



HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION
היברו יוניון קולג – מכון למדעי היהדות

School of Graduate Studies
Administrative Office, Room 211
3101 Clifton Avenue · Cincinnati · OH · 45220-2488
Phone 513-487-3230 · Fax 513-221-0321

Dear Prospective Student,

We are delighted that you are interested in applying to our national Pre-Doctoral M.A. Program in Jewish Studies at HUC-JIR. We welcome your application and look forward to assisting you in the months ahead. Our online application asks you to supply necessary information about yourself as well as supporting materials for your application.

Please review the application instructions carefully, noting the application deadline. The Admissions Committee will not review an application until it is complete; therefore we urge you to ensure your supporting materials (transcripts, letters of reference, GRE score report, etc.) arrive on time. A non-refundable fee of \$75 must accompany your application.

We strongly encourage applicants to get to know HUC-JIR by visiting our campuses, attending classes, and meeting with representatives of the College-Institute. To schedule a visit to one of the campuses please call the Administrative Assistant, Lisa Jo Duffy at 513-487-3230 or e-mail lduffy@huc.edu. If you have any questions or would like to discuss the particulars of the program, you may e-mail Dr. Samuel Greengus, Director, at sgreengus@huc.edu.

We look forward to being of assistance and guiding you through the admissions process as you consider your application to the Pre-Doctoral M.A. Program in Jewish Studies.

Yours truly,

Dr. Samuel Greengus, Director

Application for Admission
School of Graduate Studies

Admission Requirements and Application Instructions

■ PROGRAM REQUIREMENTS

In order to apply to the Pre-Doctoral MA Program in Jewish Studies applicants must be able to meet the following requirements by June, 2010.

- A BA or BS degree from an accredited college or university.
- An academic record reflecting the ability to do graduate work at a 3.0 grade point average or above on a four-point scale.
- Two to three years of college-level Hebrew language study prior to admission.
- Completion of the general Graduate Record Examination (GRE). International applicants see below.
- International applicants from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL). International applicants must have a working knowledge of English, and a score of at least 550 on the TOEFL. International applicants are not required to take the GRE but must take the TOEFL. More details under section dealing with the TOEFL.
- A readiness for graduate study, including the capacity to meet the intellectual, ethical, and emotional demands of graduate school.
- A serious commitment to academic study and the capacity to develop self-awareness.
- An ability to engage in abstract reasoning, to think analytically and conceptually, and to formulate mature judgments.
- An aptitude for clear oral and written self-expression.

■ APPLICATION & DEADLINES

The application and all supporting material must be submitted to HUC-JIR School of Graduate Studies, no later than February 2, 2010. Your application must be accompanied by a \$75 non-refundable application processing fee. All supporting materials must be submitted to the School of Graduate Studies, Administrative Office, Room 211, 3101 Clifton Avenue, Cincinnati, OH, 45220. Once the completed online application forms and the application processing fee are received, an application file will be opened.

■ RESUMÉ AND STATEMENT OF PURPOSE

The resumé should be current and organized in reverse chronological order, and include descriptions of education, work experience, leadership activities, relevant life experiences, and languages read and/or spoken.

The statement of academic purpose should describe your background and previous academic work which includes a

general description of the intended field of study (e.g. Bible, Ancient Near Eastern Studies, Rabbinics, etc.), your academic career plans and the reasons for pursuing advanced study in the field at the College-Institute. The statement of academic purpose must be typewritten and should be no more than 1,000 words in length. Please be sure to use a font-size of 12-point, double space, and provide margins of no less than one inch.

■ GRADUATE RECORD EXAMINATION (GRE)

All applicants are required to take the GRE General Test. When registering for the GRE, **please use school code number 1291**, which directs results to the School of Graduate Studies, Administrative Office, Room 211, 3101 Clifton Avenue, Cincinnati, OH 45220. We recommend that the test be taken at least four weeks before the application is due to allow time for the scores to be sent to HUC-JIR. **GRE scores are valid for five years.** Candidates with a Ph.D. from an accredited institution are exempt from taking the GRE.

■ TRANSCRIPTS

Please provide us **one copy** of official transcripts from:

- From all colleges, universities or seminaries from which you graduated, as well as any other colleges you attended (This includes any school at which you took a college-level class).
- All graduate schools you have been enrolled as well as schools where you have taken graduate-level classes.
- Any “Year Abroad” programs or other foreign study. *(If grades from international programs are recorded on your college transcripts you do not need to submit a separate transcript.)*

Have the schools mail the transcript directly to the of the School of Graduate Studies, Administrative Office, Room 211, 3101 Clifton Avenue, Cincinnati, OH 45220. Please request transcripts with sufficient time to allow them to arrive by the application deadline.

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

■ THREE LETTERS OF REFERENCE

You must have **three academic references**. College professors or instructors with whom you have engaged in serious academic study should write the academic references.

Contact the individuals you have listed as references on the Application Form and send each of them a Reference Form downloadable from the application website. Good references come from those who know you well enough to give the Admissions Committee input on your candidacy and reflect on specific experiences you have had that will make you a strong candidate for graduate school.

HUC-JIR requires original, signed letters of reference, which address the questions and guidelines on the recommendation form. Photocopies of letters of recommendation originally intended for other purposes will not be valid. Mailed originals must follow faxed or e-mailed versions of the letter of reference.

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provide students with the right to inspect their records. This includes letters of recommendation submitted in the application process. HUC-JIR carefully reviews all letters of reference. However, we find that letters written in confidence are most useful in assessing a candidate's qualifications and promise. *Therefore, we urge you to sign the waiver printed near the top of the reference form before you provide it to your referee.*

Reminders Regarding References

- Please allow each referee sufficient time (at least one month) to complete his or her letter of reference.
- Please make sure to complete the top of each reference form, filling in your name where indicated.
- If you wish to substitute, delete, or add references after you submitted their names the Application Form, you must report this in writing or via e-mail to the National Office of Admissions.
- **References must be sent directly from your referees to the School of Graduate Studies, Administrative Office, Room 211, 3101 Clifton Avenue, Cincinnati, OH 45220.** Your referees will appreciate it if you give them an addressed, stamped envelope to send the reference to the College-Institute.
- We will consider your reference invalid if it is sent unsealed.

SUBMISSION OF WRITTEN WORK

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

■ INTERNATIONAL APPLICANTS

HUC-JIR is authorized under federal law to enroll nonimmigrant students. International applicants are required to fulfill all of the requirements for admissions and provide documented evidence of financial support. The Immigration and Naturalization Service (INS) requires individuals holding a student visa to enroll as a full-time student with a minimum of eight units per semester for graduate study. International students should not expect to support themselves through employment while attending HUC-JIR. The INS rarely allows international students to work off-campus. International students are eligible to apply for financial aid.

INS forms are required for students to enter the United States. Please contact The National Registrar, Mr. J. T. Brown, by phone at 212-824-2220 or e-mail jtbrown@huc.edu.

■ TEST OF ENGLISH AS A FOREIGN LANGUAGE

International applicants from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL). The TOEFL is administered by the Educational Testing Service (ETS) in approximately 100 centers outside of the United States. See the information available at www.ets.org/toefl.

■ CAMPUS VISIT

Applicants are encouraged but not required to visit HUC-JIR. You are welcome to visit our three stateside campuses where you will have the opportunity to observe classes, meet students and faculty.

■ ADMISSION DECISION

Admissions decisions are communicated by letter.

■ FINANCIAL AID

To be eligible, applicants must complete the Free Application for Federal Student Aid (FAFAS) and other "need analysis" forms. The FAFSA form can be accessed online at www.fafsa.ed.gov after January 1, 2009.

■ SCHOLARSHIPS

The School of Graduate Studies grants two kinds of financial aid: scholarships, which defray the cost of tuition, and fellowships, which include tuition plus an additional cash stipend. All awards are based on merit and are reviewed annually. It is generally expected that students who receive financial support will remain in good standing and will continue to receive financial support throughout their period of eligibility (normally four years).

In addition to scholarship and fellowship support, there is a limited opportunity for student employment, including teaching assistantships, library and clerical work, and research assistantships. Students may also be eligible for Federal Stafford Loans.



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 Tenure at HUC-JIR

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 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 diagnostic interview;
- an assessment of aptitude (a complete intellectual assessment with all subtests and standard scores reported);
- 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,
- 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.