no less than two months before resuming their studies.
3. Students pursuing studies at other accredited institutions during a leave of absence may, upon prior approval of the student's Program Director, receive transfer credit. However, in no case may the total transfer credits earned during a leave of absence or from prior transfer credit total more than 25% of the credits in a student's academic program. The Program Director's approval for these courses must be given prior to the student's departure for the leave of absence. Approval for courses taken during a leave of absence will not be given retroactively.
4. After a leave-of-absence, students must petition the appropriate Program Director in writing to return to full-time resident student status. The Program Director will notify a student before the leave-of-absence if there are specific conditions to be met before the student may return to full-time studies. The Program Director may ask the student for supporting documentation as part of the petition.
5. A student who has been dismissed or asked to withdraw is not eligible for a leave-of-absence for the following year.
6. A student on a leave-of-absence may be required to begin repayment of financial aid. For specific information, please contact the National Financial Aid Office.

7. A leave-of-absence may be granted for a semester or a year. If a student on a one semester leave-of-absence wishes to extend his/her leave, he/she must request permission from his/her Program Director for a one semester extension. If, after a one year leave of absence, a student does not return to the College-Institute, he/she must apply for re-admission.

Withdrawing from an Academic Program

1. A student desiring to withdraw from his/her academic studies at HUC-JIR must complete the Notice of Withdrawal form available on the National Registrar's webpage. This form must be signed by the student and the Program Director, and submitted to the National Registrar's Office.
2. If a student withdraws from his/her program and then wishes to resume his/her studies, he/she must apply for readmission through the National Admissions Office and meet the readmission requirements in effect at that time. If a student is readmitted more than one year after withdrawing, he/she must adhere to the academic requirements in effect at the time of readmission.

Catalog and Curriculum Eligibility

A student who withdraws from the College-Institute for a year or longer loses the right to graduate under the catalog and curriculum in effect during his/her last date of attendance. The student may be required, at the discretion of his/her Program Director, to meet the academic requirements in effect upon his/her return to HUC-JIR. This policy does not apply to a student who was away from the College-Institute on an approved leave-of-absence.

Change or Addition of Academic Program

A student who wishes to change academic programs or add an academic program must contact the National Admissions Office in order to initiate the process of admission to the new or additional program. Additionally, the student should also inform the Program Director of the new program and the Program Director of the former or ongoing academic program.

Current students must be in good academic standing in order to matriculate into another academic program.

Credit Hours

1. 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 Scale

The grading scale used in a class to arrive at the final grade, whether letter grade or pass/fail, is determined by the individual faculty member. Below is a suggested scale for those faculty members who calculate a class average for a student based on the points achieved for exams, papers, and other assignments. This chart is provided for guidance and is not required for faculty use in grading.

Letter or P/F Grade	Percent Grade
A+ / P	97-100
A / P	93-96
A- / P	90-92
B+ / P	87-89
B / P	83-86
B- / P	80-82
C+ / LP	77-79
C / LP	73-76
C- LP	70-72
F	69 and below

Change of Grade

1. Faculty may submit Change of Grade forms to the Office of the National Registrar. When the grade change has been processed, the student's Program Director will be notified by the National Registrar's staff.

Incompletes

1. If for reason of illness or other comparable extenuating circumstances a student cannot complete his/her work on time, the instructor may enter a grade of Incomplete ("I") into the Student Information System (SIS.)
2. A form indicating date for completion and reasons for the Incomplete shall be signed and submitted by the faculty member to the Office of the National Registrar. The form is available on the National Registrar's website. A copy of the completed form will be forwarded to the student's Program Director and will be kept on file in the National Registrar's Office. If a student is not able to contact the faculty member, he/she may petition the Program Director for an Incomplete.
3. Incurring three or more Incompletes in one semester or term may jeopardize the student's financial support.

4. Work needed in order to resolve Incompletes incurred during the Summer term must be submitted to the faculty member by the last day of classes for the Fall semester. Work needed in order to resolve Incompletes incurred at the end of the Fall semester must be submitted to the faculty member by the last day of classes for the Spring semester. Work needed in order to resolve Incompletes incurred during the Spring semester must be submitted to the faculty member by the first day of classes for Fall semester. In all cases, the faculty member may impose more stringent deadlines. Students in the School of Graduate Studies should refer to the School's handbook for due dates for Incompletes.
5. The student will have an "I" entered for the particular course. If the student fails to finish the Incomplete during the time allotted to him/her by the faculty member, the National Registrar will record an "IF" (Incomplete Failure) on the student's academic record.
6. No Incompletes are granted for Intensive courses.
7. In order to be considered as a candidate for graduation or ordination, a student must resolve all incomplete grades on his/her academic record at least three weeks before the date of graduation/ordination.
8. In rare cases where due to illness or other extenuating circumstances a student receives an incomplete grade in the final year, the coursework must be resolved and submitted to the faculty member by March 31 so that faculty member may submit the grade by the due date for senior grades. After that date the grade will turn to "IF."

Course Repeats

1. Courses may be repeated with permission of the student's Program Director and in consultation with the faculty member.
2. Courses for which grades of "F" have been received may be repeated without limit. The student should discuss the matter with their Program Director before re-enrolling in the course. If the specific course is not available, an equivalent course may be taken for the repeat if approved by the student's academic program director in consultation with the faculty member who taught the original course.
3. Courses for which grades of "C-" or better have been earned may be repeated upon receiving approval from the student's Program Director. The approval process is initiated by the student using a form from the National Registrar's Office. A maximum of 3 passed classes per degree or certificate may be repeated.
4. Only the credits and grade for the repeated attempt count toward degree completion and the grade point average. All entries on the transcript, however, remain a part of the student's permanent academic record.

Reduced Academic Load

1. Students shall be able to move through the program at a reduced pace if necessary, in consultation with the Program Director, taking up to a year beyond the normal degree program structure to complete the program.
2. If the student needs more than one additional year, he/she shall submit a formal request to the Program Director, who shall consult with the Faculty.

Independent Study Courses

1. An independent study is a course not regularly offered but developed specially by a student and faculty member. Students shall generally be allowed to take one (1) independent study course per semester/term. Up to a total of three (3) such courses are permitted per year. Exceptions may be made by Program Directors on a case-by-case basis for advanced students. Students in the School of Graduate Studies are exempt from this limit, but should consult with their advisor and the Director of the School of Graduate Studies.
2. Students must consult with their Program Directors in order to determine where the Independent Study course will count in the curriculum and other limits relative to the student's academic program.
3. To apply for an Independent Study Course, students must complete the Independent Study form available on the National Registrar's website and submit it to the National Registrar's Office by the close of registration.
4. The faculty member shall meet with the student enrolled no fewer than four times during the semester and the course requirements must be fulfilled by the end of exam week.
5. Any full-time faculty member may be asked to sponsor an Independent Study course. Part-time faculty members may do so with the approval of the Program Director. Since the faculty members are asked to participate in this program in addition to their regular teaching load, they shall undertake to work with students at their own discretion. If they feel that their own teaching obligations have already been maximized, or that other circumstances exist which make the Independent Study request inadvisable, then they may decline to sponsor such an Independent Study. It is recommended that no faculty member sponsor more than two such courses in any one semester.
6. No student who has failed a course in either of the previous two semesters may register for an Independent Study course, unless permission is obtained from the Program Director.

Student Academic Standing and Evaluation

1. Academic standing (good standing, probation, suspension, and dismissal) will be determined as soon as possible at the conclusion of each semester. Based on the standards below, the National Registrar's Office will automatically determine which students are on academic probation and communicate that information to the program directors. Additional academic action will be determined by the student's Program Director and/or Student Tenure Committee, as defined in this document. Every semester, each Program Director must send a report of students who are not in good academic standing to the National Registrar and National Financial Aid Director. This report will be used in determining a student's satisfactory academic progress (SAP) and eligibility for financial aid.
2. A student's academic standing may fall within the following categories:
 - a. Good Standing
 - b. Probation
 - c. Suspension
 - d. Dismissal
3. A student in good academic standing:
 - a. is not on probation
 - b. is making acceptable progress toward his/her degree or certificate which includes the maintenance of a minimum grade of "P" or "B" in no less than 80% of the total attempted credits.
 - c. has earned grades at the "Pass" or "B" level or higher
 - d. has no more than one LP or C in a semester
4. If a student receives two or more "LPs" or "C's" and/or fails one or more courses in a semester, or is not meeting the 80% standard in 3.b., the National Registrar's Office will place the student on Academic Probation. The Program Director will be notified and shall meet with the student to provide counseling and guidance, and may convene a Student Tenure Committee.
5. If he/she receives another "LP," "C" or "F" during a period of probation, he/she will be asked to appear before a Student Tenure Committee.
6. If the student fails two (2) courses at any time within two consecutive semesters, he/she will meet with the Student Tenure Committee.
7. If a student fails three (3) courses over two academic years, the student will be automatically dismissed. He/she has the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.
8. The procedures governing a Student Tenure Committee are described under "Academic Tenure" later in this Handbook.

9. Students have the right to respond to any particular faculty evaluation by meeting first with the faculty member and secondly with the student's Program Director.
10. Students in the School of Graduate Studies should refer to the School's handbook for policies regarding academic progress and good standing.

Students Placed on Academic Probation

Students may be placed on academic probation by their academic Program Director or the Student Tenure Committee.

During the semester in which a student is on academic probation s/he will typically enroll in a reduced number of credit hours whether these come from HUC-JIR courses, or consortium, cross-campus or dual program credit programs.

The number of credit hours that a student is permitted to enroll in during a semester on probation may be stipulated by the academic Program Director or Student Tenure Committee.

The student will meet with his/her Program Advisor to discuss a possible reduction in outside commitments and fieldwork hours.

All instances of academic probation, suspension, and dismissal will be posted to the student's permanent academic record.

Students will be removed from probation when they have completed twelve semester hours under the following conditions:

1. all work for each course must be completed by the end of its semester, without incurring any incompletes
2. all incomplete work from previous semesters must be completed
3. the grade received in each course must be Pass (B) or better

Any student who incurs a total of two occurrences of academic probation over the course of her/his academic program(s) will be recommended to a Student Tenure Committee for possible suspension or dismissal from the College-Institute.

Class Standing

Class standing and progress through the curriculum is determined by the Faculty and Program Directors as set forth in the academic handbooks for each program.

Non-Degree & Consortium Students

1. Anyone auditing courses or taking courses for credit, but not pursuing a degree or certificate program at the College-Institute, is designated a Non-Degree Student. An Audit, like a grade, appears in the Student Information System (SIS) and on College-Institute transcripts. A student who fails to attend a course that they are auditing will have an administrative withdrawal/"W" posted to their academic record.
2. Non-degree students must fill out the Application for Non-Degree Graduate Study which is available on the National Registrar's website along with the current tuition and fees. Additionally, the Non-Degree Student must obtain the permission of the faculty member teaching the course.
3. Guests from the community who may wish to be a visitor in a particular class should contact the faculty member teaching the course for permission. No academic record is maintained and the guest is not a registered student 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 through its representatives on each U.S. campus. International students should keep the National Registrar's staff informed of their arrival and departure plans, and any changes in their visa, financial, marital, or employment status, and other matters related to their stay in the United States.

Advanced Standing and Transfer of Credit

1. Students who have successfully completed graduate courses or a graduate degree in an accredited academic institution prior to their admission to HUC-JIR may request that transfer credits be applied toward their program of study at HUC-JIR. The amount of credit given shall be determined by the Program Director in consultation with the appropriate faculty member in whose area credit is sought, but may not exceed 25% of the credit hours required for the degree or certificate. Any application for transfer or exemption must be accompanied by an official transcript from the student's prior institution.
2. For learning achieved in non-accredited institutions or in settings outside of higher education, advanced standing may be possible. The extent of advanced standing shall be determined by the Program Director in consultation with the appropriate faculty member in whose area advanced standing is sought. Students may be evaluated based on examinations, performance in a specific course or group of courses, or other methods approved by the Program Director. As with accredited

institutions, any application for transfer or exemption must be accompanied by an official transcript from the student's prior institution.

3. All Advanced Standing decisions must be documented and sent to the National Registrar by the Program Directors so that appropriate credit may be recorded on the student transcript and in the Student Information System. The Outside Credit form is available on the National Registrar's webpage.
4. No more than 25% of course requirements for a degree, certificate, or ordination can be fulfilled by coursework from outside HUC-JIR. Within this context, credit earned through consortium agreements will be considered "in residence."

Internal Transfer Credit

1. When a student in or alumnus of one HUC-JIR program enrolls in a second program at HUC-JIR (whether after withdrawing from or completing the first program or while enrolled in that program), he/she does not need to repeat any course common to both programs. Any course common to both programs may be counted toward the requirements for each.
2. Students whose prior work at HUC-JIR includes courses that are similar in content and scope although not identical to required courses in another program may petition to apply the courses from the prior program toward requirements in the new program with the approval of the director of the new program in consultation with the instructor(s). In some cases, students may be required to take similarly-titled courses in multiple programs if those courses are deemed to be program-specific.
3. In these situations, the total exemptions, equivalencies and substitutions may not total more than 33% of the student's second academic program.
4. Students who complete the Rabbinic Education program or the SJNM certificate or degree program concurrent with their rabbinic studies may apply a total of six credits from these programs toward post-MAHL electives. Rabbinical School Directors may determine which courses in other programs fulfill distribution requirements in their program.
5. Rabbinical students or rabbinic alumni who choose to pursue the MAJE or the MARE through the Rabbinic Education year, or the certificate or Master's in Jewish Nonprofit Management may apply coursework from the rabbinic program to fulfill all of the Judaica requirements for these degrees.
6. Fieldwork requirements for one program may not be fulfilled with fieldwork done in another program, unless the programs have a memo of understanding regarding joint fieldwork.

Exemptions

1. Exemption from the Year-In-Israel program may, upon application, be granted anyone admitted to the Rabbinical, Education, or Cantorial programs of the College-Institute. Applicants must demonstrate that they are able to pass the exemption examination for the Year-In-Israel program. The exempted coursework and credit hours will be noted on the student's transcript.
2. A student may be exempt from certain required courses due to prior preparation. To receive such advanced standing, the student should submit a petition to their Program Director no later than 60 days prior to the beginning of the term in which the course in question would normally be taken. The Director will consult with faculty members in the academic field in question to determine the method of evaluating the student's prior preparation. An exemption may result in the exempted courses being replaced by higher-level electives or the direct transfer of accredited graduate-level courses to replace HUC-JIR coursework.
3. Such evaluation normally would include an examination of the student's transcript(s), prior course syllabi, and written work. A written or oral examination may be required as well. The Program Director will then approve or deny the petition and notify the student and the National Registrar accordingly.

Graduation

In order to graduate and/or be ordained by the College-Institute, a student must:

1. Successfully complete all academic and non-academic (i.e. institutes, seminars, etc.) elements of the curriculum for his/her program of study as certified by the academic program director.
2. For programs requiring a thesis or dissertation, all deadlines regarding submission and approval of the thesis/dissertation must be met prior to graduation and/or ordination.
3. Successfully complete all fieldwork/clinical requirements of the program as certified by the academic program director.
4. At the time of graduation/ordination, students must have completed all required courses in their program and have received a minimum grade of "P" or "B" in no less than 80% of the total attempted credits earned in each program while at the College-Institute.
5. Communicate with his/her academic program director(s) prior to the beginning of the final year of study in order to determine eligibility for graduation/ordination. The Program Director will review each student's progress towards the completion of requirements for graduation/ordination and convey any concerns to the student.
6. Have resolved all grades of Incomplete at least three weeks prior to the date of graduation/ordination.

7. Successfully complete all assignments by the deadline established for the submission of assignments in the semester of graduation/ordination.
8. Have completed an exit interview with the Office of Financial Aid, if applicable.
9. Have completed an exit interview with his/her Program Director(s).
10. Have made arrangements with all HUC-JIR libraries and resource centers for the return of all materials.
11. Have made arrangements with the Student Accounts Office to settle all outstanding financial matters including any health care/insurance charges.
12. Have complied with the requests from campus offices for senior students including the return of mailbox keys, IDs, etc.

Failure to meet these requirements may result in a delay of graduation/ordination until any unresolved matters are settled.

Financial Assistance

In all of its full-time professional programs the Hebrew Union College - Jewish Institute of Religion (HUC-JIR) offers generous financial assistance in the form of grants and federal loans to students with demonstrated financial need as determined by the National Financial Aid Office.

Institutional Need-Based Tuition Grants are scholarships that do not require repayment and are provided directly to the student from HUC-JIR's own resources. All grants and scholarships are based on the student's assessed financial need. In addition, Federal Stafford Loans will also be awarded to students based on the same materials received in the financial aid office by the annual deadline.

To be eligible for consideration for an HUC-JIR tuition grant, a student must demonstrate more than \$5,000 in financial need based on the information in the Free Application for Federal Student Aid (FAFSA) or the College Scholarship Service (CSS) Profile Form. The National Director of Financial Aid may be reached at (212) 824-2206.

Payment of Fees

All students will be billed directly for tuition and fees by the National Business Office each semester. The bills will be mailed shortly after the Add/Drop period ends. If a student receives scholarship or Direct Loans, all outstanding tuition and fees will be deducted from the scholarships and loans. (Note: Health insurance will only be deducted when there is written authorization from the student to apply the Title IV Funds and the

form is signed and returned to the National Business Office before loans are disbursed.) If there is a balance due, payment is due upon receipt of the invoice.

If needed, payment arrangements can be made which allow the balance due to be spread out over the semester in equal automatic monthly payments. Students need to contact Student Billing (513-487-3213) to set up payment plans. If the Business Office does not receive payment or set a payment plan in a timely manner, a Business Office Hold will be placed on the student account. Such a hold will prevent the student from registering, receiving transcripts or accessing financial aid. In addition, 1% interest will be charged on the outstanding balance and a \$150 charge to remove the Business Office Hold.

Billing Statement Payment and Cancellation of Enrollment

All student billing statements are assigned a due date. Payment is due upon receipt of the student account statement. As noted above, a Business Hold, a late fee of \$150, along with interest at a rate of 1%, will be charged to past due student accounts. Students who have an unpaid balance payable to HUC-JIR may be blocked via a National Business Office “hold” from enrolling for a future semester or may have their course registration cancelled.

Tuition, fees and other charges billed to a student’s account during an active semester must be paid in full by the due date on the student’s statement in order to register for future coursework. Also, diplomas and academic transcripts will be issued only for those students who have: (1) paid all outstanding obligations to the College-Institute (tuition, fees, loans, library fees or other charges) or, in extraordinary circumstances, made formal recurring payment arrangements with HUC-JIR’s Business Office, including signing a promissory note and (2) returned all outstanding library materials.

Blocked Registration and Re-enrollment

As stated above, all student billing statements are assigned a due date, and if student accounts are not paid in their entirety by the date assigned, the student’s enrollment for that future semester may be administratively cancelled. A registration block will prevent re-enrollment. The registration block will be removed only when the entire balance has been paid in full.

Once the registration block is removed, following full payment, then the student must attempt re-enrollment into the previously-enrolled classes or enrollment into other open classes using either on-line or in-person registration. The student’s administratively-cancelled class enrollments will not be reinstated automatically. Re-enrollment into classes following administrative cancellation is solely the student’s responsibility and will be on a first-come/first-served basis.

Be advised that every effort (letters, e-mails, etc.) will be made to notify students when they are at risk for enrollment cancellation for non-payment. Each student, however, is responsible both for monitoring his/her student account via the Student Information System (SIS) on a regular basis and for ensuring all charges are paid by the due date. The student solely is responsible for the administrative enrollment cancellation and/or late payment fee consequences arising from non-payment and/or late payment.

Health Insurance: 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 the insurance provider 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. LA students also have access to enroll in Dental Insurance through USC's student plan.

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 on the National Registrar's webpage. The Academic Calendar contains dates when classes are in session, scheduled reading and examination periods, and other pertinent information. HUC-JIR campuses also publish calendars of local events, days the campus is closed, intensive courses, and special academic terms for non-residential programs.
2. Some academic programs schedule a reading period at the end of each semester, preceding final examinations. Exceptions to this format may include intensive or online courses.
3. No regular classes or make-up classes are to be scheduled during reading days or during final examinations. If classes are canceled during the term, those classes are to be made up during the term.
4. The National Registrar's Office publishes the semester schedule for final examinations for each campus.

Student Transcripts and Files

1. Maintenance of student transcripts and files is consistent with the rules and regulations of the American Association of College Registrars and Admissions Officers (AACRAO) and in compliance with the Family Educational Rights and Privacy Act (FERPA.)
2. The College-Institute maintains an electronic file for each student in the Student Information System (SIS.) Additionally, an admission file is maintained by the National Admission Office, and academic files may be kept by the student's campus Dean and Program Director.

3. Students have access to all pertinent information in their files and may check them for accuracy. Students should contact the National Registrar for access to their files except as defined in #4 below.
4. Official requests for transcripts are made in writing to the National Registrar. Transcripts are released only with the student's written consent and if there are no unsettled student financial obligations. A transcript request may be made from the Student Information System (SIS) or by using the Transcript Request Form on the National Registrar's webpage. There is a \$5.00 charge for each official transcript requested.
5. The student's file contains material that usually falls into the following four categories:
 - a. Confidential letters of reference written in support of the student's application.
 - b. Application materials other than confidential letters of reference. These include the application itself, transcripts, Graduate Record Examination scores, autobiographical statement, medical forms, letter of acceptance and letter of acknowledgment.
 - c. Grade Evaluations and general correspondence concerning the student contained in a student file.
 - d. HUC-JIR transcript.

The student has access to all material in categories b, c and d as specified above. Appropriately designated administrative personnel, approved by the Office of the National Registrar, may have access to material in all four categories. The student's advisor has access to the material in categories b, c, and d.

Name Change Process

The College-Institute maintains the full legal name of students. Name changes are available only to **current** students. Upon withdrawal/dismissal/graduation the student's permanent record is sealed and no further changes will be made.

The Request for Name Change Form is available on the National Registrar's webpage or from any staff member of the National Registrar's Office. Acceptable supporting documentation includes: valid driver's license, marriage license, divorce decree that reinstates the maiden name, adoption documents, court order, or valid passport. Documents that are not considered acceptable legal documents include a social security card and a notarized statement. For international students on a visa, the name must reflect the name that appears on the visa.

The student's name that appears on the Application for Graduation/Ordination document must match the name on file with HUC-JIR. Request for Name Change with acceptable documentation needs to be submitted to the Office of the National Registrar before Graduation/Ordination. If proper legal documentation has not been provided to the Office of the National Registrar before Graduation/Ordination the Diploma/Smicha will be held.

FERPA Annual Notice to Students: Access to Student Records

Hebrew Union College-Jewish Institute of Religion annually informs students of the Family Educational Rights and Privacy Act of 1974, (FERPA) as amended. The Office of the National Registrar will disclose FERPA information by publishing a notice on the College-Institute's Registrar Website and in other appropriate locations. This annual notice shall prescribe the procedures whereby a student may make a formal request for non-disclosure of directory information, exercise the right to inspect and review education records, request an amendment of education records and obtain a copy of the College-Institute's education records policy. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section "6" below on your right to prevent the disclosure of directory information. The FERPA rights of students are:

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

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

(2) The right to request the amendment of the student's education records that the student believes are inaccurate 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. Discriminatory or harassing behavior
 - iv. Sexual Misconduct (including, but not limited to, sexual harassment and sexual assault)
 - v. Interpersonal violence (including, but not limited to, domestic violence, dating violence, and stalking)
 - vi. Giving false statements to the College-Institute orally or in writing including, but not limited to, one's application for admission or registration or altering records
 - vii. Violation of the Technology Usage Policy
 - viii. Financial malfeasance
 - ix. Violent behavior
 - x. Use of abusive or offensive language
 - xi. Creating a hostile or threatening environment
 - xii. Theft of College-Institute or personal property

- xiii. Violation of College-Institute academic regulations and policies
 - xiv. Disrespect toward a College-Institute employee
 - xv. Students involved in a criminal violation are accountable to local authorities but may also be subject to discipline by the College-Institute.
2. Other than complaints related to discrimination, harassment, sexual misconduct, or interpersonal violence, complaints of a student's alleged inappropriate behavior are to be brought to the Program Director (or the Dean's designee). The Program Director (or Dean's designee) will investigate the charges further, and consult with the student, appropriate faculty, student representatives and any outside consultants or other individuals deemed necessary to determine whether disciplinary action is warranted. Complaints related to sexual misconduct or interpersonal violence should be made to the Title IX Coordinator (see the Sexual Misconduct and Interpersonal Violence Policy for more information). All other complaints of discrimination and/or harassment should be made to the National Director of Human Resources who serves as the Title IX Coordinator (see the Equal Opportunity and Non-Discrimination Policy for more information).
- a. When community and ethical standards have been broken, the offender should, ask forgiveness, avoid repetition, and make restitution whenever possible.
 - b. The student's program director may suggest that the student seek counseling or other expert treatment.
 - c. The College-Institute's National Director of Legal Affairs should also be contacted for review and consultation.
 - d. A Program Director (or the Dean's designee) may issue a written reprimand to the student and may also place the student on immediate probation.
 - e. In an emergency situation, the Dean (or Dean's designee) may determine that it is appropriate to immediately remove the student from the campus and related educational activities. The student's Program Director should follow-up immediately by investigating the situation and determining the next appropriate steps which may include a Student Tenure Committee meeting.
 - f. A student's tenure may be terminated if it is determined that he/she engaged in inappropriate behavior that renders him/her unsuitable for his/her chosen profession, including but not limited to behavior that is unethical, illegal, or otherwise inconsistent with the codified standards of the individual professional organization of the field for which the student is preparing himself/herself.
 - g. Additionally, the Program Director (or Dean's designee) may determine that a Student Tenure Committee should be convened in order to consider the situation and, if necessary, the Committee may determine the appropriate disciplinary course of action.

- h. The Student Tenure Committee will be governed by the procedures and timelines outlined elsewhere in this Handbook.
- i. The disciplinary actions that may be taken by the Student Tenure Committee include:
 - 1. Reprimand and disciplinary probation
 - 2. Temporary suspension with time and terms of re-admission indicated
 - 3. Indefinite suspension with time and terms of re-admission not indicated. Return to the College-Institute would be determined by the student's Program Director
 - 4. Removal of financial assistance
 - 5. Permanent dismissal
- j. The student may appeal the decision of the Student Tenure Committee using the same process described elsewhere in this Handbook.

Student Tenure

A. Academic Tenure

- 1. The initial purpose of the student tenure review is to assist the student in succeeding at the College-Institute. If a student receives two or more "LPs" or "C's" and/or fails one or more courses in a semester, the Program Director shall meet with the student to provide counseling and guidance. The Program Director may place the student on probation and may convene a Student Tenure Committee.
- 2. If a student fails three (3) courses over two academic years, the student will automatically be dropped from the academic roll. He/she has the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.
- 3. Probationary status presumes that a student so designated has not demonstrated an ability to continue the course of study and must demonstrate this ability within one academic year in order to remain in the program. If a student receives an "F" during a period of probation, he/she will need to appear before a Student Tenure Committee. The student may also lose his/her eligibility for financial assistance.

B. Procedures for Academic Tenure

- 1. The Program Director is responsible for implementing the rules governing student tenure.
- 2. When necessary, the Program Director will notify the student in writing that either he/she must meet with the Student Tenure Committee or that he/she is being

dropped from the academic roll, but has the right to appeal to the Student Tenure Committee for reinstatement. The student will be given a copy of that section of this handbook that prescribes the procedures in these cases.

3. The composition of the Student Tenure Committee is to be determined by the Program Director, but must include at least one student from the appropriate professional school (unless the student waives this provision) and between two and four additional faculty members. The Dean may not serve on the Student Tenure Committee since he/she is part of the Appeals process. If the program director chooses not to chair the committee, he/she may designate a member of the Committee to serve as chair.
4. 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

Allegations related to sexual misconduct or interpersonal violence will be governed by the policies and procedures seen in the Sexual Misconduct and Interpersonal Violence Policy. Allegations related to any other form of discrimination and/or harassment will be governed by the policies and procedures seen in the Equal Opportunity and Non-Discrimination Policy. All other allegations of a student's alleged inappropriate behavior are governed by the procedures set forth in this section of the handbook.

1. Allegations of a student's alleged inappropriate behavior are to be brought to the Program Director. The Program Director will investigate allegations further, and consult with the appropriate faculty and student representatives in order to determine whether or not the matter is to be brought to the attention of a Student Tenure Committee. The Program Director may consult with outside experts and professionals. If it is determined that the matter should be brought before a Student Tenure Committee, then the student will be notified in writing of the charges that have been made and the findings that pertain to those allegations, and will be given a copy of that section of this handbook that prescribes the procedures to be followed by the Student Tenure Committee.
2. The composition of the Student Tenure Committee is to be determined by the Program Director, but must include at least two faculty members and one student from the appropriate academic program. Since the Dean is part of the appeals process, he/she may not serve on the Student Tenure Committee. The Committee shall be chaired by the Program Director or the Program Director may designate a chair from among the Committee members.
3. At least fifteen working days prior to the meeting of the Student Tenure Committee, the Program Director will give the student written notice of the time and place of the meeting, and written notification that the student may be present throughout the meeting until such time as the Student Tenure Committee enters into executive session. The fifteen working days notification period may be shortened with the agreement of the student and program director.

4. At the meeting of the Student Tenure Committee, the Program Director will present information pertaining to the charge(s) of inappropriate behavior. The student may present pertinent information to the Committee, or may ask others to present information on his/her behalf. When all of the information has been presented, the Program Director, the members of the Committee and the student may raise any questions they may have. When all questions have been raised, the members of the Student Tenure Committee will enter into executive session.
5. The Student Tenure Committee will deliberate in executive session, and will determine its decision by secret ballot and by 2/3-majority vote. The Committee may consider the following options (or other options that the Committee may deem appropriate):
 - a. Dismissal of the charge(s.)
 - b. Suspension: the Committee will stipulate an appropriate course of action for the student. The student may not continue in his/her program until he/she demonstrates to the Committee that he/she has met all of the Committee's stipulations.
 - c. Dismissal of the student from the program.
6. Within five working days, the chair of the Committee will communicate the decision of the Student Tenure Committee in writing to the student and the Dean.
7. Within ten working days, the student may appeal the decision of the Student Tenure Committee to the Dean; the Dean's decision to the Provost; and finally the decision of the Provost to the President.
8. Copies of the communication with the student, and a confidential record of the meeting(s) of the Student Tenure Committee (other than the deliberations of the executive session, for which no written record will be made) shall be kept in the Dean's office. The student may request copies of the confidential records; such request must be in writing to the Dean.

Thesis / Dissertation

The policies concerning the preparation and submission of a thesis or dissertation are contained in the various handbooks of the College-Institute's academic programs. Students should obtain one from their Program Director or from the HUC-JIR website. The student's Program Director will work with the Library to ensure that appropriate copies of the thesis or dissertation are provided to the Library. The Program Director will notify the Office of the National Registrar of successful completion of the thesis/dissertation requirement for the purpose of graduation.

Academic Grievance Procedure

1. All faculty members and instructional staff have received the Faculty Handbook that clearly outlines good teaching practices. Faculty members are responsible for fulfilling the good teaching practices outlined in the Handbook. Should students have grievances against a faculty member relating to any academic matter, they should avail themselves of the procedure outlined below. The goal of the academic grievance procedure is to effect reconciliation between the instructor and the student.
2. Any student has the right to question a course grade he or she has received, but the student should recognize the difference between questioning a grade and charging an instructor with a violation of the good teaching practices. Such a charge is a serious act and should neither be undertaken lightly nor should the desire to have a grade reviewed and changed be the primary motivation.
3. If the student wants to contest a grade, the student should first meet with the instructor to voice a complaint and to receive an explanation and possible redress. If the student is not satisfied with the explanation, he or she may confer with the faculty member's 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.
13. If the student has not resolved the concern/complaint to his/her satisfaction after exhausting the aforementioned process, s/he can utilize the appropriate state's complaint process.

For the Los Angeles Campus, please contact:

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 www.bppe.ca/gov. Telephone: 916-431-6924 (Fax) 916-263-1897.

Equal Opportunity and Non-Discrimination Policy

Notice of Non-Discrimination

The Hebrew Union College –Jewish Institute of Religion (“HUC-JIR”), as an institution of higher education and as a community of scholars, is committed to the elimination of discrimination and the provision of equal opportunity in education and employment. HUC-JIR does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

HUC-JIR does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, professors, administrators, visitors, and other third parties are not subject to a hostile environment in its programs and activities.

HUC-JIR will respond promptly and effectively to allegations of discrimination, harassment, and retaliation. The College will promptly conduct investigations and take appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provide appropriate remedies to complainants and the campus community. The College will take immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community. All students found in violation of this policy shall be subject to disciplinary action up to and including suspension or dismissal from the College. Similarly, any employees, professors, or administrators found in violation of this policy shall be subject to disciplinary action up to and including termination of employment. Behavior that violates this policy may also violate federal, state, and/or local laws.

For inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, age, and veteran status, please contact the EEO Coordinator at: Marviette Johnson, National Director of Human Resources, 3101 Clifton Ave., Cincinnati, OH 45220, (513) 487-3215, mjohnson@huc.edu.

For inquiries regarding discrimination, harassment, or retaliation based on sex, sexual orientation, gender, and gender identity or expression, please contact the Title IX Coordinator at: Marviette Johnson, National Director of Human Resources, 3101 Clifton Ave., Cincinnati, OH 45220, (513) 487-3215, mjohnson@huc.edu.

Scope of the Policy

This policy applies to all College community members, including students, employees, professors, administrators, visitors, or any third parties performing services on any College campus.

This policy applies not only to discriminatory conduct occurring within the typical classroom or campus settings, but also to any location owned or operated by the College as well as College-sponsored or College-sanctioned functions taking place outside those typical settings. Such College-sanctioned functions include, but are not necessarily limited to, Field-Based Educational Experiences. The College expects that all members of its community will help promote a learning environment free from discrimination. Any off-campus discriminatory conduct that has an actual or potential adverse impact on another's College environment may also be addressed under this policy.

Discriminatory Harassment

Discriminatory harassment is conduct that has the purpose or foreseeable effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive work or learning environment for that individual. It is not necessary that the consequences actually occur; HUC-JIR strives to stop any such conduct before the consequences occur. Discriminatory harassment is harassment that is based on the targeted individual's disability, race, color, religion, national origin, ancestry, genetic information, marital status, sex, age, sexual orientation, veteran status, or gender identity and expression. Discriminatory harassment includes sexual harassment, which is further defined in the Sexual Misconduct and Interpersonal Violence Policy.

Forms of harassment include, but are not limited to: Epithets, slurs, negative stereotyping, threatening, intimidating or hostile acts relating to race, color, religion, gender, national origin, sexual orientation, age, disability, or any other legally protected class; written or graphic material circulated by any means that creates a hostile or offensive educational environment toward an individual or group of individuals because of their race, color, religion, gender, national origin, sexual orientation, age, disability, or any other protected class. Examples of sexual harassment can be found in the definition of sexual harassment located in the Sexual Misconduct and Interpersonal Violence Policy.

Please be aware, however, that just because the expression of an idea or point of view may be offensive or inflammatory to some, it is not necessarily discriminatory. HUC-JIR values freedom of expression and the open exchange of ideas. While this value of openness protects controversial ideas, it does not protect harassment or expressions of bias or hate.

Retaliation

The College will not tolerate any form of retaliation taken against anyone who makes a complaint of conduct prohibited by this policy or anyone who cooperates in the investigation of a complaint of conduct prohibited by this policy.

How to Report a Complaint

If your complaint involves conduct of a sexual nature, domestic violence, dating violence, or stalking, please refer to the Sexual Misconduct and Interpersonal Violence Policy.

All other complaints involving conduct prohibited by this policy should immediately be reported to the EEO Coordinator, Marviette Johnson, National Director of Human Resources, 3101 Clifton Ave., Cincinnati, OH 45220, (513) 487-3215, mjohnson@huc.edu

If you believe that criminal conduct has been committed, you are encouraged to contact the local police department and/or dial 911 for emergencies.

After receipt of a complaint (or after being put on notice of conduct that may violate this policy), the EEO Coordinator for your campus will take a statement from you regarding what happened. That EEO Coordinator will ask you to describe the accused individual(s), and may ask questions about the scene of the incident, any witnesses, and what happened before and after the incident. If necessary, a referral to the local police department may be made at that time. You may have a support person with you during the interview. Unless you request confidentiality and the College is able to honor that request, an investigation into the incident will begin promptly after you report the incident.

In addition to reporting a complaint to the EEO Coordinator, you may also report a complaint to or seek information from federal or state agencies such as:

- The U.S. Department of Education's Office for Civil Rights ("OCR")
 - Chicago Office (for Cincinnati campus): (312) 886-8434
 - San Francisco Office (for Los Angeles campus): (415) 556-4275
 - New York City Office (for NY campus): (212) 637-6466

- The Ohio Civil Rights Commission ("OCRC"), Cincinnati Regional Office: (513) 852-3344

- The State of California Department of Fair Employment and Housing ("DFEF"): (800) 884-1684 (toll free for complaints and information)

- The New York City Equal Employment Practices Commission: (212) 240-7902

- The New York State Human Rights Commission on Discrimination Complaints: (212) 306-7450

Interim Measures

If your complaint involves conduct of a sexual nature, domestic violence, dating violence, or stalking, please refer to the Sexual Misconduct and Interpersonal Violence Policy.

Interim measures, also known as accommodations, are available upon receipt of a report of discrimination or harassment and prior to the resolution of a complaint, as appropriate. Available interim measures include, but are not limited to, restrictions on contact between an alleged victim and an alleged perpetrator (“no contact” orders); changes in academic or living situations; access to counseling, health, and mental health services at no cost ; academic support; victim advocacy; and escort services. If appropriate, the Title IX Coordinator, Marviette Johnson, National Director of Human Resources, generally will offer interim measures upon receipt of a report of sex discrimination, sexual misconduct, domestic violence, dating violence, or stalking. Individuals requesting additional interim measures or experiencing difficulty obtaining interim measures that have been approved should immediately contact the EEO Coordinator. Interim measures will be offered to a complainant regardless of whether the complainant chooses to participate in a hearing against the accused or whether the complainant chooses to report the incident to law enforcement. To the extent possible, any interim measures that are provided will be confidential.

Protective Measures

In addition to the interim measures described above, other protective measures also may be available by contacting law enforcement and/or the local prosecutor’s office. For example, in addition to the normal criminal process, law enforcement and/or the local prosecutor’s office may assist a student in obtaining a protection order. A protection order is a temporary order intended to help provide safety and protection to victims of certain crimes. If you have a protection order against someone and that person violates the protection order in any way, law enforcement may be able to arrest that person and charge that person with a violation of the protection order. To the extent possible, any protective measures that are provided will be confidential. If needed and to the extent necessary, HUC-JIR will provide assistance in obtaining a protection order.

Please see **the** EEO Coordinator for your campus for more information about these protective measures, including for contact information for local law enforcement and/or the local prosecutor’s office.

Investigation

If your complaint involves conduct of a sexual nature, domestic violence, dating violence, or stalking, please refer to the Sexual Misconduct and Interpersonal Violence Policy.

While all investigations will vary due to the individual circumstances surrounding the particular complaint, investigations falling under this policy will typically involve the following:

1. Preliminary review of the complaint by the EEO Coordinator to determine whether probable cause exists to believe a violation of this policy occurred.
2. Assignment of the investigation from the EEO Coordinator to an investigative team of no fewer than two (2) persons who have been trained annually to investigate complaints.
3. Notification to the accused that an investigation has commenced.
4. Interviews of the complainant, the accused, and any witnesses. The accused shall be provided a copy of any written complaint or otherwise informed of the substance of the complainant's allegations. Similarly, the complainant shall be provided with a copy of any written response provided by the accused or otherwise informed of the substance of the accused's response to the allegations.
5. Gathering and examining of relevant documents or evidence (e.g., law enforcement investigatory records, student and/or personnel files, etc.). Both the complainant and respondent will be asked to provide a list of possible witnesses as well as any written or physical evidence (e.g., text messages, social media postings, emails, photos, medical records, etc.) that they wish to be considered by the investigatory team.
6. Preparation of an investigatory report complete with a summary of interviews, relevant documents, findings, and recommendations for further action.

Both the complainant and the accused have a right to be accompanied by one support person of his or her choosing during any meeting with an investigator. That support person should not be someone who may be considered a witness. The purpose of the support person is to provide support, not advocate or impede the investigation.

Disciplinary/Adjudication Procedure

If your complaint involves conduct of a sexual nature, domestic violence, dating violence, or stalking, please refer to the Sexual Misconduct and Interpersonal Violence Policy and the Complaint/Grievance Policy – Sexual Misconduct and Interpersonal Violence.

Upon completion of its report, the investigatory team will deliver the report to the EEO Coordinator. In the event that the EEO Coordinator finds that there are reasonable grounds to believe that a violation of this policy has occurred, the EEO Coordinator will issue a notice of violation in writing to the accused and provide a copy of that notice to the complainant. Any notice of violation will also include a recommendation with regard to disciplinary action. In the event that the EEO Coordinator does not find that there are reasonable grounds to believe that a

violation has occurred, the EEO Coordinator will notify both the complainant and the accused in writing of that finding.

If either party feels aggrieved by the findings, he or she may challenge those findings through the College's applicable grievance procedure. The procedure for challenging those finding through a grievance can be found in the policy titled "Complaint/Grievance Policy – Discrimination and/or Harassment."

Possible Discipline/Sanctions

Possible discipline or sanctions for engaging in discrimination and/or harassment may include:

- Oral warning
- Letter of warning or reprimand, and a copy placed in the student's file
- Probation
- Forced leave of absence
- Suspension for a defined period of time
- Dismissal from the College

Complaint/Grievance Procedure – Discrimination and/or Harassment

For conduct of a sexual nature, domestic violence, dating violence, or stalking, please refer to the Sexual Misconduct and Interpersonal Violence Policy.

Introduction:

The Hebrew Union College –Jewish Institute of Religion ("HUC-JIR"), as an institution of higher education and as a community of scholars, is committed to the elimination of discrimination and the provision of equal opportunity in education and employment. HUC-JIR does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities. HUC-JIR does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, professors, administrators, visitors, and other third parties are not subject to a hostile environment in its programs and activities.

When an allegation of discrimination or harassment is brought to the College's attention, a prompt investigation will be performed. Please see the College's Equal Opportunity and Non-Discrimination Policy for more detailed information related to filing a complaint and a possible resulting investigation. Upon conclusion of the investigation, a report will be prepared and submitted to the EEO Coordinator. In the event that the EEO Coordinator has reasonable grounds to believe that a violation of this policy has occurred, the EEO Coordinator will issue a written notice of violation to the accused and provide a copy of that notice to the complainant. Any notice of violation will also include a recommendation regarding disciplinary measures. In

the event that the EEO Coordinator does not have reasonable grounds to believe that a violation has occurred, the EEO Coordinator will notify both the complainant and the accused student in writing of that finding.

If either party feels aggrieved by the findings, he or she may challenge those findings through this grievance procedure.

If a notice of violation has been issued, and the accused fails to challenge the notice of violation by submitting a written grievance within the requisite time period, the notice of violation will be submitted to the Provost for a final decision regarding discipline.

Grievance and Adjudication Procedure:

Step 1: All grievances shall be written and submitted to the EEO Coordinator within ten (10) days of the date the grievant receives the above-described notice from the EEO Coordinator. All written grievances shall include the following: (1) the name, addresses, and phone number of the grievant; (2) a detailed description of the circumstances surrounding the grievance; and (3) the specific relief the grievance is requesting through the grievance procedure. The EEO Coordinator will promptly provide a copy of the grievance to the other involved individual(s), hereafter referred to as the respondent(s). The respondent may submit a written response to the grievance to the EEO Coordinator within 10 days of receipt of the grievance.

If the grievant or respondent believes that the EEO Coordinator has a conflict of interest or bias, the grievant or respondent shall identify his or her reasons for that belief in writing and submit that writing within 3 business days of the filing of the grievance. If it is determined that the EEO Coordinator has a conflict of interest or bias, the EEO Coordinator will be recused from the grievance process and a non-involved member of the senior administration will perform all duties assigned to the EEO Coordinator.

Step 2: After receipt of the grievance, the EEO Coordinator will contact the grievant and the respondent within five (5) business days to schedule separate pre-hearing meetings. Pre-hearing meetings are not mandatory. These pre-hearing meetings are designed to allow the grievant and/or the respondent to ask questions regarding the grievance and adjudication procedure as well as review any investigatory report. Both the grievant and the respondent are permitted to be accompanied by an advisor during the pre-hearing meeting. The advisor should not be someone who may be considered a witness to the incident at issue.

Step 3: After the pre-hearing meetings (or after the parties decline the pre-hearing meetings), the EEO Coordinator will submit the grievance and the respondent's response, if any, to a Grievance Committee. The Grievance Committee will consist of three (3) College faculty members or administrators randomly chosen from a defined pool. If either party is a faculty member or administrator, no faculty member or administrator from that party's same department will be chosen to be on the Grievance Committee. Each of the

faculty members in the defined pool receives annual training on issues related to sexual harassment, sexual assault, domestic violence, dating violence, and stalking and on the College's grievance and adjudication process. The grievant and the respondent will be promptly notified of the Grievance Committee's composition.

If either party believes that a member of the Grievance Committee has a conflict of interest or bias, that party shall identify his or her reasons for that belief in writing and submit that to the EEO Coordinator within three (3) business days of notification of the Grievance Committee's composition. If the EEO Coordinator determines that a member(s) of the Grievance Committee has a conflict of interest or bias, that member(s) of the Grievance Committee will be replaced by a different faculty member(s) from the defined pool. That process will continue with the newly identified member(s) until the Grievance Committee is finalized.

Step 4: After the Grievance Committee is finalized, the EEO Coordinator will notify the grievant and the respondent of the date, time, and location of the grievance hearing. The parties will receive at least ten (10) days' notice of the hearing. Prior to the Grievance Committee hearing, the Grievance Committee will be provided a copy of any investigatory report. The parties will also be provided a copy of the investigatory report, but without copies of sensitive documents such as medical records. Note that the parties have an opportunity to review the full investigatory report in the pre-hearing meeting.

Both the grievant and the respondent are permitted to present relevant witnesses and evidence at the hearing. Each party must identify in writing to the EEO Coordinator the witnesses and/or evidence he or she intends to present at the hearing no later than seven (7) days prior to the hearing. The College prefers the use of live witnesses, but if a witness is unavailable to participate in a live proceeding, a signed, written statement may be submitted for the witness. If a signed, written statement is submitted for a witness, it must be provided to the EEO Coordinator no later than seven (7) days prior to the hearing.

The EEO Coordinator will promptly provide each party with the other party's list of identified witnesses, evidence, and/or signed, written statement(s).

Step 5. Grievance hearings are closed to the public. Both the grievant and the respondent are permitted have an advisor present. However, that advisor is not permitted to participate as a vocal advocate during the hearing. The investigators shall be present at the Grievance Committee Hearing.

At the hearing, each party will be permitted to give an opening statement. Each party will then be permitted to present evidence and/or witnesses. A party will permitted to ask questions of the other party and/or the other party's witnesses, but the questions must be first submitted to the Grievance Committee. The Grievance Committee will then ask the questions on the party's behalf. The Grievance Committee retains discretion to refrain from asking questions it believes are irrelevant or unnecessary and/or exclude presentation of any witnesses or evidence. For example, information about a party's prior

sexual history with persons other than the other party will typically be excluded. Each party will also be permitted to make a closing statement.

The College will accommodate requests from either the grievant or the respondent to not be present in the same room during the grievance hearing.

Official minutes of the hearing will be kept. The official minutes will be made available to either party.

Step 6: Within fourteen (14) days of the conclusion of the grievance hearing, the Grievance Committee will issue a written decision. The Grievance Committee will use a preponderance of the evidence (i.e., “more likely than not”) standard to determine whether or not an alleged violation occurred. The Grievance Committee will also issue a recommendation on the discipline, if applicable. If the Grievance Committee is not unanimous in its findings or recommended discipline, its written decision shall record that fact.

The EEO Coordinator will promptly provide written notice to both the grievant and the respondent of the Grievance Committee’s decision. The EEO Coordinator will also notify the parties of their right to appeal the decision and, if applicable, the sanctions or disciplinary measures to be imposed.

Step 7: After the EEO Coordinator notifies the parties of the Grievance Committee’s decision, either party will have ten (10) days to submit a written appeal of the Grievance Committee’s decision to the Provost. The possible bases for appeal include: (1) a procedural error that has significantly impacted the outcome of the hearing; (2) the introduction of previously unavailable relevant evidence which would have significantly impacted the outcome of the hearing; or (3) where a sanction is substantially disproportionate to the Grievance Committee’s findings

If either party chooses to appeal, the other party will have ten (10) days to submit a written opposition to the appeal to the Provost. Upon receipt of the written opposition or the passing of the timeframe allowed to submit a written opposition, the Provost will promptly issue a written decision affirming the Grievance Committee’s decision; reversing the Grievance Committee’s decision; or remanding the grievance back to the Grievance Committee to consider additional evidence or remedy a procedural error. If the Provost remands the Grievance Committee’s decision, the Provost may order that a new Grievance Committee hear the matter. The Provost’s decision will be issued in writing to both parties.

A decision will be considered final if no party submits a timely appeal of a Grievance Committee’s decision or if the Provost affirms or reverses the Grievance Committee’s decision. Any sanctions or discipline imposed will be stayed until the resolution of the appeal process.

All of the time frames above may be extended by a showing of good cause. All parties involved will be promptly notified if a time extension has been granted.

A student is not required to file a grievance with the College and, if applicable, may file a complaint with federal or state agencies such as:

- The U.S. Department of Education's Office for Civil Rights ("OCR")
 - Chicago Office (for Cincinnati campus): (312) 886-8434
 - San Francisco Office (for Los Angeles campus): (415) 556-4275
 - New York City Office (for NY campus): (212) 637-6466

- The Ohio Civil Rights Commission ("OCRC"), Cincinnati Regional Office: (513) 852-3344

- The State of California Department of Fair Employment and Housing ("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

In the event that the College finds that any student has been a victim of discrimination or harassment, the College will take immediate measures to remediate and/or correct the conduct or circumstances. Any individual who is subjected to such conduct will be notified of the College's measures to remediate and/or correct such conduct.

The College prohibits retaliation against anyone who files a grievance under this section or otherwise complains that he or she has been a victim of discrimination or harassment. This prohibition of retaliation similarly extends to anyone who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing relating to a grievance or complaint under this section.

All documents, witness statements, evidence, and written submissions associated with a grievance under this section will be confidentially maintained, to the extent permitted by law, in the student's disciplinary record. Any request by a student to review the documents, witness statements, evidence, and written submissions associated with his or her grievance under this policy should be submitted to the EEO Coordinator.

The notifications required by this policy will not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C. § 1232g), commonly known as the Family Education Rights and Privacy Act of 1974 (FERPA).

Statement Concerning Field-Based Educational Experiences

Hebrew Union College - Jewish Institute of Religion (HUC-JIR) is highly committed to Field-Based Education Programs as an integral part of the educational process. This commitment is expressed through the institution's approach to field-based educational experiences, which are designed to be both academically rigorous and practically effective. HUC-JIR Field-Based Education Programs – which include student pulpits, internships and related placements – aim to foster learning communities that model and teach students ways of thinking, being and doing that are integral in developing their professional identity. These experiences integrate such things as knowledge, skill, moral integrity, religious tradition and commitment in actual practice, which is the very essence of religious and communal leadership formation.

In partnership with participating synagogues and community-based organizations, field-based educational experiences provide learning laboratories to practice the art and craft of (religious) leadership, including but not limited to the following:

- Critical reflection on practice and theology;
- Exploration of differing models for ministering to congregants and others;
- Examination of the issues of faith and social issues; and
- Development of professional identity and skills.

The Learning Agreement

A critical component to HUC-JIR's Field-Based Education programs is the Learning Agreement. A Learning Agreement is the institution's official document which outlines the expectations and responsibilities of each party for the semester-long or year-long Field-Based Education placement, student pulpit or internship.

In general, students should be exposed to as much of the day-to-day functioning of the organization as possible. For students working in synagogues, this will often include experience with worship, teaching, youth engagement, committee meetings, social gatherings, and both the pastoral and administrative responsibilities associated with congregational settings.

For HUC-JIR students working in community-based organizations or similar Field-Based Education placement sites, this will often include meeting with clients, participating in the development and/or execution of programs, becoming familiar with administrative aspects of operating the organization, participating in staff meetings and lay committee meetings, and possible exposure to the role that fundraising plays in maintaining vital programming.

Pre-Field Based Educational Experience Workshop

In addition to the Learning Agreement, HUC-JIR encourages its Program Directors / Fieldwork Supervisors – prior to the start of the Field-Based Education placement, student pulpit or internship – to conduct workshops on ethical and other issues that HUC-JIR students might encounter in field placements. These workshops shall be a prerequisite to students' participation in field placements. They shall be designed both to introduce and address many of the specific issues faced in congregational or organizational settings.

Orientation of HUC-JIR Students at Field-Based Educational Placements

Institutionally, HUC-JIR strongly encourages that students participating in Field-Based Education placements – including student pulpits and internships – be oriented at the field site on the day the placement begins. The objective of this orientation is to familiarize the student with the following:

- The organization's history and mission;
- The organizational structure in place at the field placement site and the particular individuals with whom the student will work;
- The needs of those being served by the congregation, community-based organization or other field placement site; and
- The organization's expectations and policies, as well as the student's rights and responsibilities while engaged in the placement. This will include a review of protocol and procedure concerning harassment, discrimination, personal safety, emergencies, and related circumstances.

The orientation should also address the anticipated workload associated with the placement, which should be consistent with the parameters established by HUC-JIR and the congregation, community-based organization or other field placement site.

Supervision in Field-Based Educational Placements

Field-Based Education Placement Site Supervisors (hereafter referenced as the "*Placement Site Supervisor*") may include ordained clergy (rabbis and cantors), chaplains, counselors, pastoral care directors, teachers and educators, administrators, social workers, advocates and activists, some of whom pursue vocations in congregational settings and others in non-congregational settings such as hospitals, community-based programs, school settings (primary, secondary, and higher education), governmental agencies, nonprofit organizations and other diverse types of organizations. Whether supervising an HUC-JIR student in a congregational or non-congregational setting, the Placement Site Supervisor is critical to the success of the field-based educational placement.

All Placement Site Supervisors are expected to have:

- A thorough understanding of HUC-JIR’s mission and philosophy, as well as working knowledge of the institution’s approach to Field-Based Education and the objectives of this aspect of the students’ training;
- A desire to work collaboratively with HUC-JIR staff who oversee field-based placement and the ability to ensure open communication with both the student and HUC-JIR staff;
- The ability and willingness to engage the HUC-JIR student participating in Field-Based Education as a “colleague in training”;
- A commitment to participate in any required Orientation and/or Training developed by the College-Institute, to adhere to all of the requirements of HUC-JIR Field-Based Education Placement Programs and to conform to HUC-JIR policy relating to behavioral conduct, including policies prohibiting discrimination, harassment and similarly offensive and potentially illegal conduct.

Professional Ethics

The Hebrew Union College – Jewish Institute of Religion (HUC-JIR) expects all Placement Site Supervisors, clergy, educators, social workers and other professionals with whom our students work in Field-Based Education Placements to conduct themselves in accordance with the highest standards of professional and personal ethics. HUC-JIR students are expected to conduct themselves in a similar manner.

Adhering to such ethical standards involves a commitment to behaving in an honest way and with integrity, manifest in simple actions such as keeping one’s word and following through on commitments. For the student this is exemplified by arriving at the field placement on time and prepared to work, offering the time and energy expected in the Field-Based Education Placement, and presenting one’s best effort. The Placement Site Supervisor demonstrates comparable integrity by respecting the agreed upon parameters of the placement and by focusing her/his best efforts on the student.

Policies and Practices in the Context of Field-Based Educational Placements

Hebrew Union College - Jewish Institute of Religion considers Field-Based Education programs to be an extension of its campus-based education programming and central to the curriculum. As such, all Field-Based Education Placement Sites must adhere to the policies of the College - Institute. Prior to the start of a Field-Based Education Placement, HUC-JIR will provide the Placement Site Supervisor with a current version of the National Student Academic Handbook, which contains the institution’s policies regarding appropriate student conduct. Field-Based Education Placement sites will also receive HUC-JIR policies relating to conduct expected of HUC-JIR faculty and staff. Throughout the fieldwork period HUC-JIR students and their

Placement Site Supervisors, as well as other individuals associated with the placement, are expected to maintain proper bounds of conduct as outlined in HUC-JIR institutional policy.

Any student who violates these policies while serving in a Field-Based Education Placement or internship will be subject to disciplinary action, as specified in the National Student Academic Handbook. Additionally, the Field-Based Education Placement or internship site, including the Placement Site Supervisor and any individual associated with the site who is connected with the fieldwork or internship in any manner, is expected to maintain an appropriate, professional environment free from harassment, discrimination, intimidation and related conduct.

Use of Power

In the realm of covenants, one of the most fundamental relationships is the use of power. As students advance through HUC-JIR's programs of study and participate in Field-Based Educational Placements – irrespective of whether they are student pulpits, internships or other types of placements – it is important that both the Placement Site Supervisor and the student understand and appreciate the ethics of power. Power is inherent in the role of clergy and in the role of the supervisor. As HUC-JIR students and their Placement Site Supervisors work together it is important that appropriate boundaries are both observed and acknowledged. In Field-Based Education Placements, students should also recognize the need and develop the ability to relate in a responsible manner to congregants, clients, colleagues and others with whom they interact.

Sexual Ethics

As discussed in the “Equal Employment and Non-Discrimination Policy” and the “Sexual Misconduct and Interpersonal Violence Policy,” HUC-JIR will not tolerate sexual harassment in any organizational setting in which HUC-JIR students are placed. It is always the Placement Site Supervisor's responsibility to maintain appropriate boundaries and a professional relationship with the student. It is also important for Placement Site Supervisors and students to remember that it is not appropriate for sexual contact to occur in the context of Field-Based Educational Placements, including but not limited to sexual contact between the Placement Site Supervisor (as well as others within the organization who participate in guiding aspects of the field-based educational placement) and the HUC-JIR student, between the student and a congregant in a synagogue setting, or between a student and a client in a community-based organizational setting. Such conduct will result in the immediate termination of the Field-Based Educational Placement.

Procedures for Handling Incidents of a Sexual Nature in Field-Based Educational Placements

Any student who has been subjected to sexual harassment, or any untoward conduct of a sexual nature, should refer to the “Sexual Misconduct and Interpersonal Violence Policy” for information regarding how to proceed.

Immunization

For those students participating in the Year-in-Israel Program, all health documents (reports of immunizations, medical conditions, vaccinations, etc.) must be submitted to the HUC-JIR Office of Admission prior to departure for Jerusalem.

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

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

Disability Services

In accordance with the Americans with Disabilities Act of 1990 (ADA) as amended by the ADA Amendment Act of 2008 and Section 504 of the Rehabilitation Act of 1973, Hebrew Union College-Jewish Institute of Religion is committed to the admission of all qualified students without regard to disability. We further commit to provide accommodations to ensure that academic programs and support services are accessible to all students and that the academic programs and support services do not discriminate against or have the effect of discriminating against students. We provide reasonable accommodations to help facilitate academic success. Students with documented disabilities may receive assistance and support from our designated staff on each campus. Services are available for students with documented disabilities on a case-by-case basis according to individual needs.

National Disability Services Coordinator

One member of the HUC – JIR national administration will be designated by the Provost as the National Disability Services Coordinator. This administrator will in turn work with the campus staff members who are designated by their campus dean as the primary contacts for students with disabilities on their campuses. This national staff member will participate in training for new disability services staff members and remain up-to-date regarding Federal and state laws concerning persons with disabilities. This person may serve as a resource person for the

National Office of Recruitment & Admission staff and for potential students. Additionally, s/he will be responsible for updating HUC-JIR disability policies and procedures, coordinating and documenting staff and faculty training, and keeping the College-Institute informed about disability services and policies. These duties may be handled in addition to the person's other administrative role.

The National Disability Services Coordinator can be contacted via Clyde Parrish in the National Registrar's Office: (513) 487-3202

Disability Services Staff Members for Each Campus

Each campus will have a Disability Services staff member, designated by the campus dean and the National Disability Services Coordinator, to assist students with disabilities. That staff member will be trained and familiar with the applicable state and Federal laws such as the 504 and ADA regulations from the US Department of Education, be well-versed in the relevant policies of the College-Institute, and should conduct the initial interview and follow-up with each student seeking disability accommodations. The staff member will also maintain a confidential file for each student, including the education plan/accommodations developed to aid that student. These duties may be handled in addition to the person's other administrative role.

The Disability Services staff member for your campus can be contacted at:

Cincinnati: Autumn Wheeler, Dean's Office, (513) 487-3231

Jerusalem: Dr. David S. Mendelsson, Year-in-Israel Program Director, 972-2-6203365

Los Angeles: Dr. Madelyn Katz, Associate Dean, (213) 765-2665

New York: Rabbi Renni Altman, Associate Dean, (212) 824-2230

Accommodations

Students who believe they will need academic accommodations to participate fully in the activities related to their academic program at HUC-JIR should make those needs known as early as possible, preferably as soon as they have received notification of acceptance.

Accommodations are adjustments made for students with disabilities in order to allow them to access the same educational experiences as their peers. Generally, a person with a disability is an individual who has a physical or mental impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Accommodations are equitable modifications of the learning environment that eliminate, as much as possible, physical or instructional barriers to learning encountered by the student with

a disability. An accommodation is considered appropriate and reasonable if the accommodation is feasible and reasonable in its alternative method or format, and does not impose an undue burden or hardship on the school. Accommodations are individualized and dependent on the nature of the specific disability or disabilities.

Accommodations are provided on an individual basis according to documentation provided by the student, tailored to individual needs, and may include, but are not limited to the following:

1. Notification letters to professors
2. Quiet room in which to take examinations.
3. Flexible deadlines for assignments
4. Extended time for reading assignments.
5. Extended time for examinations.
6. Alternate format textbooks.
 - o Pdf- or Word-formatted books
 - o E-books
7. In-class note taker. (Request is made in cooperation with professor.)
8. Oral reader for exams
9. Recording device in classroom
10. Computer in class
11. Preferred seating in the classroom.

Accommodation requests that (1) alter *requirements* that are *essential* to the program of instruction, (2) cause a fundamental alteration in the nature of a specific course or academic program, (3) impose *undue* financial or administrative burden, or (4) pose an appreciable threat to personal or public safety will not be granted.

HUC-JIR will assess on a case-by-case basis whether a particular accommodation request would cause undue hardship. An “undue hardship” is a significant difficulty or expense and focuses on the resources and circumstances of the school in relationship to the cost or difficulty of providing a specific accommodation. Undue hardship refers not only to financial difficulty, but to accommodation requests that are unduly extensive, substantial, or disruptive, or those that would fundamentally alter the nature or operation of a course or program of study.

Additionally, HUC-JIR commits itself to making its campuses accessible. The campus Disability Services staff member will work with the campus Operations Manager to ensure that the campus is physically accessible. Where applicable, handicap-accessible parking will be made available. Classes may be relocated to rooms that are physically accessible to meet student and faculty needs.

Alternative textbooks

Students who need alternative textbooks, such as textbooks in PDF format, should make this request as soon as their course syllabus is made available. Students should contact the Disability Services staff member on their campus.

E-books

Students may wish to purchase e-books, when possible, to use with their speech-to-text readers. Many publishers provide textbooks through third-party resources such as BookShare and Accessible Textbook Network (ATN.)

PROCEDURES AND POLICIES

Request for Services All students in need of disability services must notify the Disability Services staff member for their campus as soon as possible after the need for an accommodation becomes apparent. In order to begin the process of assessing potential accommodations as soon as possible, it is preferable that students notify the Disability Services staff member for their campus upon registration for classes of such need. The student will be assigned to meet with the Disability Services staff member to discuss his or her needs and recommendations.

A student previously diagnosed with a disability and who used academic accommodations in a prior educational setting must request that a copy of his/her test results and recommendations be sent to the Disability Services staff member for the student's campus.

If a student is seeking an accommodation for a learning disability for the first time and has not used an academic accommodation at a prior educational setting, the student must provide updated documentation of the student's disability. Documentation should be completed and signed by a professional familiar with the student and the student's disability such as a physician, psychologist or rehabilitation counselor. It should verify the disability and suggest appropriate accommodations.

The documentation required may include diagnostic test results, interpretations of test results, evaluation and assessments of the student demonstrating the need for accommodations due to a disability that substantially limits one or more major life activities; and information regarding the history of the disability and its impact on the student's ability to function. At a minimum, the documentation must be sufficient to apprise the College-Institute that the student currently has a disability that excludes the student from participation in, denies the student the benefits of, or otherwise subjects the student to discrimination in any program or activity.

The Disability Services staff member for the student's campus will review the documentation and any requested accommodations with the National Disability Services Coordinator. If necessary, the Disability Services staff member will discuss any alternative recommended accommodations with the student and the National Disability Services Coordinator. The Disability Services staff member will notify the student of the determination and, if appropriate, any accommodations to be implemented.

If the accommodation is to be used in a specific class(es), the student must notify the faculty member responsible for the class(es) as soon as the determination is reached.

Students receiving accommodations must meet with the Disability Services staff member for their campus at the beginning of each semester to review their status and, if necessary, update their records.

If a student feels that his/her accommodations are not being met, he/she must immediately notify the Disability Services staff member for the student's campus or the National Disability Services Coordinator.

NOTE: *HUC-JIR does not provide diagnosis of learning disabilities or differences or the educational therapies to address those disabilities or differences. Any expense a student incurs for testing and diagnosis of a disability is borne by the student. The College-Institute reserves the right to conduct its own independent evaluation if it so chooses.*

Confidentiality Notice

Except where necessary to further the purpose of this policy or where otherwise required by law, all Disability Services student information will be kept strictly confidential. Release of personal or disability information is at the discretion and instruction of the student. Any unauthorized review, use, disclosure, or distribution of disability documentation is prohibited. Notification to faculty of a student's need for accommodation will only be carried out upon the written permission of the student. No further information regarding the student's disability may be shared within the College-Institute unless the student authorizes the release of the information.

Even if a student registered with Disability Services openly discusses his/her disability, HUC-JIR staff and faculty are not permitted to discuss disclosed information with others.

Request for Reconsideration

In the event that a student's request for accommodation is denied or the student is otherwise dissatisfied with the result of his/her accommodation request, the student should request a meeting with the designated Disability Services staff member on his/her campus to present additional information and/or documentation and to discuss the nature of the issue or complaint. This meeting should be requested within 30 calendar days of the date that the conflict or issue arises. For concerns relating to denial of accommodations, the staff member may engage an outside consultant to review the documentation and provide recommendations to the Office. The staff member may contact faculty, administrators or professionals that can provide information pertinent to the case. If confidential information is to be released to or received by a third party not affiliated with the College-Institute, the student will be asked to sign a release of information form. Following the review of the request

for reconsideration, the staff member will notify the student of the decision within 30 calendar days.

Review by the Provost: If the issue is not resolved through reconsideration, the student may request a review of the process by the Provost within 30 calendar days of receiving the decision on reconsideration. The student should submit a detailed written account of the issue and sign and date the document. The Provost will make an inquiry into the complaint and may contact faculty, administrators or professionals that can provide information pertinent to the case. Every effort will be made to resolve the grievance within 30 calendar days or as expeditiously as possible. The student will be contacted in writing with a final decision regarding the request.

Students are not required to use the internal reconsideration process and may contact the Office of Civil Rights of the U.S. Department of Education in order to file a complaint. Information on filing a complaint is available on their website: www2.ed.gov/ocr

HUC-JIR prohibits retaliation against anyone who seeks reconsideration under this section or otherwise complains that he or she has been denied equal access in the form of appropriate accommodations or has suffered discriminatory harassment. This prohibition of retaliation similarly extends to anyone who assisted or participated in any manner in an investigation or proceeding relating to a complaint under this section.

In the event that HUC-JIR finds that any student has suffered discrimination or harassment relating to his or her disability, HUC-JIR will take immediate measures to remediate and/or correct the discrimination or harassment. Any individual who is subject to such discrimination or harassment will be notified of HUC-JIR's measures to remediate and/or correct such conduct.

TRAINING

Campus-Wide Faculty Training – All faculty, including adjuncts, must go through ADA training. This training must include the College-Institute's disability services policy and procedures as well as how to be helpful to students with disabilities. Additionally, faculty must be made aware of the range of accommodations that can be made by the College-Institute and who the disability services staff member is for their campus.

Administrators & Student Service Staff Training – Deans, Associate Deans, Academic Program Directors, and student services staff (Admissions, Financial Aid, Registrar, etc.) will also be trained regarding the College-Institute's disability services policies and procedures.

Training will be arranged by the HUC-JIR Coordinator for Disability Services. Occasional updates regarding changes to HUC-JIR, state, and Federal policies will also be provided as needed.

Sexual Misconduct and Interpersonal Violence Policy

Title IX of the Education Amendments of 1972 prohibits sex discrimination—which includes sexual misconduct—in educational programs and activities. All public and private schools, school districts, colleges and universities receiving federal funds must comply with Title IX. If you have experienced sexual misconduct, please review this policy for information about your Title IX rights. Additionally, if you have experienced interpersonal violence including, but not necessarily limited to, domestic violence, dating violence, and stalking, please review this policy for more information.

The Hebrew Union College –Jewish Institute of Religion (“HUC-JIR”) does not tolerate any form of sexual misconduct, domestic violence, dating violence, or stalking at this institution. All students found in violation of this policy shall be subject to disciplinary action up to and including suspension or dismissal from the College. Similarly, any employees, professors, or administrators found in violation of this policy shall be subject to disciplinary action up to and including termination of employment. Behavior that violates this policy may also violate federal, state, and/or local laws.

In dealing with members of the HUC-JIR community, individual integrity and respect are the primary focus of the College's concern. The College seeks to foster a climate free from sexual misconduct, domestic violence, dating violence, and stalking through a coordinated education and prevention program, the promulgation of clear and effective policies, as well as investigative and grievance procedures that are prompt, equitable, and accessible to all. In the event that the College finds that instances of sexual misconduct, domestic violence, dating violence, or stalking have occurred under the scope of this policy, the College will take immediate and appropriate steps to eliminate the misconduct, prevent its reoccurrence, and address its impact.

Title IX Coordinator

Marviette Johnson is the designated Title IX Coordinator for HUC-JIR. She may be contacted at 3101 Clifton Ave., Cincinnati, OH 45220, (513) 487-3215, mjohnson@huc.edu.

Any questions concerning or related to this policy should be directed to the Title IX Coordinator.

Scope of the Policy

This policy applies to all College community members, including students, employees, professors, administrators, visitors, or any third parties performing services on any College campus.

This policy applies not only to sexual misconduct, domestic violence, dating violence, or stalking occurring within the typical classroom or campus settings, but also to any location owned or operated by the College as well as College-sponsored or College-sanctioned functions taking place outside those typical settings. Such College-sanctioned functions include, but are not

necessarily limited to, Field-Based Educational Experiences. The College expects that all members of its community will help promote a learning environment free from sexual misconduct, domestic violence, dating violence, and stalking. Any such off-campus conduct that has an actual or potential adverse impact on another's College environment may also be addressed under this policy.

Sexual Misconduct

Sexual misconduct, including sexual harassment as defined below, is a form of sex discrimination that has the purpose or foreseeable effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive work or learning environment for that individual. Sexual misconduct includes, but is not necessarily limited to, sexual harassment, sexual assault (both non-consensual contact and non-consensual intercourse), sexual exploitation, and indecent exposure.

Often times, incidents of sexual misconduct also involve other acts of interpersonal violence such as domestic violence, dating violence, and stalking. The College prohibits such conduct, regardless of whether it is related to conduct of a sexual nature.

Retaliation

The College will not tolerate any form of retaliation taken against anyone who makes a complaint of conduct prohibited by this policy or anyone who cooperates in the investigation of a complaint of conduct prohibited by this policy.

Consensual Relations

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

- 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. HUC-JIR is committed to protecting the academic freedom and freedom of expression of all members of its community. However, that expression is subject to regulation when it causes injury and pain to others, or creates a hostile learning and work environment.
- c. If a charge of sexual misconduct is subsequently lodged, it may be exceedingly difficult to prove mutual consent.

Definitions

Sexual Harassment: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on gender (opposite or same sex), gender identity, or sexual orientation. Such prohibited conduct may include situations where: (1) submission to the conduct is an explicit or implicit term or condition of employment decisions or academic decisions; (2) submission to or rejection of the conduct is used as the basis for employment or academic decisions; or (3) the conduct has the purpose or effect of unreasonably interfering with a person's performance or creating an intimidating, hostile or offensive environment. A single or isolated incident of sexual harassment may create an intimidating, hostile, or offensive environment if the incident is sufficiently severe. In addition to the foregoing, examples of sexual harassment may include: sex-oriented verbal joking or kidding; subtle pressure for sexual activity; patting, pinching or other forms of physical contact; demand for sexual favors, accompanied by implied or overt promises of preferential treatment or threats concerning an individual's academic or employment status; sexually degrading words used to describe an individual; a display of sexually suggestive objects or pictures, or electronic (including e-mail) or written communications; or other behavior motivated by the foregoing conduct.

Sexual Assault: Sexual assault is any forced or coerced sexual activity, committed against a person's will, or without affirmative consent. Rape is a sexual assault that includes but is not limited to forcing or attempting to force vaginal, anal, and oral penetration. In addition to rape, sexual assault also includes having or attempting to have sexual contact of any kind with another individual without affirmative consent. Sexual contact can include, but is not limited to, kissing, touching the intimate parts of another, causing the other to touch one's intimate parts, or disrobing another without permission or affirmative consent. Rape and sexual assault are crimes of violence with sex used as a weapon that can be committed by strangers, friends, relatives, dates, boyfriends, girlfriends, partners, lovers and/or spouses.

Sexual Exploitation: Sexual exploitation includes when a person takes advantage of another person for the benefit of anyone other than that person without that person's affirmative consent. Examples of sexual exploitation include, but are not limited to, photographing or recording someone involved in sexual activity or in a state of undress without that person's knowledge or affirmative consent; voyeurism; non-consensual streaming or transmitting of images or video of another person involved in sexual activity; or prostituting another person.

Indecent Exposure: Indecent exposure includes the intentional exposure of one's private or intimate parts of the body or engaging in any sexual conduct in a place where the conduct involved may reasonably be expected to be viewed by and affront others.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the complaining party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. The violence covered by this definition includes, but is not limited to, sexual or physical abuse or the threat of such abuse, psychological abuse, and/or social isolation.

Domestic Violence: Violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred. The violence covered by this definition includes, but is not limited to, sexual or physical abuse or the threat of such abuse, psychological abuse, and/or social isolation.

Stalking: Stalking includes repeated conduct involving unwanted attention, harassment, physical or verbal contact, or any other repeated conduct that would cause a reasonable person to fear for the person's safety (or the safety of others) or suffer substantial emotional distress. This includes, but is not necessarily limited to, making unwelcome appearances at another's residence; unwelcome contact via phone calls, text messages, or emails; and/or unwelcome contact through various internet or social media avenues (i.e. Facebook, Twitter, etc.).

Affirmative Consent: Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. Someone who is incapacitated (*e.g.*, due to the use of alcohol or drugs; when an individual is unconscious or asleep; involuntary restraint; or because the individual suffers from any disability rendering him or her incapable of consent) cannot give consent. Prior consent to a sexual act and/or prior sexual relations between parties cannot be used by itself to assume present consent. Consent must be ongoing throughout any sexual activity and can be withdrawn at any moment. Consent is not present when it is the result of coercion, intimidation, force, or threat. Intoxication by alcohol or drugs does not excuse the person initiating the sexual act from ensuring that consent is present. The person initiating the sexual act must take all reasonable steps to

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

Retaliation: Retaliation includes acting upon or attempting to seek retribution against anyone who makes a complaint of conduct prohibited by this policy or anyone who cooperates in the investigation of a complaint of conduct prohibited by this policy.

The above definitions are those used by the College for its disciplinary policies. If you are interested in the specific criminal law definitions of the foregoing terms (to the extent they exist) in the state your campus is located, please contact the Title IX Coordinator. Additionally, the educational programming described below will be tailored to your specific campus so as to provide another resource available to educate you regarding the above terms.

Options and Recommendations for Assistance

Interim Measures: Interim measures, also known as accommodations, are available upon receipt of a report of sex discrimination, sexual misconduct, domestic violence, dating violence, or stalking and prior to the resolution of a complaint, as appropriate. Available interim measures include, but are not limited to, restrictions on contact between an alleged victim and an alleged perpetrator ("no contact" orders); changes in academic or living situations; access to counseling, health, and mental health services at no cost; academic support; victim advocacy; and escort services. If appropriate, the Title IX Coordinator generally will offer interim measures upon receipt of a report of sex discrimination, sexual misconduct, domestic violence, dating violence, or stalking. Individuals requesting additional interim measures or experiencing difficulty obtaining interim measures that have been approved should immediately contact the Title IX Coordinator. Interim measures will be offered to a complainant regardless of whether the complainant chooses to participate in a hearing against the accused or whether the complainant chooses to report the incident to law enforcement. To the extent possible, any interim measures that are provided will be confidential.

Protective Measures: In addition to the interim measures described above, other protective measures also may be available by contacting law enforcement and/or the local prosecutor's office. For example, in addition to the normal criminal process, law enforcement and/or the local prosecutor's office may assist a student in obtaining a protection order. A protection order is a temporary order intended to help provide safety and protection to victims of certain crimes. If you have a protection order against someone and that person violates the protection order in any way, law enforcement may be able to arrest that person and charge that person with a violation of the protection order. To the extent possible, any protective measures that are provided will be confidential. If needed and to the extent necessary, HUC-JIR will provide assistance in obtaining a protection order. **Please contact the Title IX Coordinator for more information about these protective measures, including for contact information for local law enforcement and/or the local prosecutor's office.**

Educational Programming: HUC-JIR provides educational programming designed to target, prevent and eliminate sexual misconduct, dating violence, domestic violence, and stalking. That programming includes, but is not necessarily limited to, primary prevention programs, awareness programs, ongoing prevention and awareness campaigns, programs regarding bystander intervention, and programs regarding risk reduction.

The primary prevention programming includes programming, initiatives, and strategies informed by research or assessed for value, effectiveness, or outcome that are intended to stop sexual misconduct, dating violence, domestic violence, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe directions.

HUC-JIR's awareness programs are designed to help prevent sexual misconduct, domestic violence, dating violence and stalking which would also include promoting the awareness of: Rape, acquaintance rape, other forcible and non-forcible sex offenses and procedures to follow when a sex offense occurs. The awareness programs offered by the College include audience-specific programming, initiatives, and strategies designed to increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration.

The College will also offer ongoing prevention and awareness campaigns, which include programming, initiatives, and strategies that are sustained and focused on increasing understanding of topics relevant to and skill for addressing sexual misconduct, dating violence, domestic violence, and stalking.

Further, the College offers programs regarding bystander intervention. The bystander intervention programs are designed to provide safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of sexual misconduct, dating violence, domestic violence, or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene. The programming on risk reduction is designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence.

These programs are typically offered at the beginning of the academic year.

Medical Treatment and Services: If you have been the victim of sexual misconduct, domestic violence, dating violence, or stalking, it is important to seek immediate and follow-up medical attention for several reasons: first, to assess and treat any physical injuries you may have sustained; second, to determine the risk of sexually transmitted

diseases or pregnancy and take preventive measures; and third, to gather evidence that could aid criminal prosecution. Physical evidence should be collected immediately, ideally within the first 96 hours. It may be collected later than this, but the quality and quantity of the evidence may be diminished. A special exam should be conducted as soon as possible following an assault to make sure of your physical well-being and to collect evidence that may be useful in criminal proceedings. Even if you have not been physically hurt, this special exam is strongly recommended to maintain all your legal options. After the evidence is collected, it is stored in case you wish to press criminal charges. The exam is performed by a Sexual Assault Nurse Examiner (S.A.N.E.). A support person of your choice can also be present. There is no charge for this exam.

Contact information for Additional Resources and Services is located below.

Advocacy, Counseling, Emotional Support, and Other Services Available:

On Campus: Counseling may be arranged with a HUC-JIR staff member. Please contact the National Human Resources Director, Marviette Johnson (513) 487-3215

Off-Campus Resources:

Cincinnati:

Women Helping Women – (513) 381-5610

<https://www.womenhelpingwomen.org/>

- Community-based free, confidential support, accompaniment and advocacy. Located at 215 East 9th Street, 7th Floor.
- Provides support groups and hospital, court & police accompaniment.
- Walk-in or call 24-hour crisis hotline (513) 381-5610

TriHealth CARES, Bethesda North Hospital – (513) 865-5163

<https://www.trihealth.com/institutes-and-services/rape-emergency-services/>

- Sexual Assault Nurse Examiner Program provides medical attention to sexual assault survivors.
- Nurses on-call 24-hours, trained to help sexual assault survivors.

YWCA Domestic Violence Shelter – (888) 872-9259

<http://www.ywcacincinnati.org/site/c.biINIZNKKjK0F/b.8108237/k.BE91/Home.htm>

- Domestic violence shelter in Hamilton County serving 55 women and children.
- Also provides case management, advocacy and referral.
- For the YWCA shelter serving Brown and Clermont Counties, call (800) 540-4764.

Cincinnati Police Department – District 5 1012 Ludlow Avenue,
Cincinnati, Ohio 45223
Emergencies – 911
Non-Emergencies – (513) 569-8500
<http://www.cincinnati-oh.gov/police/districts/district-5/>

**University of Cincinnati Health Sexual Assault Nurse Examiner (SANE)
Program** – 234 Goodman, Street, Cincinnati, Ohio 45219 – (513) 584-
3379
<http://uchealth.com/university-of-cincinnati-medical-center/services/sexual-assault-nurse-examiners/>

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

New York:

**New York State Police 24-Hour Hotline for Reporting Sexual Assault
on New York College Campuses** – (844) 845-7269
<https://www.ny.gov/enough-enough-make-all-new-york-college-campuses-safe/resources-students>

New York State Office of Victim Services -
https://www.health.ny.gov/prevention/sexual_violence/what_to_do.htm

Police Department – Sixth Precinct –
http://www.nyc.gov/html/nypd/html/precincts/precinct_006.shtml
(212) 741-4811 – or 911

National Organization for Women – New York City -
<http://nownyc.org/service-fund/get-help/rape-sexual-assault/>

Safe Horizon Sexual Assault 24-hour Hotline – (212) 227-3000 -
<https://www.safehorizon.org/our-services/counseling/>

Los Angeles:

L.A. Police Department – (213) 485-2582 or 911 -
http://www.lapdonline.org/southwest_community_police_station

Violence Intervention Program – (323) 226-3961
http://www.violenceinterventionprogram.org/?option=com_content&view=article&id=108&Itemid=127

Rape Treatment Center – Santa Monica – UCLA Medical Center – (310)
319-4000 - <http://therapefoundation.org/programs/rape-treatment-center/>

YWCA Greater Los Angeles – (323) 296-0920 – 1020 S. Olive Street, 7th Floor, Los Angeles, CA 90015

Peace Over Violence - <http://www.peaceoverviolence.org/emergency/>
(310) 392-8381 (South Los Angeles)
(213) 626-3393 (Central Los Angeles)

Jerusalem:

Jerusalem Rape Crisis Center - <http://www.ircc1202.org/about-us> -
24/7 Hotline –1202 or 02.6255558

The Association of Rape Crisis Centers in Israel –
<http://www.1202.org.il/en/>

Awareness and Preparation: Often times your first line of defense to any type of harm is your own awareness and preparation. Be aware of your capabilities and limitations. Your judgment and thinking will often be your best weapons. Evaluate the situation for possible avenues of escape. Your first concern should be for your safety and survival. Use your judgment to do what is necessary to save your life. That may mean making a scene or drawing others’ attention so that the assailant leaves. It may buy you enough time to escape. It may mean fighting back. It may mean not physically resisting. If you choose not to physically resist the attack, it does not mean that you have asked to be assaulted or harmed. It means that you did what you needed to do to survive. Remember—There is no one “right” way to respond. The person being attacked is the best judge of which options will work well for him or her in that situation.

This information, as well as other information throughout this policy, is designed to assist in reducing the risk of violence in the College community. Risk reduction information is designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence.

Recommended Steps if you are the Victim of Sexual Misconduct:

- (1) Get to a safe place as soon as you can. Try to preserve all physical evidence.
- (2) If it can be avoided, do not wash, use the toilet, or change clothing. If you do change clothes, put all clothing you were wearing at the time of the attack in a bag separated from other materials.
- (3) Get medical attention within 96 hours, if possible, to make sure you are physically well and to collect important evidence in the event you may later wish to take legal action. If the incident occurred on an HUC-JIR Campus, immediately contact the Title IX Coordinator and/or the local police.

- (4) Contact and report the incident to the Title IX Coordinator. The Title IX Coordinator will assist you in notifying any other appropriate authorities.
- (5) Contact someone you trust to be with you and support you.

How to Report a Complaint

You should immediately report any complaint of sexual misconduct, domestic violence, dating violence, or stalking by contacting any designated campus official. The designated campus official to contact is the Title IX Coordinator, Ms. Marvienne Johnson, (513) 487-3215. You may also always contact the local police department and/or dial 911 for emergencies. If you report your complaint to a designated campus official other than the Title IX Coordinator, that designated campus official shall contact the Title IX Coordinator as soon as practicable. Although you are under no obligation to do so, if you choose to involve law enforcement, the Title IX Coordinator will be available to assist you in notifying the local police department.

Depending on when the conduct at issue took place, either the official to whom you made your complaint or the Title IX Coordinator will take a statement from you regarding what happened. That individual will ask you to describe the accused individual(s), and may ask questions about the scene of the incident, any witnesses, and what happened before and after the incident. A referral to the local police department may be made at that time. You may have a support person with you during the interview. Unless you request confidentiality and the College is able to honor that request, an investigation into the incident will begin promptly after you report the incident. The Title IX Coordinator will also provide you with a written explanation of your rights and options under Title IX and this policy which will include, but may not be limited to, your right to make a report to local law enforcement, your right to file a complaint with HUC-JIR, your right to be free from retaliation for reporting an incident, and your right to receive assistance and resources from HUC-JIR.

In addition to reporting a complaint to an HUC-JIR official, you may also report a complaint to or seek information from federal or state agencies such as:

- The U.S. Department of Education’s Office for Civil Rights (“OCR”)
 - Chicago Office (for Cincinnati campus): (312) 886-8434
 - San Francisco Office (for Los Angeles campus): (415) 556-4275
 - New York City Office (for NY campus): (212) 637-6466
- The Ohio Civil Rights Commission (“OCRC”), Cincinnati Regional Office: (513) 852-3344
- The State of California Department of Fair Employment and Housing (“DFEF”): (800) 884-1684 (toll free for complaints and information)
- The New York City Equal Employment Practices Commission: (212) 240-7902

- The New York State Human Rights Commission on Discrimination Complaints: (212) 306-7450

Investigation

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

Confidentiality: The College will, to the extent permitted by law, honor a request by a complainant that his or her complaint of sexual misconduct, domestic violence, dating violence, and stalking will not be disclosed to the alleged perpetrator or that no investigation be pursued. Such requests should be made to the Title IX Coordinator. If a student requests the College to not reveal his or her name to his or her alleged perpetrator or asks the College to not investigate his or her complaint, this may limit the College's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator. In order to ensure a safe and nondiscriminatory environment for all students or if required to report the incident by law, the College may not be able to honor a request for confidentiality. Additionally, the College has a duty to complete certain publicly available recordkeeping including reporting and disclosing information about certain crimes pursuant to a federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. However, duties under the Clery Act will not require the College to report or disclose a complainant's personally identifying information. Nonetheless, even where HUC-JIR cannot guarantee confidentiality, your privacy will be maintained to the greatest extent possible. If confidentiality cannot be guaranteed, the information you provide will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution.

Typical Steps in an Investigation of Sexual Misconduct, Domestic Violence, Dating Violence, or Stalking: While all investigations will vary due to the individual circumstances surrounding the particular complaint, investigations falling under this policy will typically involve the following:

1. Preliminary review of the complaint by the Title IX Coordinator to determine whether probable cause exists to believe a violation of this policy occurred.
2. Assignment of the investigation from the Title IX Coordinator to an investigative team of no fewer than two (2) persons who have been trained annually to investigate complaints.
3. Notification to the accused that an investigation has commenced.

4. Interviews of the complainant, the accused, and any witnesses. The accused shall be provided a copy of any written complaint or otherwise informed of the substance of the complainant's allegations. Similarly, the complainant shall be provided with a copy of any written response provided by the accused or otherwise informed of the substance of the accused's response to the allegations.
5. Gathering and examining of relevant documents or evidence (e.g., law enforcement investigatory records, student and/or personnel files, etc.). Both the complainant and respondent will be asked to provide a list of possible witnesses as well as any written or physical evidence (e.g., text messages, social media postings, emails, photos, medical records, etc.) that they wish to be considered by the investigatory team.
6. Preparation of an investigatory report complete with a summary of interviews, relevant documents, findings, and recommendations for further action.

Both the complainant and the accused have a right to be accompanied by one support person of his or her choosing during any meeting with an investigator. That support person should not be someone who may be considered a witness. The purpose of the support person is to provide support, not advocate or impede the investigation.

Typical Timeframe: Generally, an investigation and, if applicable, a Grievance Committee proceeding regarding conduct falling under this policy will be completed within 60 days of the complaint. However, each situation will vary depending on its individual circumstances.

During the investigation, the College will continue to provide any appropriate interim or protective measures.

Disciplinary/Adjudication Procedure

Upon completion of its report, the investigatory team will deliver the report to the Title IX Coordinator. In the event that the Title IX Coordinator finds that there are reasonable grounds to believe that a violation of this policy has occurred, the Title IX Coordinator will issue a notice of violation in writing to the accused and provide a copy of that notice to the complainant. Any notice of violation will also include a recommendation with regard to disciplinary action. In the event that the Title IX Coordinator does not find that there are reasonable grounds to believe that a violation has occurred, the Title IX Coordinator will notify both the complainant and the accused in writing of that finding.

If either party feels aggrieved by the findings, he or she may challenge those findings through the College's applicable grievance procedure. The procedure for challenging those finding through a grievance can be found in the policy titled "Complaint/Grievance Policy – Sexual Misconduct and Interpersonal Violence."

Possible Discipline/Sanctions

Possible discipline or sanctions for engaging in sexual misconduct, domestic violence, dating violence, or stalking may include:

- Oral warning
- Letter of warning or reprimand, and a copy placed in the student's file
- Probation
- Forced leave of absence
- Suspension for a defined period of time
- Dismissal from the College

Alcohol/Drug Use Amnesty

When reporting instances of sexual misconduct, domestic violence, dating violence, or stalking, students and/or bystanders who are acting in good faith will not be subject to alcohol and/or drug use policy violations occurring at or near the time of the alleged incident. This policy is intended to encourage reporting by eliminating students' hesitation to report sexual misconduct, domestic violence, dating violence, or stalking out fear that their own conduct may subject them to HUC-JIR disciplinary action.

"No Contact" Orders and Interim Suspensions

After receiving a report or complaint of sexual misconduct, domestic violence, dating violence, or stalking, the Title IX Coordinator has discretion to issue an order of "no contact" between the parties at issue and/or order that the accused be suspended on an interim basis, pending further review. Interim suspensions will be reserved for those situations where the Title IX Coordinator reasonably believes that the accused may present a continuing threat to the health and safety of the HUC-JIR community. Within five (5) days of the Title IX Coordinator issuing a "no contact" order or an interim suspension, any affected party may submit a written request (with evidence, if applicable) to the Title IX Coordinator to review the need for, and terms of, the "no contact" order or interim suspension. The other affected party or parties will be notified of the request and similarly given five (5) days to respond in writing (with evidence, if applicable) to the Title IX Coordinator. The Title IX Coordinator will then promptly notify all parties regarding a modification, if any, to the "no contact" order or interim suspension.

Students' Rights

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;

3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by HUC-JIR;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from HUC-JIR courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by HUC-JIR, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of HUC-JIR;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, grievant, accused, or respondent throughout the investigative and disciplinary process including during all meetings and hearings related to such process;
11. A presumption that the accused is “not responsible” for any policy violation until a finding of responsibility is made pursuant to HUC-JIR policies and procedures; and
12. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of HUC-JIR.

Campus Climate Assessments

HUC-JIR will conduct biennial anonymous campus climate assessments to ascertain general awareness and knowledge of the provisions of its sexual misconduct and interpersonal violence policy, including, but not limited to, the role of the institution’s Title IX Coordinator or similar representative, how and where to report sexual misconduct and/or interpersonal violence, the definition of affirmative consent, and utilization of the institution’s policies and procedures addressing sexual misconduct and/or interpersonal violence. HUC-JIR will publish the results of such assessments on its website.

Additional Resources and Services for Victims of Sexual Misconduct and/or Interpersonal Violence:

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

Mental Health Association of Southwestern Ohio Suicide and Domestic Violence Prevention

Hotline: (513) 287.8542

Phone: (513) 287.8544

Hamilton County

2400 Reading Rd, Ste. 412

Cincinnati, OH. 45202

Phone: (513) 721-2910

Fax: (513) 287- 8544

Ohio Department of Health

Children and Family Health Services Hotline: (800) 282-3435

Report abuse of persons with Developmental Disorders: (800) 231-5872

Emergency Response Hotline: (888) 411-4142

Help Me Grow Hotline: (800) 755-4769

Ohio AIDS/HIV/STD Hotline (Confidential): (800) 332-2437

Web: Ohio Department of Health

Victim of Crimes Compensation (800) 824-8263

Crime Victims Services (800) 582-2877

Ohio Domestic Violence Network (800) 934-9840

Complaint/Grievance Procedure –Sexual Misconduct and Interpersonal Violence

Introduction:

Title IX of the Education Amendments of 1972 prohibits sex discrimination—which includes sexual misconduct—in educational programs and activities. All public and private schools, school districts, colleges and universities receiving federal funds must comply with Title IX. It is the policy of this College to prohibit all forms of sex discrimination. Additionally, it is the policy of this College to prohibit all instances of domestic violence, dating violence, and/or stalking.

When an allegation of sexual misconduct, domestic violence, dating violence, or stalking is brought to the College’s attention, a prompt investigation will be performed. Please see the College’s Sexual Misconduct policy for more detailed information related to filing a complaint and a possible resulting investigation. Upon conclusion of the investigation, a report will be prepared and submitted to the Title IX Coordinator. In the event that the Title IX Coordinator has reasonable grounds to believe that a violation of this policy has occurred, the Title IX Coordinator will issue a written notice of violation to the accused and provide a copy of that notice to the complainant. Any notice of violation will also include a recommendation regarding disciplinary measures. In the event that the Title IX Coordinator does not have reasonable grounds to believe that a violation has occurred, the Title IX Coordinator will notify both the complainant and the accused student in writing of that finding.

If either party feels aggrieved by the findings, he or she may challenge those findings through this grievance procedure.

If a notice of violation has been issued, and the accused fails to challenge the notice of violation by submitting a written grievance response within the requisite time period, the notice of violation will be submitted to the Provost for a final decision regarding discipline.

Grievance and Adjudication Procedure:

Step 1: All grievances shall be written and submitted to the Title IX Coordinator within ten (10) days of the date the grievant receives the above-described notice from the Title IX Coordinator. All written grievances shall include the following: (1) the name, addresses, and phone number of the grievant; (2) a detailed description of the circumstances surrounding the grievance; and (3) the specific relief the grievance is requesting through the grievance procedure. The Title IX Coordinator will promptly provide a copy of the grievance to the other involved individual(s), hereafter referred to as the respondent(s). The respondent may submit a written response to the grievance to the Title IX Coordinator within 10 days of receipt of the grievance.

If the grievant or respondent believes that the Title IX Coordinator has a conflict of interest or bias, the grievant or respondent shall identify his or her reasons for that belief in writing and submit that writing within 3 business days of the filing of the grievance. If it is determined that the Title IX Coordinator has a conflict of interest or

bias, the Title IX Coordinator will be recused from the grievance process and a non-involved noninvolved member of the senior administration will perform all duties assigned to the Title IX Coordinator.

Step 2: After receipt of the grievance, the Title IX Coordinator will contact the grievant and the respondent within five (5) business days to schedule separate pre-hearing meetings. Pre-hearing meetings are not mandatory. These pre-hearing meetings are designed to allow the grievant and/or the respondent to ask questions regarding the grievance and adjudication procedure as well as review any investigatory report. Both the grievant and the respondent are permitted to be accompanied by an advisor during the pre-hearing meeting. The advisor should not be someone who may be considered a witness to the incident at issue.

Step 3: After the pre-hearing meetings (or after the parties decline the pre-hearing meetings), the Title IX Coordinator will submit the grievance and the respondent's response, if any, to a Grievance Committee. The Grievance Committee will consist of three (3) College faculty members or administrators randomly chosen from a defined pool. If either party is a faculty member or administrator, no faculty member or administrator from that party's same department will be chosen to be on the Grievance Committee. Each of the faculty members in the defined pool receives annual training on issues related to sexual harassment, sexual assault, domestic violence, dating violence, and stalking and on the College's grievance and adjudication process. The grievant and the respondent will be promptly notified of the Grievance Committee's composition.

If either party believes that a member of the Grievance Committee has a conflict of interest or bias, that party shall identify his or her reasons for that belief in writing and submit that to the Title IX Coordinator within three (3) business days of notification of the Grievance Committee's composition. If the Title IX Coordinator determines that a member(s) of the Grievance Committee has a conflict of interest or bias, that member(s) of the Grievance Committee will be replaced by a different faculty member(s) from the defined pool. That process will continue with the newly identified member(s) until the Grievance Committee is finalized.

Step 4: After the Grievance Committee is finalized, the Title IX Coordinator will notify the grievant and the respondent of the date, time, and location of the grievance hearing. The parties will receive at least ten (10) days' notice of the hearing. Prior to the Grievance Committee hearing, the Grievance Committee will be provided a copy of any investigatory report. The parties will also be provided a copy of the investigatory report, but without copies of sensitive documents such as medical records. Note that the parties have an opportunity to review the full investigatory report in the pre-hearing meeting.

Both the grievant and the respondent are permitted to present relevant witnesses and evidence at the hearing. Each party must identify in writing to the Title IX Coordinator the witnesses and/or evidence he or she intends to present at the hearing no later than seven (7) days prior to the hearing. The College prefers the use of live witnesses, but if a witness

is unavailable to participate in a live proceeding, a signed, written statement may be submitted for the witness. If a signed, written statement is submitted for a witness, it must be provided to the Title IX Coordinator no later than seven (7) days prior to the hearing.

The Title IX Coordinator will promptly provide each party with the other party's list of identified witnesses, evidence, and/or signed, written statement(s).

Step 5. Grievance hearings are closed to the public. Both the grievant and the respondent are permitted have an advisor present. However, that advisor is not permitted to participate as a vocal advocate during the hearing. The investigators shall be present at the Grievance Committee Hearing.

At the hearing, each party will be permitted to give an opening statement. Each party will then be permitted to present evidence and/or witnesses. A party will permitted to ask questions of the other party and/or the other party's witnesses, but the questions must be first submitted to the Grievance Committee. The Grievance Committee will then ask the questions on the party's behalf. The Grievance Committee retains discretion to refrain from asking questions it believes are irrelevant or unnecessary and/or exclude presentation of any witnesses or evidence. For example, information about a party's prior sexual history with persons other than the other party will typically be excluded. Each party will also be permitted to make a closing statement.

The College will accommodate requests from either the grievant or the respondent to not be present in the same room during the grievance hearing.

Official minutes of the hearing will be kept. The official minutes will be made available to either party.

Step 6: Within fourteen (14) days of the conclusion of the grievance hearing, the Grievance Committee will issue a written decision. The Grievance Committee will use a preponderance of the evidence (i.e., "more likely than not") standard to determine whether or not an alleged violation occurred. The Grievance Committee will also issue a recommendation on the discipline, if applicable. If the Grievance Committee is not unanimous in its findings or recommended discipline, its written decision shall record that fact.

The Title IX Coordinator will promptly provide written notice to both the grievant and the respondent of the Grievance Committee's decision. The Title IX Coordinator will also notify the parties of their right to appeal the decision and, if applicable, the sanctions or disciplinary measures to be imposed.

Step 7: After the Title IX Coordinator notifies the parties of the Grievance Committee's decision, either party will have ten (10) days to submit a written appeal of the Grievance Committee's decision to the Provost. The possible bases for appeal include: (1) a

procedural error that has significantly impacted the outcome of the hearing; (2) the introduction of previously unavailable relevant evidence which would have significantly impacted the outcome of the hearing; or (3) where a sanction is substantially disproportionate to the Grievance Committee's findings.

If either party chooses to appeal, the other party will have ten (10) days to submit a written opposition to the appeal to the Provost. Upon receipt of the written opposition or the passing of the timeframe allowed to submit a written opposition, the Provost will promptly issue a written decision affirming the Grievance Committee's decision; reversing the Grievance Committee's decision; or remanding the grievance back to the Grievance Committee to consider additional evidence or remedy a procedural error. If the Provost remands the Grievance Committee's decision, the Provost may order that a new Grievance Committee hear the matter. The Provost's decision will be issued in writing to both parties.

A decision will be considered final if no party submits a timely appeal of a Grievance Committee's decision or if the Provost affirms or reverses the Grievance Committee's decision. Any sanctions or discipline imposed will be stayed until the resolution of the appeal process.

All of the time frames above may be extended by a showing of good cause. All parties involved will be promptly notified if a time extension has been granted.

A student is not required to file a grievance with the College and, if applicable, may file a complaint with federal or state agencies such as:

- The U.S. Department of Education's Office for Civil Rights ("OCR")
 - Chicago Office (for Cincinnati campus): (312) 886-8434
 - San Francisco Office (for Los Angeles campus): (415) 556-4275
 - New York City Office (for NY campus): (212) 637-6466
- The Ohio Civil Rights Commission ("OCRC"), Cincinnati Regional Office: (513) 852-3344
- The State of California Department of Fair Employment and Housing ("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

In the event that the College finds that any student has been a victim of discrimination or harassment relating to his or her sex, any form of sexual misconduct, domestic violence, dating violence, or stalking, the College will take immediate measures to remediate and/or correct the

conduct or circumstances. Any individual who is subjected to such conduct will be notified of the College's measures to remediate and/or correct such conduct.

The College prohibits retaliation against anyone who files a grievance under this section or otherwise complains that he or she has been a victim of discrimination or harassment relating to his or her sex, any form of sexual misconduct, domestic violence, dating violence, or stalking. This prohibition of retaliation similarly extends to anyone who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing relating to a grievance or complaint under this section.

All documents, witness statements, evidence, and written submissions associated with a grievance under this section will be confidentially maintained, to the extent permitted by law, in the student's disciplinary record. Any request by a student to review the documents, witness statements, evidence, and written submissions associated with his or her grievance under this policy should be submitted to the Title IX Coordinator.

The notifications required by this policy will not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C. § 1232g), commonly known as the Family Education Rights and Privacy Act of 1974 (FERPA).

Transcript Notations (NY Campus Only)

As per New York Education Law, Article 129-B, HUC-JIR will include notations on the transcripts of students found responsible through the institution's conduct process for conduct which also constitutes those crimes set forth in 20 U.S.C. 1092(f)(1)(F)(i)(I)-(VIII) of the Clery Act. Such transcript notations will state "suspended after the finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation," as applicable. Should the student withdraw from HUC-JIR while the investigation of the complaint is pending, his or her transcript must note "withdrew with conduct charges pending." Should a student wish to appeal such a transcript notation, they may do so by writing to the Provost within ten (10) days of the outcome of a hearing. The Provost's decision may be appealed to HUC-JIR's President within ten (10) days of the Provost's decision.

Drug Free School/Workplace Policy

The College-Institute is committed to maintaining a drug-free environment in accordance with the requirements of the federal Drug-Free Workplace Act and the amended Drug-Free Schools and Communities legislation. The unlawful manufacture, possession, use or distribution of illicit drugs and unauthorized alcohol by all students and employees on College-Institute property or at any College-Institute-sponsored activity, function, or event are strictly prohibited irrespective of whether such activities occur before, during, or after the College-Institute's regular business hours. This standard also applies to College-Institute-sponsored social activities and professional meetings attended by employees or students. The College-Institute, however, does recognize that the conditions of alcohol and drug dependency may be considered disabilities

under state or federal law. It is the policy of the College-Institute not to discriminate on the basis of such recognized disabilities.

Hebrew Union College –Jewish Institute of Religion

LEARNING DISABILITY/DISORDER VERIFICATION FORM

(To be completed by the Qualified Diagnosing Evaluator)

Hebrew Union College–Jewish Institute of Religion is respectful of students' rights and responsibilities in accordance with the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973. Any qualified student with a disability may request an accommodation to ensure that the academic program does not discriminate against or have the effect of discriminating against that student. The disability/disorder must not prohibit the student from meeting the course outcomes. To determine eligibility for academic accommodations the College requires current and relevant documentation from a qualified professional with expertise in the area of the diagnosed disability/disorder that establishes a disability, its impact on the student, and confirms the need for each accommodation requested. The documentation must be sufficient to apprise the College that the student currently has a disability that excludes the student from participation in, denies the student the benefits of, or otherwise subjects the student to discrimination in any program or activity.

The following documentation pertains to:

Student's Name (Print)

Student's Signature

Date

Information requested:

1. Date of diagnostic tests:
2. Date of last contact with student:
3. Specific diagnosis of learning disability/disorder/DSM V:

4. Describe student's symptoms that meet the criteria for this diagnosis. Address specific major life activities affected by the disability/disorder and the impact the disability/disorder has on the student's academic studies.

5. Detail each diagnostic test administered with the test results.

6. In order to assist the College and the student in identifying effective accommodations, please include any recommended academic accommodations and supporting rationale as it relates to this student's diagnosis.

Name and Title and Credentials of Qualified Diagnosing Evaluator (please print):

Signature: _____

Date: _____

Address: _____

Street: _____ City: _____ State: _____ Zip: _____

Phone: _____ Email Address: _____

Please return this information to the Disability Services staff member on your campus:

Cincinnati:	Autumn Wheeler, Dean's Office, (513) 487-3231
Jerusalem:	Dr. David S. Mendelsson, Year-in-Israel Program Director, 972-2-6203365
Los Angeles:	Dr. Madelyn Katz, Associate Dean, (213) 765-2665
New York:	Rabbi Renni Altman, Associate Dean, (212) 824-2230