

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

**GRADUATE RABBINICAL PROGRAM
STUDENT HANDBOOK**

Revised February, 2009

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MISSION STATEMENT

Purpose

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

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

Mission

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

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

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

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

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

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

I. IDENTIFICATION CARD/SECURITY

- A. All students are required to have an NYU photo identification card; it is to be worn at all times while in the building. It will be necessary to show identification to the Security Guard whenever entering the College-Institute, as well as to present this card at all New York University facilities. Application and instructions concerning identification cards are available from the Director of Operations (Room 405) along with the HUC-JIR stickers that must be affixed to the identification card. New stickers are required each academic year. Students must go to a nearby NYU Office to obtain the identification card.

Each student will receive an Emergency Evacuation Booklet. Please contact the Director of Operations if you have not received a copy.

- B. Information concerning Campus Security and Drug Education is distributed each year under separate cover.

II. MEDICAL

- A. 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.
- B. Information regarding health insurance options is available from the Director of Operations (Room 405).
- C. 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).
- D. New York State Public Health law 2165 requires that all students be immunized against measles, mumps, and rubella. Persons born prior to January 1, 1957 are exempt from this requirement. According to this New York State Law, students will not be permitted to register or attend any classes without showing proof that they have either been vaccinated or are exempt.

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

III. FEES

- A. All students will be billed directly for tuition by the National Business Office.
- B. 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.)

- C. 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 he/she is delinquent in payment.
- D. All students are required to complete the payment of outstanding bills for the previous academic year prior to registration.
- E. In addition to tuition fees there is a Student Association Fee payable upon registration.

IV. FINANCIAL ASSISTANCE

- A. 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).
 - 1. 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.
 - 2. 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.

V. FEDERAL STUDENT LOAN PROGRAMS

- A. 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.

VI. THE COURSE OF STUDY

- A. The Graduate Rabbinical Program begins 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.
- B. Core Curriculum requirements are noted on the next page.
- C. Electives

Students must take 49.5 credits of electives.

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

While there are no distribution requirements for elective courses, students who receive a "C" in a core curriculum course 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. It is understood that every "C" in a core curriculum course is to be offset by a grade of "P" or the equivalent in an elective course in the same subject area. As an example, two grades of "C" in rabbinic core curriculum courses must be offset by two grades of "P" or the equivalent in rabbinic electives

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

Curriculum for the Rabbinical Program, HUC-JIR NY campus (Years 2-5)

117 credits total

Beginning with the Class of 2012:

New York Core Curriculum: Years 2-3 (60 credits)

Second Year, Fall (16.5 credits): **Credits**

BIB 509	Bible I (Pentateuch)	4.5
JLL 401	Dikduk and Sifrut	3.0
PDE 401	Professional Orientation	1.5
PDE 408	Skills for Teaching	1.5
RAB 404	Talmud I	3.0
HIS 411	Survey of Jewish History, Part I	3.0

Second Year, Spring (16.5 credits):

JLL 402	Dikduk and Sifrut	3.0
PDE 403	Pastoral Care and Counseling	1.5
BIB 411	Bible II (Prophets)	3.0
WRI 402	Liturgy I	1.5
RAB 404b	Talmud II	3.0
PDE 409	Theories of Education Practice	1.5
HIS 402	Survey of Jewish History, Part II	3.0

Third Year, Fall (13.5):

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

Third Year, Spring (13.5)

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

Years 4: Electives + Social Responsibility

Fourth Year, Fall:

PDE 430	Social Responsibility	1.5
	<i>Electives</i>	
	<i>Dikduk and Sifrut (for those who need it)</i>	

Fourth Year, Spring:

Electives
Dikduk and Sifrut (for those who need it)

Year 5: Capstone Paper or Project + Senior Seminar

Fifth Year, Fall:

	Capstone paper or project	3.0
PDE 449	Senior Seminar	1.5
PDE 446	Thesis Conference	
	<i>Electives</i>	
	<i>Dikduk and Sifrut (for those who need it)</i>	

Fifth Year, Spring:

PDE 451	Senior Seminar	1.5
PDE 446S	Thesis Conference	
	<i>Dikduk and Sifrut (for those who need it)</i>	

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

**Impact of the Curricular Changes Adopted by the Faculty on March 28, 2008
on the Classes of 2009-2011**

Class of 2009 (5th years in 2008-2009)

Fall 2008-Spring 2009

Have completed the core curriculum.

Will finish electives pursuant to the new electives policy as set out above.

Class of 2010 (4th years in 2008-2009)

Fall 2008-Spring 2009

Must take Codes and Responsa in Fall 2008 as part of their core curriculum.

Will take electives pursuant to the new electives policy as set out above.

Class of 2011 (3rd years in 2008-2009)

Fall 2008

Must take Literary Artistry & Megillot and Talmud I with Dr. Chernick in Fall 2008.

Spring 2009

Must take Talmud II with Dr. Chernick and Modern Jewish History.

Fall 2009 and on

Must take Codes and Responsa in Fall 2009

Will take electives pursuant to the new electives policy as set out above.

VII. REGISTRATION

- A. All Students must complete registration prior to the first day of classes. Registration forms must be signed by a student's advisor.
- B. No student may register for more than 18 credits per semester without the permission of his/her advisor and the Director of the Rabbinical School.
- C. Approval for departure from normal registration procedures must be obtained from the Director of the Rabbinical School.

Students shall be able to move through the program at a reduced pace if necessary in consultation with the Director of the Rabbinical School and/or Dean, taking up to a year beyond the normal degree program structure to complete the program.

If the student needs more than one year, he/she shall submit a formal request to the Director of the Rabbinical School and/or Dean, who shall consult with the Faculty.

D. Program Changes

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

VIII. STUDY AT OTHER ACADEMIC INSTITUTIONS

- A. Students may receive permission to study at another college or university. Such permission is to be secured through the respective Department Chairperson, provided that the proposed course of study is submitted in advance, in writing, and with the approval of the Director of the Rabbinical School. Credit will be granted only if approval has been granted in advance.
 1. Cooperative arrangements with The General Theological, The Jewish Theological Seminary, and New York University Hebrew and Judaic Studies Department enable full-time students to take courses at these institutions at reduced rates or with no additional tuition fee. Details about the courses and the necessary procedures are available from the Registrar.

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

IX. COURSE EXEMPTIONS/ADVANCED STANDING/TRANSFER CREDITS

A. Under appropriate conditions, a student may be eligible for exemption from specific prescribed courses, based on prior preparation. To receive an exemption, the student must meet with the Department Chairperson and Instructor prior to the semester in which the course is to be offered. The faculty recommendation is based upon examination of the student's transcript, course syllabi, grades, and written work in the previous courses. Such recommendation and approval usually means substitution of elective courses for the prescribed requirements.

B. **Advanced Standing and Transfer Credits**

1. Credits from accredited academic institutions alone may be recognized. The amount of credit given shall be determined by the Dean or program director in consultation with the appropriate faculty member in whose area credit is sought.
2. No more than 25% of course requirements may be fulfilled by outside study.

X. INDEPENDENT STUDY

A. The Independent Study Program is viewed as an opportunity for learning, designed to meet the needs of students in good academic standing who have demonstrated a capacity for independent work. An independent study is a course not regularly offered but developed specially by student(s) and a faculty person. A written contract submitted by the student and signed by the faculty member must be given to the program director for approval. This form is available in the Registrar's office. The form must be submitted to the Department Chairperson, to the Instructor and to the 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 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.

1. Students shall generally be allowed to take one (1) independent study course per semester to be credited as a post MA non-required course, up to a total of four (4) such courses. If a student requests additional independent study, permission must be obtained from the Director of the Rabbinical Program; appropriate exemptions may be made on a case by case basis.
2. No student who has failed a course in either of the previous two semesters may register for an Independent Study course, unless permission is obtained from the Director of the Rabbinical Program.

XI. COURSE REQUIREMENTS

A. Academic

1. At the beginning of each course, the Instructor will outline the minimum requirements for a passing grade and the calendar dates by which requirements (e.g., papers and examinations) must be filled.
2. 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.

B. Class Attendance

1. All students are expected to attend class regularly. Class performance may be a criterion used by an instructor in the determination of the grade given to a student.
2. Attendance is required at all announced examinations.

3. Absence from class does not excuse a student from responsibility for written or oral work due on the day of the absence or for the substance of material covered.
4. If a student is absent from examinations or presents papers or major reports later than the scheduled date, the student may be subject to failure or lowered grades for those examinations or reports.

C. **Reading Period**

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

XII. MASTER OF ARTS DEGREE

The M.A. Degree is awarded upon successful completion of the prescribed courses in the curriculum of the New York School. Generally, at least two years of residence at the New York School is expected before the M.A. degree is granted.

XIII. THESIS REQUIREMENTS

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

1. The Candidate shall first discuss the proposed thesis subject with a member of the Faculty with whom the work is to be pursued. Written approval must be obtained from the advisor regarding the formulation of the subject. The topic must be based upon original Hebrew sources. In very rare cases, a student with advanced Hebrew language skills and a wide knowledge of Hebrew texts may petition the Chairperson of the Hebrew Department for an exemption from this requirement.

The thesis proposal form is obtained from the Registrar's Office, and once signed by the advisor, is to be presented to the Registrar for transmission to the Faculty for approval.

2. During the fourth year, a student will receive from the Office of the Registrar a copy of the thesis regulations current at the College-Institute.
3. Each student must take either an elective course or an Independent Study course which is related in some way to his/her thesis topic during the fourth year.
4. During the fall semester of the fifth year, each student must register for the Thesis Conference in which he/she meets regularly with the thesis advisor.

If a student fails to meet regularly, he/she will receive a failing grade (F) and will not be allowed to continue work on the Rabbinic Thesis. As a result, he/she will not be ordained that year.

5. Students are required to meet regularly with their thesis advisor throughout the time that work is in progress. In the Senior year, the candidate presents the completed thesis to the Faculty by way of the Registrar no later than the date announced on the Academic Calendar as the “Last Day for Submitting Theses.”
6. If a student does not complete his/her thesis in a timely manner, the Faculty may grant one more year to complete the thesis at their discretion. Any student who does not complete the thesis after a second year will have their tenure in the program terminated.

XIV. STUDENT FIELDWORK

A. Student Weekend Pulpits

1. Students select, according to a lottery system of seniority established by the Fieldwork Committee, available student pulpits for the High Holy Days and, depending on the number of pulpits, monthly, bi-weekly or tri-weekly congregations for the balance of the academic year.
2. A special College-Institute brochure entitled, “The Student Rabbi Program” contains procedures to be followed by students and congregations participating in this program. Student Rabbis are responsible for the fulfillment of all requirements in this booklet. Students should become acquainted with these regulations prior to their first assignment. The booklet will be provided by the Director of Fieldwork.
3. **Under no circumstances may students make private arrangements with a congregation** for any type of rabbinical service, either on the High Holy Days or at any other time during the academic year. All negotiations must be approved and all arrangements ratified by the College-Institute. Students who do not abide by this rule may face disciplinary action.
4. Assignments to congregations are made each spring by the College-Institute. A minimum of two years of supervised fieldwork experience, one year of which must be as a Student Rabbi or Rabbinical Intern in a URJ congregation, is a prerequisite for ordination. (See XIV.B).

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.
2. The College-Institute brochure entitled, “The Student Rabbi Program” contains procedures to be followed by students and congregations participating in this program. Student Rabbinical Interns are responsible for the fulfillment of all requirements in this booklet. Students should become acquainted with these regulations prior to their first assignment.

C. **Types of Services Provided**

1. All job responsibilities, including hours, must be approved by the Fieldwork Committee.
2. Students may perform rabbinic 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. The ordained Rabbi must sponsor the conversion, officiate or co-officiate at the conversion ceremony, and must sign the conversion certificate.

D. **Fieldwork Supervision**

There is a two-year supervised fieldwork requirement for ordination. As part of this requirement a student serving as Student Rabbi in weekend pulpits or as Student Rabbinical Intern participates in a multi-faceted supervision program at the College-Institute. The student attends individual supervision, small group supervision and special Common Hours on Professional Development issues. Fifth-year students participate in the Joint CCAR-HUC-JIR Mentor program.

XV. TEFILLAH

- A. Daily morning services generally are conducted by rabbinical and cantorial students though faculty participates as well. The assignment of responsibilities is made by the Associate Dean.

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

- B. Rabbinical and Cantorial students will occasionally be asked to participate as Student Rabbis and Student Cantors at special observances held in the synagogue during the academic year.
- C. Fourth-year rabbinical students are responsible for one student sermon presentation. A lunchtime discussion on the conference level follows each sermon. Sermon assignments and advisors are determined by the Director of the Rabbinical Program. The student must meet with the advisor at least three (3) times and a copy of the sermon must be submitted to the program director's office at least two weeks prior to the presentation. The student is also obligated to meet with the Speech Instructor before and after delivering the sermon. The sermon will be digitally recorded so that the student can review the sermon with the Speech Instructor. Each year, the College-Institute collects and prints the senior sermons given. Copies are available in the Klau Library.

D. **Sermon Guidelines**

Attendance at all Student Sermons and subsequent lunch discussion is expected of all rabbinical students. Sermon review enjoys a long history at HUC-JIR and has undergone much growth and transition over the course of its lifetime. Originally, sermons were delivered on Friday afternoons as preparation for Shabbat services students were leading at their pulpits. Today senior sermons are generally delivered on Thursdays as part of the morning services. (In some years, Student Sermons may also be given on a Monday as part of the morning services.) Immediately following the service the entire community is invited to the CL for lunch and a chance to review the sermon. Some of the goals for the review are:

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

Bearing these goals in mind, the person to decide the format, tone and direction of the review is the *darshan (it)*. Student, faculty and administration have developed the following guidelines and suggestions in an effort to help make the sermon review a productive, educational and sacred experience.

Please keep in mind that the following are suggestions. It would be helpful for the *darshan(it)* to think through what he or she wants from the review process and discuss this with his or her sermon advisor as well.

1. Some people feel that having the opportunity to respond to the sermon in writing is helpful. See below for a suggested form utilized in homiletics class. Other students have simply placed blank index cards on each of the tables. Either way it is important to explain the purpose of the forms (or cards). Most agree that this works best if it is an optional exercise.
2. Think about posing an opening question or set of questions to the community. Some students begin the sermon review with the questions, “What moved you and what confused you?”

Think about how you want to respond during the actual review. One school of thought is to take this opportunity to be a strict listener. Others see this as a chance for dialogue with the community. There are merits to both methods. Keep in mind the goal of allowing as many voices to be heard as possible.

It may be helpful to have someone help you moderate the discussion. This will allow you to focus on what is being said as opposed to considerations of time and whom to call on next.

You are most welcome to invite guests to your sermon. Just think carefully about those whom you are inviting to the sermon review itself. The senior sermon is an important occasion that should be shared, but some people believe that the review process is altered when guests join the discussion. Some students ask their guests to meet them after review for lunch while others invite them to the review.

Responses to Classmates’ Sermons

Name of respondent_____

Name of preacher_____

Date of sermon_____

What were you thinking/feeling as you were listening to this sermon?

What effect (if any) did this sermon have on you? (This may not be the effect the preacher intended the sermon to have upon you.) How (if at all) has the sermon changed (or confirmed) your thinking or your feelings? Did the sermon cause you to question or motivate you to change your behavior? Or did the sermon reaffirm your commitment to your current behavior?

How did the sermon bring about the above effects? (What aspects of the sermon brought about the above effects?)

What prevented the sermon from having an effect upon you? (What limited/inhibited the sermon’s effect upon you?)

*These questions are adapted by Rabbi Margaret M. Wenig in **Partners In Preaching**.

XVI. FACULTY

- A. The Faculty meets regularly throughout the academic year. The Student Association President is invited to present a report at all scheduled faculty meetings (except for the final meeting of the year which is devoted to student review).
- B. There are a number of Faculty/Student Committees. The student representatives to these committees are chosen through the Student Association.
- C. **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 School 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.

XVII. 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. A student's academic and non-academic experiences should be evaluated by the Advisor in concert with the student.

Students must have one of their advisors' signatures on their course registration forms to be eligible for registration.

XVIII. GRADING SYSTEM

A. Grading

1. 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.
 - a. If a student receives two “C’s” or fails one course in a semester; he/she will meet with the Program Director and be placed on probation for one academic year.

If he/she receives another “C” or “F” during the year of probation, he/she will be asked to appear before a Student Tenure Committee. As part of the evaluation process, the Committee can suggest a range of ways to proceed that may include, but not be limited to, dropping the student from the academic roll or asking the student to take a reduced academic load.
 - b. If the student fails two (2) courses at any time within two consecutive semesters, he/she will meet with the Student Tenure Committee.
 - c. 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.
2. Grades in Core Curriculum Courses
 - a. If a student receives an “F” in a Core Course, he/she must meet with that professor to determine how to make up the F; students cannot be ordained with an “F” in a Core Course.
 - b. If a student receives a “C” in a Core Curriculum Course he/she must take and receive a “P” or the equivalent in an elective course in the same subject area as the course in which the “C” was received. It is understood that every “C” in a core curriculum course is to be offset by a grade of “P” or the equivalent in an elective course in the same subject area. As an example, two grades of “C” in rabbinic core curriculum courses must be offset by two grades of “P” or the equivalent in rabbinic electives
3. 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.
4. 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.

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

B. Submission of Grades

1. A detailed evaluation form will be used at the end of the semester, specifying areas upon which the faculty member must comment.
2. Faculty are expected to submit grades for all students by the second Monday after the end of Examination Week.

C. Extensions/Incompletes

1. 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.
2. Students shall have three (3) additional weeks to complete the requirements for those courses for which extensions have been approved.
3. 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."
4. 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).
5. When grades are recorded, they will be added to the "I."

D. 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 student needs more than one year, he/she shall submit a formal request to the program director and Dean, who shall consult with the Faculty.

XIX. PROBATION

Special probationary status presumes that a student so designated has not demonstrated an ability to continue the course of study and must demonstrate this ability within one academic year in order to remain in the program. If a student receives an “F” during a period of probation, he/she will need to appear before a Student Tenure Committee.

XX. LEAVES-OF-ABSENCE

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

XXI. TENURE

A. Student Tenure Review

1. Academic Tenure

- a. 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 course in a semester, he/she will meet with the Program Director and be placed on probation for one academic year.

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

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

- e. The program director will notify the student in writing that either he/she must meet with the Student Tenure Committee or that he/she is being dropped from the academic roll. In the event he/she is being dropped from the academic roll, the student will be notified in writing that he/she has the right to appeal to the Student Tenure Committee for reinstatement. The student will be given a copy of that section of the Student Handbook that prescribes the procedures in these cases.
- f. 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.
- g. The composition of the Student Tenure Committee is to be determined by the program director, but must include at least one student from the appropriate professional school and between two and four additional faculty members. The Dean may not serve on the Student Tenure Committee since he/she is part of the Appeals process. If the program director chooses not to chair the committee, he/she may designate a member of the Committee to serve as chair.
- h. The Student Tenure Committee shall reach its decision for the suggested course of action by secret ballot and a 2/3 majority vote. The Committee may consider the following options (or any other options that the Committee may deem appropriate):
 - a. Dismissal of the charge(s);
 - b. To further investigate the matter and delay a decision;
 - c. Probation: The conditions of probation will be determined by the nature of the charges and the findings of the Committee. The appropriate course of action that the student must follow is determined by the nature of the charge(s). The Committee may decide that the student can continue in his/her program while satisfying the probationary conditions or that the student may not continue in his/her program until all conditions of probation have been satisfied. The Committee shall determine the timeframe for probation;
 - d. Termination of student tenure.
- i. 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.

- j. 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.
- k. The chair of the Student Tenure Committee will monitor the appeal process and will inform the student in writing of decisions reached. The chair of the Student Tenure Committee will communicate the final decision to the Registrar within five days of the decision being rendered.
- l. 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.

2. Nonacademic Tenure

- a. A student's tenure may be terminated if it is determined that he/she engaged in inappropriate behavior that renders him/her unsuitable for his/her chosen profession, including but not limited to behavior that is unethical, illegal, or otherwise inconsistent with the codified standards of the individual professional organization of the field for which the student is preparing himself/herself.
- b. 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.
- c. 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.

- d. 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.
- e. The composition of the Student Tenure Committee is to be determined by the program director, but must include at least one student from the appropriate professional program, between two and four additional faculty members, and may include professionals from the field for which the student is preparing. The Dean may not serve on the Student Tenure Committee since he/she is part of the Appeals process. If the program director chooses not to chair the committee, he/she may designate a member of the Committee to serve as chair.
- f. At the meeting of the Student Tenure Committee, the program director will present information pertaining to the charge(s) of inappropriate behavior. The student may present pertinent information to the Committee, or may ask others to present information on his/her behalf.

When all of the information has been presented, the program director, the members of the Committee and the student will raise any questions they may have.

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

- g. The Student Tenure Committee will deliberate in executive session, and will determine its decision by secret ballot and by 2/3 majority vote. Any decision reached will be communicated to the student, the program director and the Dean within one week. The Committee may consider the following options (or any other options that the Committee may deem appropriate):
 - a. Dismissal of the charge(s);
 - b. To further investigate the matter and delay a decision;
 - c. Probation: The conditions of probation will be determined by the nature of the charges and the findings of the Committee. The appropriate course of action that the student must follow is determined by the nature of the charge(s). The Committee may decide that the student can continue in his/her program while satisfying the probationary conditions or that the student may not continue in his/her program until all conditions of probation have been satisfied. The Committee shall determine the timeframe for probation;

d. Termination of student tenure.

- h. 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.

- i. The chair of the Student Tenure Committee will monitor the appeal process and will inform the student in writing of decisions reached. The chair of the Student Tenure Committee will communicate the final decision to the Registrar within five days of the decision being rendered.

- j. 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.

3. Faculty Review of Students

- a. 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.
- c. 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.

XXII.

ACADEMIC GRIEVANCE PROCEDURE

- A. Every member of the faculty and the instructional staff is responsible for fulfilling good teaching practices as outlined in the Faculty Handbook. Should students have grievances against a faculty member relating to any academic matter, they should avail themselves of the procedure herein outlined. The goal of the academic grievance procedure is to effect reconciliation between the instructor and the student.

- B. Any student has the right to question a grade he or she has received, but the student should recognize the difference between questioning a grade and charging an instructor with a violation of good teaching practices. The latter is a serious act and should neither be undertaken lightly nor should the desire to have a grade reviewed and changed be the primary motivation. If the student wants to contest a grade, the student should first meet with the instructor to voice a complaint and to receive an explanation and possible redress.

If the student is not satisfied with the explanation, he or she may confer with the Dean and ask for a review of the grade. The Dean will consult with the faculty member and review the material. The decision of the Dean shall be final.

- C. A student who feels that a faculty member has violated good teaching practices shall first discuss the matter directly with the faculty member, accompanied by his/her faculty advisor.
- D. If he or she feels that his/her grievance has not been properly adjudicated, he or she should request a conference with the Dean. If the intervention of the Dean still has not achieved reconciliation, the student may submit to the Dean a letter formally stating the nature of the grievance with specific reference to teaching responsibilities which have not been fulfilled. The student should also provide any materials supportive of the complaint. Within ten (10) days after receiving this written complaint from the student, the Dean will request the chairperson of the Faculty to convene a Faculty Grievance Committee which shall be made up of four full-time faculty members and a student representative selected by the Student Association. The committee shall consider and investigate the complaint and make its recommendations to the Dean within thirty (30) days after receiving the complaint.
- E. A Faculty Grievance Committee will not review a complaint unless it is lodged before the tenth week of the fall or spring semester which follows the term in which the alleged violation occurred.

It shall be the responsibility of the Faculty Grievance Committee to determine, prior to considering any case, whether frank and full discussions between the student, instructor, and Dean have been exhausted as a means of resolving the grievance. If not, the case shall be referred back to the Dean as appropriate.

If the Faculty Grievance Committee decides to consider the case, the chairperson shall inform the student that the burden of proof rests with the student and that he or she may attend the hearing, excluding executive sessions. The chair shall also inform the instructor, when the committee decides to consider a case, that has been received by the Committee and provide the instructor with a full bill of particulars regarding the grievance and its supporting evidence. The chair shall request from the instructor, in writing, information

germane to the case, inform the instructor that he or she may attend the hearings excluding executive sessions.

- F. If the Committee finds that no violation of good teaching practices has occurred, or that violation has occurred but recommends that no redress is warranted, these findings will be reported by the committee chairperson, in writing, to the student and the instructor, with copies sent to the Dean. In addition, a notation of this finding may be made in the student's permanent record file.

If the committee finds that violation has occurred and recommends any form of redress for the student, these recommendations should be reported by the chairperson of the Committee, in writing, to the Dean, with a copy sent to the student and to the instructor.

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

If the instructor complies with the recommendations, the student will be informed, in writing, by the Dean with copies sent to the department chairperson and committee chair. If the instructor indicates noncompliance with the recommendations, copies of the recommendations and of the instructor's reply will be sent to the student, 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.

- G. 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.
- H. 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.

XXIII. REQUIREMENTS FOR ORDINATION

- A. Academic

After the Year-In-Israel program, completion of the Core Curriculum, the post-MAHL electives described on page 4 of this handbook, the Senior Sermon and a Rabbinic Thesis/Capstone Project are required for ordination. In addition, each student must

attend the annual Kallah program, participate in required *yemei iyyun* programs such as the Gerech^t retreat, and fulfill tfillah responsibilities on campus.

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

B. Professional

A minimum of two years of professional experience is a requirement for ordination. This involves at least one year of service as a student rabbi in a weekly, bi-weekly or student assistantship pulpit. Two years of a monthly student pulpit is equivalent to one year in a weekly or bi-weekly.

The student can fulfill one year of professional responsibility by serving as an intern or working in a health care facility, CPE program, Jewish organization, teaching in a Jewish context, supervising a Jewish educational or camping program or participating in the Alumni Summer Residencies Program. Any non-pulpit professional experience should entail a substantial job description, close on-site supervision and a base of approximately 400 hours of service.

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 Fieldwork Committee for approval.

C. Financial

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

XXIV. TRANSCRIPTS

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

- C An unofficial transcript is provided to each student at the end of the academic year.

XXV. MAINTENANCE OF STUDENT FILES/RECORDS

A. Contents

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

1. Confidential letters of reference written in support of the student's application.
2. 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.
3. Grade Evaluations and general correspondence concerning the student contained in a student file.
4. HUC-JIR transcript.

B. 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.

XXVI. STUDENTS WITH LEARNING DISABILITIES OR DIFFERENT LEARNING STYLES

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

XXVII. QUESTIONS?

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

*** This student handbook is current as of February 23, 2009. Changes to the policies and academic requirements set out herein may be made by the Provost and Faculty of the New York School as they deem necessary.

Addendum

Hebrew Union College-Jewish Institute of Religion

Policy on Disabilities Services

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

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

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

VI. Disability Defined

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

VII. The Rehabilitation Act of 1973

A federal law known as the Rehabilitation Act of 1973 prohibits institutions that receive federal funding from discriminating against qualified persons with disabilities and requires them to provide such individuals with reasonable accommodations. Specifically, Section 504 of the Rehabilitation Act of 1973 states: "*No otherwise qualified handicapped individual in the United States...shall, solely by reasons of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.*"

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

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

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

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

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

VIII. Confidentiality

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

Disabilities at HUC-JIR

IX. Application

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

X. Self-Identification during Student Tenure at the College-Institute

XI. Students are responsible to inform their program director and advisor of any disability which impacts their ability to fully participate in HUC's programs and benefits.

XII.

XIII. Documentation

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

1. A qualified professional must conduct the evaluation.

The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment and state in which the individual practices must be stated in the documentation. Diagnosis by someone outside an appropriate field of expertise for that diagnosis is not acceptable. All reports must be on letterhead, legible, dated and signed.

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

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

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

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

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

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

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

4. The documentation must contain an interpretive summary.

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

XIV. Accommodations

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

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

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

XV. Self-Advocacy

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

XVI.

XVII. Staff and Faculty Training

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

IV. More Information

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

Hebrew Union College – Jewish Institute of Religion

PROVIDER REPORT FOR ACCOMMODATIONS REQUEST

Student Name:

Birthdate:

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

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

2. Is the impairment you described permanent or temporary?

- A. If temporary, what is the anticipated duration?

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

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

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

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

Please print your name and title:

Signature _____ Date _____

Hebrew Union College – Jewish Institute of Religion

Request for Accommodations

Test-taking

Name _____ Program _____
Date _____

Phone _____
E-mail _____

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

Type of accommodations I am requesting:

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

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

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

Student
Signature _____

Advisor or School Director
signature _____

For Office Use Only:

Accommodations Approved: Coordinator of Disability Services

Instructor of Record _____

Date for test-taking _____

Proctor's name (if applicable) _____

Alternative test-taking room (if applicable) _____