

HEBREW UNION COLLEGE-
JEWISH INSTITUTE OF RELIGION
NEW YORK SCHOOL

RABBINICAL PROGRAM
STUDENT HANDBOOK
Revised August, 2018

Dear Rabbinical Students,

On behalf of the faculty and administration, I would like to welcome you to the Rabbinical Program of the New York School of the Hebrew Union College – Jewish Institute of Religion. We look forward to spending the next four years together and to being your guides on your journey into the rabbinate.

The NY School is proud to house, in addition to the Rabbinical Program, the Debbie Friedman School of Sacred Music, the NY School of Education and the Doctor of Ministry Program (for clergy in the field). The campus community is enriched by the on-going interaction between students of the different programs through joint classes, informal learning opportunities and community-wide events such as daily *tefillah*, holiday celebrations and programmatic activities. Each student brings unique gifts that enhance life at 1 West 4th Street; we hope that you will soon find your niche and share your gifts with our community.

This handbook provides an overview of the different elements of the HUC-JIR Rabbinical Program as they are expressed in the New York School. Just as the rabbinate is a multi-dimensional career, so, too, is our Rabbinical Program. It is an amalgam of a graduate program, professional school and seminary, attending to students' academic, professional and spiritual growth. To this end, there is a specific academic path that finds its foundation in the Core Curriculum and is then expanded upon via students' elective choices. Supervised fieldwork requirements under the tutelage of rabbinic mentors, provide students with the exposure to the congregational rabbinate in addition to other pathways such as Hillel, chaplaincy and organizational work. Daily *tefillah*, courses dedicated to spirituality, and Spiritual Direction, as well as retreats, and community-wide programs, foster students' spiritual growth and exploration.

I refer you to the National Student Academic Handbook posted on the registrar's website, [National Student Academic Handbook](#), for all national policies pertaining to HUC-JIR students. Please be sure to read through that document carefully.

Please know that I am always available to answer any questions, provide guidance and offer whatever support I can to enable you to maximize your experience in our rabbinical program. In the words of the great sage Hillel:

זיל גמור!

Now, go and learn!

Babylonian Talmud Shabbat 31a

L'shalom,



Rabbi Lisa D. Grant, Ph.D.
Director of the Rabbinical Program,
Professor of Jewish Education

TABLE OF CONTENTS

I. Mission statement	4
II. Curriculum of the Rabbinical Program in NY	5
A. The Course of Study	5
B. Tefillah	8
C. Student Sermons	9
D. Student Fieldwork	10
E. Supplemental Requirements	12
F. Master of Arts Degree	13
G. Thesis/Final Project	13
III. General Academic Information	14
A. Study at Other Academic Institutions	14
B. Faculty	14
IV. Administrative and Financial Information	15
A. Identification Card/Security	15
V. Questions	16
VI. Appendix: Supervised Fieldwork Requirements at HUC-JIR, NY	17

I. MISSION STATEMENT OF THE RABBINICAL PROGRAM

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

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

II. CURRICULUM OF THE RABBINICAL PROGRAM IN NY

A. COURSE OF STUDY

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

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

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

2. Core Curriculum

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

Core curriculum by department:

BIBLE (BIB)		Credits
BIB 401	Bible I (Pentateuch)	3
BIB 411	Bible III (Prophets)	3
BIB 441	Parshanut	3
BIB 520	Bible II (Literary Artistry of the Bible)	1.5
HISTORY (HIS)		
HIS 411	Survey of Jewish History I	3
HIS 412	Survey of Jewish History II	3
JEWISH LANGUAGE AND LITERATURE (JLL)		
JLL 401	Dikduk and Sifrut	3
JLL 402	Dikduk and Sifrut	3
JLL 403	Modern Jewish Literature	3
PROFESSIONAL DEVELOPMENT AND EDUCATION (PDE)		
PDE 401	Professional Orientation	1.5
PDE 402	Pastoral Care and Counseling I	2.25
PDE 403	Pastoral Care and Counseling II	2.25

PDE 430	Rabbinical Leadership and Social Responsibility	1.5
PDE 442	Speech and Communication	1.5
PDE 443	Homiletics	3
PDE 450	Senior Seminar	1.5
PDE 451	Senior Seminar	1.5

RABBINICS (RAB)

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

RELIGIOUS THOUGHT AND ETHICS (RTE)

RTE 403	Introduction to Medieval Jewish Philosophy	3
RTE 413	Modern Jewish Thought	3

WORSHIP, RITUAL AND LITURGY (WRL)

WRL 400	T'fillah Workshop	1.5 (beginning with Class of 2021)
WRL 401	Liturgy I	1.5
WRL 402	Liturgy II	1.5

EDUCATION (SOE)

SOE 401	Teaching Lab I	1.5
SOE 402	Teaching Lab II	1.5

THESIS (THS) – 5th year

THS 500	Thesis/Final project Fall	4.5
THS 500	Thesis/Final project Spring	4.5

Progression of the Rabbinical Curriculum:

Second Year, Fall (16.5 credits):

		<u>Credits</u>
BIB 401	Bible I: Pentateuch	3.0
BIB 520	Bible II: Literary Artistry of the Bible	1.5
HIS 411	Survey of Jewish History I	3.0
JLL 401	Dikduk and Sifrut	3.0
PDE 401	Professional Orientation	1.5
RAB 404	Talmud I	3.0
SOE 401	Teaching Lab	1.5
WRL 400	<i>T'fillah Workshop</i>	<i>1.5 (beg with Class of 2021)</i>

Second Year, Spring (16.5 credits):

BIB 411	Bible III: Prophets	3.0
HIS 412	Survey of Jewish History II	3.0

JLL 402	Dikduk and Sifrut	3.0
PDE 403	Pastoral Care and Counseling	1.5
RAB 405	Talmud II	3.0
SOE 402	Teaching Lab II	1.5
WRL 401	Liturgy I	1.5

Third Year, Fall (13.5):

PDE 402	Pastoral Care and Counseling	3.0
RAB 412	Introduction to Midrash	3.0
RAB552	Post Talmudic Halakhic Literature	3.0
RTE 403	Introduction to Medieval Jewish Philosophy	3.0
WRL 402	Liturgy II	1.5
	<i>Dikduk and Sifrut (for those who need it)</i>	

Third Year, Spring (13.5)

BIB 441	Parshanut	3.0
JLL 403	Modern Jewish Literature	3.0
PDE 443	Homiletics	3.0
PDE 442	Speech and Communication	1.5
RTE 413	Modern Jewish Thought	3.0
	<i>Dikduk and Sifrut (for those who need it)</i>	

Fourth year Fall:

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

Fourth Year, Spring:

Electives
Dikduk and Sifrut (for those who need it)

Fifth Year, Fall:

THS 500	Thesis/Final project	4.5
PDE 450	Senior Seminar Electives	1.5
	<i>Dikduk and Sifrut (for those who need it)</i>	

Fifth Year, Spring:

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

Exempting out of Core Courses:

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

3. Electives

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

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

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. A student may be required to repeat that course or take an additional course in that subject area; such a course will count towards fulfilling the core requirement and will not be awarded elective credit.

b. If a student receives a "low pass", C or D in a Core Curriculum Course he/she must take and receive a "P" or the equivalent in an elective course in the same department as the course in which the "low pass", C or D was received. It is understood that every "low pass", C or D in a core curriculum course is to be offset by a grade of "P" or the equivalent in an elective course in the same subject area. In a department with multiple subject areas (I,e Rabbinitics) the student should confer with the professor who awarded the LP as to the nature of that elective course requirement. Students will receive elective credit for a course taken to offset a "low pass" (C or D).

B. TEFILLAH

Daily morning services generally are conducted by rabbinical, cantorial and education students, though occasionally faculty participates as well. All rabbinical students are required to lead a week of services during their second and third years in the program; students may also be assigned in their fourth year.

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

2. All second-year students are required to read Torah and to serve as *gabbai* during *tefillah*; students may also be assigned these roles during their third and fourth years. Students will

receive feedback from their Program Director and, if necessary, be required to read Torah or serve as *gabbai* again to strengthen their skills.

3. Rabbinical and cantorial students will occasionally be asked to participate as student rabbis and student cantors at special observances held in the synagogue during the academic year.

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

C. STUDENT SERMONS

1. Fourth-year rabbinical students are responsible for one student sermon presentation. At the conclusion of the third year, students will receive a sermon advisor request form in which they will be able to list choices for sermon advisor. The Director of the Rabbinical Program will then determine the student sermon schedule based upon students' completion of or enrollment in Homiletics and faculty advisors' availability. Dates will be sent to students over the summer along with related forms and Guidelines for Sermon Discussion.

2. The student must meet with the advisor at least three (3) times and a copy of the sermon with the advisor's sign off must be submitted to the Rabbinical Program Director's office at least two weeks prior to the presentation. The student is also obligated to meet with the Speech Instructor before and after delivering the sermon. The sermon will be digitally recorded so that the student can review the sermon with the Speech Instructor and can obtain a personal copy. A digital collection of the class' sermons is provided to each student and maintained in the Klau Library.

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

- a. for the entire school to have a chance to meet and engage in substantive discussion;
- b. for the *darshan (it)* and the community to have a chance to give and receive feedback on the sermon; and

c. for the students to have an opportunity to gain skills in informal and extemporaneous speech.

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

D. STUDENT FIELDWORK

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

2. Fieldwork options

a. Student Rabbis with Weekend Pulpits

1. Students select, according to a lottery system of seniority established by the Fieldwork Committee, from among available student pulpits for the academic year (monthly, tri-weekly or bi-weekly) as well as for the High Holy Days.

2. Descriptions for each weekend pulpit position and this fieldwork booklet and other information about the placement requirements and procedures are posted on SAKAI by the Fieldwork Coordinator. Students are responsible for the fulfillment of all requirements enumerated in this booklet. Students should become acquainted with these requirements and procedures prior to their first fieldwork position.

3. The pulpit lottery takes place each spring at the College-Institute.

b. Rabbinical Internships

1. Student Interns work alongside rabbis in congregations and organizations. These positions are determined through interviews and a matching system arranged under the auspices of the College- Institute. The internships interviews take place in the spring, prior to the student pulpit lottery.

2. Descriptions of the rabbinical internships and the procedures to be followed by students and congregations participating in this program are posted on SAKAI by the Fieldwork Coordinator. Rabbinical Interns are responsible for the fulfillment of all requirements enumerated in this booklet. Students should become acquainted with these requirements and regulations prior to their first fieldwork position.

c. Non-pulpit Professional Experience

1. The student can fulfill one year of required supervised fieldwork by serving as an intern at a congregation, organization or health care facility that has been pre-approved by the College-Institute.
2. Any non-pulpit professional experience should entail a substantial job description, close on-site supervision and a base of approximately 400 hours of service.
3. The 400 hour requirement may be fulfilled over a two year period. A student desiring to opt for such a non-pulpit professional experience must submit a written proposal to the Director of Fieldwork for approval.

3. Types of Services Provided

- a. All job responsibilities, including hours, must be approved by the Director of Fieldwork.
- b. **Students may perform rabbinic functions except for marriages and conversions.** The student, however, may co-officiate at a wedding in the presence of an ordained or invested clergy person. The ordained or invested clergy person must sign all civil and religious documents.

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.

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

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

E. SUPPLEMENTAL REQUIREMENTS

1. Teaching

Rabbinic students are required to take 3 credits in Education in their second year; the course requires a teaching field placement. Students are expected to teach in a setting that is on-going through the year (congregational school, adult education, JCC continuing education class, etc.) It could be with any age group. Tutoring does not meet the necessary requirement.

2. *Kallah*

The academic year on the NY campus begins with a two day *kallah*, off site, starting the Sunday afternoon of the first week of the fall semester. The kallah is an important community-building experience of the campus and includes thematic programs, *tefillot* and social opportunities that are developed by planning groups of students and faculty. All students and faculty are expected to attend. A student must obtain permission in advance of *kallah* from their program director in order to miss *kallah*; a make-up assignment will be required.

3. Retreat Weekends

During their third year, rabbinical students and their cantorial classmates participate in the Gerecht Institute, a two-day retreat, focusing on issues associated with conversion to Judaism. The Gerecht Institute takes place at a retreat center during the fall *Y'mei Iyyun*; attendance at an orientation session during a community hour prior to the retreat is required as well as some preparatory readings. During their fourth year, rabbinical students participate in the HUC-JIR Outreach Institute, a Shabbat at a URJ congregation with a strong message and program of outreach, especially towards welcoming interfaith families.

4. Social Responsibility Course and Infield Experience

One of the hallmarks of Reform Judaism has always been an emphasis on social justice and prophetic Judaism. There are two required elements of the rabbinical program that address this important area: a required course in Leadership and Social Responsibility (PDE 430) taken during the fourth year and the completion of an infield experience in an agency or organization in the field of social action during any of the four years in New York. These projects—which vary in nature, scope, and length—can come from the suggested list provided, or students may design their own project to be approved. In addition to being deemed a worthwhile project, in order to be approved, the professionals at the organization must agree to take the time to mentor the students who spend time on a project in their agency. Each student must keep a journal during the infield experience and must submit a written report upon its conclusion. HUC-JIR will cover transportation and registration expenses for participating in a Social Responsibility Infield Experience. Rabbi Jerome K. Davidson and Rabbi Darcie L. Crystal oversee the Social Responsibility Infield Experience; students will learn more about this program from them early in their first year in New York.

5. Mentoring

As part of the CCAR requirement for admissions and guidelines established by the CCAR/HUC-JIR Joint Commission on Mentoring, all fifth year students will be assigned rabbinic mentors who will serve as mentors through their fifth year at HUC-JIR and their first two years in the rabbinate. CCAR mentors have been carefully selected and have received training for such mentoring through the Joint Commission. Students will learn more about the program in a meeting with the Director of the Joint Commission on Mentoring during their fourth year in the program when they will have the opportunity to complete forms indicating their preferences for qualities of their mentor.

F. MASTER OF ARTS DEGREE

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

G. THESIS/FINAL PROJECT

As a requirement for ordination, students must complete an approved thesis/final project in their fifth year by the deadline announced in the academic calendar. A description of the Thesis/Final Project is posted on the NY Resources Page of SAKAI (NY resources/Resources/Rabbinic Thesis/Final project folder).

1. Procedures for determining the subject of the Thesis/Final project

During the spring semester of the third year, the class will meet with the Director of the Rabbinical Program to review the Thesis/Final project options and procedures.

Students will then have until the beginning of the spring semester of their fourth year (the date will be announced in the Academic Calendar) to submit their proposals. This time should be spent researching potential topics and meeting with faculty members to choose a thesis/final project advisor. The Thesis/Final Project Proposal Form, Thesis/Final Project Guidelines with pages from each faculty member, sample proposals and other related documents are posted in the Rabbinic Thesis/Final projects folder on SAKAI. The faculty will review thesis/final project proposals at its February meeting. Students may be asked to refine proposals if they are not acceptable.

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

Students must register for THS 500 Thesis Research for the fall and spring semesters of the fifth year and they must meet regularly with their advisors. If a student fails to meet regularly with

her/his advisor, 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.

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

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

III. GENERAL ACADEMIC INFORMATION

A. STUDY AT OTHER ACADEMIC INSTITUTIONS

1. Cooperative arrangements with The General Theological, The Jewish Theological Seminary, New York University and Union Theological Seminary enable full-time students to take select courses at these institutions at reduced rates or with no additional tuition fee. Details about the courses and the necessary procedures are available from the Registrar.

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

B. FACULTY

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

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

3. Student Review

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

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

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

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

4. Faculty Evaluations of Students

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

At the conclusion of each semester faculty are asked to complete standardized written evaluations, Narrative Assessments, for their students in order to provide students with feedback in addition to grades. These evaluations will be shared with the student's advisor and become part of the students' academic records. When requesting that their transcripts be sent to other academic institutions or prospective employers, students may request that their letters of evaluation be included.

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

4. Course Evaluations

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

III. ADMINISTRATIVE INFORMATION

A. Identification Card/Security

1. All students are required to have a current NYU photo identification card with them daily. It will be necessary to use this card to enter the building during regular hours and to show to the Security Guard at other times, as well as to present at all New York University facilities. Application and instructions concerning identification cards are available from the Director of Operations (Room 405) along with the HUC-JIR stickers that must be affixed to the identification card. New stickers are required each academic year. Students must go to a nearby NYU Office to obtain the identification card.

2. Students will receive a mailbox key and locker assignment from the Director of Operations at the start of their tenure on the NY campus. Lockers and mailboxes must be emptied each summer. The mailbox key must be returned at the conclusion of the student's studies.
3. All students receive an HUC email address when they begin their studies. All official emails will be sent to that address. Students are expected to check their HUC emails regularly.
4. Most faculty members will use SAKAI for communicating with their students, posting readings and collecting assignments. A variety of important documents, such as calendars, the *Tefillah* schedule, fieldwork documents, and list of important contact information, are posted on the NY resources site of SAKAI. A google calendar with campus events can also be found on that site as well. In addition, campus programs will be communicated via email announcements and flyers posted in the elevator and on the Conference Level.

V. QUESTIONS

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

VI. APPENDIX:

Fieldwork and Pastoral Counseling Requirements for HUC-JIR, NY Rabbinic Students

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

FIELDWORK PLACEMENTS AND SUPERVISION

- 1) All students must participate in the *supervised fieldwork program*.
- 2) To fulfill the requirements of this program* students must:
 - a. Serve a URJ congregation for one year (with a minimum 9 monthly visits plus the High Holy Days) while participating in:
 - i. Weekly small group supervision
 - ii. Monthly individual supervision
 - iii. Regular individual meetings with mentor
 1. Monthly for students with weekend pulpits
 2. Bi-weekly for students with internships
 - iv. The preparation of a Brit Limud
 - v. PD Common Hours (3 or 4 per year).
 - vi. Mentor Meetings for all mentors and students hosted at HUC-JIR

AND

- b. Serve a URJ congregation, an approved unaffiliated congregation, or intern with an organization or healthcare facility that participates in the HUC-JIR fieldwork placement and mentoring program ***and*** participate in **all of the pieces of the supervised fieldwork program** (see 2a)

OR

- c. Complete a 400 hour unit of CPE which the student has chosen to take for Supervised Fieldwork, not course, credit.**

TO FULFILL SUPERVISED FIELDWORK REQUIREMENTS*

<p>1 academic year in a URJ pulpit (with a minimum of 9 monthly visits and High Holy Days).*</p> <p>While participating in:</p> <ol style="list-style-type: none"> 1) Weekly small group supervision 2) Monthly individual supervision 3) Regular individual meetings with mentor. <ol style="list-style-type: none"> a) Monthly for weekend pulpits b) Bi-weekly for internships 4) Preparing a Brit Limud 5) PD Common Hours (3-4 per year) 6) Mentor Meetings for mentors and students hosted at HUC-JIR. 	<p><u>AND</u></p>	<p>1 academic year in a URJ pulpit or a pre-approved unaffiliated congregation, or interning at an organization or healthcare facility that participates in the HUC-JIR fieldwork program.*</p> <p>While participating in:</p> <ol style="list-style-type: none"> 1) Weekly small group supervision 2) Monthly individual supervision 3) Regular individual meetings with mentor: <ol style="list-style-type: none"> a) monthly for weekend pulpits b) bi-weekly for internships 4) Preparing a Brit Limud. 5) PD Common 6) Mentor Meetings for mentors and students hosted at HUC-JIR <p align="center"><u>OR</u></p> <p>Complete a 400 hour unit of Clinical Pastoral Education (CPE).**</p> <p><i>(see pastoral counseling requirements below)</i></p>
---	-------------------	--

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

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

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

PASTORAL COUNSELING REQUIREMENTS

- 1) All students must complete the two-semester required course in pastoral care and counseling
- 2) All students must also have a *supervised pastoral placement*

a. This is arranged through the Blaustein Center with Rabbi Wiener.

i. Most students fulfill this requirement by doing Clinical Pastoral Education (CPE).

1. CPE is a nationally accredited program that requires a 200 or 400 hour health-care based supervised placement. Most students do this over a 10 or 11 week period over the summer. Some students do it during the academic year.

(CPE can be done in locations around the country.) A 200 hour commitment is known as ½ unit of CPE; a 400 hour commitment is known as a full unit of CPE. Either of these will fulfill the pastoral counseling requirement.

2. The Blaustein Center covers the student's CPE tuition.

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

ii. Some students fulfill this requirement by taking an academic year internship for 10 hours per week at a healthcare facility.

1. Students interview for these internships along with all other congregational and organizational internships in the spring semester prior to the start of the placement.

iii. Some students do a more limited placement, either in a congregation or healthcare facility.

1. These placements are for a minimum of 60 hours of direct care.

2. They are arranged by Rabbi Wiener.

3. They carry a stipend, determined by the number of hours.

4. The student will receive some supervision on-site and will have regularly scheduled meetings with Rabbi Wiener as well.

5. In years past, students have had placements in nursing homes, at JCCs or congregations co-facilitating groups with a social worker, at hospices, etc.

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

1. It will enhance their understanding of the material covered in the required pastoral counseling course, which is taught spring 2nd year and fall 3rd year.

2. It will enhance their work in congregational settings, which may begin 3rd year.

3. It will not conflict with Tisch fellowship residencies (most often done summers between 3rd and 4th years) or thesis writing (summer between 4th and 5th year).

* This student handbook is current as of August, 2016. 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.

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