

HEBREW UNION COLLEGE-
JEWISH INSTITUTE OF RELIGION
NEW YORK SCHOOL

For Academic Year 2023-24
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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 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 provide students with the support of rabbinic mentors, exposure to a variety of pathways including congregational work, Hillel, chaplaincy, education and organizational work, under the tutelage of rabbinic mentors. In addition to academic and field work, daily *tefillah*, courses dedicated to spirituality, and Spiritual Direction, as well as retreats, and community-wide programs, offer students' opportunities for spiritual growth and exploration.

Please reference 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, Rabbinical Program

HUC-JIR Mission Statement

Mission

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

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

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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. Desired Learning Outcomes for HUC-JIR Rabbinical Students

As a learning-centered institution, HUC-JIR is committed to articulating desired learning outcomes for its graduates. These outcomes cut across all aspects of rabbinical education and formation at HUC-JIR, including classroom and co-curricular learning, and the wide range of fieldwork experiences. The learning outcomes take a holistic approach, relating to the knowledge, practice, spiritual life, and dispositions of rabbis. They are intended to serve as a guide for prospective and current students, faculty, alumni, fieldwork supervisors, and employers. In using the term “desired learning outcomes,” we mean to convey a sense of aspiration rather than expectation. HUC-JIR aims to be an incubator that nurtures and challenges every aspect of a rabbi-in-formation. We recognize the uniqueness of each of our students, and we are committed to diversities within our sacred learning community. We hope that all rabbis will continue to grow as lifelong learners of Torah in the broadest sense, returning often to this document as a source of guidance and inspiration.

Section 1: Interpreter of Text and Culture

An HUC ordained rabbi will be able to:

1. Competencies

- a. Read aloud and translate a range of Jewish textual sources in Hebrew and Aramaic using recommended resources.
- b. Teach and transmit the content and contexts of Jewish texts, traditions, ethics, theology, and history to diverse audiences.
- c. Translate, interpret, and communicate Jewish sources in meaningful ways for contemporary Jewish life. Participate in both traditional and contemporary modes of worship and ritual.
- d. Facilitate, as a solo practitioner and in partnership with others, worship with skill, fluency, and artistry.

2. Literacies

- a. Use the tools and methods of critical scholarship to study and analyze a range of texts, focusing on main themes and issues.
- b. Articulate how and why Jewish thought and practice have changed over time.
- c. Trace the evolution of Jewish history and culture in North America and other global Jewish communities.

3. Commitments

- a. Embody an ongoing commitment to lifelong study and active engagement in Jewish practice and communal life.

Section 2: Personal Integrity

An HUC ordained rabbi will be able to:

4. Competencies

- a. Serve as a rabbi with an understanding of and commitment to live by the CCAR Code of Ethics.
- b. Exemplify integrity as exemplified by the mishnaic concept of a תלמיד חכם/*talmid chacham* (learned person) and expressed by the values of Reform Judaism.
- c. Harness the reflective capacity, discipline, and awareness that each of us is an imperfect being with the understanding that the process of תיקון/*tikkun* (repairing) is both internal and external.

5. Literacies

- a. Acquire a command of Jewish texts, values, and practices that guide their personal life and inform their stances on issues of significance to the Jewish People and humanity.
- b. Develop a network of spiritual and ethical mentors, colleagues, and communities that aspire to study and enact sacred Jewish values.
- c. Commitments**
 - a. Demonstrate a commitment to inclusivity, pluralism, and diversity, treating all members of the community with respect.
 - b. Exhibit personal, passionate, and enduring commitments to a life of learning, spiritual growth, ethical behavior, and social engagement.
 - c. Advocate for Jewish Peoplehood, recognizing points of connection to the wider Jewish story through both time and space.

Section 3: Sacred Community Creator and Leader

An HUC ordained rabbi will be able to:

6. Competencies

- a. Articulate a compelling vision for Jewish life informed by a sophisticated understanding of Reform Judaism in relationship to other branches on the tree of Jewish life.
- b. Inspire one's community to fulfill Jewish norms and expectations of social responsibility through acts of loving kindness, the pursuit of social justice, and the commitment to challenge oneself and the community to act in accordance with the highest moral standard.
- c. Navigate the demands of leadership, which include ensuring the institutional budget is aligned with the community's mission and vision.
- d. Supervise, mentor, and collaborate with staff and collegial partners.
- e. Develop a spiritual practice that is personally enriching and contributes to the rabbi's role as a communal worship leader (שליחות ציבור)

7. Literacies

- a. Articulate, through study and God wrestling, a personal theology grounded in Jewish thought that informs and guides one's conversations with and about God.
- b. Grow, through prayer and contemplative practice, a habit of the soul, embedded in a deep, nuanced understanding of engagement with the Divine.
- c. Engage in substantive intra-religious and inter-religious dialogue.
- d. Communicate one's thoughts in speech and in writing through 21st century media.

8. Commitments

- a. Use one's power and authority to embody the Jewish value of working in partnership with the community and the Divine.
- b. Engage in *Tikkun Olam* (Repairing the World), working to fix what is broken in expanding circles from individual communities within North America, Israel and the world.
- c. Take risks as a leader to realize a vision of Jewish life in the 21st century and to encourage community members to do the same.
- d. Strengthen connections and cultivate responsibility to *Klal Yisrael* (the Jewish people), to Jews throughout the world.
- e. Act upon a personal relationship to the State and People of Israel, including wrestling with the complexities of what it means for the Jewish people to be powerful and for Israel to be a sovereign state.

Section 4: Comforter and Challenger

An HUC ordained rabbi will be able to:

9. Competencies

- a. Provide pastoral care and counseling guided by Jewish ethics and values and shaped by an understanding of the diversity of human experience and relationships.
- b. Navigate the delicate balance between “afflicting the comfortable” and “comforting the afflicted” by reading the text, subtext and context of interpersonal relations.
- c. Establish genuine relationships and to be fully “present” in the moment to reach and teach people.

10. Literacies

- a. Maintain current knowledge in the language and study of clinical pastoral education.
- b. Understand and internalize the Jewish and contemporary sources of wisdom and experience that inform a pastoral presence.

11. Commitments

Respect and accept the power and sacred responsibility rabbis hold in having a profound and meaningful impact on individuals and families throughout the lifespan and at peak and valley moments in their lives.

III. CURRICULUM OF THE RABBINICAL PROGRAM

A. COURSE OF STUDY

1. The HUC-JIR Rabbinical Program is a five-year full-time program, almost always 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.

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. For most students, the second and third years 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 525	Bible II (Megillot)	1
		5
BIB 441	Parshanut	3

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/SOE)

PDE 422	Integrative Seminar: Self in System	3
SOE 401	Teaching Lab I	1.

		5	
SOE 402	Teaching Lab II	1. 5	
PDE 423A	Ma'agal Hachayim: Covenantal Relationships Across the Lifespan		
PDE 423B	Ma'agal Hachayim	3	
PDE 411N	Small Group Supervision	1	
PDE 442A.	Speech and Communication	1	
PDE 442B.	Developing and Communicating Your Clergy Voice		1
PDE 443	Homiletics	3	
PDE 430	Dilemmas in Justice	1.	
PDE 403N	Integrative Seminar: The Middot of Sacred	5	
PDE 450	Leadership Senior Seminar	1. 5	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

WORSHIP, RITUAL AND LITURGY (WRL)

WRL 401	Liturgy I	1.5
WRL 402	Liturgy II	1.5

THESIS (THS) – 5th year

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

PROGRESSION OF THE CORE CURRICULUM**Second Year, Fall (16.5 credits):****Credits**

BIB 401-N	Bible I (Pentateuch)	3.0
BIB 525	Bible II (Megillot)	1.5
HIS 411	Survey of Jewish History I	3.0
JLL 401	Dikduk and Sifrut	3.0
PDE 422A	Integrative Seminar – Self in System	1.5
RAB 404	Talmud I	3.0
SOE 401	Teaching Lab	1.5

Second Year, Spring (17.25 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 422B	Integrative Seminar – Self in System	2.25
RAB 405	Talmud II	3.0
SOE 402	Teaching Lab	1.5

WRL 401	Liturgy I	1. 5
Third Year, Fall (15):		
RAB552	Post Talmudic Halakhic Literature	3. 0
RAB 412	Exegetic & Homiletical Midrash	3. 0
RTE 403	Introduction to Medieval Jewish Philosophy	3. 0
PDE 443	Homiletics	1.
PDE 423A	Ma'agal Ha'chayim: Covenantal	5
	Relationships Across the Lifespan	3. 0
WRL 402	Liturgy II	1. 5
PDE 411N	Small Group Supervision <i>Dikduk and Sifrut (for those who need it)</i>	

Third Year, Spring (15.5)

JLL 403	Modern Jewish Literature	3.0
PDE 443	Homiletics	1.5
BIB 441	Parshanut	3.0
PDE 423B	Ma'agal Ha'chayim: Covenantal Relationships Across the Lifespan	3.0
RTE 413	Modern Jewish Thought	3.0
PDE 442	Speech	1.0
PDE 442-N	Developing and Communicating Your Clergy Voice	1.0
PDE 411N	Small Group Supervision <i>Dikduk and Sifrut (for those who need it)</i>	

Fourth year Fall:			
PDE 430	Dilemmas in Justice	1.5	
PDE 411N	Electives Small Group Supervision <i>Dikduk and Sifrut (for those who need it)</i>	.5	
Fourth Year, Spring:			
PDE 403N	Integrative Seminar: The Middot of Sacred Leadership	1.5	
PDE 411N	Small Group Supervision Electives <i>Dikduk and Sifrut (for those who need it)</i>	.5	
Fifth Year, Fall:			
THS 500	Thesis/Final Capstone project		4.5
PDE 450	Senior Seminar Electives <i>Dikduk and Sifrut (for those who need it)</i>		1.5

Fifth Year, Spring: THS 500	Thesis/Final Capstone project		4. 5
PDE 451	Senior Seminar		1. 5
	Electives <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 45 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 addressing areas of weakness.

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

- If a student receives an "F" in a Core Course, they must meet with that professor to determine how to make up the F; students cannot be ordained with an "F" in a Core Course. A student may be required to repeat that course or take an additional course in that subject area; such a course will count towards fulfilling the core requirement and will not be awarded elective credit.
- If a student receives a "low pass", C or D in a Core Curriculum Course they must take and receive a "P" or the equivalent in an elective course in the same department as the course in which the "low pass", C or D was received. It is understood that every "low pass", C or D in a core curriculum course is to be offset by a grade of "P" or the equivalent in an elective course in the same subject area. In a department with multiple subject areas (I.e. Rabbinics) the student should confer with the professor who awarded the LP as to the nature of that elective course requirement. Students will receive

elective credit for a course taken to offset a “low pass” (C or D).

B. TEFILLAH

Daily services generally are conducted by rabbinical and cantorial 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 required 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* at least once during *tefilah*; 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 asked 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.

C. SENIOR SERMONS

1. Fourth-year rabbinical students deliver one student sermon. At the conclusion of the third year, students 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. Students must meet with their sermon advisor at least five (5) 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 required to meet twice with the Speech Instructor before and once after delivering the sermon. The sermon will be livestreamed recorded so that the student can review the sermon with the Speech Instructor.
3. Following *tefilah* on days when there is a sermon, is a sermon discussion. This is a powerful experience for the *darshan* and the entire rabbinical school. As such, **attendance at all Student Sermons and subsequent lunch discussion is required of all rabbinical students**. Sermon review enjoys a long history at HUC-JIR and has undergone much growth and transition over time. 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. Some of the goals for the sermon discussion 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 Experiences

1. Students 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 Monday 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 may be required.

3. 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 CAPSTONE PROJECT

As a requirement for ordination, students must complete an approved thesis/final capstone project in their fifth year by the deadline announced in the academic calendar. A description of the Thesis/Final Project is posted in Canvas

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

During the fall semester of the fourth 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 which is related in some way to their thesis topic during the fourth year.

Students must register for THS 500 Thesis Research for the fall and spring semesters of the fifth year and they must meet regularly with their advisors. If a student fails to meet regularly with her/his advisor, 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 without substantive progress being made on their thesis/capstone, as determined by their advisor. 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.

II. 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 students, 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

Course evaluations are the vehicle by which HUC-JIR learns about and respond to constructive feedback from students. Course evaluations are a valuable resource for improving teaching. The feedback should be specific, focused and respectful. It should also address aspects of the course and teaching that are positive as well as those which need improvement. All students are strongly urged to complete course evaluations as soon as they become available at the end of the course.

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, 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). 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. Faculty members all use Canvas for course management including communicating with their students, posting readings and collecting assignments. A variety of important documents, such as calendars, the *Tefilah* schedule, fieldwork documents, and list of important contact information, are posted on the NY resources site in SharePoint. 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.

IV. 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 Dean of Students, or the Registrar

V. 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>A</u> <u>N</u> <u>D</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 style="text-align: center;"><u>O</u> <u>R</u></p> <p>Complete a 400 hour unit of Clinical Pastoral Education (CPE).**</p> <p><i>(see pastoral counseling requirements below)</i></p>
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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 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).