



Hebrew Union College – Jewish Institute of Religion

New York Campus

2022 – 2023 Academic Catalog

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As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. All content in the catalog is subject to change. Please visit our website for updated information.

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About HUC-JIR

Mission

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

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

Academic Programs on the New York Campus

Debbie Friedman School of Sacred Music

Master in Sacred Music	130 semester hours
Cantorial Ordination (CORD)	24 semester hours

Interfaith Doctor of Ministry Program

Doctor of Ministry	43 semester hours
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Pines School of Graduate Studies

Master in Judaic Studies (MAJS)	45 semester hours
Doctor of Hebrew Literature (DHL)	Individualized program

Rabbinical Program

Master of Arts in Hebrew Literature (MAHLIT)	130 semester hours
Ordination (ORD)	24 semester hours
Ordination & Master of Arts in Jewish Nonprofit Management	174 semester hours

New York School of Education

Master in Educational Leadership (MEDL) (To be introduced Fall 2022.)	53 semester hours
Master in Jewish Learning (MAJL)	37 semester hours
(To be introduced Fall 2022. The MAJL is not a stand-alone degree; it is earned in conjunction with the MEDL.)	
Executive Master of Arts in Religious Education	36 semester hours

History of HUC-JIR

Founded in 1875, Hebrew Union College-Jewish Institute of Religion is North America's leading institution of higher Jewish education and the academic, spiritual, and professional leadership development center of Reform Judaism.

HUC-JIR educates men and women for service to American and world Jewry as rabbis, cantors, leaders in Jewish education, and Jewish nonprofit management professionals, and offers graduate degree programs to scholars and clergy of all faiths. With centers of learning in Cincinnati, Jerusalem, Los Angeles, and New York, HUC-JIR's scholarly resources comprise renowned library, archive, and museum collections, biblical archaeology excavations, and academic publications. HUC-JIR invites the community to an array of cultural and educational programs that illuminate Jewish identity, history, and contemporary creativity, and foster interfaith and multiethnic understanding.

When Rabbi Isaac Mayer Wise, the founder of the institutions of American Reform Judaism, came to America in 1846, he encountered a frontier Jewry of 40,000 people. There was but one ordained officiating rabbi in all of America; most Jewish clergy were German "free-lancers," officiating in the German language and lacking any real understanding of American life.

Wise understood the urgent need for rabbinical training and standards for those who would provide progressive, enlightened, and modern spiritual leadership for the American pulpit. At a time when Christian denominational colleges were springing up by the score, Wise was certain that an institution of higher Jewish learning would guarantee Jewish survival in America.

And so, in 1873, with an American Jewish population exceeding 150,000, Wise was the catalyst for the creation of the Union of American Hebrew Congregations (now the Union for Reform Judaism), with its twenty-eight congregational founding members, in order to support the establishment of a "Hebrew Theological Institute." In 1875, the Hebrew Union College was launched in Cincinnati as the first permanent Jewish institution of higher learning in the western hemisphere.

The liberal and pluralistic ethos of Wise's seminary was amplified through its merger in 1950 with the Jewish Institute of Religion. Founded in 1922 in New York by Rabbi Stephen S. Wise, the renowned advocate of social justice and human rights, the Jewish Institute of Religion was conceived as an institution serving all streams of Judaism.

A third center was opened in Los Angeles in 1954 to serve the growing Jewish community on the West Coast. A fourth branch was established in Jerusalem in 1963 to serve as a post-doctoral school of archaeological and biblical studies. Since 1970, it has grown to serve as the center for the College-Institute's Year-in-Israel Program, Israel Rabbinical Program, and as the academic center and headquarters for the Progressive Movement in Israel.

As a path-breaking institution, HUC-JIR has led the way in Jewish higher education, advancing gender equality and LGBTQI rights in Jewish leadership:

- 1875: established the first permanent rabbinical seminary in North America.
- 1947: inaugurated the first interfaith school of graduate studies located in a Jewish seminary.
- 1948: founded the first cantorial school in North America.
- 1963: created a campus in Jerusalem, in recognition of the importance of Israel for the training of Jewish leaders.
- 1969: launched the graduate program in Jewish communal service (now Jewish nonprofit management)
- 1970: started requiring rabbinical students (and later education and cantorial students) to study in Israel as part of their academic journey.
- 1972: ordained the first woman rabbi in America, Rabbi Sally F. Priesand
- 1975: ordained the first woman cantor in America, Cantor Barbara J. Ostfeld
- 1990: established the first Clinical Pastoral Education Program in a Jewish seminary
- 1992: ordained the first woman rabbi in the State of Israel, Rabbi Naamah Kelman
- 2006: ordained the first transgender rabbi
- 2009: ordained the first African American rabbi
- 2017: ordained the 100th Israeli Reform rabbi

Today, Hebrew Union College-Jewish Institute of Religion is an international seminary and university of graduate studies offering a wide variety of academic and professional programs. In addition to its Rabbinical School, the College-Institute includes the Debbie Friedman School of Sacred Music, Pines School of Graduate Studies, School of Education, Zelikow School of Jewish Nonprofit Management, and Nelson Glueck School of Biblical Archaeology.

History of the New York Campus

Established in 1922 as the Jewish Institute of Religion an institution of pluralistic higher Jewish learning by Rabbi Stephen S. Wise, social activist, Zionist leader, and advocate of the 'free pulpit,' the New York campus is a vital leadership development center for the Reform Movement, the Jewish people, and the larger world. Students from around the world pursue their studies in our campus' academic programs:

- Rabbinical School
- Debbie Friedman School of Sacred Music
- School of Education
- Graduate Studies Programs through the Pines School of Graduate Studies
- Interfaith Doctor of Ministry Program

Students have access to a wide variety of resources, including the:

- Klau Library
- Dr. Bernard Heller Museum

- Blaustein Center for Pastoral Counseling

Students can participate in meaningful projects and initiatives, including the:

- Soup Kitchen
- Spirituality Initiative
- Be Wise Fellowship in Jewish Entrepreneurship

Dr. Bernard Heller Museum

The Dr. Bernard Heller Museum in New York is the visual extension of the spiritual, cultural, and educational life of the College-Institute, which provides graduate and professional programs for students of all faiths. It presents exhibitions, educational programs, and publications illuminating Jewish history, culture, and contemporary creativity and offers traveling exhibitions to venues throughout North America and around the world.

Blaustein Center for Pastoral Counseling

Since 2000, the Blaustein Center for Pastoral Counseling in New York has been on the cutting edge of Jewish seminary-based pastoral education. We have pioneered a curriculum that integrates classwork, fieldwork, supervision and mentoring programs, Jewish text study, and community programming on pastoral and professional development. Today, the Blaustein Center has collaborative relationships with diverse institutions and organizations in the US and abroad. We are dedicated to training each new generation of Reform rabbis and cantors, along with many of our alumni, to have the knowledge, experience, and reflective skills to meet new challenges. Our activities are varied and ever-expanding, poised in the vanguard of Jewish pastoral care and counseling and Jewish seminary education. As we become stronger so do our future clergy and all those we serve! We are very proud of the fact that since its inception, the Blaustein Center has provided stipends for more than 200 HUC-JIR, NY students as they received formal supervised pastoral training.

Housing

Hebrew Union College – Jewish Institute of Religion is not a residential campus and does not provide housing accommodations.

Accreditation

Hebrew Union College – Jewish Institute of Religion is accredited by the Middle States Commission on Higher Education (MSCHE). Contact the Commission on Colleges at 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104, or call (267) 284-5000 for questions about HUC-JIR accreditation. The commission is to be contacted only if there is evidence to support an institution's significant non-compliance with a requirement or standard.

Hebrew Union College – Jewish Institute of Religion is committed to expanding student access to its educational offerings and providing outstanding student support.

State Authorization Reciprocity Agreement (SARA)

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts.

HUC-JIR is an approved member of SARA, through the State of New York.

Admissions

Admission Requirements for the Debbie Friedman School of Sacred Music

1. Application Part One

The first part of your application includes a few simple questions about your contact information and educational background. Please read through all the application instructions and complete all elements of the application by the deadline. If you have any questions, please contact admissions@huc.edu.

2. Preliminary Consultation

As part of your application process to becoming a cantor at HUC-JIR, we require that you speak with a professional in the Department of Admissions and Recruitment and/or Cantor Richard Cohn, Director of the Debbie Friedman School of Sacred Music. This informal, preliminary consultation and audition is a way for us to get to know you better, for you to ask your questions and be sure now is the right time for you to apply to HUC-JIR. Simply email Cantorial@huc.edu to set a date and time.

3. Recommendation Letters

Good references come from individuals who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that make you a strong candidate. Please use the Reference Letter Request Form to submit the names and contact information of your references. The individuals you list as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you are in touch with your chosen references prior to filling out this online form to alert them that they will receive this emailed request. It is also highly recommended that one of your four references be able to speak from a musical perspective.

Please allow each reference enough time (at least one month) to complete his or her letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the National Office of Recruitment and Admissions by emailing admissions@huc.edu

References for Applying to the Cantorial Ordination Program

Two Academic Reference: College professors or instructors with whom you have engaged in serious academic study should write the academic references. If you have been out of college more than five years you may obtain academic references from adult or informal education instructors.

One Judaic Reference: Of the remaining two references, HUC-JIR encourages you to submit a Judaic reference from a cantor ordained/invested by HUC-JIR.

One Professional Reference: In addition, please request a professional reference from a supervisor of your work, paid or volunteer, preferably in a Jewish setting.

Confidentiality of References

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact admissions@huc.edu with any questions or concerns.

4. Transcripts

Please request transcripts 60 days before the application deadline. Transcripts need to be received in order to schedule an interview.

Please provide us with one copy of an official transcript from all the following:

The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)

Any graduate schools where you have been enrolled, as well as schools where you have taken graduate- level classes.

Any "Year Abroad" programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

National Office of Recruitment and Admissions Hebrew Union College – Jewish Institute of Religion
3101 Clifton Avenue
Cincinnati, OH 45220
tward@huc.edu

For international applicants: year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

5. GRE or TOEFL

Graduate Record Examination (GRE): All applicants with English proficiency are required to take the GRE General Test. When registering for the GRE, please use the school code number 1291, which directs the results to the National Office of Admissions and Recruitment on the HUC-JIR Cincinnati campus. For GRE information, please see www.ets.org/gre.

We recommend that the test be taken at least four weeks before the application is due to allow time for the scores to be sent to HUC-JIR. Scores need to be received to schedule an interview. GRE scores are only valid for five years.

Candidates with a prior degree from HUC-JIR, PhD or master's degree (post-Bachelor) from an accredited institution that required a GRE score for admission may be exempt from submitting a current GRE score. Please email admissions@huc.edu with a request to exempt from this requirement.

Test of English as a Foreign Language (TOEFL): International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. See the information available at: www.ets.org/toefl. Please note that the TOEFL exam is not a substitute for the GRE. The TOEFL school code for HUC-JIR is 1291.

Part 2 of the application

We will send you access to Part 2 after your Part 1 is complete and processed. Part 2 contains more in depth and program specific questions. All application materials, including Part 2 of your application, letters of references, transcripts, and test results, must be received by the deadline in order to be offered an admissions interview. Part 2 of your application will ask for a first and second choice for your interview location.

Personal Statement:

In no more than six double-spaced, typed pages, and respond to the following questions:

Why have you chosen to become a cantor? Discuss your intellectual, musical, religious, and spiritual development as well as the life experiences that have led you to make this decision.

In addition, in this personal statement, please include reflection on one of the following: the evolution of your current Jewish practice; your relationship with Israel; your conception of and relationship with God; and

Short Essays:

Please respond to each of the following questions separately. Limit your response to the two questions to a total of six double-spaced, typed pages.

Reflect on a Torah portion that you have found meaningful or challenging. You may include classical or contemporary commentary that has been helpful to you in understanding the text.

How do you express your Judaism in relation to Reform Judaism? What do you find most compelling and what do you find most challenging about Reform Judaism?

Resumé:

A standard C.V. or resumé.

Photo:

A simple portrait to help us recognize you when you visit and maintain our campus security.

Admission Requirements for the Doctor of Ministry

Application Part One

The first part of your application includes a few simple questions about your contact information and educational background. Please read through all the application instructions and complete all elements of the application by the deadline. If you have any questions, please contact admissions@huc.edu.

Preliminary Consultation

As part of your application process to becoming a Pastoral Counselor through the Doctor of Ministry program at HUC-JIR, we encourage you to speak with a professional in the Department of Admissions and Recruitment and/or the Director of the program. This informal, preliminary consultation is a way for us to get to know you better, for you to ask your questions and be sure now is the right time for you to apply to HUC-JIR. Email ministry@huc.edu to set a date and time.

Recommendation Letters

Good references come from individuals who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that make you a strong candidate. Please use the [Reference Letter Request Form](#) to submit the names and contact information of your references. HUC-JIR will not accept more than four letters of reference. The individuals you list as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you are in touch with your chosen references prior to filling out this online form to alert them that they will receive this emailed request.

Please allow each reference enough time (at least one month) to complete his or her letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the National Office of Recruitment and Admissions by emailing admissions@huc.edu.

References for Applying to the Doctor of Ministry Program

One Academic Reference: College professors or instructors with whom you have engaged in serious academic study should write the academic references. If you have been out of college more than five years you may obtain academic references from adult or informal education instructors.

One Professional Reference: from a supervisor of your work, paid or volunteer.

One Personal Reference: Please use the second Professional reference field for this person's information.

Confidentiality of References

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact admissions@huc.edu with any questions or concerns.

Transcripts

Please request transcripts 60 days before the application deadline. Transcripts need to be received in order to schedule an interview.

Please provide us with one copy of an official transcript from all of the following:

The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)

Any graduate schools where you have been enrolled, as well as schools where you have taken graduate- level classes.

Any "Year Abroad" programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

National Office of Recruitment and Admissions Hebrew Union College – Jewish Institute of Religion
3101 Clifton Avenue
Cincinnati, OH 45220
tward@huc.edu

For international applicants: year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

Application Part Two

You will receive access to Application Part Two within one business day of completing Application Part One. Part Two contains more in depth and program specific questions. Additionally, you will upload your personal statement, essay, and other supporting documents in this application. These should all be submitted as in .pdf format. All application materials must be received prior to scheduling an interview.

Personal Statement

Please write a two-three-page essay which helps us understand your personal theology and how it relates to your wish to pursue more training in clinical education and pastoral theology.

Resumé:

A standard curriculum vitae or resumé.

Photo:

A simple portrait to help us recognize you when you visit and maintain our campus security.

Admission Requirements for the Executive Master in Jewish Education

Application Part One

The first part of your application includes a few simple questions about your contact information and educational background. Please read through all the application instructions and complete all elements of the application by the deadline. If you have any questions, please contact admissions@huc.edu.

Preliminary Consultation

As part of your application process to becoming an educational leader through HUC-JIR, we encourage you to speak with a professional in the Department of Admissions and Recruitment or the Coordinator of the Executive MA in Jewish Education Program. This informal, preliminary consultation is a way for us to get to know you better, for you to ask your questions and be sure now is the right time for you to apply to HUC-JIR. Simply email ExecMA@huc.edu to set a date and time.

Recommendation Letters

Good references come from individuals who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that make you a strong candidate. Please use the Reference Letter Request Form to submit the names and contact information of your references. HUC-JIR will not accept more than four letters of reference. The individuals you list as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you are in touch with your chosen references prior to filling out this online form to alert them that they will receive this emailed request.

Please allow each reference enough time (at least one month) to complete his or her letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the National Office of Recruitment and Admissions by emailing admissions@huc.edu

One Supervisor Reference: You must have one reference from a supervisor in a Jewish educational setting.

One Professional Reference: You must have one reference from a professional source. Someone who has experienced your leadership over time, e.g., a lay leader, teacher, or staff member.

One Academic Reference: You must have one reference from an educational source. Someone who has been your teacher in a formal or informal setting. The context should be one in which the teacher could observe your intellectual capacities and your ability to engage in serious Jewish and/or professional studies.

Confidentiality of References

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact admissions@huc.edu with any questions or concerns.

Transcripts

Please request transcripts 60 days before the application deadline. Transcripts need to be received in order to schedule an interview.

Please provide us with one copy of an official transcript from all of the following:

The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)

Any graduate schools where you have been enrolled, as well as schools where you have taken graduate- level classes.

Any "Year Abroad" programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

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For international applicants: year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

Test of English as a Foreign Language (TOEFL)

International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. See the information available at: www.ets.org/toefl. Please note that the TOEFL exam is not a substitute for the GRE.

Part Two of the Application

We will send you access to Part 2 after your Preliminary Interview is complete. It will contain more in depth and program-specific questions.

All application materials, including Part 2 of your application, letters of references, transcripts, and test results, must be received by the deadline in order to be offered an admissions interview.

Personal Statement

In no more than six double-spaced, typed pages, and respond to the following questions: Why did you choose to become a Jewish educational leader?

Why are you interested in pursuing a master's degree at this point in your career?

Discuss your intellectual, religious, and spiritual development as well as the life experiences that have led you to make these decisions. Please include your personal reflections on your strengths as a Jewish educational leader and the challenges you have faced in this role.

Short Essays

Please respond to each of the following questions separately. Limit your response to the two questions to a total of six double-spaced, typed pages.

Select a particular Torah portion that is meaningful or challenging to you. What impact does it have on how you think about Judaism and/or the Jewish community? What are the essential ideas you would want to convey to others?

Select an issue that you believe is confronting Jewish education. Discuss why this issue is important and what effect it potentially has on the vitality of Jewish education. What have you done to explore the complexity of this issue?

Resumé

A standard C.V. or resumé.

Photo

A simple portrait to help us recognize you when you visit and maintain our campus security.

Hebrew Proficiency

The Executive MA program in Jewish Education requires that students complete one year of college- level Modern Hebrew before graduating from the program. The requirement can be fulfilled by prior completion of one-year of college-level Modern Hebrew included on the applicant's transcript, passing the Hebrew Proficiency Examination administered by HUC-JIR Hebrew faculty, or satisfactorily passing an approved course of study prior to graduation from the program.

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

If you are an HUC-JIR-ordained rabbi or have been ordained at another accredited Jewish seminary, the Doctor of Hebrew Letters program offers a flexible course of study for earning a doctoral degree.

Eligibility is based on:

- An earned MAHL
- Two years of post-MAHL residency required for ordination
- Rabbinical ordination at HUC-JIR or at another academically accredited Jewish seminary

DHL students engage in a course of focused study with HUC-JIR faculty. The program is designed primarily for guided independent study, though it may be combined with formal coursework.

The DHL program has three components: a course of study, a set of oral examinations (or the equivalent), and a doctoral dissertation. The core of the program is study and research in three subject areas – one major field and two minor fields – designed by the student in collaboration with three faculty advisors (one for each field). Faculty advisors may be chosen from any HUC-JIR campus; they do not all have to be working at the same campus. There is often a relationship among the three subject areas, but it is not required that there be one. The specific requirements of the course of study may be fulfilled entirely by guided independent study, or by a combination of independent study and coursework. Either the major or both minors must include substantial study of Hebrew texts. The major and minor areas normally are selected from the following list (other areas of Judaic Studies maybe considered as well, as long as they are duly approved):

- Bible and Related Literature Hebrew Literature
- Human Relations (minor field only) Jewish Liturgy and Worship
- Jewish Religious Education (minor field only) Jewish Theology
- Jewish Philosophy Jewish History

- Judaism and Early Christianity
- Judaism and Hellenism
- Talmud and Rabbinic Literature

The student is formally admitted to DHL candidacy once three advisers have been secured and the online application form and fee have been submitted to the director of the Pines School of Graduate Study. Upon admission to DHL candidacy, the program of study for each area must then be formulated with, and approved in writing by, the faculty advisor for that area. Once all three program outlines have been prepared and approved (including bibliographies), they must be submitted to the director of the Pines School of Graduate Studies, who presents them to the Graduate Executive Committee (the School's governing body) for approval. The three components of the course of study may be completed concurrently or sequentially within seven years.

Admission Requirements for the Pines School of Graduate Studies Master in Judaic Studies

The program leading to the Master of Arts in Judaic Studies (MAJS) is designed to give students the opportunity to attain a graduate level of competency either broadly, in a variety of subject areas within Jewish Studies, or in one major subject area. Admission to the MAJS program requires a completed BA or its equivalent from an accredited college or university. Certified transcripts, letters of recommendation, GRE scores, a personal statement, and an example of previous academic work will be required of all applicants. Admission to the MAJS program also requires a minimum of one year of Hebrew language study at the university or seminary level (two years is preferable. For students who lack the Hebrew prerequisite, we offer two semesters of Biblical Hebrew to bridge the introductory and intermediate levels.

The MAJS is usually completed in two years. The degree requires 45 credits of graduate level courses or 36 credits plus a thesis (worth 9 credits). 9 credits of Hebrew language instruction (which includes the 2 semesters of Biblical Hebrew mentioned above) are included in that total. A minimum of 24 credits must be taken in residency at HUC-JIR, New York (for those taking courses elsewhere). The program may be taken on a part-time basis; but all requirements for the degree must be completed within a span of 4 years.

Application Part One

Application Part One asks a few simple questions about your contact information and educational background. Please read through all the application instructions and complete all elements of the application by the deadline - *February 3, 2020*. If you have any questions, please contact admissions@huc.edu.

Preliminary Consultation

As part of your application process to for admission to the M.A. Program in Jewish Studies at HUC-JIR, we encourage you to speak with the Director. This informal, preliminary consultation is a way for us to get to know you better, for you to ask your questions and be sure that now is the right time for you to apply to HUC-JIR. Simply email GradSchool@huc.edu to set a date and time.

Recommendation Letters

Three Academic References: Each reference should be someone who has been your teacher in a formal or informal setting. The context should be one in which the teacher could observe your intellectual capacities and your ability to engage in serious studies in your field. Good references come from teachers who know you well enough to give the Admissions Committee detailed input on your candidacy.

Please use the Reference Letter Request Form to submit the names and contact information of your references. The individuals you list as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you are in touch with your chosen references prior to filling out this online form to alert them that they will receive this emailed request.

Please allow each reference enough time (at least one month) to complete his or her letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the National Office of Recruitment and Admissions by emailing admissions@huc.edu

Confidentiality of References

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a

candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact admissions@huc.edu with any questions or concerns.

Transcripts

Please request transcripts 60 days before the application deadline. Transcripts need to be received for application to be deemed complete.

Please provide us with one copy of an official transcript from all the following:

The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)

Any graduate schools where you have been enrolled, as well as schools where you have taken graduate- level classes.

Any "Year Abroad" programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

National Office of Recruitment and Admissions Hebrew Union College – Jewish Institute of Religion
3101 Clifton Avenue
Cincinnati, OH 45220
tward@huc.edu

For international applicants: year-by-year records from colleges and universities attended are required. The record must indicate the number of hours per week devoted to each course, grades received for each course, and degrees awarded, with dates the degrees were conferred. This information must be provided in English. If this information is not available in English, it is the applicant's responsibility to have it professionally translated and certified before it is sent to HUC-JIR. If grades are not determined on a 4.0 scale system, please include guidelines in English from the school that explain the grading system.

GRE or TOEFL

Graduate Record Examination (GRE): All applicants with English proficiency are required to take the GRE General Test. When registering for the GRE, please use the school code number 1291, which directs the results to the National Office of Admissions and Recruitment on the HUC-JIR Cincinnati campus. For GRE information, please see www.ets.org/gre.

We recommend that the test be taken at least four weeks before the application is due to allow time for the scores to be sent to HUC-JIR. GRE scores are only valid for five years. Candidates with a prior degree from HUC-JIR, PhD or master's degree (post-Bachelor) from an accredited institution that required a GRE score for admission may be exempt from submitting a current GRE score. Please email admissions@huc.edu with a request to exempt from this requirement.

Test of English as a Foreign Language (TOEFL): International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. See the information available at: www.ets.org/toefl. The TOEFL school code for HUC-JIR is 1291.

Application Part Two

We will send you access to Part 2 after your Part 1 is complete and processed. Part 2 contains more in- depth and program-specific questions. All application materials, including Part 2 of your application, letters of references, transcripts, and test results, must be received by the deadline in to be considered for candidacy.

Statement of Purpose

Your Statement of Purpose which will help us get to know you as a prospective student. The statement of academic purpose should describe your background and previous academic work which includes a general description of the intended field of study (e.g., general Jewish Studies, Bible, Rabbinics, etc.), your academic career plans and the reasons for pursuing advanced study in the field at the College- Institute. The statement of academic purpose should be no more than 1,000 words in length.

Submission of Written Work

Applicants are requested to submit a paper, or chapter of a larger work (published or unpublished), as a sample of their written work.

Resumé

A standard C.V.

Photo

A simple portrait to help us recognize you when you visit and maintain our campus security.

Admission Requirements for the Rabbinical School

Application Part 1

Application Part One includes a few simple questions about your contact information and educational background. Please read through all the application instructions and complete all elements of the application by the deadline for which you wish to apply. If you have any questions, please contact admissions@huc.edu.

Preliminary Consultation

As part of your application process through HUC-JIR, we encourage you to speak with a professional in the Department of Admissions and Recruitment. This informal, preliminary consultation is a way for us to get to know you better, for you to ask your questions and be sure now is the right time for you to apply to HUC-JIR. Simply email admissions@huc.edu to set a date and time.

Recommendation Letters

Good references come from individuals who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that make you a strong candidate. Please use the Reference Letter Request Form to submit the names and contact information of your references. HUC-JIR will not accept more than four letters of reference. The individuals you list as references will receive an email from HUC Admissions informing them that you have requested they write a letter of reference on your behalf. It is recommended that you are in touch with your chosen references prior to filling out this online form to alert them that they will receive this emailed request.

Please allow each reference enough time (at least one month) to complete his or her letter of reference. If you wish to substitute, delete, or add references after you have submitted their names in the online Reference Letter Request Form, you must report this in writing to the National Office of Recruitment and Admissions by emailing admissions@huc.edu.

References Required for Applying to Rabbinical School

Two Academic References: College professors or instructors with whom you have engaged in serious academic study should write the academic references. If you have been out of college more than five years you may obtain academic references from adult or informal education instructors.

One Judaic Reference: Of the remaining two references, HUC-JIR encourages you to submit a Judaic reference from a rabbi ordained by HUC-JIR.

One Professional Reference: In addition, please request a professional reference from a supervisor of your work, paid or volunteer, preferably in a Jewish setting.

Confidentiality of References

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. By using the Reference Letter Request Form, you are automatically waiving your right. Please contact admissions@huc.edu with any questions or concerns.

Transcripts

Please request transcripts 60 days before the application deadline. Transcripts need to be received to schedule an interview. Please provide us with one copy of an official transcript from all the following:

The college from which you graduated as well as any other colleges you attended. (This includes any school at which you took a college-level course for transfer credit.)

Any graduate schools where you have been enrolled, as well as schools where you have taken graduate-level classes.

Any "Year Abroad" programs or other foreign study. (If grades from international programs are recorded on your college transcript you do not need to submit a separate transcript.)

Have your schools mail the transcripts directly to:

National Office of Recruitment and Admissions Hebrew Union College – Jewish Institute of Religion
3101 Clifton Avenue
Cincinnati, OH 45220
tward@huc.edu

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Graduate Record Examination (GRE): All applicants with English proficiency are required to take the GRE General Test. When registering for the GRE, please use the school code number 1291, which directs the results to the National Office of Admissions and Recruitment on the HUC-JIR Cincinnati campus. For GRE information, please see www.ets.org/gre.

We recommend that the test be taken at least four weeks before the application is due to allow time for the scores to be sent to HUC-JIR. Scores need to be received in order to schedule an interview. GRE scores are only valid for five years. Candidates with a prior degree from HUC-JIR, PhD or master's degree (post-Bachelor) from an accredited institution that required a GRE score for admission may be exempt from submitting a current GRE score. Please email admissions@huc.edu with a request to exempt from this requirement.

Test of English as a Foreign Language (TOEFL): International applicants for whom English is not the first language must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside the United States. See the information available at: www.ets.org/toefl.

Please note that the TOEFL exam is not a substitute for the GRE. The TOEFL school code for HUC-JIR is 1291.

Application Part Two

You will receive access to Application Part Two within one business day of completing Application Part One. Part Two contains more in depth and program specific questions. Additionally, you will upload your personal statement, essay, and other supporting documents in this application. These documents should all be submitted as pdf format with numbered pages. All application materials must be received to schedule an interview. You will have the opportunity to give your interview preferences at the end of application Part Two.

Personal Statement

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

- The evolution of your current Jewish practice
- Your relationship with Israel
- Your conception of and relationship with God
- The role of Peoplehood and community in Jewish life today
-

Short Essays

Please respond to each of the following questions separately. Limit your response to the two questions to a total of six double-spaced, typed pages.

Reflect on a Torah portion that you have found meaningful or challenging. You may include classical or contemporary commentary that has been helpful to you in understanding the text.

How do you express your Judaism in relation to Reform Judaism? What do you find most compelling and what do you find most challenging about Reform Judaism?

Resumé

A standard C.V. or resumé.

Photo

A simple portrait to help us recognize you when you visit and maintain our campus security.

HUC-JIR Faculty

National Academic Administration, 2022 – 2023

Andrew Rehfeld, PhD, President; Professor of Political Thought

Andrea L. Weiss, Rabbi, PhD, Jack, Joseph, and Morton Mandel Provost; Associate Professor of Bible

David Adelson, Rabbi, DMin, Dean of the New York Campus

Jonathan L. Hecht, Rabbi, PhD, Dean of the Cincinnati Campus

Joshua David Holo, PhD, Dean of the Los Angeles Jack H. Skirball Campus; Associate Professor of Jewish History

Naamah Kelman, Rabbi, MA, MAHL, Dean of the Jerusalem Taube Family Campus

Faculty, 2022 – 2023

David Adelson, Rabbi, DMin, MAHL, Dean of the New York Campus

Dana Anesi, Cantor, DMin, MSM, Director, DFSSM Fieldwork Program

Merri Lovinger Arian, MAT, BFA, Faculty in Liturgical Arts, Music Education, and Conducting

Abraham Berkovitz, PhD, Assistant Professor of Liturgy

Martin Cohen, Rabbi, PhD, Professor of Jewish History

Richard Cohn, Cantor, MM, Director, Debbie Friedman School of Sacred Music

Dale Gordon, PhD, Visiting Professor of Ethnomusicology

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

Alyssa Gray, JD, PhD, Emily S. and Rabbi Bernard H. Mehlman Chair in Rabbinics; Professor of Codes and Responsa Literature

Jennifer Harper, MDiv, Director, Interfaith Doctor of Ministry in Clinical Education for Pastoral Ministry Program

Sharon Faye Koren, PhD, Associate Professor of Medieval Jewish Culture; Dr. Norman Cohen Chair for an Emerging Jewish Scholar

Adriane Leveen, PhD, Senior Lecturer in Hebrew Bible; and Lead Judaica Specialist in the Jim Joseph Initiatives

Lesley Litman, EdD, Director Executive MA Program in Jewish Education

Andrew Rehfeld, PhD, President; Professor of Political Thought

Evie Rotstein, EdD, Senior Education Advisor of the New York School of Education

Joseph Skloot, Rabbi, PhD, Rabbi Aaron D. Panken Assistant Professor of Modern Jewish Intellectual History

Margaret Moers Wenig, Rabbi, MAHL, DD, Instructor in Liturgy and Homiletics

Nancy Wiener, Rabbi, DMin, MAHL, MPhil, Dr. Paul and Trudy Steinberg Chair in Human Relations; Founding Director, Jacob, and Hilda Blaustein Center for Pastoral Counseling

Andrea Weiss, Rabbi, PhD, Jack, Joseph, and Morton Mandel Provost; Associate Professor of Bible

Benjie Ellen Schiller, Cantor, MSM, Professor of Cantorial Arts

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

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

Michael Zeldin, PhD, Professor of Jewish Education

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

Executive Master's in Jewish Education 2022 – 2023

Lauren M. Applebaum, EdD, Education Director of DeLeT (Los Angeles Faculty)

Miriam Heller Stern, PhD, National Director of the HUC-JIR School of Education, Associate Professor (Los Angeles Faculty)

Leah Hochman, PhD, Director of the Louchnheim School for Judaic Studies; and Associate Professor of Jewish Thought, (Los Angeles Faculty)

Samuel Joseph, Rabbi, PhD, RJE, Eleanor Sinsheimer Distinguished Service Professor of Jewish Education; and Leadership Development Emeritus (Cincinnati Faculty)

Jan Katzew, Rabbi, PhD, Director of the Rabbinical Program at HUC-JIR-Cincinnati, Blended Track Associate Professor of Education and Jewish Thought (Cincinnati Faculty)

Jeremy Leigh, MA, Coordinator of the Richard J. Scheuer Israel Seminar (Jerusalem Faculty)

Michael Zeldin, PhD, Professor of Jewish Education (Los Angeles Faculty)

Adjunct Instructors, 2022 – 2023

Elana Arian, Adjunct Instructor, Music

Aure Ben-Zvi Goldblum, Adjunct Instructor, Rabbinic

Seth Bernstein, DMin, BCC, Adjunct Instructor, DMIN

Joshua Breitzer, Adjunct Instructor, Music

Gerald Cohen, Adjunct Instructor, Music

Jonathan Comisar, Adjunct Instructor, Music

Gordon Dale, Adjunct Instructor, Music

Pedro D'Aquino, Adjunct Instructor, Music

Jerome Davidson, Adjunct Instructor, Rabbinic

Sue Elwell, Adjunct Instructor, Rabbinic

Michelle Friedman, Adjunct Instructor, DMIN

Kim Geringer, Adjunct Instructor, Rabbinic

Israel Goldstein, *Adjunct Instructor*, Music
Nunzio Gubitosa, MA, MPhil, NCPsyA, *Adjunct Instructor*, DMIN
James Holmes, DrPH, NCPsyA, *Adjunct Instructor*, DMIN
Jeffrey Hoffman, *Adjunct Instructor*, Rabbinic
Marc Katz, *Adjunct Instructor*, Rabbinic
Sandra Kazan, *Adjunct Instructor*, Rabbinic
Charles Kroloff, *Adjunct Instructor*, Rabbinic
Meir Lakein, *Adjunct Instructor*, Rabbinic
Michelle Joy Lynn-Sachs, *Adjunct Instructor*, Education
Daniel May, *Adjunct Instructor*, Rabbinic
Bernard Mehlman, *Adjunct Instructor*, Rabbinic
Jessica Mitchell, PhD, *Adjunct Instructor*, DMIN
David Mutlu, *Adjunct Instructor*, Music

Emeritus, 2022 – 2023

Carole Balin, Rabbi, PhD, *Professor Emerita of Jewish History*
Michael Chernick, Rabbi, PhD, *Professor of Emeritus of Rabbinic Literature*
Norman Cohen, Rabbi, PhD, *Professor Emeritus of Midrash*
David Ellenson, Rabbi, PhD, *Chancellor Emeritus; I.H. and Anna Grancell Professor Emeritus of Jewish Religious Thought*

Renee Obstfeld, *Adjunct Instructor*, DMIN
Aimee Radom, PhD, *Adjunct Instructor*, DMIN
Henry Rosenblum, *Adjunct Instructor*, Music
Rivki Rosner, *Adjunct Instructor*, Hebrew
Tracey Scher, *Adjunct Instructor*, Music
Azarya Schwartz, *Adjunct Instructor*, Music
Jeffrey Sirkman, *Adjunct Instructor*, Rabbinic
Howard Stahl, *Adjunct Instructor*, Rabbinic
Leana J. Tapnack, *Adjunct Instructor, Rabbinic and Galit Dadoun-Cohen*, *Adjunct Instructor*, Music
Matthew Turk, *Adjunct Instructor*, Music
Josee Wolff, *Adjunct Instructor*, Rabbinic
Mishael Zion, *Adjunct Instructor*, Education

Lawrence A. Hoffman, Rabbi, PhD, *The Barbara and Stephen Friedman Professor Emeritus of Liturgy, Worship and Ritual*
Leonard S. Kravitz, Rabbi, PhD, *Professor Emeritus of Midrash & Homiletics*
Stanley Nash, Rabbi, PhD, *Professor Emeritus of Hebrew Literature*
David S. Sperling, Rabbi, PhD, *Rabbi Julian Morgenstern; Professor Emeritus of Bible*

Board of Governors, 2022–2023

Patty Beck
Rabbi Peter Berg
Andrew R. Berger, Immediate Past Chair
James E. Bowley
Rabbi Charles Briskin
Martin Cohen
Miriam Daniel
Cary Davidson
Rabbi Joshua M. Davidson
Isabel Dunst
David B. Edelson
Irwin Engelman
Warren R. Fagadau, M.D.
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Kenneth Gilman, Treasurer
Gary Greenberg, Secretary
Joy G. Greenberg
Michael Halpern
Sue Neuman Hochberg, Chair
Karen M. Hoguet
Yaron Horovitz
Rabbi Richard J. Jacobs
Rabbi Lewis H. Kamrass
Mark S. Kanter
Richard Krantz
B.H. Levy, Jr.

Rabbi Alan Litwak
Matthew Louchheim
Rachel Margolis
Blair Marks
Daryl Messinger
Kevin S. Penn
Rabbi Amy R. Perlin
Bruce Phillips
Bill Prady
Steve Pruzan
Andrew Rehfeld, PhD, President
Stephen Sacks
Cantor Sarah Sager
Rabbi Ron Segal
Joan Seidel
Mitchell Shames
Rabbi Zachary Shapiro
Barbara Shear
Debbi K. Sorrentino
John Stein
Carole Sterling
Rabbi David Stern
Laurence Tarica, Vice Chair
Bonnie Tisch
Marcie Zelikow
Mark Zilberman

Academic Calendars

Please note: the dates below are subject to change.

Please contact Program Director for latest updates or check for communications from the Registrar.

Academic Calendar – New York – 2022 – 2023

FALL 2022

Fall Orientation and Registration for New Students	August 15-19, 2022
Kallah (Mon-Wed)	August 22-24, 2022
Fall Semester Begins	August 22, 2022
D.Min. Orientation, Classes Begin	August 22, 2022
End of Add/Drop for Fall 2022	September 2, 2022
National Holiday Labor Day (Campus Closed)	September 5, 2022
High Holy Days & Sukkot Recess Begins	September 23, 2022
Classes Resume	October 12, 2022
D.Min. Classes Resume	October 17, 2022
Simchat Torah/Shemini Atzeret Recess	October 17-18, 2022
Classes Resume	October 19, 2022
Add/Drop and Registration end for Fall Semester	October 21, 2022
Quad 1 Classes End (For Students in Single-Quad Classes)	October 25, 2022
Spring 2023 Graduation Applications Due	November 4, 2022
Election Day (No Class)	November 8, 2022
Registration Begins for Spring 2023	November 21, 2022
Thanksgiving Recess	November 24-25, 2022
Classes Resume	November 28, 2022
Fall Semester Classes End	December 6, 2022
Reading Period	December 7-8, 2022
D.Min. Fall Semester Classes End	December 13, 2022
Registration for Spring Semester Closes	December 16, 2022
Final Examinations	December 12-13, 2022
DFSSM Senior Comprehensive Exams	TBD

SPRING 2023

National Holiday (Campus Closed)	January 1, 2023
Registration for Spring Re-Opens	January 3, 2023
First Day of D.Min. Classes	January 9, 2023
Final Grades for Fall Semester Due	January 6, 2023
National Holiday MLK Day (Campus Closed)	January 16, 2023
Spring Semester Classes Begin	January 17, 2023
Yom Iyyun	February 7, 2023
Add-Drop and Registration end for Spring 2023	February 14, 2023
National Holiday (Campus Closed)	February 20, 2023
Last Day of Quad 3 Classes	February 23, 2023
Quad 4 Classes Begin	February 27, 2023
Founders' Day	TBD) March 2 or 9, 2023
Registration Begins for Summer and Fall 2023	April 3, 2023
Grades Due for Degree/Ordination Candidates	April 7, 2023
Passover Recess	April 4-16, 2023
Classes Resume	April 17, 2023
Last Day of D.Min. Classes	April 17, 2023
DMIN Spring Intensives	May 1, 8, 15, 22, 2023
Spring Semester Classes End	May 2, 2023
Reading Period	May 3-4, 2023
Graduation	May 4, 2023
Ordination	May 7, 2023
Final Examinations	May 8-9, 2023
DFSSM Comprehensive Exams	TBD
Final Grades for Spring Semester Due	May 23, 2023
Registration for Summer and Fall Semesters Close	June 30, 2023
Summer Intensives	TBD

Academic Calendar – National – 2022 – 2023

Summer Term 2022

Summer Term Earliest Start Date	June 6, 2022
DeLeT Session Begins	June 27, 2022
DeLeT Session Ends	July 29, 2022
DeLeT Graduation	July 29, 2022
Zelikow Bootcamp and Orientation	June 22-24, 2022
Zelikow Session Begins	June 27, 2022
Zelikow Session Ends	August 5, 2022
Culmination Celebration and MSOLI Graduation	August 5, 2022
Summer Term Latest End Date	Varies by program

Fall Semester 2022

Web Registration Re-Opens for Fall	August 8, 2022
Fall Semester Begins - Incomplete work from Spring semester due to Professor	August 22, 2022
Late Web Registration Ends for Fall (check that you are registered for all your courses)	September 2, 2022
Withdrawal Period for Fall Semester Begins (withdrawal will result in a "W" on your transcript)	October 7, 2022
Withdrawal Period for Fall Semester Ends	October 21, 2022
Course Edit Reminders sent to Program Directors for Spring 2023	October 3, 2022
Application for Graduation/Ordination Due (all programs, all campuses)	November 4, 2022
Course Edits due from Program Directors for Spring 2023	November 4, 2022
Web Registration for Spring 2023 Semester Begins	November 21, 2022
Fall Semester Ends	December 6, 2022
Web Registration for Spring 2023 Semester Closes	December 16, 2022
Reading Week	December 7-8, 2022
Final Exam Dates	December 12-13, 2022
Final Grades for Fall Semester Due – Unresolved Incompletes from prior semester convert to "I/F" Incomplete/Fail	January 6, 2023 *

Spring Semester 2023

Web Registration for Spring 2023 Re-opens	January 3, 2023
Spring 2023 Semester Begins	January 17, 2023
Late Web Registration Ends for Spring 2023 (check that you are registered for all your courses)	February 14, 2023
Withdrawal Period for Spring Semester Begins (withdrawal will result in a "W" on your transcript)	February 15, 2023
Withdrawal Period for Spring Semester Ends	March 15, 2023
Course Schedule Requests sent to Program Directors – Summer 2023, Fall 2023, and Spring 2024	February 1, 2023
Course Schedule Requests Due from Program Directors – Summer 2023, Fall 2023, and Spring 2024	March 3, 2023
Web Registration for Summer 2023 and Fall 2023 Semesters Begin	April 3, 2023
Grades & Incompletes Due for Ordination Candidates only	TBA
Spring Semester Ends - Incomplete work from prior semester due to Professor	May 2, 2023
Reading Week	May 3-4, 2023
Final Exam Dates	May 8-9, 2023
New York Graduation	May 4, 2023 (tentative)
New York Ordination	May 7, 2023
Los Angeles Ordination	May 14, 2023
Los Angeles Graduation	May 15, 2023
Cincinnati Graduation	May 19, 2023
Cincinnati Ordination Consecration	May 19, 2023
Cincinnati Ordination (Ceremony)	May 20, 2023
Final Grades for Spring Semester Due – Unresolved Incompletes from prior semester convert to "I/F" Incomplete/Fail	May 23, 2023
National Degree Conferral Date for all Degrees	June 1, 2023
Web Registration for Summer 2023 and Fall 2023 Semesters Close	June 30, 2023

New York Course Offerings

Please contact Program Directors for further information or consult each term's course listings once posted.

ARC 501. Introduction to the Archeology of the Land of Israel in Antiquity. 1.5 credits. This course is a survey of the archaeology of the land of Israel. A key objective of the course is to understand the contributions of archaeology to the reconstruction of ancient Israelite history and society and to biblical studies in general. In order to meet this objective, students will become familiar with the science of archaeology, the history and geography of Israel, as well as the scholarly debates surrounding how a site is interpreted. The course will cover the history of the land from prehistory to the early Persian Period, with particular focus on the Bronze and Iron Ages. In addition, students will be introduced to chronology and pottery sequencing as well as the various methods and ideologies used in interpreting a site.

BIB 401. Bible I (Pentateuch). 3 credits. As the introduction to the Bible program at the New York school, this course aims to teach students how to read the text carefully and critically. Attention will be paid to the ideology and theology of the author(s) and their historical setting against the background of the ancient Near East.

BIB 411. Bible 2: Prophets. 3 credits. This course focuses on the words and the world of the biblical prophets: the words they spoke, and the world reflected in their writings. We will study six prophetic books (Amos, Hosea, Isaiah 1-39, Jeremiah, Ezekiel, and Isaiah 40-66). This course aims to help students develop the skills required to decipher the meaning of the prophets and appreciate the literary and rhetorical devices used in these texts. In addition, students will become familiar with the historical context of the prophets, gaining insight into the ways the content and style of each prophetic book has been shaped by the prophets particular geographic, political, and cultural setting.

BIB 421. Survey of Tanakh. 3 credits. This is part one of the year-long course, Torah, Haftarah, and Megillot: A survey of the Tanakh. This course covers the important texts and issues related to Genesis through Kings.

BIB 422. Prophets and Megillot. 3 credits. The overall aim of this year-long course is to help you become more familiar with the texts of the Tanakh and the techniques and resources used to better understand those texts. In addition, the course encourages creative applications of these texts in your work as educators and cantors. In the fall we will study the texts of the Torah- the Five Books of Moses along with key texts after the people conquer the land. Such texts include stories in the book of Judges and in the books of Samuel. In the spring we will focus on Prophets/Megillot- Amos, Isaiah, Esther, Ruth, Jonah.

BIB 430. Teaching Bible to Adults. Andrea Weiss and 3 credits. This course seeks to integrate the learning of Bible with the learning of how to teach Bible to adult learners in diverse settings. This course considers multiple approaches to interpreting and teaching biblical texts in light of the developmental needs, motivations, expectations and learning styles of adults who engage in Jewish study. Our three goals for the course are: 1) to enhance the sensitivity to and understanding of adult learners; 2) to learn about biblical studies by practicing biblical methods; and 3) to model, analyze, and design authentic teaching experiences relevant to the works of rabbis, cantors, and educators.

BIB 441. Parshanut. 3 credits. This course is a survey of Jewish intellectual history through biblical commentaries. Each class will be devoted to a different exegete, from Saadia Gaon to Modern Feminist hermeneutics. All assignments will be in Hebrew.

BIB 442. Parshat Hashavua. 3 credits. A survey of medieval and modern commentators of the weekly parashah.

BIB 517. The Psalms and its Readers. 3 credits. To be a Jew is to live the Psalter. Students will unpack this statement by surveying the composition and compilation of the Psalms along with its subsequent translations, interpretations and applications. In doing so, they will explore the dynamic relationship between text and reader, the complicated process of imbuing older texts with new meaning. Students will also develop their skills as literary, historically, and theologically minded interpreters of the Psalter and its ever-expanding contextual environments.

BIB 527. Biblical Grammar. 1.5 credits. This course has been designed as a refresher in biblical grammar, an opportunity to reinforce and build upon the foundation in biblical grammar students receive in the Year-in-Israel program. The main goal of this course is to help students deepen their understanding of biblical grammar in order to enhance their ability to analyze and translate the Tanakh. Achieving this goal should prove beneficial for the study of other Hebrew texts, giving students more competency and confidence when encountering rabbinic, medieval, and modern Hebrew. This course also aims to help student become more fluent in reading biblical texts aloud and more familiar with the weekly Torah portion.

BIB 528. Biblical Institutions. 3 credits. In this course we will study the development of five major biblical institutions: the monarchy, the priesthood, the cult, the law, and the calendar. A bibliography of background studies in English is being developed, but the biblical texts will be read in Hebrew. Elective.

BIB 585. Biblical Poetry/Translation Theory. 3 credits. The main subject of this course will be biblical poetry, primarily Psalms; however, selections from Second Temple Period literature will also be considered, such as the Hodayot Poems from the Dead Sea Scrolls. Bib 402 or permission of the instructor are prerequisites. In addition to introducing students to the study of stylistics, the course will consider the various poetry genres that populate the Psalter and common ideological themes. Elective.

BIB 592. Special Topics 1.5 credits. Topic and credit varies by term. The following is a recent example.

BIB 592. The Family in the Bible and Ancient Israel. 1.5 credits. This course introduces students to the family in ancient Israel. Through an exploration of biblical texts and material culture, students will become familiar with the basic family structure, daily life in ancient Israel, and the pressing issues of the day like the ancestral plot, inheritance models, ageing parents, and debt-slavery. The course will also explore biblical texts that address threats to the family structure such as infertility, disobedient children, dead husbands, war, and child sacrifice.

BIB 621. Peshat, Derash and Beyond: Interpreting the Torah. 3 credits. Josh Holo To study parshanut is to join an enduring, multivalent, polyvocal conversation about the meaning of the Torah. Building upon rabbinic modes of interpretation, medieval Jews innovated new ways of reading the Torah text; this course will examine the contexts, methods, sources, and impact of their foundational commentaries, recorded on the pages of Miqra'ot Gedolot. Through the in-depth study of a selection of parshiyot from Vayiqra, Bemidbar, and Devarim, students will emerge grounded in traditional methodology and prepared to engage knowledgeably and creatively in their own work interpreting the Torah text. Elective.

BIB 630. The Book of Samuel. 3 credits. Tamara Eskenazi In this course, students explore the books of Samuel in depth. This entails close reading and preparation of the text in English and Hebrew, examination of the theological and thematic characteristics of the text, and research into secondary scholarship on the books of Samuel. Pacific Time - 1:20-3:4. Elective.

DMI 500. Final Project. 1-1.5 credits. Upon completion of core curriculum, students propose and develop a programmatic intervention designed to meet a pastoral need within their particular work setting. Under the supervision of a research faculty and two reader/mentors, students implement and evaluate the intervention. The Final paper is due by January 1st of the intended year of graduation.

DMI 501. Research and Design. 1 credit. Preparation for Final Demonstration Project and paper will be the focus of this seminar. Pass/Fail only.

DMI 599. Independent Study for Clinical Case Supervision. 1 credit. Pass/Fail only.

DMI 700. Foundations in Counseling Theory. 1.5 credits. An introduction to foundational theories of human development, personality development, and counseling theory. Emphasis is placed on psychoanalytically informed theories that establish the centrality of the Unconscious in human behavior and development, as well as theories of personality and ego development throughout the life cycle. These essential readings in human development provide theoretical support for developing pastoral counseling skills.

DMI 701. Professional Role/ Identity Group Process. 1.5 credits. Confidential group for students to reflect on experience in the program and its impact on their ministries and professional identities. Group process theory and leadership development are included.

DMI 702. Professional Orientation and Ethics. 1.5 credits. An introduction to the process and ethos of counseling for pastoral care through case seminar presentations of pastoral encounters and contacts. Students are encouraged to use the verbatim format to present their pastoral work to colleagues for learning and reflection on their unique roles as chaplains and clergy. Assigned readings focus on the roles of vocational counselors to enhance this formation experience.

DMI 703. Practicum I: Fundamental of Mental Health Counseling and Consultation. 1.5 credits. Using student case material, the course addresses issues of establishing the counseling ministry relationship, real presence, active

listening, the working alliance, presenting problem, manifest/latent content, spiritual dimensions, assessing the dilemmas/problems, transference and countertransference, defenses, internal resources and coping strategies etc.

DMI 704. Developing a Personal Theology. 1.5 credits. Bennett Miller The objective of the course is for the student to explore the practical application of one's personal theology in the pastoral relationships of one's ministry. While classical (e.g., Bible) and theological texts will be utilized, the articulation and application of one's personal theological framework will be the primary focus of inquiry. Through lecture, discussion, and theological reflection the student will be expected to refine and articulate orally and in writing personal theological statements expressing their own personal theological perspective in dealing with life experiences in one's ministry.

DMI 705. Practicum II: Matching Assessment with Technique. 1.5 credits. Using case material, students deepen their understanding of assessment for appropriate referral. This course builds on theory, technique, and practice from the first semester with special attention to making assessments for determining the necessity and facilitation of effective referrals. Navigation of the short-term relationship, boundaries, dual relationships, and developing referral networks are addressed.

DMI 706. Practicum II: Recognizing and Responding to Social and Cultural. 1.5 credits. This course will provide an overview of some of the basic elements of pastoral counseling, with special emphasis on understanding the importance of social and cultural factors in the life of the individual, family, and community. The issues covered will include: Assessment and referral as a function of pastoral care; Transference and countertransference in the congregational setting; Boundary issues as they relate to power, authority and professional responsibilities; Spiritual and religious practices: a resource for resilience or a cause for concern? Pastoral crisis intervention skills with diverse communities.

DMI 707. Pastoral Role and Identity Practicum IV. 1.5 credits. This course will provide an overview of some of the basic elements of pastoral counseling, emphasis on understanding the importance of social and cultural factors in the life of the individual, family and community. The issues covered will include: Assessment and referral as a function of pastoral care; Transference and countertransference in the congregational setting; Boundary issues as they relate to power, authority and professional responsibilities; Spiritual and religious practices: a resource for resilience or a cause for concern? Pastoral crisis intervention skills with diverse communities. Letter grades only.

DMI 708. Group Dynamics and Functioning. 1.5 credits. Continuation of Fall Group Process: Deepening understanding of group dynamics and professional identity issues.

DMI 709. Psychopathology I. 1.5 credits. An introduction to psychopathology and the major classifications of mental disorders (DSM). Emphasis is placed on understanding mental health assessment models, in combination with psycho-spiritual assessments and evaluations, toward deepening counseling skills and awareness for the clergy person. Focus is placed on differentiating the interventions and roles among the helping professions, for clarifying the boundaries of vocational counseling. Special consideration is given to bereavement with its challenges for clergy who seek to meet the psychological and spiritual struggles unique to suffering loss.

DMI 710 Theology and Pastoral Care. 1.5 credits. This course provides a framework for understanding the dynamics of evil from different disciplines. Students are encouraged to interrogate theologians, philosophers, psychologists, and social scientists of the past century and then based on their expanded insight of the question of evil develop pastoral care strategies for those who suffer.

DMI 713. Integrative Seminar I. 1.5 credits. Six full days throughout academic year. Students write and share cases from their work addressing pastoral, organizational, theological, and ethical issues. The psycho-spiritual and ethical dimensions of the cases and the counselor are discussed in depth.

DMI 714. Integrative Seminar II. 1.5 credits. Six full days throughout academic year. Students write and share cases from their work addressing pastoral, organizational, theological, and ethical issues. The psycho-spiritual and ethical dimensions of the cases and the counselor are discussed in depth.

DMI 715. The Lifecycle: Infant, Child, and Adolescent Growth and Development. 1.5 credits. An overview of psycho-analytic and contemporary theories of early human development, and their applications to pastoral counseling.

DMI 717. Assessment and Appraisal of Groups and Their Functioning. 1.5 credits. This course is an unstructured group experience in which students process together the impact of their training on their professional and personal lives. As they acquire new skills and insights, identities inevitably deepen and shift. This group experience promotes

recognition and exploration of these changes. In addition, aspects of group-as-a-whole dynamics emerge through the group process, and they are identified as they emerge in vivo. Among these dynamics are phases of group development and the issues that pertain to each (trust in the beginning phase, deepening of content and affect in the middle phase and working through unfinished business and loss in the final phase), factors that dilute group cohesion (scapegoating, the group isolate, the group dominator, intellectualizing, out of the room vs. in the room content and mirroring) the different impact of interventions that focus on individuals vs. ones that focus on the group as a whole, and recognizing the group unconscious by appreciating the connections between manifest and latent content of group communications.

DMI 718. Case Discussion I. 1.5 credits. Students present active case material from their pastoral counseling sessions. Attention to listening, understanding in depth, and use of technique is paid to facilitate student development and competency.

DMI 719. Case Discussion II. 1.5 credits. Students present active case material from their pastoral counseling sessions. Attention to listening, understanding in depth, and use of technique is paid to facilitate student development and competency.

DMI 720. Case Discussion III. 1 credit. Student case material will be used to address transference, counter-transference, boundary setting, referral, etc., for the vocational counselor.

DMI 721. Theology of Trauma. 1.5 credits. This course will be a study of specific Psalms, which focus on themes of grief, shame, forgiveness, hope and gratitude towards their use in students' pastoral work. Prerequisite(s): Levels I and II. Letter grades only.

DMI 724. Family Life Cycle. 1.5 credits. We will examine a variety of issues that families encounter. These may include issues of divorce, re-marriage, blended families, issues of abuse and addiction, self-destructive behaviors, infertility, and aging. We will look at these issues through the lens of classic texts from various religious traditions and the student's personal theology of pastoral care. We will do this with the goal of discussing various approaches to counseling as well as examining a foundation of resources.

DMI 726. Psychopathology III. Addictions. 1 credit. This course will introduce students to salient issues that arise in the short-term counseling relationship. These include engaging the patient/congregant, listening, identifying presenting and underlying areas of concern, ethical considerations, and the importance of appropriate and sensitive boundaries. Students will have opportunities to explore their own subjective reactions to counselees and interpersonal exchanges, as well as different techniques and interventions that may be applied in response. Class material and discussion will facilitate deeper understanding of the ways in which theoretical counseling approaches might be integrated into the understanding of psycho-spiritual dynamics.

DMI 728. Marriage/Family Counseling. 1 credit. Introduction to pastoral counseling for couples and families with focus on the theoretical concepts from systems theory. Emphasis is placed on the family and organization (not the individual) as the focus for care. This course will introduce genograms for family mapping and symptom assessment, in addition to orienting the student to specialized terminology from systems theory, as it establishes the structure and environment for pastoral care to address the unique symptoms of systems in crisis and transition. HEB 592. Special Topics: Portraits of Women in Israeli Literature. 3 credits. Deborah Steinhart This course provides a space where students can practice and strengthen their Israeli Hebrew at a fairly fluent level. Students will be reading and discussing selected poems and short prose and writing notes about them in Hebrew for class. Readings by Zelda, Wallach, Oz, Keret and others. Pacific Time - 1:20-3:40. Elective.

DMI 729. Integrative Seminar III. and 1.5 credits. Six full days throughout academic year. Students write and share cases from their work addressing pastoral, organizational, theological, and ethical issues. The psycho-spiritual and ethical dimensions of the cases and the counselor are discussed in depth.

DMI 730. Integrative Seminar IV. 1.5 credits. Six full days throughout academic year. Students write and share cases from their work addressing pastoral, organizational, theological, and ethical issues. The psycho-spiritual and ethical dimensions of the cases and the counselor are discussed in depth.

DMI 731. Problem Solving in Groups. 1.5 credits. Continuation from first semester (DMI 717). Focus is on 'use' of the group for problem solving within groups, and congregations. Pass/Fail grades only.

DMI 735. The Human Lifecycle: Adult Growth and Development into Older Age. 1.5 credits. Exploration of the social and emotional developmental tasks and conflicts from adolescence to old age. Issues relevant to pastoral counseling will be addressed.

HEB 508. Rabbinic Hebrew. 3 credits. Practical Rabbinic Hebrew Through Reading Rabbinic Texts. This course will include a study of the linguistic features (grammar, syntax, idioms) of rabbinic Hebrew, as found in mishnaic and midrashic (tannaitic and amoraic) texts. The approach will be mostly inductive, analyzing the linguistic features of particular texts that will be read in, and prepared for, each class session. Much attention will be paid to text-decoding skills.

HEB 592. Special Topics 1.0-1.5 credits. Topic and credit varies by term. The following are recent examples.

HEB 592. From 'Beresheet' to 'Taglit': The Evolution of Hebrew. 1 credit. The journey of Hebrew words from antiquity to modernity was influenced by the geography, the people, and their culture, which created nuances that were adapted into the language. As students study a variety of Hebrew words from different time periods, they will observe common threads and compare styles, grammatical structures, and morphology of different Hebrew words. The objective is to understand the relationship between the different historical periods and how they influence the language. This course will be taught in Hebrew.

HEB 592. Special Topics: Hebrew Enrichment. 1 credit. This Hebrew class is designed for students currently studying with (students in her current Year-In-Israel class and in her spring semester New York Hebrew class). HIS 592. Special Topic: Is the 20th Century Over? Critical Issues for European Jewry That Still Matter Today. 1.5 credits. This course will discuss the seminal events of the twentieth century as they affected the Jews of Europe and assess the degree to which these events are still relevant today. Topics include comparative Jewish politics in the interwar period, the impact of the ideologies of nationalism and Communism on Jewish life and culture, Jewish-gentile relations in 1939-45, post war reconstruction of Jewish life, Jewry under Soviet rule, 1989 and the challenges of freedom, and demographic trends and projections. Each session will begin with an analysis of historical material, followed by cultural reflections from the period.

HEB 592. Special Topics: Israeli Culture through Cinema and Television. 1.5 credits. A course-long watch party, this dynamic, engaging, and fascinating class will open a window into Israeli society and culture via up-to-date television and cinema. We will watch some movies and tv shows that may be familiar, and others that you will only be able to access in this class. Explore Israeli culture while improving your Hebrew.

HIS 411. Survey of Jewish History I. 3 credits. This course covers a survey of Jewish history from the patriarchal through the medieval periods.

HIS 412. Early Modern and Modern Jewish History. 3 credits. This course is a continuation of HIS 411 and will cover a survey of Jewish History from the High Middle Ages through the 20th Century.

HIS 416. Survey of History. 1.5-3.0 credits. This course covers a survey of Jewish history for DFSSM students.

HIS 501. History of Reform Judaism. 3 credits. The History of Reform Judaism from its Origins to the Present. A chronological and topical study of Reform Judaism both in Europe and America within the context of other Jewish religious denominations and with particular emphasis on its problems and prospects in the world today. Requirements: Formal Readings Assessments and Term Paper. Attendance is mandatory Prerequisites: History 401, 402, 403 (or with permission of the instructor). Required of all 4th year students. Elective.

HIS 503. The Mishnah as History: The Origins of Reform in Rabbinic Judaism. 3 credits. The Mishnah and its related literature constitute the record of the greatest transformation ever effected in the history of our faith. An analysis of its records utilizing the tools of the contemporary social sciences will reveal the new post-biblical world in which these changes took place and at the same time provide guidelines for the inevitable changes that must take place in the presentation of our faith in the kaleidoscopically changing world of contemporary globalism.

HIS 505. History of Reform Judaism. 3 credits. This course is a survey of the history of the Reform movement in Europe, the US and Israel, with special reference to parallel Jewish movements, including Conservative Judaism and neo-Orthodoxy. The first half of the semester will focus on the European social and cultural context from which Reform emerged and early Reform institutions, including the Hamburg Temple and German rabbinical conferences. The second half of the semester will focus on the formation of Reform communities in the United States and Reform institutions, such as HUC, UAHC and JIR. Given the importance of aesthetics in Reform Jewish life, in both halves of

the course, we will spend significant time studying Reform music, homiletics and architecture. Questions related to gender and social justice will also receive attention. Finally, we will consider the socio-cultural landscape in the US today and more recent Jewish demographic trends worldwide.

HIS 510. Sephardic Judaism. 3 credits. This course will trace the experience of Sephardic Judaism from its obscure beginnings in the Iberian Peninsula to the forced conversion of the Portuguese Jews in 1497. It will deal with political, social, economic, religious, and intellectual history, with a special focus on the role that the experience of its Jewish component played in the formation of Iberian civilization.

HIS 572. Two Sister Faiths: The Common Origins and Divergent Paths of Rabbinic Judaism and Christianity. 3 credits.

HIS 575. The Gospels and Rabbinic Judaism. 3 credits. This course is run as a seminar involving regular preparation and participation by all its members. It is an introduction to the texts of the Gospels, which will be read in class, and their background in the proto-rabbinic and early rabbinic Judaism. Prerequisite: Paul and Proto-Rabbinic Judaism.

HIS 576. New Testament and Early Christianity. 3 credits - This course will trace the origins of Christianity from its beginnings as a movement within ancient Judaism to its gradual transformation and emergence as an independent religious movement in the Roman Empire and beyond. Students will learn to read the New Testament with a critical eye, i.e., as a collection of documents illustrating differing emphases and stages in the growth of early Christianity. Special emphasis will be placed on the Jewish roots and contexts of the New Testament as well as Jewish-Christian polemic.

HIS 584. History of the Rabbinate: Varieties of Jewish Leadership. 3 credits. The purpose of this course is to uncover the history of the rabbinate over the long term and to set its development in context alongside other forms of Jewish leadership (e.g., the prophet, the tzaddik and the cantor). We will begin by considering the emergence of the rabbinate in late antiquity; reflect on the differing roles of rabbis in medieval Sephardic and Ashkenazic milieux; and discuss the professionalization of the rabbinate in early modern and modern Europe. Finally, we will consider the roles rabbis play in contemporary Jewish life (in Israel and in the diaspora), especially in the various Jewish movements and in American popular culture. Please note, this course is not for rabbinical students alone. Indeed, by reflecting on the social and cultural position of rabbis in Jewish life, we will naturally consider competing institutions and loci of religious authority, as well as diverse forms of Jewish leadership more generally. Cantorial and education students are most welcome.

HIS 592. Special Topics 3 credits. Topic varies by term. The following are recent examples.

HIS 592. Special Topics: Blacks and Jews. 3 credits. Blacks and Jews at one time constituted a rare example of a self-conscious alliance between two American ethno-racial groups. This course examines the often tumultuous and contentious content of that relationship, what it means for each group, and what it teaches about the place of Jews in American society. Elective.

HIS 592. Special Topics: History of the State of Israel. 3 credits. This course is a sequel to the course, "A History of the Zionist Movement," taken during the year-in-Israel. It provides students with a comprehensive understanding of the first sixty years of the country's experience, dealing with both internal issues such as the evolution of the religious-secular divide, the unfolding of ethnic tensions and the development of relations with Israel's Palestinian citizens. The course will also examine the multiple outbreaks of violence between Israel and its neighbors as well as various peace efforts.

HIS 592. Special Topics: Israel-Diaspora Relations: Past, Present, and Future. 3 credits. This course will examine the historical development of the Israel-Diaspora relationship since before the founding of Israel and will further consider the changing nature of this relationship in the present and near future. Multiple models of Diaspora engagement with Israel will be considered both in historical perspective and on a practical basis for application by Jewish communal professionals. This course will be shared with JTS and will accordingly focus on the ways in which Diaspora engagement with Israel (whether supportive, critical, or somewhere in between) transcend any one movement, institution, or organization.

HIS 629. Intermarriage and the Changing American Jewish Community. 3 credits. Two forces are re-shaping the American Jewish community in the 21st century: intermarriage and the transformation of affiliation from obligation into preference. The course presents a multi-faceted sociological understanding of intermarriage along with an analysis of trends that are re-shaping the Jewish organizational landscape.

HIS 645. Jews of the Modern Middle East. 3 credits. The centuries-old existence of Jews in Muslim lands ended in the 20th century. This course focuses on historical developments such as European colonialism, westernization, and the rise of nationalism that were factors in this outcome. It also treats elements of Jewish cultural transformation in Muslim lands in this period.

ISR 592. Special Topics 1.5 credits. Topic varies by term. The following is a recent example.

ISR 592. Zionism and the State of Israel: Dilemmas and Debates. 1.5 credits. This course is designed to confront some of the critical issues being raised in the contemporary discourse about Israel. Students will have an opportunity to engage in some of the major questions and dilemmas that faced the Zionist movement and its creation, the state of Israel, such as: Zionism and colonialism, the bi-national idea, Britain: friend or foe of the Zionist movement, central myths in the Yishuv period and their evolution during statehood. Other issues will include Israeli Judaism: unpacking the recent study by Rosner and Fuchs, the debate over Israel as a Jewish - democratic state including the recent nation-state law, and teaching Israel.

JLL 401. Dikduk and Sifrut. 3 credits. This course will focus on the reading of Modern Hebrew literary texts constructed around a theme such as Arakhim u-Musar. A systematic grammar review centering around enhanced mastery of the verb system will be equally focused on practical application and the decoding of texts. Classes will be conducted in Hebrew and stress will also be given to improving speaking and writing skills.

JLL 402. Dikduk and Sifrut. 3 credits. Continuation of JLL 401. This course will focus on the reading of Modern Hebrew literary texts constructed around a theme such as Arakhim u-Musar. A systematic grammar review centering around enhanced mastery of the verb system will be equally focused on practical application and the decoding of texts. Classes will be conducted in Hebrew and stress will also be given to improving speaking and writing skills.

JLL 403. Modern Jewish Literature. 3 credits. Over the past 150 years, Jews have developed an impressive and varied literary tradition in English, Yiddish, and Hebrew, grappling with such diverse issues as the immigrant experience, anti-Semitism and the Holocaust, assimilation and/or acculturation, theology and spirituality, Zionism and Diasporas, Gender and Judaism, and Jewish family life. This course will examine this rich literary tradition and grapple with the question of what makes this literature Jewish and modern. A special section will be devoted to literary representations of the modern rabbi and synagogue.

JLL 501. The Bible and Modern Hebrew Writers: Gender Perspectives. 3 credits. This course will examine how particular biblical sources have been understood by feminist, gender studies and queer theorists and have been revised or re-told by modern Hebrew writers. Discussion will encompass the Biblical books of Genesis, Exodus, Numbers, Joshua, and Song of Songs. The goal of this course is threefold: 1) to acquaint you with the broad array of interpretive strategies from the world of feminist and gender studies 2) to provide opportunity for you to improve your skills at literary interpretation of the Bible 3) to extend this feminist and literary analysis to works of modern Hebrew literary sources and 4) to improve your facility with these texts and argue for their relevance to the feminist study of the Bible. Special emphasis will be given to the work Hebrew women writers.

JLL 505. Illness and Healing in Jewish Literature. 3 credits. Illness and healing figure widely in classical Jewish literature, presented in communal and religious/theological terms. In contrast, modernity has in large measure secularized and individualized the representation of illness. The world-wide experience of COVID 19 has for the first time in many of our lives lent a communal cast to illness, underscoring structures of public health, and yet, at the same time, subjecting us to new forms of isolation and solitude. In this sense the pandemic of the novel coronavirus has compelled a search for usable models and understandings of illness and healing from the past, even as it brought to light the utterly novel and unprecedented story of our own times. Answering the call of the moment, this seminar-style course will examine themes of individualism and collectivism in the literary representation of plague, epidemics, and pandemics in the Bible and modern Jewish literature. Special emphasis will be placed on works that explicitly revisit stories and structures from the Jewish literary past. Readings will include fiction by Sholem Aleichem, David Frischmann, Hava Shapiro, Franz Kafka, S.Y. Agnon, I.B. Singer, Etgar Keret, and Rachel Kaddish, poetry by Rachel Bluwstein, and drama by Tony Kushner.

JLL 522. A Jewish Grand Tour: The Cultural and Educational Significance of Jewish Travel. 3 credits. This course explores the potential for travel as a central expression of Jewish Peoplehood, belonging and practice. In so doing, it draws attention to some of the significant building blocks of this field: Jewish religious and cultural relationship to 'place'; the nature and significance of travel in general and specifically as an expression of collective and individual identity. The course posits the idea that Jewish travel can be understood within the field of 'canonical' practice, a rite of

the Jewish People. Study will be of parallel modern canonical practices such as Daf yomi; Pre-State pilgrimage to Masada; Tikun Leil Shavuot.

JLL 540. Hebrew Poetry and Prayer. and 3 credits. What is prayer? What do people do when they pray? What role does classical Hebrew poetry play in Jewish liturgy and how can modern or contemporary poetry serve as vehicle or inducement to prayer? How do contemporary poets draw on, respond to, and reinterpret the language of faith that has been passed on through generations? This course examines the central elements of traditional Jewish prayer in juxtaposition with modern Hebrew poems that explicitly invoke, respond to, or rewrite classical tefilot. Some of the theoretical or historical readings will be in English, but most of the poetry will be studied first and foremost in Hebrew with translations used to fill in gaps in comprehension rather than replacing the work of grappling with the Hebrew original. Topics to be covered include meta- considerations of the nature of prayer, blessings, psalms, the Shema, the Amidah, Shabbat, and High Holiday prayers, Kaddish, and issues of gender and prayer.

JLL 592. Special Topics 3 credits. Topic varies by term. The following is a recent example.

JLL 592. Special Topic: Agnon and Baron. 3 credits. S.Y. Agnon (1888-1970) and Devorah Baron (1887-1956) were direct contemporaries who distinguished themselves among their peers for their depictions of the shtetl and the seeming traditionalism and midrashic nature of their prose fiction. This course will pair several stories of Agnon and Baron, compare their poetics as well as their gendered treatments of canonical themes in Jewish literature. Other contemporary writers such as Hava Shapiro and I.L. Peretz will also be brought in to develop the thematic picture. Cross-campus option available.

LIT 503. Creative and Contemporary Liturgies. 1 credit. The purpose of this course is to help you develop your own skills in conceiving, writing, and executing creative liturgies, partly through critically examining the work of others. Issues of religious and aesthetic taste, judgment, style, and liturgical effectiveness will be explored as well as the question of "Jewish authenticity" in the context of contemporary creativity. The assessment vehicle is to create a liturgy yourself for any occasion, and to supply a commentary on that liturgy, sharing your choices and reasoning for every step along the way.

LIT 513. Talmud on Amidah. 3 credits. This course deals with both early rabbinic liturgy and talmudic literature. The Amidah (=the Tefillah) is the very core of corporate Jewish worship. In this course, we will trace how the rabbinic institution and elaboration of the Amidah and its rules develop from the Mishnah and the Tosefta through the Palestinian and Babylonian Talmuds. We will do a close reading of Tractate Berakhot, Chapter Four, in Mishnah, Tosefta (=Chapter Three), Yerushalmi, and Bavli. Time permitting, we will also read portions of Chapter Five. Per Dr. Sarason, this course was last taught in 2009 and was then designated as LITURGY/TALMUD 513.

MID 520. God's Love, God's Anger in Midrashic Literature. 3 credits. The pathos, both human and divine, that characterizes the rabbinic attempts to account for the suffering of Israel attendant upon the destruction of the Temple in 70 C.E. while affirming God's continuing love for His chosen people is most poignantly displayed in Lamentations Rabbah. The same issues are approached from the other side, the abiding love of God for Israel, in Song of Songs Rabbah. Both midrashim come from roughly the same milieu, the Land of Israel in the Byzantine period, and both belong to that group of midrashic compilations which share contents and stylistic traits with the Palestinian Talmud; thus, both can usefully be studied together. This course will offer a close reading of large portions of both texts and the relevant secondary literature. We will be particularly concerned with the rabbinic elucidation of these themes out of their reading of Scripture, as well as paying close attention to the hermeneutics involved. We will also consider the rhetorical character of these texts and their relations to the other documents from this period. Elective.

MUS 402. Essential Shabbat Nusach and Melodies. 1.5 credits. Nusach for Shabbat-Kabbalat Shabbat, Maariv, and Shabbat Day.

MUS 412. Shabbat Cantorial Compositions. 1.5 credits. A study of the various genres of Shabbat liturgical music of the contemporary Reform synagogue. Within a master class format and class discussion, we will examine each piece within a liturgical and musical context.

MUS 414. Cantorial Coaching. 0.5 credits. Students participate in weekly one-on-one coaching's with cantorial faculty members. Coaching encompasses development of stylistic mastery, preparation of repertory, development of practicum and recital programs, preparation for comprehensive examinations, and overall cantorial formation. Coaching is required for each semester of DFSSM matriculation in New York.

MUS 421. Chorus. 1 credit. This class is designed to introduce students to the rich body of Jewish choral music, from liturgical settings spanning the last three hundred years to important contemporary works by Israeli and American composers. Rehearsal techniques for volunteer choirs, warm-ups, and ideas for repertoire development are discussed and there are many opportunities for hands-on conducting experience. The choir sings on practicums, ordination/investiture, joint concerts with JTS, and in HUC-sponsored events in the New York area.

MUS 424. Cantillation. 1 credit. Cantillation for the five megillot and High Holy Days. This course will include the special blessings for the various systems, as well as musical detours and usage during the liturgical year.

MUS 428. Music Analysis. 1.5 credits. The goal of this course is to acquire tools for musical analysis. Form and design will be the focus of this course. The semester will be divided into three sections: analysis of classical music, analysis of Reform synagogue music for cantor, choir and organ, analysis of solo/traditional hazzanut. Students will be required to apply this knowledge to a research project.

MUS 432. High Holy Day Repertoire and Synthesis. 1.5 credits. This year long course is an exploration of musical literature of the Reform movement for Erev Rosh Hashanah, Rosh Hashanah Day, Selichot, Kol Nidre, Yom Kippur Day, Yom Kippur Afternoon and Neilah, featuring 19th, 20th, and 21st century compositions. With ultimate intent to providing a variety of options for building worship services that both honor tradition, encourage innovation, and integration of multiple styles, the course will also feature insightful and experienced guest Cantors from the field.

MUS 433. Rosh Hashana Traditional Workshop. 1.5 credits. The study of the traditional nusach and cantorial recitative for Rosh Hashana eve and morning services.

MUS 435. Shalosh Regalim Traditional Workshop. 1 credit. The study of nusach and recitatives for Shalosh Regalim eve, Schacharit, Hallel and Musaf services.

MUS 438. Life Cycle Reform Workshop. 1.5 credits. An exploration of the musical literature for the lifecycle events, within the liturgy of the Reform Movement.

MUS 439. Yom Kippur and Selichot Traditional Workshop. 1.5 credits. The study of the nusach for Selichot, Yom Kippur eve musaf and N'eilah service.

MUS 442. Jewish Music Education. Cantorial. 1.5 credits. This course covers repertoire and teaching technique for religious school grades K through 7. Time will also be devoted to repertoire and teaching technique for the High School Aged Youth Choir. We will explore other teaching opportunities for the cantor within the congregation.

MUS 443. Cantorial Improvisation and Integration. 1.5 credits. Students will prepare individual projects in improvisation and integration, utilizing traditional and contemporary materials. Students will prepare singing assignments on a rotating basis, beginning with improvisation and progressing to integrative techniques. The class will be conducted in a laboratory environment, in collaboration with the instructors. Assessment will be premised on preparation of content and on contributing to the creative process of the class. An effort will be made to integrate student projects with worship activities in their congregational internships.

MUS 444. Music Education Cantorial. 1 credit. This course covers repertoire and teaching technique for religious school grades K through 7. Time will also be devoted to repertoire and teaching technique for the High School Aged Youth Choir. We will explore other teaching opportunities for the cantor within the congregation.

MUS 445. Fundamentals of Conducting. 1.5 credits. This required course has two main areas of focus. The first is in mastering basic choral conducting technique. The second area focuses on the skills needed to work with adult volunteer choirs. The course will cover rehearsal techniques, repertoire, and helpful hints towards managing a successful volunteer choir in your synagogue.

MUS 446. Jewish Music Research. 1.5 credits. The goal of this course is to provide preparation for the Senior Project. Assignments are geared to introduce research materials, methods, and ideas. A good amount of time will be spent on resources for the study of Jewish music that will help you for your senior project and in your professional career. A good deal of time will be spent on online and web resources. By the conclusion of the course, you will have a research topic, a working bibliography, and a plan to carry out your research for the senior project. The final for this course will prepare you for your senior thesis proposal.

MUS 450. Guitar I. 1 credit. The goal of this required course is to teach basic skills that will enable the student to use the guitar as an accompanying instrument. This course is taught on a private basis, and the time slot must be arranged by private appointment with the instructor.

MUS 451. Guitar II. 1 credit. The goal of this required course is to teach basic skills that will enable the student to use the guitar as an accompanying instrument. This course is taught on a private basis, and the time slot must be arranged by private appointment with the instructor.

MUS 452. Guitar III. 1 credit. The goal of this required course is to teach basic skills that will enable the student to use the guitar as an accompanying instrument. This course is taught on a private basis, and the time slot must be arranged by private appointment with the instructor.

MUS 463. Harmonizing Jewish Modes. 1.5 credits.

MUS 464. Musicianship Level I. 1.5 credits. Students will dramatically increase the efficiency and ability to learn and understand music. Using precisely structured explorations of the audiation process, students will learn to think by ear about unfamiliar scores, enabling more confident sight-reading and more musically sensitive performance.

MUS 465. Musicianship Level II. 1.5 credits. Students will dramatically increase the efficiency ability to learn and understand music. Using precisely structured explorations of the audiation process, students will learn to think by ear about unfamiliar scores, enabling more confident sight-reading and more musically sensitive performance.

MUS 466. Musicianship Level III. 1.5 credits. Students will dramatically increase the efficiency and depth of their ability to learn and understand music. Using precisely structured explorations of the adulatation process, students will learn to think by ear about unfamiliar scores, enabling more confident sight-reading and more musically sensitive performance.

MUS 473. Yiddish Art Song. 1.5 credits. This class is an over-view of the fantastic world of Jewish Art Music. As the first semester is devoted to Yiddish song repertoire, the course begins with learning to read in Yiddish, and goes on to survey folk songs, art songs, theatre songs, duets, holiday songs, etc. The second semester is devoted to Sephardic and Israeli music, with an emphasis on pronunciation, style, and interpretation. Supplementary articles are distributed on a regular basis, and several sessions throughout the year are devoted to listening to recordings. The class is taught in a master-class format, with required weekly assignments and performances.

MUS 481. History of Jewish Music: Cantor in Context. 1.5 credits. This course is a survey of the role and function of the hazzan from previous centuries to the represent in the Ashkenazic tradition. Historical areas of study of the Ashkenazic cantorate include: the early musical style and role of cantor associated with European hazzanut from the late Middle Ages into the Baroque era; and exploration of the vocal artistry of the 17th and 18th centuries, with attention to such varied musical styles as improvisation and meshorer, the challenges and changes of modernity; the Golden Age of hazzanut in Europe and America in the 19th and 20th centuries. Required for 3rd year Cantorial students.

MUS 499. Master Class. 1 credit.

MUS 524. Advanced Recitative. 1.5 credits. Rarely Used Nusach and Improvisation The Art of improvising cantorial chants.

MUS 561. Jewish Music Research. 1.5 credits. A variety of spiritual and cultural expressions are found in Jewish life in America. Music is incorporated into American Jewish life in a variety of contexts, purposes, and styles. This course will serve as an introduction to the rich musical life of Jews in America through the various forms and functions of musical expression. Consideration will be given to the role of music in traditional ritual settings and the extension of tradition notions of music while exploring the music used for celebrations home listening pleasure, and Jewish radio programs. This course will also serve as an introduction to ethnographic research, utilizing monographs and studies of American Jewish life. Specific topics to be investigated include the various uses of music to define ethnic identity in an urban setting through ethno-musicological studies. Each student will complete a fieldwork project by investigating a living tradition.

MUS 575. Shabbat Modes and Liturgy. 1.5 credits. This course will work in tandem with the nusach and liturgy portions of the Shabbat liturgical core. It will analyze the characteristics and study examples of the modes pertaining to the various sections of the Shabbat liturgy.

MUS 577. High Holy Day Modes and Liturgy. 1.5 credits. This elective will provide you with interesting and accessible repertoire that you can teach your congregations, in order that they may join you in raising their voices in prayer. Most of the repertoire will be liturgically based, designed for use during Shabbat and other communal holiday celebrations. Teaching technique and contextualization of the repertoire will also be demonstrated and discussed throughout the semester. This course is open to cantorial, rabbinic and education students.

MUS 579. Contemporary Congregational Repertoire. 1.5 credits. This course will provide you with interesting and accessible repertoire that you can teach your congregations, in order that they may join you in raising their voices in prayer. Much of the repertoire will be liturgically based, designed for use during Shabbat and other communal holiday celebrations. Teaching technique and contextualization of the repertoire will also be demonstrated and discussed throughout the semester. A required course for 5th year cantorial students, this course is also open to rabbinic and education students as an elective.

MUS 580. Class Piano. 1 credit. The goal of this course is to teach skills that will enable students to use the piano as an accompanying instrument. This course is taught on a private basis, and the time slot must be arranged by private appointment with the instructor.

MUS 581. Songwriting. 1 credit. Explore the craft and technique of building a song, while cultivating a deeper appreciation of how to express text through music. Students from all programs are eligible, but students must be able to play an accompanying instrument. Because of the web-based medium, class size is limited. The tentative class distribution is approximately 7 cantorial and 7 rabbinical or education students, pending instructor review. PLEASE NOTE: Students will NOT need to attend for the entire two hours; the class will be organized in shorter time segments that will be adapted as effectively as possible to student schedules.

MUS 589. Composition. 1.5 credits. In this course, students work on creating their own compositions, studying works of other Jewish and classical composers, and learning techniques of arranging. One major focus will be the composition of students' own solo and choral compositions. We will spend time going over these together in class, and also have individual sessions to work on their compositions.

MUS 592. Special Topics. 1 credit. Topic varies by term. The following is a recent example.

MUS 592. Guitar Instruction. 1 credit. 11 30-minute private lessons scheduled with the instructor; minimum 7 hours of practice required.

MUS 592. Keyboard Skills: Foundational Harmony and Basic Technique. 1 credit. 11 30-minute private lessons scheduled with the instructor; Minimum 7 hours of practice required.

MUS 592. Songwriting. 1 credit. Explore the craft and technique of building a song, while cultivating a deeper appreciation of how to express text through music. Students should be able to play an accompanying instrument. Because of the web-based medium, class size is limited. Students from all programs are eligible; interested students may be asked to provide information about their prior experience. The tentative class distribution is 6-8 cantorial students and 4-6 rabbinical and education students, pending enrollment inquiries. Consent of Instructor Required.

PDE 401N. Integrative Seminar. Self in System. 1.5 credits. This course is an introduction to the Reform rabbinate and the Jewish community. The semester-long class will (1) explore the rabbinic life cycle and the varieties of rabbinic experience; (2) introduce students to issues in contemporary synagogue life, including social responsibility and outreach; (3) familiarize students with the centrality of Jewish life cycle events, focusing on the funeral, wedding and other life cycle events; and (4) give students an opportunity for self-reflection and the beginning of a vision for their rabbinate.

PDE 402N. Ma'agal Ha'chayim: Covenantal Relationships Across The Lifespan . Rabbinical. 3 credits. This course will introduce students to the field of pastoral care and counseling. Through the study of psychology, pastoral care and counseling, and Jewish texts, students will become familiar with the counseling relationship; the difference between care and counseling; family systems and developmental psychology theories; contracting; making referrals; self-care and other topics relevant to the role of rabbi as counselor. The course is designed to provide students ample opportunity to reflect on class material as it relates to field placements. All students are also required to have a counseling experience, arranged in conjunction with the College-Institute, either during the academic year or during the summer preceding or following the course. The Jacob and Hilda Blaustein Center for Pastoral Counseling will provide a stipend for all students for these field placements.

PDE 403N. Integrative Seminar. Middot of Sacred Leadership. 1.5 credits. Small-group supervision provides students with fieldwork placements to reflect on their work and their developing identity as a rabbi. For 3rd year students.

PDE 411N. Group Supervision. 1 credit. Small-group supervision provides students with fieldwork placements to reflect on their work and their developing identity as a rabbi. For 3rd year students.

PDE 413. Individual Supervision. 0 credit. Individual fieldwork supervision provides students with an opportunity to reflect on their work and professional identity.

PDE 430. Dilemmas in Justice. 1.5 credits. In this course we'll explore some of most pressing challenges facing Jewish leadership around issues of social justice. At time when American politics is undergoing profound shifts and realignments, we'll examine debates around Zionism and nationalism, race and anti-Racism, and economic populism through both contemporary and theoretical readings. Among the questions to be interrogated and discussed will include: what is the Jewish contribution to contemporary justice struggles? What are the major divisions and options for Jewish social justice work? What are the central challenges facing Jewish social justice leaders, and how might they be met?

PDE 434. Moral Injury. 1.5 credits. In the Mi Sheberach we recognize the human need for renewed wholeness by asking God for healing of both body and soul. While Jewish pastoral care training has traditionally focused on the spiritual dimensions of physical healing, this course expands that focus to include recovery from moral injury. Moral injury reflects a state of brokenness which results from the violation of one's core moral values. This semester we will explore the concept of moral injury from Jewish, psychological, and philosophical perspectives. We will study traditional Jewish texts from Bible through Codes and contemporary Jewish and secular literature to discover the variety of ways that such injuries can be understood and approached and how healing can be facilitated, so that future clergy can serve as both witness and healer to those who have suffered moral injury. Elective.

PDE 441. Ma'agal Ha'chayim: Covenantal Relationships Across The Lifespan. 1.5 credits. By the end of the course students will: 1) enhance their identity and comfort as pastoral caregivers and officiants; 2) gain tools for assessing and conducting appropriate pastoral interventions; 3) appreciate the impact of diverse Jewish identities on the counseling they will do and ceremonies they will create and officiate; 4) articulate goals and objectives for specific life span counseling; and 5) gain familiarity with Jewish and non-Jewish resources for life span counseling and rituals. For weddings or funerals students will be able to identify relevant issues to cover in counseling; based on provided questions, interview a cantor or rabbi to learn about their approach to pre-marital or funeral-related pastoral counseling and how it informs the ceremonies they create; prepare a complete wedding or funeral ceremony including musical choices; and explain those choices in light of the many factors that contributed to them. Students will also gain an understanding of different approaches to counseling for the lifespan and ritual choices related to ceremonies.

PDE 442. Speech and Communication. 1.5 credits. The goals in this basic 3rd year required course are to define, strengthen and develop each student's speaking voice and presentation skills for more effective preaching and communication. Practice in the delivery of sermons using a fully written text, outline, and notes will be videotaped and evaluated.

PDE 443. Homiletics. 1.5 credits. Communication of speeches and sermons. Required of 3rd and 4th year Rabbinical students who are serving a student pulpit to take this course.

PDE 444. Self and System. 1.5 credits. The objective of this workshop is to help students enhance their interpersonal competence and psychological skills, strengthen work relationships, and improve overall job success. Through group discussions, participants will learn about effective communication as well as discover those barriers that render communication ineffective. Through an interactive format and role-playing exercises, students will learn empathetic listening, direct communication of ideas and feelings, gain insight into relationship dynamics and expand interpersonal skills.

PDE 447. Senior Seminar for Cantors. 1.5 credits. Senior Seminar will expose students to a wider spectrum of the most significant practical aspects of the cantorate as they enter the final stages of preparation for their life as Klei Kodesh. Students will have an opportunity to learn from and interact with specialists in the field, as well as leaders of the Reform Movement. Senior Seminar will partially be taught in joint sessions with the rabbinic students. Topics covered in this course will complement those offered in PDE 445. This course is Pass/Fail only.

PDE 448. Cantorial Thesis and Recital. 3 credits

PDE 450. Senior Seminar. 1.5 credits. Senior Seminar will expose students to a wide spectrum of the most significant practical aspects of the rabbinate as they begin their final stage of metamorphosis: the blessings and conflicts of the active rabbinate, the tensions of leadership, authenticity and scholarship in the workplace and the need to maintain focus, integrity, and dignity. Moving beyond mythology, student perceptions and anecdote, we shall explore the personal covenants that have brought us to this stage of our lives. Students will have the opportunity to dialogue with specialists in areas of concern to new rabbis, as well as leaders of the Reform movement.

PDE 463. Practicum and Review. 1 credit. Each student is required to prepare and present four practica in the course of their studies. These will feature either contemporary or traditional music for portions of a service or the music of a life cycle even of a specific composer.

PDE 505. Leading through Innovation. 3 credits. This cross-seminary course is for rabbinical, cantorial, and educational students who are preparing to take leadership roles in the rapidly changing landscape of Jewish life. The project-based course pulls from design thinking, innovation, social entrepreneurship, and changemaking leadership. Students will learn how to pilot a project idea under the guidance of course facilitators. The course progresses through three stages of leading through innovation: Reflection, Reframing, and Reimagining.

PDE 515. Life Cycle Counseling. 3 credits. This course is designed to familiarize students with the role of pastoral counselor in life cycle counseling. Readings are drawn from the fields of developmental psychology, family therapy and liturgy. Each life cycle juncture is studied so that students can gain a greater understanding of family dynamics and the ways in which counseling can facilitate life cycle transitions. Prerequisites: Rabbinic students: Introduction to Pastoral Care and Counseling. Cantorial students: Clergy Counseling.

PDE 516. Clinical Pastoral Education. 3 credits. Clinical pastoral education for course credit. Pass/Fail only.

PDE 517. Clinical Pastoral Education. Fieldwork. 0 credit. Clinical pastoral education fieldwork. Pass/Fail only.

PDE 519. Advanced Homiletics. 1.5 credits. Good sermons are never easy to write. Nonetheless, they provide rabbis with a unique and powerful opportunity to challenge and to motivate. On Holy Days and throughout the year, our congregants are moved by our preaching far more than we often imagine. This course is designed to enhance skills in conceiving, shaping, and writing sermons on a variety of themes: personal concerns, societal issues, and challenges to Jewish life, among them. Also, to be discussed the effective utilization of weekly Torah portions and additional biblical and rabbinical texts. Some sessions will be devoted to weddings, funerals, B'nai Mitzvah services and other occasions providing sermon opportunities. Prerequisite: PDE 443.

PDE 537. Life Cycle Music for the Rabbi. 1.5 credits. In this course, rabbinical students will learn basic versions of some of the most common chants for lifecycle rituals. These will include Birkat Erusin and Sheva B'rachot for weddings, Psalm 23 and Eil Malei for funerals, traditional Mi Shebeirach for the sick, as well as blessings for Brit Milah and naming ceremonies. Materials will be provided in print music as well as recordings.

PDE 541. Community Organizing. 2 credits. The Seminary Leadership Project has trained over 500 rabbinical, cantorial, and Jewish education students, helping them learn how to unite their communities around a common mission, develop leaders who can lead with them, not over or under them, and act collectively to realize their mission, both bringing new vitality to the Jewish community and acting for social change that reflects Jewish values. In this national moment, when civil society appears increasingly to be breaking down, we need Jewish leaders who are able to lead their communities and take them into the public square more than ever. Course topics include: understanding the fundamentals of organizing; helping clergy cultivate themselves as leaders and protect their interests and time; developing other leaders and leadership teams; the relational tools of the relational meeting and house meeting; developing thriving congregations; identifying common concerns and developing a collectively owned purpose; moving beyond programming to run strategic campaigns that change the synagogue or change the world around us; bringing Jewish communities into partnerships with other communities to work together around common community goals; and organizing Jewish communities to stand for the whole.

PDE 571. Core Challenges. 1 credit. In this course we will explore systems theory as it applies to congregational work. Our basic text will be Generation to Generation-Family process in church and synagogue, Edwin Friedmans book on the intersection of our personal and congregational family dynamics. Students will be expected to contribute to the class by bringing in case studies from their congregational work.

PDE 572. Cantorial Field Mentorship. 0.5 credits. Students in DFSSM 3rd- and 4th-year internships not already supervised by cantors will receive mentoring from a specifically cantorial perspective. Topics will include working effectively within synagogue infrastructures, successfully crafting public prayer in collegial partnerships, developing, and implementing curricular and programmatic initiatives, preparation of musical and spoken materials for public presentation, responding constructively to situations that arise in internships, and general preparation for workplace success beyond cantorial ordination. The format will include biweekly group supervision and monthly one-on-one sessions with the instructor.

PDE 588. Cantor and Congregational Voice. 2 credits. In this class we will explore the powerful role music plays in building community. Our goals are to help you develop as a leader of congregational song and to enable you to feel more equipped to incorporate congregational singing into your liturgical style. We will study techniques used to encourage and support congregational singing. We will analyze this singing from a variety of perspectives in order to understand how different forms of musical practice impact upon the prayer experience.

PDE 592. Special Topics 1.0-1.5 credits. Topic and credit varies by term. The following are recent examples.

PDE 592. Special Topic: Leading Through Change and Crisis: A Culture of Hope Not Fear. 1.5 credits. Rabbi Jonathan Sacks wrote, "Judaism is humanity's faith in the future tense; the Jewish voice is the voice of an inextinguishable hope." Hope requires us to work together to create a better future. In normative cases this is difficult as organizations/institutions crave the status quo and change is difficult. Living in the midst and aftermath of a pandemic compels us to work even harder to fashion and initiate the "new normal" for the Jewish community's organizations/institutions. This course will focus on the professional leader and include topics such as Culture: Creating and Leading, Theory and Practice of Organizational Change, Models of Leadership During Crisis, and Leading in the "New Normal."

PDE 592. Mindfulness and Jewish Spirituality. 1 credit. Julie Schwartz. This is an experiential course during which we will study, practice, and discuss the theory and techniques of mindfulness meditation while also exploring its ties to Jewish texts and ways to integrate it into Jewish traditions and liturgy. Participants will be able to assess the benefit of mindfulness practices as a form of self-care.

PDE 592. Special Topic: High Holiday Preparation. 1 credit. For rabbinical students about to take on the honor and challenge to lead an unfamiliar kahal at the High Holidays, this course is for you. Here, we will review the liturgical elements, practical matters, and spiritual needs to ensure the confidence to facilitate these experiences. All sessions are catered to meet the specific needs of the student pulpit. All students may schedule one on one meetings during the course should they want individualized guidance. The required text is the machzor to be used at the student pulpit.

PDE 592. Special Topic: Interreligious Activism. 1.5 credits. The increasing ethnic and religious diversity in America profoundly impacts the role of rabbis as leaders in their local communities, especially in the area of social justice. Interreligious activity is the cutting edge of social action. Rabbi Balfour Brickner, an architect of interfaith relations. Jewish leaders today concur, the power of interfaith activism can bring about communal change. This pioneering course is designed to introduce our students to the social, cultural, and intellectual ideals of Christianity, Islam, and other faiths, through the comparative reading of their sacred texts and our own Tanakh, focusing on materials that inspire justice work in these faith communities. Discussions and text study will be led by New Testament, Qur'an and biblical scholars. In addition, study with a scholar in Buddhism and Hinduism is on the schedule. We shall also hear from Muslim, Catholic, Protestant, and Jewish religious leaders about the social activism their interreligious coalitions have developed. The anticipated outcome of this course is for students to enhance their abilities to work effectively with leaders of other faiths, bringing an authenticity that comes from knowledge of their texts, their ideals and the nature of their communities. It will aid future rabbis to step into interreligious activity with a significant measure of confidence and commitment. Noted scholars and clergy of different faiths will be with us again this year.

PDE 592. Trauma, Resilience and Spirituality. 1 credit. The Summer of 2020 will go down in our personal stories as the summer of loss. No camp, little contact, increased stress. Unemployment through the roof. Food banks, long lines, and personal distancing. What is trauma and how does it impact people? Why are some people more resilient? Are there ways to build or strengthen resilience? Why do some people turn to God and others away from God in a crisis? This class, while not therapy, will look at our current lives and pressures as a way to understand how we serve others while managing ourselves.

PHI 505. Introduction to Kabbalah. 3 credits. In this course we will follow major trends of Jewish mysticism. We will start our journey in the land of Israel with the Merkabah literature and migrate to medieval Germany and its Ashkenaz Hassidism and to Spain and the book of the Zohar Ecstatic Kabbalah of Rabbi Abraham Abulafia. We will relocate back in the Land of Israel with Isaac Luria and his school (16th century) and migrate to Eastern Europe to read from Hasidic "modern Kabbalah" text. Elective.

PHI 632. Philosophy of Halakha. 3 credits. In this course students will examine a number of theories: Legal Positivism, Legal Realism, Legal Formalism, Kantianism and Utilitarianism, which are applied to halakha by contemporary halakhists from all the movements of Judaism. We will also examine views on the interpretation of law and law as narrative. We will look at the moral force of law in thinkers like Ronald Dworkin and in the work of halakhists like Eliezer Berkovits, Moshe Zemer, and David Weiss Halivni. We will view multiple perspectives on what halakha is, what its purpose is and how it works, and ultimately come to some opinions of our own on these matters.

RAB 401N. World of Rabbinic Literature. 1.5 credits. This course is a broad survey of the major works of rabbinic literature, designed to provide students with an overview of the field and its key issues in preparation for future, in-depth courses. Part of the course will focus on works that are primarily halakhic compilations and will survey works from the Mishnah (3rd century) through the Shulhan Arukh (16th Century), focusing on such issues as the nature of the tannaitic and amoraic enterprises, the relationships between rabbinic works, and the emergence and functions of codification and response. We will also focus on works that are primarily aggadic compilations, and issues such as the interrelationship of halakha and aggada, the development of the interpretive impulse from the Bible to the Rabbis, and introductions to homiletical and narrative Midrash and Talmudic aggada.

RAB 404. Talmud I. 3 credits. The years between the destruction of the Temple in 586 BCE and 225 CE represent one of the most diverse and fascinating eras of literary output in Jewish history. Second Temple literature, often ignored, created a bridge between its precedents in the Bible and its successor texts in rabbinic literature. Its authors lived in the first generations to explain and interpret sacred texts for a mixed audience ranging from fervent sectarian believers to assimilated Greek Gentiles. The Tannaim built upon this base to create the first comprehensive post-biblical legal system that still defines and informs Jewish law until this day. Students in this course will survey selections from pertinent texts written during the Second Temple and Tannaitic periods in order to form a textured understanding of the many literary collections and genres that developed during these periods. Students will also be exposed to various research tools (concordances, dictionaries, facsimile editions, study aids, etc.) and essential secondary literature that inform the study of these texts. Texts will be read with an eye toward their study and application in a Reform Jewish context, both as possibilities for further study and teaching, and for the sometimes- provocative information they provide about the development of Judaism itself.

RAB 405. Talmud II. 3 credits. This course has 3 major focuses: deepening students' knowledge of the rhetorical forms used in the Talmud and their functions; continuing the development of conceptualizing skills related to the Talmuds arguments and discussions; and introducing the students to the major medieval commentators on the Talmud and the application of conceptualization to them. For this purpose, we will study selections from several tractates and then turn to the study of Tractate Pesahim, chapter 10.

RAB 412. Introduction to Midrash. 3 credits. A survey of the key classic early Midrashim, their structure, styles, methods of interpretation and characteristic language and formulae. In addition, the course will focus on the power and relevancy of the midrashic process and texts for the lives of modern Jews.

RAB 494. From Adam to Israel. 1.5 credits. In this course we will study various texts from Rabbinic literature, beginning with the story of Adam and Eve, Noah, the patriarchs, and matriarchs of the nation. We will also read texts about slavery in Egypt and the salvation of Israel. The aim of the course is to study different Midrashim and to become acquainted with the language, content, styles, and substance that emerge from the various Midrashim. This course will be taught mainly in Hebrew.

RAB 511. Mussar. 3 credits. Mussar, as much as it is a genre of Jewish ethical literature, is even more a Jewish moral discipline. This combination is perpetually challenging and often problematic. The moral philosopher who claims that it would be reasonable to demand of them to be a moral exemplar only when it would be appropriate for a geometer to be a triangle, does not understand or accept the principles of Mussar. Mussar constitutes more than an academic subject, and therefore, you will be assessed in this course in ways that transcend your 'grade'. Mussar is a lifetime curriculum that involves relationships between you and yourself, you and other people and you and God. The efficacy of this course will not ultimately be determined by your ability to translate a sacred text onto a paper, but rather by your ability to translate a sacred text into your life. Elective.

RAB 518. Creating Modern Midrash. 3 credits. This workshop will present opportunities for the student to continue to develop techniques and skills in reading biblical texts creatively and then shape Midrash to be used in the synagogue setting. In addition to attempting to familiarize ourselves with methods already utilized by some rabbis, educators, and writers, we will also try to create new approaches ourselves in order to draw contemporary meaning from the Bible. The modern Midrash we create will utilize a variety of art forms.

RAB 521. Halakhic Decision Making. 3 credits. The goal of this course is for students to begin to think seriously about the role of classical Halakhic texts in the decision making and religious deliberation of the Reform rabbi. We will be reading theoretical writings and response of contemporary halakhists and students will also spend the semester researching, reporting on, and ultimately writing a responsum on a question of their choosing. We will reflect together on what distinguishes the Reform approach to classical Halakhic texts, and on each students developing individual profile as a reform devistor. Students must have completed the rabbinic core.

RAB 524. Catastrophe: Lamentations and Lamentations Rabba. 3 credits. In this course we will ready Lamentations and selections from Eikha Rabbati in an effort to uncover the meaning of these texts and how they inform our understanding of catastrophe today.

RAB 533. Narrative Midrashim. 3 credits. The purpose of this course is twofold. First, to provide the student with an opportunity to gain in-depth knowledge of the style of the Narrative Midrash. We will analyze selected passages from several works of this genre of Midrash, including Pirkei d'Rabbi Eliezer, Sefer ha-Yashar and Midrash Poitra Aharon. We will also read and discuss some of the key secondary works which deal with the questions pertaining to this genre and these volumes. Second, we will also focus upon how Narrative Midrash enable the reader to engage serious questions of personal meaning and belief since they often deal with human relationships.

RAB 547. Certain Women in the Midrash. 3 credits. This course will examine midrashic texts which explore the lives of select women in the Hebrew Bible. Our focus will be on some lesser-known biblical personalities, for example, Serah bat Asher and Bityah bat Paroh. We will also assess the midrashic handling of more central figures in the story of Israel's deliverance from slavery, namely, Miriam, and Israel's entrance into the Promised Land, as depicted in the life of Rahav. Our study will lead us through a variety of midrashic compilations while our classroom discussion will respond to such pivotal, underlying questions as: What may we learn from the rabbinic construction of these women's lives? What may we learn from a male-centered literature about women? How may we teach these texts in today's world? Prerequisite: RAB 412.

RAB 550. Advanced Talmud: The Jewish Calendar. 3 credits. The goal of this course is to enable students to hone and refine their skills in the study of the Talmud Bavli. We will follow the holy days (feasts and fasts) of the Jewish calendar, studying one key sugya about each. The course will begin with Shabbat, move on to Pesach (Nisan), and work through the calendar all the way to Purim (Adar). Students will be introduced to the study of the Talmud text with Rishonim, with particular emphasis on the commentaries of Tosafot and the Me'iri (in addition to Rashi, of course). The class will also utilize contemporary academic methods such as source- and redaction-criticism. Students must have completed the Rabbinics core.

RAB 552. Post-Talmudic Halakhic Literature. 3 credits. This course is the replacement for the former RAB 413, Introduction to Codes. The purpose of this course is to introduce students to the post-Talmudic halakhic genres of summaries of law, codes of law, and, to a lesser extent, responsa. Students will be introduced to these genres through lectures and secondary readings that locate the major scholars and works in their historical contexts. We will also examine a halakhic issue through primary sources. Students will also study selected chapters from Rambam's Mishneh Torah (chapters to be determined).

RAB 592. Special Topics 1.5-3.0 credits. Topic and credit varies by term. The following are recent examples.

RAB 592. Special Topic. Wealth in Jewish Law and Tradition. 3 credits. Very generally speaking, Jewish tradition perceives wealth as a blessing, a challenge, and as imposing obligation upon its possessors. Jewish tradition—based not only on canonical literary sources, but on centuries of lived communal experience—is also aware of the difficult challenge of maintaining communal cohesiveness in the face of disparities of wealth. We will examine these and other perspectives on wealth in the rabbinic and halakhic Jewish canon starting with the Tanakh and ending in the 17th century. Students must have completed the Rabbinics core.

RAB 592. Special Topic: Jewishness: Perspectives from Jewish Law. 3 credits. What makes someone a Jew? How do we know if someone is a Jew? (Should we know, and when?) Can someone stop being a Jew? How does someone become a Jew? What does "being Jewish" mean? We will examine these and related

questions from within classical rabbinic literature (the Talmud Bavli and its predecessor compilations) and medieval Jewish legal and other writing, along with pertinent contemporary scholarly writing. We will also examine some recent controversies around these questions. Students must have completed the Rabbinics core.

RAB 592. Special Topics: Unsuturing Sex, Gender, and Desire in Jewish Texts. 1.5 credits. Classical rabbinic texts present a particular view of sex, gender identity, desire, and sexuality. Together we will unpack some central texts on intimacy, desire, and the construction of "men" and "women" alongside foundational concepts in queer theory. How can we bring the wisdom of our ancient texts to our contemporary communities while challenging the underlying assumptions of our ancestors and their suturing of sex, gender, and desire?

RTE 403. Introduction to Medieval Jewish Philosophy. 3 credits. Theology of any kind is an interface phenomenon joining together a particular philosophical tradition with a particular religious tradition so as to blend what is attained by reason to what is given by faith. This course deals with specific philosophical systems as they impacted upon medieval Judaism. Among others, we shall consider the thought of Saadia Gaon (882-942), Judah Ha-Levi (1080-1142), Moses Maimonides (1135-1204), Levi ben Gershon (Gersonides) 1288-1344) Hasdai Crescas (1340-1410), and Joseph Albo (1380-1444). Depending on time, we may also study the thought of Solomon Ibn Gabirol (1021-1058) and Abraham bar Chiyya (circa 1150.) To enable the student to better grasp the material, they will be asked to read selections of the texts in translation.

RTE 413. Introduction to Modern Jewish Thought. 3 credits. We shall study the still-relevant interpretations of Judaism of thinkers from Spinoza and Mendelsohn down to the significant writers and themes of the present. This exposure to the ideas of our finest minds should empower students, by agreement and dissent, to shape their own sophisticated understanding of a worthy Jewish faith today. This course is a prerequisite to all advanced courses in Modern Jewish Thought.

RTE 501. The World of the Zohar. 3 credits. In this course, we will study the history, literary, artistry and theology of the Zohar. We will situate the Zohar in its 13th Century Castilian context and then endeavor to understand its hermeneutic principles. Once these foundations have been laid, the class will topically explore the Zoharic theology through close reading of the Aramaic original.

RTE 513. Prayer as a Spiritual Practice. 3 credits. In this course we consider prayers as a spiritual practice, exploring mindfulness, body engagement, nature, poetic reading, easy contemplative practice and kavana as prayerful paths to God. In a workshop atmosphere, students will creatively engage traditional and alternative modes of prayer. Throughout, we reflect on the pedagogic principles and strategies that inform an experiential curriculum. Students can expect to deepen their prayer lives and acquire practical tools to teach tefilla. This course is pass/fail only.

RTE 540. Hasidic Buber. 3 credits. In June of 1947, Martin Buber delivered two lectures in Bentveld, the Netherlands. Those lectures were printed in German in 1948 with the title, *Der Weg des Menschen nach der chassidischen Lehre*. And were translated into English in 1950 as: *The Way of Man According to the Teaching of Hasidism*. Rabbi Bernard H. Mehlman and Dr. Gabriel E. Padawer have prepared a new translation of this work, the first in more than 60 years. It was recently published by Jewish Lights with the title, *The Way of Man According to Hasidic Teaching*. This course will use this new translation. Our aim will be to analyze the Hasidic stories and explore Buber's interpretive text to better understand the ideas, meaning, and theology articulated in his work. In a seminar setting we will attempt to deepen our understanding of Martin Buber's teaching and draw meaning for our own religious search.

RTE 556. First Words: Readings in Jewish Mystical and Hasidic Literature. 1.5 credits. First Words: Readings in Jewish Mystical and Hasidic Literature. Jewish teachers often state their case in their teachings on the opening of Bereshit. We will contextualize our study in mindfulness meditation and turn our attention to the opening passages of the Zohar, the Tikkunei Zohar, and several well-known and central Hasidic teachers (including Me'or Eynayim, Kedushat Levi, Ma'or Vashemesh, Sefat Emet). Students are expected to attend all class sessions and participate fully in class discussions (excuses for health or interviews accepted -- a review of the class recording, and a one-page reflection will be accepted instead). Students will prepare the texts for each class session beforehand, to allow for a fuller exploration of the issues and orientation of the teaching in class. A three-page reflection on the experience of the class and one's personal learning will be the final assignment.

RTE 564. Wise Activism. 1.5 credits. The thrust of the course will be on how our inner work (prayer, middot, mindfulness, etc.) impact the way we chose to be active in the greater community and the world and how our attitudes and practices support and strengthen our activism. The course is based on the principle: If you want to make a difference in the world, you have to work on the inner and the outer at the same time because they are the same thing.

This course will draw upon the work of mindful leadership, mindful relationships, dependence, independence, and interdependent thought. Systems thinking, Jewish mysticism for the 21st century. It will also include tikkun middot work around anger, trust, and patience. QUAD II ONLY.

RTE 575. Jewish Mysticism: Zohar to Hassidut. 3 credits. Jewish Mysticism Part Two will explore the major trends in Jewish mysticism from the Spanish expulsion until today. Topics to be addressed include Christian Kabbalah, Lurianic Kabbalah, Messianism, Sabbatianism, Hasidism, Aleph, and the Kabbalah Center. Primary sources will be read in the original. No prerequisites.

RTE 590. Spiritual Direction. 0.0-0.5 credit. Spiritual Direction is a for-credit, pass/fail course. A half-credit for one academic year will be awarded, for up to one credit for two academic years. Monthly meetings provide the opportunity for one-on-one shared exploration of the holy in one's life and for the cultivation and deepening of one's relationship with God, however one understands God. Issues, questions, and decisions concerning home, work, school, relationships, prayer, belief, spiritual practice, work toward tikkun olam and tikkun middot, etc., are all topics which may be brought to the direction session. Spiritual direction helps one learn how to nourish and stay connected to one's own inner life and soul while serving the spiritual needs of others and of the Jewish community.

RTE 591. American Judaism and Social Justice: History, Theory, and Practice. 3 credits. This course will explore the ways in which American Jews have been involved in social justice movements through the 20th and 21st century. We will explore how and why American Jews have participated in social movements, exploring questions of motivation, intent, and achievement. Among the questions we will explore will include the following: How have American Jews understood and interpreted the relationship between their text, history, tradition, and the pressing social movements of their time? How have they attempted to develop an account of Judaism that might meet the political needs of their time? How have Jewish thinkers questioned and challenged basic principles of American liberal democracy, and how have they sought to both accommodate and embrace them? How have Jewish leaders responded to the ways in which social movements have created and exacerbated divisions within the Jewish community? What might such historical examples offer for our time? What are the limits of doing social justice "Jewishly" and what might be its power? Readings will include history, theory, and theology, and focus on the following major movements: American socialism and the labor movement, the civil rights and racial justice movement, the feminist movement, and the movement for immigrant rights.

RTE 592. Special Topics. 1.0-3.0 credits. Topic and credit varies by term. The following are recent examples.

RTE 592. Special Topic: Liberation Theology. 3 credits. For at least two millennia, the memory of the Exodus has shaped Jews' experience of and response to injustice and oppression. In the mid-20th century, Christians—especially those in the post-colonial developing world and in minority communities in the US—began to reinvest the story of the Exodus with theological meaning. Inspired by Marxism's concept of class struggle, Jesus' hostility to entrenched power, these theologians fashioned a movement known as Liberation Theology that links exegesis with activism. In response, Jews began to reinterpret the Exodus story in light of contemporary social struggles as well. This course explores the nexus of the Book of Exodus, Christian Liberation Theology, and its Jewish responses. The first third of the course will focus on interpreting the Book of Exodus in light of classical Jewish commentaries, including the Haggadah. The second third of the course will focus on reading key works in Liberation Theology including those by Martin Luther King Jr., Gustavo Gutierrez, Rosemary Ruether. The final third of the course will focus on contemporary Jewish thinkers influenced by Liberation Theology including Abraham Joshua Heschel, Arthur Waskow and Michael Walzer. We will also consider popular conceptions of social justice within the Reform movement today.

RTE 592. Special Topic: Making Prayer a Personal Practice. 1 credit. Prayer is a native, spontaneous, and necessary element of being human. So, why is it so difficult? What holds us back from prayer and what moves us to pray? In our time together we will investigate a variety of orientations to and modes of prayer. We will read poetry, study Hasidic texts, and utilize contemporary prayer offerings via the "Open My Heart: Living Jewish Prayer" podcast.

SOE 401. Teaching Lab. 1.5 credits. This course focuses on developing a theory of practice through a combination of mentoring, readings, analysis of video records of teaching practice, and classroom discussion to help students develop their teaching skills. Students taking this course should be currently teaching on a regular basis, either in formal or informal settings. The focus of our classroom work is on investigating the dynamic relationship between teaching, learning and content.

SOE 402. Teaching Lab. 1.5 credits. This course focuses on developing a theory of practice through a combination of mentoring, readings, analysis of video records of teaching practice, and classroom discussion to help students develop their teaching skills. Students taking this course should be currently teaching on a regular basis, either in formal or informal settings. The focus of our classroom work is on investigating the dynamic relationship between teaching, learning and content.

SOE 403. Adolescents and Emerging Adults. Betsy Stone. 3 credits. What is happening in the lives and brains of teens and young adults? What pressures do they face? How can we support teens and their families as they face the unique challenges of this particular time? Explore your role in supporting families and individuals navigating the teens and 20s.

SOE 422. Curriculum Design. 3 credits. Content is delivered through curriculum. However, curriculum is a tool to be used in the dynamic interaction between students, teachers, and subject matter that is at the heart of any educational experience. In this course, we will investigate the process of curriculum development and how we as teachers can adapt, invent, and transform learning experiences in our own teaching settings. We will raise and explore curriculum questions, phenomena, and issues that cut across grade levels, subject matters, and settings.

SOE 431. Social Context of Jewish Education in America. 3 credits. Understanding what came before us is an important step to looking ahead to what is to come. The study of the history of Jewish education in America can tell us much about Jewish life in a pluralistic, democratic society. This seminar style course will use primary sources, fiction, biography, and secondary analysis to explore the issues, trends, and innovations in Jewish education from the mid-nineteenth century until the present. We will focus on how Jewish education in America responds to and negotiates the community's interaction with the larger society.

SOE 462. Teaching Tefillah. 3 credits. In our roles and clergy and educators, we spend a great deal of time either teaching or leading communal prayer, and very little time thinking about our own relationship to prayer, God, and spirituality. Until we have some vision of what we hope worship might be or accomplish, and unless we expose ourselves to a variety of prayer styles and resources that may not be our own, we will have very little to share, and we will miss out on engaging the majority of our students and congregants. To that end, in this course we will strive to: Develop a personal relationship to prayer; Gain a deeper understanding of the structure of Jewish worship as well as individual prayers; Understand prayer as a means to an end as well as a spiritual practice; Gain access and ideas for numerous tools and modalities for leading and teaching prayer and prayers; Expand horizons vis a vis creative ways to engage congregants of all ages in prayer and communal worship.

SOE 592. Special Topics. 1.5-3.0 credits. Topic and credit varies by term. The following are recent examples.

SOE 592. Special Topic: Facing History. 3 credits. One-Week Intensive Course. In today's world, questions of how to best build and maintain democratic societies that are pluralistic, open, and resilient to violence are more relevant than ever. Studying the Holocaust allows students to wrestle with profound moral questions raised by this history and fosters their skills in ethical reasoning, critical thinking, empathy, and civic engagement—all of which are critical for sustaining democracy. Full course details available at <https://www.facinghistory.org/calendar/os2020nat1-teaching-holocaust-and-human-behavior>. No additional fee charged.

SOE 592. Special Topic: Holocaust and Human Behavior for Educators in Jewish Settings. 1.5 credits. One-Month Intensive Course. In today's world, questions of how to best build and maintain democratic societies that are pluralistic, open, and resilient to violence are more relevant than ever. Studying the Holocaust allows students to wrestle with profound moral questions raised by this history and fosters their skills in ethical reasoning, critical thinking, empathy, and civic engagement—all of which are critical for sustaining democracy. Full course details available at <https://www.facinghistory.org/calendar/oc2021on3-holocaust-and-human-behavior-educators-jewish-settings>. NO ADDITIONAL FEE CHARGED.

SOE 592. Special Topic: Leading Through Innovation: Clergy as Changemakers. Inter- Seminary Leadership 3 credits. ONLINE COURSE. A new course created by Glean Network, CLAL (The National Jewish Center for Learning and Leadership), and Ashoka, in partnership with 14 participating schools. This 3-credit, cross-seminary course is for rabbinical, cantorial, and education students who are preparing to take leadership roles in the rapidly landscape of Jewish life. The project-based course pulls from design thinking, innovation, social entrepreneurship, and changemaking leadership. Students will learn how to pilot a project idea under the guidance of course facilitators, and upon course completion will have an opportunity to apply for funding if they choose to launch these projects. Facilitated by Rabbi Elan Babchuck of CLAL, Anne Evans of Ashoka, and

additional faculty. Additionally, Dr. will facilitate a monthly section to translate the content into a Reform setting and to explore personal application.

SOE 592. Special Topics: Facing History. 3 credits. One-Week Intensive Course. In today's world, questions of how-to best build and maintain democratic societies that are pluralistic, open, and resilient to violence are more relevant than ever. Studying the Holocaust allows students to wrestle with profound moral questions raised by this history and fosters their skills in ethical reasoning, critical thinking, empathy, and civic engagement—all of which are critical for sustaining democracy. Full course details available at <https://www.facinghistory.org/calendar/s2018ny6-holocaust-and-human-behavior-educators-jewish-settings>. No fee charged.

TAL 536. Jewish Law and Medical Ethics. 3 credits. Jewish Law and Medical Ethics. The response of halakhah to some of the most difficult challenges posed by medical practice: abortion, sterility and artificial insemination, euthanasia, transplants and other dangerous surgical procedures, autopsies, the responsibilities of the medical professional, and malpractice. The class will study primary source materials: (Talmud, codes and responsa), as well as articles in Hebrew halakhic journals. Paper required.

TAL 555. The Torahs, The Rabbis and The Truth. 3 credits. In our tradition, Torah (both "written" and "oral") is the source of truth, the body of text from which we are to determine the answers to questions regarding Jewish religious practice ("what does God want us to do?"). How then do the Rabbis explain the fact that the meaning of this Torah is so often unclear and the subject of dispute (machloket)? How are we to determine the correct answers to questions on which the Torah is apparently silent, vague, or equivocal? Are we humans capable of arriving at the "correct answer," or are we fated to live with uncertainty as to God's will? Are there other sources of "truth" upon which we may draw when Torah does not answer our questions? Can Jewish tradition tolerate a pluralistic approach to halakhic truth? If so, are there limits to what it can accept? The course will explore the range of responses to these questions in Talmudic and halakhic (codes, commentaries, responsa) literature, with a look as well to some important writings in legal theory that address similar problems in the interpretation of law.

TAL 592. Special Topics. 1.5-3.0 credits. Topic and credit varies by term. The following are recent examples.

TAL 592. High Holy Days in Rabbinic Texts. 1.5 credits. Alona Lisitsa. We will explore selected rabbinic texts on Rosh Hashanah, the Ten Days of Repentance, and Yom Kippur. Our purpose would be to research how the rabbis designed the practices of these festivals to express the meaning and to convey their spiritual messages and philosophy. We will explore selected rabbinic texts on Rosh Hashanah, the Ten Days of Repentance, and Yom Kippur. Our purpose would be to research how the rabbis designed the practices of these festivals to express the meaning and to convey their spiritual messages and philosophy.

TAL 592. Special Topic: Neighbors, Joint Property, Communal Solidarity: Bava Batra, Chapter One. 3 credits. Talmudic sugyot from the beginning of tractate Bava Batra will serve as a basis for class analyses and discussions. We will address textual issues of the material, illustrating concerns of Talmudic philology; as well as assorted ideological, halakhic, historical themes that are present in the Talmudic debates and narratives.

THE 511. American Jewish Theology. 3 credits. This course aims to review some of the key themes which have characterized American Jewish Thought over the last eighty years. and have recently published an anthology entitled Jewish Thought Since 1934L Writings on Identity, Engagement and Belief, and this work will serve as the basis for the course - what picture of American Judaism emerges from these excerpts? And what else ought to be included to capture the depth and diversity of the American Jewish conversation?

THE 592. Special Topics. 3 credits. Topic varies by term. The following is a recent example.

THE 592. Special Topic: The Problematic of Prophethood. 3 credits. According to Jewish tradition, the last prophets were Haggai, Zechariah, and Malachi (Yoma 9b, Sanhedrin 11a; Jerusalem Talmud Sota 9:24; Tosefta Sota 13:2). But nobody can tell God what to do, so what happens when God sends a new prophet? Or did God? This course will consider the question of prophecy, scripture, canon and canonization, and new religion, particularly in relation to the emergence of Christianity and Islam.

THE 629. Theology, Ethics and Gender. 1.5 credits. This course will investigate the intersection of gender and theology, engaging with the feminist and queer critiques of traditional theologies, with the intention of working toward creating more expansive and inclusive ways of thinking about God. We will read and discuss excerpts from a range of texts, such as: Judith Plaskow's critique of God-language; 's assessments of the prayer book and the halakhah; Marcia

Falk's re-visioning of prayer language; the nonbinary Hebrew project's means and goals; Marla Brettschneider's reconsiderations of race and the family; Joyce Antler's history of Jewish radical feminism; Svara's queer approach to the Talmud; and Blu Greenberg and other orthodox feminist theologians' views on halakhah. We will read with both a critical eye and an open heart, to answer the question, "Is our theology intended to reinforce the status quo or is it intended to break it open?".

THS 500A. Thesis Continuation. 4 credits. Through reading, writing and conversation we will consider the dynamism of the consider the dynamism and increasing variegation of the contemporary rabbinate. Students will have opportunities to interact with multiple rabbinic models including entrepreneurial, organizational, congregational, academic, educational, and pastoral. Students will be able to practice interview and presentation skills as well as prepare for their transitions from rabbinical school to whatever comes next.

THS 500B. Thesis/Final Project. 4 credits. Thesis and final project work guided by advisors. Required of fifth-year rabbinical students.

WRL 400. Immersion in Prayer. and . 1.5 credits. Students will strengthen their practice of prayer for its own sake, and in order to further develop their capabilities as prayer leaders. Incorporating textual and experiential resources, students will cultivate perspectives and language that will inform their roles as participants in, and leaders of, prayer.

WRL 401. Liturgy I. Rabbinical. 1.5 credits. This course will provide a methodological overview for the study of liturgy as a textual discipline, as well as introduce a non-textual perspective, which is followed in later electives.

WRL 402. Liturgy II. Rabbinical. 1.5 credit. This course will provide a methodological overview for the study of liturgy as a textual discipline, as well as introduce a non-textual perspective, which is followed in later electives.

WRL 505. The Art of Creating Meaningful Worship. and –1.5 credits. Creating meaningful worship requires clarity of purpose and the skills to realize articulated goals. Beginning with the selection of a palette comprising liturgical texts, music, movement, and space, service leaders are challenged to create meaningful services that reflect and elevate the communities they serve. This course will emphasize clarity of purpose in worship, and challenge students to develop a sophisticated liturgical toolkit. We will focus on the collaborative nature of the rabbi/cantor relationship and explore a broad range of successful models, including sessions with innovative and successful rabbis and cantors. Throughout the semester students will have the opportunity to reflect upon these models as they relate to their own work. All Cantorial and Rabbinical students are welcome. The success of this course depends on a synergy created between both rabbinic and cantorial students bringing their distinct learning and perspectives to bear in class discussions and in class presentations and projects. Students interested in taking the course must speak with the instructors prior to registration. Based on these inquiries, the instructors will accept a mix of rabbinic and cantorial students, seeking an equal balance, giving preference to students in the two programs with the greatest seniority. A maximum of 16 students can register for the course.

WRL 511. Synagogue Worship on the Days of Awe. 3 credits. This course is designed to help students understand the structure of the liturgy for the Days of Awe, the micro and macro patterns and variations on those patterns through which the liturgy expresses its profound themes; to explore in depth the liturgical creativity of a central yet controversial piyyut; to help students notice and understand the ways in which our Reform liturgy has subtly or radically departed from the Orthodox liturgy and the theological implications of those departures; to explore variations in other liberal and in various Sephardi machzorim; all to help students to apply their learning, sensitivity and creativity to the design of coherent, purposefully shaped liturgical experiences for their congregations.

WRL 514. Psalms in the World of the Rabbis. 3 credits. This course explores in detail the manifold ways in which ancient rabbis deployed the Psalter as a vehicle of meaning-production. It explores the role of Psalms in rabbinic midrash, translation, liturgy, piety, and magic. We will read in-depth numerous passages from Midrash Psalms, Targum Psalms, and other locations in which the rabbis cite verses or figures from the Psalter. Thus, students will hone their skills as close readers of rabbinic exegesis and further develop their capacity to historically contextualize the products of rabbinic learning.

WRL 517. Aramaic Literature and Liturgy. 3 credits. Classical Judaism developed within the linguistic matrix of Aramaic. In this text-focused course, students will develop their ability to read, translate and interpret Jewish Aramaic documents. Grammar will be covered inductively and explored through sources from various historical strata and dialects. Covered texts include - but are not limited to (selections from) the following: Kaddish; Kol Nidre; Had Gadya; the Ketubah; Targum; Piyut; Midrash and Talmud.

WRL 592. Special Topics. 1 credit. Topic varies by term. The following is a recent example.

WRL 592. Web-Based Worship Principles and Craft: Best Practices Online, and Their Application to In-Person Pr. 1 credit. In this course we will explore approaches to leading public prayer through web-based platforms in the context of emerging worship principles. What are the goals, methodologies, and technologies of online t'fillah? How will the innovations and discoveries of "remote" prayer practice influence and engage with in-person worship, as we move through and beyond the pandemic? .

XED 500. Introduction to Leadership in Jewish Educational Settings. 2 credits. *A non-degree course required as part of the admission process to the program. Upon the applicant's admission as a degree-seeking student, the credit will count toward cumulative totals but not any program requirement.* This course will address key issues in leadership within a Jewish educational setting through an integrated study of biblical texts with contemporary research on the challenges and strategies of successful leadership. We assume that an interaction of tradition and contemporary Jewish life will create powerful and rich possibilities for creative thinking and reflective practice. Topics include Jewish leadership models; the culture of an organization, including its values/mission/vision; transformation and change.

XED 505. Jewish Historical Experience. 2 credits. This course will focus on the intersection of Jewish history as a field of inquiry and a vehicle for enhancing identity and promoting citizenship. Students will investigate issues related to the teaching and learning of Jewish history, while enhancing their own knowledge of the field. Particular emphasis will be placed on the modern Jewish experience, including the Shoah, Israel, and American Jewish life.

XED 510. Textual Tradition: Bible. 2 credits. In this course we will be studying Tanakh through the lens of 5 different themes that are relevant both to an understanding of the Torah in its time and in ours. These themes include biblical conceptions of God; covenantal and redemptive moments; the prophetic call for social justice; the human being and the natural world; and issues of gender. We will pay special attention, both personally and professionally, to what these texts demand of us.

XED 516. Educational Practice 1: Learners and their World. 2 credits. Miriam Heller Stern Learners are the raison d'être for the work we do as Jewish educational leaders. Who are our learners? What are their life tasks at a given moment and how do we address those tasks and needs over time to best support them in their Jewish growth and learning? What demands does the world around us place on our learners and what are the implications for our work. Our staff are also learners who bring their own developmental needs and tasks to the table. This course will explore all of these questions as they relate to your work as Jewish educational leaders.

XED 517. Educational Practice 2: Teaching and Reaching. 3 credits. This course introduces students to a range of pedagogic tools and technologies that support learners in acquiring habits of mind leading to their capacity to engage deeply in Jewish living and learning. Students will explore the concept of pedagogic content knowledge as a way to frame Jewish content, anticipating learners' questions and/or misunderstandings along with their interests and development. This course includes an in-person intensive with a particular focus on creativity and the arts in Jewish teaching and learning.

XED 518. Educational Practices 3: Professional Learning. 2 credits. This course prepares students to think about and carry out the leadership tasks Jewish educators perform in designing learning experiences and sequences. The course introduces students to the process of "backwards design," and to concepts and theories involved in thinking about curriculum and learning design as they can be used in Jewish educational settings. As part of this course, students will choose a priority education goal for their settings and shepherd it through the buy-in and design process. This course includes the culminating process for the Educational Practice strand.

XED 525. Clinical Education 1. 1 credit. Working individually with a clinical faculty member and in small clinical mentoring groupings with other students, students explore ways in which learning in the academy is translated and implemented in the work setting. Students are supported in rethinking what education in their setting is and developing their capacity to lead their institutions through a transformational change process while they themselves engage in both personal and professional transformation.

XED 526. Clinical Education 2. 1 credit. Working individually with a clinical faculty member and in small clinical mentoring groupings with other students, students explore ways in which learning in the academy is translated and implemented in the work setting. Students are supported in rethinking what education in their setting is and developing their capacity to lead their institutions through a transformational change process while they themselves engage in both personal and professional transformation.

XED 529. Ideologies of Jewish Education. 2 credits. The basic structure of most schools (both general and Jewish) has remained remarkably stable over the past century, despite the many critiques that have been leveled against it. This course offers students the opportunity to re-think and re-envision Jewish educational institutions by examining the educational values they deem most important, exploring multiple ideologies (Jewish and general) of education and schooling, and challenging prevailing assumptions that are rarely questioned. This course is the second in the Jewish educational ideology and philosophy sequence. (Fall - Year 1).

XED 535. Social Context for North American Jewish Education. 2 credits. Michelle Lynn Sachs Given the reality that there is a vast reservoir from which one can draw in developing curriculum for Jewish education, the work in this quadmester will explore the question of what constitutes an educated Jew using Jewish perspectives. How this question is answered indicates both the choice of content and the perspective on content for different settings of Jewish education.

XED 540. Educational Leadership. 2 credits. This course is designed to help students develop a deeper understanding of issues involved in leading a Jewish school or educational agency and a deeper understanding of themselves in their leadership roles. The course opens with an exploration of how a Jewish educational leader's self-understanding affects the way they lead, and then turns to an examination of a variety of approaches to leadership, drawing on educational and business literature as well as classical and modern Jewish texts, with particular attention to their applicability to Jewish educational leadership. (Summer - Year 2).

XED 545. Textual Traditions: Rabbinics. 2 credits. This course draws upon the tools of social science, and sociology in particular, to explore historical and contemporary understandings of the purposes of Jewish education, focusing on the American context. Through an examination of various contexts and cultures of Jewish education, students will reconsider and refine basic assumptions about Jewish education, demythologize and problematize dominant narratives of contemporary phenomena in the field.

XED 550. Organizational Systems and Change. 3 credits. This course is designed to help students develop a deeper understanding of issues involved in leading a Jewish school or educational agency and a deeper understanding of themselves in their leadership roles. The course opens with an exploration of how a Jewish educational leader's self-understanding affects the way they lead, and then turns to an examination of a variety of approaches to leadership, drawing on educational and business literature as well as classical and modern Jewish texts, with particular attention to their applicability to Jewish educational leadership.

XED 561. Modern Jewish Thought. 2 credits. This course provides an introduction to the thought of contemporary Jewish thinkers and education regarding the Jewish educational enterprise. Students will delve into the ideas of these influential thinkers and witness those ideas translated into real educational settings. This course is the first of a sequence of two courses that comprise a comprehensive look at Jewish educational philosophy and ideology. (Summer - Year 1).

XED 565. Clinical Education 3. 1 credit. Working individually with a clinical faculty member and in small clinical mentoring groupings with other students, students explore ways in which learning in the academy is translated and implemented in the work setting. Students are supported in rethinking what education in their setting is and developing their capacity to lead their institutions through a transformational change process while they themselves engage in both personal and professional transformation.

XED 570. Israel Seminar: Peoplehood. 4 credits. The question at the heart of the seminar is why should Israel matter to American Jewish life? We consider this question by exploring the multiple historical, religious, political, social, and cultural dimensions of am, Torah, eretz, and medinat Yisrael. The goal is to develop a deep and multi-layered appreciation for thinking about and teaching Israel as an integral and indispensable resource for individual and collective Jewish life. (Spring - every other year).

XED 599. Capstone Project. 3 credits. The second half of the final semester of the program is devoted to completing work on the Capstone Project that began during the spring of the first year of the program. Students work both individually and in small groups and are guided through the process by their clinical faculty mentors. The Capstone Project carries 2 course credits.

Debbie Friedman School of Sacred Music

Master of Sacred Music Degrees (MSM)

The MSM Degree is awarded upon successful completion of the prescribed courses in the curriculum and requirements of the New York School. Generally, three years of residence at the New York School is expected before the MSM degree is granted.

The Course of Study

The Graduate Cantorial Program begins with a year of study at the Jerusalem school of the College-Institute and continues with four years at the New York School.

- Specific courses and prerequisites are noted in the annual course description announcement.
- Courses are offered in weekly units of 3 hours, 2 hours, and 1.5 hours. In some instances, courses are offered as non-credit requirements.
- The general structure of the course of study leading to the degree Master of Sacred Music (MSM) is in the following areas:
- Hebrew Judaic Studies
- Cantorial and musical workshops Jewish Music Study Professional Development Electives
- Elective offerings are indicated in the Course Description Booklet. All inquiries regarding course availability should be addressed to the National Registrar.
- Performance Requirements

Course Requirements

Academic

At the beginning of each course, the Instructor will outline the requirements for a passing grade and the calendar dates by which requirements (e.g., papers and examinations) must be filled.

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.

Practicum

Second, third-, and fourth-year students are required to perform various aspects and styles of Jewish music in a simulated service or mini recital known as a practicum. Second year students receive one assignment for that year, third year two assignments and fourth year students one assignment. Faculty members and fellow students engage in an evaluative discussion following the practica each week. In addition, faculty members offer student confidential written comments.

Practica are held weekly in the College synagogue. SSM students are required to attend the practica and participate in the subsequent lunch discussion. No classes are scheduled at that time so that students and faculty in other programs can attend. In addition, students participate in ongoing ensembles assigned to accompany the practica of others.

Additional Performances

All students are expected to participate in several annual events as part of their studies at the College-Institute

Coaching

Every student in New York is provided with two coaches each year, one for each semester. It is the student's responsibility to come to coaching sessions on time and prepared with music already learned. Accompanists are generally available for Reform coaching lessons, and on occasion, for traditional coaching lessons.

Voice Lessons

Every student must study weekly with a voice teacher. The College maintains no voice faculty of its own but does have a list of recommended teachers. Students are required to file the names of their voice teachers with the office of the Director of the School of Sacred Music.

Students are reimbursed up to \$800 per academic year with documentation of fees paid to voice teachers. In certain cases, voice teachers will be contacted by the SSM Director's office to ascertain their evaluation of their student's progress.

Guitar

Students are required to study guitar for two semesters. They will be asked to demonstrate basic competency on the guitar as an accompanying instrument to be assessed by the instructor.

Piano

All students are required to pass a piano skills exam by the end of the 3rd year. Instruction will be provided to facilitate this requirement.

Comprehensive Oral Examinations

Students in the second, third and fourth years take COMPREHENSIVE ORAL EXAMINATIONS at the end of the academic year. These are scored on a pass/fail basis. In the case of failure, the students may not advance to the next year of study unless satisfactory performance has been achieved. They may be asked to repeat the exam, either in part or in its entirety.

Senior students take comprehensives at the end of their fall semester. In order to be invested and panel for jobs they must fully pass comprehensive exams.

Thesis Project Requirements

During the fourth year, a student must submit the proposed subject of the thesis to the National Registrar on or before the date announced in the Academic Calendar.

The Candidate shall first discuss the proposed thesis subject with the member of the Faculty who coordinates the SSM Senior Theses. During the 4th year work for the thesis will begin in the Jewish Music Research Course. At the conclusion of that course written approval must be obtained from the academic advisor and the recital advisor regarding the formulation of the subject. The topic must be related to Jewish music with a written thesis and a recital. The thesis and recital should be based on the same subject, but variances are allowed.

- The thesis proposal form is obtained from the National Registrar's Office, and once signed by the advisor, is to be presented to the National Registrar for transmission to the Faculty for approval.
- During the fifth year, a student will receive from the Office of the National Registrar a copy of the thesis regulations current at the College- Institute.
- Each student must take either an elective course or an Independent Study course which is related in some way to their thesis topic during the fourth year.
- During the fifth year, each student must register for the Thesis Conference in which they meet regularly with the thesis and recital advisors while the work is still in progress.
- If a student fails to meet regularly, they will receive a failing grade (F) and will not be allowed to continue work on the MSM Thesis. As a result, they will not be invested that year.
- In the Senior year, the candidate presents the completed thesis to the Faculty by way of the National Registrar no later than the date announced on the Academic Calendar as the "Last Day for Submitting Theses." A student who passes senior comprehensive examinations may submit their thesis during the first week of the Spring Semester in order to be eligible for A.C.C. placement.
- The recital generally takes place during the Spring semester of the 5th year. Students are required to select repertoire, schedule rehearsals, and create a program for the recital. The recital is a minimum of 45 minutes and a maximum of 60 minutes. The recital must include at least 20 minutes of solo music.
- If a student does not complete their thesis in a timely manner, the Faculty may grant one more year to complete the thesis at their discretion. Any student who does not complete the thesis after a second year will have their tenure in the program terminated.

Student Fieldwork

Students are required to serve in a URJ pulpit for at least two of their four years of study in the U.S. At least one of these years must be in a pulpit where they are the only cantorial presence (e.g., not as chazan sheini). This minimum of two years of fieldwork experience is a prerequisite for investiture. (See XIV.B).

Student Pulpits/ Cantorial Internships

Student Interns may work alongside cantors in larger congregations or as the sole cantorial presence in smaller congregations. These positions are coordinated through auditions and interviews and a matching system arranged under the auspices of the College- Institute. Auditions and interviews take place each spring at the College- Institute. A special College-Institute brochure entitled, "SSM Student Placement Guidelines" contains procedures to be followed by students and congregations participating in this program. Student Cantors are responsible for the fulfillment of all requirements in this booklet.

Students should become acquainted with these guidelines prior to their first assignment.

Under no circumstances may students make private arrangements with a congregation for any type of cantorial service, or internship position, 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.

Types of Services Provided

All job responsibilities, including hours, must be approved by the Student Placement Director.

Students may perform clergy functions except 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.

With regard to conversions, the student may guide the studies of the prospective convert under the supervision of an ordained Rabbi and/or invested cantor. The ordained Rabbi/invested cantor must sponsor the conversion, officiate, or co-officiate at the conversion ceremony, and must sign the conversion certificate.

Fieldwork Supervision

There is a two-year supervised fieldwork requirement for investiture. As part of this requirement a student serving as Student Cantor in weekend pulpits, or as Hazzan Sheni (Student Cantorial Intern), participates in a multi-faceted supervision program at the College- Institute. The student attends small group and special Common Hour programs on Professional Development issues.

Tefillah

Daily morning services are conducted by rabbinical, cantorial and education students throughout the academic year. The assignment of responsibilities is made by the Associate Dean, in association with the faculty synagogue advisors.

Students are obligated to meet with faculty synagogue advisors before, during and after their week of conducting services in order to receive feedback throughout the planning and leading process.

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.

Torah Reading Requirement –At least twice during their tenure, each student is required to read from the Torah during the daily service. They are required to chant at least 8 lines of text and receive feedback after the reading.

Faculty

The Faculty meets regularly throughout the academic year. The SSM Student Association President is invited to all scheduled faculty meetings.

There are a number of Faculty/Student Committees. The student representatives to these committees are chosen through the Student Association.

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 School of Sacred Music 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.

Advisors

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.

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.

Copies of completed Grade Evaluation Sheets will be circulated to the Advisors.

Grading

Students shall be given a choice of P/C/F or letter grades to be recorded on their transcripts. At the beginning of each academic year, students will have the right to change their choice.

If a student receives two C's or fails one course in a semester, they will meet with the program director and be placed on probation for on academic year.

If they receive another "C" or "F" during the year of probation, they 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.

If the student fails (2) courses within two consecutive semester, they will meet with the Student Tenure Committee.

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.

- Grades in Core Curriculum Courses
- If a student receives an "F" in a Core Course, they must meet with that professor to determine how to make up the F; students cannot be ordained with an "F" in a Core Course.
- If a student receives a "C" in a Core Curriculum Course, they must take and receive a "P" or the equivalent in an elective course in the same subject area as the course in which the "C" was received. How many do we offer? Is this feasible?
- 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.
- Performance requirements for each semester will be assessed. If a student fails a performance requirement instruction for remediation will be provided by the SSM faculty. Students must successfully complete all performance requirements for graduation.
- Students should receive standardized written evaluations in addition to grades for each course. These evaluations will become part of the students' academic record. When requesting that their transcripts be sent to other academic institutions or prospective employers, they may request that their letters of evaluation be included.
- Students have the right to respond to any particular faculty evaluation.

Submission of Grades

A detailed evaluation form will be used at the end of the semester, specifying areas upon which the faculty member must comment.

Faculty members are expected to submit grades for all students by the second Monday after the end of Examination Week.

Extensions/Incompletes

- 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.
- Students shall have three (3) additional weeks to complete the requirements for those courses for which extensions have been approved.
- 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. If the course is not completed by these deadlines, it will automatically become an "F."
- Appeal of the Program Director's decision regarding an extension may be made to the Dean or the Provost (if the program director and Dean are the same person).
- When grades are recorded, they will be added to the "I."

Reduced Academic Load

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.

If the student needs more than one year, they shall submit a formal request to the program director and Dean, who shall consult with the Faculty.

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 the probation period, they will need to appear before a tenure committee.

Leaves-of-Absence

Students desiring leaves-of-absence to travel, study, medical or for other reasons, must apply for such a leave in writing to the Director of the School of Sacred Music. 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.

Tenure Student Tenure Review

Academic Tenure

- The initial purpose of the student tenure review is to assist the student in succeeding at the College-Institute. If a student receives two C's or fails one (1) course in a semester, they shall meet with the program director who, together with the Dean, will suggest help and support for the student.
- If the student fails two (2) courses at any time within two consecutive semesters, they will meet with the Student Tenure Committee. As part of the evaluation process, the Committee can suggest a range of ways to proceed which may include, but not be limited to dropping the student or asking the student to take a reduced academic load.
- 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.
- 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.
- The program director will notify the student in writing that either they must meet with the Student Tenure Committee or that they are being dropped from the academic roll. In the event they are being dropped from the academic roll, the student will be notified in writing that they have 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.
- 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.
- 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 they are part of the Appeals process. If the program director chooses not to chair the committee, they may designate a member of the Committee to serve as chair.

- 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).

Dismissal of the charge(s)

- To further investigate the matter and delay a decision;
- 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 their program while satisfying the probationary conditions or that the student may not continue in their program until all conditions of probation have been satisfied. The Committee shall determine the timeframe for probation.
- Termination of student tenure. 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.
- 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 Provost in writing no later than one week after the Dean's decision has been rendered. The Provost has one week to respond to the student. The student may appeal the Provost's decision to the President in writing no later than one week after the Provost'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.
- 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 National Registrar within five days of the decision being rendered.
- 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.

Nonacademic Tenure

A student's tenure may be terminated if it is determined that they engaged in inappropriate behavior that renders them unsuitable for their 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.

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.

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.

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.

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 they are part of the Appeals process. If the program director chooses not to chair the committee, they may designate a member of the Committee to serve as chair.

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 their behalf.

When all 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 executive session.

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).

Dismissal of the charge(s)

- To further investigate the matter and delay a decision.
- 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 their program while satisfying the probationary conditions or that the student may not continue in their program until all conditions of probation have been satisfied. The Committee shall determine the timeframe for probation.

Termination of student tenure

- 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 Provost in writing no later than one week after the Dean's decision has been rendered.
- The Provost has one week to respond to the student. The student may appeal the Provost's decision to the President in writing no later than one week after the Provost'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.
- 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 National Registrar within five days of the decision being rendered.
- 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.

Faculty Review of Students

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.

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.

Academic Grievance Procedure

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 a reconciliation between the instructor and the student.

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 SSM Director and ask for a review of the grade. The SSM Director will consult with the faculty member and review the material. The decision of the Dean shall be final.

A student who feels that a faculty member has violated good teaching practices shall first discuss the matter directly with the faculty member, and if necessary, a follow-up meeting accompanied by their faculty advisor.

If he or she feels that their grievance has not been properly adjudicated, he or she should request a conference with the SSM Director.

If the intervention of the SSM 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 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.

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 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, which 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.

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 SSM Director and 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, Provost 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.

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 then will affirm, reject, or modify the recommendations of the Committee.

If the instructor does not accept the Provost's 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.

Requirements for Ordination

Academic

After the Year-In-Israel program, completion of the Core Curriculum, and all performance requirements as stated above (SEE XII F) and senior theses (both the written theses and recital) are required for investiture. In addition, each student must attend the annual Kallah program, participate in required *yemei iyyun* programs such as the Gerecht retreat, and fulfill tfillah responsibilities on campus.

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

Professional

A minimum of two years of congregational experience is a requirement for investiture. This involves at least one year of service as a student cantor in a weekly or bi-weekly pulpit, as the sole cantorial presence (e.g., not as a sheini). Two years of a monthly student pulpit is equivalent to one year in a weekly or bi-weekly.

Beyond this minimum requirement, students are encouraged to explore professional growth opportunities such as: 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.

Financial

The student must secure clearance of all fees and obligations from the appropriate offices before certification for ordination can be made.

Maintenance of Student Files/Records

Contents

The student's file contains material that usually falls into the following four categories:

Confidential letters of reference written in support of the student's application.

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.

Grade Evaluations and general correspondence concerning the student contained in a student file.

HUC-JIR transcript.

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.

Identification Card/Security

All students are required to have an NYU photo identification card. 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 National Registrar (Room 407) and/or the Director of Operations (Room 405). This Identification Card is to be worn at all times while in the building. New HUC-JIR stickers are required each academic year. Please pick up these stickers from the Director of Operations (Room 405).

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.

Medical

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.

Information regarding health insurance options is available from the Director of Operations (Room 405).

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).

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 National Registrar.

Fees

All students will be billed directly for tuition by the National Business Office.

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.)

Failure to pay fees or installments on time may result in loss of a student's academic credits for the semester at the end of which they are delinquent in payment.

All students are required to complete the payment of outstanding bills for the previous academic year prior to registration.

In addition to tuition fees, there is a Student Association Fee payable upon registration.

Financial Assistance

Financial Aid: Full-time and part-time students who are taking 6 credits or more are eligible to apply for a grant-in-aid scholarship to cover up to 75% of their tuition. (up to a 100% scholarship if you are an international student).

Aid is granted in accordance with College-Institute regulations which specify conditions of eligibility and maximum amounts. For further information please contact the Financial Aid Administrator.

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 taxes to the Financial Aid Administrator. Students with extraordinary financial need should be sure to make their situation known to the Financial Aid Administrator.

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.

Registration

All Students must complete registration prior to the first day of classes. Registration forms must be signed by a student's advisor.

No student may register for more than 22 credits per semester without the permission of their advisor and the Director of the School of Sacred Music.

Approval for departure from normal registration procedures must be obtained from the Director of the School of Sacred Music.

Students shall be able to move through the program at a reduced pace if necessary, in consultation with the Director of the School of Sacred Music 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, they shall submit a formal request to the Director of the School of Sacred Music and/or Dean, who shall consult with the Faculty.

Program Changes

Students may add or drop courses without penalty until the end of the second week of the semester.

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.

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.

Study at Other Academic Institutions

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 School of Sacred Music.

Credit will be granted only if approval has been granted in advance.

Cooperative arrangements with The General Theological, The Jewish Theological Seminary, and New York University Hebrew and Judaic Studies Department or Department of Music enable full-time students to take courses at these institutions (see above) at reduced rates or with no additional tuition fee. Details about the courses and the necessary procedures are available from the National Registrar.

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

Course Exemptions/Advanced Standing/Transfer Credits

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 School of Sacred Music Director and SSM 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. Such recommendation and approval usually mean substitution of elective courses for the prescribed requirements. For performance requirements (guitar and piano) students may take an exam for exemption with the permission of the instructor.

Advanced Standing and Transfer Credits

Credits from accredited academic institutions 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 the SSM whose area credit is sought.

For learning achieved in non-accredited institutions, advanced standing is possible. The extent of advanced standing shall be determined by the Dean or SSM director in consultation with the appropriate faculty member in whose area advanced standing is sought.

No more than 25% of course requirements may be fulfilled by outside study.

Independent Study

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 National Registrar's office. The form must be submitted to the Director of the School of Sacred music, to the Instructor and to the National Registrar by the end of the second week of the semester.

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 School of Sacred Music Director or 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.

Students shall generally be allowed to take one (1) independent study course per semester, up to a total of four (4) such courses during a student's tenure. If a student requests additional independent study, permission must be obtained from the Director of the School of Sacred Music; appropriate exemptions may be made on a case-by-case basis

No student who has failed a course in either of the previous two semesters may register for an Independent Study course unless permission is obtained from the Director of the School of Sacred Music.

A form describing the independent study and its requirements may be obtained from the National Registrar. This form shall be signed and submitted by the student and the faculty member to the National Registrar and Director of the School of Sacred Music for approval.

Doctor of Ministry

Clinical Education for Pastoral Care
Interfaith Doctor of Ministry Program Guidelines
Dean, Rabbi David Adelson, DMin

Program Director:

Jennifer R. Harper, MDiv, DD, NCPsyA, LP
212.242.3585
jharper@huc.edu

ADMINISTRATIVE OFFICES: The Program Director can be reached by emailing or calling the address and phone number listed at the top of this page. **Amanda (Mandy) Kelly**, administrative assistant to the DMin program, can be reached at akelly@huc.edu. Please direct administrative concerns to her attention, copying the Director.

For general academic policies of the College-Institute, which apply to all students of the College-Institute, please refer to the National Student Academic Handbook which is available on the National Registrar's webpage: huc.edu/registrar.

CELL PHONES/LAPTOPS: Please be mindful there may be other classes in session so limit cell phone use (and voice volume) in hallways. Phones should be turned off during class time. If there is an impending emergency for which you need to keep your phone on, please advise your instructor and classmates at the beginning of class and step away from the classroom if you are required to take the call.

ONLINE LEARNING ETIQUETTES: For laptop use during class, please check with instructor regarding his/her policy. No email or texting should be conducted during class. ZOOM chats during class are for the purpose of facilitating classroom discussion. ZOOM chats are not for the purpose of conducting separate, or parallel, conversations that exclude or remove others from the general class discussion.

E-MAIL: Each student and faculty member is assigned an HUC-JIR email address. **This is the primary method of communication throughout the College, and it is required that you maintain your account.** After you activate your account, please review emails received from the HUC- JIR community frequently, as some may pertain to our program or be of personal interest to you. In the event you need clarification as to the relevance of a particular message, please contact the Director.

Please note: Emails are professional communications and as such, must reflect a respectful and courteous tone. Staff and faculty are interested in assisting towards the resolution of any concerns you may have.

CONTACT (experience) HOUR: A requirement for graduation from the program is the completion of a minimum of 300 hours of experience, gained under DMIN program supervision, offering pastoral care and related contact experience in your vocational and authorized setting or ministry. **An authorized setting is one in which you are employed to carry out work (experience) for which you are supervised, and/or accountable, for within the authorized setting, and that is related to your vocational experience and that can reasonably be engaged for use of experience hours for the DMIN program (e.g., work that is not vocational in relationship to the DMIN program would not be considered an 'authorized' setting).** These are the contact hours you will be discussing with your HUC supervisor(s) in weekly Case Discussion class meetings. You will be required to maintain a counseling 'log', documenting the counseling encounters which will be reviewed (signed by your qualified setting supervisor) and supervising instructor at the end of each semester. (See below).

CONTACT ENCOUNTERS that QUALIFY:

HUC-JIR defines a contact hour as any unhurried contact in an appropriate, and/or private setting, in which (a) you have been implicitly or explicitly asked by the patient, parishioner, or congregant to offer pastoral care, (b) you have been explicitly involved in leadership and organizational responsibilities, which your vocation requires of you, in which your pastoral care and leadership feature centrally, and (c) the principles and dynamics taught in the Program are used to understand and respond to the querent, or to the organizational responsibility. (An 'hour' is defined as an 'encounter' or 'contact'; and not as a 60-minute clock-hour, per se).

Examples that **DO** meet this definition of a contact hour include (a) meeting of not less than 20 minutes in your office (whether scheduled or unscheduled) with a congregant who wanted your help with a personal issue, and (b) a 30-minute phone conversation with a congregant who called for your help with a personal issue. Time involved with a

leadership or administrative situation in which pastoral care is involved, e.g., pastoral care and leadership that is required in meetings of congregational boards and committees and related to community life (this does not include the act of administrative work related to the bureaucratic and organizational exigencies of your qualified setting).

Qualifying encounters need not have been scheduled in advance, or be of specified length, nor should they lead to formal, regular counseling. Contact hours of less than 20 minutes **do not** count for inclusion as hours that satisfy the experience requirement of 300 hours.

Examples that **do not** meet the definition of a contact hour include (a) a meeting with a member of your Board (staff, administration, or religious school, etc.) whom you feel needs counseling but who does not request or accept the querant role; (b) a 7-minute phone conversation with a congregant asking for guidance in a personal matter which had to be interrupted because of other impending activities (this may create an opportunity for you to schedule a pastoral appointment, but is not itself counted as a contact hour); (c) an encounter of less than 20 minutes of contact time **cannot** be counted towards the requirement.

Encounters that meet the eligible criteria above may properly be listed in your contact log that is signed by your supervisor (class instructor) at the end of each semester and counted toward the hours required by HUC-JIR for graduation.

QUALIFIED SETTING for EXPERIENCE: a qualified setting is a work or ministry setting, i.e., hospital, synagogue, temple, church, or agency, where the student is carrying out duties in the context of pastoral care, authorized by the setting, under supervision and/or with a body of accountability (e.g., church and synagogue Board chairs, hospital supervisors, program directors), for gaining 300 hours of experience for the program graduation requirement. The qualified setting is approved by the Program Director.

Persons (supervisors or program and/or governing board representatives) whose signature, along with their title, can attest that the student is doing work that is claimed as 'experience', under the authority of the identified setting, are required to sign an **Experience Attestation** form for College records. Experience Attestation forms must be completed by the student and signed by the authorizing or oversight person, with title, at the setting, and renewed for each calendar year in the program, and returned to the Program Director. Any changes in settings under which the student continues to count experience hours, require a new Experience Attestation form to be completed and turned into the Program Director.

*If you are uncertain about these definitions and criteria, ask your supervisor immediately, rather than bringing up uncertainties at the end of the semester or year.

CONTACT LOG: Students keep a professional log during their time in the Program which will enable them to reconstruct their schedule of past daily counseling encounters. Your log will be reviewed periodically by your supervisor and used to verify that the 300-hour experience requirement has been met.

Log-keeping is not the same as case record-keeping. Case records or case notes must be kept physically separate from your log. Patient and congregant identities should always be disguised to outsiders so that no breach of confidentiality will occur (if, for example, you lost your computer (files) or logbook in the subway). Your log should show the date, initials of the patient or congregant, time of visit, and type of pastoral contact (e.g., life-cycle event, bereavement, anxiety, family issue, pre- or post-surgery, community issues, Board, and committee in nature), but nothing more.

EVALUATIONS OF STUDENTS: At the end of each semester, you will be evaluated by each of your teachers and supervisors with both a letter grade and narrative feedback. The leader of your Group Experience course will not submit evaluations (to preserve openness and confidentiality for the Group Experience). Evaluations are for the purpose of furthering your progress in training and are not to be confused with letters of recommendation. If you desire a letter of recommendation, you may ask any supervisor or faculty member to write one for you.

EVALUATIONS OF TEACHERS AND SUPERVISORS: At the end of each semester you will be asked to evaluate each of your teachers and supervisor. Candor is requested and confidentiality is respected. This opportunity to provide feedback will be made available on-line at the conclusion of each semester.

Candid, self-led feedback is invaluable to the quality of our program, so you are invited to speak for your experience as specifically as possible.

FACULTY MEETINGS: Faculty meetings take place on the second Monday of each month, 12:00-1:00 p.m. The Program Director is available during the semester weeks on Monday morning, 8:30AM and 12:00 p.m. – 1:00 p.m. (unless other meetings are scheduled), in Room 513. Please make an appointment if you wish to meet.

GRADES: Students are given letter grades A+ through B-, or F. Group Experience, Clinical Case, and the Research Seminars, are given Pass/Fail. Students are expected to maintain a B average to remain in and complete the Program. Progression through, and dismissal from, the DMIN program follows guidelines that govern the academic program protocols for the College. Additional guidelines may exist for the DMIN program based on specific features of the DMIN curriculum. The Administrative Guidelines outline DMIN program protocols. DMIN requirements add to, and do not substitute for, or negate, College academic policy. Final grades for each semester must be reported to the Registrar no later than 2 weeks after the end of classes.

ACADEMIC INTEGRITY: All written and produced work for the program curriculum that requires or makes use of references and bibliographic resources shall demonstrate and conform to APA Style guidelines for academic integrity. ***Plagiarism is taken seriously by the College*** and can result in dismissal from the Program. Writing and editing assistance is available through the College. Please ask the Program Director for more information about this resource.

GROUP EXPERIENCE: Attendance is the only objective criterion for satisfying the Group course requirement (with a twice-absence provision). Issues discussed during the course, Group Experience, are expected to be kept confidential. For this reason, the leader of Group Experience will not evaluate students. Students are expected to respect the confidentiality of your colleagues in this course. The leader of Group experience will respect the confidence of all individual students. When there is a likelihood that the training experience of all students can be enhanced, the leader reserves the right to bring themes and concerns shared by the group as a whole to the attention of the faculty and administration without using individual names.

HALLWAY NOISE: Spirit and enthusiasm before and after classes is inevitable and usually welcome□ However, please be mindful that many others are at work nearby. Noise can be disruptive; please keep it to a minimum!

MESSAGES: Messages for the Director may be left by using the contact information at the top of this document. Your teachers and supervisor will give you their contact information, and you will receive a contact sheet from our office. Contact them directly if you anticipate an absence, rather than using Program staff to pass along a message. For emergencies, it is best to contact the Program Director.

PSYCHOTHERAPY: The Program does not require candidates to undertake personal psychotherapy but reserves the right to require it of any student whose progress, competence, or conduct is in question. When psychotherapy is required, you may consult with any member of the DMin Program faculty for a referral (faculty members are not permitted to provide psychotherapy while the student is enrolled in the Program).

Even when not required, personal psychotherapy is encouraged as an ideal way of furthering your progress, sensitivity, depth of understanding, and professional competence, as you are working in settings to offer pastoral care. When you choose to undertake psychotherapy on your own, you are not required to seek Program approval of the therapist you choose. Regardless, it is important to determine that your choice of therapist is appropriately credentialed to offer psychotherapy. All supervisors and faculty in the Program may assist students in finding an appropriate therapist upon request.

SUPERVISION: The contact hours of pastoral experience required by HUC-JIR must be conducted while you are being supervised by a program faculty member. If you need to use the summer, or additional time, during or after, your 2 years of training to complete your required hours of pastoral experience, you will need to register for supervisory electives (IS 599A) until you have completed these required hours of experience under supervision. This will entail additional fees. You may ask any member of the faculty or supervisory staff to serve as your supervisor while you are completing this requirement. Please advise the program director of any agreements so the proper paperwork can be executed.

CLINICAL PASTORAL EDUCATION PROGRAM: is offered through HUC- JIR.

- 1) Students **cannot** get course credit through HUC-JIR for doing the unit
- 2) Students must do their clinical hours (approximately 10 hours/week Sept-May) at Mt. Sinai Hospital
- 3) Students must be available for group activities (didactics, verbatim seminars, group process) weekly: approximately 3 Tuesdays per month 3:15-6:45 at HUC; and 1 Friday morning/month 8:00-10:30 at Mt. Sinai

Hospital.

- 4) Interested students will have to submit an application and participate in an interview.

If you are interested in participating, contact Rabbi Nancy H. Wiener at: nwiener@huc.edu.

ONLINE LEARNING:

Participation: in the Online Learning component of the Interfaith Doctor of Ministry Program is determined by student geographical location and commuting proximity to the New York City campus, and by physical accessibility requirements as per the Americans with Disabilities Act (ADA), outlined in the *National Student Academic Handbook*.
*

Attendance Policy: All DMIN students are expected to comply with the DMIN program policy of no more than two absences from class attendance, per semester. This compliance applies to online and campus-based students. In addition, campus-based students may opt for one online learning day per semester, at their discretion.

Technology Requirements: Online Learners are required to have current technology for connectivity and compatibility with HUC learning platforms. Technology issues are disruptive for everyone and prevent program participation.

Licensure Disclaimer: the Interfaith Doctor of Ministry Program for Pastoral Care, offered by Hebrew Union College-Jewish Institute for Religion, does not provide a qualified setting for gaining experience and/or hours for mental health licensure qualifications. Your local professional and practice jurisdictions may accept the education program for the 'education component' for certain counseling licenses, but we disclaim any assertion of that by guarantee. Please check with your local jurisdictions and mental health practice laws for guidance regarding licensure as a mental health practitioner.

*COVID protocols (College) prevail for online learning (Fall 2022 – Spring 2023)

Calendar

Level I:

Fall Semester Orientation

12 weeks – Classes (except Columbus Day, most years)**

Spring Semester

12 Classes (except for National Holidays, Passover/Easter) Integrative Seminars TBD each academic year

Summer Seminars

4 Mondays TBD (April – May)

Qualifying Exam Issued July 1st and Due August 1st

Level II:

Fall Semester Orientation

12 weeks – Classes (except Columbus Day, most years)** 501A. Research and Methods; Introduction to Final Demonstration Project

Spring Semester

12 Classes (except for National Holidays, Passover/Easter) 501B. Research and Design; Final Project Proposal Due

May 30 of 2nd year, for intended May graduation of the following (3rd) year.

Level III:

Fall Semester

Register for Final Demonstration Project

Final Project Due – January 30 of intended graduation year (May)

Spring Semester

Register for Final Demonstration Project Graduation – May
**determined by annual calendar year

QUALIFYING EXAM

Level I students, upon **satisfactory** completion of the first year and summer seminars, are given a Qualifying Exam to determine their readiness for entering Level II of the Program.

The exam is a take-home case study with one month to complete and is due August 1st. Each exam is read by two readers; a theological and clinical, for a Pass/Fail grade. If the exam does not Pass, the student is given feedback and an opportunity to rewrite it for satisfactory completion. In the event the rewrite fails, student's eligibility for advancement to Level II will be under review by the Program Director and Faculty.

THE FINAL DEMONSTRATION PROJECT

The **Final Demonstration Project is due not later than January 30** of the year of intended graduation, following completion of the 2-year residency program (there is a 5-year limit to complete the Project).

Level II Candidates will take two consecutive seminars, Research and Methods (Fall), and Research and Design (Spring), of the second year, to gain methods and design skills for creating and carrying out the Final Demonstration Project.

Proposals for a Project, including the selection of two readers (one theological, one clinical) will be submitted to the Program Director for review and approval no earlier than Level II Spring semester. If the candidate intends to graduate the following year, **Project Proposals are due no later than May 30th, with the expectation of a Final Project to be submitted by January 30, of the year of intended graduation (e.g., January 30, 2022, for May 2022, graduation). Projects must be reviewed and approved for progression, by Faculty Mentors, no later than October 30 of the year prior to the expected graduation year to assess that progress is on track to meet the January 30 deadline for Final Drafts.**

ALL MEMBERS OF THE ADMINISTRATION AND FACULTY INTEND THIS TRAINING EXPERIENCE AT HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION TO BE POSITIVE AND VALUABLE FOR YOU. PLEASE DO NOT HESITATE TO CALL UPON US AT ANY TIME FOR CLARITY OR ASSISTANCE.

CURRICULUM FOR THE DOCTOR OF MINISTRY PROGRAM, HUC-JIR Campus YEARS 1-3

YEAR 1 – Level I Credits/Grading scale

FALL

DMI 703	Practicum I: Fundamentals in Counseling and Consultation	1.5 Ltr
DMI 704	Developing a Personal Theology	1.5 Ltr
DMI 700	Foundations of Mental Health Counseling Theory	1.5 Ltr
DMI 702	Professional Orientation & Ethics	1.5 P/F
DMI 701	Professional Role/Identity Group Process	1.5 P/F
DMI 713	Integrative Seminar I	1.5 P/F
SPRING		
DMI 705	Practicum II: Matching Technique with Assessment	1.5 Ltr
DMI 724	Family Life Cycle	1.5 Ltr
DMI 709	Psychopathology I	1.5 Ltr
DMI 718	Clinical Instruction I	1.5 P/F
DMI 708	Group Dynamics II	1.5 P/F
DMI 714	Integrative Seminar II	1.5 Ltr
SUMMER		
DMI 726	Psychopathology II: Addictions	1.0 Ltr
DMI 728	Marriage and Family Care – Systems Theory	1.0 Ltr

YEAR 2 – Level II

FALL

DMI 706	Practicum III: Recognizing and Responding to Social and Cultural Factors	1.5 Ltr
DMI 715	The Human Lifecycle: Infant, Child, Adolescent Growth and Development	1.5 Ltr

DMI 710	Theology and Pastoral Care (Shame, Guilt, Forgiveness; Bereavement)*	1.5 Ltr
DMI 719	Case Discussion II	1.5 P/F
DMI 717	Assessment and Appraisal of Groups and Their Functioning	1.5 P/F
DMI 729	Integrative Seminar III	1.5 P/F
DMI 501A	Research and Methods: Final Project	0.5P/F
SPRING		
DMI 707	Practicum IV: Pastoral Role and Identity	1.5 Ltr
DMI 735	The Human Lifecycle: Adult Growth and Development into Older Age	1.5 Ltr
DMI 712	Theology (Grief, Psalms, Trauma, Gender)*	1.5 Ltr
DMI 720	Case Discussion III	1.5 P/F
DMI 731	Problem Solving in Groups	1.5 P/F
DMI 730	Integrative Seminar IV	1.5 Ltr
DMI 501B	Research and Design: Final Project	0.5 P/F

YEAR 3 – Level III

FALL/SPRING

DMI 500	Final Demonstration Project	1.5 P/F
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ELECTIVES

DMI 599A	Independent Study for Case Supervision**	(1.0 P/F)
DMI 599B	Independent Study for Final Project**	(1.0 P/F)
* electives, course rotations		Total Cred
** as assigned		40.5

PROGRAM OVERVIEW and PROGRESSION

HYBRID LEARNING (waivers for pandemic concerns determined by the College)

- 2 (sequential) Years of Coursework – 4 semesters
- Spring Intensives (4 Mondays, in April-May, after 1st year of courses) Integrative Seminars
- All in-person gatherings for Wednesday/Thursdays, 3X a year, 1st and 2nd year Qualifying Exam (July) between 1st and 2nd year of coursework
- 300 Contact Hours (experience hours in qualified setting) Demonstration Project (3rd year, up to 5 years)
- Independent Study, faculty mentoring for Demonstration Project (and as needed)*

*Research and Faculty Mentors are compensated through Independent Study tuitions and registered through DMI 599 (supervision) and matriculation fees

Pines School of Graduate Studies

Information About the DHL Program

The program leading to the degree of Doctor of Hebrew Letters (DHL) is an international program of the Hebrew Union College-Jewish Institute of Religion administered centrally by the Pines School of Graduate Studies. Students may work with faculty members on any of the campuses, in Cincinnati, Los Angeles, and New York (in Jerusalem as well, under certain circumstances). Eligibility for matriculation in the DHL program is normally limited to rabbinic graduates of HUC-JIR (any campus). The basis for this eligibility is the period of residency that is required for the MAHL degrees and subsequent ordination.

Ordinees of other academically accredited institutions may also be eligible for the DHL program and should consult with the director of the Pines School of Graduate Studies.

Course of Study

The goal of the program of study in a minor area is to develop broad competence and general proficiency in that area. The major program of study, which leads to the dissertation, goes beyond that base of competence, and cultivates professional expertise in a well-defined area of specialization.

The major and minor areas normally are selected from the following list (other areas of Judaic Studies maybe considered as well, as long as they are duly approved):

- Bible and Related Literature
- Hebrew Literature
- Human Relations (minor field only)
- Jewish Liturgy and Worship
- Jewish Religious Education (minor field only)
- Jewish Theology
- Jewish Philosophy
- Jewish History
- Judaism and Early Christianity
- Judaism and Hellenism
- Medieval Jewish Biblical Commentaries
- Midrashic and Homiletical Literature
- Talmud and Rabbinic Literature

Program of Study--Minor Areas

The program outline for each of the two minor subject areas should specify the subject matter to be studied, including the primary and secondary source material to be covered, the methodology to be used, and a tentative description of a concluding project (usually a written assignment).

Program of Study--Major Areas

The program of study in the major subject area should augment the program outline for the minor in that area, adding the extra primary and secondary resources that are required to go beyond the level of general competence and attain professional expertise. The program outline should specify the subject matter to be studied, including the primary and secondary source material to be covered and the methodology to be used.

In the case of the major, there is no interim "concluding project" as there is for each minor. Rather, the dissertation represents the culmination of the major, which means that the major advisor normally serves as the dissertation advisor. The major program outline submitted at the time of application need not include a full dissertation proposal, but it should indicate the direction of research that will eventuate in a dissertation.

DHL Courses in Real Time

The Pines School of Graduate Studies offers real-time courses open to DHL students originating from each of the stateside campuses. These courses may be taken in person or through electronic connection. Permission of the instructor is required, and the PSGS director must be notified so that the IT Department can set up the electronic connection in advance of the course's first session.

Course work can be coordinated with the predefined program outlines of the minor subject area. DHL candidates may take up to two of these courses per year for no additional fee beyond the annual DHL tuition. For more information, contact the Office of the Pines School of Graduate Studies.

DHL Examinations

When the candidate has completed a program of study in a minor area, the advisor submits a letter of confirmation to the director of the Pines School of Graduate Studies. The DHL oral examinations can be administered only after receipt of these letters. The examination in the major may be administered when the advisor certifies in writing that the dissertation is the only outstanding program requirement but must be taken at least one month prior to the submission of the dissertation.

The DHL oral examinations normally take place at one of the stateside campuses of HUC-JIR. Their content is based upon the work that comprised the course of study.

For the sake of convenience, candidates usually are examined in all three areas at one time; it is possible, however, to take the examinations at separate times if desired. The all-in-one examination lasts two hours, with one half-hour devoted to each minor area, and one hour devoted to the major. All three faculty advisors must attend the DHL examination(s)—this can be done electronically when the advisors are on several campuses—and the other members of the faculty are invited to attend as well. Some flexibility exists for the exams outlined above.

DHL Dissertation

The DHL dissertation is the "concluding project" in the candidate's major area, as well as the culmination of the degree program.

"The [doctoral] research project should be an original, theory-driven investigation characterized by rigorous methodology and capable of making a significant contribution to knowledge about the subject under study."

(*The Role and Nature of the Doctoral Dissertation*, Council of Graduate Schools Policy Statement, 1991, pp.6-7)

Dissertation Proposal

The dissertation proposal is an integral part of the program outline for the major area. The proposal should give an overview of the proposed topic, outline the specific subject matter of the dissertation, describe how the subject matter will be treated, and include some relevant bibliography. The proposal should indicate the original contribution to scholarship that the student expects to make.

The proposal may be submitted at any time during the course of study, as early as the time of application, but no later than one year prior to the anticipated date of graduation. Students are encouraged to formulate their dissertation proposals before taking the DHL examinations.

The procedure for submission and approval of the proposal is as follows: the student submits the proposal to the dissertation advisor (normally the major area advisor); the advisor signs the proposal and submits it to the director of the Pines School of Graduate Studies; the director conveys the proposal to the Graduate Executive Committee (GEC) for approval.

A typical dissertation proposal might be laid out as follows (each of the following items except for the bibliography should require no more than one page):

Cover Page, including the student's name, the title of the dissertation, and the name and signature of the faculty advisor.

Statement of the Problem, giving the general scholarly context out of which, the thesis topic has emerged, and indicating the questions to be raised and/or hypotheses to be verified.

Review of Prior Scholarship, emphasizing that which is specifically relevant to the dissertation. What is lacking in scholarship to date that makes the proposed work desirable or necessary?

Statement of Methodology or Approach, with particular emphasis on where it participates in and deviates from current scholarly discussion of the topic.

Outline of the Contents of the Dissertation, which should be simple in form, and follow a standard outline format (e.g., *The Chicago Manual of Style*).

Preliminary Bibliography, topically arranged, and limited to what is strictly relevant.

The Format of the Dissertation

The Graduate Executive Committee has established several guidelines and regulations for the preparation of dissertations. These cover such areas as required contents (abstract, title page, etc.), paper size and quality, formatting, printing, and annotation. Examples appear in the Graduate Student Handbook of the Pines School of Graduate Studies. Any significant deviations from the regulations in that document must be discussed with the director of the Pines School of Graduate Studies and, if necessary, brought before the Graduate Executive Committee for approval.

Submission of the Dissertation

When the advisor agrees that the dissertation is ready for submission, the candidates should prepare the final copy for official submission. Two unbound submission copies of the dissertation and a pdf file copy, together with the advisor's written evaluation approving the dissertation, must be in the Office of the Pines School of Graduate Studies by March 15 if the DHL is to be awarded at the spring graduation exercises.

Rabbinical School – New York

Information about the Rabbinical Program

Mission Statement of the Rabbinical Program

The mission of the HUC-JIR Rabbinical School is to educate rabbis to serve the Reform Movement, the Jewish people, and humankind. Through rigorous academic and professional study, the HUC- JIR Rabbinical School prepares rabbis to...

- engage in critical study of Jewish thought, tradition, culture, history, Hebrew language, and text;
- teach effectively people of all ages, across denominations and faiths;
- organize and lead inspiring Jewish worship services and religious ceremonies;
- advocate and act for social justice;
- promote meaningful relationships with Israel and its cultural life;
- provide pastoral care and religious guidance;
- serve effectively as visionary leaders in their work and communities;
- be self-reflective in their personal practice, ritual observance, and belief and in fulfilling their professional commitments;
- act as informed spokespersons for Judaism and the Jewish people; and
- foster the vibrant development of the Reform Movement.

Curriculum of the Rabbinical Program in New York

Course of Study

1. The HUC-JIR 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 course requirements such as the Senior Seminar and Thesis/Final Project as well as other on-going requirements of the program.

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

The rabbinical core curriculum as it is expressed on the New York campus is listed below. The second and third years of the program are entirely core curriculum courses; fourth and fifth years are primarily electives. Core curriculum courses provide the foundation in seven different disciplines upon which electives then build.

Core Curriculum by Department

Bible (BIB) Credits

BIB 401	Bible I (Pentateuch)	3
BIB 411	Bible III (Prophets)	3
BIB 441	Parshanut	3
BIB 520	Bible II (Literary Artistry of the Bible)	1.5

History (HIS)

HIS 411	Survey of Jewish History I	Credits
HIS 412	Survey of Jewish History II	3

Jewish Language and Literature (JLL)

Credits

JLL 401	Dikduk and Sifrut	3
JLL 402	Dikduk and Sifrut	3
JLL 403	Modern Jewish Literature	3

Professional Development and Education (PDE)		Credits
PDE 401	Professional Orientation	1.5
PDE 402	Pastoral Care and Counseling I	2.25
PDE 403	Pastoral Care and Counseling II	2.25

Rabbinics (RAB)		Credits
RAB 404	Talmud I	3
RAB 405	Talmud II	3
RAB 412	Exegetic & Homiletical Midrash	3
RAB 552	Post Talmudic Halakhic Literature	3

Religious Thought and Ethics (RTE)		Credits
RTE 403	Introduction to Medieval Jewish Philosophy	3
RTE 413	Modern Jewish Thought	3

Worship, Ritual, and Liturgy (WRL)		Credits
WRL 400	T'fillah Workshop	1.5
WRL 401	Liturgy I	1.5
WRL 402	Liturgy II	1.5

Education (SOE)		Credits
SOE 401	Teaching Lab I	1.5
SOE 402	Teaching Lab II	1.5

Thesis (THS) – 5th Year		Credits
THS 500N	Thesis/Final Project Fall	4.5
THS 500N	Thesis/Final Project Spring	4.5

Progression of the Rabbinical Curriculum:

Second Year, Fall (16.5 credits)		Credits
BIB 401	Bible I: Pentateuch	3.0
BIB 520	Bible II: Literary Artistry of the Bible	1.5
HIS 411	Survey of Jewish History I	3.0
JLL 401	Dikduk and Sifrut	3.0
PDE 401	Professional Orientation	1.5
RAB 404	Talmud I	3.0
SOE 401	Teaching Lab	1.5
WRL 400	T'fillah Workshop	1.5

Second Year, Spring (16.5 credits)		Credits
BIB 411	Bible III: 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
RAB 405	Talmud II	3.0
SOE 402	Teaching Lab II	1.5
WRL 401	Liturgy I	1.5

Third Year, Fall (13.50)		Credits
PDE 402	Pastoral Care and Counseling	3.0
RAB 412	Introduction to Midrash	3.0
RAB 552	Post Talmudic Halakhic Literature	3.0
RTE 403	Introduction to Medieval Jewish Philosophy	3.0

WRL 402 Liturgy II 1.5
(Dikduk and Sifrut for those who need it)

Third Year, Spring (13.50)	Credits
BIB 441 Parshanut 3.0	
JLL 403 Modern Jewish Literature 3.0	
PDE 443 Homiletics 3.0	
PDE 442 Speech and Communication 1.5	
RTE 413 Modern Jewish Thought 3.0	
(Dikduk and Sifrut for those who need it)	

Fourth Year, Spring
Electives
(Dikduk and Sifrut for those who need it)

Fifth Year, Fall	Credits
THS 500A Thesis/Final Project 4.0	
PDE 450 Senior Seminar 1.5	
Electives	

Fifth Year, Spring	Credits
THS 500B Thesis/Final Project 4.0	
PDE 451 Senior Seminar 1.5	
Electives	

(Dikduk and Sifrut for those who need it)

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

Exempting from Core Courses

Students may be eligible to exempt out of core courses either because of similar graduate courses they have taken or because of advanced knowledge. The process for requesting an exemption is outlined in the National Student Academic Handbook (p. 20). Students may be exempted with credit for similar graduate courses; exemptions based on prior knowledge from undergraduate or other non-academic programs will require that an additional course be taken to replace that core course.

Electives

Students must take 49.5 credits of electives for ordination. Students should consult closely with their advisors in planning their programs of study in years four and five. 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.

- If a student receives an "F" in a Core Course, they 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 repeat that course or take an additional course in that subject area; such a course will count towards fulfilling the core requirement and will not be awarded elective credit.
- If a student receives a "low pass", C or D in a Core Curriculum Course they must take and receive a "P" or the equivalent in an elective course in the same department 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. In a department with multiple subject areas (i.e., Rabbinics) the student should confer with the professor who awarded the LP as to the nature of that elective course requirement. Students will receive elective credit for a course taken to offset a "low pass" (C or D).

Tefillah

Daily morning services generally are conducted by rabbinical, cantorial and education students, though occasionally faculty participates as well. All rabbinical students are required to lead a week of services during

their second and third years in the program; students may also be assigned in their fourth year.

1. 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 and fourth years. 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.
4. Beginning with the Class of 2021, a new *Tefilah Workshop* has been built into the second- year program, required attendance in the workshop on Mondays during the *tefillah* block and attending *tefillah* on Thursdays. This workshop, in which cantorial and education students will participate as well enable students to strengthen their practice of prayer for its own sake, and in order to further develop their capabilities as prayer leaders. Incorporating textual and experiential resources, students will cultivate perspectives and language that will inform their roles as participants in, and leaders of, prayer. Students will earn 1.5 credits for this workshop.

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 Homiletics 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 with the advisor's sign off 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 and can obtain a personal copy. A digital collection of the class's sermons is provided to each student and maintained in the Klau Library.
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 HIUC-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 morning services. In some years, Student Sermons may also be given on a Monday as part of 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:
 - for the entire school to have a chance to meet and engage in substantive discussion;
 - for the *darshan* (*it*) and the community to have a chance to give and receive feedback on the sermon; and
 - 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.

Student Fieldwork

1. A minimum of two years of professional experience is a requirement for ordination and involves at least one year of service as a student rabbi in a weekly, bi-weekly or student internship pulpit in a URJ congregation. 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. In addition, all rabbinic students must complete 60-hours of supervised counseling fieldwork. Students may fulfill this requirement and earn a year of fieldwork credit (or 3 elective credits) by completing a unit of Clinical Pastoral Education (CPE) over the summer or during an academic year. (See the Appendix for a more detailed description of the Fieldwork requirement.)

2. Fieldwork options

a. Student Rabbis with Weekend Pulpits

1. Students select, according to a lottery system of seniority established by the Fieldwork Committee, from among available student pulpits for the academic year (monthly, tri- weekly or bi-weekly) as well as for the High Holy Days.
2. Descriptions for each weekend pulpit position and this fieldwork booklet and other information about the placement requirements and procedures are posted on Canvas by the Fieldwork Coordinator. Students are responsible for the fulfillment of all requirements enumerated in this booklet. Students should become acquainted with these requirements and procedures prior to their first fieldwork position.
3. The pulpit lottery takes place each spring at the College-Institute.

b. Rabbinical Internships

1. 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. The internships interviews take place in the spring, prior to the student pulpit lottery.
2. Descriptions of the rabbinical internships and the procedures to be followed by students and congregations participating in this program are posted on Canvas by the Fieldwork Coordinator. Rabbinical Interns are responsible for the fulfillment of all requirements enumerated in this booklet. Students should become acquainted with these requirements and regulations prior to their first fieldwork position.

c. Non-pulpit Professional Experience

1. The student can fulfill one year of required supervised fieldwork by serving as an intern at a congregation, organization or health care facility that has been pre-approved by the College-Institute.
2. Any non-pulpit professional experience should entail a substantial job description, close on-site supervision, and a base of approximately 400 hours of service.
3. 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.

3. 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.
 - Regarding 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.

4. Fieldwork Supervision: HUC-JIR requires all students, beginning in their 3rd year, to participate in a multifaceted fieldwork program that involves small group and individual supervision, fieldwork mentors, professional development Common Hours, and a *brit limmud*/learning contract.

- a. All students are required to participate in two (2) years of the full supervised fieldwork program, one of which can be satisfied by completing a unit of CPE. Those fulfilling a year of supervised fieldwork prepare their own Brit Limmud/Learning contract, and participate in monthly individual supervision, weekly small group supervision, 4 Professional development workshops scheduled during lunch hours and have monthly meetings with a rabbinic mentor.
- b. Students who have fulfilled the two-year supervised fieldwork requirement must remain in supervision

until ordination. They can choose to participate in either individual or group or both individual and group supervision. They also are expected to continue with regular meetings with their rabbinic mentor.

C.

Supplemental Requirements

1. **Teaching** – Rabbinic students are required to take 3 credits in Education in their second year; the course requires a teaching field placement. Students are expected to teach in a setting that is on-going through the year (congregational school, adult education, JCC continuing education class, etc.) It could be with any age group. 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, tefillot and social opportunities that are developed by planning groups of students and faculty. All students and faculty are expected to attend. A student must obtain permission in advance of kallah from their program director in order to miss kallah; a make-up assignment will be required.
3. **Retreat Weekends** – During their third year, rabbinical students and their cantorial classmates participate in the Gerecht Institute, a two-day retreat, focusing on issues associated with conversion to Judaism. The Gerecht Institute takes place at a retreat center during the fall Y'mei Iyyun; attendance at an orientation session during a community hour prior to the retreat is required as well as some preparatory readings. During their fourth year, rabbinical students participate in the HUC-JIR Outreach Institute, a Shabbat at a URJ congregation with a strong message and program of outreach, especially towards welcoming interfaith families.
4. **Social Responsibility Course and Infield Experience** – One of the hallmarks of Reform Judaism has always been an emphasis on social justice and prophetic Judaism. There are two required elements of the rabbinical program that address this important area: a required course in Leadership and Social Responsibility (PDE 430) taken during the fourth year and the completion of an infield experience in an agency or organization in the field of social action during any of the 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, 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-JIR will cover transportation and registration expenses for participating in a Social Responsibility Infield Experience. Rabbi Jerome K. Davidson and Rabbi Darcie L. Crystal oversee the Social Responsibility Infield Experience; students will learn more about this program from them early in their first year in New York.

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. Students will learn more about the program in a meeting with the Director of the Joint Commission on Mentoring during their fourth year in the program when they will have the opportunity to complete forms indicating their preferences for qualities of their mentor.

Master of Arts in Hebrew Literature Degree

The Master of Arts in Hebrew Literature degree is awarded upon successful completion of the prescribed courses in the curriculum of the New York School, usually at the end of the fourth year in the program. Generally, at least two years of residence at the New York School is expected before the MA degree is granted.

Thesis/Final Project

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 NY Resources Page of Canvas (NY resources/Resources/Rabbinic Thesis/Final project folder).

Procedures for determining the subject of the Thesis/Final project

During the spring semester of the third year, the class will meet with the Director of the Rabbinical Program to review

the Thesis/Final project options and procedures.

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, Thesis/Final Project Guidelines with pages from each faculty member, sample proposals and other related documents are posted in the Rabbinic Thesis/Final projects folder on Canvas. The faculty will review thesis/final project proposals at its February meeting. Students may be asked to refine proposals if they are not acceptable.

Students are encouraged to take either an elective course or an Independent Study course which is related in some way to their thesis topic during the fourth year.

Students must register for THS 500 Thesis 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, they will receive a failing grade (F) and will not be allowed to continue work on the Rabbinic Thesis. As a result, they will not be ordained that year.

The candidate must present the completed thesis with the Thesis Approval Form signed by the thesis advisor to the Faculty by way of the National Registrar, no later than the date announced on the Academic Calendar as the "Last Day for Submitting Theses." The requirements for the format of the Thesis/Final Project are included in the Thesis/Final Project Guidelines.

A student may not enter placement if the thesis is not submitted in a timely manner. A student may request an extension to the Faculty through the Program Director for the thesis in order to be ordained or for an additional year. Any student who does not complete the thesis after a second year will have their tenure in the program terminated.

Fieldwork and Pastoral Counseling Requirements

All students have requirements for Fieldwork and for Pastoral Counseling which they must fulfill during their tenure at HUC-JIR. Both Fieldwork and Pastoral Counseling combine work with reflection; the goal is for students to develop a reflective practice that they will carry into and continue in their own rabbinates. HUC-JIR students involved in any sort of fieldwork must be in supervision.

Fieldwork Placements and Supervision

1. All students must participate in the ***supervised fieldwork program***.
2. To fulfill the requirements of this program* students must:
 - a. Serve a URJ congregation for one year (with a minimum 9 monthly visits plus the High Holy Days) while participating in:
 - i. Weekly small group supervision
 - ii. Monthly individual supervision
 - iii. Regular individual meetings with mentor
 1. Monthly for students with weekend pulpits
 2. Bi-weekly for students with internships
 - iv. The preparation of a Brit Limud
 - v. PD Common Hours (3 or 4 per year).
 - vi. Mentor Meetings for all mentors and students hosted at HUC-JIR
And either
 - Or
 - b. Serve a URJ congregation, an approved unaffiliated congregation, or intern with an organization or healthcare facility that participates in the HUC-JIR fieldwork placement and mentoring program ***and*** participate in ***all of the pieces of the supervised fieldwork program (see 2a)***
Or
 - c. Complete a 400-hour unit of CPE which the student has chosen to take for Supervised Fieldwork, not course, credit. **

To Fulfill Supervised Fieldwork Requirements*

One academic year in a URJ pulpit (with a minimum of 9 monthly visits and High Holy Days).*

While participating in:

1. Weekly small group supervision

2. Monthly individual supervision
3. Regular individual meetings with mentor.
 - a. Monthly for weekend pulpits
 - b. Bi-weekly for internships
4. Preparing a Brit Limud
5. PD Common Hours (3-4 per year)
6. Mentor Meetings for mentors and students hosted at HUC-JIR
- 7.

AND

One academic year in a URJ pulpit or a preapproved unaffiliated congregation or interning at an organization or healthcare facility that participates in the HUC-JIR fieldwork program. *

While participating in:

1. Weekly small group supervision
2. Monthly individual supervision
3. Regular individual meetings with mentor:
 - a. Monthly for weekend pulpits
 - b. Bi-weekly for internships
4. Preparing a Brit Limud.
5. PD Common
6. Mentor Meetings for mentors and students hosted at HUC-JIR.

OR

Complete a 400-hour unit of Clinical Pastoral Education (CPE). **

(see pastoral counseling requirements below)

Upon completing the supervised fieldwork requirement students are required to continue with some form of supervision throughout their tenure at HUC-JIR/NY. At this point, the student may choose individual supervision, group supervision, or both. Prior to each academic year, students will receive information from the Fieldwork Director about their status vis a vis the supervised fieldwork requirement, as well as the supervision courses, including section, for which they are eligible to register.

- To fulfill ordination requirements: students must either complete a pulpit internship or have at minimum 14 opportunities to have pulpit responsibilities at a URJ weekend pulpit (bi-weekly and tri-weekly pulpits fulfill this requirement). Students have served a URJ monthly pulpit (9 visits) must either complete two years of the monthly or make an arrangement with the Fieldwork Coordinator for another approved setting that involves at least 5 service-leading opportunities. Tisch and official HUC-JIR summer residencies in congregations can count toward the 5 additional service-leading opportunities. ***Summer residencies do not count as a year of supervised fieldwork.***

** Students will opt for supervised fieldwork credit or 3 elective credits for a unit of CPE

Pastoral Counseling Requirements

1. All students must complete the two-semester required course in pastoral care and counseling
2. All students must also have a ***supervised pastoral placement***
 - iii. This is arranged through the Blaustein Center with Rabbi Wiener.
 - i. Most students fulfill this requirement by doing Clinical Pastoral Education (CPE).
 1. CPE is nationally accredited program that requires a 200 or 400- hour healthcare based supervised placement. Most students do this over a 10- or 11-week period over the summer. Some students do it during the academic year.

CPE can be done in locations around the country.) A 200-hour commitment is known as one-half unit of CPE; a 400-hour commitment is known as a full unit of CPE. Either of these will fulfill the pastoral counseling requirement.

2. The Blaustein Center covers the student's CPE tuition.
3. The Blaustein Center, beginning summer 2012, provides the student with a stipend of \$2,100 for 200 hours and \$4,200 for 400 hours.

- ii. Some students fulfill this requirement by taking an academic year internship for 10 hours per

week at a healthcare facility.

1. Students interview for these internships along with all other congregational and organizational internships in the spring semester prior to the start of the placement.
- iii. Some students do a more limited placement, either in a congregation or healthcare facility.
 1. These placements are for a minimum of 60 hours of direct care.
 2. They are arranged by Rabbi Wiener.
 3. They carry a stipend, determined by the number of hours.
 4. The student will receive some supervision on-site and will have regularly scheduled meetings with Rabbi Wiener as well.
 5. In years past, students have had placements in nursing homes, at JCCs or congregations co-facilitating groups with a social worker, at hospices, etc.

We recommend that students try to do CPE or another pastoral placement (that will not be academic year internships) between their 2nd and 3rd years because:

1. It will enhance their understanding of the material covered in the required pastoral counseling course, which is taught spring 2nd year and fall 3rd year.
2. It will enhance their work in congregational settings, which may begin 3rd year.
3. It will not conflict with Tisch fellowship residencies (most often done summers between 3rd and 4th years) or thesis writing (summer between 4th and 5th year).

General Academic Information

Study at Other Academic Institutions

Cooperative arrangements with The General Theological Seminary, The Jewish Theological Seminary, New York University and Union Theological Seminary enable full-time students to take select 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 National Registrar.

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

Faculty

The Faculty meets regularly throughout the academic year. A representative of the Student Association is invited to present a report at scheduled faculty meetings at the discretion of the Dean.

Student representatives may be invited to participate in various Faculty Committees.

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.

Faculty Evaluations of Students – Faculty will complete mid-semester evaluations for students who are facing academic challenges. Such student, their advisor and program director will receive a copy of the evaluation. The student should meet with the professor to review their work and discuss ways to improve.

At the conclusion of each semester faculty are asked to complete standardized written evaluations, Narrative Assessments, for their students in order to provide students with feedback in addition to grades. These evaluations will be shared with the student's advisor and 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.

Students are encouraged to communicate with their professors in response to their Narrative Assessments. If students feel that either the Narrative Assessments or their grades are unjustified, they should follow the grievance procedures outlined in the National Student Academic Handbook posted on the National Registrar's webpage.

1. Course Evaluations – Students are asked to complete evaluation forms for each of their courses in the last weeks of this semester. Currently, the evaluation process is done via an on-line survey format. The forms are anonymous, and faculty do not receive them until after grades and narrative assessments are submitted. The feedback gleaned from these evaluations is crucial for the faculty and for HUC- JIR as an academic institution. We ask for your prompt compliance with this request.

Administrative Information

Identification Card/Security

All students are required to have a current NYU photo identification card with them daily. It will be necessary to use this card to enter the building during regular hours and to show to the Security Guard at other times, as well as to present 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.

Students will receive a mailbox key and locker assignment from the Director of Operations at the start of their tenure on the NY campus. Lockers and mailboxes must be emptied each summer. The mailbox key must be returned at the conclusion of the student's studies.

All students receive an HUC email address when they begin their studies. All official emails will be sent to that address. Students are expected to check their HUC emails regularly.

Most faculty members will use Canvas for communicating with their students, posting readings, and collecting assignments. A variety of important documents, such as calendars, the *Tefillah* schedule, fieldwork documents, and list of important contact information, are posted on the NY resources site of Canvas. A google calendar with campus events can also be found on that site as well. In addition, campus programs will be communicated via email announcements and flyers posted in the elevator and on the Conference Level.

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 National Registrar or The Chief of Operations.

Students should refer to the National Registrar's page and the National Student Academic Handbook for all national policies.

Rhea Hirsch School of Education

Rhea Hirsch School of Education

Introduction

This Handbook supplements the National Student Academic Handbook of the Hebrew Union College-Jewish Institute of Religion which contains rules and procedures that apply to students in all the academic programs of the College-Institute. This Handbook contains policies and procedures that affect students enrolled in the MEDL & MAJL programs of the Rhea Hirsch School of Education. The Director of the Rhea Hirsch School of Education, the Dean of the Jack H. Skirball Campus, and ECASA are charged with overseeing these policies and procedures. The student body and faculty will receive electronic notification of any changes to this Handbook.

Additional policies and procedures affecting students in the Rhea Hirsch School of Education can be found in the RHSOE Academic Policies Handbook. Questions regarding the policies and procedures in this Handbook should be addressed to the Director of the Rhea Hirsch School of Education.

Mission Statement

Jewish education has long been valued as a tool for cultural preservation and continuity; but we believe that Jewish education is poised to achieve so much more. We envision a Jewish educational enterprise that provides learners with the trove of resources, analytical tools, curiosity, and commitments to lead the creative adaptation and cultural disruption that enables each new generation in history to reinvigorate Judaism and Jewish life. HUC-JIR's School of Education is guided by a vision of Jewish education that faces not only inward to enrich our own community, but outward: engaging the world, informing society, and transforming the lives of individuals, families, and communities.

We aim to cultivate Jewish educators who can create the conditions for inspired, substantive, connected Jewish learning experiences; who can guide their learners to weave distinctively Jewish wisdom into creative thinking that enriches people's lives; who, through their work, strengthen humanity and uplift society. Our mission is to prepare professional Jewish educational leaders and educators who:

Possess the skills, depth of knowledge, and relationships to be forward-thinking agents of change in the broad landscape of Jewish learning and engagement.

Design, create, lead, and teach in institutions, communities, and programs that make Judaism accessible, inspiring, and meaningful for all; to enrich the lives of individuals, and strengthen their families, communities, and society.

Apply vision, passion, creative thinking, and practical expertise to their work.

Lead, manage, and educate courageously in a time of uncertainty, instability, and opportunity.

Core Values

"Question What Is. Imagine What Can Be." (A commitment to transformational leadership)

- The "3Rs": Rigor, Respect, Reflection
- Commitment to Jewish practice
- Commitment to Jewish peoplehood and the State of Israel
- Deep Jewish knowledge
- Dialogue between theory and practice
- Dialogue between your own values and the values and needs of a variety of stakeholders/students
- Inquiry
- Leadership can take many forms (leadership as an activity, not a position)

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

The Rhea Hirsch School of Jewish Education offers a two-year full-time program divided between core and elective courses. Students are awarded their MEDL after the successful completion of 52 credits at the LA campus. Students

choosing MAJL will spend the first year in Israel followed by 2 years in campus for MEDL. MAJL requires 37 additional credits.

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

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

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

Concurrent Master of Arts in Jewish Learning (optional 3-year track):

The MEDL is organized into 5 strands – Teaching and Learning Strand, Aims and Aspiration Strand, Leadership Strand, Labs in Pedagogical Content Knowledge in Jewish Education, and Capstone Seminar, with each requiring certain number of credit hours.

Post-Graduation:

A Master's degree in Jewish Educational Leadership is the doorway to your life's work. Come to HUC-JIR to become the dynamic leader you are meant to be, with a wide range of professional opportunities awaiting you in your career.

Upon graduation, you might become:

- Director of K-12 Learning and Engagement
- Assistant Director, Preschool
- Director, Midrasha
- Rabbi Educator
- Assistant Director, Campus Hillel
- Director of Jewish Learning, Day School
- Director of Experiential Education
- Assistant Camp Director
- Museum Educator
- Director of Teen Engagement

Program Details:

The MEDL is organized into 5 strands – Teaching and Learning Strand, Aims and Aspiration Strand, Leadership Strand, Labs in Pedagogical Content Knowledge in Jewish Education, and Capstone Seminar, with each requiring certain number of credit hours." I accidentally asked you to put it where the concurrent degree info was! The paragraph under Concurrent Master of Arts in Jewish Learning (optional 3-year track) should say: "Spend an optional additional year of study at our Jerusalem campus, immersed in the land, literature, and life of the Jewish people to earn credits toward an additional concurrent degree, a Master of Arts in Jewish Learning (MAJL). Further details about this program will be available with the Program Director.

Teaching and Learning Strand – Total 13 credits

EDU 571 Creating a Culture of Learning (2). This course seeks to educate students about the issues involved in creating learning environments which nurture curiosity, creativity, safety, and are responsive to the current needs of learners. Attention to the factors that go into classroom cultures should be considered a key element of good teaching and learning. This course explores and analyzes approaches to classroom management and discipline, and consideration of ethical dilemmas of teaching. Bridge to residencies: Students will create a blueprint for creating a classroom culture in their residency settings.

EDU 572 Introduction to Pedagogy and Pedagogical Planning (2). This course introduces students to generic good pedagogical practices including creating a lesson plan, selecting, and implementing appropriate pedagogical techniques, and reflection on action and reflection in action. Bridge to residencies: students will create and implement learning plans.

EDU 573 Understanding the Learners I (1.5). This course is an orientation to the diverse characteristics, interests, and readiness of learners, and how educators learn to recognize different learning profiles when planning for effective learning. The course draws upon learning theory, human development, affective neuroscience, and socio-cultural trends to prepare educators to navigate building relationships with learners and their parents and consider “learner-centered” and “learning centered” designs. Bridge to residencies: students will develop inquiry and inventory tools to get to know their learners. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

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

EDU 574 Understanding the Learners II (1.5). Building on the foundation of part 1 of the course, students will now explore the complex dynamics of the many factors that can influence how learning identities develop, including culture, race, class, gender, socioeconomics, power, politics, technologies of learning, etc. Bridge to residencies: Students will learn to identify these dynamics at play and choose the strategies to manage and engage a diverse community of learners. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 575 Advanced Pedagogical Design (1). Students will practice progressive pedagogical strategies that are often highly valued but difficult to master, including: assessment and making learning visible; differentiation and Universal Design for Learning; teaching for creativity and creative thinking; as well as investigate current trends in teaching. Bridge to residencies: students will create and implement learning plans.

EDU 576 Pedagogy Practicum ABCD (1). The practicum is the space for reflection and refining of work that builds the muscle and dispositions of an effective educational decision-maker. The students will have four (4) practica in pedagogy (each worth .25 credits). Bridge to residencies: students will plan, teach, record, reflect and re-plan lessons that they teach in their residency settings and are linked to the content, skills, and practices they are learning in the Teaching and Learning Strand courses.

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

EDU 577 Designing Educative Learning (3). This course introduces students to the fundamental practices of curriculum design, for application in a variety of educational settings (including experiential or informal settings) where learning needs to be planned intentionally and will address such topics as: models of curriculum design including backward design, elements of curriculum design such as formative and summative assessment, alignment, generic and collective practice. Bridge to residencies: students will begin the process of designing a curricular “unit” or “program” for use in their residencies.

EDU 578 Curriculum Practicum (1). Design and implement a “unit” or “program” with multiple feedback loops, for use in their residencies.

Aims and Aspiration Strands – Total 6 credits

EDU 579 Charting the Future of Jewish Education ABCD (1.5 per semester). What can we learn from historic visionary educational ideas? What educational visions are prevalent today? What does this moment in history demand of us, and what might we imagine for the future? How might Jewish education serve as a tool to transform learners,

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

Leadership Strand – Total 12 credits

EDU 580 Entering an Organization (1). Students will develop the tools to understand an organization through the structural, political, human resources and symbolic frames. They will learn anthropological tools for learning about an organization. Bridge to residencies: students will get to know their residencies by asking questions and analyzing their residency sites through the 4 frames.

EDU 581 Leading Professional Learning (1). Educational leaders foster growth and learning for faculty by nurturing professional learning communities. This course introduces students to a wide range of approaches to professional learning communities in education and exposes them to multiple models in the field. Bridge to residencies: students will create and lead a professional learning community.

EDU 582 Instructional Leadership (1). Instructional leaders assure high quality educational experiences for students by supervising and evaluation teachers and others responsible for delivering educational experiences. Students will learn a variety of approaches to supervision and will develop the skills of observing teachers, conferencing with them, and providing them with feedback. Students will also learn various approaches to teacher evaluation. Bridge to residencies: students will supervise a teacher over a 3-month period.

EDU 581B Professional Learning and Instructional Leadership (2) . Note: *This course was created in Fall 2020 when we combined EDU 581 & EDU 582 into one course with one adjunct instructor. If in the future the courses need to be separated again, those course codes still exist.* Educational leaders foster growth and learning for faculty by nurturing professional learning communities as well as by supervising and evaluating teachers and others responsible for delivering educational experiences. This course introduces students to a wide range of approaches to professional learning communities in education and exposes them to multiple models in the field. Additionally, students will learn a variety of approaches to supervision and will develop the skills of observing teachers, conferencing with them, and providing them with feedback. Students will also learn various approaches to teacher evaluation. Bridges to residencies: students will create and lead a professional learning community; students will supervise a teacher over a 3-month period.

EDU 583 Leading Change in Jewish Education (2). This course will introduce students to the similarities and differences between incremental, intrapreneurial change and transformational change and will help them develop the capacity to lead both types of change, including developing human and financial support for change. Bridge to residencies: students will either lead an incremental change or participate in a transformational change process. This course includes 10 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 584 Leading Amidst Complexity (1). Complexity and uncertainty challenge every educational leader as they come to realize that command and control leadership is rarely effective. This course will help students develop strategies for leading amidst complexity. Emphasis will be placed on managing enduring dilemmas where two values stand in tension with one another. Bridge to residencies: students will lead the faculty, a board or committee, or a group of parents through a deliberation on an enduring dilemma facing the institution.

EDU 585 Leading with Integrity: The Human Side of Leadership (2). The self is the most powerful tool a leader can use to motivate others to pursue the shared ideals of an organization. Students will learn effective habits for managing themselves and will come to understand how they can use their strengths in interacting with others. Students will explore the power and limitations of empathy in working with children, families and staff members and will examine different perspectives on integrity which lies at the heart of effective leadership in Jewish settings. Students will also consider the challenging emotional realities facing Jewish educational leaders. Bridge to residencies: students will craft a personal statement on one's approach to Jewish educational leadership.

EDU 650 Supervised Leadership ABCD (4). Students will have four semesters of supervision with a Faculty Tutor (each worth 1 credit). Over the course of each semester, pods of students will meet monthly as a group with their Faculty Tutor. These group meetings will be curricularized so that all Tutors and students are engaging in the same scope and sequence of learning. Additionally, each student will meet monthly one-on-one with their Tutor in meetings that are tailored to the individual needs of the student to focus on professional socialization, mentorship, and personal areas of growth.

**Teaching and Learning Labs – Total 4.5 credits required for MEdL students.
Total 7.5 credits required for MAJL students**

EDU 514 Teaching the Jewish Past (1.5). Teaching the Jewish Past focuses on developing pedagogical skills and pedagogical content knowledge necessary for the teaching of Jewish history and heritage. Students will explore key issues relevant to teaching the Jewish past in a variety of educational contexts. Topics will include understanding the multiple and often competing goals for Jewish history education, teaching with primary and secondary sources, designing historical simulations and reenactments, and more.

EDU 586 Teaching for Our Times (1.5). An exploration of issues that are timely and relate to Jewish educational leadership. This course will be responsive to current trends, topics, and issues such as: civil discourse, intersectionality, preparing for and responding to crisis, teaching for justice, and specific social issues of the day. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 587 Teaching for Contemporary Jewish Living (1.5). An exploration of dilemmas and approaches to teaching about Jewish ritual, observance and practice for contemporary Jewish learners, the purposes and aims of teaching these content areas, along with a variety of strategies. Topics include ritual, lifecycle, holidays, liturgy, *middot* and “Jewish Sensibilities.” This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 588 Israel Education in North America (1.5). An exploration of the key dilemmas and approaches to teaching about Israel, and the competing purposes of Israel education in American Jewish contexts, along with a variety of strategies. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 589 Teaching Hebrew (1.5). An exploration of different pedagogies of Hebrew language instruction. Managing the distinctive pedagogies of modern, classical, and liturgical Hebrews. This course includes 2.75 hours of clinical supervision in which the student will apply the topics and theories of the course in their residency work.

EDU 590 Israel Seminar (1.5). Required for all MEdL students not earning the concurrent MAJL A 10-day Israel experience which engages learners in thinking about the pedagogy of immersive Israel experiences, Zionism, and peoplehood.

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

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

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

EDU 591 Capstone Seminar (1.5). As the graduate residency is designed to be a laboratory for student practice, students will create a portfolio of authentic work that applies their coursework in their practice. The portfolio will be a demonstration of two years of work and will include: demonstrations and artifacts of teaching experience; a visionary leadership project; a design project, and an organizational change project. Students will implement each assignment in their graduate residency, analyze the draft, reflect with their Faculty Tutor and Clinical Faculty Mentor/supervisor, and revise accordingly to produce professional-grade work.

In their final semester, students will participate in a brain trust/working group with fellow students, where they will refine and improve upon their original drafts and develop a more expansive project of their choosing. As a means of developing a deeper level of expertise in an area of interest, each student will select one projects to expand for a capstone. The project might be a full curriculum guide; a vision and design for a new program; a digital gallery of teaching strategies; a

professional learning module for teachers; or another significant creation crafted and implemented in the residency. Ideally, all the projects will be authentically situated in their residency, examples of crafted, beautiful work and achievements worthy of listing on their resumé and potentially for conference presentation and publication.

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

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

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

Academic Advisors

Each student enrolled in the Rhea Hirsch School of Education is assigned an Academic Advisor each year. The Academic Advisor is a member of the RHSOE teaching faculty.

The Academic Advisor's task is to support and challenge the student's progress in all areas related to the student's academic and professional development. In order to do this, the Academic Advisor meets with the student on a biweekly basis throughout the school year.

The Academic Faculty Advisor engages in many activities, which may include the following:

helping the student plan their academic course of study.

- discussing the student's progress in Judaica and professional courses.
- discussing larger issues in Jewish education.
- discussing the student's future career plans and how best to prepare for the future.
- listening to the student's perception of how they are performing in the internship.
- giving feedback, based on firsthand observation of the student in various settings (at Hebrew Union College and elsewhere).
- critiquing materials the student has produced at the internship, including videotapes of the student's performance.
- challenging the student's ideas on issues related to current or future professional functioning.
- raising problems related to the student's ability to function as a professional and suggesting avenues for addressing those problems.
- supporting the student during difficult times.
- listening to the student's perception of problems they are having, supporting the student when appropriate, and challenging when appropriate.
- acting as the student's advocate vis-à-vis institutional issues at Hebrew Union College.

These various actions support the student, stimulate their personal and professional growth, and challenge the student to develop wider perspectives and deeper insights. Students should bring any problems they are having or challenges they are facing to their Academic Advisor.

Participation in Services

Participation in services at the Skirball Campus is an important part of the academic, professional, and religious education offered at the Rhea Hirsch School of Education. Students are expected to participate on a regular basis, particularly on Monday and Thursday services. Please refer to Guide to the Hilborn Synagogue and to the rubric for shlichut tzibur.

- Students in the MAJE and Joint Masters Programs are required to:
- Serve as shaliach/shlichut tzibur once in the 2nd year and once in the 3rd year
- Read from the Torah once in the 2nd year and once in the 3rd year

- Give a D'var Torah once in the 2nd year and once in the 3rd year
- Students may also volunteer to lead services on Tuesday and Wednesdays.

Students in the one-year rabbinic education program may volunteer to lead services during the year.

Co-Curricular Programs

The Rhea Hirsch School of Education provides a rich combination of academic, professional, and religious programming. Each year, several programs are offered to supplement formal coursework. Full participation in these programs is required. Specific dates will be announced by the summer preceding each academic year.

The Sara S. Lee Seminar is a 24-hour retreat focused on the presentation of a guest scholar who brings his or her expertise in issues related to the American Jewish community to bear on Jewish education. The retreat held every other fall includes services and other opportunities to forge the Rhea Hirsch School of Education learning community. The "Sara Seminar" is named for Sara S. Lee, the long-time Director of the Rhea Hirsch School of Education. It is sponsored by the RHSOE Alumni Association.

The Cutter Colloquium is a 24-hour retreat focused on the presentation of a guest scholar who brings his or her expertise in education to bear on Jewish education. The retreat held every other fall includes services and other opportunities to forge the Rhea Hirsch School of Education learning community. The Cutter Colloquium is named for the Founding Director of the Rhea Hirsch School of Education. It is sponsored by the RHSOE Alumni Association.

The Alumnus-in-Residence Program brings an outstanding alumnus or alumna to campus for three days of programming every other fall. The alumnus or alumna is selected by his or her peers for outstanding achievement as a Jewish educator. He or she conducts an evening seminar, reads Torah in the Hilborn Synagogue, delivers a D'var Torah, conducts a lunch-and-learn program, and teaches in several RHSOE classes. Students also have a chance to meet with the alumnus or alumna individually to discuss issues related to professional life as a Jewish educator. (Students are expected to attend the evening seminar, services and the lunch and learn program.) The Alumnus-in-Residence Program is sponsored by the RHSOE Alumni Association.

The Educator-in-Residence Program brings an outstanding Jewish educator to campus for three days of programming every other year. The educator is selected because of interesting work he or she is doing in Jewish education. He or she conducts an evening seminar, and a lunch-and-learn program and teaches in several RHSOE classes. (Students are expected to attend the evening seminar and the lunch and learn program.)

The RHSOE Alumni Association sponsors a weekend study Kallah every other year. Students spend Shabbat leading services and studying and networking with alumni. The Kallah is an opportunity for students to meet alumni and begin the process of integration into the Alumni Association.

Other Educational Opportunities

Students can apply to an additional program which complements their learning in the RHSOE. Since this program is only able to enroll a limited number of students, not all students who apply are accepted into this program.

The iCenter's master's Concentration in Israel Education provides RHSOE and New York School of Education students, along with master's level students at five other institutions of Jewish education, the opportunity to grapple with the challenging issues involved in Israel education. Students participate in three seminars over 15 months, receive a stipend for short-term study in Israel, receive mentorship from an Israel educator in the field, and prepare a project on Israel education.

The Experiment in Congregational Education

Because the RHSOE sees itself as a place of action and analysis, the school created the Experiment in Congregational Education (ECE) in 1992. Since then, the ECE has become the premier program of transformation of congregational education.

The ECE began with seven Reform congregations experimenting with new models of Jewish learning. Since then, ECE and its partners have worked with over 100 congregations across the country, helping them to question assumptions, rethink, and redesign the way they do Jewish learning from the ground up. ECE congregations have created or adapted a wide variety of new models that give new answers to old questions about the who, what, when, where, how, and why of

Jewish education. Along the way, educational leaders (many of them RHSOE alumni), clergy, and lay leaders have acquired the disciplines of innovation and the habits of successful change process.

Through the projects like the ECE's RE-IMAGINE Project, LOMED and Express Innovation (in partnership with the Jewish Education Project), CE21 (Congregational Education for the 21st Century in conjunction with the Partnership for Jewish Life and Learning), Jewish Learning Connections (in partnership with Combined Jewish Philanthropies) and others, RHSOE students and graduates frequently find themselves engaged directly in congregations that continue on a journey of transforming Jewish education.

The B'nai Mitzvah Revolution (BMR), a joint project of the ECE and the Union for Reform Judaism's Campaign for Youth Engagement, aims to empower synagogues to return depth and meaning to Jewish learning and reduce the rates of post-b'nai mitzvah dropout.

Two current BMR initiatives are:

- The Pilot Cohort: 14 congregations working intensively in 2013 and 2014 to create experiments with new approaches to b'nai mitzvah preparation and observances.
- The Active Learning Network: a larger network of congregations learning from experts, research, and each other in order to move to action in revolutionizing b'nai mitzvah.

Student Billing Policies

Tuition and Fees Policy for Academic Year 2022-2023

See complete and up-to-date Billing Policy at huc.edu/admissions/student-billing.

RABBINICAL SCHOOL

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

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

Annual Tuition - Cincinnati, New York, and Los Angeles	\$27,500
Student Activity Fee (Full-Time)	\$25 (Los Angeles) \$35 (New York) \$36 (Cincinnati)

SCHOOL OF EDUCATION

Student Activity Fee (Full-Time)	\$35
(All programs except for the DeLeT and Executive M.A. Program)	

DeLeT: Day School Leadership through Teaching

Annual Tuition - DeLeT Credential	\$27,500
Annual Tuition - DeLeT Masters in the Art of Teaching (MAT)	\$10,000 Certificate of Excellence for Teaching
Hebrew	\$2,000
Certificate of Excellence for Teaching Hebrew (Alumni)	\$1,000

Executive Master of Arts in Jewish Education

Tuition	National Program \$800 per credit hour
Israel Seminar (determined annually as to when the seminar will take place)	\$1,500

Master of Arts in Educational Leadership

Annual Tuition – Los Angeles	Rhea Hirsch School of Education \$27,500
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Master of Arts in Jewish Education

Annual Tuition – Los Angeles	Rhea Hirsch School of Education \$27,500
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Master of Arts in Jewish Learning

Annual Tuition – Los Angeles	Rhea Hirsch School of Education \$27,500
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Master of Arts in Religious Education

Annual Tuition – New York	New York School of Education \$27,500
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SCHOOL OF GRADUATE STUDIES

Student Activity Fee (Full-Time)	\$30
(All programs except Dissertation, Doctor of Hebrew Letters and Doctor of Ministry)	

Doctor of Hebrew Letters

Annual Tuition - Cincinnati, New York, and Los Angeles	\$1,800 (Alumni) \$2,200 (Non-Alumni)
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Doctor of Ministry

Annual Tuition (Level 1 and Level 2 only) – New York	\$11,000
Seminar Fee <input type="checkbox"/>	\$350 each
Spring Intensive	\$1,050
Individualized Electives	\$1,500 each
Demonstration Final Project Fee (Level 3 only)	\$1,700
Continuation Fee (Level 4 and beyond)	\$1,500

Level 1 cost in addition to Annual Tuition

Fee <input type="checkbox"/>	Fall Only: Spring Only: One Spring Intensive Fee
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Level 2 cost in addition to Annual Tuition

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

Doctor of Philosophy in Judaic and Cognate Studies

Annual Tuition - Cincinnati	\$27,500
Candidacy Fee	\$2,800
Dissertation Fee	\$400

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

Annual Tuition	\$13,750
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SCHOOL OF SACRED MUSIC***Master of Sacred Music and Cantorial Ordination******Debbie Friedman School of Sacred Music***

Annual Tuition - New York	\$27,500
Coaching Fee	\$550
Student Activity Fee (<i>Full-Time</i>)	\$35

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

Annual Tuition – Los Angeles	\$27,500
Student Activity Fee (<i>Full-Time</i>)	\$25

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

Certificate in Jewish Organizational Leadership (CJOL) <i>(One Summer Semester)</i>	\$13,750
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Concurrent full-time HUC-JIR students in the CJOL program or the two-summer MAJNM program.	\$3,438 (<i>Summer Semester Only</i>)
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YEAR-IN-ISRAEL***Cantorial, Education and Rabbinical***

Annual Tuition	\$27,500
Pre-Ulpan	\$1,250
Student Activity Fee (<i>Israel</i>)	\$150
Summer Ulpan	\$1,400
Program Service Fee	\$1,600

ADDITIONAL FEES FOR ALL PROGRAMS AND PER CREDIT HOUR COSTS

Application Fee	\$100 <i>Non-Refundable</i>
Enrollment Confirmation Fee	\$200
<i>(Except Doctor of Philosophy in Judaic and Cognate Studies)</i>	
Graduation Fee	\$200
<i>(Except DeLeT Credential and Doctor of Hebrew Letters)</i>	
Cantorial and Rabbinical Ordination Fee	\$200

Part-Time Students and Auditors

- Part-Time for Credit (*per credit hour*) \$1,800
- Part-Time for Audit (*per credit hour*) \$900
- HUC-JIR Alumni for Credit (*per credit hour*) \$1,200
- HUC-JIR Alumni for Audit (*per credit hour*) \$600

TUITION AND FEES POLICY for ACADEMIC YEAR 2022-2023

For all its students, HUC-JIR strives to ensure that financial concerns are neither an obstacle to enrolling nor a challenge to successful academic progress. To this end, the College-Institute offers significant financial assistance in the form of institutional scholarships and access to federal loans. HUC-JIR also recognizes that unforeseeable financial hardships occasionally arise for students and may require payment deferrals or other extraordinary assistance. We encourage all students to contact the financial aid office for further information and assistance. The Board of Governors of Hebrew Union College-Jewish Institute of Religion reserves the right to revise this policy statement and the attached tuition and

fees schedule at any time.

Full-time: Students enrolled for 9 credit hours or more each semester (or its equivalent) are considered full-time students and their fees are assessed according to the full-time fee schedule. **Rabbinical and Cantorial** students are considered full-time students during their 5th year; continuation fees and thesis/final project fees will be charged in subsequent years if course work is complete.

Part-time: Students enrolled for fewer than 9 credit hours each semester (or its equivalent) are considered part-time students and their fees are assessed according to the part-time fee schedule.

Auditors (non-credit): All auditors including HUC-JIR alumni, community clergy and professionals must pay a fee per credit hour according to the part-time fee schedule.

WITHDRAWAL/TUITION REFUND POLICY

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

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

Withdrawal	Refund
During the first and second weeks of a semester	100%
During the third week of a semester	50%
During the fourth week of a semester	25%
After the fourth week of a semester	None

Items not subject to refund include application fees, registration fees, Ulpan fees, student activity fees, continuation fees, student health fees, graduation/ordination fees and any other charges. Students will not receive any payments or refunds until all Title IV funds and other scholarships, as required, are reimbursed and any outstanding balances with the College-Institute are paid in full.

UNPAID TUITION, FEES, AND OTHER CHARGES FROM PRIOR SEMESTERS

Each semesters tuition, fees and other charges must be paid in full by the assigned payment due date given for each semester. Semester payment due dates are displayed at huc.edu/admissions/student-billing and in Canvas. Also, each semester must be paid in full in order to register for coursework. Student accounts not paid in full by the specified payment due dates will be subject to a Business Hold that will prevent the registration of future coursework, a Late Fee of \$150 plus interest at a rate of 1% for each month the account remains delinquent. Late fees will not be waived for any reason once applied to a student's account. Diplomas and academic transcripts will be issued only for those students who have: (1) paid all outstanding obligations to the College-Institute (tuition, fees, loans or other charges) or – in extraordinary circumstances - made formal recurring payment arrangements with HUC-JIR's Business Office, including signing a promissory note and (2) returned all outstanding library materials.

ACADEMIC YEAR AND ANNUAL FULL-TIME TUITION DEFINED

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

Tuition, Fees, and other Charges (from prior semesters)

Each semesters tuition, fees and other charges must be paid in full by the assigned payment due date given for each semester. Semester payment due dates are displayed at huc.edu/admissions/student-billing, and in Canvas. Also, each semester must be paid in full in order to register for classes. A late fee of \$150 plus interest will be charged at a rate of 1% on past due student accounts not paid in full by the assigned payment due dates. Diplomas and academic transcripts will be issued only for those students who have: (1) paid all outstanding obligations to the College-Institute (tuition, fees, loans, or other charges) or – in extraordinary circumstances - made formal recurring payment arrangements with HUC-JIR's Business Office, including signing a promissory note and (2) returned all outstanding library materials.

Financial Aid Policies

(A more detailed version of financial aid policies and procedures is available at huc.edu/sites/default/files/financial-aid/Financial-Aid-Policies-and-Procedures-Manual.pdf.)

Hebrew Union College-Jewish Institute of Religion (HUC-JIR) will provide adequate financial assistance to eligible students. This goal is to be accomplished through the coordination of governmental, community, and HUC-JIR resources within the framework of federal and College-Institute regulations and policies.

The College-Institute maintains a significant program of financial aid for students who can demonstrate need and merit. As a general rule, students are expected to utilize all available personal resources before turning to HUC-JIR for assistance. Our institution remains committed to the principle that all admitted, qualified students will be able to matriculate regardless of their ability to pay tuition and fees, where institutional financial resources make this possible.

Financial aid is distributed on the basis of need or merit; all full-time or half-time students are welcome to apply. HUC-JIR's total financial aid program is available to students who can demonstrate need and merit are United States citizens or legal permanent residents. All students are welcome to apply.

International students with F-1 or J-1 visas are ineligible for any US federal or state financial aid programs. As stated on the I-20 student visa form from the U.S. Citizenship and Immigration Services (USCIS), international students are expected to provide for their educational and living expenses from personal and family resources. International students may apply for HUC-JIR need-based or merit-based scholarships by completing the CSS/Financial Aid PROFILE® (PROFILE). Students may receive a scholarship covering up to 100 percent of tuition.

The Application Procedure

All students seeking need-based financial aid must complete the FAFSA and submit it online at studentaid.gov/h/apply-for-aid/fafsa. HUC-JIR's school code is **G04054**. Be especially careful to complete the application for financial aid accurately. Errors can result in long delays both in processing applications and in receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.

The HUC-JIR financial aid deadline for returning students is always the first Friday in March. New students entering the MAJE, DFSSM, and RAB programs must apply by mid-February; other programs have different deadlines. If you wish to be considered for HUC-JIR need-based scholarships and financial aid loans, you MUST complete your FAFSA, and submit additional requested information to the Financial Aid Office. After that deadline, loans can still be processed on a rolling basis. However, missing the deadline will seriously impair the College-Institute's ability to continue need-based scholarship support.

Budget guidelines are determined by the financial aid director and are based upon budget surveys, cost of living indexes and other data to determine appropriate annual budget amounts for each program. These student budgets—relating to campuses and programs—shall be used to determine financial aid for each applicant.

A nine-month budget will be used for all students attending fall and spring semesters. If the student attends only one semester, the budget is divided by two.

A twelve-month budget will be used for all students attending fall, spring, and summer. If the student attends only one semester, this budget figure is divided by three. Half-time students will use a nine-month budget.

Note: A half-time student's educational expenses may be less, and these expenses are usually offset by an increased employment contribution compared to what would be expected from a less-than-full-time student.

Budgets will have the following components:

- Tuition for most campuses and programs is \$27,500 for the 2022-23 academic year and is subject to change annually.
- Students enrolled in double master's programs at the Zelikow School of Jewish Nonprofit Management are subject to additional tuition for the "second institutions".

- Additional fees for other programs are noted in the individual program prospectuses.

Note: Please see the financial aid web page for the cost of attendance (COA) for each campus and program.

The College-Institute is guided by the FAFSA analysis in determining financial need for all financial aid applicants. The FAFSA analysis is calculated according to federal standards. It provides financial aid officers with a dollar amount called the Expected Family Contribution (EFC). The EFC is the amount of money, which the student (and/or the student's parent[s]) will be expected to contribute toward the total cost of the student's education. The EFC is recalculated each time the student submits a FAFSA application.

As currently directed through congressional legislation and as historically dictated, financial aid officers are empowered to use their professional judgment as the final authority in determining a student's financial aid eligibility. The financial aid officer must use independent professional discretion in recommending variations from established policies and procedures, when, in their best judgment, the circumstances warrant such action.

If the Financial Aid Office becomes aware that a student and/or student's parents or spouse has intentionally misrepresented facts relevant to the student's financial aid application, and this has resulted or could result in the awarding or disbursement of funds for which the student is not eligible, the financial aid officer must:

- conduct a meeting with the student in order to determine whether or not there was intention to misrepresent the facts; and
- notify the student at the end of the meeting if the case is to be forwarded to the appropriate Dean for possible disciplinary action.

Misrepresentation can result in the repayment of all wrongly-disbursed funds and/or a decision not to process the financial aid application or to award financial aid. Any such actions would apply to the current year and possibly the following year.

Entrance Interviews

All students borrowing from the Stafford Loan Program for the first time at HUC-JIR must complete an entrance interview before funds will be disbursed for the student. Entrance Interviews are to be completed online by going to this website and choosing your campus location: mappingyourfuture.org/sge

Exit Interviews

All students who have received financial aid are required to complete an exit interview before graduation or upon withdraws from the College. Exit Interviews are completed online as well by going to this website: mappingyourfuture.org/sgx

Federal Direct Loans

The College-Institute participates in the Direct Loan Program. Within that program our school offers two types of federal loans: the Federal Unsubsidized Stafford and the Graduate PLUS Loan. To be eligible for financial aid a student must first complete the Federal Free Application for Student Aid (FAFSA) to determine federal loan eligibility. online at studentaid.gov/h/apply-for-aid/fafsa. This serves as an application to both our need-based scholarship and loan programs. HUC-JIR's school code is **G04054**.

Matriculated students attending at least half-time, who are not in default and who do not owe a refund in any federally funded program are eligible to apply for Stafford Loans. Students must be in good standing with current financial aid loans and not in default, may not have a drug conviction or felony on their record, and, if male, must be registered with the [Selective Service System](#). In addition, students must be US citizens or legal permanent residents in possession of a "green card".

For new borrowers (those with no loans outstanding), the annual interest rate on both Subsidized and Unsubsidized Stafford Loans varies with the 91-day T-bill. See the current rate at studentaid.gov/understand-aid/types/loans/interest-rates. If you have any unpaid balances on previous loans, your rate will remain the same as your initial loan. There are no penalties for paying off student loans early.

Unsubsidized Stafford Loans

An unsubsidized loan accrues interest while the student is in school. This loan is not based on financial need and is available to all eligible students who wish to take it, as long as their aid has not surpassed the Cost of Attendance (COA)

or their loan amounts have not reached the aggregate limit. Repayment of the principal amount does not begin until six months after the borrower separates from HUC-JIR (by withdrawing, graduating, or enrolling below half-time status). The borrower is responsible for the interest beginning on the date of disbursement. There are no penalties for paying off loans earlier than the payment schedule. All United States citizens and legal permanent residents are currently eligible to receive as much as \$20,500 per year in Unsubsidized Stafford Loan monies. The aggregate amount of Subsidized Stafford Loans obtainable is \$23,000 for undergraduate students and \$42,500 for graduate and professional students. The total maximum is therefore \$65,500. The additional aggregate for Unsubsidized Loans is \$46,000 for undergraduate students and \$92,500 for graduate and professional. The total maximum is \$138,500. Some lenders may indicate a loan minimum (usually \$500) or a lower loan maximum.

Graduate PLUS Loan

The Graduate PLUS Loan is available to eligible students who wish to take out additional funds for the academic year beyond the Stafford loan. Students' eligibility is determined by subtracting their current estimated financial assistance of loans and scholarships from the standard COA for their program. This loan has a higher interest rate than an unsubsidized loan and requires a credit check. The Graduate PLUS Loan can be taken out in one or two installments and has a six-month grace period after you separate from the College-Institute (by withdrawing, graduating, or enrolling below half-time status.)

Private - Alternative Loans

In addition to the Federal Stafford Loans, students may take out private alternative loans directly with lenders. Most of these loans are based on a student's credit rating and usually have higher interest rates. Some lenders offer private student loans for Canadian students and other international students. Loan origination fees can vary from 0% to 3% of the principal amount of the loan, depending on your lender. The fee is collected in advance of each loan disbursement by the lending institution.

Deferment

Student borrowers can postpone repayment of loans while enrolled at least half-time at the College-Institute. Upon separation from the institution (by withdrawal, graduation, or enrolling below half-time status), a student will have a six-month grace period for all current financial aid loans taken out during the student's residency at the College-Institute. Previous loans from other colleges will go into repayment immediately.

Student borrowers can postpone repayment of loans while enrolled at least half-time at the day you separate from the College-Institute. Questions regarding loan deferment and special conditions should be addressed to the Director of Financial Aid.

Leave of Absence

Students who request a leave of absence from the college will be granted up to 180 days leave for financial aid purposes. After that amount of time, if a student fails to re-enroll at the College-Institute, they will be automatically withdrawn from the program and loans that are currently on a deferment status will be updated to withdrawn. Students returning from a leave of absence who have not made up work from the previous semester will not be permitted to take out more Stafford Loans until they have completed the previous semester's workload or have completed an additional semester with a course load of at least half time. For students on a leave of absence, the COA will be adjusted to reflect the student's COA minus the months or days the student is on leave.

Year-In-Israel Students

Students eligible for financial aid may receive a scholarship to cover up to full tuition and fees for the Year-In-Israel Program. Students required to attend the Summer Ulpan will receive an additional ulpan tuition scholarship.

Stateside Students

Institutional need-based and merit-based HUC-JIR scholarships do not need to be repaid. They are provided directly to the student from the College-Institute's own financial resources, often supported by generous alumni and donors who establish named scholarships. To be eligible for an HUC-JIR tuition scholarships applicants must apply through the Admissions Office when applying for admission to the College-Institute.

Discretionary Scholarship Fund Policy

Students who have extraordinary financial need may apply for additional HUC-JIR scholarship funds through the Financial aid office. To apply for additional aid, students must submit a letter to the Director of Financial Aid addressed to the "Scholarship Committee", outlining reasons for requesting extra scholarship funds. Additionally, students will need to

submit documentation (i.e., tax return) to support their appeal. Each student's case will be reviewed by a scholarship committee and those confirmed as having significant need may be awarded more scholarship if funds are available.

Outside Scholarship Policy

Students receiving full tuition scholarships from external sources that process their awards through HUC-JIR are not eligible to receive additional need-based HUC-JIR scholarship aid.

Half-Time/Full-Time Equivalency for Federal Aid

Graduate students may be eligible for a half-time or full-time equivalency, based upon the determination of their academic department, even if they are not enrolled for actual credits. Hebrew Union College defines full-time coursework as a minimum of nine credits and half-time coursework as a minimum of six credits.

The following types of coursework may not carry any credit: capstone or thesis course and/or fieldwork, internship, clinical practice, practicum course, and/or participation in supervised research (capstone, thesis, or research assistant), Candidacy, or Dissertation. In those cases, full-time equivalency students are expected to spend no fewer than 113 hours per term working at these activities; half-time equivalency students are expected to work a minimum of 75 hours per term in a combination of coursework and/or the appropriate activities.

Jewish Nonprofit Management Students

Scholarship amounts in the Zelikow School of Jewish Nonprofit Management Program may vary according to the individual program and major.

Return of Federal Title IV Funds and Overawards

How a withdrawal affects financial aid Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, the student may no longer be eligible for the full amount of Title IV funds that was originally scheduled for the student to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds the student will have earned at the time of the withdrawal. When more than 60% of the semester/pay period is completed, a student is considered to have earned all of their financial aid and will not be required to return any funds. Federal law requires schools to calculate how much federal financial aid a student has earned if that student completely withdraws or stops attending before completing the semester/pay period. Unearned aid must be returned to the federal government using a process administered by the Director of Financial Aid.

The Financial Aid Office will conduct a return of funds calculation for students who withdraw (officially or unofficially) from the College-Institute during the academic year. An exit interview will be sent electronically to the student to be filled out and returned. If there is no response a PDF of the full exit interview and instructions will be emailed to the student.

Overaward

The awarding of financial aid in excess of demonstrated need constitutes an overaward. At the time of awarding, a student's financial aid "package" must be equal to or less than the student's need. Student loan funds will be reduced for the second semester if an overaward is noticed before the second-semester disbursement. If the overaward happens after the second or last disbursement, funds must be collected from the student. A financial aid officer has the right to exercise professional judgement if there is a valid reason for lowering an EFC and eliminating the overaward.

Master Promissory Note

A Master Promissory Note (MPN) has to be current and signed by the student with Direct Loans (information on the "How to Apply" part of the financial aid website.) An MPN is serial and can thus be used every year during the student's residency at the College. By signing an MPN, a student is promising to repay all student loans made under this note. Students may revoke their MPN at any time, however, loans previously disbursed remain an obligation they must repay. An MPN expires ten years after the note is signed. If a disbursement is not made within one year of signing, the promissory note is automatically revoked. Grad Plus loan MPNS have to be renewed every year.

Disbursing Loan Refunds in Students' Accounts

All loan and grant checks are disbursed by the HUC-JIR Business Office. If a student has not submitted all required documentation, a "hold" will be placed on the student's financial aid disbursements. Checks or deposits made into a student's checking account will not be disbursed if a student's HUC-JIR financial aid records have been encumbered for

any reason.

Notification of disbursements are sent from the Business Office notifying the student of what kind of loan, amount, and date of deposit into a student's College-Institute accounts, as well as their personal bank accounts. This notification will inform the student that they have the right to cancel or reduce their disbursement amounts, and the time frame in which they should alert the school if they choose to do so

Stafford Student Loans are disbursed twice each year for two semester programs and three times a year for students enrolled in fall-spring-summer programs. For late applications student loans will be disbursed on a rolling basis.

If a student owes tuition, fees, or has other financial obligations to the College-Institute, the amount due the school will be deducted from the Stafford loan refund.

Satisfactory Academic Progress for Federal Aid

Federal guidelines mandate that all institutions offering Title IV funds have a Standard of Satisfactory Academic Progress (SAP). The following information defines HUC-JIR's minimum standards for SAP to maintain eligibility for all types of financial aid, including federal (Title IV), state, and institutional (HUC-JIR) funding. Programs administered by agencies other than HUC-JIR, such as private scholarships, may have their own academic standards for students. Students will need to contact such agencies to determine their requirements.

Federal regulations require HUC-JIR to establish SAP standards in the following areas which must include the student's total academic history.

- cumulative GPA
- cumulative credits
- maximum time frame

These general principles apply to all HUC-JIR degree programs. In addition to the general principles, students must meet specific guidelines for their individual academic program(s). Program-specific requirements are detailed in the respective program handbooks.

- SAP will be determined at the end of every payment period (semester).
- To earn semester credits at HUC-JIR, a student must receive a grade of A, B, C, Pass, or Low Pass. Any other grade does not earn credits but will count as credits attempted and not as credits earned.
- Classes from which a student has withdrawn will be counted as credits attempted but not credits earned and will thus have a negative impact on a student's ability to satisfy SAP requirements.
- Classes in which a student receives a grade of Incomplete (I) count as credits attempted but not as credits earned. Therefore, these will have a negative impact on a student's ability to satisfy SAP requirements.
- When a student repeats a course, the total attempted credits will increase with each repeat, but the student will only earn credits for a completed course once. Therefore, repeating courses will have a negative impact on a student's ability to satisfy SAP requirements. When a student repeats a course, the higher grade will be counted towards the student's cumulative GPA.
- Attempted credits include all coursework attempted, including transfer credits, passed, repeated, incomplete, failed, and withdrawn courses. Attempted credits do not include courses that have been waived or where advanced standing has been granted.
- Transfer students will be evaluated at the time of enrollment using the same SAP standards.
- Students who change programs or seek to earn additional degrees are evaluated at the beginning of the semester of the new program or additional degree.

Cumulative GPA

For students in programs where a GPA is calculated, or those students who have chosen to receive letter grades, a student must maintain a 2.500 cumulative GPA or better to satisfy SAP requirements.

For students enrolled in programs that offer Pass/Low Pass/Fail grading, students must pass at least 70% of the credits they have attempted to satisfy SAP requirements.

Cumulative Credits Earned

In the first year, students must pass (earn) 50% of their credits attempted in that academic year. Starting in the second year, students must pass (earn) at least 70% of the credits that have been attempted to satisfy SAP requirements.

Maximum Time Frame

HUC-JIR students will be eligible for financial aid for a maximum time frame of 150% of the published number of required credits. Thus, if a program is anticipated to require 100 credits for completion, a student becomes ineligible for financial aid as of the completion of the 150th credit. Eligibility for financial aid ends at this time regardless of whether that student has received financial aid or not during the period of study.

Good Standing

Good standing by semester will be evaluated by the registrar and will report to the Financial Aid Office every pay period who is not in good standing as well as who is on academic probation, suspension, or dismissal with the program. Good standing is defined in the [National Student Academic Handbook](#).

A student in good academic standing:

- is not on probation
- is making acceptable progress toward their degree or certificate
- has earned grades at the "Pass" or "B" level or higher
- has no more than one LP or C in a semester

If a student receives two or more "LPs" or "C's" and/or fails one or more courses in a semester, the Program Director shall meet with the student to provide counseling and guidance. The Program Director may place the student on probation and may convene a Student Tenure Committee.

If they receive another "LP", "C", or "F" during a period of probation, they will be asked to appear before a Student Tenure Committee.

If the student fails two courses at any time within two consecutive semesters, they will meet with a Student Tenure Committee.

If a student fails three courses over two academic years, the student will be automatically suspended. They have the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.

Failure to Meet Satisfactory Academic Progress Requirements

Students who fail to meet the satisfactory academic progress standards will be placed on Financial Aid Warning (FAW) for a period of up to one payment period (semester). During the FAW, a student remains eligible to receive financial aid. Students who do meet SAP requirements during the end of the warning period will be returned to normal status and will continue to be eligible for financial aid awards and loans. Students who do not meet SAP requirements at the end of the payment period will be placed on Financial Aid Suspension (FAS).

Students returning to HUC-JIR while they are on FAS must meet the requirements of HUC-JIR's SAP policy in order to regain eligibility for financial aid.

Appeals

Students on FAS may make a written appeal to the Director of Financial Aid. Financial aid may be reinstated by the director upon demonstration of mitigating circumstances which must be documented to the satisfaction of the director along with a written letter of appeal from the student. Examples of mitigating circumstances and appropriate documentation include, but are not necessarily limited to:

- serious illness of student, documented by a signed statement from a physician that the illness interfered with the student's ability to meet SAP requirements, along with a written letter of appeal from the student;
- serious illness of an immediate family member, documented by a signed statement from a physician along with a letter of appeal from the student;
- death of an immediate/close family member, documented by assigned statement from a clergy person, nearest relative or an unbiased, concerned adult, along with a written letter of appeal from the student; or
- disruptive internal family problems, documented by legal/court documentation from an attorney, statement from parents, clergy person or an unbiased concerned adult, along with a written letter of appeal from the student.

Students on FAS who have submitted an appeal and are approved will then be put on Financial Aid Probation (FAP) for

one payment period. If SAP is restored at the end of the payment period, financial aid eligibility will continue. If students on FAP who do not successfully make SAP at the end of the pay period can submit an academic plan with their academic advisor with a time frame of when the student will successfully make SAP and an action plan to restoring SAP. If a student has an active academic plan in place, they will be eligible for financial aid while following their academic plan.

Refunds and Repayment

All tuition and fees are refunded on a pro rata basis, using the number of remaining months divided by either the 9-month or 12-month term. Please see our [Tuition and Fees](#) on the web for further information.

Financial Aid File Maintenance

To ensure that all required documents have been received and to aid internal and external audits, all files will be maintained as follows:

Documents Required in Each Financial Aid File:

- Student Aid Report - Analysis generated from the FAFSA
- Award letter
- Miscellaneous communications from students

Paperwork that is serial and used every year will be brought forward to the current year file.

Maintenance of Records

The financial aid officer will maintain a record for each student receiving financial aid. All financial aid folders will be maintained for three years after submission of the student's last financial aid application. Records involved in any claim or expenditure questioned by federal audit will be retained until that question is resolved. After the three-year retention period has elapsed and all open issues resolved, the financial aid materials will be destroyed.

Confidentiality

As specified by law in the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), all information in a student's financial aid file is confidential and may not be released or discussed with anyone except as provided by law.

Adequate records of request must be maintained for information disclosure.

To disclose financial aid information, written consent from the student is required and must:

- Specify records to be released
- State the purpose of the disclosure
- Identify the party(ies) to whom disclosure may be made
- Be signed and dated by the student.

Information must be disclosed without written consent of the student to:

- Students who request information from their own records
- Authorized representatives of federal- and state-supported programs for the purpose of audit and evaluation;
- The College's duly appointed auditors, for the sake of audit and evaluation Information **may** be disclosed **without** written consent of the student to:
- Personnel within the institution determined to have legitimate educational interest
- Officials of other institutions in which the student seeks to enroll
- Organizations determining financial decisions concerning eligibility, amount, condition, and enforcement of terms of said aid
- Organizations conducting studies to develop, validate, and administer predictive tests, to administer student aid programs, or to improve instruction
- Accrediting organizations carrying out their accrediting functions
- Parents of a student who have established that student's status as a dependent according to Internal Revenue Code of 1986, Section 152
- Persons in compliance with a judicial order or a lawfully issued subpoena, provided that the institution first makes a reasonable attempt to notify the student.

The Administration of Financial Aid Programs

Responsibility for the administration of financial aid programs is a joint effort of the Financial Aid Director, the Registrar, the Business Office, and the Deans, who act in an advisory capacity. The Board of Governors of the College-Institute reviews and ultimately sets HUC-JIR financial aid policies.

Consortium Agreements

A consortium agreement will allow a student to use some of their federal student aid (Stafford, Unsubsidized Stafford, and PLUS loans,) at another approved school or program. Federal regulations allow only one institution, the “home institution” to award federal financial aid. As the “home institution”, HUC can recommend these forms of aid when its students study elsewhere and obtain permission in advance to transfer courses to the HUC degree program. HUC’s academic-progress standards do not change during the period of agreement. HUC will maintain all records related to the student’s aid. Awards are based on the actual cost of tuition and fees at the host institution and HUC’s cost of attendance for the appropriate program.

This form may be used for courses to be taken elsewhere, provided you have the form completed by the Consortium School/Program. As with most forms of aid, you must also file a Free Application for Federal Student Aid (FAFSA). [Click here to download the financial aid consortium agreement form.](#) Complete and sign Section A of the agreement. Obtain your faculty advisor’s signature granting permission to transfer the host institution’s credit as equivalent to HUC credit. Grades by the host institution will likely not be included in the student’s HUC GPA. Obtain the host institution’s approval of Section B of the agreement and return to the HUC-JIR Office of Financial Aid.

Academic Policies and Procedures

Equal Opportunity and Non-Discrimination Policy

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

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

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

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

For inquiries regarding discrimination, harassment, or retaliation, please contact the EEO and Title IX Coordinator at:
New York Campus Dean, Rabbi David Adelson, 212-824-2217
Cincinnati Campus Dean, Rabbi Jonathan Hecht, (513) 487-3255
Los Angeles Campus Dean, Joshua Holo, (213) 749-3424
Jerusalem Campus Dean, Rabbi Naamah Kelman, 972-2-620-3331

Americans With Disabilities Act

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

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

New York Campus Dean, Rabbi David Adelson, 212-824-2217
Cincinnati Campus Dean, Rabbi Jonathan Hecht, (513) 487-3255
Los Angeles Campus Dean, Joshua Holo, (213) 749-3424
Jerusalem Campus Dean, Rabbi Naamah Kelman, 972-2-620-3331

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

Scope of the Policy

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

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

Discriminatory Harassment

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

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

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

Retaliation

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

How to Report a Complaint

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

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

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

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

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

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

- The U.S. Department of Education's Office for Civil Rights ("OCR")

- Chicago Office (for Cincinnati campus): (312) 886-8434
 - San Francisco Office (for Los Angeles campus): (415) 556-4275
 - New York City Office (for NY campus): (212) 637-6466
- The Ohio Civil Rights Commission (“OCRC”), Cincinnati Regional Office: (513) 852-3344
- The State of California Department of Fair Employment and Housing (“DFE”): (800) 884-1684 (toll free for complaints and information)
- The New York City Equal Employment Practices Commission: (212) 240-7902
- The New York State Human Rights Commission on Discrimination Complaints: (212) 306-7450

Interim Measures

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

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

Interim measures will be offered to a complainant regardless of whether the complainant chooses to participate in a hearing against the accused or whether the complainant chooses to report the incident to law enforcement. To the extent possible, any interim measures that are provided will be confidential.

Protective Measures

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

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

Investigation

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

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

1. Preliminary review of the complaint by the EEO Coordinator to determine whether probable cause exists to believe a violation of this policy occurred.
2. Assignment of the investigation from the EEO Coordinator to an investigative team of no fewer than two (2) persons who have been trained annually to investigate complaints.
3. Notification to the accused that an investigation has commenced.
4. Interviews of the complainant, the accused, and any witnesses. The accused shall be provided a copy of any written complaint or otherwise informed of the substance of the complainant’s allegations. Similarly, the complainant shall be provided with a copy of any written response provided by the accused or otherwise informed of the substance of the accused’s response to the allegations.
5. Gathering and examining of relevant documents or evidence (e.g., law enforcement investigatory records, student and/or personnel files, etc.). Both the complainant and respondent will be asked to provide a list

- of possible witnesses as well as any written or physical evidence (e.g., text messages, social media postings, emails, photos, medical records, etc.) that they wish to be considered by the investigatory team.
6. Preparation of an investigatory report complete with a summary of interviews, relevant documents, findings, and recommendations for further action.

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

Disciplinary/Adjudication Procedure

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

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

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

Possible Discipline/Sanctions

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

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

Accommodations

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

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

Accommodations are equitable modifications of the learning environment that eliminate, as much as practicable, physical, or instructional barriers to learning encountered by the student with a disability. An accommodation is considered appropriate if the accommodation is feasible and reasonable in its alternative method or format and does not impose an undue burden or hardship on the school. Accommodations are individualized and dependent on the nature of the specific disability or disabilities.

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

1. Notification letters to professors
2. Quiet room in which to take examinations.
3. Flexible deadlines for assignments

4. Extended time for reading assignments.
 5. Extended time for examinations.
 6. Alternate format textbooks.
 - PDF- or Word-formatted books
 - E-books
 7. In-class note taker. (Request is made in cooperation with professor.)
 8. Oral reader for exams
 9. Recording device in classroom
 10. Computer in class
11. Preferred seating in the classroom.
- 12.

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

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

Additionally, the College-Institute commits itself to making its campuses accessible. The campus Director of Student Support will work with the campus Operations Manager to ensure that the campus is physically accessible to the degree practicable. Where applicable, handicap-accessible parking will be made available. Classes may be relocated to rooms that are physically accessible to meet student and faculty needs.

Alternative textbooks

Students who need alternative textbooks, such as textbooks in PDF format, should make this request as soon as their course syllabus is made available. Students should contact the Director of Student Support.

E-books

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

Procedures and Policies

Request for Services

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

A student previously diagnosed with a disability and who used academic accommodations in a prior educational setting must request that a copy of their test results and recommendations be sent to the Director of Student Support.

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

At a minimum, the documentation must be sufficient to apprise the College-Institute that the student currently has a disability that excludes the student from participation in, denies the student the benefits of, or otherwise subjects the student to discrimination in any program or activity.

The Director of Student Support will review the documentation and any requested accommodations. If necessary, the Director of Student Support will discuss any alternative recommended accommodations with the student. The Director of

Student Support staff member will notify the student of the determination and, if appropriate, any accommodations to be implemented.

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

Students receiving accommodations must meet with the Director of Student Support at the beginning of each semester to review their status and, if necessary, update their records.

If a student feels that their accommodations are not being met, they must immediately notify the Director of Student Support or the Provost.

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

Confidentiality Notice

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

Even if a student registered with Disability Services openly discusses their disability, College-Institute staff and faculty are not permitted to discuss disclosed information with others.

Request for Reconsideration

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

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

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

The U.S. Department of Education's Office for Civil Rights ("OCR"):

Chicago Office (for Cincinnati campus): (312) 886-8434

San Francisco Office (for Los Angeles campus): (415) 556-4275

New York City Office (for NY campus): (212) 637-6466

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

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

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

The New York State Human Rights Commission on Discrimination Complaints: (212) 306-7450
The College-Institute prohibits retaliation against anyone who seeks an accommodation or who seeks reconsideration under this section or otherwise complains that he or she has been denied equal access in the form of appropriate accommodations or has suffered discriminatory harassment. This prohibition of retaliation similarly extends to anyone who assisted or participated in any manner in an investigation or proceeding relating to a complaint under this section.

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

Training

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

Policy Against Unlawful Harassment

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

Harassment Prohibited

Sexual Harassment Defined (“Quid Pro Quo”)

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

Sexual and Other Prohibited Harassment Defined (“Hostile Environment”)

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

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

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

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

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

- Written or graphic material that degrades or demeans an individual or group of individuals because of their protected status.

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

Consensual Relations

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

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

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

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

Abusive Conduct

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

Procedures for Reporting Harassment and/or Abusive Conduct for Students

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

Procedures for Reporting Harassment and/or Abusive Conduct for Employees

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

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

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

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

Investigating Claims of Harassment or Abusive Conduct

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

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

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

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

Grievance Review Panel Process

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

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

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

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

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

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

The Panel will keep official minutes of the hearing and provide a written summary of its deliberations. The official minutes and summary are available to both parties. Generally, the minutes will name witnesses interviewed in the hearing and the deliberation's summary will reflect the materials considered. If either adversely affects anyone, names will be removed

from the copies given the parties. The personal notes of Panel members shall not be available and will be destroyed at the end of the process, to the degree legally permissible.

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

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

Formal Sanctions

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

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

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

Retaliation

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

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

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

Record and Monitoring

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

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

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

Misconduct by Those External to the Community

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

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

Title IX Application

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

Current Students

Official College-Institute Communication and Email Accounts

HUC-JIR issues each student a College-Institute email address such as jsmith@HUC.EDU. HUC-JIR will use the student's postal address or the HUC email address for official communications. It is the student's responsibility to monitor the HUC email account on a regular basis.

New students become eligible for a HUC-JIR student user account upon admittance to HUC-JIR.

For consistency across all college systems, HUC-JIR uses the students legal first and last name for their huc.edu email account (for example: John.Smith@huc.edu). If your legal name changes, please submit a [Request for Name Change](#) form and supporting documentation to the National Registrar's Office. Once the user's first and/or last names have been changed in HUC-JIR's databases, please contact helpdesk@huc.edu to submit a request to have your huc.edu email account updated.

Student accounts remain active while the student remains registered for courses with HUC-JIR or is on approved leave of absence through the National Registrar's Office.

In the case of students who have not attended classes in some time (e.g., they have not graduated; are not registered for courses; have not officially withdrawn; have not gone on approved leave of absence), their accounts will be deactivated and deleted one year after they last attended classes at HUC-JIR.

Academic Schedules and Deadlines

While many programs of the College-Institute follow a traditional semester calendar, several programs follow their own academic schedules, including intensive formats or a cohort-based schedule. These programs include the Doctor of Ministry, School of Jewish Nonprofit Management, Executive Master's Program in Jewish Education, Certificate in Jewish Education for Adolescents and Emerging Adults, and the DeLeT program. Please refer to the appropriate Program Director for detailed scheduling information and deadlines for your program.

Attendance

1. It is expected that all students will attend class regularly, and attendance may be required by the instructor. Class attendance may be a criterion used by an instructor to determine the student's grade.
2. Attendance is required at all announced examinations.
3. Attendance is also taken during the beginning of each semester or term in order to verify enrollment and to determine financial aid eligibility.
4. Academic programs in the College-Institute may establish attendance policies related to those programs.
5. Individual faculty members may also establish attendance policies for their courses.
6. A student absent from class is responsible for all written or oral work due on the day of the absence, knowledge of announcements made on the day of the absence, and knowledge of the substance of material discussed.
7. If a student is absent from an examination or submits a paper later than the scheduled due date, the student may be subject to a reduced grade or failure for the examination or paper in question. The decision rests with the instructor.

8. In intensives, NO absences are permitted. If a student is forced by extenuating circumstances to miss more than one day, no credit can be granted.
9. During the academic year, attendance at some programs may require a student to be absent from classes. It is expected that students will be responsible for assignments and classes that may be missed during their absence. Students should consult with the instructor in advance of the absence. Please note the following guidelines regarding the attendance at external programming, which may interfere with class attendance.
 - a. In order to attend an external program, the student must obtain permission from the course instructor. The student should explain the event to be attended and affirm the responsibilities related to their 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 their 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 their 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, they 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 their 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 their 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, they 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 they have 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 their 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.

F.

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 their leave, they must request permission from their Program Director for a one semester extension. If, after a one-year leave of absence, a student does not return to the College-Institute, they must apply for re-admission.

Withdrawing from an Academic Program

1. A student desiring to withdraw from their 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 their program and then wishes to resume their studies, they 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, they 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 their last date of attendance. The student may be required, at the discretion of their Program Director, to meet the academic requirements in effect upon their return to HUC-JIR. This policy does not apply to a student who was away from the College-Institute on an approved leave-of-absence.

Change or Addition of Academic Program

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

Credit Hours

1. In accordance with accreditation standards and Federal guidelines, 1 semester hour generally equals 15 contact hours plus 30 preparation hours. A 3-semester hour course would include 45 hours of contact plus 90 hours of preparation.
2. Clinical or Fieldwork Courses – Three to four hours of clinical activity or internship per week equal a single contact hour. Thus, one credit-hour requires 45-60 hours of practice or internship.

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Grades

1. At the conclusion of each semester, faculty will use the Student Information System (SIS) to submit grades to the Office of the National Registrar in the form of letter grades (A, B, C or F) or Pass/Fail.
2. With the exception of the School of Graduate Studies, during registration, students may elect to be graded under either the letter grade scale or on a Pass/Fail basis.
3. Grades are available to students by logging into the Student Information System (SIS).
4. The instructor shall specify in the course syllabus those aspects of the course that will be monitored for grading, such as examinations, papers, class participation and attendance. The instructor shall also specify in the syllabus the relative weight given each aspect to be monitored for grading.
5. Letter grade and Pass/Fail grading tables:

- a. The letter grade scale will be as follows:

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

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

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

- c. Grades in both tables:

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

6. The default grading system for students will be Pass/Fail. Students will indicate their choice of grading systems at the beginning of their academic program and may change from one grading system to the other annually, prior to the first day of classes of the Summer or Fall semester.

- a. The change must be submitted to the Office of the National Registrar in writing or via the student's HUC email account.
- b. The request must be submitted before the first day of classes for the Fall semester.
- c. Requests cannot be honored to retroactively change a student's grading scale and grades for prior semesters.

7. Grade point averages will be calculated in the SIS and on transcripts for all students with any letter grades.
8. Transcripts will carry a legend that explains the College-Institute grading systems and explains that the Pass is valued at a "B" or higher, and that a Low Pass is valued as a "C."

9. As new courses are developed, the faculty member will be asked whether the course is to be graded on a letter grade basis only, pass/fail only or either. This decision overrides the student's grading preference.
10. Program faculty may designate courses as pass/fail only, letter grade only or either. This decision overrides the student's grading preference. Where a course exists on more than one campus, the grading system should be the same.

Submission of Grades and Evaluations

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

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

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 their 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, they 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 them 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 their 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, they 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 their 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 they receive another "LP," "C" or "F" during a period of probation, they 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, they 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 they 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 their Program Advisor to discuss a possible reduction in outside commitments and fieldwork hours.

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

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

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

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

Class Standing

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

Non-Degree & Consortium Students

1. Anyone auditing courses or taking courses for credit, but not pursuing a degree or certificate program at the College-Institute, is designated a Non-Degree Student. An Audit, like a grade, appears in the Student Information System (SIS)

- and on College-Institute transcripts. A student who fails to attend a course that they are auditing will have an administrative withdrawal/ "W" posted to their academic record.
2. Non-degree students must fill out the Application for Non-Degree Graduate Study which is available on the National Registrar's website along with the current tuition and fees. Additionally, the Non-Degree Student must obtain the permission of the faculty member teaching the course.
 3. Guests from the community who may wish to be a visitor in a particular class should contact the faculty member teaching the course for permission. No academic record is maintained, and the guest is not a registered student at the College-Institute.
 4. The College-Institute has various agreements with other colleges and universities permitting their students to study at HUC-JIR. These Consortium students receive grades which are sent via transcript to their home colleges.

Veterans

The National Registrar's Office can assist eligible veterans with filing the certification for their educational benefits each semester. Please contact the National Registrar's representative on your U.S. campus. Veterans are encouraged to use web registration each semester as soon as it is available so that the certification of benefits may be filed as soon as possible. The College-Institute does not charge late fees, restrict access, or impose penalties on students for delayed payments by the Veterans Administration.

International Students

HUC-JIR welcomes international students. The United States campuses are authorized to enroll F-1 students and to issue I-20 forms for these students. This process is handled by the Office of the National Registrar through its representatives on each U.S. campus. International students should keep the National Registrar's staff informed of their arrival and departure plans, and any changes in their visa, financial, marital, or employment status, and other matters related to their stay in the United States.

Advanced Standing and Transfer of Credit

1. Students who have successfully completed graduate courses or a graduate degree in an accredited academic institution prior to their admission to HUC-JIR may request that transfer credits be applied toward their program of study at HUC-JIR. The amount of credit given shall be determined by the Program Director in consultation with the appropriate faculty member in whose area credit is sought but may not exceed 25% of the credit hours required for the degree or certificate. Any application for transfer or exemption must be accompanied by an official transcript from the student's prior institution.
2. For learning achieved in non-accredited institutions or in settings outside of higher education, advanced standing may be possible. The extent of advanced standing shall be determined by the Program Director in consultation with the appropriate faculty member in whose area advanced standing is sought. Students may be evaluated based on examinations, performance in a specific course or group of courses, or other methods approved by the Program Director. As with accredited institutions, any application for transfer or exemption must be accompanied by an official transcript from the student's prior institution.
3. All Advanced Standing decisions must be documented and sent to the National Registrar by the Program Directors so that appropriate credit may be recorded on the student transcript and in the Student Information System. The Outside Credit form is available on the National Registrar's webpage.
4. No more than 25% of course requirements for a degree, certificate, or ordination can be fulfilled by coursework from outside HUC-JIR. Within this context, credit earned through consortium agreements will be considered "in residence."

Internal Transfer Credit

1. When a student in or alumnus of one HUC-JIR program enrolls in a second program at HUC-JIR (whether after withdrawing from or completing the first program or while enrolled in that program), they do 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 their 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 their 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 their Program Director(s).
10. Have made arrangements with all HUC-JIR libraries and resource centers for the return of all materials.
11. Have made arrangements with the Student Accounts Office to settle all outstanding financial matters including any health care/insurance charges.
12. Have complied with the requests from campus offices for senior students including the return of mailbox keys, IDs, etc.

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

The Academic Calendar

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

Student Transcripts and Files

1. Maintenance of student transcripts and files is consistent with the rules and regulations of the American Association of College Registrars and Admissions Officers (AACRAO) and in compliance with the Family Educational Rights and Privacy Act (FERPA.)
2. The College-Institute maintains an electronic file for each student in the Student Information System (SIS.) Additionally, an admission file is maintained by the National Admission Office, and academic files may be kept by the student's campus Dean and Program Director.
3. Students have access to all pertinent information in their files and may check them for accuracy. Students should contact the National Registrar for access to their files except as defined in #4 below.
4. Official requests for transcripts are made in writing to the National Registrar. Transcripts are released only with the student's written consent and if there are no unsettled student financial obligations. A transcript request may be made from the Student Information System (SIS) or by using the Transcript Request Form on the National Registrar's webpage. There is a \$5.00 charge for each official transcript requested.
5. The student's file contains material that usually falls into the following four categories:
 - a. Confidential letters of reference written in support of the student's application.
 - b. Application materials other than confidential letters of reference. These include the application itself, transcripts, Graduate Record Examination scores, autobiographical statement, medical forms, letter of acceptance and letter of acknowledgment.
 - c. Grade Evaluations and general correspondence concerning the student contained in a student file.
 - d. HUC-JIR transcript.

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

Name Change Process

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

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

The student's name that appears on the Application for Graduation/Ordination document must match the name on file with HUC-JIR. Request for Name Change with acceptable documentation needs to submit to the Office of the National

Registrar before Graduation/Ordination. If proper legal documentation has not been provided to the Office of the National Registrar before Graduation/Ordination the Diploma/Simcha will be held.

FERPA Annual Notice to Students: Access to Student Records

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

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

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

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

You may ask the College-Institute to amend a record that you believe is inaccurate, misleading, otherwise in violation of your privacy rights under FERPA. You should write to the College-Institute official responsible for the record, clearly identify the part of the record you want changed and specify why it should be changed. If the college decides not to amend the record as requested by you, the College-Institute will notify you of the decision in writing and will advise you of your right to a hearing before the College-Institute's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

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

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A College-Institute official typically includes the following: (1) a person employed by the College-Institute in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); (2) a volunteer or contractor who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks; (3) a person serving on the Board of Governors; or (4) a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A College-Institute official has a legitimate educational interest if access is reasonably necessary in order to perform their instructional, research, administrative or other duties and responsibilities. Upon request, the College-Institute discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

(4) The right to appeal an alleged denial of FERPA rights to the:

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

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

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

For additional information:

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

(6) The College-Institute will make the following "directory information" concerning current and former students available to those parties having a legitimate interest in the information:

*name	*level of education (credits) completed
*attendance dates (periods of enrollment)	*major field of study
*address	*degree enrolled for
*telephone number	*participation in officially recognized activities and sports
*place of birth	*height and weight of athletic team members
*photograph	*previous school attended
*email address	*degrees, honors, and awards received
*full- or part-time status	
*enrollment status (undergraduate, graduate, etc.)	

By filing a "Request to Prevent Disclosure of Directory Information" form with the Registrar's Office, current and former students may request that any or all of this directory information not be released without their prior written consent. This form is available in the National Registrar's Office and on the National Registrar's Office website and may be filed, withdrawn, or modified at any time.

Possible Federal and State Data Collection and Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and PII contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent.

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

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

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

Other Disclosures Permitted without Consent

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

- To other school officials, including teachers, within [School] whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Residency Requirements

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

Code of Ethics

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

I. Ethical Obligations

A. Complying with Legal and Professional Obligations

The College-Institute requires its members to comply with all applicable federal, state, and local laws and to conform to the highest standards of professional conduct. To the extent the College-Institute community members are governed by standards specific to a profession (such as attorneys, psychologists, professors, or certified public accountants), community

members must adhere to those professional standards. For the sake of clarity, when the Code of Ethics contains higher standards than those specific to a profession, this Code of Ethics will prevail.

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

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

B. Academic Integrity

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

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

C. Operational Integrity

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

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

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

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

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

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

D. Social Integrity

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

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

E. Avoiding Conflicts of Interest and Commitment

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

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

II. Applicability of the Code

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

III. Reporting Violations of the Code

A. Collective Responsibility

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

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

B. Compliance Officer

The College-Institute's Compliance Officer is the CFO/VP of Finance and Administration, with support staff from the Department of Human Resources. The Compliance Officer is responsible for investigating and resolving all reported complaints and allegations concerning violations of the Code and may use appropriate staff or third parties as necessary, to assist in investigatory efforts. The Compliance Officer must inform the President and Chair of the Board of Governors of any pending complaints and must provide status updates as necessary to inform the President and Chair of the Board of Governors on the findings of the investigation, the actions taken to resolve the complaint (if any), and a recommendation

as to the disciplinary actions to be taken. Should the complaint involve the President, the Chair of the Board of Governors, or any other high-ranking Administrator to which the Compliance Officer feels, in their sole discretion, to be an inadequate investigator to investigate the complaint, the Compliance Officer may refer the matter to an appropriate authority within the College-Institute who can better carry out the duties and responsibilities of the Compliance Officer.

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

C. Handling of Reported Violations

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

D. Acting in Good Faith

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

E. Confidentiality

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

F. No Retaliation

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

Conclusion

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

Academic Integrity

1. HUC-JIR students are expected to maintain the highest standards of integrity with respect to their academic work. The College-Institute considers all breaches of personal and academic integrity to be serious offenses.
2. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination.
3. Plagiarism, the appropriation of unattributed ideas or verbatim copying, is entirely at odds with the core principles of Jewish tradition and academic rigor. Students are expected to be familiar with the proper rules of citation (see the MLA Handbook, or similar works). Students must ensure that they understand their instructors' expectations and avoid utilizing completed work, notes, drafts, or homework of other students when it is inappropriate.
4. Work completed for one course may not serve to fulfill obligations of another course, unless explicitly permitted in writing by the two professors involved. When in doubt, ask the professors involved about the appropriate actions to take.
5. It is a violation of the standards of academic conduct to alter any academic or official institutional record used in the admission or academic records process.
6. Disciplinary action regarding cases of cheating, plagiarism or other violations of academic integrity may be taken by faculty members, the administration, or the Student Tenure Committee where necessary.
- 7.

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
- Bit Tornado
- KaZaA
- Azuereus
- BitTorrent
- Limewire
- BitComet
- FlashGet
- Morpheus
- BitLord
- Gnutella
- 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 they engaged in inappropriate behavior that renders them unsuitable for their 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. They have 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, they will need to appear before a Student Tenure Committee. The student may also lose their 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 they must meet with the Student Tenure Committee or that they are 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 they are part of the Appeals process. If the program director chooses not to chair the committee, they may designate a member of the Committee to serve as chair.
4. The Program Director will give the student written notice of the time and place of the meeting, and also inform the student that they will have an opportunity to present pertinent information to the Committee and that the student may be present throughout the meeting until such time as the Student Tenure Committee enters into executive session. The fifteen working days notification period may be shortened with the agreement of the student and program director.
5. The Student Tenure Committee will determine the suggested course of action by secret ballot and by a 2/3-majority vote.
6. The Program Director will communicate the decision of the Student Tenure Committee in writing to the student and the Dean within five working days.
7. As part of the evaluation process, the Committee can suggest a range of ways to proceed that may include, but are not limited to:
 - b. Dismiss the case

- c. Investigate the matter further
 - d. Oversight and assistance without putting the student on probation
 - e. 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 their program while satisfying the probationary conditions, that the student may continue with a reduced course load, or that the student may not continue in their program until all conditions of probation have been satisfied. The Committee shall determine the timeframe for probation.
 - f. Place the student on Academic Suspension for a specific period of time.
 - g. Permanently dismiss the student from the academic program, the local campus, and/or the College-Institute.
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 Provost's decision to the President.
8. 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, they 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 their 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 their program until they demonstrate to the Committee that they have 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

6. All faculty members and instructional staff have received the Faculty Handbook that clearly outlines good teaching practices. Faculty members are responsible for fulfilling the good teaching practices outlined in the Handbook. Should students have grievances against a faculty member relating to any academic matter, they should avail themselves of the procedure outlined below. The goal of the academic grievance procedure is to effect reconciliation between the instructor and the student.
2. Any student has the right to question a course grade he or she has received, but the student should recognize the difference between questioning a grade and charging an instructor with a violation of the good teaching practices. Such a charge is a serious act and should neither be undertaken lightly nor should the desire to have a grade reviewed and changed be the primary motivation.
3. If the student wants to contest a grade, the student should first meet with the instructor to voice a complaint and to receive an explanation and possible redress. If the student is not satisfied with the explanation, he or she may confer with the faculty member's Academic Program Director and ask for a review of the grade. The Academic Program Director will consult with the faculty member and review the material. If the decision of the Academic Program Director is not acceptable to the student, he or she may appeal to the Dean whose decision shall be final.
4. A student who feels that a faculty member has violated good teaching practices shall first discuss the matter directly with the faculty member, accompanied by their faculty advisor, if applicable. If he or she feels that his or her grievance has not been properly adjudicated, he or she should request a conference with the Academic Program Director. If the intervention of the Academic Program Director still has not achieved reconciliation, the student may submit to the Dean a letter formally stating the nature of the grievance with specific reference to teaching responsibilities that have not been fulfilled. The student should also provide any materials supportive of the complaint.
5. Within ten (10) days after receiving this written complaint from the student, the Dean will request the chairperson of the Faculty to convene a Faculty Grievance Committee that shall be made up of four full-time faculty members and a student representative selected by the student association. The Committee shall consider and investigate the complaint and make its recommendations to the Dean within thirty (30) days after receiving the complaint.
6. A Faculty Grievance Committee will not review a complaint unless it is lodged within 10 weeks of the alleged violation. For students attending SJNM, DeLeT, or summer session, the tenth week of the fall semester is the deadline. It shall be the responsibility of the Faculty Grievance Committee to determine, prior to considering any case, whether frank and full discussions among the student, instructor, Academic Program Director, and Dean have been exhausted as a means of resolving the grievance. If not, the case shall be referred to the Dean as appropriate.
7. If the Faculty Grievance Committee decides to consider the case, the chairperson shall inform the student that the burden of proof rests with the student and that he or she may attend the hearing, excluding executive sessions. The chair shall also inform the instructor, when the committee decides to consider a case, that a grievance has been received by the Committee and provide the instructor with a full bill of particulars regarding the grievance and its supporting evidence. The chair shall request from the instructor in writing information germane to the case, inform the instructor that he or she may attend the hearings, excluding executive sessions.
8. If the Committee finds that no violation of the good teaching practices has occurred or that a violation has occurred but recommends that no redress is warranted, these findings will be reported by the Committee chairperson, in writing, to the student and the instructor, with copies sent to the Academic Program Director and Dean.
9. If the Committee finds that a violation has occurred and recommends any form of redress for the student, these recommendations should be reported by the chairperson of the Committee, in writing, to the Academic Program and Dean, with a copy sent to the student and to the instructor. A copy of this letter will be added to the faculty member's file. The instructor will be expected to inform the Academic Program Director of his or her compliance or noncompliance with the recommendations within ten days after the letter of notification has been sent to the instructor. Failure to respond within ten days will be taken to indicate noncompliance.

10. If the instructor complies with the recommendations, the student will be informed, in writing, by the Academic Program Director, with copies to the committee chair. If the instructor indicates noncompliance with the recommendations, copies of the recommendations and of the instructor's reply will be sent to the student, Provost, and President, and will be placed in the instructor's file. In addition, a notation of this finding may be made in the student's permanent record file.
11. If the instructor does not accept the recommendations, he or she may appeal the decision of the Faculty Grievance Committee to the Provost. Written notice of the desire for a review by the Provost should be made within ten (10) days of receiving the copy of the Committee's findings. If an appeal is made, a copy of the written report of the Committee and all pertinent information and material will be forwarded to the Provost. The Provost will meet with the student and instructor and review the case. The Provost then will affirm, reject, or modify the recommendations of the Committee.
12. If the instructor does not accept the recommendations of the Provost, then he or she may appeal directly to the President. The President shall review all materials and meet with the student and instructor. The President's decision will be final.
13. If the student has not resolved the concern/complaint to their satisfaction after exhausting the aforementioned process, they can utilize the appropriate state's complaint process.

Statement Concerning Field-Based Educational Experiences

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

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

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

The Learning Agreement

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

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

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

Pre-Field Based Educational Experience Workshop

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

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

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

- The organization's history and mission.

The organizational structure in place at the field placement site and the particular individuals with whom the student will work.

The needs of those being served by the congregation, community-based organization, or other field placement site; and

The organization's expectations and policies, as well as the student's rights and responsibilities while engaged in the placement. This will include a review of protocol and procedure concerning harassment, discrimination, personal safety, emergencies, and related circumstances.

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

Supervision in Field-Based Educational Placements

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

All Placement Site Supervisors are expected to have:

A thorough understanding of HUC-JIR's mission and philosophy, as well as working knowledge of the institution's approach to Field-Based Education and the objectives of this aspect of the students' training.

A desire to work collaboratively with HUC-JIR staff who oversee field-based placement and the ability to ensure open communication with both the student and HUC-JIR staff.

The ability and willingness to engage the HUC-JIR student participating in Field-Based Education as a "colleague in training".

A commitment to participate in any required Orientation and/or Training developed by the College-Institute, to adhere to all of the requirements of HUC-JIR Field-Based Education Placement Programs and to conform to HUC-JIR policy relating to behavioral conduct, including policies prohibiting discrimination, harassment and similarly offensive and potentially illegal conduct.

Professional Ethics

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

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

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

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

Any student who violates these policies while serving in a Field-Based Education Placement or internship will be subject to disciplinary action, as specified in the National Student Academic Handbook. Additionally, the Field-Based Education Placement or internship site, including the Placement Site Supervisor and any individual associated with the site who is

connected with the fieldwork or internship in any manner, is expected to maintain an appropriate, professional environment free from harassment, discrimination, intimidation, and related conduct.

Use of Power

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

Sexual Ethics

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

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

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

Immunization

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

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

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

Political Campaigning

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

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

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

1. The following guidelines and restrictions apply to campus involvement in political campaigns.
 - Every member of the HUC-JIR community has a right to participate or not, as he or she sees fit, in the electoral process. As an individual you are free to endorse, support, or oppose candidates. However, students, faculty and staff of the College should be careful to qualify that the opinions expressed are their own and do not represent the official position of HUC-JIR.
 - No member of the College-Institute community should speak for or act in the name of the College in a political campaign or other partisan electoral activity.
 - Use of the college's name, letterhead, or logo for partisan electoral purposes such as the solicitation of funds or other contributions in support of a political party or candidate or the endorsement of candidates for public office is prohibited.
 - A member of the College-Institute community should make statements that favor or oppose candidates or political parties at any College-Institute event or in any College-Institute official publication (including the website or social media platform), with the exception of an authorized student-run publication. Any student-run publications that feature editorials must state that the views reflected are those of the student editors and not the College-Institute.
 - Social media sites (e.g., Facebook, Twitter, Instagram, YouTube, etc.) that are created and/or maintained by, or for, the College-Institute or affiliated groups, must avoid anything that might be considered as political campaigning. Social media accounts that are strictly personal – in your personal name and maintained by you from your home computer or personal laptop – may be used to express your personal political belief and may be used to engage in political campaigning.
 - Voter education drives conducted in a biased manner that favor or oppose candidates or specific political parties are not permissible.
 - Making telephone calls to the public advocating for a candidate or political party – in the name of the College-Institute – is not permissible.
 - College-Institute-paid political advertisements (newspapers, radio, television, websites, mailings) are not permissible.
2. Every effort should be made to ensure that appearances of candidates for public office or their political representatives at college sponsored events have a substantive purpose and appear in their non-candidate capacity, and that such visits not be conducted solely as campaign rallies or events.
 - Candidates for office, including elected officials seeking reelection, who approach HUC-JIR administration seeking opportunities to appear on campus and address the College-Institute community should accordingly be referred to the appropriate HUCJIR administrator (Dean/Department Head).
 - If a faculty member, administrative and/or academic department, or the college itself chooses to invite an individual candidate to speak, every attempt should be made to provide opposing candidates the same opportunity. Members of the HUC-JIR community may not use college-institute facilities, services, and college-sponsored events for campaign or party fundraising activities.
 - HUC-JIR facilities, services, and college-sponsored events may not be used by outside organizations or outside individuals whose purpose is to further the cause of a candidate or political party.
 - The College-Institute's IT resources may not be used to support or oppose a candidate's campaign. Individuals cannot use official College-Institute hosted websites to express their views on a candidate unless that expression meets the "educational activities" test as defined as permissible under Section 501(c)(3) of the Internal Revenue Code. Employees and students are allowed to link a College-Institute's website to official candidate websites provided that links to all qualified candidates are equally accessible and the links are provided as a means of voter education and not advocacy.
3. The following restricts use of HUC-JIR resources for partisan electoral purposes.
 - Use of the campus mail service (other than U.S. mail), college mailing lists, college provided office supplies, computers, email system, telephones, facsimile machines, or copiers, for soliciting votes or campaign fund raising is prohibited.

- Campaign workers, including students, faculty, and staff, are not permitted to engage in person-to-person solicitation of funds through the campus mail service or College-Institute email system.
- No display or distribution of political campaign materials, such as posters, notices, handbills, and banners intended to promote one candidate or party over another, or influence people how to vote are permitted.
- Candidates, political parties, PACs, or any other group working in a partisan political manner may be permitted to use the College-Institute's facilities, including classrooms, meeting rooms, and other facilities only on the same terms and for the same rental fee as other candidates, non-political campaign groups, student organizations, and individuals. Rental fees and other relevant charges must be paid by the group in accordance with existing schedules. Preferential treatment is not permitted.
- No campaign fundraising may take place on College-Institute property, except that which occurs in connection with rentals of College-Institute space as set forth above.
- Campus organizations and departments may use campus mail to publicize political forums and discussions but may not use the mail service to endorse, raise money for or otherwise promote a candidate for public office or a political person, organization, or lobby. Organized voter registration activities, voter education programs, and "get out the vote" drives are exempt from the provisions outlined above, provided no attempt is made to influence how people should vote, advance or oppose individual candidates for office or a political party or to promote a position on a public referendum or issue up for vote.

Possession of Weapons Policy

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

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

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

Definitions

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

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

Scope

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

Corrective Action

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

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

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, they 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 through the National Registrar's Office: (513) 487-3202

Disability Services Staff Members for Each Campus

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

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

Cincinnati:	Rabbi Jonathan Hecht, Dean, (513) 487-3255
Jerusalem:	Rabbi Naamah Kelman, Dean, 972-2-620-3331
Los Angeles:	Dr. Joshua Holo, Dean, (213) 749-3424
New York:	Rabbi David Adelson, Dean, (212) 824-2217
All Campuses:	Rabbi Andrew Goodman, Dean of Students, (212) 824-2230

Accommodations

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

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

Accommodations are equitable modifications of the learning environment that eliminate, as much as possible, physical, or instructional barriers to learning encountered by the student with a disability. An accommodation is considered appropriate and reasonable if the accommodation is feasible and reasonable in its alternative method or format and does not impose an undue burden or hardship on the school. Accommodations are individualized and dependent on the nature of the specific disability or disabilities.

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

1. Notification letters to professors
2. Quiet room in which to take examinations.
3. Flexible deadlines for assignments
4. Extended time for reading assignments.

5. Extended time for examinations.
6. Alternate format textbooks.
 - Pdf- or Word-formatted books
 - E-books
7. In-class note taker. (Request is made in cooperation with professor.)
8. Oral reader for exams
9. Recording device in classroom
10. Computer in class
11. Preferred seating in the classroom.

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

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

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

Alternative textbooks

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

E-books

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

Procedures and Policies

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

A student previously diagnosed with a disability and who used academic accommodations in a prior educational setting must request that a copy of their 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 their accommodations are not being met, they 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 their 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 their accommodation request, the student should request a meeting with the designated Disability Services staff member on their campus to present additional information and/or documentation and to discuss the nature of the issue or complaint. This meeting should be requested within 30 calendar days of the date that the conflict or issue arises. For concerns relating to denial of accommodations, the staff member may engage an outside consultant to review the documentation and provide recommendations to the Office. The staff member may contact faculty, administrators or professionals that can provide information pertinent to the case. If confidential information is to be released to or received by a third party not affiliated with the College-Institute, the student will be asked to sign a release of information form. Following the review of the request for reconsideration, the staff member will notify the student of the decision within 30 calendar days.

Review by the Provost: If the issue is not resolved through reconsideration, the student may request a review of the process by the Provost within 30 calendar days of receiving the decision on reconsideration. The student should submit a detailed written account of the issue and sign and date the document. The Provost will make an inquiry into the complaint and may contact faculty, administrators or professionals that can provide information pertinent to the case.

Every effort will be made to resolve the grievance within 30 calendar days or as expeditiously as possible. The student will be contacted in writing with a final decision regarding the request.

Students are not required to use the internal reconsideration process and may contact the Office of Civil Rights of the U.S. Department of Education in order to file a complaint.

Information on filing a complaint is available on their website: www2.ed.gov/ocr

HUC-JIR prohibits retaliation against anyone who seeks reconsideration under this section or otherwise complains that he or she has been denied equal access in the form of appropriate accommodations or has suffered discriminatory

harassment. This prohibition of retaliation similarly extends to anyone who assisted or participated in any manner in an investigation or proceeding relating to a complaint under this section.

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

Training

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

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

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

Sexual Misconduct and Interpersonal Violence Policy

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

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

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

Title IX Coordinator

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

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

New York Campus Dean, Rabbi David Adelson, (212) 824-2217
Cincinnati Campus Dean, Rabbi Jonathan Hecht, (513) 487-3255
Los Angeles Campus Dean, Joshua Holo, (213) 749-3424
Jerusalem Campus Dean, Rabbi Naamah Kelman, 972-2-620-3331

Scope of the Policy

This Policy applies to all College-Institute community members, including governors, overseers, volunteers, students, prospective students, employees, applicants, faculty, administrators, and to those parties with whom our students and

employees come into contact in the course of their employment or academic activity. Any person may report Prohibited Conduct (whether or not the reporter is the purported victim) in person, by mail, by telephone or by electronic mail to the Title IX Coordinator or the Dean of the Campus at issue and the report may be made at a time beyond normal office hours.

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

Retaliation

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

Sexual Misconduct

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

Definitions

Sexual Harassment: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on gender (opposite or same sex), gender identity, or sexual orientation when (1) submission to the conduct is an explicit or implicit term or condition of employment decisions or academic decisions; (2) submission to or rejection of the conduct is used as the basis for employment or academic decisions; or (3) the conduct has the purpose or effect of unreasonably interfering with a person's performance or creating an intimidating, hostile or offensive working or academic environment.

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

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

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

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

Domestic Violence: Violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic

or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred. The violence covered by this definition includes, but is not limited to, sexual or physical abuse or the threat of such abuse, psychological abuse, and/or social isolation.

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

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

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

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

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

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

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

Options and Recommendations for Assistance

Interim Measures: Interim measures, also called supportive measures, are non-disciplinary, non-punitive individualized services offered, as reasonably available, and without fee or charge to the complainant or the

respondent. Such measures are designed to restore or preserve equal access to the College-Institute education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties, the College-Institute's educational environment, or deter prohibited conduct. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security, and monitoring of certain areas of the campus, and other similar measures.

Protective Measures: In addition to the interim measures described above, other protective measures also may be available by contacting law enforcement and/or the local prosecutor's office. For example, in addition to the normal criminal process, law enforcement and/or the local prosecutor's office may assist an individual in obtaining a protection order. A protection order is a temporary order intended to help provide safety and protection to victims of certain crimes.

If you have a protection order against someone and that person violates the protection order in any way, law enforcement may be able to arrest that person and charge that person with a violation of the protection order. If needed and to the extent necessary, the College-Institute will provide assistance in obtaining a protection order. **Please contact the Title IX Coordinator for more information about these protective measures, including for contact information for local law enforcement and/or the local prosecutor's office.**

Educational Programming: The College-Institute provides educational programming designed to target, prevent, and eliminate Prohibited Conduct. That programming includes, but is not necessarily limited to, primary prevention programs, awareness programs, ongoing prevention and awareness campaigns, programs regarding bystander intervention, and programs regarding risk reduction.

Medical Treatment and Services: If you have been the victim of Prohibited Conduct, it is important and necessary to immediately seek any appropriate follow-up medical attention for several reasons: first, to assess and treat any physical injuries you may have sustained; second, to determine the risk of sexually transmitted diseases or pregnancy and take preventive measures; and third, to gather evidence that could aid criminal prosecution. Physical evidence should be collected immediately, ideally within the first 96 hours. It may be collected later than this, but the quality and quantity of the evidence may be diminished. A special exam should be conducted as soon as possible following any physical harm to make sure of your physical well-being and to collect evidence that may be useful in criminal proceedings. Even if you have not been physically hurt, this special exam is strongly recommended to maintain all your legal options. After the evidence is collected, it is stored in case you wish to press criminal charges. The exam is typically performed by a Sexual Assault Nurse Examiner (S.A.N.E.).

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

Awareness and Preparation: Often times your first line of defense to any type of harm is your own awareness and preparation. Be aware of your capabilities and limitations. Your judgment and thinking will often be your best weapons. Evaluate the situation for possible avenues of escape. Your first concern should be for your safety and survival. Use your judgment to do what is necessary to save your life. That may involve making a scene or drawing others' attention so that the assailant leaves. It may buy you enough time to escape. It may involve fighting back. It may mean not physically resisting. If you choose not to physically resist the attack, it does not mean that you have asked to be assaulted or harmed. It means that you did what you needed to do to survive.

Remember - there is no one "right" way to respond. The person being attacked is the best judge of which options will work well for him or her in that situation.

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

Recommended Steps if you are the Victim of Prohibited Conduct:

- (1) Get to a safe place as soon as you can. Try to preserve all physical evidence.

- (2) If it can be avoided, do not wash, use the toilet, or change clothing. If you do change clothes, put all clothing you were wearing at the time of the attack in a bag separated from other materials.
- (3) Get medical attention within 96 hours, if possible, to make sure you are physically well and to collect important evidence in the event you may later wish to take legal action. If the incident occurred on a College-Institute Campus, immediately contact the Title IX Coordinator, the local police, or any on-campus security. For campus security, contact:
 - Cincinnati: 1-513-383-2559
 - New York: 1-212-824-2282
 - Los Angeles: 1-213-745-7758
 It is advised that you add these numbers to your phone's contact list.
- (4) Contact and report the incident to the Title IX Coordinator. The Title IX Coordinator will assist you in notifying any other appropriate authorities.
- (5) Contact someone you trust to be with you and support you.

How to Report a Complaint

You should immediately report any complaint of Prohibited Conduct by contacting the Title IX Coordinator or the Dean of your campus, either of whom may delegate responsibility for investigation to a Designated Campus Official ("Designated Campus Official"):

New York Campus Dean, Rabbi David Adelson, (212) 824-2217
 Cincinnati Campus Dean, Rabbi Jonathan Hecht, (513) 487-3255
 Los Angeles Campus Dean, Joshua Holo, (213) 749-3424
 Jerusalem Campus Dean, Rabbi Naamah Kelman, 972-2-620-3331

Alternately, you can make a report or complaint to the Student Support Help Desk, (844) 317-HELP. You may also always contact the local police department and/or dial 911 for emergencies. Although you are under no obligation to do so, if you choose to involve law enforcement, the Title IX Coordinator will assist you in notifying the local police department.

Depending on when the conduct at issue took place, either the Title IX Coordinator or Designated Campus Official will take a statement from you regarding what happened. That individual will ask you to describe the accused individual(s) and may ask questions about the scene of the incident, any witnesses, and what happened before and after the incident. A referral to the local police department may be made at that time. You may have a support person with you during the interview. Unless you request confidentiality and the College-Institute is able to honor that request, an investigation into the incident will begin promptly after you report the incident.

The Title IX Coordinator or Designated Campus Official will also provide you with a written explanation of your rights and options under Title IX and this policy which will include, but may not be limited to, your right to make a report to local law enforcement, your right to file a complaint with the College-Institute, your right to be free from retaliation for reporting an incident, and your right to receive assistance and resources from the College-Institute.

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

- The U.S. Department of Education's Office for Civil Rights ("OCR")
 - Chicago Office (for Cincinnati campus): (312) 886-8434
 - San Francisco Office (for Los Angeles campus): (415) 556-4275
 - New York City Office (for NY campus): (212) 637-6466
- The Ohio Civil Rights Commission ("OCRC"), Cincinnati Regional Office: (513) 852-3344
- The State of California Department of Fair Employment and Housing ("DEFE"): (800) 884-1684 (toll free for complaints and information)
- The New York City Equal Employment Practices Commission: (212) 240-7902
- The New York State Human Rights Commission on Discrimination Complaints: (212) 306-7450

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

Investigation

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

The College-Institute has a duty to complete certain publicly available recordkeeping including reporting and disclosing information about certain crimes pursuant to a federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. However, duties under the Clery Act will not require the College-Institute to report or disclose a complainant's personally identifying information. Nonetheless, even where the College-Institute cannot guarantee confidentiality, your privacy will be maintained to the greatest extent possible. If confidentiality cannot be guaranteed, the information you provide will be relayed only as necessary for effective investigation and/or resolution.

Typical Steps in an Investigation of a Formal Complaint of Prohibited Conduct: While investigations may vary due to the individual circumstances surrounding the particular complaint, investigations falling under this policy will typically involve the following:

1. Preliminary review of the complaint by the Title IX Coordinator or Designated Campus Official to determine whether probable cause exists to believe a violation of this policy occurred.
2. Assignment of the investigation from the Title IX Coordinator to an investigator who has been trained annually to investigate complaints.
3. Written notification to the complainant and the accused will include the following:
 - Details of the alleged prohibited conduct known at the time, including the identities of the involved parties.
 - The date and location of the prohibited conduct, if known.
 - A statement that an accused is presumed not responsible for the alleged conduct and that a determination regarding responsibility for the prohibited conduct is made at the conclusion of the grievance process.
 - The parties' right to an advisor of their choice who may be, but is not required to be, an attorney.
 - The parties' right to inspect and review evidence; and
 - The Code of Conduct provision that prohibits knowingly making false statements or knowingly submitted false information during the grievance process.
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 complainant's allegations. Similarly, the complainant shall be provided with a copy of any written response provided by the accused or otherwise informed of the accused's response to the allegations.
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 investigator.
6. Preparation of an investigatory report complete with a summary of interviews, relevant documents, findings, and recommendations for further action. The report must be provided to the parties and advisors, if any, at least 10 days prior to any hearing in the matter for their review and written response should they choose to respond.

Obligations of the College-Institute

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

1. Throughout the investigatory process, the burden of proof and of gathering evidence sufficient to reach a determination regarding responsibility, if any, for the alleged prohibited conduct, rest on the College-Institute and not on the parties except that the College-Institute may not access, consider, disclose, or otherwise use a party's medical records absent the party's voluntary, written consent.
2. The parties will have equal opportunity to present witnesses.
3. The College-Institute will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

4. Parties whose participation is invited or expected will receive written notice of the date, time, location, participants and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.
5. The parties will have an equal opportunity to be accompanied by an advisor of their choice, who may be but is not required to be an attorney. The choice should not be a witness. The advisor's role is not to advocate or impede the investigation.
6. Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations so that each party can meaningfully respond to the evidence prior to the investigation's conclusion.
7. Prior to completion of the investigative report, the College-Institute will send to each party and the party's advisor, if any, the evidence in an electronic format or hard copy to which the parties may respond in writing. The parties will have at least 10 days to respond.

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

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

Disciplinary/Adjudication Procedure

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

If either party feels aggrieved by the findings, he or she may challenge those findings through the College-Institute's applicable appeal/grievance procedure. The procedure for challenging those finding through a grievance can be found in the policy titled "Appeal/Grievance Policy – Sexual Misconduct and Interpersonal Violence." (<http://huc.edu/equity-inclusion/what-our-policy>).

Dismissal of a Formal Complaint

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

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

Possible Discipline/Sanctions

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

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

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

On Campus: Counseling may be arranged with a HUC-JIR staff member. Please contact the National Human Resources Director.

Off-Campus Resources:

Cincinnati:

Women Helping Women – (513) 381-5610 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 www.trihealth.com/institutes-and-services/rape-emergency-services

I 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

www.ywcacincinnati.org/whatwedo/preventionandintervention/shelter-and-housing/

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

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

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

Ohio Department of Health Sexual Assault and Domestic Violence Prevention -

www.odh.ohio.gov/health/sadv/sadv.aspx

Awareness and Preparation: Often times your first line of defense to any type of harm is your own awareness and preparation. Be aware of your capabilities and limitations.

Your judgment and thinking will often be your best weapons. Evaluate the situation for possible avenues of escape. Your first concern should be for your safety and survival.

Use your judgment to do what is necessary to save your life. That may mean making a scene or drawing others' attention so that the assailant leaves. It may buy you enough time to escape. It may mean fighting back. It may mean not physically resisting. If you choose not to physically resist the attack, it does not mean that you have asked to be assaulted or harmed. It means that you did what you needed to do to survive.

Remember—There is no one “right” way to respond. The person being attacked is the best judge of which options will work well for him or her in that situation.

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

Recommended Steps if you are the Victim of Sexual Misconduct:

(1) Get to a safe place as soon as you can. Try to preserve all physical evidence.

- (2) If it can be avoided, do not wash, use the toilet, or change clothing. If you do change clothes, put all clothing you were wearing at the time of the attack in a bag separated from other materials.
- (3) Get medical attention within 96 hours, if possible, to make sure you are physically well and to collect important evidence in the event you may later wish to take legal action. If the incident occurred on an HUC-JIR Campus, immediately contact the Title IX Coordinator and/or the local police.
- (4) Contact and report the incident to the Title IX Coordinator. The Title IX Coordinator will assist you in notifying any other appropriate authorities.
- (5) Contact someone you trust to be with you and support you.

How to Report a Complaint

You should immediately report any complaint of sexual misconduct, domestic violence, dating violence, or stalking by contacting any designated campus official. The designated campus official to contact is the Title IX Coordinator, (513) 487-3215. You may also always contact the local police department and/or dial 911 for emergencies. If you report your complaint to a designated campus official other than the Title IX Coordinator, that designated campus official shall contact the Title IX Coordinator as soon as practicable.

Although you are under no obligation to do so, if you choose to involve law enforcement, the Title IX Coordinator will be available to assist you in notifying the local police department.

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

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

The U.S. Department of Education's Office for Civil Rights ("OCR")
Chicago Office (for Cincinnati campus): (312) 886-8434
San Francisco Office (for Los Angeles campus): (415) 556-4275
New York City Office (for NY campus): (212) 637-6466
The Ohio Civil Rights Commission ("OCRC"), Cincinnati Regional Office: (513) 852-3344
The State of California Department of Fair Employment and Housing ("DEFE"): (800) 884-1684 (toll free for complaints and information)
The New York City Equal Employment Practices Commission: (212) 240-7902
The New York State Human Rights Commission on Discrimination Complaints: (212) 306-7450

Investigation

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

Confidentiality: The College will, to the extent permitted by law, honor a request by a complainant that his or her complaint of sexual misconduct, domestic violence, dating violence, and stalking will not be disclosed to the alleged perpetrator or that no investigation be pursued. Such requests should be made to the Title IX Coordinator. If a student requests the College to not reveal his or her name to his or her alleged perpetrator or asks the College to not investigate his or her complaint, this may limit the College's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator. To ensure a safe and nondiscriminatory environment for all students or if required to report the incident by law, the College may not be able to honor a request for confidentiality. Additionally, the College has a duty to complete certain publicly available recordkeeping including reporting and disclosing information about

certain crimes pursuant to a federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. However, duties under the Clery Act will not require the College to report or disclose a complainant's personally identifying information. Nonetheless, even where HUC-JIR cannot guarantee confidentiality, your privacy will be maintained to the greatest extent possible. If confidentiality cannot be guaranteed, the information you provide will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution.

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

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

Preparation of an investigatory report complete with a summary of interviews, relevant documents, findings, and recommendations for further action.

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

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

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

Disciplinary/Adjudication Procedure

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

If either party feels aggrieved by the findings, he or she may challenge those findings through the College's applicable grievance procedure. The procedure for challenging those findings 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:

Sexual Misconduct and Interpersonal Violence Policy and Complaint Procedure

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

huc.edu/sexual-harassment-sexual-assault-sexual-misconduct-reporting-form

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

In dealing with members of the College-Institute community, individual integrity and respect are the primary focus of the College-Institute's concern. The College-Institute seeks to foster a climate free from Prohibited Conduct through a coordinated education and prevention program, the promulgation of clear and effective policies, as well as investigative and grievance procedures that are prompt, equitable, and accessible to all. In the event that the College-Institute finds that instances of Prohibited Conduct have occurred under the scope of this policy, the College-Institute will take immediate and appropriate steps to eliminate the misconduct, prevent its reoccurrence, and address its impact. A finding of no Prohibited Conduct under this Policy does not preclude a finding that another policy may have been violated.

Grievance and Adjudication Procedure:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The U.S. Department of Education's Office for Civil Rights ("OCR")
Chicago Office (for Cincinnati campus): (312) 886-8434
San Francisco Office (for Los Angeles campus): (415) 556-4275
New York City Office (for NY campus): (212) 637-6466
The Ohio Civil Rights Commission ("OCRC"), Cincinnati Regional Office: (513) 852-3344
The State of California Department of Fair Employment and Housing ("DEFE"): (800) 884-1684 (toll free for complaints and information)
The New York City Equal Employment Practices Commission: (212) 240-7902
The New York State Human Rights Commission on Discrimination Complaints: (212) 306-7450

If the College finds that any student has been a victim of discrimination or harassment relating to his or her sex, any form of sexual misconduct, domestic violence, dating violence, or stalking, the College will take immediate measures to remediate and/or correct the conduct or circumstances. Any individual who is subjected to such conduct will be notified of the College's measures to remediate and/or correct such conduct.

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

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

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

Drug Free School/Workplace Policy

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

Hebrew Union College–Jewish Institute of Religion 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.