

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION

CINCINNATI, OHIO

RABBINICAL STUDENT HANDBOOK



Revised: August 2005

HUC-JIR Mission Statement

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

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

Introduction to the Rabbinical Student Handbook

The Rabbinical School of the Hebrew Union College-Jewish Institute of Religion on the Cincinnati campus is a community of faculty and students, each of whom is committed to high academic and professional standards. We agree to abide by published rules, regulations, and procedures that define and maintain those standards.

The rules, regulations, and procedures of the Rabbinical School are contained in this Rabbinical Student Handbook, copies of which are distributed each year to faculty and students. The Deans and the Committee on Academic Affairs are charged with overseeing these rules, regulations, and procedures. The community will receive written notification of any changes in this Handbook.

Questions regarding the rules, regulations, and procedures in the Handbook should be addressed to the Director of the Rabbinical School, the Chair of the Committee on Academic Affairs, or the elected student representative to the Committee on Academic Affairs.

Table of Contents

I.	Registration
II.	Alternate Means of Credit
III.	The Academic Calendar
IV.	Grades
V.	Student Transcripts and Files
VI.	Payment of Fees
VII.	Scholarships and Financial Aid
VIII.	The Curriculum of the Rabbinical School
IX.	Residency Requirements
XI.	Leave-of-Absence
XII.	Syllabi
XIII.	Attendance
XIV.	Class Standing
XV.	Tenure (Academic and Non-Academic)
XVI.	Thesis Requirements
	Appendices

I. Registration

- A. An entering student may register at the beginning of the academic year. A student already enrolled in the College-Institute must pre-register prior to each semester at times designated on the Academic Calendar.
- B. Students who wish to deviate from the prescribed Course of Study (see VIII) must obtain permission from the Program director.
- C. After the end of the second week of the semester a student may not add any course to his/her program.
- D. Under certain circumstances, students may register as auditors. Students must obtain permission from the Registrar in order to register as an auditor.

II. Alternate Means of Credit

- A. Independent Study Courses (see also IV.F.)
 - 1. Upon occasion students may register for “reading courses” (i.e., 600 level courses not listed in the formal Course of Study Brochure). Registration for reading courses requires approval of the instructor and the Dean, and must stipulate texts, written examinations, and/or papers and the dates all assignments are to be completed. (See Appendix A, “Application for Independent Study Course”).
 - 2. Students may register for independent study courses only during the registration period.
 - 3. Only one (1) independent study course is permitted each summer and a maximum of three (3) independent study courses during a leave of absence.
- B. Advanced Credit: On occasion students may fulfill MAHL course (400 level) requirements by enrolling in Post-MAHL courses. Permission to pursue advanced credit must be granted by the program director and the faculty instructor(s). (See Appendix B, “Application for Advanced Credit”).
- C. Advanced Standing
 - 1. 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 whose area credit is sought.
 - 2. For learning achieved in non-accredited institutions, advanced standing is possible. The extent of advanced standing shall be determined by the Dean or program director, in consultation with the appropriate faculty member in whose area advanced standing is sought.
 - 3. No more than 25% of course requirements can be fulfilled by outside study.

III. The Academic Calendar

- A. Prior to the academic year the Registrar publishes an Academic Calendar. The Academic Calendar contains dates when classes are in session, scheduled reading and examination periods, and other pertinent information.
- B. Reading Period
 - 1. A reading period is to be scheduled at the end of each semester and preceding final examinations.
 - 2. Make-up classes are not to be scheduled during Reading Week. If classes are canceled during the term, those classes are to be made up during the term.
- C. Examination Week: The Registrar publishes the schedule for final examinations toward the end of each semester. Classes are not to be scheduled during examination week.

IV. Grades

- A. At the conclusion of each semester faculty submit grades to the Registrar in the form of letter grades (A, B, C or F). Students may choose to have their grades recorded on the transcript as P/C/F or as letter grade. A student will inform the Registrar during the registration period prior to the first semester of each year how he/she wishes his/her grades to be recorded on their transcripts. The grading system chosen at registration is maintained for that academic year.
- B. Grade reports will be mailed to the student when all grades have been submitted to the Registrar.
- C. Dropping Courses
 - 1. Students may add or drop courses without penalty until the end of the second week of the semester.
 - 2. Students may withdraw from a regularly scheduled course by the halfway point of the semester (up to and including week seven) and receive a grade of “W.”
 - 3. The decision to withdraw from a course will be done in consultation with the program director.
 - 4. Students can withdraw after the seventh week of the semester, 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.
- D. Extensions and Incompletes

1. Students can request extensions in a maximum of two (2) courses each semester by petitioning the program director after gaining permission from the faculty member. (See Appendix D, "Request for Extension").
 2. Students shall have three (3) additional weeks to complete the requirements for these courses for which extensions have been approved.
 3. Courses with extensions that have not been completed will automatically become incompletes ("I"). First semester incompletes must be completed by the end of the second semester, and second semester incompletes must be completed by the beginning of the next fall semester. Summer incompletes must be completed by the end of the first semester.
 4. Appeal of the program director's decision regarding an extension may be made to the Dean (or to the Provost, if the Dean and program director are the same person).
 5. If for reason of illness or other comparable extenuating circumstances beyond a student's control he/she cannot complete his/her work on time, the instructor may inform the Registrar to enter a grade of Incomplete ("I"). A form indicating date for completion and reasons for the extension shall be submitted to the program director for approval. (See Appendix C, "Request for Incomplete"). The approval will be kept on file with the Registrar and a copy sent to the student. If a student is not able to contact the faculty member, he/she may petition the program director directly. Until the stipulated date the student will be given a grade of "I" (Incomplete). If the student fails to make up the Incomplete during the time allotted to them by the faculty member and the Office of the Dean, the Registrar will record an "F" on the rec
 6. In order to be eligible for the status "senior," no incomplete grades may remain on a transcript beyond the fourth year.
 7. In order to be certified as a "Candidate for Ordination" no incomplete grades may remain on a student's transcript. (See Section XIV)
 8. In rare cases where due to illness or other extenuating circumstances a student receives an incomplete grade in the senior year, the grade must be made up by February 1. After that date the grade will turn to "F."
- E. **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 and Dean, taking up to a year beyond the normal degree program structure to complete the program
 2. If the students need more than one additional year, he/she shall submit a formal request to the program director and Dean, who shall consult with the Faculty.
- F. **Independent Study Courses**
1. Students shall generally be allowed to take one (1) independent study course per semester, with the permission of a faculty member, to be credited as a post-MAHL non-required course. Up to a total of four (4) such courses are permitted. An independent study is a course not regularly offered but developed specially by a student and faculty member.
 2. Exceptions may be made on a case-by-case basis for advanced students.
 3. To apply for an Independent Study Course, see, "Application for Independent Study Course."

V. Student Transcripts and Files

- A. Maintenance of student transcripts and files are consistent with the rules and regulations of the American Association of College Registrars and Admissions Officers (AACRAO).
- B. Students have access to all pertinent information in their files and may check them for accuracy. Students should contact the Registrar for access to their files.
- C. Official requests for transcripts are made in writing to the Registrar. Transcripts are released only with the student's written consent and if there are no unsettled student financial obligations.

VI. Payment of Fees

- A. All fees and payments are due by the first day of the First Semester of each academic year.
- B. With the permission of the Business Office, students may pay their fees in installments over the academic year.
- C. If a student receives a scholarship, he/she is responsible for the payment of the fees not covered by the scholarship in accordance with the arrangements made with the Business Office.
- D. Failure to pay fees or installments on time may result in the loss of a student's academic credits for the semester or year at the end of which he/she is delinquent in payment.
- E. It is the policy of the Klau Library that lost books will be charged to the borrower's account. If the book is found later, the fee will be refunded to the borrower. Before a student is cleared for ordination all accounts must be settled.

VII. Scholarships and Financial Aid

- A. Scholarships are granted in accordance with College-Institute regulations that specify conditions of eligibility and maximum amounts. Rules governing Financial Aid Awards are published annually.
- B. Rabbinical students are eligible for a number of government and private loans. For further information students should speak with the Financial Aid Officer.

VIII. The Curriculum of the Rabbinical School

- A. Israel
 1. The Israel year consists of an intensive ulpan that helps the students gain proficiency in Modern Hebrew, both spoken and written, and in the idiom of the biblical and rabbinic periods. While the emphasis is upon linguistic usage, formal grammar is also included. The ulpan begins in July, except for those students with sufficient proficiency upon admission to postpone their entry into the ulpan until September. Successful completion of the Year-In-Israel program entitles the student to continue into the second year of studies.
 2. In addition to the ulpan, students deepen their understanding of Israel, the land, and its people, through a program of guided tours, meeting with Israeli leaders, and community projects. Courses in liturgy and modern Judaism are also given to introduce the student to the thought and practice of the Reform movement.
- B. The Rabbinical School on the Cincinnati Campus. The Rabbinical School curriculum comprises three areas of academic concentration:
 1. The MAHL program consists of foundational courses that examine the language and literature of a variety of disciplines, and different critical approaches to those disciplines. These courses (listed as 400 level courses) are generally taken during the second and third rabbinical years.

The required foundation courses for the degree of Master of Arts in Hebrew Letters are:

RAB 401	HEB 403
MID 401	THE 401
BIB 401	TAL 401
BIB 402	PTH 401
HIS 401	LIT 401
HIS 402	PHI 401
HIS 403	PHI 402
HEB 401	COM 401
HEB 402	CSP 401
 2. The post-MAHL program consists of advanced courses that are generally taken in the fourth and fifth rabbinical years. Ten of these courses (listed as 500 level courses in the Course of Study) are in prescribed areas (three in Bible; four in Rabbinical Literature; one each in Hebrew Literature, Ethical Literature, and History 501). Students must enroll in seven 500 or 600 level courses (non-prescribed electives) in addition to the ten 500 level courses described above.
 3. The Professional Development program (listed as PDE courses in the Course of Study) introduces students to the skills, practice and theories of Jewish education, pastoral counseling, and homiletics. In addition, PDE courses provide forums for the discussion of issues that confront the contemporary rabbi and the Reform Jewish community. Whenever possible, PDE courses include a clinical learning component.

Students must enroll in seven prescribed PDE courses during their four years of study in Cincinnati:

PDE 401 - Rabbinic Workshop in Worship and Ritual (2nd year)
PDE 402 - Education: Principles of Effective Teaching (2nd year)
PDE 403- Homiletics (3rd year)
PDE 404 - Introduction to Human Relations (3rd year)
PDE 405 - Clinical Pastoral Education (or its equivalent)
PDE 406 - Leadership (4th year)
PDE 407- Senior Seminar (5th year)
PDE 408 – Field Work Seminar (2nd year)
PDE 409 – Mayerson Fieldwork (3rd year)
PDE 410 – Fourth Year Sermon (4th year)
 4. Additional Items
 - a. Each rabbinical student will deliver two sermons in the HUC-JIR chapel, one each during the fourth year and fifth years. Fourth year students will also participate in the Sermon Workshop.
 - b. Each student must serve a bi-weekly student pulpit (or its equivalent) for at least one year and participate in the Mayerson Mentoring Program during the first year of bi-weekly service.

- c. Each student enrolled in Cincinnati prior to the 2004-2005 academic year must pass the Bible 401/402 Hebrew Examination before ordination unless s/he passes HEB402/403.
- d. The professional development chugim are required for ordination and are counted towards the free electives. These chugim do not meet every week, and are intended to strengthen students' pulpit skills.

IX. Residency Requirements

- A. The minimum residence requirement (beyond the first rabbinical year) is three years, a year's residence being defined as nine courses.
 - B. 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.)
- X. Transfer Students: Students transferring from either of the other stateside campuses after earning the MAHL must complete all post-MAHL courses prescribed in the Curriculum. (See VIII.B.)

XI. Leave-of-Absence

- A. Students desiring a leave-of-absence to serve as a rabbinical intern, to pursue studies at other colleges, or for other reasons, must apply in writing to the Dean. Such leaves may be granted for a specific term 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.
- B. Students pursuing studies at other institutions during a leave of absence may, upon prior approval of the Dean, receive credit for up to ten (10) courses including up to three (3) reading courses and up to seven (7) equivalence courses. The Dean'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. (See Section II)
- C. After a leave-of-absence, students must petition in writing to return to full-time resident student status. The Dean 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.
- D. A student who has been dismissed or asked to withdraw is not eligible for a leave-of-absence for the following year.
- E. A student on a leave-of-absence may be required to begin repayment of financial aid. For specific information, please see the Financial Aid Officer.

XII. Syllabi

- A. Faculty are required to distribute course syllabi to students on the first day of class. A syllabus will outline what will be expected, including the minimum requirements for a passing grade and the calendar dates by which requirements, such as papers and examinations must be fulfilled.
- B. Course syllabi are on file in the Registrar's Office.

XIII. Attendance

- A. Attendance is compulsory at the first and last sessions of each semester. Absence at these times may be excused only by reason of illness or a cause of equal gravity.
- B. Otherwise, official attendance is not taken at class sessions. It is expected that all students will attend class regularly. Class performance may be a criterion used by an instructor to determine the student's grade.
- C. Attendance is, of course, required at all announced examinations.

XIV. Class Standing

- A. Designation of First Year, Second Year, Third Year, Fourth Year and Senior Student
 - 1. A student is designated as a First Year student during the full first year of the Year-In-Israel program or its equivalent. At the beginning of his/her second year in the rabbinical program, he/she is assigned to a higher class on the basis of academic credits earned in Israel and, if applicable, on the basis of Entrance Credits earned prior to the second year of the rabbinical program, as described in Section II.C. of this handbook.
 - 2. A student is designated Second Year, Third Year, Fourth Year or Fifth Year student after he/she has completed the prescribed courses as described in the Curriculum. (See VIII.B.)

3. "Candidate for Ordination." In order to be ordained in the spring of a given year, a student must be certified by the Faculty as a "Candidate for Ordination" no later than April 1 of his/her "Senior" year. Certification will be granted on condition that:
 - a. The student has completed all requirements stipulated in the curriculum. (See VIII.B.).
 - b. No grades of "incomplete" remain on the student's transcript.
 - c. The Rabbinical Thesis, satisfactorily completed in content and form according to the thesis advisor, has been deposited with the Registrar no later than March 1, or the date announced on the Academic Calendar as the "Last Day for Submitting Theses." (In case of illness or other similar extenuating circumstances, the student may, upon written permission of the program director, who will consult with the thesis referee, be granted a up to a three-week extension.);
 - d. The thesis referee has submitted a report recommending faculty acceptance no later than March 24 (or the date announced);
 - e. For every course in process the Registrar has received in writing a statement from the instructor that he/she has every expectation that the Senior will satisfactorily fulfill all course requirements.

B. Visiting Student

1. A student taking courses for credit but not pursuing a regimen of studies leading to a degree at the College-Institute is designated a Visiting Student.
2. A student enrolled at a Consortium school that wishes to study Hebrew or other subjects at the HUC-JIR must register through the cross registration process prescribed by the GCCCU.
3. Visiting Students may not receive financial aid from HUC-JIR.

XV. Tenure (Academic and Non-Academic)

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 "C's" or fails one (1) course in a semester, he/she shall meet with the program director who, together with the Dean, will suggest help and support for the student.
2. If the student fails two (2) courses in two consecutive semesters, he/she will meet with the Student Tenure Committee. As part of the evaluation process, the Committee can suggest a range of ways to proceed. These may include, but are not limited to, dropping the student or asking the student to take a reduced academic load.
3. If a student fails three (3) courses over two academic years, the student will automatically be dropped from the academic roll. He/she has the right to appeal to the Student Tenure Committee for reinstatement, citing any extenuating circumstances.

B. Procedures for Academic Tenure

1. The program director (or if it is the Dean, then the Dean's designate) is responsible for implementing the rules governing student tenure.
2. When necessary, the program director will notify the student in writing that either he/she must meet with the Student Tenure Committee or that he/she is being dropped from the academic roll, but has the right to appeal to the Student Tenure Committee for reinstatement. The student will be given a copy of that section of this handbook that prescribes the procedures in these cases.
3. The composition of the Student Tenure Committee is to be determined by the program director, but must include at least one student from the appropriate professional school. Since the Dean is part of the appeals process, he/she may not serve on the Student Tenure Committee. The Committee shall be chaired by the program director or the program director may designate a chair from among the Committee members.
4. The program director will give the student written notice of the time and place of the meeting, and that the student will have an opportunity to present pertinent information to the Committee.
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.
7. 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 shall be kept in the Dean's office.

C. Procedures for Non-Academic Tenure

1. Charges of a student's alleged inappropriate behavior are to be brought to the program director. The program director will investigate charges further, and consult with the appropriate faculty and student representatives in order to determine whether or not the matter is to be brought to the attention of a Student Tenure Committee. If it is determined that the matter should be brought before a Student Tenure Committee, then the student will be notified in writing of the charges that have been made and the findings that pertain to those charges, and will be given a copy of that section of this handbook that prescribes the procedures to be followed by the Student Tenure Committee.
2. The composition of the Student Tenure Committee is to be determined by the program director, but must include at least one student from the appropriate professional school. Since the Dean is part of the appeals process, he/she may not serve on the Student Tenure Committee. The Committee shall be chaired by the program director or the program director may designate a chair from among the committee members.
3. At least 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 may be present throughout the meeting until such time as the Student Tenure Committee enters into executive session.
4. At the meeting of the Student Tenure Committee, the program director will present information pertaining to the charge(s) of inappropriate behavior. The student may present pertinent information to the Committee, or may ask others to present information on his/her behalf. When all of the information has been presented, the program director, the members of the Committee, and the student may raise any questions they may have. When all questions have been raised, the members of the Student Tenure Committee will enter into executive session.
5. The Student Tenure Committee will deliberate in executive session, and will determine its decision by secret ballot and by 2/3-majority vote. The Committee may consider the following options (or other options that the Committee may deem appropriate):
 - a. Dismissal of the charge(s)
 - b. Probation: the Committee will stipulate an appropriate course of action for the student. The student may not continue in his/her program until he/she demonstrates to the Committee that he/she has met all of the Committee's stipulations.
 - c. Termination of student tenure.
6. The chair of the Committee will communicate the decision of the Student Tenure Committee in writing to the student and the Dean.
7. 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 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.

XVI. Thesis Requirements

A. Submitting the Thesis Proposal

1. Prior to January 1 of his/her fourth year, the student must discuss the proposed subject with the member of the Faculty with whom he/she desires to work. The thesis topic must be submitted, with the written approval of the referee, to the Registrar when classes resume for the second semester. The Registrar will convey the proposed thesis topic to the Committee on Academic Affairs for its written approval by February of the student's fourth year. Thesis proposals that are not submitted by the deadline will not be presented to the Committee on Academic Affairs.
2. In determining approval of a thesis proposal, the Committee on Academic Affairs will address itself to the following questions:
 - a. Is the area into which the proposed thesis falls represented on the Faculty of the College-Institute?
 - b. Has the student, either by completing a sufficient number of elective courses in the thesis area or by presenting equivalent academic credentials, demonstrated the academic ability to pursue research in the area?
 - c. Does the proposed thesis lend itself to systematic research? Does it conform to generally accepted criteria for dissertations? Does the proposal include an adequate corpus of sources to be studied?

3. If the Committee on Academic Affairs withholds approval of the proposed thesis topic, the Dean or Committee Chair will so inform the thesis referee. The student may, after consulting with his/her referee, reformulate the thesis proposal and resubmit it to the Committee on Academic Affairs.
 4. A request to change the thesis topic or referee must be submitted to the Deans' Office no later than July 15 and be approved by the Committee on Academic Affairs no later than the first week of classes in the first semester. If for reasons of medical emergency or unusual crisis a student is unable to present the completed thesis by the date announced in the Academic Calendar as the "Last Day for Submitting Theses," he/she may, upon written permission of the program director (who will consult with the thesis referee), be granted a one week extension. The Registrar shall be notified on such occasions.
 5. Ordinarily, a thesis is written under one referee, a member of the Cincinnati Faculty. When a thesis involves more than one area of study or methodological approach, a second and, if necessary, third faculty member from our schools or associated institutions may be co-opted as minor referees.
 6. No faculty member may serve as major or minor referee for more than four rabbinical theses to a given Senior class.
 7. As a rule, students may not request a faculty member to serve as thesis referee if that faculty member will be on sabbatical during the student's Senior year. Students should check with the Registrar for a list of faculty members who will be on sabbatical the following year.
 8. A rabbinical student whose thesis has not been recommended for faculty approval by his/her advisor, in writing, may not participate in senior placement interviews.
- B. Thesis Conferences: During the time between the approval of the thesis subject and the submitting of the finished thesis the candidate is required to attend regular thesis conferences with the member of the faculty under whose guidance he/she is writing his/her thesis. As a rule, thesis conferences are held on the Cincinnati campus. It is the responsibility of the candidate to contact his/her thesis advisor and arrange for the periodic conferences.
- C. Submitting the Completed Thesis
1. In his/her Senior year, the student presents a final draft of his/her thesis to his/her thesis referee no later than February 1. The completed thesis must be presented to the Registrar no later than March 1, or the date announced on the Academic Calendar as the "Last Day for Submitting Theses."
 2. The referee presents a final thesis report to the Registrar no later than March 24, or the announced due date.
 3. If, for reason of illness or other similar extenuating circumstances, a student is unable to present the completed thesis by March 1, he/she may, upon the written permission of the program director (who will consult with the thesis referee), be granted up to a three-week extension.
 4. Failure of the student to meet any of the above deadlines or failure to fulfill any of the above requirements will prevent a student's certification as a "Candidate for Ordination."
 5. The student should request from the Office of the Registrar a copy of the "Rabbinical Thesis Regulations."

Appendix A
“Application for Independent Study Course”



**HEBREW UNION COLLEGE
JEWISH INSTITUTE OF RELIGION**

3101 Clifton Avenue • Cincinnati • OH • 45220
(513) 221-1875 • www.huc.edu

APPLICATION FOR INDEPENDENT STUDY COURSE

Student: _____ Date: _____

The above-named student requests permission to register for an Independent Study (600-level) Course.

Instructor: _____ Area (Bible, Rabbinics, etc.): _____

Semester (First, Second, Summer): _____ Year: _____

Title of Course: _____

Texts for Course: _____

Written Examination(s) and/or Paper(s): _____

Course to be completed no later than: _____

Signature of Instructor

***** For Dean's Office *****

_____ Approved

_____ Not Approved

Comments:

Signature of the Dean or Director of the Rabbinical School

Appendix B
“Application for Advanced Credit”



**HEBREW UNION COLLEGE
JEWISH INSTITUTE OF RELIGION**

3101 Clifton Avenue • Cincinnati • OH • 45220
(513) 221-1875 • www.huc.edu

APPLICATION FOR ADVANCED CREDIT

Student: _____ Date: _____

The above-named student requests permission to register for a 500-level elective in place of a 400-level foundational MAHL course.

400-level course to be replaced: _____

Instructor(s): _____

Semester offered: _____ Year: _____

500-level course to replace 400-level course: _____

Instructor(s): _____

Semester offered: _____ Year: _____

Modifications, if any, to be made to the 500-level course requirements: _____

Signature(s) of 400-level instructor(s)

Signature(s) of 500-level course instructor(s)

***** For Dean's Office *****

_____ Approved

_____ Not Approved

Comments:

Signature of the Dean or Director of the Rabbinical School

Appendix C
“Request for Incomplete”



**HEBREW UNION COLLEGE
JEWISH INSTITUTE OF RELIGION**

3101 Clifton Avenue ♦ Cincinnati ♦ OH ♦ 45220
(513) 221-1875 ♦ www.huc.edu

REQUEST FOR INCOMPLETE

Student: _____ Date: _____

The above-named student requests permission to receive the grade of "I" (incomplete). Incompletes that are not completed by the deadlines set forth in the *Rabbinical Student Handbook* automatically become failures.

Course for which incomplete is requested: _____

Semester: _____ Year: _____

Signature(s) of Instructor(s) in whose course the incomplete is being requested

***** For Dean's Office *****

_____ Approved

_____ Not Approved

Comments:

Signature of the Dean or Director of the Rabbinical School

Appendix D
“Request for Extension”



HEBREW UNION COLLEGE JEWISH INSTITUTE OF RELIGION

3101 Clifton Avenue • Cincinnati • OH • 45220
(513) 221-1875 • www.huc.edu

REQUEST FOR EXTENSION

Student: _____ Date: _____

The above-named student requests permission to receive an extension or extension in the following course or courses. The extension, if approved, permits the student an additional three weeks to complete the coursework. If the work is not completed within three weeks after the initial due date, the grade in the course becomes an "I" (incomplete). Unresolved incompletes become failures, as outlined in the *Rabbinical Student Handbook*.

Course(s) for which extension(s) is/are requested:

1. _____

Instructor: _____

Signature of Instructor: _____

Semester: _____ Year: _____

2. _____

Instructor: _____

Signature of Instructor: _____

Semester: _____ Year: _____

*** For Dean's Office ***

_____ Approved

_____ Not Approved

Signature of the Dean or Director of the Rabbinical School

Appendix E “HUC-JIR Learning Disabilities Policy”

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

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

On each of our four campuses, the Dean’s office, or its designate, will be responsible for documentation, record keeping, planning and coordination of any accommodations required for students with learning disabilities. Students with known disabilities should identify themselves to the Dean’s office or an Admissions Officer upon application or before matriculation. If the diagnosis occurs while the student is enrolled, the student should notify the Dean’s office immediately. In both cases, it is the student’s responsibility to provide comprehensive medical documentation outlining the disability (and, if temporary, its duration). The Dean’s office will oversee the process for assisting the student, and coordinate the efforts of the Administration, Faculty and Staff to provide necessary and appropriate support during the student’s tenure at the College-Institute.

Definitions

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

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

Confidentiality

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

Learning Disabilities at HUC-JIR

Application

The College-Institute welcomes applications from prospective students who have been diagnosed with learning disabilities. During the application process, the College-Institute expects applicants to share any pertinent information regarding any diagnosed learning disability with the school. This disclosure is vital as it will provide the College-Institute with the information it needs to support applicants who gain admission after they matriculate. Such disclosure also permits the Administration, Faculty and Staff to begin the process of planning and implementation of any necessary accommodations.

Self-Identification During Student Tenure at the College-Institute

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

Documentation

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

1. A qualified professional must conduct the evaluation.

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

2. Testing must be current, no more than five years old.

Because HUC-JIR is providing accommodations based on the current impact of an individual's disability on his/her academic performance, it is in the student's best interest to provide recent documentation. If older documentation exists, HUC-JIR may ask that the student be evaluated again, or consult a specialist for an update on the prior information, before providing accommodations.

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

A comprehensive assessment battery and the resulting diagnostic report must include four elements:

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

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

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

4. The documentation must contain an interpretive summary.

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

Accommodations

Individual students will work with the Director of the program in which they are enrolled or his/her designate, to develop appropriate accommodations based on the documentation submitted. Accommodations may include, but are not limited to:

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

- note-taker services and reader services
- tutoring services
- access to research aids, language study aids and language study support

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

Self-Advocacy

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

Staff and Faculty Training

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

More Information

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

Appendix F
“Sexual Harassment Policy”

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION

Cincinnati, New York, Los Angeles, Jerusalem

SEXUAL HARASSMENT POLICY

POLICY

Policy Against Sexual Harassment

Hebrew Union College-Institute is a Jewish seminary, which trains rabbis, cantors, educators and communal workers, in addition to graduate students. Every person associated with the College-Institute should be treated respectfully at all times in accordance with our belief that every human being is created in God’s image. People affiliated with the College-Institute are expected to abide by the highest moral values of the Jewish tradition, exemplifying the ideals which it proclaims. It is our expectation that every member of the College-Institute community shall work and study in an environment that is free from any kind of harassment. This policy specifically addresses sexual harassment that will not be tolerated at the Hebrew Union College-Jewish Institute of Religion. This policy applies to all faculty, staff, students and applicants for admission and employment and is to be followed in all employment practices, personnel policies, financial assistance and educational programs. Violation of this policy may result in disciplinary action up to and including termination and/or expulsion from the College-Institute community. Sexual Harassment is against the law and it is also antithetical to our religious tradition. When failure occurs, justice requires that we follow this policy and that we need to do teshuvah (repentance), ask for forgiveness, avoid repetition and make restitution when possible.

Definition of Sexual Harassment

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

Sexual harassment is defined as:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when
 - a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education.
 - b. Submission to or rejection of such conduct by an individual is used as a basis for employment decisions or academic decisions affecting such individuals.
 - c. Such conduct has the purpose or effect of unreasonably interfering with an individual’s welfare, work or academic performance or creating an intimidating, hostile or offensive working or academic environment.
2. Acts that constitute sexual harassment take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:
 - a. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
 - b. Threats or insinuations that a person’s employment, wages, academic grade, promotional opportunities, classroom or work assignments or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.
 - c. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person’s body, dress, appearance or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene phone calls.
 - d. Sexually suggestive objects, pictures, videotapes, audio recordings, computer communications or literature placed in the work or study area, that may embarrass or offend individuals. The College-Institute adheres to the principles and traditions of academic freedom, and recognizes that these freedoms must be in balance with the rights of others, including the right of individuals not to be sexually harassed. It is understood that the principles of academic freedom permit topics of all types, including those with sexual content, to be part of

- courses, lectures, and other academic pursuits. Materials with sexual content that are used or displayed in an educational setting should be related to educational purposes.
- e. Unwelcome and inappropriate touching, patting, pinching or obscene gestures.

3. Vignettes Exemplifying Sexual Harassment

The following vignettes exemplify the kinds of actions that might give rise to claims of sexual harassment under the College-Institute's policy, and, if the allegations were proven, might subject the harasser to disciplinary action:

- a. Wendy is failing one of the required courses. Her instructor offers to help her in the evening at home. In the course of the evening, the instructor makes it clear that granting sexual favors will improve Wendy's grade.
- b. Lisa, an instructor, is invited by one of her senior colleagues to share a hotel room when they attend a professional meeting. When she refuses, the colleague accuses her of being immature and expresses doubts about her ability to handle professional situations.
- c. Judy is a secretary in a department office. One of her co-workers regularly leaves pornographic pictures where she will find them. She dreads going to work because of the situation.
- d. Lee is an Assistant Professor. The Dean has been initiating conversations about sex and has recently begun pressuring Lee for sex. When Lee refuses, the Dean threatens to see to it that Lee is not promoted.
- e. Students in an elective course know that their professor is in a sexual relationship with one of their classmates. Although the professor and student try to be discreet about their relationship, the other students notice the special attention this classmate receives. They feel this creates a hostile learning environment in the class.

4. Vignettes Exemplifying non-Sexual Harassment

This set of cases shows clashes of beliefs or lifestyles but *not* instances of sexual harassment:

- (a) Fran teaches a course in mythology which includes slide presentations of naked women and men, both "straight" and "gay." The pictures and their significance are discussed in class and written assignments are expected from the students. Two students who are offended by the pictures and upset about the assignments bring a complaint. The ombudsperson explains to them that the course title and catalog description clearly explained the goals of the course and suggests that they drop the course if they find the materials difficult to deal with.
- (b) Jonathan is taking a course in literature and finds that one of the readings contains explicit descriptions of sadistic and scatological acts. He complains to his instructor that he is disgusted and offended by this material and cannot complete the written assignment on the topic. The instructor and the student discuss the situation and work out several solutions, such as completing a modified or alternative assignments; or dropping the course.
- (c) Joan, a fifth year student, is invited by her thesis advisor to attend a professional meeting. Wondering whether this is a sexual advance, she asks what the housing arrangements will be and the professor responds that students are housed separately from instructors.
- (d) Linda and her classmates are invited to dinner at the home of their instructor. The professor introduces them to her partner, Ms. Smith. Afterwards, Linda complains to the Dean that her beliefs are offended by the relationship between Ms. Jones and Ms. Smith. She says that she is unable to concentrate in class and wants to bring a sexual harassment grievance against the professor under the College's definition concerning atmosphere of the workplace. The Dean points out that the College-Institute has a policy committing it not to discriminate on the basis of sexual preference and that hers are not grounds for bringing a sexual harassment complaint against the professor.
- (e) Jim is a new instructor at Hebrew Union College-Jewish Institute of Religion. A student in one of his classes repeatedly comments on his clothing and appearance, and makes suggestive comments when she comes to his office. Jim discusses his discomfort with a colleague who refers him to the ombudsperson, who suggests that he express his discomfort to the student and remind her of the College's Sexual Harassment Policy.

Consensual Relations

The integrity of the student-teacher relationship is the foundation of the educational mission of the College-Institute. This relationship vests considerable trust in the teacher, who, in turn, bears authority and accountability as a mentor, educator and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student, as well as the potential for coercion. The same holds true for the relationship between senior faculty and junior faculty, mentors and mentees, and supervisors and employees. Therefore, the College-Institute strongly advises against such relationships.

While romantic and sexual relationships among administrators, faculty members and students, and between supervisors and employees may not involve sexual harassment, those who enter into a sexual relationship with a student or employee, where professional power differentials exist, must realize several things:

- a. Such relationships can be detrimental to the educational process due to the creation of dual roles and may undermine the integrity of the supervision and evaluation provided. Such sexual relationships are often perceived by fellow students and coworkers as opportunities for favoritism and biased treatment when evaluations are carried out.
- b. The College-Institute is committed to protecting the academic freedom and freedom of expression of all members of its community. However, that expression is subject to regulation when it causes injury and pain to others, or creates a hostile learning and work environment.
- c. If a charge of sexual harassment is subsequently lodged, it may be exceedingly difficult to prove mutual consent.

The College-Institute's Responsibility

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

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

Retaliation

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

Malicious, False Accusations

A complainant whose allegations are found to be both false and brought with malicious intent will be subject to disciplinary action which may include, but is not limited to, written warning, demotion, transfer, suspension, dismissal, expulsion or termination.

Provide Educational Resources

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

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

- Cincinnati: Dean of Students (Rabbi David Komerofsky at extension 238), Director of Human Resources (Ms. Cindy Kutas at extension 203), or campus ombudsperson (to be determined);
- Los Angeles: Chair of ECASA, Director of Student Services or campus ombudsperson
- New York: Associate Dean, the Fieldwork Coordinator, or the campus ombudsperson.

Federal and State Laws and Agencies

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

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

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

Chicago Office (for Cincinnati campus), (312) 886-8434

San Francisco Office (for Los Angeles campus), (415) 556-4275

New York City Office (for NY campus), (212) 637-6466

Ohio Civil Rights Commission (OCR), Cincinnati Regional Office, (513) 852-3344

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

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

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

B. PROCEDURES

I. Procedures for Reporting and Resolution of Sexual Harassment Allegations

A. Where to begin:

People who feel they are experiencing sexual harassment are encouraged to inform the harasser that the conduct is unwelcome and should be stopped immediately. There are circumstances where this is not feasible, comfortable or effective. In these instances, persons should enlist the assistance of one of the College-Institute's designated resource persons listed in this policy, Section A.VII. Individuals who have questions about what constitutes sexual harassment or feel they may have been subjected to sexual harassment are strongly encouraged to contact one of the College-Institute's resource persons as soon as possible.

Delay in reporting incident(s) may negatively affect the College-Institute's ability to respond effectively. For example, witnesses may be unable to recall events due to the passage of time, witnesses may have left the College, corroborating evidence may not be available and/or intervening events may have occurred. Normally, concerns should be brought to the attention of one of the designated College-Institute resource persons within six months of the incident, if a faculty or staff member is the complainant. If the complainant is a student, complaints should be filed within six months after the incident and within six months after the student leaves the institution.

B. General Information

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

sexual harassment policy, the details of the informal and formal grievance procedures, the issues involved and the intent to respect the interests of both the complainant and the accused.

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

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

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

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

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

Cincinnati:	Police Department, District #5, (513) 352-3578 or 911 Women Helping Women Rape Crisis Center, (513) 381-5610
Los Angeles:	L.A. Police Department (213) 485-2582 or 911 University of Southern California Security, (213) 740-6000 L.A. Rape and Battering Hotline, (310) 392-8381 Santa Monica Rape Treatment Center (310) 319-4000 Los Angeles Commission on the Status of Women, (213) 485-6533
New York City:	Police Department, Sixth Precinct, (212) 741-4811 Rape Crisis Hotline, 1-800/621-4673

C. Informal Grievance Resolution

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

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

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

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

No report will be made of a conversation with a resource person as described in the General Information Section B above. Electing to use the informal procedure will result in a short report of the process to the Dean. The report will name the complainant and the alleged harasser and briefly describe the alleged behavior, the response of the alleged harasser, if any, to the allegation, and the steps taken to remediate the situation. The report will be kept in a locked file in the Dean's office. It will not become part of the complainant's or alleged harasser's employment or student record. It will be read by the Dean only if another allegation involving either person is made. It will be destroyed seven years after departure from the College-Institute of both parties.

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

D. Formal Grievance Resolution Process

1. Initiating the Formal Grievance Process

The complainant shall submit a signed, written statement to the Dean. It should contain details of the alleged harassment, contact information for people who may supply information relevant to the allegations and briefly state what the complainant believes would constitute a just resolution of the situation.

The Dean will notify the alleged offender of the allegations and describe them orally without using the name of complainant. As soon as possible the Dean will appoint someone from a pool of trained community members to investigate the allegations.

2. The Investigation

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

In each case, an investigative team of no fewer than two persons will talk with all parties, with individuals named by the complainant and suggested by the respondent and anyone else whom the investigator deems appropriate. Prior to commencing the investigation, the investigator will obtain from the complainant and respondent a signed agreement to participate in the process. Refusal by the respondent to participate in the process may result in disciplinary action.

After obtaining the agreements to participate, the investigators will give the respondent a copy of the complaint. The respondent must provide the investigators with a written response within five days. A copy of the response will be given to the complainant upon receipt by the investigator. The investigators will then commence interviews. Any written material provided by one party to the investigator during the investigation must be shared by the investigator with the other party.

The investigator will conduct a full, impartial and timely investigation. The privacy of the parties will be respected to the fullest extent possible. Information will be given to individuals other than the parties only on a "need to know basis" for purposes of the investigation, resolution or legal compliance.

Upon completion of the investigation, the investigators will prepare a report. It will note who was interviewed and any additional forms of information obtained. A summary of interviews will be included along with any relevant documents. The report, along with the original complaint and response, will be sent to the Grievance Review Panel at least two weeks prior to the Grievance Review Panel Hearing.

3. The Grievance Review Panel Composition

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

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

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

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

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

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

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

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

4. Selection of Grievance Review Panel Members in Each Category

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

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

5. Grievance Review Panel Procedures

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

b. The Grievance Review Panel, not the complainant or respondent, has the burden of proof. The Panel constructs the proof from the material it assembles—primarily through the investigator. The Panel determines what evidence is relevant and what witnesses, other than the complainant and respondent, will be heard. The task of each party is to provide the investigator accurate and timely information throughout the process and to state clearly how the evidence relates to the allegations. The Panel may ask the investigator to provide additional materials prior to the hearing.

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

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

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

f. Each party speaks individually with the Panel. The other party is not present. The party may be accompanied by and confer with a support person of his or her choosing, including legal counsel, but only the party is allowed to speak directly to the Panel. The College-Institute may also invite its legal counsel as a non-speaking participant.

The Panel will hear the complainant first. It may hear any other witnesses and the respondent in whatever order it determines. The Panel may re-interview a party if it determines it necessary for clarification.

g. The Panel will explain its process to each party and give each party an opportunity to make brief opening and closing statements. The Panel will devote the remainder of the time to asking questions to clarify the written materials, witness testimony or any other relevant issues it elects to address.

h. The Panel will reach its decision based on a preponderance of the evidence. This is a qualitative not a quantitative standard and means: “whether or not it is more likely than not that a violation of the sexual harassment policy occurred.”

i. The Panel will keep official minutes of the hearing and provide a written summary of its deliberations. The official minutes and summary are available to both parties. The personal notes of Panel members shall not be available and will be destroyed at the end of the process.

j. In all deliberations, the Grievance Review Panel shall attempt to reach a consensus. If consensus cannot be reached, a vote shall be taken. All decisions of the Panel shall be made by a majority. When the Panel is not unanimous in its findings or sanctions, the deliberation’s summary shall record both majority and minority opinions. The summary shall be signed by all members of the Panel. In the summary there will be no recording of the negative or affirmative votes of any individual members of the Panel.

k. No later than two weeks after the hearing concludes, the Panel shall send to the complainant and to the respondent a copy of the minutes of the hearing and the summary of the deliberations. The deliberation’s summary will note the sanction(s) to be imposed, if any. The minutes and summary shall also be sent to the Dean of the campus, the Provost, the President and the College’s Counsel.

6. Formal Sanctions

When the finding is that a sexual harassment violation has occurred, sanctions shall be imposed upon the offender. If there are previous incidents on file in the Dean’s office involving the offender, those may be shared with the Panel after their finding has been reached, but before sanctions are imposed.

Possible sanctions upon faculty, administration and staff may include:

- Oral warning
- Letter of warning or reprimand, and a copy of the grievance placed in the personnel file of the offender
- Prohibition to participate in grading, recommendations, reappointment, and promotion decisions or other evaluations concerning the complainant
- Denial of access to College-Institute resources, such as travel/research funds or merit or cost of living salary increases for a specific period
- Suspension without pay for a specific period
- Dismissal from the College-Institute in accordance with the established procedures

Possible sanctions upon students may include:

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

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

II. Appeals Procedures

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

If the accused is a student or faculty member, the appeal shall be considered by the Provost.

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

Appeals will be considered only when:

- new evidence which was not reasonably available at the time of the formal investigation becomes available which could have substantially altered the outcome or
- when an allegation of substantial procedural error is made which could have substantially altered the outcome.

The appeal authority shall have the power to affirm, reverse or modify the decision and/or the sanction imposed. The appeal authority will provide a ruling generally within ten (10) working days from receipt of the appeal. Written notice of the ruling shall be sent to both parties, to the Grievance Review Panel, to the campus Dean, to the President and the College's Counsel. The notice shall include a statement of the reason for the decision.

The President of the College-Institute shall have the authority to make final decisions in all appeals procedures. In cases involving the President, the Chair of the Board of Governors is such authority.

III. 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 proceeding and the statement of finding and deliberations summary and any sanction(s). Access to the record will only be by order of legal process or at the discretion of the President and/or Human Resources Director.

Requests for access by a certifying or licensing body or Jewish professional association responsible for either party will be given substantial deference and generally be permitted. If there is a finding that sexual harassment has occurred, the Provost shall report the finding to the Placement Director of the Jewish professional association responsible for either party.

November 22, 2002

Appendix G
Definition of “Directory Information”

Academic Records

Student Records Policy

In accordance with the Family Educational Rights and Privacy Act of 1974 (as amended) students at the Hebrew Union College-Jewish Institute of Religion have the right to inspect, review and challenge the accuracy of their education records. It is the policy of the College-Institute that all student records, other than directory information, are to be treated with confidence.

Students have the right to inspect and review their education records. Students desiring to review records should make a written and dated request to the appropriate office maintaining the specific education record or records. Records will be made available for inspection by that office as soon as reasonably possible and, in any case, within the 45-day period following the request.

Students have the right to request changes to their education record that the student believes are inaccurate or misleading. The student must write the College office responsible for the education record, identify the part of the record being challenged and specify why the information is inaccurate or misleading. If the College office denies the request, the student will be notified of the decision. The student will then be advised of the right to a hearing. The student may file a formal request with the **College Hearing and Appeals Board which will hear the request and make a determination according to its usual procedures.**

The College will not release information from education records, other than directory (public) information, without the student's written consent. Exceptions exist for FERPA authorized disclosures without consent. Disclosure without consent is granted to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

In accordance with FERPA, HUC-JIR has designated the following categories of information about students as directory (public) information.

Category I: Dates of attendance, enrollment status, degrees conferred and dates, date of birth, area of study.

Category II: Name, Address, telephone number and e-mail address

In compliance with the Solomon Amendment, which became effective on April 1, 1997, the HUC-JIR must supply directory information (plus prior military experience) to representatives of any branch of Federal Armed Forces for the purpose of federal recruiting.

Students may restrict the publication and release of directory information by filing a written request in the Registrar's Office, each semester or term.

Any questions concerning the student's rights within FERPA should be referred to the Registrar. A copy of the complete Act and the official College policy in compliance with FERPA are available in the Registrar's Office.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC, 20202-4605.

Appendix H

Satisfactory Academic Progress – Rabbinical School

A student making satisfactory academic progress will meet the following two conditions: 1) During the prior semester the student has successfully completed (i.e. has not failed or taken an incomplete in) at least 75% of the total courses (or equivalent course credits) as described in the course of study, and 2) The student maintains an overall average of at least 2.5 GPA on the P/C/F or A/B/C/F scale.

Under certain circumstances, and with the approval of the Dean, a student may drop to half-time status and still be making academic progress as long as s/he completes two courses per semester and maintains at least a 2.5 GPA on the P/C/F or A/B/C/F scale.

Defining the 75%

2nd Year 24 credits x 75% = 18 credits (6 courses)

3rd Year 24 credits + 2nd Year = 48 credits x 75% = 36 credits (12 courses)

4th Year 30 credits + 2nd&3rd years = 78 credits x 75% = 59 credits (20 courses)

5th Year 21 credits + 3,4,5 years = 99 credits x 75% = 75 credits (25 courses)

6th Year balance of credits needed for degree = 24 credits Total: 99 credits (33 courses)

Professional Development Courses

2nd year - 6 credits - 2 courses B 1 course needs to be completed

3rd year - 6 credits - 2 courses B Total of 2 courses need to be completed

4th year - 6 credits - 2 courses B Total of 3 courses need to be completed

5th year - 3 credits - 1 course - Total of 5 courses need to be completed

6th year - Need to complete last 2 courses.

Appendix I
Rabbinical School Curriculum Checklist

Cincinnati Campus Checklist

--

M.A.H.L Core Courses

<u>Semester</u>	<u>Course</u>	<u>Completed</u>	<u>In-Progress</u>
Fall 2 nd	BIB 401 (Biblical Prose)		
	RAB 401 (Tannaitic Literature)		
	HEB 402 (Reading for Meaning)		
	HIS 401 (Geonic to Medieval History)		
	HEB 401 (Hebrew Literature)		
	PDE 401 (Worship & Ritual)		
	PDE 402 (Education)		
	PDE 408 (Fieldwork Seminar)		
Spring 2 nd	BIB 402 (Biblical Poetry)		
	HEB 403 (Reading for Meaning, continued)		
	HIS 402 (Medieval to Modern)		
	MID 401 (Midrash)		
	THE 401 (Theology Survey)		
	PDE 401 (continued)		
	PDE 402 (continued)		
	PDE 408 (continued)		
Fall 3 rd	HIS 403 (American Jewish History)		
	PHI 401 (Medieval Philosophy)		
	TAL 401 (Talmud)		
	LIT 401 (Liturgy)		
	PDE 403 (Homiletics)		
	PDE 404 (Human Relations)		
	PDE 409 (Mayerson Fieldwork Seminar)		
Spring 3 rd	CSP 401 (Intro to Christian Scriptures)		
	COM 401 (Commentaries)		
	PTH 401 (Codes)		
	PHI 402 (Modern Philosophy)		
	PDE 403 (continued)		
	PDE 404 (continued)		
	PDE 409 (continued)		
Varies	BIB 401/402 Hebrew Examination		

<u>Comments/Notes</u>

Post M.A.H.L. Requirements

<u>Semester</u>	<u>Requirement</u>	<u>Completed</u>	<u>In Progress</u>
Fall or Spring 4	Fourth Year Sermon & Workshop		
Fall or Spring 5	Fifth Year Sermon & Review		
Summer 4	Sexual Ethics Retreat		
Spring 5	Prepare/Enrich Training		
Summer or Fall/Spring	PDE 405 (CPE or equivalent)		
Fall 4	PDE 406 (Leadership)		
Fall/Spring 5	PDE 407 (Senior Seminar)		
Fall/Spring 5	Thesis/Capstone		
Fall/Spring 4 th & 5 th Year	CCAR-HUC Mentor Program		

Prescribed Electives (500 level)

<u>Area</u>	<u>Course</u>	<u>Completed</u>	<u>In-Progress</u>
Bible (1)			
Bible (2)			
Bible (3)			
Rabbinic Literature (1)			
Rabbinic Literature (2)			
Rabbinic Literature (3)			
Rabbinic Literature (4)			
Hebrew Literature			
Ethical Literature			
History 501 (Reform Judaism)	HIS 501		

Electives (500 or 600 level)

<u>Course</u>	<u>Completed</u>	<u>In-Progress</u>

Comments/Notes:

