

**HEBREW UNION COLLEGE-  
JEWISH INSTITUTE OF RELIGION  
NEW YORK SCHOOL**

**GRADUATE RABBINICAL PROGRAM  
STUDENT HANDBOOK**

**Revised October, 2009**

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## **MISSION STATEMENT OF THE HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION**

### **Purpose**

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

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

### **Mission**

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

- Training and sustaining rabbis, cantors, communal and educational professionals throughout their careers for 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.

# **I. CURRICULUM OF THE RABBINICAL PROGRAM IN NY**

## **A. COURSE OF STUDY**

1. The Graduate Rabbinical Program is a five year full-time program, beginning with a year spent at the Jerusalem School of the College-Institute. The remaining four years of study are divided between prescribed (core) and elective courses necessary for all candidates for graduation and ordination.

Students shall be required to be in residence on the NY campus during their final year to fulfill all outstanding requirements, including final year requirements such as the Senior Seminar and Thesis/Final Project.

All requirements for Ordination must be completed within six years after the beginning of studies on one of the American campuses. (Leaves of absence are included in this six-year residency limitation.) In extraordinary cases, with approval of the Director of the Rabbinical School and the Dean in consultation with the faculty, an extension may be permitted

2. Core Curriculum requirements are noted on the next page.

3. Electives

Students must take 49.5 credits of electives. Students should consult closely with their advisors in planning their programs of study in years 4 and 5. In choosing electives, a student's academic goals, career interests, and academic strengths and weaknesses should be taken into account. Students should be encouraged to build on their strengths, while also tackling areas of weakness.

Students will have complete freedom of choice in selecting electives, except in cases where they have received a grade of LP (low pass), C or D, or an F in a core course. (See section on Grading, p.18)

4. Minimester courses are offered each summer to provide students with additional possibilities of study. Students may take up to 3 minimester courses (9 credits) that will be credited toward the fulfillment of their requirements of 49.5 elective credits. While additional minimester courses may be taken for self-enrichment, any credits earned beyond the 9 credit maximum will not be credited toward the elective requirement.

## 5. Independent Study

- a. The Independent Study Program is viewed as an opportunity for learning, designed to meet the needs of students in good academic standing who have demonstrated a capacity for independent work. An independent study is a course not regularly offered but developed specially by student(s) and a faculty person. A written contract submitted by the student and signed by the faculty member must be given to the Program Director for approval. This form is available in the Registrar's office or can be downloaded from the Registrar's page. The form must be submitted to the Registrar before the end of the drop/add period.
- b. The faculty member shall meet with the student so enrolled no fewer than three times during the semester and the course requirements must be fulfilled by the end of exam week. Any full-time faculty member may be asked to sponsor an Independent Study course. Part-time faculty members may do so with the approval of the Dean. 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, then they should decline to sponsor such an Independent Study. In any event, it is recommended that no faculty member sponsor more than two such courses in any one semester.
- c. Students shall generally be allowed to take one (1) independent study course per semester to be credited as a post MA non-required course, up to a total of four (4) such courses. If a student requests additional independent study, permission must be obtained from the Director of the Rabbinical Program; appropriate exemptions may be made on a case by case basis.
- d. No student who has failed a course in either of the previous two semesters may register for an Independent Study course, unless permission is obtained from the Director of the Rabbinical Program.

## HUC-JIR/NY Rabbinical Program

### Core Curriculum (Years 2 and 3) and Requirements in Years 4 and 5

#### Years 2-3 (60 credits)

<b>Second Year, Fall (16.5 credits):</b>		<u>Credits</u>
BIB 401	Bible I (Pentateuch)	3.0
BIB 520	Literary Artistry of the Bible	1.5
JLL 401	Dikduk and Sifrut	3.0
PDE 401	Professional Orientation	1.5
PDE 408	Skills for Teaching	1.5
RAB 404	Talmud I	3.0
HIS 411	Survey of Jewish History I	3.0

<b>Second Year, Spring (16.5 credits):</b>		
BIB 411	Bible II (Prophets)	3.0
HIS 412	Survey of Jewish History II	3.0
JLL 402	Dikduk and Sifrut	3.0
PDE 403	Pastoral Care and Counseling	1.5
PDE 409	Theories of Education Practice	1.5
RAB 405	Talmud II	3.0
WRI 402	Liturgy I	1.5

<b>Third Year, Fall (13.5):</b>		
BIB 441	Parshanut	3.0
PDE 402	Pastoral Care and Counseling	3.0
RAB 413	Introduction to Codes	3.0
RTE 403	Introduction to Medieval Jewish Philosophy	3.0
WRI 431	Liturgy II	1.5
	<i>Dikduk and Sifrut (for those who need it)</i>	

<b>Third Year, Spring (13.5)</b>		
JLL 403	Modern Jewish Literature	3.0
PDE 443	Homiletics	3.0
PDE 442	Speech and Communication	1.5
RAB 412	Exegetic & Homiletical Midrash	3.0
RTE 413	Modern Jewish Thought	3.0
	<i>Dikduk and Sifrut (for those who need it)</i>	

#### Years 4-5: Electives + Social Responsibility (49.5 elective credits + 1.5=51 credits total)

<b>Fourth Year, Fall:</b>		
PDE 430	Rabbinical Leadership and Social Responsibility	1.5
	<i>Electives</i>	
	<i>Dikduk and Sifrut (for those who need it)</i>	

**Fourth Year, Spring:**

*Electives*

*Dikduk and Sifrut (for those who need it)*

**Year 5: Thesis/Final Project (Thesis/Final Project + Senior Seminar : 6 credits)**

**Fifth Year, Fall:**

THS 500	Thesis/Final project	4.5
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PDE 450	Senior Seminar	1.5
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*Electives*

*Dikduk and Sifrut (for those who need it)*

**Fifth Year, Spring:**

THS 500	Thesis/Final project	4.5
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PDE 451	Senior Seminar	1.5
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*Electives*

*Dikduk and Sifrut (for those who need it)*

**\* Rabbinical Small Group and Individual Supervision is required of all students while serving student pulpits**

## B. TEFILLAH

1. Daily morning services generally are conducted by rabbinical, cantorial and educational students, though occasionally faculty participates as well. The assignment of responsibilities is made by the Associate Dean. All rabbinical students are required to lead a week of services during their second year; students may also be assigned in their third year.

Students are obligated to meet with the faculty synagogue advisors before, during and after their week of conducting services.

2. All second year students are required to read Torah and to serve as gabbai during tefillah; students may also be assigned these roles during their third year. Students will receive feedback from their Program Director and, if necessary, be required to read Torah or serve as gabbai again to strengthen their skills.
3. Rabbinical and Cantorial students will occasionally be asked to participate as Student Rabbis and Student Cantors at special observances held in the synagogue during the academic year.

## C. STUDENT SERMONS

1. Fourth-year rabbinical students are responsible for one student sermon presentation. At the conclusion of the third year, students will receive a sermon advisor request form in which they will be able to list choices for sermon advisor. The Director of the Rabbinical Program will then determine the student sermon schedule based upon students' completion of or enrollment in Homelitics and faculty advisors' availability. Dates will be sent to students over the summer along with related forms and Guidelines for Sermon Discussion.
2. The student must meet with the advisor at least three (3) times and a copy of the sermon must be submitted to the Rabbinical Program Director's office at least two weeks prior to the presentation. The student is also obligated to meet with the Speech Instructor before and after delivering the sermon. The sermon will be digitally recorded so that the student can review the sermon with the Speech Instructor. Each year, the College-Institute collects and prints the senior sermons given. Copies are available in the Klau Library. Students can request digital copies of their sermons from the Assistant to the Program Director.
3. A lunchtime discussion on the conference level follows each sermon. **Attendance at all Student Sermons and subsequent lunch discussion is expected of all rabbinical students.** Sermon review enjoys a long history at HUC-JIR and has undergone much growth and transition over the course of its



lifetime. Originally, sermons were delivered on Friday afternoons as preparation for Shabbat services students were leading at their pulpits. Today student sermons are generally delivered on Thursdays as part of the morning services. In some years, Student Sermons may also be given on a Monday as part of the morning services. Immediately following the service the entire community is invited to the CL for lunch and a chance to review the sermon. Some of the goals for the review are:

- a. For the entire school to have a chance to meet and engage in substantive discussion.
- b. For the *darshan (it)* and the community to have a chance to give and receive feedback on the sermon.
- c. For the students to have an opportunity to gain skills in informal and extemporaneous speech.

Suggested guidelines for the sermon discussion will be provided to students when they receive their sermon date.

#### **D. STUDENT FIELDWORK**

##### **1. Student Weekend Pulpits**

- a. Students select, according to a lottery system of seniority established by the Fieldwork Committee, available student pulpits for the High Holy Days and, depending on the number of pulpits, monthly, bi-weekly or tri-weekly congregations for the balance of the academic year.
- b. Booklets describing each of the student weekend pulpit positions and the procedures to be followed by students and congregations participating in these programs are posted on SAKAI by the Director of Fieldwork. Student Rabbis are responsible for the fulfillment of all requirements in this booklet. Students should become acquainted with these regulations prior to their first assignment.
- c. **Under no circumstances may students make private arrangements with a congregation** for any type of rabbinical service, either on the High Holy Days or at any other time during the academic year. All negotiations must be approved and all arrangements ratified by the College-Institute. Students who do not abide by this rule may face disciplinary action.
- d. Assignments to congregations are made each spring by the College-Institute. A minimum of two years of supervised fieldwork experience, one year of which must be as a Student Rabbi or Rabbinical Intern in a URJ congregation, is a prerequisite for ordination.(See Supervised Fieldwork Requirements at HUC-JIR, NY in Appendix B, p.42)

## 2. Rabbinical Internships

- a. Student Interns work alongside rabbis in congregations and organizations. These positions are determined through interviews and a matching system arranged under the auspices of the College-Institute
- b. Booklets describing each of the rabbinical internships and the procedures to be followed by students and congregations participating in these programs are posted on SAKAI by the Director of Fieldwork. Student Rabbinical Interns are responsible for the fulfillment of all requirements in this booklet. Students should become acquainted with these regulations prior to their first assignment.

## 3. Non-pulpit Professional Experience

- a. The student can fulfill one year of professional responsibility by serving as an intern or working in a health care facility, CPE program, Jewish organization, teaching in a Jewish context, supervising a Jewish educational or camping program or participating in the Alumni Summer Residencies Program. Any non-pulpit professional experience should entail a substantial job description, close on-site supervision and a base of approximately 400 hours of service.
- b. The 400 hour requirement may be fulfilled over a two year period. A student desiring to opt for such a non-pulpit professional experience must submit a written proposal to the Director of Fieldwork for approval.

## 4. Types of Services Provided

- a. All job responsibilities, including hours, must be approved by the Director of Fieldwork.
- b. Students may perform rabbinic functions except for marriages and conversions. The student, however, may co-officiate at a wedding in the presence of an ordained or invested clergy person. The ordained or invested clergy person must sign all civil and religious documents.
- c. With regard to conversions, the student may guide the studies of the prospective convert under the supervision of an ordained Rabbi. The ordained Rabbi must sponsor the conversion, officiate or co-officiate at the conversion ceremony, and must sign the conversion certificate.

## 5. Fieldwork Supervision

There is a two-year supervised fieldwork requirement for ordination. As part of this requirement a student serving as Student Rabbi in weekend pulpits or as Student Rabbinical Intern participates in a multi-faceted supervision

program at the College-Institute. The student attends individual supervision, small group supervision and special Common Hours on Professional Development issues.

## E. SUPPLEMENTAL REQUIREMENTS

### 1. Teaching

Rabbinic and cantorial students are required to take 3 credits in Education in their second year. In the fall, Skills for Teaching, 1.5 credits, requires a teaching field placement. Students are expected to teach in a setting that is ongoing through the year (congregational school, adult education, JCC continuing education class, etc.) It could be with any age group. In the spring semester, students take a second education course, Theory and Practice, 1.5 credits. **Both courses draw from the students' field placement** as they learn educational methodology. Tutoring does not meet the necessary requirement.

### 2. Kallah

The academic year on the NY campus begins with a two day kallah, off site, starting the Sunday afternoon of the first week of the fall semester. The kallah is an important community-building experience of the campus and includes thematic programs, the first two days of classes, tefillot and social opportunities. All students and faculty are expected to attend.

### 3. Retreat Weekends

During their third year, rabbinical and cantorial students participate in the Garecht Institute, a two-day retreat, focusing on issues associated with conversion to Judaism. The Garecht Institute takes place at a retreat center during the fall *Yamei Iyun*. During their fourth year, rabbinical students participate in the Schusterman Outreach Weekend at a URJ congregation with a strong message and program of Outreach. Students will be able to choose from two or three weekend dates. Both the Garecht and Schusterman programs are held in conjunction with the Department of Outreach of the Union for Reform Judaism (URJ).

### 4. As part of the focus on Leadership, all rabbinical students are required to take a course in Social Responsibility during their fourth year. In addition, all students beginning their second year in the Fall of 2009 or after will be required to complete one infield experience in an agency or organization in the field of social action during their four years in New York. These projects—which vary in nature, scope, and length—can come from the suggested list provided, or students may design their own project to be approved. In addition to being deemed a worthwhile project, in order to be

approved, the professionals at the organization must agree to take the time to mentor the students who spend time on a project in their agency. Each student must keep a journal during the infield experience and must submit a written report upon its conclusion. HUC will cover transportation and registration expenses for participating in a Social Responsibility Infield Experience.

#### 5. Mentoring

As part of the CCAR requirement for admissions and guidelines established by the CCAR/HUC-JIR Joint Commission on Mentoring, all fifth year students will be assigned rabbinic mentors who will serve as mentors through their fifth year at HUC-JIR and their first two years in the rabbinate. CCAR mentors have been carefully selected and have received training for such mentoring through the Joint Commission.

### **F. THESIS/FINAL PROJECT**

1. As a requirement for ordination, students must complete an approved thesis/final project in their fifth year by the deadline announced in the academic calendar. A description of the Thesis/Final Project is posted on the Rabbinical Director's page of the NY campus internal website.
2. Procedures for determining the subject of the Thesis/Final project
  - a. During the spring semester of the third year, the class will meet with the Dean and/or Director of the Rabbinical program to review the Thesis/Final project options and procedures and to learn from different faculty members about their areas of expertise and approaches to thesis/final project work.
  - b. Students will then have until the beginning of the spring semester of their fourth year (the date will be announced in the Academic Calendar) to submit their proposals. This time should be spent researching potential topics and meeting with faculty members to choose a thesis/final project advisor. The Thesis/Final Project Proposal Form and Thesis/Final Project Guidelines are posted on the Rabbinical Program Director's page on the NY Website.
  - c. The faculty will review thesis/final project proposals at its January meeting. Students may be asked to refine proposals if they are not acceptable.
  - d. Students are encouraged to take either an elective course or an Independent Study course which is related in some way to his/her thesis topic during the fourth year.
  - e. Students must register for THS 500 Thesis/Capstone Research for the fall and spring semesters of the fifth year and they must meet regularly with their advisors. If a student fails to meet regularly with her/his advisor, he/she will receive a failing grade (F) and will not be allowed

to continue work on the Rabbinic Thesis. As a result, he/she will not be ordained that year.

- f. The candidate must present the completed thesis with the Thesis Approval Form signed by the thesis advisor to the Faculty by way of the Registrar, no later than the date announced on the Academic Calendar as the “Last Day for Submitting Theses.”
- g. If a student does not complete his/her thesis in a timely manner, the Faculty may grant one more year to complete the thesis at their discretion. A student may not enter CCAR/HUC-JIR placement until the thesis has been submitted. Any student who does not complete the thesis after a second year will have their tenure in the program terminated.

## **G. REQUIREMENTS FOR ORDINATION**

### **1. Academic**

After the Year-In-Israel program, completion of the Core Curriculum and the required number of the Post-MAHL electives, a Student Sermon and a Rabbinic Thesis/Final Project are required for ordination. In addition, each student must attend the annual Kallah program, participate in required *yemei iyyun* programs, the Gerecht retreat, and the Schusterman Outreach Weekend, complete a Social Responsibility Infield Experience and fulfill *tefillah* responsibilities on campus.

Senior students are expected to complete all course work by the date announced in the academic calendar.

### **2. Professional**

A minimum of two years of professional experience is a requirement for ordination. This involves at least one year of service as a student rabbi in a weekly, bi-weekly or student internship pulpit. Two years of a monthly student pulpit is equivalent to one year in a weekly or bi-weekly. One year of an approved supervised non-pulpit experience can be applied towards the professional requirement. (See Appendix B, p.42 for a more detailed description of the Fieldwork requirement.)

### **3. Financial**

- a. The student must secure clearance of all fees and obligations from the appropriate offices before certification for ordination can be made.
- b. An exit form, obtainable from the Director of Operations, is to be completed one month prior to Graduation and submitted to the Registrar.

## **II. GENERAL ACADEMIC INFORMATION**

### **A. REGISTRATION**

1. All Students must complete registration prior to the first day of classes.
2. No student may register for more than 18 credits per semester without the permission of his/her advisor and the Director of the Rabbinical Program.
3. Approval for departure from normal registration procedures must be obtained from the Director of the Rabbinical Program.

Students shall be able to move through the program at a reduced pace if necessary in consultation with the Director of the Rabbinical Program and/or Dean, 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 Director of the Rabbinical Program and/or Dean, who shall consult with the Faculty.

4. Program Changes
  - a. Students may add or drop courses without penalty until the end of the second week of the semester.
  - b. 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.
  - c. 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.

### **B. STUDY AT OTHER ACADEMIC INSTITUTIONS**

1. Students may receive permission to study at another college or university. Such permission is to be secured through the respective Department Chairperson, provided that the proposed course of study is submitted in advance, in writing, and with the approval of the Director of the Rabbinical Program. Credit will be granted only if approval has been granted in advance.
2. Cooperative arrangements with The General Theological, The Jewish Theological Seminary, and New York University Hebrew and Judaic Studies Department enable full-time students to take courses at these institutions at

reduced rates or with no additional tuition fee. Details about the courses and the necessary procedures are available from the Registrar.

- a. Courses taken at other institutions beyond those with cooperative arrangements are the financial responsibility of the student.

### **C. COURSE EXEMPTIONS/ADVANCED STANDING/TRANSFER CREDITS**

1. Under appropriate conditions, a student may be eligible for exemption from specific prescribed courses, based on prior preparation. To receive an exemption, the student must meet with the Department Chairperson and Instructor prior to the semester in which the course is to be offered. The faculty recommendation is based upon examination of the student's transcript, course syllabi, grades, and written work in the previous courses. Students may be granted an exemption from a core course or be required to substitute elective courses for the prescribed requirements.
2. Advanced Standing and Transfer Credits
  - a. Credits from accredited academic institutions alone may be recognized. The amount of credit given shall be determined by the Dean or Program Director in consultation with the appropriate faculty member in whose area credit is sought.
  - b. No more than 25% of course requirements may be fulfilled by outside study.

### **D. COURSE REQUIREMENTS**

1. Academic
  - a. At the beginning of each course, the Instructor will outline the minimum requirements for a passing grade and the calendar dates by which requirements (e.g., papers and examinations) must be filled.
  - b. HUC-JIR students are expected to maintain the highest standards of integrity with respect to their academic work. Plagiarism, the appropriation of unattributed ideas or verbatim copying, is entirely at odds with the core principals of Jewish tradition and academic rigor. Students are expected to be familiar with the proper rules of citation (see the **MLA Handbook**, or similar works). Students must ensure that they understand their instructors' expectations and avoid utilizing completed work, notes, drafts or homework of other students when it is inappropriate.

Work completed for one course may not serve to fulfill obligations of another course, unless explicitly permitted in writing by the two professors involved. When in doubt, ask the professors involved about the appropriate actions to take. Disciplinary action may be taken by faculty members or the Student Tenure Committee where necessary.

## 2. Class Attendance

- a. All students are expected to attend class regularly. Class performance may be a criterion used by an instructor in the determination of the grade given to a student.
- b. Attendance is required at all announced examinations.
- c. Absence from class does not excuse a student from responsibility for written or oral work due on the day of the absence or for the substance of material covered.
- d. If a student is absent from examinations or presents papers or major reports later than the scheduled date, the student may be subject to failure or lowered grades for those examinations or reports.

## 3. Reading Period

A reading period is scheduled at the end of each semester, prior to examinations.

## **E. MASTER OF ARTS DEGREE**

The M.A.H.L (Master of Arts in Hebrew Letters) Degree is awarded upon successful completion of the prescribed courses in the curriculum of the New York School. Generally, at least two years of residence at the New York School is expected before the M.A. degree is granted.

## **F. FACULTY**

1. The Faculty meets regularly throughout the academic year. The Student Association President is invited to present a report at all scheduled faculty meetings (except for the final meeting of the year which is devoted to student review).
2. There are a number of Faculty Committees in which student representatives are invited to participate.
3. Student Review

At each meeting of the faculty, any faculty member has the prerogative of bringing up a student's name for discussion, provided there has been prior consultation with the student's advisor and with other faculty members. This can occur either to follow up on a problem that has arisen or to focus on a student's accomplishments and potential.

Adequate follow-up to a faculty discussion about any student is mandatory.



The Director of the Rabbinical Program will determine the most effective means of dealing with the issues raised.

At the final meeting of the spring semester, the faculty will review the progress of each student individually.

## **G. ADVISORS**

1. Entering students shall be assigned to an assessment group led by two faculty advisors. The Advisor-Student Relationship should not be viewed in purely academic terms. The Faculty Advisors should serve as the hub connecting to all of the student's activities. The Advisors work on formative assessment of students and serve as liaisons with the other members of the Faculty in whose classes their advisees are enrolled.
2. Since the Faculty Advisors serve as liaisons with the student's many activities, students and advisors should meet a few times each year, individually and with their assessment groups.
3. Copies of completed Narrative Assessments will be circulated to the Advisors. A student's academic and non-academic experiences should be evaluated by the Advisor in concert with the student.
4. Students should discuss their course registration with their advisor in advance of each semester.

## **H. GRADING SYSTEM**

1. Grading
  - a. At the end of the year in Israel, students shall be given a choice of P/LP/F or letter grades to be recorded on their transcripts. This choice will be applied to the remainder of their rabbinical studies and cannot be changed.
  - b. Students receiving grades of low pass or failure.
    1. If a student receives two "low passes" (or Cs or Ds) or fails one course in a semester, he/she will meet with the Program Director and be placed on probation for one academic year. If he/she receives another "low pass" (C or D) or "F" during the year of probation, he/she will be asked to appear before a Student Tenure Committee. As part of the evaluation process, the Committee can suggest a range of ways to proceed that may include, but not be limited to, dropping the student from the academic roll or asking the student to take a reduced academic load.

2. If the student fails two (2) courses at any time within two consecutive semesters, he/she will meet with the Student Tenure Committee.
3. 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.

c. Grades in Core Curriculum Courses

1. If a student receives an “F” in a Core Course, he/she must meet with that professor to determine how to make up the F; students cannot be ordained with an “F” in a Core Course. A student may be required to take an additional course in that subject course; such a course will count towards fulfilling the core requirement and will not be awarded elective credit.
2. If a student receives a “low pass”, C or D in a Core Curriculum Course he/she must take and receive a “P” or the equivalent in an elective course in the same subject area as the course in which the “low pass”, C or D was received. It is understood that every “low pass”, C or D in a core curriculum course is to be offset by a grade of “P” or the equivalent in an elective course in the same subject area. As an example, two grades of “low pass” in rabbinic core curriculum courses must be offset by two grades of “P” or the equivalent in rabbinic electives. Students will receive elective credit for a course taken to offset a “low pass” (C or D).

d. Faculty Evaluations

1. Faculty will complete mid-semester evaluations for students who are facing academic challenges. Such students will receive a copy of the evaluation and should meet with the professor to review their work and discuss ways to improve.
2. Students should receive standardized written evaluations, Narrative Assessments, in addition to grades for each course. These evaluations will become part of the students’ academic records. When requesting that their transcripts be sent to other academic institutions or prospective employers, students may request that their letters of evaluation be included.

3. Students have the right to respond to any particular faculty evaluation.

## 2. Submission of Grades

- a. A detailed Narrative Assessment Form will be used at the end of the semester, specifying areas upon which the faculty member must comment.
- b. Faculty are expected to submit grades for all students by the date announced by the registrar, generally two weeks after the end of Examination Week.

## 3. Extensions/Incompletes

- a. Students can request extensions in a maximum of two (2) courses each semester by petitioning the Program Director after gaining permission of the faculty person.
- b. Students shall have three (3) additional weeks to complete the requirements for those courses for which extensions have been approved.
- c. Courses with extensions that have not been completed will automatically become Incompletes ("I"). Fall Incompletes must be completed by the end of the spring semester and spring Incompletes by the beginning of the fall semester. Summer minimester incompletes must be completed by the beginning of the fall semester. If the course is not completed by these deadlines, it will automatically become an "F."
- d. Appeal of the Program Director's decision regarding an extension may be made to the Dean or the Vice President of Academic Affairs (if the Program Director and Dean are the same person).

## 4. Reduced Academic Load

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

## **I. PROBATION**

Special 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.

## **J. LEAVES-OF-ABSENCE**

Students desiring leaves-of-absence to travel, study, or for other reasons, must apply for such a leave in writing to the Director of the Rabbinical Program. Such a leave may be granted for a specific period, usually one year. Any extension of the approved period of leave necessitates reapplication. Students must also write to inform the Director of their intention to return to the program, no later than two months before resuming study.

## **K. TENURE**

### **1. Student Tenure Review**

#### **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 “LPs” (Cs or Ds) or fails one course in a semester, he/she will meet with the Program Director and be placed on probation for one academic year.

If he/she receives another “LP” (C or D) or “F” during the year of probation, he/she will be asked to appear before a Student Tenure Committee. As part of the evaluation process, the Committee can suggest a range of ways to proceed that may include, but not be limited to, dropping the student from the academic roll or asking the student to take a reduced academic load.

2. If the student fails two (2) courses at any time thin two consecutive semesters, he/she will meet with the Student Tenure Committee.
3. 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.

4. The director of each program (or if it is the Dean, then the Dean's designate) is responsible for implementing the rules governing student tenure.
5. 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. In the event he/she is being dropped from the academic roll, the student will be notified in writing that he/she has the right to appeal to the Student Tenure Committee for reinstatement. The student will be given a copy of that section of the Student Handbook that prescribes the procedures in these cases.
6. The Program Director will give the student three weeks written notice of the time and place of the meeting and the student will have an opportunity to submit pertinent information to the Committee at the meeting.
7. 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 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.
8. The Student Tenure Committee shall reach its decision for the suggested course of action by secret ballot and a 2/3 majority vote. The Committee may consider the following options (or any other options that the Committee may deem appropriate):
  - a. Dismissal of the charge(s);
  - b. To further investigate the matter and delay a decision;
  - c. Probation: The conditions of probation will be determined by the nature of the charges and the findings of the Committee. The appropriate course of action that the student must follow is determined by the nature of the

charge(s). The Committee may decide that the student can continue in his/her program while satisfying the probationary conditions 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;

d. Termination of student tenure.

9. The Program Director will communicate the decision of the Student Tenure Committee in writing to the student and the Dean no later than one week after the decision has been reached.
10. The student may appeal the decision of the Student Tenure Committee to the Dean in writing no later than two weeks after the decision has been rendered. The Dean has one week to respond to the student. The student may appeal the Dean's decision to the Vice President of Academic Affairs in writing no later than one week after the Dean's decision has been rendered. The Vice President of Academic Affairs has one week to respond to the student. The student may appeal the Vice President of Academic Affairs's decision to the President in writing no later than one week after the Vice President of Academic Affairs's decision has been rendered. The President has one week to respond to the student. All communications with the student will be copied to the committee chair.
11. The chair of the Student Tenure Committee will monitor the appeal process and will inform the student in writing of decisions reached. The chair of the Student Tenure Committee will communicate the final decision to the Registrar within five days of the decision being rendered.
12. 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 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 a request must be in writing to the Dean.

b. Nonacademic Tenure

1. 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.
2. Charges of a student's alleged inappropriate behavior are to be brought to the Program Director (or the Dean's designate). The Program Director (or Dean's designate) will investigate the charges further, and consult with appropriate faculty, student representatives and any outside consultants deemed necessary to determine whether the matter is to be brought to the attention of a Student Tenure Committee.
3. If it is determined that the matter should be brought before a Student Tenure Committee, then the student will be notified in writing of the charges that have been made and the findings that pertain to those charges, and will be given a copy of that section of the Student Handbook that describes the procedures to be followed by the Student Tenure Committee.
4. At least three weeks 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 will be present at the meeting, except at those times when the Student Tenure Committee enters into executive session.
5. 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 program, between two and four additional faculty members, and may include professionals from the field for which the student is preparing. 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.
6. 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 will raise any questions they may have.

When all the questions have been addressed, the members of the Student Tenure Committee will enter into executive session.

7. The Student Tenure Committee will deliberate in executive session, and will determine its decision by secret ballot and by 2/3 majority vote. Any decision reached will be communicated to the student, the Program Director and the Dean within one week. The Committee may consider the following options (or any other options that the Committee may deem appropriate):
  - a. Dismissal of the charge(s);
  - b. To further investigate the matter and delay a decision;
  - c. Probation: The conditions of probation will be determined by the nature of the charges and the findings of the Committee. The appropriate course of action that the student must follow is determined by the nature of the charge(s). The Committee may decide that the student can continue in his/her program while satisfying the probationary conditions 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;
  - d. Termination of student tenure.
8. The student may appeal the decision of the Student Tenure Committee to the Dean in writing no later than two weeks after the decision has been rendered. The Dean has one week to respond to the student. The student may appeal the Dean's decision to the Vice President of Academic Affairs in writing no later than one week after the Dean's decision has been rendered.



The Vice President of Academic Affairs has one week to respond to the student. The student may appeal the Vice President of Academic Affairs's decision to the President in writing no later than one week after the Vice President of Academic Affairs's decision has been rendered. The President has one week to respond to the student. All communications with the student will be copied to the committee chair.

9. The chair of the Student Tenure Committee will monitor the appeal process and will inform the student in writing of decisions reached. The chair of the Student Tenure Committee will communicate the final decision to the Registrar within five days of the decision being rendered.
10. 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 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 a request must be in writing to the Dean.

c. Faculty Review of Students

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

## **L. ACADEMIC GRIEVANCE PROCEDURE**

1. Every member of the faculty and the instructional staff is responsible for fulfilling good teaching practices as outlined in the Faculty Handbook. Should students have grievances against a faculty member relating to any academic matter, they should avail themselves of the procedure herein outlined. 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 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 good teaching practices. The latter 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. 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 Dean and ask for a review of the grade. The Dean will consult with the faculty member and review the material. The decision of the Dean shall be final.

3. 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.
4. If he or she feels that his/her grievance has not been properly adjudicated, he or she should request a conference with the Dean. If the intervention of the Dean 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 which have not been fulfilled. The student should also provide any materials supportive of the complaint. 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 which 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.
5. A Faculty Grievance Committee will not review a complaint unless it is lodged before the tenth week of the fall or spring semester which follows the term in which the alleged violation occurred.

It shall be the responsibility of the Faculty Grievance Committee to determine, prior to considering any case, whether frank and full discussions between the student, instructor, 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.

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 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.

6. If the Committee finds that no violation of good teaching practices has occurred, or that 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 Dean. In addition, a notation of this finding may be made in the student's permanent record file.

If the committee finds that 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 Dean, with a copy sent to the student and to the instructor.

The instructor will be expected to inform the Dean of his or her compliance or noncompliance with the recommendations within ten (10) days after the letter of notification has been sent to the instructor. Failure to respond within ten days will be taken to indicate noncompliance.

If the instructor complies with the recommendations, the student will be informed, in writing, by the Dean with copies sent to the department chairperson and 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, Vice President of Academic Affairs and the 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.

7. If the instructor does not accept the recommendations, he or she may appeal the decision of the Faculty Grievance Committee to the Vice President of Academic Affairs. Written notice of the desire for a review by the Vice President of Academic Affairs 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 Vice President of Academic Affairs. The Vice President of Academic Affairs then will affirm, reject, or modify the recommendations of the Committee.
8. If the instructor does not accept the Vice President of Academic Affairs recommendations, 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.

### **III. ADMINISTRATIVE AND FINANCIAL INFORMATION**

#### **A. IDENTIFICATION CARD/SECURITY**

1. All students are required to have a current NYU photo identification card; it is to be worn at all times while in the building. It will be necessary to show identification to the Security Guard whenever entering the College-Institute, as well as to present this card at all New York University facilities. Application and instructions concerning identification cards are available from the Director of Operations (Room 405) along with the HUC-JIR stickers that must be affixed to the identification card. New stickers are required each academic year. Students must go to a nearby NYU Office to obtain the identification card.
2. Each student will receive an Emergency Evacuation Booklet. Please contact the Director of Operations if you have not received a copy. Information concerning Campus Security and Drug Education is distributed each year under separate cover.

#### **B. MEDICAL**

1. All full-time students are required to have verifiable Health Insurance through the group plan offered by the College-Institute or are required to sign a waiver and present proof of satisfactory equivalent coverage.
2. Information regarding health insurance options is available from the Director of Operations (Room 405).
3. Students who are already enrolled in insurance through the College-Institute and change their marital status and contact information should communicate these changes to the Director of Operations (Room 405). An official copy of a marriage license must be brought to the registrar in order to make a name change in the SIS.
4. New York State Public Health law 2165 requires that all students be immunized against measles, mumps, and rubella. Persons born prior to January 1, 1957 are exempt from this requirement.

According to this New York State Law, students will not be permitted to register or attend any classes without showing proof that they have either been vaccinated or are exempt.

In addition, all students enrolled for at least six semester hours or the equivalent per quarter are required to complete and return a Meningococcal Meningitis Vaccination Response Form to the Registrar.

### **C. FEES**

1. All students will be billed directly for tuition by the National Business Office.
2. If a student receives grant-in-aid or a Guaranteed Student Loan, all outstanding tuition and fees will be deducted from the grant as indicated in the student's billing statement. (Note: Health Insurance may be deducted. Students are encouraged to complete the "Authorization to Apply Title IV Funds" form which can be obtained from the National Business Office.)
3. With the permission of the Business Office, students may pay their fees in installments over the academic year with credit card authorization or electronic funds transfer forms on file. (Students are encouraged to contact the National Business Office for forms to set up recurring payments or to make payment arrangements by phone.)
4. All students are required to complete the payment of outstanding bills for the previous semester prior to registration. Registration blocks will be placed on student accounts by the National Business Office for unpaid balances.
5. In addition to tuition fees there is a Student Association Fee payable upon registration.
6. Fiscal Considerations for Graduating Students

Every student scheduled to graduate at the end of a given academic year must pay the graduation fee and any other outstanding fees owed to the College no later than two weeks prior to the date of graduation. Rabbinical students pay a graduation fee upon receiving their MAHL degree and an ordination fee upon Ordination. This requirement stands whether or not the student is present at graduation exercises. A clearance form, obtainable from

the National Registrar, is to be completed one month prior to Ordination and submitted to the National Registrar.

#### **D. FINANCIAL ASSISTANCE**

Full-time and part-time students who are at half time status (taking six or more credits or its equivalent) are eligible to apply for a grant-in-aid scholarship which is based on need. International students can receive up to 100% tuition coverage. A student can only apply for a grant-in-aid scholarship by filling out the FAFSA and turning in a copy of the previous year's tax return to the Financial Aid Office. Students with extraordinary financial need should be sure to make their situation known to the Financial Aid Director. For more information about financial aid please see the HUC-JIR Financial Aid Webpage: [www.huc.edu/financialaid](http://www.huc.edu/financialaid). There you will find information on outside scholarships, deadlines as well as Financial Aid Stafford Loan information.

#### **E. FEDERAL STUDENT LOAN PROGRAMS**

The College participates in two student loan programs that are part of Federal Title IV programs. Stafford loans (GSL) and Supplementary loans (SLS) are guaranteed by the United States Government. There are regulations that govern the eligibility, distribution and use of these funds. The College has prepared a separate Policies and Procedures memo that describes all the pertinent information about these programs. This memo is distributed to all students annually.

#### **F. WITHDRAWAL/TUITION REFUND POLICY**

##### **1. Withdrawal**

Withdrawal from individual courses or a complete withdrawal from all courses must be initiated by the student in writing through the Registrar's Office on his/her respective campus. Actions which are not considered as official notification of withdrawal are: failure to attend class, giving notice to an instructor, stopping payment on a check used to pay fees, or verbal notice to any College-Institute office. The effective date of a withdrawal to be used in determining refunds is the date that the registrar receives written notification of withdrawal from the student.

2. Refund

All tuition and fees are refunded in accordance with the schedule below.

Withdrawal	Refund
During the first and second weeks of a term	full
During the third week of a term	50%
During the fourth week of a term	25%
After the fourth week of a term	none

Items not subject to refund include: application fees, registration fees, student activity fees, continuation fees, and student health fees, medical insurance and ordination/investiture/graduation fees

Students will not receive any payments or refunds until all Title IV funds and other scholarships, as required, are reimbursed, and any outstanding balances with the College-Institute are paid.

**G. TRANSCRIPTS**

1. Official transcripts are mailed directly to academic institutions, employers, and/or governmental agencies upon request in writing to the Office of the Registrar. A fee of \$5.00 is charged for the first copy, a \$3.00 fee is required for additional copies ordered at the same time. The amount must accompany the request in writing (fees subject to change).
2. Requests for transcripts of a student's academic record are honored provided the student has no outstanding obligations, financial or otherwise, to the College-Institute.

**H. MAINTENANCE OF STUDENT FILES/RECORDS**

1. Contents

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 form, 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

## 2. Access

The student has access to all material in categories 2, 3 and 4 as specified above. Administrative personnel have access to material in all four categories. The student's advisor has access to the material in categories 2, 3, and 4.

## **I. STUDENTS WITH LEARNING DISABILITIES OR DIFFERENT LEARNING STYLES**

The College-Institute has adopted a national policy on this important issue; see Addendum for a description of the policy and its requirements, as well as relevant materials. Students who believe they require adjustments to curricula, examinations, or other parts of their educational experience should consult with the Director of the Rabbinical Program.

## **V. QUESTIONS**

When additional questions or concerns arise, feel free to address them to an appropriate member of the Administration: the Dean, the Director of the Rabbinical Program, the Registrar or the Chief of Operations.

\* This student handbook is current as of February 27, 2013. Changes to the policies and academic requirements set out herein may be made by the Vice President of Academic Affairs and Faculty of the New York School as they deem necessary.

\*\* Students should refer to the Registrar's page for all national policies.



**Hebrew Union College-Jewish Institute of Religion**  
**Appendices**

**Appendix A**  
**Policy on Disabilities Services**

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

All students who are admitted to the Hebrew Union College - Jewish Institute of Religion must meet published standards for admissions and graduation. However, a disability should not prevent an otherwise qualified individual from pursuing admission to or continuing study at HUC-JIR.

On each of our four campuses, the Dean or his/her designate will be responsible for documentation, record keeping, planning and coordination of any accommodations required for students with disabilities which impact the learning experience. Disabled applicants and students who require an accommodation due to a disability should identify themselves during the application process or to their Program Director and advisor upon matriculation. If the diagnosis occurs while the student is enrolled, the student should notify his/her Program Director and advisor immediately upon learning of the need for an accommodation. In both cases, it is the student's responsibility to provide medical documentation outlining the disability and any needs with respect to accommodations. The Program Director and/or advisor will notify the Dean or his/her designate who will oversee the process for assisting the student, and coordinate the efforts of the Administration, Faculty and Staff to provide appropriate support during the student's tenure at the College-Institute.

**Disability Defined**

Although not directly applicable to this policy, the Americans with Disabilities (ADA) Act's definition of a disability is instructive. According to the ADA a disability is a physical or mental condition that substantially limits one or more major life activities, such as the ability to work, learn, see or walk. Using this definition, a learning disability is any condition that substantially limits a student's ability to learn.

**The Rehabilitation Act of 1973**

A federal law known as the Rehabilitation Act of 1973 prohibits institutions that receive federal funding from discriminating against qualified persons with disabilities and

requires them to provide such individuals with reasonable accommodations. Specifically, Section 504 of the Rehabilitation Act of 1973 states: “*No otherwise qualified handicapped individual in the United States...shall, solely by reasons of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.*”

**Examples of conduct prohibited under** Section 504, as it relates to postsecondary institutions, includes:

- Limiting the number of otherwise qualified students with disabilities admitted;
- Making pre-admission inquiries as to whether an applicant is disabled;
- Excluding an otherwise qualified student with a disability from any course of study because of the student’s disability;
- Providing less financial assistance to students with disabilities than is provided to non-disabled students, or limiting eligibility for scholarships on basis of disability;
- Counseling students with disabilities who are otherwise deemed qualified into more restrictive career paths than are recommended to non-disabled students;
- Measuring student achievement using models that adversely discriminate against a student with a disability;
- Establishing rules and policies that have the effect of limiting participation of students with disabilities in educational programs or activities.

A “reasonable accommodation” means appropriate academic adjustments and reasonable modifications to policies and practices to allow for full participation of students with disabilities. The accommodation process typically begins once a student notifies a college of his/her documented disability and requests accommodations, but the process may also be triggered by circumstances or information received from other sources. Some examples of reasonable accommodations can be found below. Decisions as to what accommodations should be provided are individualized, and will be determined by the College-Institute based on interaction with the student and possibly others, such as health care professionals.

Examples of circumstances under which accommodations need not be provided include the following:

- The accommodation would result in a fundamental alteration of the program;
- The institution is being asked to address a personal need; or
- The accommodation would impose an undue financial or administrative burden.

## **Confidentiality**

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

## **Disabilities at HUC-JIR**

### **Application**

The College-Institute welcomes applications from prospective students who have been diagnosed with a disability. The College-Institute encourages applicants to share pertinent information regarding any diagnosed disability with the school, so that it can provide appropriate support.

- Self-Identification during Student Tenure at the College Institute.
- Students are responsible to inform their Program Director and advisor of any disability which impacts their ability to fully participate in HUC's programs and benefits.

### **Documentation**

Students must provide documentation, acceptable to the College-Institute, to verify the existence of a disability. In cases involving asserted learning disabilities, standards established by the Educational Testing Service and other national bodies concerned with learning disabilities will usually apply and, documentation must generally meet four basic criteria to be considered valid:

1. A qualified professional must conduct the evaluation.  
The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment and state in which the individual practices must be stated in the documentation. Diagnosis by someone outside an appropriate field of expertise for that diagnosis is not acceptable. All reports must be on letterhead, legible, dated and signed.
2. Testing must be current, no more than five years old.  
Because HUC-JIR is being asked to provide accommodations based on the current impact of an individual's disability on his/her academic performance, it is in the student's best interest to provide recent documentation. If older documentation exists, HUC-JIR may ask that the

student be evaluated again, or consult a specialist for an update on the prior information, before providing accommodations.

3. Documentation necessary to substantiate a disability must be comprehensive.

A comprehensive assessment battery and the resulting diagnostic report must, to the extent applicable to the disability at issue, include four elements:

- A. a diagnostic interview;
- B. an assessment of aptitude (a complete intellectual assessment with all subtests and standard scores reported);
- C. a measure of academic achievement (including current levels of academic functioning) in relevant areas such as reading [decoding and comprehension] and oral and written language; and,
- D. a report on information processing, including discussion of specific areas such as short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability.

Other assessment measures, such as classroom tests and informal assessment procedures and observations may also be helpful in determining performance across a variety of domains.

The documentation must include a specific diagnosis, based on actual standardized test scores and other diagnostic tools where appropriate. Each suggested accommodation should be supported by an appropriate rationale. If more information is necessary, HUC-JIR may seek clarification from the evaluator before making a final determination on the appropriateness of any accommodation.

4. The documentation must contain an interpretive summary.

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

### **Accommodations**

Individual students will work with the Dean or his/her designate, to develop reasonable accommodations based on the documentation submitted. Accommodations may include, but are not limited to:

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

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

### **Self-Advocacy**

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

### **Staff and Faculty Training**

HUC-JIR provides ongoing training for its Administration, Staff and Faculty on learning disabilities. Training will include guidance in definitions and documentation of disabilities, assistance with course construction and assessment methods, possible accommodations, suggestions for helping to advise and support students with disabilities and conferral with experts on individual issues. The Office of the Dean or its designate, along with the individual Program Directors, will serve as the clearinghouse for information on supporting students, and the coordinating office for training of staff and faculty.

### **More Information**

For more information, please speak with the Office of the Dean or its designate, your Program Director, or your advisor.

**Hebrew Union College – Jewish Institute of Religion**

**PROVIDER REPORT FOR ACCOMMODATIONS REQUEST**

**Student Name:** \_\_\_\_\_

**Birthdate:** \_\_\_\_\_

As the student’s treating medical provider, please answer the following questions:

1. Please describe the student’s impairment giving a specific diagnosis:

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2. Is the impairment you described permanent or temporary?

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A.If temporary, what is the anticipated duration?

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3. Describe the potential functional impact of the disability, including the current functional impact on the student’s physical, perceptual and/or cognitive abilities.

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4. How does the impairment impact the student's ability to perform in an educational setting?

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5. What accommodations do you recommend for the student in his or her current setting and what is the rationale supporting each recommendation? Please note time considerations when needed.

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Please provide a phone number and e-mail address where we can reach you:

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Please print your name and title:

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Signature \_\_\_\_\_ Date \_\_\_\_\_

**Hebrew Union College – Jewish Institute of Religion**

**Request for Accommodations**

**Test-taking**

Name \_\_\_\_\_ Program \_\_\_\_\_  
Date \_\_\_\_\_

Phone \_\_\_\_\_  
E-mail \_\_\_\_\_

I am requesting special test-taking accommodations for: (class and instructor's name):

\_\_\_\_\_

Type of accommodations I am requesting:

- Private testing area
- Exam printed in large print or Braille
- Additional time
- Use of computer
- Use of assistive aids (electronic speller or dictionary)
- Alternative test formats (oral examinations, essay questions in lieu of multiple choice)
- One-on-one assistance, (proctor reading the test questions and/or writing student's responses)
- Other:

\_\_\_\_\_

I am requesting these accommodations based upon the following documented disability:

\_\_\_\_\_

I have discussed this with my faculty advisor and/or school director.

Student  
Signature \_\_\_\_\_

Advisor or School Director  
signature \_\_\_\_\_

\_\_\_\_\_



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For Office Use Only:

Accommodations Approved: Coordinator of Disability Services

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Instructor of Record \_\_\_\_\_

Date for test-taking \_\_\_\_\_

Proctor's name (if applicable) \_\_\_\_\_

Alternative test-taking room (if applicable) \_\_\_\_\_

**Appendix B**  
*Supervised Fieldwork Requirements at HUC-JIR, NY*

**SUPERVISED PROFESSIONAL FIELDWORK**

A minimum of two years of **approved supervised professional fieldwork** is a requirement for ordination.

To fulfill the **supervised fieldwork requirement** each student:

- 1) Must serve a URJ congregation or one in the process of affiliating, with pulpit and pastoral responsibilities for one year [bi-weekly or its equivalent (i.e. 2 years in a monthly) or a pulpit internship].

AND

- 2) Either
  - a) Serve a URJ congregation or one that is in the process of affiliating, with pulpit and pastoral responsibilities for a second year.

OR

- b) Complete a year of non-pulpit professional experience at a URJ affiliate, Hillel, chaplaincy (a unit of CPE) or other pre-approved non-congregation institution, in a job offered through the College, which includes on-site supervision and a base of approximately 400 hours. The 400 hours requirement can be fulfilled over a two year period at a single institution.

**SUPERVISED COUNSELING FIELDWORK**

In addition, all rabbinic students must complete 60-hours of supervised counseling fieldwork. Supervision is provided on-site.

60-hour placements are arranged in conjunction with Rabbi Nancy H. Wiener. They can be fulfilled during the academic year or during a summer. During the summer, a student must spend a minimum of 6 weeks on-site, part-time.

A unit of CPE fulfills this requirement. Approved 10-hour pastoral internships also fulfill this requirement.

Students receive a small stipend from the Blaustein Center for Pastoral Counseling for a limited supervised counseling placement. The Blaustein Center covers tuition and fees for CPE and provides a stipend (amount varies from year to year) for students who complete a CPE unit.

## **Supervised Fieldwork Credit**

Each academic year that a student seeks to receive credit for supervised fieldwork, s/he is responsible for fulfilling the following supervision obligations:

1) Preparing a Learning Contract.

In conjunction with a field mentor the student must prepare a written Brit Limud enumerating personal and professional learning goals for the year. The Brit Limud must be co-signed by a field mentor (rabbi, educator, Program Director), (in solo pulpits) a congregational liaison, the student, and the Fieldwork Coordinator. The Brit Limud will serve as a base for reflection and evaluation.

2) Attending individual and group Supervisory Meetings.

A) Individual Supervision

Each student will have a minimum of 3 half-hour (½ hour) meetings per semester at the College.

B) Group Supervision

Supervisory groups will be arranged for students. Groups will meet on a weekly basis during the semesters. Groups will be led by clergy with advanced degrees in counseling.

C) On-Site Supervision

- 1) Interns will have weekly supervisory meetings with their supervising rabbi.
- 2) Students serving weekend pulpits as the solo rabbi will:
  - a) have meetings at least once a month with the congregational liaison.
  - b) have a rabbi in the field who will serve as a field mentor, providing monthly phone contact and an on-site visit during the year.

D) Attending all Professional Development Common Hours

Special Common Hours focusing on pertinent practical issues of the rabbinate.

**Failure to do so results in failure to meet an ordination requirement.**

*If requested in writing, students may receive a year of supervised fieldwork credit for: 1 unit of CPE.*