ישיבת תומכי תמימים ליובאוויטש

RABBINICAL COLLEGE *of* AMERICA

CATALOG

2026-2027

RABBINICAL COLLEGE OF AMERICA
226 SUSSEX AVENUE
MORRISTOWN, NJ 07962-1996
(973) 267-9404

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"The challenge of our time is to spread the knowledge of the Torah and Mitzvos, particularly through the education of our young, until each and every Jew will attain the level of 'Know the G-d of your father, and serve Him with a perfect heart', and the fulfillment of the prophecy 'They shall know me, small and great, and the earth will be filled with the knowledge of G-d, as the waters cover the sea."

-Rabbi Menachem M. Schneerson, of blessed Memory
Leader of the Lubavitch Movement

LICENSURE AND ACCREDITATION

The Rabbinical College of America is licensed by the Office of the Secretary of Higher Education of the State of New Jersey to offer a Bachelor of Religious Education Degree, Bachelor of Talmudic Studies Degree, and Masters of Religious Education Degree.

The Rabbinical College of America is accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS) and is approved to offer a Bachelor of Religious Education Degree and Bachelor of Talmudic Studies Degree.

The AARTS Handbook is available upon request by contacting the organization via mail: 2329 Nostrand Ave., M-200, Brooklyn, NY 11210, email: office@aarts.org, or telephone: (212) 363-1991.

Copies of licensure and accreditation documents are on file in the office of the Dean.

TITLE IX

Rabbinical College of America does not discriminate on the basis of sex in the education program or activity that it operates, in compliance with all applications under Title IX. This requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to Rabbinical College of America's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Title IX Coordinator:
Name: Rabbi Mendy Herson
Office Address: 226 Sussex Avenue, Morristown, NJ 07960
Email Address: mmherson@rca.edu
Phone Number: 908 482 7789

BOARD OF TRUSTEES

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Chairman	*Co-Chairman*	*Treasurer*

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EXECUTIVE ADMINISTRATION

Rabbi Mendy Herson

Dean

Rabbi Moshe Herson OBM*

Dean Emeritus

INTL HON. CHAIRMEN

Ronald S. Lauder

ADMINISTRATION

Rabbi Mendy Herson – Dean, CEO

Rabbi Chaim Schapiro – Menahel Yeshiva Tomchei Timimim and Rosh HaYeshiva Honors Option

Rabbi Yakov Wagner – Menahel, Yeshiva Tiferes Bachurim

Rabbi Israel Goldberg– Financial Aid Officer

Mrs. Shoshana Solomon – Registrar

Mrs. Nancy Oh - Bookkeeper

Rabbi Moshe Z. Weisberg – Outside SFA Consultant

Rabbi Aryeh Perlow – Director of Plant Operations

FACULTY

Yeshivas Tiferes Bachurim – New Direction Program

Brafman, Rabbi Chaim - Rosh HaKollel & Magid Shiur, (Talmud 1, Chassidus 3)

Faiden, Rabbi Dovid - Magid Shiur (Level 2)

Dubinsky, Rabbi Zalman - Rosh Hayeshiva (Level 4)

Hecht, Rabbi Boruch - Recruitment and Student Liaison

Mishulovin, Rabbi Menachem – Mashgiach & Instructor (Afternoon Seder)

Wagner, Rabbi Yakov – Menahel & Magid Shiur (Talmud 3, Chassidus 1)

Weinstein, Rabbi Uziel – Magid Shiur

Zirkind, Rabbi Dovid- Maishiv

Yeshivas Tomchei Tmimim – Advanced Talmud and Rabbinical Ordination

Backman, Rabbi Elimelech - Magid Shiur (Talmud 1),

Gancz, Rabbi Aharon – Maggid Shiur,

Lerman, Rabbi Yitzchok - Magid Shiur (Talmud 3),

Perlow, Rabbi Aryeh - Magid Shiur (Talmud 2),

Pewzner, Rabbi Naftoli – Mashpia (Chassidus 4),

Piekarski, Rabbi Efraim - Mashpia (Chassidus 3),

Rabin, Rabbi Shaul - Mashgiach

Steinmetz, Rabbi Dov – Magid Shiur, (Talmud 3)

Schapiro, Rabbi Chaim - Rosh Hayeshiva, Honors Option and Menahel,

Spalter, Rabbi Sholom – Rosh Hayeshiva (Talmud 4)
Tenenbaum, Rabbi Yitzchok - Mashpia (Chassidus 1),
Wilhelm, Rabbi Leima - Mashpia (Chassidus 2)
Zajac, Rabbi Shmuel - Magid Shiur (Talmud 2)

*of blessed memory

AVAILABILITY OF FULL TIME EMPLOYEE TO ASSIST ENROLLED OR PROSPECTIVE STUDENTS

Rabbinical College of America has designated Rabbi Israel Goldberg, Financial Aid Administrator, as the full time employee available to assist enrolled or prospective students in obtaining information on. the school, financial assistance, graduation and completion rates, security policies, and crime statistics, and any other required disclosures or information, as required by Title 34 of the Code of Federal Regulations, sections 668.42, 668.43, 668.45 and 668.46.He can be found in the administrative offices during regular business hours or by calling (973) 267-9404.

MISSION

The Tomchei Tmimim mission revolves around the development and advancement of our students' learning skills in Talmud, Jewish Law and Chasidic Philosophy, enabling them to receive Rabbinical Ordination. This is achieved by providing a distinguished level of studying, lectures and a culture that emphasizes the philosophy of the Lubavitcher Rebbe of blessed memory. The multifaceted experience reinforces our students' ability and conviction to carry on daily activities of learning and sharing their knowledge of Torah and Mitzvos with the general population. Indeed, many of our students become community leaders and join the community of Chabad Emissaries that span the globe, promoting awareness and Jewish education to individuals with various backgrounds and levels of observance.

In the New Direction Program, our goal is for students with less formal Yeshiva background to develop strong foundations of Halacha, Hashkofa and Gemara. To

facilitate this, we provide excellence in Jewish education and Yeshiva experience. Some of our students will learn skills to be independent learners that will have the ability to contribute to their communities and families.

THE COLLEGE CAMPUS

The campus of the Rabbinical College of America is located at 226 Sussex Avenue in Morris Township, about one mile from the town of Morristown, nestled in the same Morristown hills where George Washington headquartered some 200 years ago during the Revolutionary War. Morristown is now a harmonious blend of the advantages of city life and the tranquility of suburban existence. In addition to places of historical interest, Morristown offers a wide range of cultural resources including libraries, museums and centers for the arts.

The College is situated on a beautifully landscaped 82-acre site. While the setting is distinctly rural, a short walk brings one to the center of the town. Students thus enjoy the relaxed atmosphere, which promotes their intellectual growth while simultaneously being able to avail themselves of the conveniences offered by the town.

Three imposing buildings on the campus house its classrooms, lecture halls, dormitories, administrative offices, library, dining hall, auditorium and facilities for public worship. There are basketball courts, an outdoor pool and an athletic field on the grounds. A large indoor gymnasium is also available to the students.

Access to the College is excellent with its close proximity to major networks of transportation. Morristown is an important point on rail and bus lines and an airport is close by. Main traffic arteries converge in and around the town.

The diverse student groups found on the campus, drawn from 26 States of the Union and 16 foreign countries, bring a cosmopolitan air to the campus.

Prospective students, friends and other interested persons are invited to schedule a visit to the campus. Candidates for admission can make appointments in advance for a guided tour of the entire campus.

TEXTBOOK INFORMATION

Rabbinical College of America offers a highly specialized program of study in Talmud and related subjects. All textbooks are readily available for use on open stacks in the study hall and school library. Students who wish to purchase their own copies of the texts studied may purchase them from a Judaica store that ships.

Many students prefer to have their own Gemarah, Kovetz Miforshim, Halacha seforim, and Chassidus seforim, which cost between $20 and $50 each, depending on the publisher and edition. Most texts used in the program are reprints of the Talmud and other classical texts that do not have ISBN numbers.

Below is the information of three Judaica stores that ship:

Kehos Publication Society	Eichlers Judaica	Judaica World
291 Kingston Ave.	1401 Coney Island Ave.	329 Kingston Ave
Brooklyn, NY 11213	Brooklyn, NY 11230	Brooklyn, NY 1213
(718) 778-0226	(718) 258-8519	(718) 604-1020
www.Kehotonline.com	www.eichlers.com	www.judaicaworld.com

MARRIED STUDENT HOUSING

For families, the New Direction Program offers a unique opportunity for Jewish education. To meet the needs of the ever-growing Baal Teshuva movement, young couples and their children are given the opportunity to enjoy a total living and educational experience.

Our married student buildings are designed in the "garden apartment" style. Apartments are spacious; each has two bedrooms, two bathrooms, a living room

and combination kitchen and dining area. Each building, containing eight apartments, includes a laundry room and a utility room for storage.

The New Direction Program provides a full range of programs to ensure a total learning experience for the whole family. We offer nursery school and grammar school on campus, classes, and communal activities for women, as well as athletic fields and swimming pools.

Our rural campus provides a delightful environment for both study and leisure. There is plenty of safe, secure space for the children to play and beautiful areas for afternoon walks.

DORMITORY

Located on 82 acres of picturesque land, the Rabbinical College of America campus boasts a modern dormitory facility to accommodate the growing student body. The dormitory buildings have been beautifully furnished to provide comfortable student living.

The dormitory is surrounded by a wide array of sports fields, leisure trails and an inviting swimming pool. The gymnasium and cafeteria are located on the lower level of the dormitory building, providing a wealth of recreational and wellness opportunity on campus.

HISTORY

The Rabbinical College of America, an affiliate of the worldwide Lubavitch movement, was founded in Newark, New Jersey in October of 1956. The initial student body consisted of ten students from the Central Lubavitch Yeshiva in New York. The College was housed in a small, one-family frame and stucco building in a residential area of the city. In spite of woefully inadequate facilities, the enrollment increased steadily until it reached a total of more than fifty students from various parts of the United States, Canada, Europe and the Soviet bloc. The limited capacity of the school plant compelled the administration to reject many

applicants until July 8, 1971, when the Rabbinical College moved to its magnificent new campus in Morris Township. In its present home, the institution enrolls many full-time students. It has gained an international reputation for scholarship and has considerably broadened the scope of its activities to include extensive communal service, the New Direction Program for beginners, as well as the conventional Advanced Talmud Program.

The College also serves as home to Cheder Lubavitch, the Yeshiva Summer Program and The Sherry Wilzig Izak Gan Israel Day Camp.

The Rabbinical College of America seeks to develop scholars thoroughly trained in all aspects of advanced Jewish scholarship. It prepares its students for positions as rabbis, teachers and communal leaders; as well as responsible, conscientious, and intelligent lay members of the community. Small classes, seminars, and individual consultation guide the student toward the realization of his full potential as a scholar. The College provides opportunities for original research and intensive study and encourages the publication of the results of such research. It is also concerned with transmitting the ethical, philosophical, and spiritual teachings and values of Judaism, particularly the unique philosophy of Chabad-Lubavitch Chassidism.

Chassidism is two and a half centuries old. Founded by Rabbi Israel Baal Shem Tov in the Carpathian mountain region, the movement spread rapidly throughout the Jewish world. The Baal Shem Tov's motto, "G-d wants the heart" – the cornerstone of his teaching, taught that Torah is the property of all Jews, and underscored the important role of emotion and sincerity in the practice of Judaism.

Lubavitch Chassidism, also known as Chabad (an acronym of the Hebrew words for wisdom, understanding and knowledge), was conceived by Rabbi Shneur Zalman of Liadi, a disciple of the Baal Shem Tov's successor. He synthesized Chassidic fervor and worship with Talmudic rationality and learning, successfully blending emotionalism and intellectualism.

Lubavitch came to the United States in 1940 under the leadership of the previous Lubavitcher Rebbe, Rabbi Joseph Isaac Schneerson, who had fought against overwhelming odds for the preservation of traditional Judaism in Russia. Rabbi Schneerson became the founder of numerous yeshivos, day schools and the worldwide education network, Merkos L'Inyonei Chinuch.

Under the leadership of the Rebbe's son-in-law, Rabbi Menachem M. Schneerson, the seventh leader of the movement, Lubavitch continued to thrive. Among the many institutions of learning established since his ascendancy is the Rabbinical College of America. Lubavitch has become one of the most powerful influences in world Jewry. Across the globe, a network of nurseries, Talmud Torahs, girls' schools, vocational schools and yeshivos cater to the educational needs of all ages and levels. Lubavitch provides social programs, summer camps and a "Jewish Peace Corps", involving hundreds of senior students who spend their summer vacation period visiting outlying communities armed with educational material and religious inspiration.

More than twenty million volumes have come off the Lubavitch press in recent years. Printed in over a dozen languages, they are designed to meet the reading needs of people of all levels of religious education, from those well versed in Torah and Jewish tradition, to those who need the basic tenets of authentic Judaism interpreted.

Although the philosophical teachings of Chabad Chassidism are abstract, delving as they do into the profoundest mysteries of Creation, they are also immensely practical, emphasizing the translation of intellectual knowledge into concrete action. Its writings make considerable use of examples gleaned from real life experience, rendering its lessons comprehensible even to beginners. Thus, Chabad is a living guide to Jews in all walks of life, to elevate the plane of their religious feeling and awareness.

The Rabbinical College of America, as part of the Lubavitch movement, devotes a large segment of the daily academic schedule to the study of Chabad Chassidism in all its intricacy. Courses in the writings of its major exponents play a focal role in the religious education of students at Morristown.

ADMISSION REQUIREMENTS

Generally, applicants to all programs must meet one of the following high school graduation requirements - students must:

1. Have graduated high school and provide evidence of high school graduation
2. Have completed homeschooling in a secondary school education setting that either (1) meets the state's definition of secondary level homeschooling, or (2) qualifies the student for an exemption from compulsory attendance requirements in a state that does not issue or require a homeschool credential.
3. Meet one of the recognized equivalents. Recognized equivalents include:
   a. A GED certificate.
   b. A certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category).
   c. An associate's degree.
   d. The successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution.
   e. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully

completed, including credit hours transferred into the bachelor's degree program.

The institution will maintain documentation of the high school diploma or its recognized equivalent.

Rabbinical College of America does not utilize an Ability to Benefit test for admitting students.

Provisional students: Students who are expected to complete the requirements for high school graduation within a short period of time may be admitted as provisional students.

Admission to the New Direction Program – Tiferes Bachurim – is granted to applicants who possess a high school diploma or its equivalent (see above) and who demonstrate the interest, ability, and perseverance required for successful completion of the prescribed course of studies.

Admission to the Advanced Talmud Program – Tomchei Tmimim – requires, in addition, that applicants satisfy the following requirements:

1. Competence in the Pentateuch and Commentaries.
2. Completion of at least 150 folio pages of the Talmud.
3. Competence in the laws and customs in the Code of Jewish Law (Orach Chaim) and personal commitment to their observance.

Qualified students in the New Direction Program are eligible to transfer to the Advanced Talmud Program.

ADMISSION POLICIES AND PROCEDURES

In order to initiate the application process, we encourage qualified students to complete an online application through our website, https://www.rca.edu. Students who require assistance with the application can contact the College at:

Rabbinical College of America
226 Sussex Avenue
Morristown, NJ 07962-1996
https://www.rca.edu/

Students may be asked to have a phone, video or in-person interview. Since the academic programs at the Rabbinical College of America are very specialized, this interview becomes very useful for both the student and the College. At this interview, the student will become familiar with the programs at the College and be evaluated for academic and intellectual ability to undertake the respective program.

Students are generally notified of their acceptance by e-mail, mail or telephone. Upon admission, students will be required to complete an admission form.

Prospective students are highly encouraged to visit the campus and observe the programs in which they would like to enroll.

Students should enclose a letter of recommendation from their sponsoring organization, previous school or from a recognized rabbinic authority with their application for admission.

ATTENDANCE REQUIREMENTS

Attendance is expected at all regularly scheduled classes. Excessive unexcused absences may be grounds for grade reductions, loss of course credit, dismissal, or other disciplinary action.

GROUNDS FOR DISMISSAL

Students are expected to keep the hours of the school's course and study schedule and attend all lectures. They must also complete regular exams. Students who fail to adhere to the school's regulations may be placed on probation. If improvement

is not seen, the Menahel will notify the student that he may be dismissed from the school. Students who persistently violate the school's rules of conduct and discipline, or who have been found to conduct themselves in a manner that constitutes a breach of character, dress, or moral conduct as defined by the Shulchan Aruch, may also be dismissed from the school. It should be noted that dismissals are extremely rare as every effort is made to accept students of high character and diligence.

TRANSFER CREDITS AND ACADEMIC RESIDENCY REQUIREMENT

NEW DIRECTION PROGRAM:

Rabbinical College of America will grant a maximum of 60 credits towards Rabbinical College of America's undergraduate degree for transfer coursework submitted.

To earn a Bachelor of Religious Education, students must fulfill a minimum academic residency requirement of 60 credits earned in residence for study at Rabbinical College of America, of the total 120 credits.

Transfer credits will be accepted only if the following conditions are met:

- The credit was earned at an institution offering similar programs i.e. Talmudic Institutions and Yeshivas. (In instances where a student feels related coursework has been completed outside of similar institutions, they can submit their transcript for review and further analysis).
- The credits transferred must be based on course work similar in content, style, and academic rigor to the courses offered at Rabbinical College of America.
- The student must have achieved a grade that would have enabled them to pass a similar course at the institution.
- The credits transferred must be properly documented.

Transfer credits accepted are counted toward both the number of credits attempted and the number of credits earned by the student.

An evaluation may be performed that assesses the student's competency in reading and interpreting Talmud and measures analytical skills and critical thinking and reasoning abilities. The evaluation ascertains the level and type of study appropriate for the students in Rabbinical College of America. The student is then awarded credits by evaluation. The credits granted will be documented.

Rabbinical College of America does not have any articulation agreements with regard to whether the Yeshiva will accept credits from other institutions, nor whether other institutions will accept the Yeshiva's credits. Before enrolling, students should be sure that their attendance will help them reach their educational goals.

All decisions regarding transfer credits are subject to the procedures described above without exception.

Please be advised that the transferability of credits and acceptance of the degrees earned at Rabbinical College of America are at the complete discretion of an institution to which a student may seek to transfer. If the credits or the degrees earned at this institution are not accepted at the institution to which a student seeks to transfer, he may be required to repeat some or all of the coursework at that institution.

ADVANCED TALMUD PROGRAM:

Rabbinical College of America will grant a maximum of 84 credits towards Rabbinical College of America's undergraduate degree for transfer coursework submitted.

To earn a Bachelors of Talmudic Studies, students must fulfill a minimum academic residency requirement of 60 credits earned in residence for study at Rabbinical College of America, of the total 144 credits.

Credits may be granted, at the discretion of Rabbinical College of America, for study and courses taken at another postsecondary institution of Talmudic Studies, provided the following conditions are met:

- The credits transferred must be based on course work similar in content, style, and academic rigor to the courses offered at Rabbinical College of America.
- The student must have achieved a grade that would have enabled them to pass a similar course at the institution.
- The credits transferred must be properly documented.

Transfer credits accepted are counted toward both the number of credits attempted and the number of credits earned by the student.

Credit by evaluation may be granted to students who have studied at other institutions and demonstrate mastery of subject matter taught in RCA courses, based on the evaluation the Rosh Yeshiva administers. The credits granted will be documented, and the student will be placed at the appropriate academic level.

Rabbinical College of America does not have any articulation agreements with regard to whether the Yeshiva will accept credits from other institutions, nor whether other institutions will accept the Yeshiva's credits. Before enrolling, students should be sure that their attendance will help them reach their educational goals.

All decisions regarding transfer credits are subject to the procedures described above without exception.

Please be advised that the transferability of credits and acceptance of the degrees earned at Rabbinical College of America are at the complete discretion of an institution to which a student may seek to transfer. If the credits or the degrees earned at this institution are not accepted at the institution to which a student

seeks to transfer, he may be required to repeat some or all of the coursework at that institution.

COST OF ATTENDANCE

For the current schedule of cost of attendance, please refer to the yearly supplement of the catalog.

FINANCIAL AID

Rabbinical College of America utilizes the services of Higher Education Solutions, a financial aid consulting firm with many years of experience in the field. The institution offers federal and state financial aid programs to its students and Higher Education Solutions (HES) assists with their administration.

Students who have difficulty meeting their educational costs at the institution may contact the Financial Aid Administrator (FAA), Rabbi Sruly Goldberg at the financial aid office. The FAA is generally available during regular business hours and can provide information about the available financial aid options.

These options may include a financial aid package comprised of grants, tuition waivers and work-study programs. The package reflects the total amount of aid offered to eligible students by the institution to help pay for their education. Additionally, the institution may offer a deferred payment plan, allowing students to spread out tuition payments over a period of time.

Federal and State grants are need based and do not require repayment. Similarly, institutional tuition waivers provide financial aid based on need and do not need to be repaid. The Federal Work-Study Program funds part-time employment for eligible students. Detailed information on these programs can be found below.

TITLE IV FEDERAL FINANCIAL AID

In order to qualify for Title IV aid programs, the student must:

- demonstrate financial need for need-based federal student aid programs;
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- maintain satisfactory academic progress in college or career school;
- provide consent and approval to have their federal tax information transferred directly onto their Free Application for Federal Student Aid (FAFSA®) form;
- sign the certification statement on the FAFSA form stating that they are not in default on a federal student loan, do not owe money on a federal student grant, and will only use federal student aid for educational purposes; and
- show they are qualified to obtain a college or career school education by:
  - having a high school diploma or a state-recognized equivalent such as a General Educational Development (GED) certificate;
  - completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or
  - enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives.

APPLYING FOR TITLE IV AID

To apply for Title IV aid, students should complete the FAFSA online at https://studentaid.gov/h/apply-for-aid/fafsa. Alternatively, a paper FAFSA may be obtained online from https://studentaid.gov/sites/default/files/2026-27-fafsa-

form.pdf or the financial aid office, completed, and then submitted by mail to the designated address.

In addition to completing the FAFSA form and providing consent for the IRS to share federal tax information with the U.S. Department of Education, students may be required to submit additional documentation, such as a Verification Worksheet, W2 forms, and/or Tax Returns/IRS Tax Transcripts, to verify the information reported on the FAFSA.

Title IV aid awards are offered for one award year at a time, and are not automatically renewed. Students must reapply each year before the application deadline listed below.

TITLE IV AID NEED

Eligibility for Title IV programs is determined through a process called need analysis, which assesses how much financial assistance a student is eligible to receive based on the resources expected to be available from the student and, if applicable, their parents.

A student's financial need is calculated based on the formulas developed by the Department of Education. It is determined by subtracting the contributions expected from the student and, if applicable, their parents, from the student's Cost of Attendance (COA). The student's COA includes tuition, fees, books, transportation, personal expenses, and a standard allowance for living expenses. The living expense allowance varies depending on whether the student lives on campus, off-campus or with their parents. The total financial aid awarded to a student cannot exceed their financial need.

A student's dependency status- whether they are considered dependent or independent of their parents-is determined by their responses to specific questions and other information provided on the FAFSA. This status is used in

calculating financial need. Students are encouraged to review the FAFSA instructions thoroughly and consult financial aid staff for guidance as needed.

Once dependency status is determined, the student's financial contribution is assessed. For independent students, this is based on their income, and, if applicable, their spouse's income, as reported on their tax return, along with any counted assets, as applicable. Certain allowances, such as the Employment Expense Allowance, Payroll Tax Allowance and Income Protection Allowance (IPA), are factored in to offset income. The IPA is a living allowance based on family size and considers food, housing, and other relevant factors.

For dependent students, their financial contribution is based on their income, as reported on their tax return, and applicable assets, with previously described allowances applied to offset earnings. A separate parental contribution is assessed, based on their parents' income, as reported on their tax return, and their counted assets, as applicable. Specific allowances are also allocated against their parents' income, as detailed above

The student's contribution is combined with the parental contribution, when applicable, to calculate the Student Aid Index (SAI). The SAI is subtracted from the student's COA with the remaining amount known as the student's financial need.

Under certain circumstances, based on poverty guidelines, a student may automatically be eligible for either a Maximum or Minimum Pell Grant (Max or Min Pell).

A student with an SAI equal to or greater than twice the maximum Pell Grant award amount for the award year is ineligible for a Pell Grant. This limit does not apply to students who qualify for a Pell Grant under the Special Rule (dependents of certain deceased servicemembers and Public Safety Officers).

Updated FAFSA Information

Students may update, or be required to update, certain information on their FAFSA application, such as dependency status or household size, only under specific circumstances. Students who have a change in circumstances that affects any of these areas should contact the financial aid office.

Professional Judgment

In addition to the process used to calculate financial aid need, there are unique situations where the financial aid administrator may use professional judgment (PJ) on a case-by-case basis to adjust the components of a student's COA, or the data used to determine their Pell Grant eligibility or calculate their SAI, and/or perform dependency overrides. Students may pursue a PJ adjustment based on the categories of special circumstances and unusual circumstances, as described below.

Professional Judgment for Special Circumstances

Special Circumstances are financial situations that may prompt an FAA to do a PJ leading to an adjustment of the COA, Pell Grant eligibility determination, or an element of the SAI calculation.

To initiate a PJ request for special circumstances, a student and/or their parent must submit documentation of these circumstances to the financial aid office. Among other circumstances that might affect the student's or their parents' ability to pay for college, special circumstances may include a change in employment status, income or assets, medical expenses not covered by insurance, or severe disability of the student or other member of their household. These factors may be taken into account by the financial aid staff to adjust the components of a student's COA or the data used to determine their Pell Grant eligibility, or adjust components in the SAI calculation. The PJ process may be initiated at the parent's or student's request after the student's initial eligibility has been determined, and, if applicable, verification has been completed.

Professional Judgment During a Disaster, Emergency, or Economic Downturn

During a qualifying emergency, an FAA may determine that a contributor's income from work is zero, provided appropriate documentation is submitted. The FAA may also make additional adjustments to the reported income of the student, parent, parent's spouse or student's spouse, as applicable, based on the household's overall financial situation, including unemployment benefits.

Professional Judgment for Unusual Circumstances

Unusual circumstances refer to conditions that justify an FAA adjusting a student's dependency status based on a unique situation - more commonly referred to as a dependency override. These circumstances may include, but are not limited to, human trafficking, refugee or asylee status, parental abandonment or estrangement, or incarceration of the student or parent, as defined in the regulations.

When a student indicates on their FAFSA form that they have an unusual circumstance, the FAFSA Processing System (FPS) processes their application as provisionally independent, allowing them to complete the application without parental information. The student must then submit supporting documentation of the unusual circumstances to the institution.

The institution will review all requests for a determination of independence as soon as practicable, but no later than 60 days after the student enrolls. If the request is made later in the term, the institution will review it as quickly as possible, but no later than 60 days after the student submits the request and required documentation. The FAA will then make a final determination regarding the student's independent status.

A student who has obtained an adjustment for unusual circumstances and a final determination of independence will be presumed to be independent for each subsequent award year at the same institution, unless the student informs the

institution that their circumstances have changed or the institution has conflicting information about the student's independence.

Students may have both a special circumstance and an unusual circumstance. Financial aid administrators may make adjustments that are appropriate to each student's situation with appropriate documentation.

Unaccompanied Homeless Youth

For the 2026-2027 award year, a student is independent if, at any time on or after July 1, 2025, the student was determined to be an unaccompanied youth who is homeless or is self-supporting and at risk of being homeless. A student may self-report their independence due to homelessness by indicating on the FAFSA form that they have a determination from one of the following entities:

- a local educational agency homeless liaison (or designee), as designated by the *McKinney-Vento Homeless Assistance Act* (42 U.S.C. 11432(g)(1)(J)(ii));
- the director (or designee) of an emergency or transitional shelter, street outreach program, homeless youth drop-in center, or other program serving individuals who are experiencing homelessness;
- the director (or designee) of a Federal TRIO program or a Gaining Early Awareness and Readiness for Undergraduate program (GEAR UP) grant; or
- an FAA at another institution who documented the student's circumstance in the same or a prior award year.

If a student indicates on their FAFSA form that they are unaccompanied and homeless, or at risk of being homeless without a designation from a specified entity, the FPS allows them to submit the application without parental information. The institution's FAA will review the student's circumstances and make a case-by-case determination of homeless youth status based upon a written statement from, or a documented interview with, the student.

A student who is determined to be independent due to their unaccompanied homeless youth status, will be presumed to be independent by the institution for

each subsequent award year at the same institution, unless the student informs the school that their circumstances have changed, or the school has conflicting information.

TITLE IV APPLICATION DEADLINE

While FAFSA applications may be submitted until June 30, 2027, students should be aware that an earlier submission may be required as the application must be processed, and a valid SAI received, while the student is still enrolled. Students are urged to submit their applications as early as possible to avoid processing delays. More importantly, some programs have limited funding, and priority consideration is given to students who submit their applications earlier in the cycle.

TITLE IV AID PROGRAMS

Federal Pell Grant Program

The Federal Pell Grant Program awards grants to undergraduate students who meet federal eligibility criteria. These grants do not have to be repaid. As an entitlement program, any student whose ISIR reflects Pell grant eligibility, attends a participating institution, and applies on time may receive a Federal Pell Grant. The maximum grant for a fully eligible student is $7395 per award year, which is 100% of the scheduled award. The amount that each student may receive is based on the SAI, which is calculated using a federally mandated formula, as explained above.

As part of Additional Eligibility, students may receive up to 150% of their Pell Grant Scheduled Award within a single award year. An eligible student may receive additional Federal Pell Grant funds for an additional term(s), even if they received 100% of their scheduled Federal Pell Grant award during the preceding terms in that award year.

Under federal law, the total amount of Federal Pell Grant funds a student may receive over their lifetime is capped at 600%. Once a student's Lifetime Eligibility

Used (LEU) reaches this limit, they are no longer eligible to receive additional Pell Grant funding.

Federal Pell Grant payments are made either by applying a credit to the student's tuition account or by direct disbursement to the student. If the student provides a voluntary written authorization, the school will hold the excess funds on account. Students will be informed in writing of the expected amount of these payments. Tuition records may be reviewed by the student during regular business hours at the business office.

The Campus-Based Programs

The Campus-Based Programs are a group of programs funded under Title IV. The institution participates in the following:

- FSEOG - Federal Supplemental Educational Opportunity Grants
- FWS - Federal Work Study

Each year, fixed sums are allocated to participating schools based on the Federal formula. The school analyzes the need of all eligible financial aid applicants whose paperwork is completed in a timely manner, and determines an equitable distribution of the funds available through the packaging process. Students who apply after the posted deadlines may no longer be considered for funding from these programs.

The FSEOG is a campus-based grant program available to eligible undergraduate students. Awards, when available, may range from $100 to $4,000 per award year.

FSEOG disbursements are scheduled at the beginning of each semester, provided all paperwork has been submitted and is complete. A student generally receives one half of their scheduled award during the first semester and the other half during the second semester. Students who complete their paperwork during the second semester may be eligible for retroactive payment for the first semester.

However, they should be aware of the strong likelihood that FSEOG funds for these semesters may be limited or no longer available at that time. FSEOG must be packaged and disbursed while the student is enrolled. Payments are applied as a credit to the student's tuition account. The institution reserves funds for students who are admitted for the Summer term and awards FSEOG to these students, if they apply on time and demonstrate need, as applicable.

Students will be notified in writing of the expected amounts of these payments and may review their tuition records during regular hours at the business office.

Generally, FSEOG funds are awarded on a 75% federal to 25% non-federal matching basis. However, if the institution receives a waiver of the non-federal share requirement for a given academic year, it may opt not to provide the non-federal match.

The Federal Work Study Program is a need based employment program funded through the campus-based aid allocation described above. Eligible students are offered part-time employment, which is generally scheduled outside of school hours. The financial aid office, in consultation with the faculty, as appropriate, determines a student’s eligibility for employment based on their financial need, academic standing, and ability to balance work with academic responsibilities. Final placement also depends on the student’s qualifications and the availability of suitable positions.

Disbursements from the FWS program are issued as monthly payroll payments. These payments are distributed according to the student’s work schedule and are paid directly to the student no more than 30 days after the end of the payroll period. Students who wish to apply their FWS earnings towards educational expenses may complete an authorization form at the financial aid office.

Typically, FWS funds are awarded on a 75% federal to 25% non-federal matching basis. However, as with FSEOG funds, if the institution is granted a waiver of the

nonfederal share requirement for a particular academic year, it may choose not to provide the nonfederal match.

New Jersey Tuition Aid Grant (TAG)

The TAG Program provides eligible New Jersey residents attending in-state postsecondary institutions with grants to help them pay for tuition.

Eligibility Requirements

Students must:

- have a high school diploma or recognized equivalent;
- demonstrate financial need;
- be citizens, eligible non-citizens or eligible to file the NJ Alternative Financial Aid Application;
- be a resident of New Jersey for at least 12 consecutive months immediately prior to enrollment;
- maintain satisfactory academic progress; and
- be a full-time undergraduate student enrolled in an approved degree or certificate program.

The New Jersey Alternative Financial Aid Application allows New Jersey Dreamers enrolled in eligible New Jersey colleges and universities to apply for state financial aid.

New applicants for the TAG Program must submit their Free Application for Federal Student Aid (FAFSA) by September 15, 2026, to be considered for fall and spring awards. New applicants who apply by February 15, 2027, will be considered for spring awards only. Renewal applications for TAG for fall and spring awards must be submitted by April 15, 2026. Renewal applicants who apply by February 15, 2027, will be considered for spring awards only.

Payments from the TAG Program will be made by credit to the student's tuition account. Generally, one half of the TAG grant is paid at the beginning of each semester (fall and spring).

Students may be eligible to receive Summer TAG while enrolled in at least six credit hours during the summer term, provided that they received a TAG award in the immediately prior fall and/or spring term, and their summer courses are in the same undergraduate program at the same institution at which the student enrolled during the preceding academic year.

Please note that the TAG grant is subject to availability of funds from the state, which is decided on a year-by-year basis and may not be known until after the start of the academic year. Additional information regarding the TAG Program is available from the financial aid office.

Students may review their tuition records at the business office during regular business hours.

TUITION WAIVERS

Tuition waivers may be available to students who have exhausted all other forms of assistance and are still unable to pay their direct educational charges. Students and, if applicable, their parents are expected to contribute toward the cost of education, based upon their ability to pay, as determined by formulas described above.

There is an application for tuition waivers which must be completed and submitted for consideration of tuition waivers.

REFUND AND WITHDRAWAL POLICY

For the current refund and withdrawal policies, please refer to the yearly supplement of the catalog.

ACADEMIC CALENDAR

For the current academic calendar, please refer to the yearly supplement of the catalog.

LIBRARY

The Talmudic Library at the Rabbinical College of America includes all the basic tools for scholarship and research. It contains numerous editions of the Bible, the Talmud, Codes, responsa literature, ethical and philosophical works, expositions on Jewish Liturgy, Hebrew Language texts and a complete collection of Chabad works.

The Talmud is generally printed in twenty oversized volumes, each containing one large or a few small tractates. Each volume contains, in addition to the Mishnaic and Talmudic texts, numerous commentaries – up to one hundred-fifty in a single volume. Some of these surround the text on each page; others are printed separately at the conclusion of the tractate. Each is printed in tiny characters to allow the inclusion of a maximum number of commentaries in one volume. Thus, the student carries a small library with him that encompasses most of the sources he will be called upon to research without having to refer to dozens of individual tomes. This has been the printing format for the past few hundred years. More recent editions have appended the modern commentaries as well as newly uncovered medieval manuscripts.

The same holds true for the field of Halacha. The basic Codes are arranged in a manner similar to the Talmud. The original text is framed by the major commentaries and the bottom half of the page is filled with the glosses of others. Each tome is thus a self-contained mini library.

For supplementary research into commentaries, not usually incorporated into the volume of Talmud, the library provides an extensive array of ancient, medieval, and modern classics, as well as a fine selection of responsa work for further study.

Historically, the language of Jewish publication and scholarly writing has always been Hebrew. Today, however, with the rise of a generation unfamiliar with classical Hebrew, the need for Torah literature in the vernacular is a pressing one. To meet this need, various publishing houses have embarked on ambitious programs of English language publication to render the ancient teachings comprehensible to the layman. English language texts are presently available.

The Rabbinical College is proud to have purchased licensure for a digital research Library. This database includes access to over 35,000 Biblical, Talmudic, Halachik and responsa volumes. Students can use computer queries to locate out-of-print volumes and to generate reports from several various volumes for statistical analysis.

PUBLICATIONS

The Lubavitch press is prolific and includes educational materials, major philosophical works, periodicals, scholarly research journals and much more. Thousands of volumes are published annually for worldwide distribution in many foreign languages.

The Rabbinical College of America is eminently proud of its contribution to Lubavitch publication, in the form of periodic HEOROS HATMIMIM.

HEOROS HATMIMIM is the pride of Lubavitch publications. Edited by students at Morristown, it offers an international platform for students' original insights into Chabad Chassidism. Copies are mailed to rabbinical colleges and scholars throughout the world, who express their opinions on the findings in Letters to the Editor, which are printed in subsequent editions. A lively give and take dialogue is the key feature of this unique endeavor.

The technical format is informal; photo offset from a typewritten original, with a saddle-stitched binding. Occasionally it is a perfect bound, scholarly journal with a collection of philosophical and Talmudic research dissertations of students and

Roshei Yeshiva of the College. Publications are in Hebrew and students and Roshei Yeshiva are encouraged to contribute.

STUDENT LIFE

COMMUNITY SERVICE

Social activism plays a major role in the Morristown curriculum. Students are encouraged to develop a sense of social consciousness and to implement the moral and ethical lessons acquired in the study hall by imbuing estranged Jews with an awareness and appreciation of their heritage. These aims are achieved through the vehicle of a diverse community service program. This program includes the following:

1. Weekly (Friday) visits to nearby hospitals and nursing homes to bring inspiration and good cheer to patients and staff.
2. Wide-scale distribution of Jewish ritual items such as mezuzahs, candlesticks, charity boxes, and special holiday requirements such as matzo for Pesach, menorahs for Chanukah and Mishloach Manos – gift packages for Purim.
3. Special services:
   a. A community sukkah in Morristown and a sukkah mobile to bring the holiday spirit to distant communities.
   b. "Koshering" kitchens – preparing them for use in accordance with Jewish dietary laws.
4. The Annual Jewish Renaissance Fair, featuring exhibits on Jewish topics.
5. Adult education classes.
6. Summer day camp for local children.
7. Off campus programs for Jewish students at colleges and universities throughout the state so that they may develop a deeper understanding of Judaism as it applies to contemporary society.

The Rabbinical College of America maintains 62 regional offices servicing the State of New Jersey with a similar array of community programs.

ACADEMIC PROGRAMS

Rabbinical College of America offers two distinct undergraduate academic program options geared to the needs of their respective student bodies. The New Direction Program – Tiferes Bachurim is a 120-credit program, which leads to a Bachelor of Religious Education Degree. The Advanced Talmud Program – Tomchei Tmimim is a 144-credit program, which leads to a Bachelor of Talmudic Studies Degree. The Advanced Talmud Program includes an optional one-year Rabbinic Ordination Honors Program to specialize in Halacha concluding with Semicha. In addition, Rabbinical College of America offers a master's degree program leading to a master's in religious education. Each program will be discussed separately with a general overview of the program, its goals, its curriculum requirements, and specific course listings. There is only one major available, Talmud.

CREDIT HOURS AND COURSE STRUCTURE

Credits are assigned in accordance with the federal definition of a credit hour, which is defined as an amount of student work that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or at least an equivalent amount of work for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and takes into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

Due to the Rabbinical College of America's extended daily schedule, actual hours of study significantly exceed this requirement. An academic calendar can be found in the supplement to the catalog.

NEW DIRECTION PROGRAM

YESHIVA TIFERES BACHURIM

The New Direction Program Bachelor of Religious Education degree requires the successful completion of a minimum of 120 credits. In order to graduate, students must achieve a minimum cumulative GPA of 2.0. All (academic) courses offered can be taken independently and do not need to follow a specific sequence. Students must select one course from the following categories: Talmud Intensive, Talmud Survey, Jewish Law, Jewish Ethics and Jewish Philosophy to create a course bundle for each semester. The courses and their descriptions are listed below.

The following is a breakdown of the required components each semester:

Level 1

	FA Semester	SP Semester	SU Term
Talmud Intensive	3 credits	3 credits	3 credits
Talmud Survey	3 credits	3 credits	3 credits
Jewish Law	2 credits	2 credits	2 credits
Jewish Ethics	3 credits	3 credits	3 credits
Jewish Philosophy	1 credit	1 credit	1 credit
Sub Total:	12 credits	12 credits	12 credits
Total**:**	12 credits	24 credits	36 credits

Level 2

	FA Semester	SP Semester	SU Term
Talmud Intensive	3 credits	3 credits	3 credits
Talmud Survey	3 credits	3 credits	3 credits
Jewish Law	2 credits	2 credits	2 credits
Jewish Ethics	3 credits	3 credits	3 credits
Jewish Philosophy	1 credit	1 credit	1 credit

Sub Total:	12 credits	12 credits	12 credits
Total:	48 credits	60 credits	72 credits

Level 3

	FA Semester	SP Semester	SU Term
Talmud Intensive	3 credits	3 credits	3 credits
Talmud Survey	3 credits	3 credits	3 credits
Jewish Law	2 credits	2 credits	2 credits
Jewish Ethics	3 credits	3 credits	3 credits
Jewish Philosophy	1 credit	1 credit	1 credit
Sub Total:	12 credits	12 credits	12 credits
Total:	84 credits	96 credits	108 credits

Level 4

	Fall Semester
Talmud Intensive	4 credits
Talmud Survey	3 credits
Jewish Law	2 credits
Jewish Ethics	3 credits
Jewish Philosophy	3 credits
Sub Total:	12 credits
Total:	120 credits

The New Direction Program aims to offer students with little or no Jewish educational background awareness and understanding of contemporary Judaism. While the curriculum centers on Talmud, Jewish Law and Jewish Philosophy and Ethics, it also offers classes in prayer, the Bible, and the Hebrew language to

provide the novice with tools for daily living and the background for his other studies. The program was carefully designed to present the student with a comprehensive view of Judaism in the spirit of Chassidic warmth and depth.

As noted, the students come from a limited Jewish background, therefore, the course content is tailored to meet their needs. The Tomchei Tmimim Advanced Talmud Program consists of a conventional Talmudic research program in conjunction with intensive study of Chabad philosophy. Although the structure is similar, the courses in the New Direction Program Bachelor Program are designed to provide the necessary foundational knowledge required for this specific demographic. In addition, the fourth-year students in the Advanced Talmud Program have an option to join the Rabbinic Ordination Honors Program to major in Halacha concluding with Semicha.

FREQUENCY OF COURSE OFFERINGS

Students enrolled at Rabbinical College of America generally take the maximum number of courses offered each term at their grade level, and progress toward their degrees in the time frame outlined in the sample curriculum. Courses are offered with enough frequency to enable students to complete the course requirements and graduate within the expected time frames.

TEXTBOOKS AND REQUIRED MATERIALS

All required texts can be found in the library and are available at all times for student use. However, students may acquire personal copies if they wish. No other materials are required.

EXPLANATION OF COURSE NUMBER DESIGNATION

The New Direction Tiferes Bachurim course code designations can be understood using the following system.

The first letter refers to the department offering the course:
T = Talmud

L = Jewish Law
E = Jewish Ethics
P= Jewish Philosophy

The second and third letters indicate the program (TB).

The first digit (1-10) indicates the traditional sequence of courses taken if a student starts at the beginning.

The Talmud courses have an additional letter and digit; the fourth letter indicates the intensity of the course Intensive (I) or Survey (S). The second digit indicates the Tractate being studied (1-8). (Represented by a * in the course descriptions.)

The letters following the digit/s indicate the semester or term of study FA = fall semester, SP = spring semester and SU = summer term.

Sample 1: TTBI46FA - New Direction Tiferes Bachurim program, Talmud Intensive, fourth semester of study, tractate Bava Kama, fall semester.

Sample 2: TTBS94SU - New Direction Tiferes Bachurim program, Talmud Survey, ninth semester of study, tractate Kidushin, summer term.

Sample 3: ETB5SP - New Direction Tiferes Bachurim program, Ethics, fifth semester of study, spring semester.

OVERVIEW

The aim of the New Direction Program is the achievement of two simultaneous, complementary goals. These goals are firstly, the acquiring of a significant amount of broad ranging knowledge and secondly, the acquisition of an array of analytical tools and skills. Thus, the graduating student is equipped with the background and skills necessary to pursue a lifetime of Talmudic study. The key to the success of this program for over a quarter century has been the successful integration of both

goals through a carefully selected sequence of courses combined with ever-increasing demands on the intellectual ability and developing skills of the beginning student.

The graduating student will have acquired an extensive education in Talmud, Jewish Law, Jewish Ethics, and Jewish Philosophy. In addition, a student will have amassed considerable background in the Hebrew, and Aramaic languages and in Jewish history. Moreover, he will have demonstrated the capacity to pursue independent study in these areas. Indeed, experience has shown that some will choose to go on to graduate programs in advanced Rabbinic and Talmudic study.

DEPARTMENT OF TALMUD

The Talmud is the foundation of all Jewish scholarship. It touches upon virtually every field of human endeavor. A student who has devoted four years of concentrated study to the subject will be knowledgeable in the areas of textual analysis, Hebrew, Aramaic, History, Sociology, Jurisprudence and Philosophy, among others.

Talmud is traditionally studied with a chavrusa – a study partner. Under the chavrusa system, students study in pairs so that they may proceed at their own pace, engage in discussion, and together review all aspects of the subject under scrutiny. They amend, elaborate on, and crystallize each other's conclusions.

Talmud plays a significant role in both the New Direction Program and the Advanced Talmud Program, although considerable time is devoted to other subjects as well. As noted, the courses in the New Direction Program Bachelor Program are designed to provide the necessary foundational knowledge required for this specific demographic.

It is customary for an entire institution to study the same tractate simultaneously, albeit at different levels and with different emphasis. In view of the fact the Rabbinical College of America has established a cycle of eight tractates, a

transcript report for a student will indicate not only the course, but also the specific volume studied (see the numbering system above).

The tractates studied in the Talmudic program belong to three of the six orders of Mishna.

Shabbos and Pesachim of the order of Moed discuss the Sabbath and holidays.

Kidushin, Kesubos, and Gitin of the order of Noshim relate to personal status, the relationships, and responsibilities of men and women, etc.

Bava Kama, Bava Metzia, and Bava Basra of the order of Nezikin cover the field of civil law.

More specifically, each tractate deals with specific aspects of the general area of the order. A brief outline of the tractates studied, and their respective digit designation, follows:

1 – SHABBOS – broad and in-depth study of all Biblical and Rabbinical laws and regulations pertaining to the Sabbath.

2 – PESACHIM – all laws regarding Passover including responsibilities for search and removal of leaven; who must search and when, timing of prohibition against eating leaven, constitution of leaven, laws concerning the Passover sacrifice, the Seder, matzo preparation.

3 – GITIN – laws concerning divorce primarily as related to the "get", the divorce document and its legality, and comparison with other legal documents and means of ascertaining authenticity.

4 – KIDUSHIN – laws of betrothal, conditional betrothal, marriage by proxy, comparative study of modes of acquisition employed elsewhere in Jewish law, permissible and forbidden relationships.

5 – KESUBOS – the marriage contract, marital obligations of both spouses, Jewish wedding procedures, dowry, seduction, status, role and rights of women.

6 – BAVA KAMA – assault, theft, and damages to person and property.

7 – BAVA METZIA – commercial dealings, partnerships, legal possession, liabilities and obligations, loans and interest, usury, contracts, employer-employee relationships, labor conditions.

8 – BAVA BASRA – zoning and neighbor relations, community levies and taxes, land holding, estates, wills, legality of documents.

TALMUD COURSE DESCRIPTIONS

Talmud Intensive

TTBI1*FA Logic of Talmud I 3 Credits

This course delves into some of the unique logical principles employed in Talmudic study, focusing on the methods of logic and reasoning used by the Talmudic sages. It provides a general overview of key concepts and offers case studies of how these logical principles are applied within Talmudic discussions.

TTBI2*SP Logic of Talmud II 3 Credits

This course offers a thorough understanding of the logical frameworks used in Talmudic study, equipping students with the skills to analyze and engage with Talmudic texts at a deep level. It delves into the role of precedent in Talmudic law, including how earlier rulings influence later decisions and the logical processes involved in applying precedent.

TTBI3*SU Talmud Analysis I 3 Credits

This course compares and contrasts the various interpretations and approaches of commentators on the same passage, carefully following the thread of logic that runs through each one. It also explores and examines the diverse perspectives and methodologies of different Talmudic schools of thought.

TTBI4*FA Talmud Analysis II 3 Credits

This course focuses on the analytical techniques used in Talmudic discourse, enabling students to deconstruct arguments and develop their own reasoned interpretations. This includes the ability to formulate hypotheses, define difficult concepts and develop the inquisitive skills necessary to properly learn the Talmud.

TTBI5*SP Classical Commentaries in Talmud 3 Credits

This course includes an overview of some of the most prominent Talmudic commentators, such as Rashi, Tosafos, the Rambam (Maimonides), and others. It offers a comparative analysis of the different approaches and methodologies of these commentators, highlighting their unique contributions and exploring their contrasting views and interpretive techniques.

TTBI6*SU Explorations of Talmudic Thought 3 Credits

This course begins with a brief overview of the historical context and development of the Talmud, understanding its structure, and its transmittal through the generations. It also examines how the Halachic and ethical teachings form the backbone of Jewish law and moral philosophy, including how these laws are interpreted and applied in various contexts.

TTBI7*FA Progression of Talmudic Law 3 Credits

This course explores the progression of Talmudic law, starting with the foundational texts of the Written Torah and the Oral Torah. It then delves into the compilation of the Mishnah and the Gemara (Talmud), followed by the major commentaries. Finally, the course examines the codification of Talmudic law and its practical applications in contemporary times.

TTBI8*SP Nuances of Talmudic Dialect 3 Credits

This course delves into the subtle and often complex linguistic features, terminologies, and argumentation styles used in the Talmud. It covers common phrases and their meanings, specific terminologies used in legal and ethical discussions as well as techniques for identifying and understanding Talmudic debates and discussions.

TTBI9*SU Structure of Talmud Disputation I 3 Credits

This course focuses on the essential elements, mechanics and methodologies involved in Talmudic disputation. It explores the basic structure of Talmudic debates, including key terminologies, basic argumentation techniques, the structure of these debates and the framework for legal discussions.

TTBI10*FA Structure of Talmud Disputation II 3 Credits

This course delves into more complex argumentation techniques used in Talmudic debates. It examines intricate cases and responses and explores the reasoning behind various rabbinic responses. In addition, the students analyze advanced disputation methods, to gain a deeper understanding of the principles of rabbinic logic and legal reasoning.

Talmud Survey

TTBS1*FA Research in Talmud I 3 Credits

This course delves into the process of mastering essential Talmudic concepts by identifying core questions, answers, and premises. It highlights key ideas, developing a solid framework for Talmudic studies, ensuring a clear and structured grasp of the material for deeper engagement and analysis.

TTBS2*SP Research in Talmud II 3 Credits

This course explores the process of identifying paradoxes within Talmudic texts without necessarily pursuing each one to its final conclusion. Instead, it emphasizes the recognition and appreciation of the complexity of these paradoxes while maintaining focus on the central themes and arguments of the passage, an approach essential for the serious student of Talmud.

TTBS3*SU Scope of Talmudic Deliberation I 3 Credits

This course examines the diverse range of topics, methods, and contexts in which Talmudic debates and discussions take place. It also covers various interpretative approaches, shedding light on the different methodologies employed by scholars over the centuries to analyze and understand Talmudic texts.

TTBS4*FA Scope of Talmudic Deliberation II 3 Credits

This course delves into the more intricate aspects of Talmudic deliberations, focusing on advanced analytical techniques and comparative studies. It emphasizes the practical applications of Talmudic discussions in contemporary contexts, enabling and enhancing the student's ability to engage with Talmudic texts on a higher level.

TTBS5*SP Areas of Talmud Application 3 Credits

This course explores the varied and wide-reaching areas in which Talmudic principles are applied, and their underlying historical context. It covers topics such as Jewish Law, ethics, morality, Jewish education, and dispute resolution, among others, providing the foundational ideas behind their practical applications.

TTBS6*SU Recordings of History in Talmud 3 Credits

This course delves into a selection of the rich historical narratives preserved within the Talmud, exploring their significance and impact on Jewish law, ethics, and tradition. It examines key historical events and personalities, exploring how the Talmudic discussions provide context and depth to these recordings.

TTBS7*FA Life Lessons From the Talmud 3 Credits

This course explores the timeless wisdom and moral teachings found within the Talmud, offering practical life lessons that remain relevant in today's world. It covers topics such as ethical leadership, respect, honor, work ethic, and conflict resolution, all framed within the context and background of Talmudic teachings.

TTBS8*SP Compare & Contrast Talmudic Texts 3 Credits

This course offers an in-depth examination of various Talmudic texts, emphasizing and focusing on the comparison and analysis of their legal, moral, and narrative elements. It offers comparative study, through which students will gain a deeper understanding of the diversity of thought, complexity, and depth within the Talmud.

TTBS9*SU Origins of Talmudic Discourse I 3 Credits

This course examines the historical origins of Talmudic discourse, following the transformation of the Oral Torah into its written form. It covers the core methodologies and interpretative approaches that influenced the compilation process and the foundational role the Talmud played in shaping Jewish law, philosophy and ethics.

TTBS10*FA Origins of Talmudic Discourse II 3 Credits

This course delves into the growth and development of Talmudic discourse following its original compilation. It highlights major phases in the evolution of Jewish legal and ethical traditions, focuses on significant texts and commentaries, and underscores key debates, interpretations, and the role of various Rabbinic authorities in shaping Talmudic thought.

DEPARTMENT OF JEWISH LAW

The study of the classic codes of Jewish law is essential to the appreciation of the way in which these codes emanate and evolve from the Bible and Talmud to practical daily application. If the student is to grow socially and intellectually, knowledge of the codes is critical. The codes provide authoritative directives for moral and ethical conduct, as well as the basis for all conduct of Jewish Courts of Law, Halachic jurisprudence and rabbinic decisions. While concentrating on daily and holiday procedures, the student is taught to trace the development of the corpus of law from its sources in the Bible, Mishna, and Talmud. The emphasis in on the application of judicial principles to contemporary problems, particularly to technical and social innovations, etc.

LTB1FA Overview of Jewish Law I - The Development of Jewish Law 2 Credits

This course traces the development of Halacha (Jewish law) from its origins in the Torah She'beksav (Written Torah) given on Mount Sinai and Torah She'baal Peh (Oral Torah). It examines how circumstances necessitated the writing of laws, which in turn led to the Mishnah and Gemara. It then follows the contributions of key Halachic codifiers throughout the generations, whose works clarified and expounded upon the Mishnah and Gemara. These include renowned figures such as the Rambam (Maimonides), the Rif, the Tur, and Rabbi Yosef Karo, author of the Shulchan Aruch.

LTB2SP Overview of Jewish Law II - The Progression of Jewish Law 2 Credits

This course follows the progression of Jewish law through the generations, highlighting how the laws were elucidated and made more accessible to meet the needs of each era. It explores the halachic codifiers of different periods, discussing the relevance of their works to their respective times. Following the natural progression, the course then discusses the Kitzur Shulchan Aruch, a text renowned for its accessibility and relevance to contemporary Jewish life. The Kitzur Shulchan Aruch is easily understandable and available in many different languages, including English.

LTB3SU The Laws of Shabbos I - Fundamental Laws of Shabbos 2 Credits

This course explores some of the fundamental laws of Shabbos, starting with the preparations required on Friday. It then covers the laws of Shabbos candle lighting, and the prayers recited on Shabbos, including Kabbalas Shabbos, Maariv, Shachris, Mussaf, and Mincha. The course also includes the Kiddush and Havdalah ceremonies.

LTB4FA The Laws of Shabbos II – Practical Laws of Shabbos Observance
2 Credits

This course examines practical Jewish laws related to Shabbos observance, featuring a comprehensive overview of muktzeh (laws governing which objects may or may not be moved, handled, or touched on Shabbos). It includes prohibitions from the Torah, rabbinical decrees, and laws specifically pertaining to children on Shabbos.

LTB5SP The Laws of Shabbos III - Laws of Food Preparation on Shabbos
2 Credits

This course discusses practical Jewish laws relating to food preparation and Shabbos, specifically concerning cooking, warming up and removing food from the fire on Shabbos. It examines the original prohibition against cooking on Shabbos and explores the various relevant laws through which it is possible to cook or warm foods, using methods such as a blech or a crockpot prepared before Shabbos. This course also covers the laws of removing hot food from the fire on Shabbos.

LTB6SU The Laws of Shabbos IV - Laws and Practical Applications Regarding Non-Jewish Labor on Shabbos **2 Credits**

This course explores the laws and practical applications concerning the use of non-Jewish labor on Shabbos. It covers the laws pertaining to hiring and commissioning workers on Shabbos, as well as the laws regarding renting and leasing property to non-Jews. Additionally, the course examines the rules for properties owned in partnership with non-Jews in relation to Shabbos observance.

LTB7FA Kosher Dietary Laws I - Foundations of Kosher Dietary Laws 2 Credits

This course covers a comprehensive range of kosher dietary laws. It includes information about foods that are generally kosher, such as grains, fruits, and vegetables, as well as those that are always non-kosher. This course provides an overview of kosher and non-kosher animals, detailing which animals are permitted and which are restricted, along with their sources in the Torah. It also covers kosher and non-kosher fish, seafood, and fowl.

LTB8SP Kosher Dietary Laws II - Separation of Milk and Meat 2 Credits

This course explores some of the laws of baser b'chalov, exploring the separation of milk and meat in Jewish dietary practice. It provides a comprehensive overview of what constitutes milk and meat and covers the laws governing their separation in various contexts, including preparation, cooking, and consumption. Additionally, the course discusses the concept of "pareve" (foods that are neither meat nor dairy) and its implications.

LTB9SU Kosher Dietary Laws III - Prohibited Mixtures of Food 2 Credits

This course discusses the concept of taaruvos in relation to kosher dietary laws, which refers to prohibited mixtures of foods. It delves into scenarios and laws where permitted food is mixed with prohibited food, such as kosher meat mixed with non-kosher meat. Additionally, the course covers possible scenarios and laws regarding the mixing of milk and meat—both permissible foods on their own but generally impermissible once mixed together.

LTB10FA Kosher Dietary Laws IV – Laws of Shechita 2 Credits

This course provides a fundamental overview of the laws of shechita (ritual slaughter). It covers the varieties of animals that require shechita, such as chickens and kosher livestock, as well as those, like fish, that do not. Additionally, the

course discusses the parts of the animal that are not permissible to eat and the reasons from the Torah that are behind these prohibitions.

DEPARTMENT OF JEWISH ETHICS AND JEWISH PHILOSOPHY

The Jewish Ethics and Jewish Philosophy programs at Rabbinical College of America occupy a position second only to Talmud in the total curriculum of the school. Designed primarily to help the student develop as a mature, responsible individual, the sequence of courses has resulted in far more: students develop patterns of logical and critical thinking as they draw upon the classic works of some of the greatest Jewish thinkers of the past. More, there is an important historical perspective that emerges as students move from the distant past through the important medieval philosophers. With the beginning of study of the Chabad system, one of the major schools of Jewish philosophy, the students begin to appreciate the way broad philosophical principles are applied to modern world problems. The Ethics and Philosophy courses provide students with an appreciation of the manner in which philosophical concepts emanate from the Bible and from the Talmud and examine the interaction between philosophy and codes.

JEWISH ETHICS COURSE DESCRIPTIONS

ETB1FA Life Lessons of Chasidic Mysticism I 3 Credits

This course delves into the profound teachings of Chasidic mysticism, introducing students to fundamental ideas such as divine providence and the divine soul. It emphasizes the application of these teachings to modern life, offering timeless wisdom for personal growth and the ability to foster a deeper spiritual connection.

ETB2SP Life Lessons of Chasidic Mysticism II 3 Credits

This course examines the transformative teachings of Chasidic mysticism, focusing on the power of prayer. It explores, through textual study, discussions, and

practical applications, how prayer serves as a profound tool for personal development, resilience, and direct conduct to G-d.

ETB3SU Structure of the Kabalistic Universe – Seder Hishtalshilus I 3 Credits

This course explores the Kabalistic concept of Seder Hishtalshilus, following the sequential and hierarchical process through which divine energy descends from Ein Sof (Infinite Light) to the physical world. Key aspects, such as sefiros (divine attributes) and tzimtzumim (divine contraction) are also explored.

ETB4FA Structure of the Kabalistic Universe – Seder Hishtalshilus II 3 Credits

This course examines the concept of Seder Hishtalshilus, delving into the age-old question of how an infinite being created and constantly recreates a finite world. It explores the insights this concept provides into the nature of existence, the relationship between the divine and the physical, and the interconnectedness of all levels of existence.

ETB5SP Balanced Sense of Self in Chasidic Thought 3 Credits

This course explores Chasidic teachings related to a balanced sense of self. It delves into fundamental concepts such as humility, self-worth, and self-awareness, drawing from Chasidic texts and writings. The course offers insights into achieving spiritual and personal growth while fostering an authentic self in alignment with spiritual values.

ETB6SU Living a Life of Joy 3 Credits

This course examines the Chasidic approach to living a life filled with joy. It explores the importance of happiness as a central element of Chasidic philosophy. The course examines practical methods for cultivating and maintaining joy in daily life, regardless of personal or situational circumstances.

ETB7FA Responsibility of Community Activism as Expressed Through Chassidic Thought 3 Credits

This course delves into the Chasidic perspective and foundation of community activism, beginning with the cornerstone of Chassidism: the intrinsic unity of G-d, Torah, and the Jewish nation. It explores how this unity inherently includes the responsibility of each Jew to address the spiritual and social needs of his community and the world at large.

ETB8SP Personal vs Communal Development 3 Credits

This course explores the dynamics and balance between personal spiritual growth and communal responsibilities and development. It examines Talmudic and Chasidic sources and offers a deeper understanding of how to achieve a harmonious integration of personal, spiritual and communal growth in alignment with classic Jewish and Chasidic values.

ETB9SU Jewish Approach to Understanding Relationships I 3 Credits

This course provides an in-depth exploration of the methodologies within Jewish teachings that help individuals understand and navigate relationships. It examines how Jewish philosophy guides the formation and development of interpersonal connections, focusing on key themes such as the sanctity of marriage, the importance of family, and the value of friendship.

ETB10FA Jewish Approach to Understanding Relationships II 3 Credits

This course delves into the perspectives within Jewish teachings that shape relationship dynamics. It explores how Jewish practices and traditions influence the nurturing of interpersonal connections, with a focus on communal

responsibilities and ethical conduct. The course will equip students with tools to foster healthy, fulfilling relationships.

JEWISH PHILOSOPHY COURSE DESCRIPTIONS

PTB1FA Concepts of Chasidic Philosophy I 1 Credit

This course provides an in-depth exploration of core concepts of Chasidic philosophy. It examines fundamental principles such as bittul (self-nullification), hisbonenus (contemplative meditation), and dveikus (cleaving to G-d). The course offers perspectives on applying these timeless teachings to contemporary life.

PTB2SP Concepts of Chasidic Philosophy II 1 Credit

This course delves into the concept of Hashgacha Pratis (Divine Providence) as expressed in Chasidic philosophy. It explores Chasidic texts and teachings that highlight G-d's intimate involvement in every detail of the world. The course examines how living with this awareness profoundly impacts one's daily life, faith, and personal growth.

PTB3SU Constructs of Relationships in Jewish Philosophy I 1 Credit

This course explores the foundational principles and frameworks that shape relationships within Jewish thought. It focuses on core values, roles, and responsibilities that define interpersonal connections in Jewish philosophy. The course offers a comprehensive understanding of how these constructs influence family dynamics and friendships.

PTB4FA Constructs of Relationships in Jewish Philosophy II 1 Credit

This course focuses on the constructs of friendships and interpersonal relationships within Jewish philosophy. It explores various Jewish texts and teachings and showcases the importance of sensitivity and mutual support in

friendships and interpersonal relationships. The course offers insights into building and maintaining meaningful personal connections.

PTB5SP Personality Types in Jewish Philosophy 1 Credit

This course explores the concept of personality types within Jewish philosophy. It delves into various Talmudic and Chasidic texts and teachings that discuss personality traits and their influence on behaviors. The course examines the spiritual implications of these traits and offers a deeper understanding of how Jewish thought categorizes diverse personalities.

PTB6SU Appreciating Spirituality Within the Physical Sphere 1 Credit

This course delves into the integration of spirituality and the physical world in Jewish philosophy. It examines teachings that reveal spiritual significance in everyday actions and material life. The course offers insights into sanctifying the mundane and appreciating the divine that is found within the physical realm.

PTB7FA Authors of Jewish Philosophy That Have Impacted Chasidic Thought 1 Credit

This course discusses influential Jewish philosophers whose works have significantly shaped Chasidic thought. It explores key figures and examines how their teachings and writings have contributed to the development and evolution of Chasidism. The course offers insights into the philosophical foundations that guide Chasidic practice and belief.

PTB8SP The Chasidic Approach to Cognitive Behavior 1 Credit

This course explores the Chasidic approach to cognitive behavior. It examines how Chasidic teachings and practices influence thought patterns, emotions, and actions. The course delves into the mind-body connection and discusses how

Chasidic principles can be applied to enhance mental well-being and personal growth.

PTB9SU Chasidic Perspectives on Emotional Regulation I 1 Credit

This course examines the foundational concepts of emotional regulation within Chasidic philosophy. It explores emotional awareness, the balance between emotion and reason, and strategies for self-control. The course provides methods and self-awareness tools for recognizing and managing emotions effectively within a Chasidic framework.

PTB10FA Chasidic Perspectives on Emotional Regulation II 1 Credit

This course focuses on transforming negative emotions into positive ones through a variety of Chasidic teachings. It delves into methods for emotional transformation including the role of meditation and prayer. The course teaches how spiritual practices can be channeled to access emotional stability and personal growth.

PF100A Foundations of Jewish Philosophy–A thorough overview 3 Credits

The student will become familiar with the oral and written transmission of the Torah from Mt. Sinai and how these impacts practical application of Jewish observance in the multitude of Laws and guidance. Students will explore the approach of Chassidic philosophy to the purpose of creation, the power of the soul and the ability to bring divine G-dly light into the mundane.

SAMPLE CURRICULUM NEW DIRECTION PROGRAM - TIFERES BACHURIM

YEAR 1

Fall Semester

TTBI1*FA	Logic of Talmud I	3 Credits
TTBS1*FA	Research in Talmud I	3 Credits
LTB1FA	Overview of Jewish Law I	2 Credits
ETB1FA	Life Lessons of Chasidic Mysticism I	3 Credits
PTB1FA	Concepts of Chasidic Philosophy I	1 Credit
		12 Credits

Spring Semester

TTBI2*SP	Logic of Talmud II	3 Credits
TTBS2*SP	Research in Talmud II	3 Credits
LTB2SP	Overview of Jewish Law II	2 Credits
ETB2SP	Life Lessons of Chasidic Mysticism II	3 Credits
PTB2SP	Concepts of Chasidic Philosophy II	1 Credit
		12 Credits

Summer Term

TTBI3*SU	Talmud Analysis I	3 Credits
TTBS3*SU	Scope of Talmudic Deliberation I	3 Credits
LTB3SU	The Laws of Shabbos I	2 Credits
ETB3SU	Structure of the Kabalistic Universe – Seder Hishtalshilus I	3 Credits
PTB3SU	Constructs of Relationships in Jewish Philosophy I	1 Credit
		12 Credits

Cumulative Total: 36 credits

YEAR 2

Fall Semester

TTBI4*FA	Talmud Analysis II	3 Credits
TTBS4*FA	Scope of Talmudic Deliberation II	3 Credits
LTB4FA	The Laws of Shabbos II	2 Credits

ETB4FA	Structure of the Kabalistic Universe – Seder Hishtalshilus II	3 Credits
PTB4FA	Constructs of Relationships in Jewish Philosophy II	1 Credit
		12 Credits

Spring Semester

TTBI5*SP	Classical Commentaries in Talmud	3 Credits
TTBS5*SP	Areas of Talmud Application	3 Credits
LTB5SP	The Laws of Shabbos III	2 Credits
ETB5SP	Balanced Sense of Self in Chasidic Thought	3 Credits
PTB5SP	Personality Types in Jewish Philosophy	1 Credit
		12 Credits

Summer Term

TTBI6*SU	Explorations of Talmudic Thought	3 Credits
TTBS6*SU	Recordings of History in Talmud	3 Credits
LTB6SU	The Laws of Shabbos IV	2 Credits
ETB6SU	Living a Life of Joy	3 Credits
PTB6SU	Appreciating Spirituality Within the Physical Sphere	1 Credit
		12 Credits

Cumulative Total: 72 credits

YEAR 3

Fall Semester

TTBI7*FA	Progression of Talmudic Law	3 Credits
TTBS7*FA	Life Lessons From the Talmud	3 Credits
LTB7FA	Kosher Dietary Laws I	2 Credits
ETB7FA	Responsibility of Community Activism as Expressed Through Chassidic Thought	3 Credits
PTB7FA	Authors of Jewish Philosophy That Have Impacted Chasidic Thought	1 Credit
		12 Credits

Spring Semester

TTBI8*SP	Nuances of Talmudic Dialect	3 Credits
TTBS8*SP	Compare & Contrast Talmudic Texts	3 Credits

LTB8SP	Kosher Dietary Laws II	2 Credits
ETB8SP	Personal vs Communal Development	3 Credits
PTB8SP	The Chasidic Approach to Cognitive Behavior	1 Credit
		12 Credits

Summer Term

TTBI9*SU	Structure of Talmud Disputation I	3 Credits
TTBS9*SU	Origins of Talmudic Discourse I	3 Credits
LTB9SU	Kosher Dietary Laws III	2 Credits
ETB9SU	Jewish Approach to Understanding Relationships I	3 Credits
PTB9SU	Chasidic Perspectives on Emotional Regulation I	1 Credit
		12 Credits

Cumulative Total: 108 credits

YEAR 4

Fall Semester

TTBI10*FA	Structure of Talmud Disputation II	3 Credits
TTBS10*FA	Origins of Talmudic Discourse II	3 Credits
LTB10FA	Kosher Dietary Laws IV	2 Credits
ETB10FA	Jewish Approach to Understanding Relationships II	3 Credits
PTB10FA	Chasidic Perspectives on Emotional Regulation II	1 Credit
		12 Credits

Cumulative Total: 120 credits

Bachelor of Religious Education is awarded for the successful completion of 120 credits.

ADVANCED TALMUD PROGRAM

YESHIVA TOMCHEI TMIMIM

The Advanced Talmud Program Bachelors of Talmudic Studies degree requires the successful completion of a minimum of 144 credits. To graduate, students must achieve a minimum cumulative GPA of 2.0. The following is a breakdown of the required components by level and semester:

Introductory Level

	FA Semester	SP Semester	SU Term
Talmud Intensive	3 credits	3 credits	3 credits
Talmud Survey	3 credits	3 credits	3 credits
Jewish Law	2 credits	2 credits	2 credits
Jewish Ethics	3 credits	3 credits	3 credits
Jewish Philosophy	1 credit	1 credit	1 credit
Sub Total:	12 credits	12 credits	12 credits
Total:	12 credits	24 credits	36 credits

Beginner Level

	FA Semester	SP Semester	SU Term
Talmud Intensive	3 credits	3 credits	3 credits
Talmud Survey	3 credits	3 credits	3 credits
Jewish Law	2 credits	2 credits	2 credits
Jewish Ethics	3 credits	3 credits	3 credits
Jewish Philosophy	1 credit	1 credit	1 credit
Sub Total:	12 credits	12 credits	12 credits
Total:	48 credits	60 credits	72 credits

Intermediate Level

	FA Semester	SP Semester	SU Term
Talmud Intensive	3 credits	3 credits	3 credits
Talmud Survey	3 credits	3 credits	3 credits
Jewish Law	2 credits	2 credits	2 credits
Jewish Ethics	3 credits	3 credits	3 credits
Jewish Philosophy	1 credit	1 credit	1 credit
Sub Total:	12 credits	12 credits	12 credits
Total:	84 credits	96 credits	108 credits

Senior Level

	FA Semester	SP Semester	SU Term
Talmud Intensive	3 credits	3 credits	3 credits
Talmud Survey	3 credits	3 credits	3 credits
Jewish Law	2 credits	2 credits	2 credits
Jewish Ethics	3 credits	3 credits	3 credits
Jewish Philosophy	1 credit	1 credit	1 credit
Sub Total:	12 credits	12 credits	12 credits
Total:	120 credits	132 credits	144 credits

The Advanced Talmud Program is designed for young men with a secondary education in Jewish studies. Such students arrive at the institution with a strong background in Hebrew Language and Grammar, Aramaic, Jewish Codes, Liturgy, Bible and Scriptures, Philosophy and Ethics and, of course, Talmud. For them the courses of study offered at Rabbinical College of America is that of any Rabbinical or Talmudical academy, except in addition to Talmudic studies, considerable time is devoted to the study of Chabad Philosophy. In addition, the fourth-year students

may enroll in a Rabbinic Ordination Honors Program to major in Halacha concluding with Semicha.

EXPLANATION OF COURSE NUMBER DESIGNATION

The course code designations can be understood using the following system.

The first letter refers to the department offering the course:
T = Talmud
L = Jewish Law
E = Jewish Ethics
P= Jewish Philosophy

The first digit (2-3) refers to the program in which the course is offered: Advanced Talmud program (2) or the Rabbinic Ordination Honors Program (Semicha) (3).

The second digit (1-4) indicates the year of study, and the third digit indicates the intensity of the course, Intensive/Eeyun (1), or Survey/Bekius (Girsa) (2). The Talmud courses have an additional digit indicating the Tractate being studied (1-8). The letter following the numbers indicates the semester or term, FA = fall semester and SP = spring semester, SU = summer term.

OVERVIEW

The core of the academic program lies in the area of Talmudic studies. A preponderant portion of the curriculum consists of the analysis of selected tractates of the Talmud, which are studied for both in-depth comprehension and broad-ranging scholarship. Style and content are the by-words of the program.

Style refers to the acquisition of the aptitude for sophisticated Talmudic research. These include the skills of textual analysis, logical reasoning, critical thinking, the ability to isolate, define, and clarify the key elements of a difficult Talmudic passage, to penetrate to the crux of the issue and to crystallize and present the results of these deliberations. Also included in these skills is the ability to make

comparisons and distinctions between the works of various commentators, to offer original insights into their novella and to defend and justify the views of a commentator in light of the critique of his peers. These skills are the hallmark of the serious Talmudic scholar.

Content refers to the exposure to, and familiarity with the entire spectrum of the Oral Law. The literature is voluminous, and a mastery of even limited sections is the work of a lifetime. Yet, it is the goal of every student to acquaint himself with as large a cross section as possible of the Talmudic literature.

To achieve both ends, two forms of study are pursued, Eeyun (Intensive) and Bekiyus (Survey). Eeyun is the careful and deep analysis of a limited number of subject areas, while Bekiyus is the study of more subjects with less analysis.

The combination of both tracks of study yields a whole, which is much greater than the sum of its parts. The insights of the scholar who possess encyclopedic knowledge and finely honed skills belong to a realm of their own. These skills enable the student to cope effectively with previously unexplored tractates, to deal with totally new subjects proficiently and to ensure a lifetime of successful Torah study.

Quality is a direct function of quantity, and vice versa, but each independently is crucial. To facilitate the attainment of both ends, the two lines of study are pursued on a daily basis.

The major part of the day is devoted to Eeyun – the in-depth, section-by-section analysis of a particular tractate, to develop the skills and the aptitude for learning. The afternoon period is dedicated to Bekiyus, a more textual glossing of the tractate with the aim of acquiring general fluency in the topics discussed in the tractate. This study usually concentrates on the text of Gemora, folio by folio, with the basic commentaries of Rashi and Tosfos, which appear alongside the text in

every edition of the Talmud. It omits the commentaries of all other earlier and later authorities and the detailed dissection of individual Sugyos (topics).

Thus, by the conclusion of each semester, the student will have studied selected Sugyos in great detail, and most or all of the tractate with basic commentaries. In this fashion, the student is familiarized with the most often studied fundamental parts of the Talmud and can handle cross-reference with some facility. At the same time, he acquires and polishes the tools for further independent study, so that he is comfortable with completely new, unexplored tractates and can deal with them independently and adeptly.

Research into the writings of the earlier and later commentaries and the responsa literature is a natural adjunct to the study of the Talmudic text proper. The study of Talmud is by definition a highly integrated field. It incorporates numerous diverse disciplines, such as Codes, Scriptures, Ethics and Philosophy, among others. Each of these areas lends itself to formal study, independent of its role in the Talmudic process, but in the Advanced Talmud Program all are studied concomitantly, except for Ethics and Philosophy because of its central role in Chabad Chassidus.

The library is continuously utilized for the purpose of tracing Talmudic references and allusions to their original sources and for investigating the results of previous researchers.

Independent study, under the guidance and supervision of the Roshei Yeshiva, is the primary method of establishing and maintaining the scholastic standard of the institution, although Roshei Yeshiva lectures are important, particularly at the introductory level.

The progress of the students is further advanced by the extensive employment of the chavrusa system, under which students' study in pairs. This allows them to proceed at their own pace, engage in discussion, and together review all aspects of

the subject matter under scrutiny while they expand on and clarify each other's conclusions.

RABBINIC ORDINATION HONORS PROGRAM

The fourth-year students are offered a Rabbinic Ordination Honors Program. Only highly motivated and qualified students are selected and admitted to the program. The daily study schedule follows a pattern similar to the Advanced Talmud Program, except that the afternoon program is dedicated to the study of Halacha. Most of this study is done utilizing the methodology of the Chavrusa system. However, in addition to mastering the text, students need to arrive at the Halachic ruling by analyzing the Jewish Law, with its commentaries.

The Rosh Yeshivah, Rabbi Chaim Schapiro, is present throughout the study period to answer student's questions and provide guidance as needed. Once a week he delivers a lecture to all Semicha students to explain difficult rulings and point out nuances in the law, which students may have missed on their own. At times he will explain difficult areas of the code and sometimes introduce new concepts to reconcile apparent contradictions.

In the past leading Halachic authorities were invited as guest lecturers. Among the guest lecturers were the former Sefardic Chief Rabbi of Israel Rabbi Mordechai Eliyahu, Rabbi Menasha Klein, Rabbi Tziner among others. On some occasions the students traveled to them for oral examinations. Rabbi Yisroel Meir Lau former Ashkanzic Chief Rabbi of Israel and present Chief Rabbi of Tel Aviv has also been invited to both lecture and give oral examinations. The students are subjected to oral examinations by the rabbis granting the semicha: Rabbi Yehuda Yaroslavsky and Rabbi Dovid Shochet –two members of the Vaad Rabbanei Lubavitch of the U.S. and Canada.

During the morning and evening periods, which are dedicated to the study of Chassidic Philosophy, ordination students study the more difficult Maamarim, both on the Eeyun and Bekiyus level. The students also dedicate three one-hour periods

per week to studying with younger students, which has proven to be very helpful in inspiring these younger students to greater achievement. An integral part of the Rabbinic Ordination Honors Program, in addition to successful completion of the honors courses described below, is the observations of the Associate Dean.

DEPARTMENT OF TALMUD

The Talmud is the foundation of all Jewish scholarship. It touches upon virtually every field of human endeavor. A student who has devoted four years of concentrated study to the subject will be knowledgeable in the areas of textual analysis, Hebrew, Aramaic, History, Sociology, Jurisprudence and Philosophy, among others.

Rabbinical College of America has established in the Talmudic program a cycle of eight tractates from three of the six orders of Mishna. Shabbos and Pesachim of the order of Moed; Kesubos, Gitin and Kidushin of the order of Noshim; and Bava Kama, Bava Metzia and Bava Basra of the order of Nezikin. More specifically, each tractate deals with specific aspects of the general content of the order. A brief outline of the tractates studied can be found elsewhere in the catalog.

TALMUD COURSE DESCRIPTIONS

Talmud Intensive

T211*FA Introductory Talmud Intensive I 3 Credits

The introductory Talmud Intensive Eeyun course guides the students to make the transition from their high school training to independent study. The students begin to study with a Chavrusa and prepare for the Shiur (lecture) independently. The Talmud text will be dealt with in great depth with emphasis on developing sophisticated textual analytical skills.

Prerequisite None

T211*SP Introductory Talmud Intensive II 3 Credits

In this course the students are introduced to studying the text in greater depth with an emphasis on developing textual analytical skills. They begin to learn how to apply and process the methodology of Talmudic discourse to properly understand the texts. The course is designed to acquaint students with analyzing the primary sources.

*Prerequisite T211*FA Introductory Talmud Intensive I*

T211* SU Introductory Talmud Intensive III 3 Credits

In this course the students build a mental collection of what will be a vast selection of case law. They continue to develop their analytical abilities in preparation and review of the text. Although still concentrating on the simple meaning, the students are already more involved with other commentaries.

*Prerequisite T211*SP Introductory Talmud Intensive II*

T221*FA Beginning Talmud Intensive I 3 Credits

On this level there is a strong emphasis on the proper understanding of the language of the two major commentaries, Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary); and the Tosafists (predominant medieval Talmudists). This course also focuses on in-depth comprehension of the material.

*Prerequisite T211*SU Introductory Talmud Intensive III*

T221*SP Beginning Talmud Intensive II 3 Credits

In this course there is an emphasis on the intellectual structure consisting of concepts and principles found in the Gemara, including the back and forth of the Talmudic discussions. The course is designed to acquaint students with analyzing the primary sources.

*Prerequisite T221*FA Beginning Talmud Intensive I*

T221* SU Beginning Talmud Intensive III 3 Credits

In this course the emphasis is on the development of skills characteristic of the serious Talmud scholar. The students are encouraged to do a certain degree of private research into various interpretations of the Talmud from Earlier and Later Commentaries.

*Prerequisite T221*SP Beginning Talmud Intensive II*

T231*FA Intermediate Talmud Intensive I 3 Credits

On this level the students begin demonstrating their mastery of the complexity of "Lomdus" (advanced Talmudical reasoning and analysis). Emphasis is on in-depth comprehension of the material. The students are expected to contribute written summaries of their original work.

*Prerequisite T221*SU Beginning Talmud Intensive III*

T231* SP Intermediate Talmud Intensive II 3 Credits

In this course the students further expand on perfecting their knowledge of Talmudic methodology. The students are taught to achieve greater clarity within their own thought processes. In addition, the students continue to study how to apply the methodology of Talmudic discourse to the texts studied.

*Prerequisite T231*FA Intermediate Talmud Intensive I*

T231* SU Intermediate Talmud Intensive III 3 Credits

In this course the students begin to familiarize himself with the bibliography of Talmudic literature, and the major commentaries. In addition, with guidance from their instructor the students are encouraged to participate in the Senior Seminar as observers.

*Prerequisite T231*SP Intermediate Talmud Intensive II*

T241*FA Senior Talmud Intensive I 3 Credits

On this level the emphasis is on the development of the skills which are characteristic of the serious Talmud scholar. While developing their knowledge base of Talmudic discourse and case law, the students begin to appreciate the creativity inherent in a deep understanding of the Talmud.
*Prerequisite T231*SU Intermediate Talmud Intensive III*

T241*SP Senior Talmud Intensive II 3 Credits

In this course the students are expected to be capable of studying mostly on their own. A faculty member is always available to assist and answer any questions or difficulties. The lectures and interaction with the Rosh Yeshiva are designed to prepare the student for graduate work in Talmud.
*Prerequisite T241*FA Senior Talmud Intensive I*

T241*SU Senior Talmud Intensive III 3 Credits

In this course, the students are expected to be capable of studying entirely on their own. The students meet weekly, presenting original novella to their peers. This gives the students an opportunity to present and defend their conclusions. This last course of the undergraduate program is the final preparation for graduate work in Talmud.
*Prerequisite T241*SP Senior Talmud Intensive II*

<u>Talmud Survey</u>

T212*FA Introductory Talmud Survey I 3 Credits

The Talmud survey courses focus on other chapters in the Tractate which the Rosh Yeshiva feels is important to study. This course is an introductory course in basic textual reading.
Prerequisite None

T212*SP Introductory Talmud Survey II 3 Credits

In this course the focus is on skill building and familiarity with the structure of the Talmud text. The pace is faster and only includes the commentary of Rashi. This enriches their Talmudic vocabulary and knowledge.

*Prerequisite T212*FA Introductory Talmud Survey I*

T212*SU Introductory Talmud Survey III 3 Credits

In this course there is an emphasis on surveying the text and through practice, the student hones the required thinking skills. The students learn to avoid superficiality during the intellectual give-and-take of Chavrusa study.

*Prerequisite T212*SP Introductory Talmud Survey II*

T222*FA Beginning Talmud Survey I 3 Credits

On this level the students approach the Tractate with an eye towards developing their breadth of Talmud knowledge. This further builds the students' knowledge of a variety of sugyas (Talmud topics).

*Prerequisite T212*SU Introductory Talmud Survey III*

T222*SP Beginning Talmud Survey II 3 Credits

In this course the students continue to hone their analytic and textual skills. Intellectual creativity is encouraged, which leads to a deeper understanding of the Talmud text.

*Prerequisite T222*FA Beginning Talmud Survey I*

T222* SU Beginning Talmud Survey III 3 Credits

In this course the students continue developing the tools and ability to interpret Talmudic texts. The objective is to convey a sense of the subject matter and conceptual framework of the text.

*Prerequisite T222*SP Beginning Talmud Survey II*

T232*FA Intermediate Talmud Survey I 3 Credits

On this level the students have developed a broad knowledge base of Talmudic case law, and the skills needed to independently study Talmudic texts. The students review the chapter being studied thus enriching their Talmudic vocabulary.

*Prerequisite T222*SU Beginning Talmud Survey III*

T232*SP Intermediate Talmud Survey II 3 Credits

In this course the students maintain their own pace and aim to cover as much of the tractate as possible within the limitations of the semester. This provides the student with a sense of accomplishment and positive reinforcement for further Talmud study.

*Prerequisite T232*FA Intermediate Talmud Survey I*

T232*SU Intermediate Talmud Survey III 3 Credits

In this course the students will occasionally reference the commentary of Tosefos and other pertinent commentaries. In addition, the students are expected to assist younger students in their studies.

*Prerequisite T232*SP Intermediate Talmud Survey II*

T242*FA Senior Talmud Survey I 3 Credits

On this level the students pursue their Bekiyus/Talmud Survey studies largely unsupervised. The syntax and structure of the Talmud become clearer through the student's independent study.

*Prerequisite T232*SU Intermediate Talmud Survey III*

T242*SP Senior Talmud Survey II 3 Credits

In this course the students are expected to be well adept in learning on their own. As such the course is the commencement of preparing the students to enter Talmud graduate programs.

*Prerequisite T242*FA Senior Talmud Survey I*

T242*SU Senior Talmud Survey III 3 Credits

In this course the students will broaden their Talmud knowledge. The focus is to develop an incipient independent scholar which will lead to a lifetime of learning and potentially to master significant sections of the Talmud.

*Prerequisite T242*SP Senior Talmud Survey II*

DEPARTMENT OF JEWISH LAW

The Talmudic studies, because of their central position in the entire corpus of Jewish sacred literature, provide the bridge, which spans the separation between the written law of the Bible and the practical, applied, Halacha. It is the primary source from which the vast literature emanates and forms the core of the daily curriculum.

The Talmud cannot be learned or appreciated in a vacuum, independent of other disciplines. The study of Codes goes hand in hand with the study of Talmud. The Department of Codes offers guidance and training in the study of Jewish law. This

deals mainly with practical law as applied to daily life. The primary text used is the Shulchan Aruch HaRav written by Rabbi Shneur Zalman of Liadi, known during his lifetime as HaRav ("The Rabbi"). This sefer is studied for practical application of the Halacha in day to day living and compared to applications in other texts and circumstances.

The students may join a voluntary in-depth Halacha program, which includes periodic Shiurim/lectures in both the Eeyun of Halacha and practical demonstrations of the Law. Students are introduced to the classic commentaries in the Tur, Bais Yosef and Shulchan Aruch in conjunction with the Shulchan Aruch Harav.

JEWISH LAW COURSE DESCRIPTIONS

L211FA Introductory Jewish Law I 2 Credits

On the first level the student is introduced to the language and general subject matter of the text, the Shulchan Aruch HaRav authored by the Baal HaTanya. He is expected to study sections of the text to gain a general comprehension of the material.

Prerequisite None

L211 SP Introductory Jewish Law II 2 Credits

This course is a continuation of *L211FA.* The student continues to study the general subject matter of the text, of the Shulchan Aruch HaRav authored by the Baal HaTanya. He is expected to go on to study other sections of the text and continue to gain a general comprehension of the material.

Prerequisite L211FA Introductory Jewish Law I

L211 SU **Introductory Jewish Law III** **2 Credits**

This course is a continuation of *L211SP.* The student continues to study the general subject matter of the text, of the Shulchan Aruch HaRav authored by the Baal HaTanya. He is expected to go on to study other sections of the text and continue to gain a general comprehension of the material.
Prerequisite L211SP Introductory Jewish Law II

L221FA **Beginning Jewish Law I** **2 Credits**

This is the second-year level course offered in the Department of Codes. This course is a continuation of *L211SU.* The student is expected to continue studying various categories of text with an eye towards their practical daily application.
Prerequisite L211SU Introductory Jewish Law III

L221SP **Beginning Jewish Law II** **2 Credits**

This course is a continuation of *L221FA.* The student is expected to continue studying various categories of text with an eye towards their practical daily application.
Prerequisite L221FA Beginning Jewish Law I

L221 SU **Beginning Jewish Law III** **2 Credits**

This course is a continuation of *L221SP.* The student is expected to continue studying various categories of text with an eye towards their practical daily application.
Prerequisite L221SP Beginning Jewish Law II

L231FA Intermediate Jewish Law I 2 Credits

This is the third-year level course offered in the Department of Codes. This course is a continuation of *L221SU.* The student studies the additional texts in greater depth and discusses their application with peers and teachers.
Prerequisite L221SU Beginning Jewish Law III

L231SP Intermediate Jewish Law II 2 Credits

This course is a continuation of *L231FA.* The student studies the additional texts in greater depth and discusses their application with peers and teachers.
Prerequisite L231FA Intermediate Jewish Law I

L231SU Intermediate Jewish Law III 2 Credits

This course is a continuation of *L231SP.* The student studies the additional texts in greater depth and discusses their application with peers and teachers.
Prerequisite L231SP Intermediate Jewish Law II

L241FA Senior Jewish Law I 2 Credits

This is the fourth-year level course offered in the Department of Codes and a continuation of *L231SU*. At this level, the student is expected to have mastered many of the categories of codes discussed in the Shulchan Aruch HaRav.
Prerequisite L231SU Intermediate Jewish Law III

L241 SP Senior Jewish Law II 2 Credits

This course is a continuation of *L241FA*. At this level, the student is expected to have mastered many of the categories of codes discussed in the Shulchan Aruch HaRav.
Prerequisite L241FA Senior Jewish Law I

L241 SU Senior Jewish Law III 2 Credits

This course is a continuation of L241SP. At this point, the student pursues his studies largely unsupervised. He maintains his own pace and aims to cover as much text as possible within the limitations of the semester.
Prerequisite L241SP Senior Jewish Law II

DEPARTMENT OF JEWISH ETHICS AND PHILOSOPHY
The study of Jewish Ethics and Philosophy, i.e. of the literature of Chabad Chassidism, is conducted in a manner similar to the study of Talmud.

The goals of breadth of coverage and depth of understanding are the constants. During the course of lectures, discussions and assigned readings, mentors aim to expose the student to the complete spectrum of Chabad thought, as well as to develop his ability to fully comprehend the subtleties and distinctive styles and terminologies of each of the respective Lubavitcher Rebbes. Within the framework of seven generations of philosophical thought, an unofficial hierarchy of complexity exists. Those familiar with the entire literature distinguish between the levels of sophistication and profundity required to cope with the different collections of writings. Course differentiation is therefore based primarily on the level of difficulty of the course text.

The basic groupings include the Tanya, the magnum opus of the Chabad movement and its founder, Rabbi Shneur Zalman of Liadi. It is a highly mystical, philosophical work around which all of the later teachings revolve. Also included are Maamorim, the volumes of the collected thoughts of the respective scions of the Lubavitch dynasty. In addition, we include the Sichos, discourses on the Biblical portion of the week and diverse scholarly topics delivered by the Lubavitcher Rebbe.

"Chassidus" (Jewish Ethics and Philosophy) courses grow progressively more complex, and each year sees the student more able to cope with the abstract

material. First year courses focus on the methodology of philosophical research and introduce the student to the terminology and fundamental concepts of philosophy. The role of the lecturer/mentor changes significantly with time. Students grow more and more facile with texts and are eventually equipped to compose original insights and to participate effectively in seminars.

The aim of these classes is to produce the well-rounded individual, capable of applying eternal philosophical principles to the changing face of the modern world.

JEWISH ETHICS COURSE DESCRIPTIONS

E211FA Introductory Jewish Ethics I 3 Credits

In this series of Girsa (Bekiyus) courses, students are introduced to Sefer Hamamorim Likutim based on Parshas Hashavuh from the seventh Lubavitcher Rebbe, Rabbi Menachem Mendel Schneerson. They study 4-5 Maamorim a week, building their familiarity with Chassidic terminology, philosophical principles, and research methodologies essential for deeper analysis.

Prerequisite None

E211SP Introductory Jewish Ethics II 3 Credits

In this course, students deepen their understanding of core Chassidic terminology while developing their analytical skills through guided discussions, learning to analyze, question, and interpret complex philosophical ideas. Study pace remains at 4-5 Maamorim per week, ensuring steady progression in fluency and comprehension.

Prerequisite E211FA Introductory Jewish Ethics I

E211SU Introductory Jewish Ethics III 3 Credits

In this course, students refine their ability to identify recurring themes, conceptual frameworks, and philosophical depth in their studies. They begin applying formal research methods to their analysis and developing the ability to recognize

structural patterns in Chassidic thought. In this course, students increase their study pace to 5-7 Maamorim per week.

Prerequisite E211SP Introductory Jewish Ethics II

E221FA Beginning Jewish Ethics I 3 Credits

On this level, students begin transitioning to a more intensive study model, refining their ability to compare, contrast, and evaluate perspectives within Chassidic philosophy. The focus shifts toward higher-level reasoning while deepening engagement with the Maamorim and their broader ideological significance. The pace of study remains steady, at 5-7 Maamorim per week.

Prerequisite E211SU Introductory Jewish Ethics III

E221SP Beginning Jewish Ethics II 3 Credits

In this course, students deepen their engagement with the Maamorim through a heightened focus on precision and interpretation, challenging them to articulate complex Chassidic concepts with clarity and integrate them into broader philosophical discourse. The weekly pace increases to 7-10 Maamorim a week, cultivating rapid comprehension and deeper intellectual engagement.

Prerequisite E221FA Beginning Jewish Ethics I

E221SU Beginning Jewish Ethics III 3 Credits

In this course, students explore deeper philosophical and mystical aspects, refining their capacity to integrate and apply ideas from multiple Maamorim. Emphasis is placed on developing independent engagement with the material, fostering a reflective approach to Chassidic thought through rigorous textual analysis and discussion. The pace of study remains consistent, at 7-10 Maamorim per week.

Prerequisite E221SP Beginning Jewish Ethics II

E231FA Intermediate Jewish Ethics I 3 Credits

On this level, rapid textual mastery becomes a primary focus, with students developing their ability to recognize and compare parallels across multiple

Maamorim. Emphasis is placed on deepening fluency in Chassidic discourse while strengthening advanced analytical skills. The weekly pace intensifies to 8-11 Maamorim per week.

Prerequisite E221SU Beginning Jewish Ethics III

E231SP Intermediate Jewish Ethics II 3 Credits

In this course, students further enhance their ability to engage with Chassidic texts through a refined focus on precision, memory retention, and comparative analysis. Emphasis is placed on developing accuracy in interpreting nuanced terminology and improving long-term recall of core concepts. The pace remains steady at 8-11 Maamorim per week.

Prerequisite E231FA Intermediate Jewish Ethics I

E231SU Intermediate Jewish Ethics III 3 Credits

In this course, students examine recurring themes and structural elements to uncover deeper philosophical frameworks within Chassidic discourse. Through textual exploration and conceptual refinement, they strengthen their ability to draw meaningful connections within the material. Students maintain a weekly pace of 8-11 Maamorim.

Prerequisite E231SP Intermediate Jewish Ethics II

E241FA Senior Jewish Ethics I 3 Credits

On this level, students focus on engaging deeply with Chassidic principles, reinforcing the ability to explore intricate layers of meaning within Maamorim and develop a nuanced comprehension of recurring themes. Emphasis is placed on precision, retention, and the articulation of complex ideas. The weekly pace increases to 10-13 Maamorim a week.

Prerequisite E231SU Intermediate Jewish Ethics III

E241SP Senior Jewish Ethics II 3 Credits

In this course, students refine their ability to navigate intricate Chassidic texts with independence and intellectual rigor. They engage in deeper textual

exploration, strengthening their ability to draw meaningful connections within the material and enabling them to engage with Chassidic texts in a more precise and analytical manner. Students maintain a weekly pace of 10-13 Maamorim.
Prerequisite E241FA Senior Jewish Ethics I

E241 SU Senior Jewish Ethics III 3 Credits
In this course, students demonstrate their advanced command of Maamorim analysis, refining their ability to engage deeply with Chassidic thought while uncovering the intricate layers of meaning within the texts. By the course's conclusion, students achieve a high level of mastery in Chassidic discourse, demonstrating advanced textual analysis, philosophical interpretation, and structured engagement with Maamorim. The pace remains steady at 10-13 Maamorim per week.
Prerequisite E241FA Senior Jewish Ethics I

JEWISH PHILOSOPHY COURSE DESCRIPTIONS
P211FA Introductory Jewish Philosophy I 1 Credit
In this series of courses, students begin their study of Derech Mitzvosecha (Tamei Hamitzos), a fundamental Chassidic work by the Tzemach Tzedek, the third Lubavitcher Rebbe. This sefer explores the reasons behind select mitzvos, offering philosophical and mystical perspectives on their significance. This course serves as an introduction to Chassidic thought, examining key ideas and terminology to lay the groundwork for a more profound exploration.
Prerequisite None

P211SP Introductory Jewish Philosophy II 1 Credit
In this course, students build upon their foundational knowledge of Derech Mitzvosecha, refining their ability to apply philosophical reasoning to Chassidic concepts. They delve further into the mystical explanations behind specific mitzvos, applying core principles to more advanced ideas. This course encourages analytical discussion and reflection on Chassidic teachings through guided study.
Prerequisite P211FA Introductory Jewish Philosophy I

P211SU Introductory Jewish Philosophy III 1 Credit

In this course, students continue to uncover additional insights within Derech Mitzvosecha, engaging with the philosophical themes found throughout. They enhance their ability to connect ideas contained in the text, strengthening their understanding and practical integration with its teachings. This course reinforces core Chassidic concepts while refining students' ability to interpret the mystical significance of the mitzvos.

Prerequisite P211SP Introductory Jewish Philosophy II

P221FA Beginning Jewish Philosophy I 1 Credit

On this level, students transition from Derech Mitzvosecha to Sefer Hamshachim, a collection of maamarim from the Rebbe Rasha"b, the fifth Rebbe of Lubavitch. Applying their foundational interpretation of philosophical frameworks, students delve into deeper Chassidic discourse. The sefer is structured by year, with each year presenting increasingly complex material. At this level, students focus on the year Tarna"t, refining their analytical skills to interpret its philosophical and mystical perspectives.

Prerequisite P211SU Introductory Jewish Philosophy III

P221SP Beginning Jewish Philosophy II 1 Credit

In this course, students expand their study of the year Tarna"t, reinforcing their ability to evaluate the philosophical structure of Chassidic writings. Building upon fundamental principles, they continue exploring the philosophical and mystical concepts within the sefer, applying analytical techniques to further their insight and understanding.

Prerequisite P221FA Beginning Jewish Philosophy I

P221SU Beginning Jewish Philosophy III 1 Credit

In this course, students advance their ability to examine and compare complex Chassidic philosophical frameworks, building upon their previous studies in the year Tarna"t. They engage with increasingly complex mystical perspectives,

strengthening their independent textual interpretation and their capacity to integrate broader Chassidic teachings into their analyses.

Prerequisite P221SP Beginning Jewish Philosophy II

P231FA Intermediate Jewish Philosophy I 1 Credit

On this level, students continue to study Sefer Hamshachim from the Rebbe Rasha"b, progressing to subsequent, increasingly advanced levels of the years Tarna"s, Tarsa"b, and Tarsa"g. As their comprehension deepens, students refine their capacity to examine Chassidic thought, reinforcing their proficiency in conceptual comparison and fostering independent exploration.

Prerequisite P221SU Beginning Jewish Philosophy III

P231SP Intermediate Jewish Philosophy II 1 Credit

In this course, students advance to higher levels of philosophical analysis of the years Tarna"s, Tarsa"b, and Tarsa"g. This course further develops their ability to analyze and integrate conceptual frameworks, applying critical reasoning to intricate mystical perspectives. Through guided discussions and comparative analysis, students further develop and incorporate broader Chassidic teachings into their understanding of the text.

Prerequisite P231FA Intermediate Jewish Philosophy I

P231SU Intermediate Jewish Philosophy III 1 Credit

In this course, students' progress to more advanced philosophical analysis of the years Tarna"s, Tarsa"b, and Tarsa"g, strengthening their ability to recognize and analyze subtle nuances within Chassidic thought. They intensify their engagement with increasingly abstract ideas, synthesizing key concepts from previous years of study while emphasizing independent textual interpretation.

Prerequisite P231SP Intermediate Jewish Philosophy II

P241FA Senior Jewish Philosophy I 1 Credit

On this level, students begin the final year of study, engaging with the most complex sections of Sefer Hamshachim from the Rebbe Rasha"b, focusing on the

year Tarsa"v. At this advanced stage within the program, both the material and the classes are increasingly advanced, requiring more profound philosophical and textual analysis as well as independent interpretation.

Prerequisite P231SU Intermediate Jewish Philosophy III

P241SP Senior Jewish Philosophy II 1 Credit

In this course, students build upon previous studies of the year Tarsa"v, broadening their engagement with further exploration of sophisticated Chassidic philosophical concepts. As part of the final year, students refine their analytical approach through collaborative discourse, strengthening their ability to synthesize ideas and apply advanced reasoning.

Prerequisite P241FA Senior Jewish Philosophy I

P241SU Senior Jewish Philosophy III 1 Credit

In this course, students complete their study of Sefer Hamshachim at its most advanced level within the program. They explore an advanced level of textual analysis, conceptual synthesis, and independent interpretation. As the culmination of their studies, students integrate their knowledge to develop deeper insights into Chassidic philosophy and mysticism.

Prerequisite P241SP Senior Jewish Philosophy II

SAMPLE CURRICULUM ADVANCED TALMUD PROGRAM – TOMCHEI TMIMIM

YEAR 1

Fall Semester

T211*FA	Introductory Talmud Intensive I	3 Credits
T212*FA	Introductory Talmud Survey I	3 Credits
L211FA	Introductory Jewish Law I	2 Credits
E211FA	Introductory Jewish Ethics I	3 Credits
P211FA	Introductory Jewish Philosophy I	1 Credit
		12 Credits

Spring Semester

T211*SP	Introductory Talmud Intensive II	3 Credits
T212* SP	Introductory Talmud Survey II	3 Credits
L211 SP	Introductory Jewish Law II	2 Credits
E211 SP	Introductory Jewish Ethics II	3 Credits
P211 SP	Introductory Jewish Philosophy II	1 Credit
		12 Credits

Summer Term

T211* SU	Introductory Talmud Intensive III	3 Credits
T212* SU	Introductory Talmud Survey III	3 Credits
L211 SU	Introductory Jewish Law III	2 Credits
E211 SU	Introductory Jewish Ethics III	3 Credits
P211 SU	Introductory Jewish Philosophy III	1 Credit
		12 Credits

Cumulative Total: 36 credits

YEAR 2

Fall Semester

T221*FA	Beginning Talmud Intensive I	3 Credits
T222*FA	Beginning Talmud Survey I	3 Credits
L221FA	Beginning Jewish Law I	2 Credits

E221FA	Beginning Jewish Ethics I	3 Credits
P221FA	Beginning Jewish Philosophy I	1 Credit
		12 Credits

Spring Semester

T221*SP	Beginning Talmud Intensive II	3 Credits
T222*SP	Beginning Talmud Survey II	3 Credits
L221SP	Beginning Jewish Law II	2 Credits
E221SP	Beginning Jewish Ethics II	3 Credits
P221SP	Beginning Jewish Philosophy II	1 Credit
		12 Credits

Summer Term

T221* SU	Beginning Talmud Intensive III	3 Credits
T222* SU	Beginning Talmud Survey III	3 Credits
L221 SU	Beginning Jewish Law III	2 Credits
E221 SU	Beginning Jewish Ethics III	3 Credits
P221 SU	Beginning Jewish Philosophy III	1 Credit
		12 Credits

Cumulative Total: 72 credits

YEAR 3

Fall Semester

T231*FA	Intermediate Talmud Intensive I	3 Credits
T232*FA	Intermediate Talmud Survey I	3 Credits
L231FA	Intermediate Jewish Law I	2 Credits
E231FA	Intermediate Jewish Ethics I	3 Credits
P231FA	Intermediate Jewish Philosophy I	1 Credit
		12 Credits

Spring Semester

T231* SP	Intermediate Talmud Intensive II	3 Credits
T232* SP	Intermediate Talmud Survey II	3 Credits

L231 SP	Intermediate Jewish Law II	2 Credits
E231 SP	Intermediate Jewish Ethics II	3 Credits
P231 SP	Intermediate Jewish Philosophy II	1 Credit
		12 Credits

Summer Term

T231* SU	Intermediate Talmud Intensive III	3 Credits
T232* SU	Intermediate Talmud Survey III	3 Credits
L231 SU	Intermediate Jewish Law III	2 Credits
E231 SU	Intermediate Jewish Ethics III	3 Credits
P231 SU	Intermediate Jewish Philosophy III	1 Credit
		12 Credits

Cumulative Total: 108 credits

YEAR 4

Fall Semester

T241*FA	Senior Talmud Intensive I	3 Credits
T242*FA	Senior Talmud Survey I	3 Credits
L241FA	Senior Jewish Law I	2 Credits
E241FA	Senior Jewish Ethics I	3 Credits
P241FA	Senior Jewish Philosophy I	1 Credit
		12 Credits

Spring Semester

T241* SP	Senior Talmud Intensive II	3 Credits
T242* SP	Senior Talmud Survey II	3 Credits
L241 SP	Senior Jewish Law II	2 Credits
E241 SP	Senior Jewish Ethics II	3 Credits
P241 SP	Senior Jewish Philosophy II	1 Credit
		12 Credits

Summer Term

T241* SU	Senior Talmud Intensive III	3 Credits
T242* SU	Senior Talmud Survey III	3 Credits
L241 SU	Senior Jewish Law III	2 Credits

E241 SU	Senior Jewish Ethics III	3 Credits
P241 SU	Senior Jewish Philosophy III	1 Credit
		12 Credits

Cumulative Total: 144 credits

Bachelor of Talmudic Studies awarded for successful completion of 144 credits.

RABBINIC ORDINATION HONORS PROGRAM

As noted above, the Rabbinic Ordination Honors Program is a one-year stand-alone option within the Tomchei Tmimim Advanced Talmud Program. In the program's curriculum (see above), the courses in Talmud Survey are replaced with the intensive study of Jewish Law. The students are required to master the pertinent information and its practical application to arrive at the Halachic ruling. This option is offered to the fourth-year students; students who successfully complete the one-year course of study will receive Semicha. To earn the Bachelor of Talmudic Studies, a student must meet the 144-credit requirement and the academic residency requirement.

Rabbinic Honors Option - Year 4

T341*FA Rabbinic Honors Talmud I 3 Credits

In this course the emphasis is on the development of the skills which are characteristic of the serious Talmud scholar. While developing their knowledge base of Talmudic discourse and case law, the students begin to appreciate the creativity inherent in a deep understanding of the Talmud.

Prerequisite T231 SU* Intermediate Talmud Intensive

T341*SP Rabbinic Honors Talmud II 3 Credits

In this course the students are expected to be capable of studying mostly on their own. A faculty member is always available to assist and answer any questions or difficulties. The lectures and interaction with the Rosh Yeshiva are designed to prepare the student for graduate work in Talmud.

Prerequisite T341 FA Rabbinic Honors Talmud I*

T341*SU Rabbinic Honors Talmud III 3 Credits

In this course, the students are expected to be capable of studying entirely on their own. The students meet weekly, presenting original novella to their peers. This

gives the students an opportunity to present and defend their conclusions. This last course of the undergraduate program is the final preparation for graduate work in Talmud.

*Prerequisite T341*SP Rabbinic Honors Talmud II*

L341FA Rabbinic Honors Jewish Law I 4 Credits

This course focuses on the Yoreh Deia section of the Shulchan Aruch. The method of study includes studying the Tractate of Chullin, chapters Kol Habasar and Gid Hanashe. These chapters encompass the Laws of Bosar B'cholav, Taaruvos and Malicha. The study of the Tur in great depth with the main commentaries of the Bais Yosef and Darkei Moshe. Followed by the study of the Shulchan Aruch including the Machaber, Ramah, the Shach and the Taz, and the later commentaries such as the Pri Megadim, Rabbi Akivah Eger, the Chavas Da'as, the Dagul Mirvava, Be'ar Heiteiv and the Shulchan Aruch HaRav where applicable.

No Prerequisites

L341SP Rabbinic Honors Jewish Law II 4 Credits

This course focuses focuses on the laws of food preparation on Shabbos in the Orach Chaim section of the Shulchan Aruch. The method of study begins with the study of the relevant sections of Tractate Shabbos dealing with Bishal and Hatmana. The study of the Tur in great depth with the main commentaries of the Bais Yosef and Darkei Moshe. Followed by the study of the Shulchan Aruch including the Machaber, Ramah, the Magen Avrohom and other later commentaries such as the Pri Megadim, Rabbi Akivah Eger, the Dagul Mirvava, the Be'ar Heiteiv, and the Shulchan Aruch HaRav and Mishna Berura where applicable

Prerequisite L341FA Rabbinic Honors Jewish Law I

L341SU Rabbinic Honors Jewish Law III 4 Credits

This course focuses on the laws of Niddah and Mikva in the Yoreh Deia section of the Shulchan Aruch. The students study the relevant sections of the Talmud which

discuss these laws. The study of the Tur and Shulchan Aruch with the relevant commentaries (see above fall semester). In addition, the students study the responda of the Tzemach Tzedek. These volumes are a compilation of questions addressed to the Rebbe throughout the years and the answers he gave. In addition, the students analyze the works of some of the later commentaries including the Shulchan Aruch Harav, the Chaya Adam and the Aruch Hashulchan among others.
Prerequisite L341SP Rabbinic Honors Jewish Law II

E341FA Rabbinic Honors Jewish Ethics I 2 Credits

In this course, students focus on engaging deeply with Chassidic principles, reinforcing the ability to explore intricate layers of meaning within Maamorim and develop a nuanced comprehension of recurring themes. Emphasis is placed on precision, retention, and the articulation of complex ideas. The weekly pace increases to 10-13 Maamorim a week.
Prerequisite E231SU Rabbinic Honors Jewish Law III

E341SP Rabbinic Honors Jewish Ethics II 2 Credits
In this course, students refine their ability to navigate intricate Chassidic texts with independence and intellectual rigor. They engage in deeper textual exploration, strengthening their ability to draw meaningful connections within the material and enabling them to engage with Chassidic texts in a more precise and analytical manner. Students maintain a weekly pace of 10-13 Maamorim.
Prerequisite E341FA Rabbinic Honors Jewish Ethics I

E341SU Rabbinic Honors Jewish Ethics III 2 Credits
In this course, students demonstrate their advanced command of Maamorim analysis, refining their ability to engage deeply with Chassidic thought while uncovering the intricate layers of meaning within the texts. By the course's conclusion, students achieve a high level of mastery in Chassidic discourse, demonstrating advanced textual analysis, philosophical interpretation, and

structured engagement with Maamorim. The pace remains steady at 10-13 Maamorim per week.

Prerequisite E341FA Rabbinic Honors Jewish Ethics II

P341FA Rabbinic Honors Jewish Philosophy I 3 Credits

In this course, students begin the final year of study, engaging with the most complex sections of Sefer Hamshachim from the Rebbe Rasha"b, focusing on the year Tarsa"v. At this advanced stage within the program, both the material and the classes are increasingly advanced, requiring more profound philosophical and textual analysis as well as independent interpretation.

Prerequisite P231SU Rabbinic Honors Jewish Ethics I

P341SP Rabbinic Honors Jewish Philosophy II 3 Credits

In this course, students build upon previous studies of the year Tarsa"v, broadening their engagement with further exploration of sophisticated Chassidic philosophical concepts. As part of the final year, students refine their analytical approach through collaborative discourse, strengthening their ability to synthesize ideas and apply advanced reasoning.

Prerequisite P341FA Rabbinic Honors Jewish Philosophy I

P341SU Rabbinic Honors Jewish Philosophy III 3 Credits

In this course, students complete their study of Sefer Hamshachim at its most advanced level within the program. They explore an advanced level of textual analysis, conceptual synthesis, and independent interpretation. As the culmination of their studies, students integrate their knowledge to develop deeper insights into Chassidic philosophy and mysticism.

Prerequisite P341SP Rabbinic Honors Jewish Philosophy II

RABBINIC ORDINATION HONORS PROGRAM COURSE CREDITS

Level 4

Fall Semester

T341*FA	Rabbinic Honors Talmud I	3 Credits
L341FA	Rabbinic Honors Jewish Law I	4 Credits
E341FA	Rabbinic Honors Jewish Ethics I	2 Credits
P341FA	Rabbinic Honors Jewish Philosophy I	3 Credits
		12 Credits

Spring Semester

T341*SP	Rabbinic Honors Talmud II	3 Credits
L341SP	Rabbinic Honors Jewish Law II	4 Credits
E341SP	Rabbinic Honors Jewish Ethics II	2 Credits
P341SP	Rabbinic Honors Jewish Philosophy II	3 Credits
		12 Credits

Summer Term

T341*SU	Rabbinic Honors Talmud III	3 Credits
L341SU	Rabbinic Honors Jewish Law III	4 Credits
E341SU	Rabbinic Honors Jewish Ethics III	2 Credits
P341SU	Rabbinic Honors Jewish Philosophy III	3 Credits
		12 Credits

Master of Religious Education

The New Direction Master of Religious Education degree program is a stand- alone two-year course of study. The master's degree requires the successful completion of 60 credits and an academic residency requirement. Students who wish to specialize in chaplaincy will need a minimum of 72 Graduate level credits. In order to graduate, students must achieve a minimum cumulative GPA of 2.0. The Master of Religious Education degree program is licensed by the state of New Jersey but is not included in the yeshiva' accreditation.

The following is a breakdown of the required components by level and semester:

First Level

	FA Semester	SP Semester	SU Term
Talmud Intensive	4 credits	4 credits	4 credits
Jewish Law	3 credits	3 credits	3 credits
Jewish Philosophy	3 credits	3 credits	3 credits
Pastoral Training	2 credits	2 credits	2 credits
Sub Total:	12 credits	12 credits	12 credits
Total**:**	12 credits	24 credits	36 credits

Second Level

	FA Semester	SP Semester
Talmud Intensive	4 credits	4 credits
Jewish Law	3 credits	3 credits
Jewish Philosophy	3 credits	3 credits
Pastoral Training	2 credits	2 credits
Sub Total:	12 credits	12 credits
Total**:**	48 credits	60 credits

Chaplaincy Honors Program

	SU Term
Talmud Intensive	4 credits
Jewish Law	3 credits
Jewish Philosophy	3 credits
Pastoral Training	2 credits
Sub Total:	12 credits
Total:	72 credits

The elucidation of the Talmud, Jewish Law, and Jewish Philosophy are expanded on elsewhere in the catalog. The following are the course descriptions for the Masters Degree program.

MASTERS ADVANCED TALMUD COURSE DESCRIPTIONS - LEVEL 1

TM11*FA, SP, SU Masters Advanced Talmud I/II/III 4 Credits each

In these courses, the main emphasis is on the analytical methodologies developed by the distinguished centers of Talmudic study in pre-war Lithuania. The objective is for the student to become familiar on an advanced level with the basic concepts and principles he will encounter in the broader study of Talmud. Based on this understanding of the language of the Talmud, the student will be better equipped to pursue lifelong, independent Talmudic study, including developing the ability to independently analyze texts, formulate and defend theories, and construct well-reasoned theses.

Accordingly, the lectures focus on how to analyze and dissect complex sections and/or legal cases found in the Talmud, as well as to become more perceptive and sensitized to the language and conceptual nuances found in the Talmud. In addition, students will be encouraged to engage in independent research, developing skills to defend their interpretations and conclusions in academic discussions or written form.

The specific Talmudic tractates studied are from the orders of Nezikin, which embraces civil law, property law, contracts and the law of torts, and the order of Noshim, which focuses on personal status, the relationships and responsibilities of men and women, etc.

MASTERS JEWISH LAW COURSE DESCRIPTIONS- LEVEL 1

LM11FA, SP, SU Masters Jewish Law Practicum I/II/III 3 credits each

These courses require the students to master the text as well as arrive at the Halachic ruling by analyzing the Code, with its commentaries. The first semester focuses on the text of Shulchan Aruch Yoreh Deia Part I. These texts include the study of the Tractate of Chullin, Chapters Kol Habasar and Gid Hanashe, encompassing the Laws of Bosar B'cholav, Taaruvos and Malicha. This is studied in great depth combined with the study of Tur, Bais Yosef and Darkei Moshe, followed by the Machaber, Ramah, Shach and Taz and other later commentaries such as Pri Megadim, Rabbi Akivah Eger, Gilyon Maharsha, Chavas Da'as, Dagul Mirvava, Pischei Teshuva, Be'ar Heiteiv and the Mishna Berura where applicable. In addition to textual mastery, students are expected to engage in independent study, peer review, and defend their theses, ensuring a deep, comprehensive understanding of Halacha.

MASTERS JEWISH PHILOSOPHY COURSE DESCRIPTIONS- LEVEL 1

PM11FA, SP, SU Masters Jewish Philosophy I/II/III 3 Credits each

In a break with early Chasidism, Chabad philosophy emphasizes mind over emotions. The name "Chabad" is an acronym for the Hebrew terms of “wisdom, understanding, and knowledge." Chabad was founded in the late 18th century by Rabbi Shneur Zalman of Liadi. The Lubavitch branch takes its name from Lyubavichi, the Russian town where the group was based until the early 20th century.

The founder of the Chabad philosophy developed an intellectual system that was intended to respond to the criticisms leveled at this Chasidic approach to Judaism. Based in part on the writings of the Kabbalah, Chabad philosophy presents a comprehensive and systematic structure underlying the Jewish faith. The students in these courses will become familiar with the basic concepts and philosophical framework in classic Chabad literature.

MASTERS ADVANCED TALMUD COURSE DESCRIPTIONS - LEVEL 2

TM21*FA, SP, SU Masters Advanced Talmud IV/V/VI 4 Credits each

Traditionally, Talmud is studied together with two principal commentaries: (a) the commentary of the 11th-century scholar, Rabbi Shlomo Yitzchaki, known universally as Rashi, which is the most authoritative commentary ever written on the Talmud, and (b) the commentary known as Tosefos, which literally means glosses, and were authored by scholars living in the two centuries after Rashi, intended as additional views in analyzing the meaning of the Talmud.

However, in addition to Rashi and Tosefos, there is an important body of literature that focused on the Halachic applications that could be extracted from the Talmud. The three principal works of this genre are known by the acronym of the authors' names: (a) the Rif, Rabbi Yitzchok of Fez (Morocco), (b) the Rambam, Rabbi Moshe ben Maimon, and (c) the Rosh, Rabbi Osher. The two courses in this sequence will focus on the writings of these three legal scholars as they applied the Talmud to practical Halacha.

The tractates studied in these courses are from the order of Moed, a section of the Talmud, which is grounded in contemporary, everyday living. Accordingly, these tractates are particularly relevant to practical Halacha and will serve as a model for understanding how contemporary Halacha evolves from the foundation of Talmudic literature.

Moreover, the structure of these courses is designed to encourage independent study and critical engagement with the texts. Students will be given the opportunity to develop their own interpretations, defend their theses, and engage with the scholarly debates surrounding these works. Through this process, students will gain a deeper understanding of how Halachic principles are derived.

MASTERS JEWISH LAW COURSE DESCRIPTIONS - LEVEL 2

LM21FA, SP, SU Masters Jewish Law Practicum IV/V/VI 3 Credits each

These courses focus on the text of Shulchan Aruch Orach Chaim, Part II. The students are required to master the Laws of Shabbos. These texts include the study of the Tractate of Shabbos. It is studied in great depth combined with the study of Tur, Bais Yosef and Darkei Moshe, followed by the Machaber, Ramah, Shach and Taz and other later commentaries such as Pri Megadim, Rabbi Akivah Eger, Gilyon Maharsha, Chavas Da'as, Dagul Mirvava, Pischei Teshuva, Be'ar Heiteiv and the Mishna Berura. In addition to textual mastery, students are expected to engage in independent study, peer review, and defend their theses, ensuring a deep, comprehensive understanding of Halacha.

MASTERS JEWISH PHILOSOPHY COURSE DESCRIPTIONS - LEVEL 2

PM21FA, SP, SU Masters Jewish Philosophy IV/V/VI 3 Credits each

With more intensive study of Rabbi Shneur Zalman's seminal work, the Tanya, students will demonstrate through written essays and flow-charts their grasp of the intricacies of this literature. The focus of these courses will be to train students on how to present to others the concepts and ideas in the literature of Chabad philosophy, in a language and method that can be appreciated by others with different levels of educational background. Here too the emphasis in these courses is on preparing future teachers.

PASTORAL TRAINING COURSE DESCRIPTION

PTM 11 – FA, SP, SU

Community Outreach and Leadership in the Talmud I/II/III

2 Credits each

PTM 21 – FA, SP, SU

Community Outreach and Leadership in the Talmud IV/V/VI

2 Credits each

The pastoral training courses are designed to educate the students in community outreach, leadership and chaplaincy.

The courses include research and study with the focus of being able to apply materials learned in practical settings and field work. Experienced, practicing rabbis lecture and guide the students on being able to apply their studies into directing Jewish life cycle events. This includes Jewish wedding celebrations, births, deaths, etc., as well as pastoral counseling. Under the guidance of trained professionals, the students will learn how to assist, participate and take leadership positions in community placement and outreach projects

Students will have opportunities to be further mentored by practicing Rabbonim, community leaders, mental health professionals and chaplains in various institutions, such as Batei Dinim, Chabad Houses, hospitals, assisted living facilities, military bases etc.

Sample Curriculum - Master of Religious Education

Level 1

Fall Semester

TM11*FA	Masters Advanced Talmud I	4 Credits
LM11FA	Masters Jewish Law Practicum I	3 Credits
PM11FA	Masters Jewish Philosophy I	3 Credits
PTM11FA	Community Outreach and Leadership in the Talmud I	2 Credits
		12 Credits

Spring Semester

TM11*SP	Masters Advanced Talmud II	4 Credits
LM11SP	Masters Jewish Law Practicum II	3 Credits
PM11SP	Masters Jewish Philosophy II	3 Credits
PTM11SP	Community Outreach and Leadership in the Talmud II	2 Credits
		12 Credits

Summer Term

TM11*SU	Masters Advanced Talmud III	4 Credits
LM11SU	Masters Jewish Law Practicum III	3 Credits
PM11SU	Masters Jewish Philosophy III	3 Credits
PTM11SU	Community Outreach and Leadership in the Talmud III	2 Credits
		12 Credits

Level 2

Fall Semester

TM21*FA	Masters Advanced Talmud IV	4 Credits
LM21FA	Masters Jewish Law Practicum IV	3 Credits
PM21FA	Masters Jewish Philosophy IV	3 Credits
PTM21FA	Community Outreach and Leadership in the Talmud IV	2 Credits
		12 Credits

Spring Semester

TM21*SP	Masters Advanced Talmud V	4 Credits
LM21SP	Masters Jewish Law Practicum V	3 Credits

PM21SP Masters Jewish Philosophy V 3 Credits
PTM21SP Community Outreach and Leadership in the Talmud V 2 Credits
12 Credits

Chaplaincy Honors Option

Summer Term

TM21*SU Masters Advanced Talmud VI Honors 4 Credits
LM21SU Masters Jewish Law Practicum VI Honors 3 Credits
PM21SU Masters Jewish Philosophy VI Honors 3 Credits
PTM21SU Community Outreach and Leadership in the Talmud VI Honors 2 Credits
12 Credits

Master of Religious Education awarded for the successful completion of a minimum of 60 credits.

Major in Chaplaincy awarded for the successful completion of a minimum of 72 credits.

ACADEMIC REGULATIONS

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

All matriculated students pursuing an approved program at Rabbinical College of America are required to maintain satisfactory academic progress, which is defined below by the institution.

SAP standards are the same for all matriculated students, regardless of whether they receive federal financial aid. Satisfactory academic progress consists of two principal components: a qualitative standard and a quantitative standard. The institution uses standard rounding procedures when evaluating both standards. Satisfactory academic progress is always evaluated on a cumulative basis, and at the end of each semester, both standards are reviewed. A report is generated to indicate whether the student is meeting SAP requirements. If a student is readmitted, their academic file is evaluated to determine whether they are meeting satisfactory academic progress requirements.

Below is a comprehensive explanation of the qualitative and quantitative standards at Rabbinical College of America.

- **Qualitative Standard**

A student is required to maintain a cumulative grade point average (GPA) of 2.0 (the equivalent of a "C" average) or better. Every student is evaluated at the end of each semester to ensure that they are maintaining this minimum cumulative GPA.

Grade point averages are calculated according to the following numerical equivalents:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D	1.0
B	3.0	I (Incomplete)	not included in calculation of GPA
B-	2.7	W(Withdrawn)	not included in calculation of GPA
C+	2.3	F (Fail)	0.0

Courses with a grade of Incomplete or Withdrawn do not impact the GPA. However, courses with a grade of Fail - whether earned or unearned - are included in the GPA calculation. If a student receives failing grades for all of their courses, they will generally be considered as having unofficially withdrawn unless there is evidence showing they completed the semester.

- **Quantitative Standard**

    - **Maximum Timeframe - measured in credit hours**

A student must make sufficient progress through the academic program to complete the program with a maximum attempted credit ceiling equivalent to 150% of the published length of the program in credit hours.

- **Pace of Completion**

A student must earn at least 67% of the cumulative credits they attempt. Progress is assessed by dividing the total cumulative credits earned by the total cumulative credits attempted. If this percentage is 67% or greater, the student is determined to be meeting the pace element.

WHEN SAP IS NOT MET

WARNING

If a student fails to meet the SAP standards, they will be notified by email or mail and granted a one-semester warning period. They will also be notified that they may appeal the lack of satisfactory academic progress at any point in the process. During this warning period, a designated faculty member may counsel the student and assist them in improving their academic performance. Additionally, the student may receive various student services including tutoring, scheduling accommodation, or other academic assistance. If SAP standards are still not met after this warning period, the student will be subject to academic discipline which may include suspension, or expulsion from the institution.

Financial Aid Warning

If a student falls below the satisfactory academic progress standards, they will be notified by mail or email and granted a one-semester financial aid warning period, during which time they will remain eligible for financial aid. Additionally, they will be notified of their option to appeal their SAP status in order to be granted a financial aid probationary period. During the warning period, the student may receive academic counseling and student services as described above. If satisfactory academic progress standards are still not met after this period, the student will be notified by mail or email that they are no longer eligible for financial aid.

APPEALS PROCESS

A student may appeal the institution's determination that they are not making satisfactory academic progress. Bases for an appeal include a student's injury or

illness, the death of a relative, or other special circumstances. In the appeal, the student must describe why they failed to make satisfactory academic progress, and what changed in their situation that will allow them to demonstrate satisfactory academic progress at the next evaluation. The appeal, along with any relevant documentation, must be submitted in writing to the registrar's office. A senior faculty member will review the information provided by the student and, if necessary, consult with other faculty members, before reaching a decision.

If the appeal is accepted, the senior faculty member will determine whether the student can meet the standard SAP requirements of the institution by the end of a one-semester probationary period. If it is determined that the student will be able to meet the standard SAP requirements after the probationary period, they will be placed on academic probation as outlined below. However, if it is determined that the student will not be able to meet the standard SAP requirements by the end of the probationary period, they will be placed on academic probation with a customized study plan, as described below. A student on academic probation, with or without a study plan, will continue to be eligible for financial aid.

If the appeal is not accepted, the student will be subject to academic discipline, which may include suspension or expulsion from the institution. They will also be ineligible for financial aid until they reestablish eligibility, as described below in the section entitled "Reestablishing Aid Eligibility". The final decision - academic probation with or without a study plan, or denial of the appeal - will be conveyed to the student by mail or email.

ACADEMIC PROBATION

If a student successfully appeals the lack of satisfactory academic progress, and it is determined that they can meet the standard SAP requirements after a probationary period, they will be placed on academic probation. Academic probation is a one-semester probationary period, at the end of which the student must meet the SAP standards of the institution. Upon request, the institution may provide various student services including academic counseling, tutoring,

scheduling accommodation, or other academic assistance. A student on academic probation will continue to be eligible for financial aid.

ACADEMIC PROBATION WITH A STUDY PLAN

If a student successfully appeals the lack of satisfactory academic progress, and it is determined that they will not be able to meet the standard SAP requirements after a one-semester probationary period, they will be placed on academic probation with a study plan. This study plan will include customized SAP standards designed to help the student meet these requirements, as well as other academic provisions to assist them in meeting those standards. The plan will ensure that the student can meet the school's satisfactory progress standards by a specific time, though an academic plan could take the student all the way through successful program completion. A senior faculty member will develop the study plan in conjunction with the student and other faculty members, as needed. A student on academic probation with a study plan or a student with a study plan will continue to be eligible for financial aid.

A student must appeal to change their plan. They must explain what has happened to make the change necessary and how they will be able to make satisfactory academic progress.

REEVALUATION AFTER A PROBATIONARY PERIOD

At the end of the one-semester probationary period, the institution will reevaluate the student's satisfactory academic progress. If the student meets either the institution's standard SAP requirements or the satisfactory academic progress standards outlined in their study plan, they will be considered to be meeting SAP.

If the student's academic performance fails to meet the satisfactory academic progress standards of the institution, or the provisions of their study plan, they will be notified by mail or email that they no longer meet SAP standards. As a result, the student will be ineligible to receive financial aid, and will be subject to academic discipline which may include expulsion or suspension from the institution.

REESTABLISHING AID ELIGIBILITY

A student who becomes ineligible for financial aid due to not meeting satisfactory academic progress standards may reestablish eligibility by meeting those standards. Each student's satisfactory academic progress status is evaluated at the end of every semester. If a student who was previously not meeting SAP standards is now meeting them, they will be notified by mail or email that they have regained eligibility for financial aid.

INCOMPLETES

A student who has not completed all the required coursework for a particular course may, at the discretion of the instructor, receive additional time (up to six months) to complete the work. During this period, a temporary grade of Incomplete will be assigned.

Courses with a grade of Incomplete will be counted toward the student's number of credits attempted but not completed. While the Incomplete grade remains on the transcript, it will not factor into the student's GPA. At the conclusion of the extension period, the Incomplete grade will be replaced with the student's earned grade. If the required work is not completed within the allotted time, the student will receive a final grade based on the coursework previously completed.

WITHDRAWALS

A student who withdraws from a course will have the course grade recorded as Withdrawn. This grade will not be included in their GPA; however, the course will still be counted towards the number of credits attempted but not those completed.

TRANSFER CREDITS

Transfer credits are not included in the GPA calculation; however, they are counted toward both the number of credits attempted and credits earned by the student.

REPETITIONS

All repeated courses are counted in the number of the student's attempted credits, and are included in the student's GPA, including failing grades. For SAP pace calculations, only one passing attempt of a repeated course may be counted as credits completed, even if the student passes the course more than once. A student repeating a course must remain within the time frame required for SAP standards.

A repeated course in which the student has already received a passing grade is counted towards the student's enrollment status only the first time the course is retaken. However, a repeated course in which the student received a failing grade is always counted towards their enrollment, regardless of how many times they repeat that course in an attempt to pass.

CHANGE OF MAJOR

When a student switches their major, only the credits and grades that are applicable to the new program of study will be considered when evaluating SAP.

REMEDIAL COURSES

The institution does not offer any remedial or English as a Second Language (ESL) courses.

LEAVES OF ABSENCE

Under specific circumstances, a student may be granted an approved leave of absence for Title IV purposes. To request a leave of absence, the student must follow the procedures listed below.

The student must submit a request for a leave of absence in writing to the Menahel, Rabbi Chaim Schapiro. The request must include the reason for which the student is requesting a leave of absence and must be signed and dated. The request will be reviewed by the Menahel within ten days of submission. The request and the determination will be forwarded to the registrar's office and

placed in the student's academic file. Notification will also be sent to the student and the financial aid office.

The student must submit the request and receive approval prior to beginning the leave of absence. The exception would be unusual circumstances when it is impossible for the student to do so, i.e. if the student was in a car accident or other unforeseen emergency/disaster. If unforeseen circumstances prevent a student from providing a prior written request, the institution may grant the student's request for a leave of absence. In this case, the institution will document its decision and collect the written request at a later date.

A student will only be granted a leave of absence if it can be reasonably expected that they will return from the leave of absence on time. The leave of absence, together with any additional leaves of absence, must not exceed a total of 180 days in a 12 month period. Rabbinical College of America will not assess the student any additional institutional charges or award the student any additional Title IV aid during this time period. Upon the student's return from the leave of absence, the student must resume their coursework at the same point in the academic program that they began prior to the leave of absence. A student returning from an LOA must complete the term to be eligible to receive a second or subsequent disbursement.

Students on an approved leave of absence will not be considered withdrawn from the institution and no refund calculations will be made for Title IV financial aid received. Students who do not resume attendance at the institution at or before the end of a leave of absence will be considered withdrawn from the institution as of the initial start date of the leave of absence and refunds will be calculated accordingly.

NON-DISCRIMINATION POLICY

NOTICE OF NON-DISCRIMINATION

Qualified men/women of the Orthodox Jewish faith are eligible for admission to Rabbinical College of America. The institution does not discriminate on the basis of race, color, national origin, (including shared ancestry or ethnic characteristics), disability, or age in its programs and activities.

Rabbi Mendy Herson has been designated as the point of contact for all non-discrimination inquiries. He can be reached at (973) 267-9404.

The institution is also an equal opportunity employer and is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Beyond equal access, opportunity and accommodation, the institution is committed to the understanding, sensitivity, patience, encouragement and support that are essential in guaranteeing to all qualified students the same educational experience and environment as well as the equal opportunity to learn and study at the institution.

Rabbinical College of America's campus is fully accessible, and every effort will be made to accommodate qualified individuals with disabilities. In addition, Rabbinical College of America is committed to do whatever necessary to create the environment necessary for the development of our students. This includes guaranteeing equal access to all our students and accommodation of their needs.

While the institution does not offer a specialized program for individuals with intellectual disabilities, the institution provides reasonable academic accommodations as appropriate.

GRADE POINT SYSTEM

The grading system followed at Rabbinical College of America is based on a combination of criteria. These include an evaluation by instructors of the student's classroom participation and performance, oral and written examinations, and diligence in individual study.

Rather than deriving grades from a precise numerical average, the institution utilizes a grading system commonly used in higher education. Essentially, this system provides for the following course grades:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D	1.0
B	3.0	I (Incomplete)	not included in calculation of GPA
B-	2.7	W(Withdrawn)	not included in calculation of GPA
C+	2.3	F (Fail)	0.0

The grade point average (GPA) is established by multiplying the grade point equivalent of each course with a valid grade by the number of credits that course yields. The products are then added together, and the sum is divided by the total number of credits from all the courses.

Courses with a grade of incomplete or withdrawn do not affect the GPA. However, courses with a grade of fail, whether earned or unearned, are included in the GPA calculation. A student who receives failing grades for all their courses will generally be considered as having unofficially withdrawn unless there is evidence that they completed the semester.

Sample GPA Calculation:

A-	6 (credits)	x	3.7	= 22.2
B+	4 (credits)	x	3.3	= 13.2

C	1 (credits)	x	2	= 2
A	1 (credits)	x	4	= 4
	12 (credits)			41.4

Divided by 12 credits for the semester = 3.45 GPA

COMPLAINT POLICIES

Internal Complaint Policy

Any student who has a complaint may submit it in writing to the Rosh Yeshiva. The complaint will be investigated, and the student will be informed of the resolution of his complaint, in writing, within 30 days. No person directly involved in the complaint issue will make the final determination.

AARTS Complaint Policy

Complaints can be filed with the office of the Association of Advanced Rabbinical and Talmudic Schools (AARTS), the agency that accredits Rabbinical College of America, by writing to 2329 Nostrand Ave., M-200, Brooklyn, NY 11210, with the title: Student Complaint – Rabbinical College of America. AARTS can also be contacted at Telephone: 212.363.1991, or via email at office@aarts.org.

NJ State Complaint Policy

For all types of complaints concerning colleges and universities, the first course of action must be to try to resolve the complaint directly with the administration of the college or university involved. The Office of the Secretary of Higher Education (OSHE) will not review a complaint until all grievance procedures at the institution have been followed, all avenues of appeal exhausted, and documentation provided that such procedures have been exhausted.

Please do not send a complaint to OSHE until you have read all of the information below. This will assure that you are sending your complaint to the appropriate agency/office.

OSHE handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of OSHE, with the exceptions noted below.

- OSHE does not handle anonymous complaints.
- OSHE does not intervene in matters concerning an individual's grades or examination results as these are the prerogative of the college's faculty.
- OSHE does not intervene in matters concerning tuition & fee refunds.
- OSHE does not intervene in matters concerning student conduct violations.
- OSHE does not intervene in human resources matters.
- OSHE does not handle complaints concerning actions that occurred more than two years ago.
- OSHE does not intervene in matters that are or have been in litigation.

Residents of other states and territories who are seeking information about filing a complaint about a New Jersey institution operating outside of New Jersey under the State Authorization Reciprocity Agreement (SARA), as well as New Jersey residents seeking information about filing a complaint about an out-of-state institution operating under SARA can find more information by viewing the SARA Agreement.

New Jersey residents who are seeking information about filing a complaint in regard to an out-of-state institution that is not operating under SARA, can file a complaint with New Jersey Office of the Attorney General, Division of Consumer Affairs (contact information below).

For complaints about:

- **New Jersey student financial aid matters (e.g. student loans, grants, scholarships, TAG, NJ STARS, etc.),** contact**:**
  Higher Education Student Assistance Authority (HESAA)
  800-792-8670 or 609-584-4480

- **Programs in fields leading to teacher certification or for K-12 issues**, contact:
  Department of Education
  609-376-3500

- **Civil rights complaints** involving discrimination based on race, color, national origin, age, disability and sex, including sexual harassment, should be filed with:

  Office for Civil Rights (OCR) – Enforcement Office
  U.S. Department of Education
  32 Old Slip, 26th Floor
  New York, NY 10005 – 2500
  Telephone: 646-428-3900
  FAX: 646-428-3843
  TDD: 877-521-2172
  Email - OCR.NewYork@ed.gov

  Or:
  New Jersey Office of the Attorney General
  Division on Civil Rights

- **Consumer fraud** on the part of a NJ institution should be filed with:
  New Jersey Office of the Attorney General
  Division of Consumer Affairs

Complainants should be aware that OSHE does not conduct a judicial investigation and, with the exception of complaints brought by non-New Jersey residents under SARA, has no legal authority to require a college or university to comply with a complainant's request. If you have reviewed these instructions and still feel your

issue falls under the purview of the Office of the Secretary of Higher Education, then complete and submit the OSHE Complaint Form.

PLACEMENT DISCLAIMER

Rabbinical College of America is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

TUTORING

In the event that a student requires tutoring, he may avail himself of the tutoring services provided by senior students. A student who requires extra assistance may also attend a designated shiur for students that are unable to keep up with the studies.

COUNSELING

When deemed appropriate by the faculty members, student counseling is referred to outside professionals.

HEALTH SERVICES

Should a situation require it, the Menahel, who is a former EMT and Hatzoloh member, has the capability to administer emergency care to students. Additionally, the Yeshiva will telephone the local 911 and EMS for backup care.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Rabbinical College of America receives a request for access.

A student who wishes to inspect their education record should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to request that the school amend their education record should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed.
If, after reviewing the request, the school decides not to amend the record as requested, the school will notify the eligible student in writing of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the eligible student at that time.

After the hearing, if the decision is upheld not to amend the record, the student has a right to insert a statement into the record.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

A student must provide a signed and dated written consent. The consent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

Rabbinical College of America discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official may include a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.

Upon request or when initiated by the student, Rabbinical College of America discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Rabbinical College of America to comply with the requirements of FERPA.

Students may file a complaint with the Student Privacy Policy Office (SPPO) at https://studentprivacy.ed.gov/file-a-complaint. Complaint forms may also be accessed at Family Educational Rights and Privacy Act Complaint Form and emailed to FERPA.Complaints@ed.gov, or mailed to the following address:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Ave, SW
Washington, DC 20202-8520

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to maintain a record of any disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within Rabbinical College of America whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.

These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To either parent of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena, , to proceed with or defend against the legal action. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- To a caseworker or representative of a State or local child welfare agency or tribal organization legally responsible for the care and protection of a student placed in foster care, pursuant to the Uninterrupted Scholars Act (20 U.S.C. § 1232g(b)(1)(L)).
- The information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11)): name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, enrollment status, degrees granted, dates degrees granted, names of prior institutions attended, chavrusas, chaburas, roommates, photos, videos, dormitory building/room numbers, seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

Note: Students have the right to restrict the sharing of any or all directory information. Students who wish to make such a request must contact the registrar's office and submit the request in writing within 90 days from the beginning of the semester. Once a student requests that the school not disclose directory information, this hold on sharing directory information will remain in place until revoked by the student in writing. Requests cannot be put into effect retroactively.

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

COPYRIGHT INFRINGEMENT POLICY

As per 34 CFR 668.43(a)(10), students of Rabbinical College of America are hereby informed that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the student to civil and criminal liabilities.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at https://copyright.gov.

Legal Alternatives for Downloading or Otherwise Acquiring Copyrighted Materials

- Purchasing the material in a legal manner
- Securing permission for use from the copyright owner
- Linking directly to materials on other sites, rather than copying and pasting
- Sourcing materials from the public domain
- Lawfully using protected materials after a fair use analysis

Students are reminded that using free content is not always copyright infringement, and purchased content can contain copyrighted work. Always ensure that any content you obtain, whether free or purchased, comes from a legitimate and trustworthy source.

Unauthorized Peer-to-Peer Sharing

Unauthorized peer-to-peer sharing is a copyright violation, and is is prohibited by law, as well as by Rabbinical College of America. Rabbinical College of America does not have an institutional information technology system for the student use.

MAP

RABBINICAL COLLEGE OF AMERICA

226 SUSSEX AVENUE

MORRISTOWN, NJ 07962-1996

