

ישיבת תומכי תמימים ליובאוויטש  
RABBINICAL COLLEGE  
*of* AMERICA



CATALOG  
2024-2025

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

Table of Contents	
Licensure and Accreditation .....	6
General Information .....	7
Administration.....	8
Faculty .....	8
Availability of Full Time Employee to Assist Enrolled or Prospective Students.....	9
Mission.....	9
The College Campus .....	10
Textbook Information.....	11
Married Student Housing .....	11
Dormitory .....	12
History .....	12
Admission Requirements.....	15
Admission Procedure.....	16
Attendance Requirements.....	17
Grounds for Dismissal.....	17
Transfer Credits and Academic Residency Requirement .....	18
Tuition and Fees .....	21
Financial Aid .....	21
Federal Financial Aid.....	21
Applying for Federal Financial Aid .....	22
Federal Financial Aid Need .....	23
Federal Application Deadline.....	26
Federal Aid Programs.....	27
Federal Pell Grant Program .....	27
The Campus-Based Programs.....	28
Federal Student Loans .....	29
New Jersey Tuition Aid Grant (TAG).....	30
Institutional Scholarships .....	32
Refund and Withdrawal Policy.....	32
Academic Calendar .....	32
Library .....	32
Publications .....	34
Student Life.....	35
Academic Programs .....	36
New Direction Program .....	37
Yeshiva Tiferes Bachurim.....	37
Frequency of Course Offerings .....	39
Textbooks and Required Materials .....	39
Explanation of Course Number Designation.....	40
Overview .....	41
Department of Talmud .....	42
Department of Jewish Law.....	48
Department of Jewish Ethics and Jewish Philosophy .....	50
Sample Curriculum New Direction Program - Tiferes Bachurim.....	55
Advanced Talmud Program .....	58
Yeshiva Tomchei Tmimim.....	58
Overview .....	60
Rabbinic Ordination Honors Program.....	62

Department of Talmud .....	63
Department of Jewish Law .....	69
Department of Jewish Ethics and Philosophy .....	72
Sample Curriculum Advanced Talmud Program - Tomchei Tmimim .....	78
Rabbinic Ordination Honors Program .....	82
Rabbinic Ordination Honors Program Course Credits .....	87
Masters of Religious Education .....	88
Sample Curriculum - Masters of Religious Education .....	95
Academic Regulations .....	97
Satisfactory Academic Progress Policy (SAP) .....	97
When SAP Is Not Met .....	99
Warning .....	99
Federal and/or State Financial Aid Warning .....	99
Appeals Process .....	99
Academic Probation .....	100
Academic Probation With a Study Plan .....	101
Reevaluation After a Probationary Period .....	101
Reinstatement for Federal Financial Aid .....	102
Incompletes .....	102
Withdrawals From a Course .....	102
Transfer Credits and Satisfactory Progress .....	103
Repetitions .....	103
Change of Major .....	103
Remedial Courses .....	103
Leaves of Absence .....	103
Non-Discrimination Policy .....	105
Notice of Non-Discrimination .....	105
Grade Point System .....	106
Complaint Policy .....	107
Internal Complaint Policy .....	107
AARTS Complaint Procedure .....	107
NJ State Complaint Policy .....	108
Placement Disclaimer .....	110
Tutoring .....	110
Counseling .....	110
Health Services .....	111
Notification of Rights Under FERPA .....	111
Copyright Infringement Policy .....	115
Directions to the Yeshiva .....	118

Rabbinical College of America prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at: [Student Information - RCA.edu](http://StudentInformation-RCA.edu).

*"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-schools.org](mailto:office@aarts-schools.org), or telephone: (212) 363-1991.

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

**GENERAL INFORMATION**  
**BOARD OF TRUSTEES**

Erwin Fisch <i>Chairman</i>	Michael Zeiger <i>Treasurer</i>	Arnold H. Chait* <i>Secretary</i>
Adam Bedzow	Anatol Hiller	Larry Rothenberg
Brendan Berger	Jeff Hiller	Hal Simoff
Bruce Berger	Jerry Kaidanow	Lawrence Singer
Miles Berger	Jed Katz	Jonathan Sirota
Steve Breitman	Dr. Munr Kazmir	Jerry Solomon
Bernard Burkhoff	Charles Kushner	Brian M. Stolar
Phillip Danishefsky	Murray Kushner	Steven Strulowitz
Edward Farbenblum	Joel Leibowitz	Dr. Larry Weinstein
Norman Feinstein	Edward Mosberg*	Dr. Martin Welt
Victor Felzenberg*	David Orbach	Leonard Wilf
Aron Forem	Matthew Oshman	Mark Wilf
Jonathan Goldstein	Darren Oved	Zygi Wilf
Stephen W. Gruhin	Terrance Oved	
David Halpern	Albert M. Rosenhaus	

**EXECUTIVE ADMINISTRATION**

Rabbi Moshe Herson  
*Dean*  
Rabbi Mendel Herson  
*Associate Dean*

**INTL HON. CHAIRMEN**

Charles Bedzow\*  
Ronald S. Lauder

## **ADMINISTRATION**

Rabbi Moshe Herson - Dean

Rabbi Mendel Herson - Associate Dean

Rabbi Zalman Dubinsky - Rosh HaYeshiva, Yeshiva Tiferes Bachurim

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

Rabbi Israel Goldberg- Financial Aid Officer

Mrs. Shoshana Solomon - Registrar

Mrs. Nancy Oh - Bookkeeper

Rabbi Moshe Z. Weisberg - Outside SFA Consultant

Rabbi Hershel Lipsker - Director of Plant Operations

## **FACULTY**

Backman, Rabbi Elimelech - Magid Shiur (Talmud 1), Yeshivas Tomchei Tmimim

Brafman, Rabbi Chaim - Mashpia & Rosh HaKollel, Yeshiva Tiferes Bachurim

Faiden, Rabbi Dovid - Instructor (Talmud 1), Yeshiva Tiferes Bachurim

Dubinsky, Rabbi Zalman - Rosh Hayeshiva, Yeshiva Tiferes Bachurim

Gancz, Rabbi Aharon - Maggid Shiur, Yeshivas Tomchei Tmimim

Hecht, Rabbi Boruch - Recruitment and Student Liaison, Yeshiva Tiferes Bachurim

Lerman, Rabbi Yitzchok - Magid Shiur (Talmud 3), Yeshivas Tomchei Tmimim

Mishulovin, Menachem - Instructor, Yeshiva Tiferes Bachurim

Perlow, Rabbi Aryeh - Magid Shiur (Talmud 1), Yeshivas Tomchei Tmimim

Pewzner, Rabbi Naftoli - Mashpia (Chassidus 4), Yeshivas Tomchei Tmimim

Piekarski, Rabbi Efraim - Mashpia (Chassidus 3), Yeshivas Tomchei Tmimim

Schapiro, Rabbi Chaim - Rosh Hayeshiva, Honors Option and Menahel, Yeshivas Tomchei Timimim.

Spalter, Rabbi Sholom - Magid Shiur (Talmud 4), Yeshivas Tomchei Tmimim

Tenebaum, Rabbi Yitzchok - Mashpia (Chassidus 1), Yeshivas Tomchei Tmimim

Wagner, Rabbi Yakov - Menahel & Magid Shiur (Talmud 2), Yeshiva Tiferes Bachurim



Weinstein, Rabbi Uziel - Magid Shiur, Yeshivas Tiferes Bachurim  
Wilhelm, Rabbi Leima - Magid Shiur (Talmud 3), Yeshivas Tomchei Tmimim  
\*Wilschansky, Rabbi Zalman - Rosh Hayeshiva, Yeshivas Tomchei Timimim  
Zajac, Rabbi Shmuel - Magid Shiur (Talmud 2), Yeshivas Tomchei Tmimim  
Zirkind, Rabbi Dovid- Mashgiach, Yeshivas Tomchei Tmimim

\*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 are the addresses 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
<a href="http://www.Kehotonline.com">www.Kehotonline.com</a>	<a href="http://www.eichlers.com">www.eichlers.com</a>	<a href="http://www.judaicaworld.com">www.judaicaworld.com</a>

### **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 at the secondary level as defined by state law and provide documentation of homeschooling
3. Meet one of the recognized equivalents. Recognized equivalents include:
  - a. GED/TASC/HiSET
  - b. Successful completion of an associate's degree program;
  - c. 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; or
  - d. 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.

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 PROCEDURE**

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.

### **GROUND 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.
- Transfer credits will only be granted if a school transcript from the institution is submitted to Rabbinical College of America

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.

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

All decisions regarding transfer credits are subject to the same procedure 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.

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.
- 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.
- Transfer credits will only be granted if a school transcript from the institution is submitted to Rabbinical College of America
- Credit by examination may occasionally be granted to students who have studied at other institutions and demonstrate mastery of subject matter taught in RCA courses. These students will then be placed at the appropriate academic level as that will place them on par with their class.

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

All decisions regarding transfer credits are subject to the same procedure 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.

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

## **TUITION AND FEES**

*For the current schedule of tuition and fees, 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 a variety of federal and state financial aid programs to its students. Higher Education Solutions oversees the administration of the programs.

Any student who has difficulty meeting his educational costs at Rabbinical College of America may contact Rabbi Sruly Goldberg at the financial aid office. The office is open 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, scholarships and work-study programs. This package consists of the amount of federal and state aid and any scholarships that are offered to an eligible student by the institution to help pay for his education. The institution may also offer a deferred payment plan, which allows the student to spread out the cost of tuition over a period of time.

Federal and State grants are need based, and do not need to be repaid. Similar to grants, institutional scholarships are need based and do not need to be repaid. The Federal Work-Study Program funds part-time employment for eligible students. These programs are explained in detail below.

### ***FEDERAL FINANCIAL AID***

In order to qualify for federal financial aid programs, a 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 his federal tax information transferred directly into his 2024-25 *Free Application for Federal Student Aid* (FAFSA) form, if applying for aid for July 1, 2024, to June 30, 2025;
- sign the certification statement on the FAFSA form stating that he is not in default on a federal student loan, does not owe money on a federal student grant, and will only use federal student aid for educational purposes; and
- show he is qualified to obtain a college or career school education by:
  - ❖ having a high school diploma or a 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 FEDERAL FINANCIAL AID*

To apply for financial aid, a prospective student should complete a FAFSA form, which is available at the financial aid office. The completed application should then be mailed to the designated address. Alternatively, the student can submit the application through FAFSA on the Web at <https://studentaid.gov/h/apply-for-aid/fafsa>.

In addition to the FAFSA form, the student may be required to supply additional documentation, such as a Verification Worksheet, W2 forms, and/or Tax Returns/IRS Tax Transcripts, to verify the information reported on the FAFSA.

Awards are made for one academic year at a time and are not automatically renewable. Students must reapply each year before the application deadline, as noted below.

#### *FEDERAL FINANCIAL AID NEED*

Eligibility for Title IV federal programs is based on a process called need analysis. Need analysis is the process of assessing the amount of assistance a student will require to supplement the resources expected to be available from the student and his parents, if applicable.

The student's need is calculated based on the formulas developed by the Department of Education. Need is determined by subtracting the contributions expected from the student and his parents, if applicable, from the total cost of attendance (COA). The total financial aid awarded to a student usually cannot exceed the student's need.

To calculate need, a determination is first made as to whether the student is dependent or independent of his parents, as determined by the answers to specific questions on the FAFSA. The student is advised to read the FAFSA instructions carefully before answering any questions, and to consult with the institution's financial aid staff if needed.

Once dependency is determined, the student's contribution is assessed. For an independent student, the student's contribution is based on his (and his spouse's) income as reported on his tax return, and assets, as applicable. Certain allowances are allocated against his income, such as income protection allowance (IPA), which is a living allowance based on family size, taxes paid and other relevant factors.

For a dependent student, his contribution is based on his income, as reported on his tax return, and assets, as applicable. Certain allowances such as an IPA and other relevant factors, as previously described, are allocated against his income. A parental contribution is also assessed, based on his parents' income, as reported on their tax return, and their assets, as applicable. Allowances are allocated against his parents' income, as detailed above

The parental contribution, where applicable, is added to the student contribution, to yield the Student Aid Index (SAI).

The student's budget or cost of education is calculated based on the COA plus a standard allowance for living expenses, which depends on whether the student lives on campus, with his parents, or has other arrangements. The SAI is then subtracted from the student's total budget. The result is known as the student's "need".

Under certain circumstances, based on poverty guidelines, the student may automatically be eligible for a maximum or minimum Pell grant (max or min Pell).

### Professional Judgment

In addition to the financial aid "need" process described above, there are additional circumstances that may be considered under a process known as professional judgment (PJ). There are two categories of PJ, special circumstances and unusual circumstances.

To initiate a PJ request for special circumstances, the student and/or his parent must submit documentation of these circumstances to the financial aid office. Among other changes that could impact the student's ability to pay for college, special circumstances might 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 his household. These expenses can be taken into account by the financial aid staff to adjust the data elements in the COA or in the



SAI calculation. This process can be initiated at the parent's or student's request after the student's initial eligibility has been determined, and verification has been completed, if applicable.

The category of unusual circumstances refers to conditions that justify a financial aid administrator (FAA) adjusting a student's dependency status based on a unique situation, more commonly referred to as a dependency override. Examples of unusual circumstances could include human trafficking, refugee or asylee status, parental abandonment or incarceration. If a student indicates they have unusual circumstances, the FAFSA Processing System (FPS) will consider the student to be provisionally independent and will allow them to fill out the FAFSA form as an independent student. The student will then submit any supporting documentation to the financial aid office for review. The FAA will assess the documentation and determine if the student's circumstances make him eligible for a dependency override.

A student 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 2024-25 award year, a student is independent if, at any time on or after July 1, 2023, 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 his 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 his FAFSA he is unaccompanied and homeless, or at risk of being homeless (without a designation from a specified entity), the FPS will allow him to complete the form without parent 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.

If a student is determined to be independent due to his unaccompanied homeless youth status, the institution will presume him to be independent for each subsequent award year at the same institution, unless the student informs the school that his circumstances have changed, or the school has conflicting information.

#### *FEDERAL APPLICATION DEADLINE*

While FAFSA applications may be submitted until June 30, 2025, students may be required to submit their application earlier, 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. Late submissions may delay the processing of a student's application. More important, the funds for some programs are limited and will be distributed with priority given to those students who submit their application in a timely fashion.

Only in specific situations may a student update or be required to update certain types of information that he has entered on his application, such as dependency status and household size. Any such changes should be discussed with the financial aid office.

## *FEDERAL AID PROGRAMS*

### *Federal Pell Grant Program*

The Federal Pell Grant Program provides grants to undergraduate students. These grants do not have to be repaid. This program is an “entitlement” which means that each eligible student who attends an eligible 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 is eligible for is based on the SAI, which is generated by a federally mandated formula, as explained above.

Financial aid disbursements in the Federal Pell Grant Program are scheduled at the beginning of each semester, provided that all paperwork has been submitted and is complete. A student generally receives half of his scheduled award during the first semester and the other half during the second semester.

With the availability of Year-Round Pell, students can receive Federal Pell Grant funds for up to 150% of their Pell Grant Scheduled Award for an award year. An eligible student may receive a Federal Pell Grant for the summer semester, even if he received 100% of his scheduled Federal Pell Grant award during the fall and spring semesters.

Students whose paperwork is completed during the second or third semester may be paid retroactively for previous semesters in the same academic year.

The amount of Federal Pell Grant funds a student may receive over his lifetime is limited by federal law to 600%. If a student's lifetime eligibility used (LEU) equals 600%, the student can no longer receive Pell Grant funding.

Payments from the Federal Pell Program will either be made by credit to the student's tuition account or by direct disbursement to the student. Students will be

informed in writing of the expected amount of these payments. Students may inspect their tuition records 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 campus-based programs in which the institution participates are:

FSEOG - Federal Supplemental Educational Opportunity Grants

FWS - Federal Work Study

In these programs, fixed sums are allocated to each school based on various factors, including its size. The institution 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 initial packaging deadlines, (as posted in the school), may be too late to receive any funds from these programs.

The Federal Supplemental Education Opportunity Grant is a campus-based grant program available to undergraduate students. Awards, when available, can range from \$100 to \$4,000 per award year.

Financial aid disbursements in the FSEOG Program are scheduled at the beginning of each semester, provided that all paperwork has been submitted and is complete. A student generally receives one half of his 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 paid retroactively for the first semester. However, students should keep in mind the strong likelihood that there may be limited FSEOG funds available by that time. FSEOG must be packaged and disbursed while the student is enrolled. Payments from the FSEOG program will be made by credit to the student's tuition account.

Generally, the funds are matched 25% non-federal funds to 75% federal funds. However, if in a particular academic year, the institution is granted a waiver of the nonfederal share requirement, the institution may choose not to provide the nonfederal match. Students will be informed of the expected amounts of these payments in writing and may inspect their tuition records during regular hours at the business office.

The Federal Work Study Program is an employment program. Funds are allocated to schools as part of the campus-based programs as explained above. Eligible students are offered part-time employment, which must take place outside of school hours. The financial aid office, in consultation with the faculty, determines if a student is eligible for employment, based on his ability to fulfill his academic responsibilities with the added burden of employment. Employment is also contingent on student qualifications for the positions available.

Disbursements from the FWS program are structured as monthly payroll payments. These payments are distributed over the course of the student's work schedule and are paid directly to the student. Students who wish to use their FWS wages to cover their educational expenses may request an authorization form from the financial aid office.

Typically, FWS funds are matched 25% nonfederal to 75% federal funds. As with FSEOG funds, if the institution is granted a waiver of the nonfederal share requirement in a particular academic year, the institution may choose not to provide the nonfederal match.

## **FEDERAL STUDENT LOANS**

The Federal Direct Loan program offers loans to students, which must be paid back with interest, to help cover their education related expenses. There are two categories of direct loans - subsidized, where the government pays the interest that accrues while the student is in school and unsubsidized - where the student is

responsible for the interest that accrues while he is in school. Loans are only given to students who demonstrate willingness to repay. Direct PLUS loans are unsubsidized direct loans which are given to the parents of an eligible student who would like to help pay for the student's expenses in this manner.

Although the school is eligible to participate in the federal loan programs, the school discourages students and parents from taking out loans. The institution encourages its students to apply for the federal, state, and institutional financial aid grant programs before considering the option of student loans and makes every effort to assist students with their direct educational needs. Students who are considering taking out loans should contact the financial aid office for a detailed list of eligibility requirements, available loan amounts, and sample repayment schedules.

### ***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, 2024, to be considered for fall and spring awards. New applicants who apply by February 15, 2025, will be considered for spring awards only. Renewal applications for TAG for fall and spring awards must be submitted by June 1, 2024. Renewal applicants who apply by February 15, 2025, 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 inspect their tuition records at the business office during regular business hours.

## **INSTITUTIONAL SCHOLARSHIPS**

Institutional scholarships may be available to students who have exhausted all other avenues of assistance and are still unable to pay their direct educational charges.

Students and their parents, if applicable, are expected to contribute towards the student's education, based upon their ability to pay, as determined by formulas explained above. Students who apply for other types of financial aid will automatically be considered for institutional scholarships. Students who do not apply for other financial aid programs may contact the financial aid office to apply for institutional scholarships.

## **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, Halachic 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. grade
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.

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

**Introductory Level**

	<u>FA Semester</u>	<u>SP Semester</u>	<u>SU Semester</u>
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:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>12 credits</u>	<u>24 credits</u>	<u>36 credits</u>

**Beginner Level**

	<u>FA Semester</u>	<u>SP Semester</u>	<u>SU Semester</u>
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:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>48 credits</u>	<u>60 credits</u>	<u>72 credits</u>

**Intermediate Level**

	<u>FA Semester</u>	<u>SP Semester</u>	<u>SU Semester</u>
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:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>84 credits</u>	<u>96 credits</u>	<u>108 credits</u>

**Senior Level**

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

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 are of limited Jewish background, however, the course content is modeled after corresponding courses in the Advanced Talmud Program. The Tomchei Tmimim Advanced Talmud Program consists of a conventional Talmudic research program in conjunction with intensive study of Chabad philosophy. The structure is similar, and the difference between the two programs lies chiefly in the intensiveness of the academic endeavor. In addition, the fourth and fifth 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 of study FA = fall semester, SP = spring semester and SU = summer semester.

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 semester.



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.

All first year courses are content oriented and are offered in a structured classroom setting. Students begin to develop insight into Talmudic methodology by exposure to master Roshei Yeshiva. A great deal of emphasis is placed upon remediation and support, often by senior students whose own skills are honed by working with younger, less experienced individuals. Care is taken to ensure that students lay a sound foundation for further scholarly work; through courses in introduction to Chassidus and Kitzur Shulchan Aruch, which are prerequisites to the programs offered in subsequent years.

By the second year, students are expected to be able to cope with the demands of the Mishna and Elementary Codes on their own. Courses such as Jewish Law and Chassidic Thought are now offered on a far more sophisticated level, tracing the development of ideas from the Talmud and the Bible, as well as demanding demonstration of skills and textual analysis and original interpretation, which are the hallmark of the serious Talmudic student.

The third year finds the student in an environment very closely resembling that of the Advanced Talmud Program. Classroom presentations are reduced and the center of activity shifts to the Beth Medrash, the common study hall, where interactive group learning takes place.

During the fourth year, students generally operate at the level characteristic of the senior Beth Medrash. The demands on the students are precisely those of a student in the Advanced Talmud Program, although the breadth and scope of the latter's background knowledge are as a rule, superior. Students are required to participate in seminars and to prepare presentations of their own insights and preliminary research.

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, Yiddish, 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 difference between the two programs lies chiefly in the intensiveness of the academic endeavor.

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 that 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**

The first exposure to the Talmud for students of limited background. Familiarization with a typical page; sample controversies, the elements of textual analysis; introduction to the commentary of Tosfos.

**TTBI2\*SP                      Logic of Talmud II    3 Credits**

This course is a continuation of *TTBI1\*FA*. Students continue to become familiar with the Talmud and acquaint themselves with analyzing the commentary of Tosfos.

**TTBI3\*SU                      Talmud Analysis I    3 Credits**

Introduction to the earlier commentaries such as the Rosh, Rif, Ran, and N'mukai Yosaif. Elements of library research; independent study under Roshei Yeshiva guidance and supervision. Analytic study of tractate selected for the year.

**TTBI4\*FA                      Talmud Analysis II    3 Credits**

This course is a continuation of *TTBI3\*SU*. Additional reference to earlier commentaries such as Maimonides, Nachmanides and Ritvo.

**TTBI5\*SP                      Classical Commentaries in Talmud    3 Credits**

Introduction to the later commentaries such as Shitah Mikubetzes, P'nei Yehoshua, K'tzos Hachoshen and Nesivos Hamishpot.

**TTBI6\*SU                      Explorations of Talmudic thought    3 Credits**

This course is a continuation of *TTBI5\*SP*. Introduction to the complexities of the Pilpul style of scholarship. Students spend full time in the Beth Medrash and are permitted to participate in the senior seminar. Students are encouraged to study on their own and are expected to participate at the senior seminar as observers.

**TTBI7\*FA                      Progression of Talmudic Law                      3 Credits**

Students are expected to function at the senior level of a conventional Beth Medrash. Every student will present at least one seminar during the term and will be judged on the basis of originality as well as facility with the tractate.

**TTBI8\*SP                      Nuances of Talmudic dialect                      3 Credits**

This course is a continuation of *TTBI7\*FA*. Students are expected to offer at least one seminar during the term, to be available for tutoring introductory Talmud, and to stand for examination to establish their ability to engage in independent Talmudic research.

**TTBI9\*SU                      Structure of Talmud disputation I                      3 Credits**

**TTBI10\*FA                      Structure of Talmud disputation II                      3 Credits**

**Talmud Survey**

**TTBS1\*FA                      Research in Talmud I                      3 Credits**

The Talmud survey courses focus on another chapter in the tractate, which the Rosh Yeshiva feels is important to study. This is a different chapter than is being studied in the Talmud Intensive course. The course focuses on skill building and familiarity with the structure of the Talmud. The pace is faster and only includes the commentary of Rashi.

**TTBS2\*SP                      Research in Talmud II                      3 Credits**

This course is a continuation of *TTBS1\*FA* and also focuses on another chapter in the tractate which the Rosh Yeshiva feels is important to study. The pace is faster and only includes the commentary of Rashi. The course also focuses on skill

building and familiarity with the structure of the Talmud. Thus, it solidifies the skills building and familiarity with the structure of the Talmud.

**TTBS3\*SU                      Scope of Talmudic Deliberation I                      3 Credits**

In this course, the students continue studying an additional chapter, with Rashi, increasing their breadth of Talmud knowledge. The students also review the chapter being studied thus enriching their Talmudic vocabulary. This also improves the students' familiarity of the Talmud's logical give-and-take.

**TTBS4\*FA                      Scope of Talmudic Deliberation II                      3 Credits**

This course is a continuation of *TTBS3\*SU*. The students continue studying an additional chapter, with Rashi, further increasing their breadth of Talmud knowledge. The students review the chapter being studied thus further enriching their Talmudic vocabulary. This improves the students' familiarity of the Talmud's logical give-and-take.

**TTBS5\*SP                      Areas of Talmud Application                      3 Credits**

The students continue developing the tools and their ability to interpret Talmudic texts. The course further builds the students' knowledge of a variety of sugyas (topics).

**TTBS6\*SU                      Recordings of History in Talmud                      3 Credits**

This course is a continuation of *TTBS5\*SP*. The students continue developing the tools and their ability to interpret Talmudic texts. The course further builds the students' knowledge of a variety of sugyas (topics).

**TTBS7\*FA                      Life lessons from the Talmud                      3 Credits**

The students are expected to have developed in the previous two years the skills needed to independently learn Talmudic texts. He maintains his own pace and aims to cover as much of the tractate as possible within the limitations of the semester.

**TTBS8\*SP                      Compare & Contrast Talmudic texts                      3 Credits**

This course is a continuation of *TTBS7\*FA*. The students have developed in the previous years the skills needed to independently learn Talmudic texts. He maintains his own pace and aims to cover as much of the tractate as possible within the limitations of the semester. The breadth of study provides the student with a sense of accomplishment and positive reinforcement for further Talmud study.

**TTBS9\*SU                      Origins of Talmudic discourse I                      3 Credits**

**TTBS10\*FA                      Origins of Talmudic discourse II                      3 Credits**

*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.

The first two semesters introduce the student to the classic legal works. 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 basic text is the Kitzur Shulchan Aruch, an abridged Code of Law. Subsequent courses are based on the Shulchan Aruch HaRav. The emphasis is on the application of judicial principles to contemporary problems, particularly to technical and social innovations, etc.

#### LAW COURSE DESCRIPTIONS

**LTB1FA                      Overview of Jewish Law I                      2 Credits**

Introduction to the body of Jewish law as excerpted in the Kitzur Shulchan Aruch. Historical background of the development of the law, its relation to and derivation from the Bible, the Mishna, and the Talmud. Daily rituals.

**LTB2SP                      Overview of Jewish Law II                      2 Credits**

This course is a continuation of *LTB1FA*. Study of the Kitzur Shulchan Aruch with emphasis on practical application. Sabbath and holiday customs. By the end of the course, students should be able to consult this material independently.

**LTB3SU                      The laws of Shabbos I                      2 Credits**

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

**LTB4FA                      The laws of Shabbos II                      2 Credits**

This course is a continuation of *LTB3SU*. The student continues to study the language and general subject matter of the text, of the Shulchan Aruch HaRav, to gain a general comprehension of the material.

**LTB5SP                      The laws of Shabbos III                      2 Credits**

The students continue to study the text of the Shulchan Aruch HaRav. On this level, they are expected to study various categories of the text with an eye towards their practical daily application.

**LTB6SU                      The laws of Shabbos IV                      2 Credits**

This course is a continuation of *L131A*.

**LTB7FA                      Kosher Dietary Laws I                      2 Credits**

The student continues to study the text of the Shulchan Aruch HaRav, in greater depth and discusses their application with peers and teachers.

**LTB8SP                      Kosher Dietary Laws II                      2 Credits**

This course is a continuation of *LTB7FA*

**LTB9SU                      Kosher Dietary Laws III                      2 Credits**

**LTB10FA                      Kosher Dietary Laws IV                      2 Credits**

*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 Tanya and Maamorim/Sichos 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 is an introduction to Chassidus and a foundation to all of the Maamorim and Tanya courses. Chassidus and its relation to the other major philosophical systems; an overview of the principles and problems.

**ETB2SP                      Life Lessons of Chasidic Mysticism II                      3 Credits**

This course is a continuation of *ETB1FA*. Students are expected to do readings on their own and make two presentations in the course of the term.

**ETB3SU Structure of the Kabalistic Universe - Seder Hishtalshilus I 3 Credits**

The basic writings and teachings of the masters of the Chassidic movement including the Baal Shemtov, the Maggid of Mezritch and Rabbi Shneur Zalman of Liadi.

**ETB4FA Structure of the Kabalistic Universe - Seder Hishtalshilus II 3 Credits**

This course is a continuation of *ETB3SU* More writings of Chassidic masters.

**ETB5SP                      Balanced sense of Self in Chasidic thought                      3 Credits**

Writings of the founders of Chabad Chassidus. Chabad Chassidus contrasted with other philosophical and Kabbalistic systems. Lectures by visiting authorities of the Chabad system.

**ETB6SU                      Living a life of Joy                      3 Credits**

This course is a continuation of *ETB5SP*.

**ETB7FA                      Responsibility of community activism as expressed through  
Chassidic Thought                      3 Credits**

In-depth exploration of the classical problems of Jewish Philosophy and Jewish Ethics. Philosophical discussions on Talmud.

**ETB8SP                      Personal vs communal development                      3 Credits**

This course is a continuation of *ETB7FA*. Students are expected to demonstrate mastery of both content and methodology sufficient to pursue study on their own.

**ETB9SU                      Jewish approach to understanding relationships I                      3 Credits**

**ETB10FA                      Jewish approach to understanding relationships II                      3 Credits**

#### PHILOSOPHY COURSE DESCRIPTIONS

**PTB1FA                      Concepts of Chasidic Philosophy I                      1 Credit**

Introduction to the major work of Chabad; discussion of historic milieu, its place in general philosophy of Chabad, superficial glossing of the simpler chapters.

Students are expected to begin to do some independent reading by the end of the term.

**PTB2SP                      Concepts of Chasidic Philosophy II                      1 Credit**

This course is a continuation of *PTB1FA*. Dealing with the more difficult sections of Tanya. The emphasis is on coverage of the entire text to provide students with background for in-depth study in advanced courses (later commentaries on Tanya).

**PTB3SU                      Constructs of Relationships in Jewish Philosophy I                      1 Credit**

In-depth analysis of the work of the Tanya. Emphasis on the development of a deep understanding rather than on coverage of ground.

**PTB4FA                      Constructs of Relationships in Jewish Philosophy II                      1 Credit**

This course is a continuation of *PTB3SU*. The lecture format is modified to encourage independent study by students.

**PTB5SP                      Personality types in Jewish Philosophy                      1 Credit**

Students are expected to study the text on their own and have extensive interaction with the instructor; the emphasis is on development of analytical skills.

**PTB6SU    Appreciating spirituality within the physical sphere                      1 Credit**

This course is a continuation of *PTB5SP*. Students are required to participate in seminars. Exposition on teachings of Tanya by later Chabad scholars.

**PTB7FA Authors of Jewish Philosophy that have impacted Chasidic thought**  
**1 Credit**

Students are expected to lead seminars, to be able to apply concepts to modern day problems and to tutor introductory students in the subject.

**PTB8SP The Chasidic approach to Cognitive Behavior 1 Credit**

This course is a continuation of *PTB7FA* however the emphasis is on independent study.

**PTB9SU Chasidic perspectives on emotional regulation I 1 Credit**

**PTB10FA Chasidic perspectives on emotional regulation II 1 Credit**

**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 this 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	<u>1 Credit</u>
		<b>12 Credits</b>

***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	<u>1 Credit</u>
		<b>12 Credits</b>

***Summer Semester***

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	<u>1 Credit</u>
		<b>12 Credits</b>

*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	<u>1 Credit</u>

**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 Semester***

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

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	<u>1 Credit</u>
		<b>12 Credits</b>

***Summer Semester***

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	<u>1 Credit</u>
		<b>12 Credits</b>

*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	<u>1 Credit</u>
		<b>12 Credits</b>

*Cumulative Total: 120 credits*

Bachelor of Religious Education awarded for 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**

	<u>FA Semester</u>	<u>SP Semester</u>	<u>SU Semester</u>
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:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>12 credits</u>	<u>24 credits</u>	<u>36 credits</u>

**Beginner Level**

	<u>FA Semester</u>	<u>SP Semester</u>	<u>SU Semester</u>
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:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>48 credits</u>	<u>60 credits</u>	<u>72 credits</u>

**Intermediate Level**

	<u>FA Semester</u>	<u>SP Semester</u>	<u>SU Semester</u>
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:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>84 credits</u>	<u>96 credits</u>	<u>108 credits</u>

**Senior Level**

	<u>FA Semester</u>	<u>SP Semester</u>	<u>SU Semester</u>
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:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>120 credits</u>	<u>132 credits</u>	<u>144 credits</u>

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 and fifth year students may enroll in a Rabbinic Ordination Honors Program to major in Halacha concluding with Semicha.

### *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 and 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 student 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 and fifth 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 that of 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 all 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 study 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 described honors courses 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                      3 Credits**

This course is the introductory Talmud Intensive Eeyun course in the Advanced Talmud Program. The students are guided in making the transition from their high school training to independent study and preparation of the tractate. The tractate is dealt with in great depth with emphasis on developing sophisticated textual analytical skills.

**T211\*SP                      Introductory Talmud Intensive                      3 Credits**

This course is a continuation of *T211\*FA*. The tractate is further studied in great depth with an emphasis on developing sophisticated textual analytical skills.

**T211\* SU                      Introductory Talmud Intensive                      3 Credits**

This course is a continuation of *T211\*SP*. Students continue to develop their analytical abilities in preparation and review of the text, with guidance from their



instructor. Although still concentrating on the simple meaning, the student is already far more deeply involved with other commentaries.

**T221\*FA                      Beginning Talmud Intensive                      3 Credits**

This course is a continuation of *T211\*SU*. The students are encouraged to do a certain degree of private research into various interpretations of the Talmud from Earlier and Later Commentaries.

**T221\*SP                      Beginning Talmud Intensive                      3 Credits**

This course is a continuation of *T221\*FA*. This course emphasizes the development of the skills characteristic of the serious Talmud scholar. Students begin demonstrating their mastery of the complexity of “Lomdus” (advanced Talmudical reasoning and analysis) and are encouraged to participate in the Senior Seminar as observers.

**T221\* SU                      Beginning Talmud Intensive                      3 Credits**

This course, a continuation of *T221\*SP*, further emphasizes the development of the skills characteristic of the serious Talmud scholar. Students are expected to demonstrate their mastery of the complexity of “Lomdus” (advanced Talmudical reasoning and analysis) and are encouraged to participate in the Senior Seminar as observers.

**T231\*FA                      Intermediate Talmud Intensive                      3 Credits**

This course, a continuation of *T221\* SU*, focuses on perfecting the student’s knowledge of Talmudic methodology through the commentaries of Rashi and Tosephos. Emphasis is on in-depth comprehension of the material. Students are expected to contribute written summaries of their original work.

**T231\* SP                      Intermediate Talmud Intensive                      3 Credits**

This course is a continuation of *T231\*FA*. This course further expands on perfecting the students' knowledge of Talmudic methodology. Emphasis is on in-depth comprehension of the material, and the students contribute written summaries of their original work.

**T231\* SU                      Intermediate Talmud Intensive                      3 Credits**

In this course, a continuation of *T231\* SP*, students are expected to be capable of studying entirely on their own. Lectures and interaction with the faculty are designed to prepare the students for graduate work in Talmud. Group seminars meet weekly, giving the students the opportunity to present and defend their conclusions.

**T241\*FA                      Senior Talmud Intensive                      3 Credits**

In this course, a continuation of *T231\* SU*, students are expected to be capable of studying entirely on their own. Lectures are designed to prepare the student for graduate work in Talmud. There are group seminars weekly, and this gives the students an opportunity to present and defend their conclusions.

**T241\* SP                      Senior Talmud Intensive                      3 Credits**

**T241\* SU                      Senior Talmud Intensive                      3 Credits**

**Talmud Survey**

**T212\*FA                      Introductory Talmud Survey                      3 Credits**

The Talmud survey courses focus on another chapter in the tractate which the Rosh Yeshiva feels is important to study. This is a different chapter than is being

studied in the Talmud Intensive course. The course focuses on skill building and familiarity with the structure of the Talmud. The pace is faster and only includes the commentary of Rashi.

**T212\*SP                      Introductory Talmud Survey                      3 Credits**

This course is a continuation of *T212\*FA* and also focuses on another chapter in the tractate which the Rosh Yeshiva feels is important to study. The pace is faster and only includes the commentary of Rashi. The course also focuses on skill building and familiarity with the structure of the Talmud. Thus, it solidifies the skills building and familiarity with the structure of the Talmud.

**T212\*SU                      Introductory Talmud Survey                      3 Credits**

In this course, a continuation of *T212\*SP*, the students continue studying an additional chapter, with Rashi, increasing their breadth of Talmud knowledge. The students also review the chapter being studied thus enriching their Talmudic vocabulary. This also improves the students' familiarity of the Talmud's logical give-and-take.

**T222\*FA                      Beginning Talmud Survey                      3 Credits**

This course is a continuation of *T212\*SU*. The students continue studying an additional chapter, with Rashi, increasing their breadth of Talmud knowledge. The students also review the chapter being studied thus enriching their Talmudic vocabulary. This further improves the students' familiarity of the Talmud's logical give-and-take.

**T222\*SP                      Beginning Talmud Survey                      3 Credits**

In a continuation of *T222\*FA*, the students continue developing the tools and ability to interpret Talmudic texts. The course further builds the students knowledge of a variety of sugyas (topics).

**T222\* SU                      Beginning Talmud Survey                      3 Credits**

This course is a continuation of *T222\*SP*. The students continue developing the tools and their ability to interpret Talmudic texts. The course further builds the students' knowledge of an assortment of related sugyas (topics).

**T232\*FA                      Intermediate Talmud Survey                      3 Credits**

A continuation of *T222\* SU*. The students are expected to have developed in the previous two years the skills needed to independently learn Talmudic texts. They maintain their own pace and aim to cover as much of the tractate as possible within the limitations of the semester.

**T232\*SP                      Intermediate Talmud Survey                      3 Credits**

This course is a continuation of *T232\*FA*. The students are expected to have developed in the skills needed to independently learn Talmudic texts. They maintain their own pace and aim to cover as much of the tractate as possible within the limitations of the semester.

**T232\*SU                      Intermediate Talmud Survey                      3 Credits**

In this course, a continuation of *T232\*SP*, the students are expected to choose at least one other tractate to study and cover significant amounts of text with various commentaries. This will broaden their knowledge and prepare them to continue survey study of the complete Talmud in the future. This breadth of study will provide students with a sense of accomplishment and positive reinforcement for further Talmud study.

**T242\*FA                      Senior Talmud Survey                      3 Credits**

A continuation of T232\*SU The students are expected to choose at least one other tractate to study and cover significant amounts of text with various commentaries. This will broaden their knowledge and prepare them to continue survey study of the complete Talmud in the future. Besides providing the student with a sense of accomplishment, this course focuses on preparing the students for the transition to higher-level academic programs.

**T242\* SP                      Senior Talmud Survey                      3 Credits**

**T242\* SU                      Senior Talmud Survey                      3 Credits**

*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 Iyun of Halcha 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                      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.

**L211 SP                      Introductory Jewish Law                      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.

**L211 SU                      Introductory Jewish Law                      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.

**L221FA                      Beginning Jewish Law                      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.

**L221SP                      Beginning Jewish Law                      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.

**L221 SU                      Beginning Jewish Law                      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.

**L231FA                      Intermediate Jewish Law                      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.

**L231SP                      Intermediate Jewish Law                      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.

**L231SU**                      **Intermediate Jewish Law**                      **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.

**L241FA**                      **Senior Jewish Law**                      **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.

**L241 SP**                      **Senior Jewish Law**                      **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.

**L241 SU**                      **Senior Jewish Law**                      **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.

*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                      3 Credits**

This course is a Girsas (Bekiyus) class, the students learn Sefer Hamamorim Likutim from the seventh Lubavitcher Rebbe, Rabbi Menachem Mendel Schneerson, at a

quick pace. The Maamorim are based on Parshas Hashavuh, on this level the students study 4-5 Maamorim a week.

**E211SP                      Introductory Jewish Ethics                      3 Credits**

This course is a continuation of E211FA.

**E211SU                      Introductory Jewish Ethics                      3 Credits**

This course is a continuation of E211SP. It is a Girsas (Bekiyus) class, the students learn Sefer Hamamorim Likutim from the seventh Lubavitcher Rebbe, Rabbi Menachem Mendel Schneerson, at a quick pace. The Maamorim are based on Parshas Hashavuh, on this level the students study 5-7 Maamorim a week.

**E221FA                      Beginning Jewish Ethics                      3 Credits**

This course is a continuation of E221SU.

**E221SP                      Beginning Jewish Ethics                      3 Credits**

This course is a continuation of E221FA. It is a Girsas (Bekiyus) class, the students learn Sefer Hamamorim Likutim from the seventh Lubavitcher Rebbe, Rabbi Menachem Mendel Schneerson, at a quick pace. The Maamorim are based on Parshas Hashavuh, on this level the students study 7-10 Maamorim a week.

**E221SU                      Beginning Jewish Ethics                      3 Credits**

This course is a continuation of E231A.

**E231FA Intermediate Jewish Ethics 3 Credits**

This course, a continuation of E221SU is a Girsas (Bekiyus) class, the students learn Sefer Hamamorim Likutim from the seventh Lubavitcher Rebbe, Rabbi Menachem Mendel Schneerson, at a quick pace. The Maamorim are based on Parshas Hashavuh, on this level the students study 8-11 Maamorim a week.

**E231SP Intermediate Jewish Ethics 3 Credits**

This course is a continuation of E231FA.

**E231SU Intermediate Jewish Ethics 3 Credits**

This course is a continuation of E231SP.

**E241FA Senior Jewish Ethics 3 Credits**

This course is a continuation of E231SU and a Girsas (Bekiyus) class. The students learn Sefer Toras Menachem from the seventh Lubavitcher Rebbe, Rabbi Menachem Mendel Schneerson, at a quick pace. The Maamorim are based on Parshas Hashavuh, on this level the students study 10-13 Maamorim a week.

**E241SP Senior Jewish Ethics 3 Credits**

This course is a continuation of E241FA.

**E241 SU Senior Jewish Ethics 3 Credits**

This course is a continuation of E241SP.

## JEWISH PHILOSOPHY COURSE DESCRIPTIONS

**P211FA                      Introductory Jewish Philosophy                      1 Credit**

The Introductory level students learn Sefer Derech Mitzvasacha written by the Tzmach Tzakak, who was the third Rebbe of Lubavitch. The course focuses on the methodology of philosophical research and introduces the student to the terminology and fundamental concepts of philosophy.

**P211SP                      Introductory Jewish Philosophy                      1 Credit**

This course is a continuation of P211FA.

**P211SU                      Introductory Jewish Philosophy                      1 Credit**

This course is a continuation of P211SP. Students begin to learn the Sefer Hamshachim from the Rebbe Rasha"b, the fifth Rebbe of Lubavitch. The sefer is divided by years with each "year" being more complex than the previous one. On this level the students study the first level of the Sefer, the "year" Tarna"t.

**P221FA                      Beginning Jewish Philosophy                      1 Credit**

This course is a continuation of P221SU.

**P221SP                      Beginning Jewish Philosophy                      1 Credit**

A continuation of P221FA, the students continue to learn the Sefer Hamshachim from the Rebbe Rasha"b and move on to learn the next, more complex levels of "years" Tarna"s, Tarsa"b, and Tarsa"g.

**P221SU                      Beginning Jewish Philosophy                      1 Credit**

This course is a continuation of P221SP.

**P231FA                      Intermediate Jewish Philosophy                      1 Credit**

This course is a continuation of P221SU. The students continue to study the Sefer Hamshachim from the Rebbe Rasha”b. They move on to learn the more difficult sections, focusing on the “year” Tars”a.

**P231SP                      Intermediate Jewish Philosophy                      1 Credit**

This course is a continuation of P231FA.

**P231SU                      Intermediate Jewish Philosophy                      1 Credit**

This course is a continuation of P241SP.

**P241FA                      Senior Jewish Philosophy                      1 Credit**

A continuation of P231SU. On this level the students study the most complex level of Sefer Hamshachim from the Rebbe Rasha”b the “year” Tarsa”v.

**P241SP                      Senior Jewish Philosophy                      1 Credit**

This course is a continuation of P241FA.

**P241SU                      Senior Jewish Philosophy                      1 Credit**

This course is a continuation of P241SU.

*SAMPLE CURRICULUM ADVANCED TALMUD PROGRAM – TOMCHEI TMIMIM*

**YEAR 1**

***Fall Semester***

T211*FA	Introductory Talmud Intensive	3 Credits
T212*FA	Introductory Talmud Survey	3 Credits
L211FA	Introductory Jewish Law	2 Credits
E211FA	Introductory Jewish Ethics	3 Credits
P211FA	Introductory Jewish Philosophy	<u>1 Credit</u>
		<b>12 Credits</b>

***Spring Semester***

T211*SP	Introductory Talmud Intensive	3 Credits
T212* SP	Introductory Talmud Survey	3 Credits
L211 SP	Introductory Jewish Law	2 Credits
E211 SP	Introductory Jewish Ethics	3 Credits
P211 SP	Introductory Jewish Philosophy	<u>1 Credit</u>
		<b>12 Credits</b>

***Summer Semester***

T211* SU	Introductory Talmud Intensive	3 Credits
T212* SU	Introductory Talmud Survey	3 Credits
L211 SU	Introductory Jewish Law	2 Credits
E211 SU	Introductory Jewish Ethics	3 Credits
P211 SU	Introductory Jewish Philosophy	<u>1 Credit</u>
		<b>12 Credits</b>

*Cumulative Total: 36 credits*

**YEAR 2**

***Fall Semester***

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

E221FA	Beginning Jewish Ethics	3 Credits
P221FA	Beginning Jewish Philosophy	<u>1 Credit</u>
		<b>12 Credits</b>

***Spring Semester***

T221*SP	Beginning Talmud Intensive	3 Credits
T222*SP	Beginning Talmud Survey	3 Credits
L221SP	Beginning Jewish Law	2 Credits
E221SP	Beginning Jewish Ethics	3 Credits
P221SP	Beginning Jewish Philosophy	<u>1 Credit</u>
		<b>12 Credits</b>

***Summer Semester***

T221* SU	Beginning Talmud Intensive	3 Credits
T222* SU	Beginning Talmud Survey	3 Credits
L221 SU	Beginning Jewish Law	2 Credits
E221 SU	Beginning Jewish Ethics	3 Credits
P221 SU	Beginning Jewish Philosophy	<u>1 Credit</u>
		<b>12 Credits</b>

*Cumulative Total: 72 credits*

**YEAR 3**

***Fall Semester***

T231*FA	Intermediate Talmud Intensive	3 Credits
T232*FA	Intermediate Talmud Survey	3 Credits
L231FA	Intermediate Jewish Law	2 Credits
E231FA	Intermediate Jewish Ethics	3 Credits
P231FA	Intermediate Jewish Philosophy	<u>1 Credit</u>
		<b>12 Credits</b>

***Spring Semester***

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

L231 SP	Intermediate Jewish Law	2 Credits
E231 SP	Intermediate Jewish Ethics	3 Credits
P231 SP	Intermediate Jewish Philosophy	1 Credit
		<b>12 Credits</b>

***Summer Semester***

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

*Cumulative Total: 108 credits*

**YEAR 4**

***Fall Semester***

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

***Spring Semester***

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

***Summer Semester***

T241* SU	Senior Talmud Intensive	3 Credits
T242* SU	Senior Talmud Survey	3 Credits



L241 SU	Senior Jewish Law	2 Credits
E241 SU	Senior Jewish Ethics	3 Credits
P241 SU	Senior Jewish Philosophy	<u>1 Credit</u>
		<b>12 Credits</b>

*Cumulative Total: 144 credits*

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

## *RABBINIC ORDINATION HONORS PROGRAM*

The Rabbinic Ordination Honors Program is an option in the Tomchei Tmimim Advanced Talmud Program that focuses on the study of Jewish Law and its practical applications. In the program's curriculum (see above), courses of intensive study of Jewish Law replace courses in Talmud survey. The Rabbinic Ordination Honors Program option is a one year course of study that is offered as a stand- alone program or within the Bachelor of Talmudic Studies program. To earn the Bachelor of Talmudic Studies, a student must meet the 144 credit requirement and the academic residency requirement. Students who take the one year course of study as a stand- alone option will receive Semicha, if they successfully complete the one year course of study.

Rabbinic Honors Option - Level 4

**T341\*FA                      Rabbinic Honors Talmud                      3 Credits**

Students are now expected to be capable of studying entirely on their own. Lectures and interaction with the faculty are designed to prepare the student for graduate work in Talmud. Group seminars meet weekly, giving the student the opportunity to present and defend his conclusions.

**T341\*SP                      Rabbinic Honors Talmud                      3 Credits**

This course is a continuation of *T341\*FA*. The students are expected to be capable of studying entirely on their own. Lectures are designed to prepare the student for graduate work in Talmud. Group seminars meet weekly, giving the student the opportunity to present and defend his conclusions.

**T341\*SU**

**Rabbinic Honors Talmud**

**3 Credits**

This course is a continuation of *T341\*SP*. The students are expected to be capable of studying entirely on their own. Lectures are designed to prepare the student for graduate work in Talmud. Group seminars meet weekly, giving the student the opportunity to present and defend his conclusions.

**L341FA**

**Rabbinic Honors Jewish Law**

**4 Credits**

The Rabbinic Ordination Honors Program requires the students to master the text as well as arrive at the Halachic ruling by analyzing the Code, with all 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.

**L341SP**

**Rabbinic Honors Jewish Law**

**4 Credits**

The second semester focuses on the text of Shulchan Aruch Orach Chaim, Part I. 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.

**L341SU                      Rabbinic Honors Jewish Law                      4 Credits**

This course is a continuation of *L341SP*.

**E341FA                      Rabbinic Honors Jewish Ethics                      2 Credits**

This course is a Girsa (Bekiyus) class, the students learn Sefer Hamamorim Likutim from the seventh Lubavitcher Rebbe, Rabbi Menachem Mendel Schneerson, at a quick pace. The Maamorim are based on Parshas Hashavuh, on this level the students study 8-11 Maamorim a week.

**E341SP                      Rabbinic Honors Jewish Ethics                      2 Credits**

This course is a continuation of *E341FA*.

**E341SU                      Rabbinic Honors Jewish Ethics                      2 Credits**

This course is a continuation of *E341SP*.

**P341FA                      Rabbinic Honors Jewish Philosophy                      3 Credits**

On this level the students continue to study the Sefer Hamshachim from the Rebbe Rasha”b. They move on to learn the more difficult sections, focusing on the “year” Tars”a.

**P341SP                      Rabbinic Honors Jewish Philosophy                      3 Credits**

This course is a continuation of *P341FA*.

**P341SU                      Rabbinic Honors Jewish Philosophy                      3 Credits**

This course is a continuation of *P341SP*.

Rabbinic Honors Option - Level 5

**T351\*FA                      Rabbinic Honors Talmud                      3 Credits**

Students are now expected to be capable of studying entirely on their own. Lectures and interaction with the faculty are designed to prepare the student for graduate work in Talmud. Group seminars meet weekly, giving the student the opportunity to present and defend his conclusions.

**T351\*SP                      Rabbinic Honors Talmud                      3 Credits**

This course is a continuation of *T251\*FA*. The students are expected to be capable of studying entirely on their own. Lectures are designed to prepare the student for graduate work in Talmud. Group seminars meet weekly, giving the student the opportunity to present and defend his conclusions.

**L351FA                      Rabbinic Honors Jewish Law                      4 Credits**

The Rabbinic Ordination Honors Program requires the students to master the text as well as arrive at the Halachic ruling by analyzing the Code, with all its commentaries. The first semester focuses on the text of Shulchan Aruch Yoreh Deia Part II. 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.

**L351SP                      Rabbinic Honors Jewish Law                      4 Credits**

The second semester focuses 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.

**E351FA                      Rabbinic Honors Jewish Ethics                      2 Credits**

This course is a Girsas (Bekiyus) class, the students learn Sefer Toras Menachem from the seventh Lubavitcher Rebbe, Rabbi Menachem Mendel Schneerson, at a quick pace. The Maamorim are based on Parshas Hashavuv, on this level the students study 10-13 Maamorim a week.

**E351B                      Rabbinic Honors Jewish Ethics                      2 Credits**

This course is a continuation of *E351A*.

**P351A                      Rabbinic Honors Jewish Philosophy                      3 Credits**

On this level the students study the most complex level of Sefer Hamshachim from the Rebbe Rasha"b the "year" Tarsa"v.

**P351B                      Rabbinic Honors Jewish Philosophy                      3 Credits**

This course is a continuation of *P351A*.

*RABBINIC ORDINATION HONORS PROGRAM COURSE CREDITS*

**Level 4**

***Fall Semester***

T341*FA	Rabbinic Honors Talmud	3 Credits
L341FA	Rabbinic Honors Jewish Law	4 Credits
E341FA	Rabbinic Honors Jewish Ethics	2 Credits
P341FA	Rabbinic Honors Jewish Philosophy	3 Credits
		<b>12 Credits</b>

***Spring Semester***

T341*SP	Rabbinic Honors Talmud	3 Credits
L341SP	Rabbinic Honors Jewish Law	4 Credits
E341SP	Rabbinic Honors Jewish Ethics	2 Credits
P341SP	Rabbinic Honors Jewish Philosophy	3 Credits
		<b>12 Credits</b>

***Spring Semester***

T341*SU	Rabbinic Honors Talmud	3 Credits
L341SU	Rabbinic Honors Jewish Law	4 Credits
E341SU	Rabbinic Honors Jewish Ethics	2 Credits
P341SU	Rabbinic Honors Jewish Philosophy	3 Credits
		<b>12 Credits</b>

**Level 5**

***Fall Semester***

T351*FA	Rabbinic Honors Talmud	3 Credits
L351FA	Rabbinic Honors Jewish Law	4 Credits
E351FA	Rabbinic Honors Jewish Ethics	2 Credits
P351FA	Rabbinic Honors Jewish Philosophy	3 Credits
		<b>12 Credits</b>

***Spring Semester***

T351*SP	Rabbinic Honors Talmud	3 Credits
L351SP	Rabbinic Honors Jewish Law	4 Credits
E351SP	Rabbinic Honors Jewish Ethics	2 Credits
P351SP	Rabbinic Honors Jewish Philosophy	3 Credits
		<b>12 Credits</b>

## ***Masters of Religious Education***

The New Direction Masters 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 Masters of Religious Education degree program is licensed by the state of New Jersey, but is not included in the yeshiva's accreditation.

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

### **First Level**

	<u>Fall Semester</u>	<u>Spring Semester</u>
Talmud Intensive	5 credits	5 credits
Jewish Law	4 credits	4 credits
Jewish Philosophy	4 credits	4 credits
Pastoral Training	2 credits	2 credits
Sub Total:	<u>15 credits</u>	<u>15 credits</u>
Total:	<u>15 credits</u>	<u>30 credits</u>

### **Second Level**

	<u>Fall Semester</u>	<u>Spring Semester</u>
Talmud Intensive	5 credits	5 credits
Jewish Law	4 credits	4 credits
Jewish Philosophy	4 credits	4 credits
Pastoral Training	2 credits	2 credits
Sub Total:	<u>15 credits</u>	<u>15 credits</u>



Total: 45 credits 60 credits

First Level Chaplaincy Honors Program

Summer Semester

Jewish Philosophy 3 credits

Pastoral Training 3 credits

Sub Total: 6 credits

Total: 36 credits

Second Level Chaplaincy Honors Program

Summer Semester

Jewish Philosophy 3 credits

Pastoral Training 3 credits

Sub Total: 6 credits

Total: 72 credits

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

#### **MASTERS ADVANCED TALMUD COURSE DESCRIPTIONS - LEVEL 1**

**TM11\*A&B                      Masters Advanced Talmud                      5 Credits each**

In these two 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.

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.

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.

Inasmuch as many students in this program will devote at least a few years of their post-education career in the field of Chabad outreach, known as Shlichus, these courses will provide the students with the intellectual skills and methodologies to properly disseminate the teachings and values of the Chabad movement.

## **MASTERS JEWISH LAW COURSE DESCRIPTIONS- LEVEL 1**

### **LM11A Masters Jewish Law Practicum 1: Kitzur Shulchan Aruch      4 credits**

In this course the students will study the entire Kitzur Shulchan Aruch, one of the classic treatises of Halacha, authored by Rabbi Shlomo Ganzfried (1804-1886). They will be required to demonstrate proficiency in the entire work on a graduate level.

### **LM11B Masters Jewish Law Practicum 2: Shulchan Aruch HaRav      4 credits**

In this course the students will study major portions of the authoritative, Shulchan Aruch HaRav, written by the 18th century giant in Halachic and Kabbalistic literature, Rabbi Shneur Zalman of Liadi, who was also the founder of Chabad Chassidus. This treatise serves as one of the pillars of Halacha, and is widely quoted in all contemporary works on Halacha.

## **MASTERS JEWISH PHILOSOPHY COURSE DESCRIPTIONS- LEVEL 1**

### **PM11A&B                      Masters Jewish Philosophy                      4 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.

**PM11C**

**Masters Jewish Philosophy**

**3 Credits**

The first level of Jewish Philosophy summer honors course focuses on the Sefer Hamshachim from the Rebbe Rasha"b, the fifth Rebbe of Lubavitch. The sefer is divided by the philosophical discourses presented during specific years. Each "year" the content is more complex than the previous one. On this level the students study the first level of the Sefer, the "years" Tarna"t and Tarna"s.

#### **MASTERS ADVANCED TALMUD COURSE DESCRIPTIONS - LEVEL 2**

**TM21\*A&B**

**Masters Advanced Talmud**

**5 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, which were authored by scholars living in the two centuries after Rashi, and were 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 two courses are from the order of Moed, a section of the Talmud, which is grounded on 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.

## **MASTERS JEWISH LAW COURSE DESCRIPTIONS - LEVEL 2**

### **LM21A      Masters Jewish Law Practicum 3: Shulchan Aruch      4 Credits**

In this course the students will master classic Halachic texts in particular, the monumental treatise on Jewish Law, the Shulchan Aruch, written in the 16th century by the eminent Halachic authorities, Rabbi Yosef Karo and Rabbi Moshe Isserles. In addition to these authorities, students will delve into the writings of the principal commentaries on the Shulchan Aruch, including the Taz, Shach and Mogen Avrohom.

### **LM21B      Masters Jewish Law Practicum 4: Mishna      4 Credits**

In this course the students will be exposed to a very special treatment of the Mishna, the body of Rabbinic literature compiled by the Talmudic sage, Rabi Yehuda HaNasi, which serves as the foundation of Jewish Law. This course will focus on how the rulings found in the Mishna impact upon practical Halacha. Students will be required to demonstrate proficiency in at least two of the six orders of Mishna.

## **MASTERS JEWISH PHILOSOPHY COURSE DESCRIPTIONS - LEVEL 2**

### **PM21A&B      Masters Jewish Philosophy      4 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.

**PM21C                      Masters Jewish Philosophy                      3 Credits**

On the second level Jewish Philosophy summer honors course, the students study the Sefer Hamshachim from the Rebbe Rasha”b. The focus is on the more complex levels of “years” Tarsa”b, and Tarsa”g.

**PASTORAL TRAINING COURSE DESCRIPTION**

<b>PTM 11 - A&amp;B</b>	<b>Community Outreach and Leadership</b>	<b>2 Credits each</b>
<b>PTM 21 - A&amp;B</b>	<b>Community Outreach and Leadership</b>	<b>2 Credits each</b>
<b>PTM 11/21 - C</b>	<b>Community Outreach and Leadership</b>	<b>3 Credits each</b>

The pastoral training courses are designed to train the students in community outreach, leadership and chaplaincy. The students are required to take the fall and spring semester pastoral training courses. Students who choose to major in chaplaincy require 72 credits of graduate work. Therefore Rabbinical College of America offers additional summer honors elective courses in pastoral training and Jewish philosophy.

The pastoral training course includes hands on training and extensive field work. Experienced, practicing rabbis lecture and guide the students on 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 assist, participate and take leadership positions in community placement and outreach projects.

Students will be mentored by practicing chaplains in various institutions, such as hospitals, assisted living facilities, prisons, half-way homes, etc. They will rotate

each semester in different institutions, where they will develop skills on how to interact with other care providers and clergy in these settings and to provide effective pastoral and spiritual care of individuals.

The students develop new awareness of themselves as someone who can minister to those in need. This comes about through intense involvement with people in need, as well as the feedback of peers and instructors. Within the interdisciplinary team process of helping people, the students develop critical skills in interpersonal and inter-professional relationships.

In addition, the students will receive training in the practical aspects of ministering a community. This includes the skills needed to lead the daily and Sabbath services as "Shliach Tzibur," reading the Torah and leading Holiday events such as a Passover Seder, etc.

Students will perform approximately 400 hours of community outreach work toward their Master's degree. By working closely with hospitals and other institutions, the students will be able to satisfy the initial CPE (Clinical Pastoral Education) requirements for ACPE certification.

### *Sample Curriculum - Masters of Religious Education*

#### **Level 1**

##### ***Fall Semester***

TM11*A	Masters Advanced Talmud	5 Credits
LM11A	Masters Jewish Law Practicum 1	4 Credits
PM11A	Masters Jewish Philosophy	4 Credits
PTM11A	Community Outreach and Leadership	<u>2 Credits</u>
		<b>15 Credits</b>

##### ***Spring Semester***

TM11*B	Masters Advanced Talmud	5 Credits
LM11B	Masters Jewish Law Practicum 2	4 Credits

PM11B	Masters Jewish Philosophy	4 Credits
PTM11B	Community Outreach and Leadership	<u>2 Credits</u>
		<b>15 Credits</b>

**Level 2**

***Fall Semester***

TM21*A	Masters Advanced Talmud	5 Credits
LM21A	Masters Jewish Law Practicum 3	4 Credits
PM21A	Masters Jewish Philosophy	4 Credits
PTM21A	Community Outreach and Leadership	<u>2 Credits</u>
		<b>15 Credits</b>

***Spring Semester***

TM21*B	Masters Advanced Talmud	5 Credits
LM21B	Masters Jewish Law Practicum 4	4 Credits
PM21B	Masters Jewish Philosophy	4 Credits
PTM21B	Community Outreach and Leadership	<u>2 Credits</u>
		<b>15 Credits</b>

**Level 1**

***Chaplaincy Summer Honors Program***

PM11C	Masters Jewish Philosophy	3 Credits
PTM11C	Community Outreach and Leadership	<u>3 Credits</u>
		<b>6 Credits</b>

**Level 2**

***Chaplaincy Summer Honors Program***

PM21C	Masters Jewish Philosophy	3 Credits
PTM21C	Community Outreach and Leadership	<u>3 Credits</u>
		<b>6 Credits</b>

Masters 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 POLICY (SAP)**

All matriculated students pursuing an approved program at Rabbinical College of America are required to maintain satisfactory academic progress, which in this institution is defined as being in good academic standing as detailed below.

The SAP standards are the same for all matriculated students, regardless of whether or not they are receiving Title IV federal financial aid. Satisfactory academic progress has two principal components: a qualitative standard and a quantitative standard. The institution will use standard rounding procedures for evaluating both the qualitative and quantitative standards. Satisfactory academic progress is always evaluated on a cumulative basis.

At the end of each semester, both the qualitative and quantitative standards are reviewed. A report is then generated which indicates whether the student is meeting SAP requirements.

If a student is readmitted to the school, the student's academic file is evaluated to determine whether he is meeting satisfactory academic progress requirements.

A comprehensive explanation of the qualitative and quantitative standards at Rabbinical College of America is provided below.

- **Qualitative Standard**

A student must achieve 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 he is maintaining a minimum cumulative GPA of 2.0.

Grade point averages will be 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 affect 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 his courses, the student will generally be considered as having unofficially withdrawn unless there is evidence that he 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 67% of the cumulative credits he attempts. To assess progress, the student's cumulative credits earned are divided by the cumulative credits attempted. This calculation will determine if he is advancing through the academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater, he is determined to be meeting the pace element.

## ***WHEN SAP IS NOT MET***

### ***WARNING***

If a student fails to meet the SAP standards, he will be notified, and granted a warning period which will last one semester. The student will also be notified that he 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 him in improving his academic performance. Additionally, the student may be provided with various student services including tutoring, scheduling accommodation, or other academic assistance. If, after this warning period, SAP standards are still not met, he will be subject to academic discipline which may include expulsion or suspension from the institution.

#### ***Federal and/or State Financial Aid Warning***

If a student falls below the satisfactory progress standards, he will be notified, and granted a federal and/or state financial aid warning period of one semester, during which time he maintains federal and/or state financial aid eligibility. Additionally, the student will be notified that he has the option of appealing his lack of SAP to be granted a financial aid probationary period. During the warning period, the student may receive the academic counseling and student services described above. If satisfactory progress standards are still not met after this period, the student will be notified that he is no longer eligible for federal and/or state financial aid.

### ***APPEALS PROCESS***

A student may appeal the institution's determination that he is not making satisfactory academic progress. Basis for an appeal include the death of a relative, an injury or illness of the student, or other special circumstances. In the appeal, the student must describe why he failed to make satisfactory academic progress, and what has changed in his situation that will allow him to demonstrate satisfactory academic progress at the next evaluation. The appeal, along with any

applicable documentation, must be submitted in writing to the registrar's office. A senior faculty member will consider all information provided by the student and consult with other faculty members, if necessary, to reach a decision.

If the appeal is accepted, the senior faculty member will determine whether the student will be able to 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, he will be placed on academic probation as described 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, he 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 federal and/or state financial aid.

If the appeal is not accepted, the student will be subject to academic discipline, which may include expulsion or suspension from the institution. He will also be ineligible for federal and/or state financial aid until he reestablishes eligibility as described below in the section entitled "Reinstatement." The final decision, academic probation with or without a study plan or denial of the appeal, will be conveyed to the student in writing.

#### *ACADEMIC PROBATION*

If a student successfully appeals the lack of satisfactory academic progress, and it is determined that he can meet the standard SAP requirements after a probationary period, the student will be placed on academic probation. Academic probation is a one semester probation 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 federal and/or state financial aid.

### *ACADEMIC PROBATION WITH A STUDY PLAN*

If a student successfully appeals the lack of satisfactory academic progress, and it is determined that he will not be able to meet the standard SAP requirements after a probationary period, he will be placed on academic probation with a study plan. This study plan will include customized SAP standards which will enable the student to meet the SAP requirements, as well as other academic provisions to assist him 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 a study plan in conjunction with the student and other faculty, as needed. A student on academic probation with a study plan will continue to be eligible for federal and/or state financial aid.

A student must appeal to change his plan. He must explain what has happened to make the change necessary and how he will be able to make academic progress.

### *REEVALUATION AFTER A PROBATIONARY PERIOD*

At the end of the probationary period, the student's satisfactory academic progress will be reevaluated. If the student is meeting the standard SAP requirements of the institution, or the satisfactory academic progress standards of his study plan, he will be considered to be meeting SAP.

If the student's academic performance fails to meet the academic progress standards of the institution, or the provisions of his study plan, the student will be notified that he no longer meets SAP standards. The student will be ineligible to receive federal and/or state financial aid, and he will be subject to academic discipline which may include expulsion or suspension from the institution.

### *REINSTATEMENT FOR FEDERAL FINANCIAL AID*

A student who became ineligible for federal and/or state financial aid because he was not meeting satisfactory academic progress standards may reestablish eligibility by meeting institutional SAP standards. At the start of each semester, the financial aid office will receive notification of every student's status. If the student is meeting institutional SAP standards, he will also be notified that he is once again eligible to receive federal and/or state financial aid.

### *INCOMPLETES*

A student who has not completed all the required course work for a particular course may have, at the discretion of the instructor, additional time (up to six months) to complete the work. A temporary grade of incomplete will then be assigned.

Courses with a grade of incomplete will be included in the student's number of credits attempted but not completed. As long as the incomplete grade remains on the transcript, the grade will not be included in the student's GPA. The incomplete grade will be replaced with the student's earned grade at the conclusion of the period of time given for the work to be completed. If the required work is not completed on time, the student will receive a grade based on the work previously completed.

### *WITHDRAWALS FROM A COURSE*

A student who withdraws from a course will have the course grade recorded as withdrawn. A grade of withdrawn will not be included in his GPA, however, the course will be counted towards the number of credits attempted but not completed.

## ***TRANSFER CREDITS AND SATISFACTORY PROGRESS***

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. 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. A repeated course in which the student received a failing grade is always counted towards the student's enrollment, regardless of how many times he repeats that course in an attempt to pass.

## ***CHANGE OF MAJOR***

If a student switches his major, any credits and grades that are not applicable to the new major will not be considered in the determination of SAP.

## ***REMEDIAL COURSES***

Rabbinical College of America does not offer any ESL or remedial 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 ~~the~~ 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 he 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 his coursework at the same point in the academic program that he began prior to the leave of absence.

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. Rabbinical College of America does not discriminate on the basis of race, color, national origin, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Rabbi Mendy Herson  
226 Sussex Avenue, Morristown, NJ 07960  
(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 Disability Act of 1992.

Beyond equal access, opportunity and accommodation, the school 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 facilities are fully handicap accessible and every effort will be made to accommodate a handicap student. 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.

Rabbinical College of America is an Equal Opportunity Employer in compliance with Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Americans with Disability Act of 1992.

Rabbinical College of America does not have a program for students with intellectual disabilities. Rabbinical College of America provides reasonable academic accommodations for students with intellectual disabilities.

### **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, Rabbinical College of America employs a grading system that is used by other institutions of 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. If a student receives failing grades for all of his courses, the student will generally be considered as having unofficially withdrawn unless there is evidence that he 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 POLICY**

### ***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 Procedure***

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 Fax: 212.533.5335.

### ***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](mailto: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 Hatzolah 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 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 ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. The written request

should also specify the purpose of the disclosure and the parties to whom the disclosure may be made. The request must be signed and dated.

If after reviewing the request the school decides not to amend the record as requested, Rabbinical College of America will notify the student in writing of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student at that time.

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.

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 or 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.

Rabbinical College of America also 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](mailto: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))
- 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, 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 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 apprised 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. Be sure that any content you purchase is from a legal and trustworthy source.

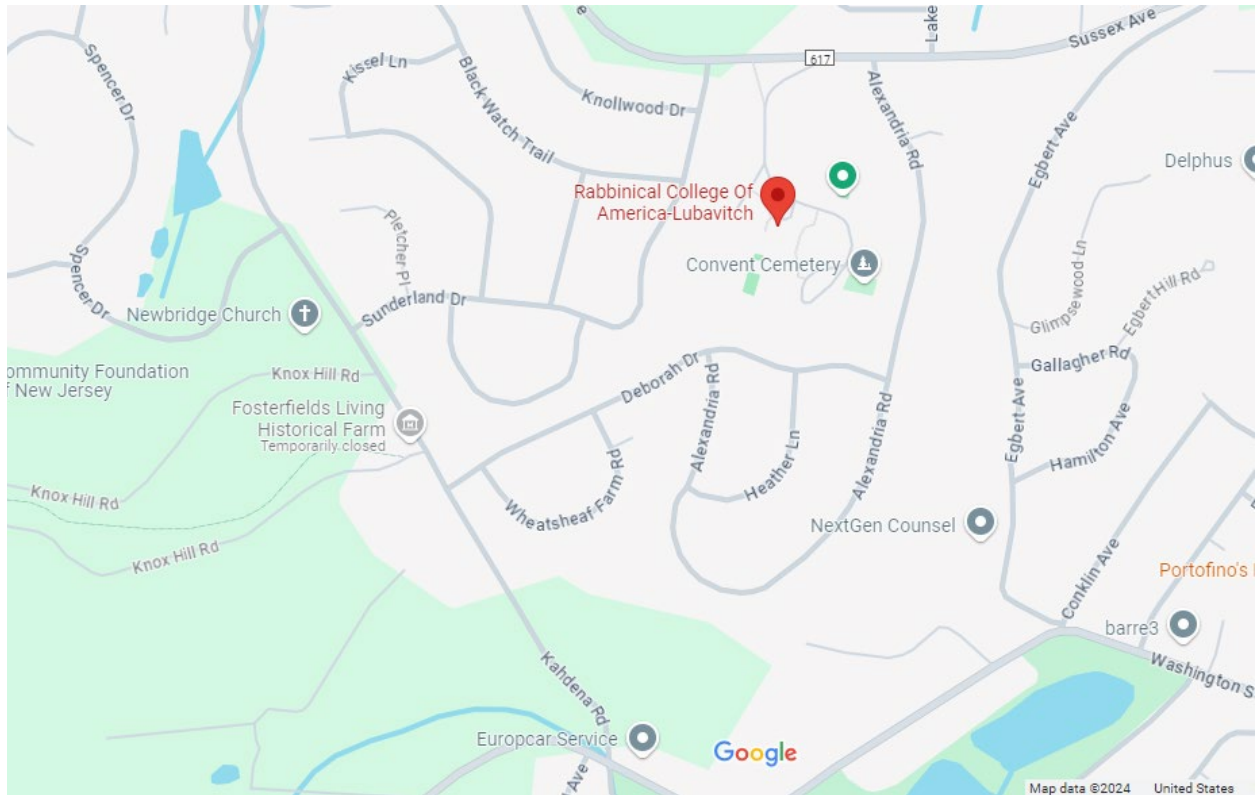
### Unauthorized Peer-to-Peer Sharing

Unauthorized peer-to-peer sharing is a copyright violation, and 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 students' use.

***RABBINICAL COLLEGE OF AMERICA***

226 SUSSEX AVENUE

MORRISTOWN, NJ 07962-1996



***DIRECTIONS TO THE YESHIVA***

From Newark International Airport (25 Miles)

Get on I-78 West for about 8 miles

Take Exit 48 for NJ-24 W toward I-287 South to Springfield/Morristown

Stay on NJ-24 for just over 9 Miles

Take the Exit on the left for I-287 Summerville

Stay on I-287 for about 2 miles and take Exit 36 to Lafayette Avenue

Merge onto Lafayette Avenue

Turn Right onto Morris Street

Turn Right onto Spring Street

Slight Right onto Speedwell Avenue

Left onto Sussex Avenue

From Crown Heights & Brooklyn (38 Miles)

Take Flatbush Avenue to the Manhattan Bridge Lower Level

Slight Left onto Canal Street

Right into Holland Tunnel for 78 W and continue as from Newark Airport