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Rabbinical

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College

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of

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Long Island

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205 West Beech Street, Long Beach, New York 11561

Catalog and Course Map

2021-2022

## NOTICE REGARDING THIS EDITION OF THE RCLI CATALOG

The 2021-2022 edition of the RCLI catalog supersedes all previous editions. The programs, requirements and standards specified herein replace all previously described programs, requirements and standards. The programs, requirements and standards described in this catalog may be changed upon action of the college administration. Every effort will be made to notify all current students, but the college can assume no responsibility for any effects that such changes may have upon any individual's course of study or professional preparation. Changes in program requirements and course descriptions will be announced through appropriate academic channels. Financial Aid information and requirements in particular may change quite frequently and students are advised to check with their Financial Aid Officer for the latest information.

## Table of Contents

Board of Directors .....	5
Advisory Board .....	5
Administrative Office .....	6
Faculty.....	6
COVID-19.....	8
State Authorization and Accreditation .....	8
State of New York Notice.....	8
Accreditation .....	8
Notice of Non-Discrimination.....	8
The Rabbinical College: History and Introduction .....	9
The Rabbinical College’s Mission .....	10
Admissions Procedure .....	11
Requirements for Admission .....	11
Application Procedure .....	12
Transfer Credit Policy .....	12
Advanced Standing.....	13
Academic Regulations.....	13
Attendance .....	13
Leave of Absence .....	14
Grounds for Dismissal.....	14
Placement Disclaimer.....	15
Grade Point System.....	15
Maintaining Satisfactory Progress.....	16
Warning .....	18
Federal Financial Aid Warning.....	18
Appeals Process, Mitigating Circumstances .....	19
Reinstatement for Federal Financial Aid .....	20
Incompletes.....	20
Withdrawals from a Course .....	21
Transfer Credits and Satisfactory Progress .....	21
Repetitions .....	21
Change of Major.....	21
ESL/Noncredit Remedial Courses .....	21
Good Academic Standing for State Grant Programs .....	22
Frequency of Course Offerings.....	23
Notification of Rights under the Family Educational Rights and Privacy Act (FERPA) .....	23
Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws .....	26
Complaint Policy .....	27
Internal Complaint Policy .....	27
AARTS Complaint Procedure.....	27
New York State Complaint Policy .....	27
Tuition and Fees .....	29
Academic Calendar 2021-2022 .....	30
Financial Aid Information.....	31
Applying for Financial Aid .....	32
Financial Aid Need.....	32
Application Deadline.....	33

Federal Aid Programs.....	33
NY State TAP Grants - Description.....	35
Student Loans .....	38
Institutional Scholarships.....	38
Availability of Full-time Employee to Assist Enrolled and Prospective Sudents.....	39
Withdrawal Policy and Procedures .....	39
Institutional Refund Policy .....	40
The RCLI Campus .....	42
The Library .....	43
Textbook Information.....	43
Academic Program of Study.....	44
Sample Curriculum First Talmudic Degree .....	45
Explanation of Course Numbering System .....	48
Course Descriptions .....	48
Talmud .....	48
Talmud Survey .....	50
Talmud Recitation.....	52
Selections in Mussar and Hashkofa .....	56
Halacha .....	58
Sample Curriculum Intermediate Talmudic Degree.....	60
Course Descriptions .....	61
Talmud Survey .....	62
Talmud Recitation.....	63
Selections in Mussar and Hashkofa .....	64
Halacha .....	65
Student Services .....	66
Counseling .....	66
Activities .....	66
Map and Directions .....	67

## Administration, Faculty and Board Members

### Board of Directors

Rabbi Chaim Y. Hoberman  
Rabbi Mordecai Respler  
Mayer Fischl  
Pinchus Friedman  
Dovid Grunhut  
Yisroel Hartman  
Bernard Heitner

Yom Tov Heitner  
Barry Lebovits  
Shaul Kuperwasser  
Chaim Miller  
Moishe Mishkowitz  
Heshy Singer  
Aaron Sussman  
Ralph Zucker

### Advisory Board

Avraham Becker, Esq.  
Irving Bodner  
Yosef Brachfeld  
Boruch Brull  
Moshe Cohen  
Rabbi Zev Cohen  
Dovid Grunhut  
Meir Grunhut  
Israel Hartman  
Rabbi Shayeh Kohn  
Samuel Krieger, Esq.  
Shaul Kuperwasser  
Barry Lebovits

Dr. Howard Lebowitz  
Chaim Miller, Esq.  
Moishe Mishkowitz  
Mendel Pollack  
Elliot Possick, Esq.  
Rabbi Simcha Rosenblatt  
Yaakov Rubin  
Joseph Saka, CPA.  
Heshy Singer  
Aaron Sussman  
Rabbi Avrohom Teichman  
Shmuel Unger  
Ralph Zucker

### Administrative Office

Rabbi Shlomo Teichman	Executive Director, Director of Financial Aid
Pinchas Feldman	Bursar
Rabbi Dovid N. Rothschild	Registrar, Director of Development
Mrs. Toni Turner	Assistant Registrar
Rabbi Chaim Yehoshua Hoberman	Director of Admissions
Yisocher Sussman	Campus Facilities Officer

### Faculty

Rabbi Pinchos Jochnowitz	Senior Lecturer
Rabbi Chaim Yehoshua Hoberman	Rosh Yeshiva/Senior Lecturer/Dean of Students
Rabbi Mordecai Respler	Rosh Yeshiva/Menahel
Rabbi Micha Cohn	Lecturer
Rabbi Yechiel Mordechai Gibber	Lecturer
Rabbi Moshe Gross	Senior Lecturer
Rabbi Yeruchom Pitter	Mashgiach
Rabbi Moshe Reidel	Lecturer
Rabbi Naftali Respler	Senior Lecturer
Rabbi Moshe Dovid Schnidman	Lecturer

Dear Student:

On behalf of the faculty and administration I would like to welcome you to the Rabbinical College of Long Island. B'ruchim Haboim B'sheim Hashem. You have been admitted to study at the Rabbinical College on the basis of an impressive record of scholarly achievement and a mode of life that adheres to traditional values. Your decision to pursue higher Torah studies at RCLI demonstrates serious interest in, and commitment to, Torah scholarship that we aim to nurture and develop.

There will be much expected of you in terms of commitment and serious effort, but much will also be offered to you: the opportunity to pursue an education with experienced and deeply dedicated rebbeim and Maggidei Shiur, and a Rosh Hayeshiva who will take a personal interest in each and every one of his talmidim. Our faculty are with us because Torah and Torah education is their life, and their goal is to make it a very important part of yours.

You are in a critical phase of your development. Many important decisions await you in the years that you will be with us at RCLI. These critical matters will of course be illuminated by the derech hachayim that we hope to help you mold. It will be a challenging and exciting few years. We are happy to be sharing them with you. Remember that the faculty and administration are here to help you and want you to take full advantage of their guidance and their concern for you.

Wishing you well in your studies and in all future endeavors,

Sincerely,

Rabbi Shlomo Teichman  
Executive Director

## COVID-19

Any updates or changes that arise during the course of the year due to COVID-19 will be communicated to the students. Students should refer to the school's website [www.rabbinicalcollegelongisland.com](http://www.rabbinicalcollegelongisland.com) for the most up to date information.

## State Authorization and Accreditation

### State of New York Notice

Rabbinical College of Long Island does not offer programs leading to the academic degrees authorized by the New York State Board of Regents. In RCLI's opinion, its studies, though different in kind, are equivalent in duration, intensity, depth of knowledge, and quality of scholarship to degree programs approved by the Regents. The credits offered by our institution measure a student's progress toward the rabbinical degrees offered by this institution. Under New York State Law, a corporation formed for religious and educational purposes which does not confer academic degrees requiring program registration by the State Education Department requires no State approval or credential in order to exist or to perform its postsecondary education functions. RCLI falls into this category and is therefore not subject to the evaluation of the New York State Board of Regents.

### Accreditation

Rabbinical College of Long Island is accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS), and is approved to offer a First Talmudic and Intermediate Talmudic Degree.

The AARTS Handbook is available upon request by contacting the organization via email: [office@aarts-schools.org](mailto:office@aarts-schools.org), mail: 11 Broadway Suite 405, New York, NY 10004, or telephone: (212) 363-1991.

Copies of the NY State exemption letter and letter of accreditation may be obtained at the registrar's office.

### Notice of Non-Discrimination

Qualified men of the Jewish faith are admitted to the Rabbinical College of Long Island and accorded all privileges and opportunities with no regard to race, color, national origin, or physical handicap. An Equal Opportunity Employer, RCLI is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.



Beyond equal access, we are committed to providing the understanding and sensitivity that will make available to all of our students, regardless of background, equal opportunities in the full sense of the term and the spirit of the laws.

While the Rabbinical College of Long Island campus is not fully accessible to handicapped students, Rabbinical College of Long Island will make special arrangements, within reason, to accommodate any qualified handicapped student.

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

### The Rabbinical College: History and Introduction

There is a particularly poignant tale in the Talmud which describes the martyrdom of Rabbi Chanina ben Teradyon. The Roman rulers had determined that his style of life, which was at variance with theirs by virtue of its commitment to Jewish values and Torah study, represented subversion. They seized the scholar, wrapped him a Torah scroll and set him aflame before his students. As the flames licked at his flesh, burning him and the Torah into one, he screamed out to reassure his students that while the Torah parchment was being consumed, the letters, the words, the testament, the essence of Judaism was not destroyed; they were soaring higher, indestructible, eternal.

What makes this story relevant to our times is that we are defined as a post-Holocaust generation, one that lives in the shadow of this central tragedy of contemporary times. Much that is critical to Judaism, Jewry and its history was consumed in the flames and ovens of the Holocaust, but a group of fiercely dedicated leaders emerged from this situation with a renewed commitment to Rabbi Chanina ben Teradyon's vision, that individual teachers may be stopped and scrolls may be burned, but Judaism is eternal. These leaders set about the task of rebuilding a system of Jewish learning patterned after the traditional pre-holocaust European Yeshivas.

Perhaps the most formidable of these post-Holocaust leaders was the revered late sage, Rabbi Aharon Kotler. While others worked to build an educational system from the bottom up, beginning with kindergartens and grade schools, he argued that if equal efforts were not expended on higher education the entire enterprise would be weak. Primary schools alone could not sustain the tradition of Jewish scholarship; even with all of the daunting rebuilding that faced Jewry, the establishment of higher learning institutions must top the list of priorities. Students must be

trained for the rigorous, complex and intricate analysis of Jewish scholarly sources from Biblical times to the present. Only this would keep the age old heritage alive.

At Lakewood, New Jersey, Rabbi Aharon zt”l established just such an institution to train specialists in Jewish learning, the core of a new tradition of serious Jewish scholarship in America. From these graduates would come the principals, teachers and rabbis. Unusually gifted scholars flocked to Lakewood to study under the aegis of Rabbi Aharon zt”l. Leisure time was scarce, sleep even more so, much had to be sacrificed to a consuming mission: the reclamation of the Old World tradition of rigorous analytic talmudic scholarship. What was demanded was more than study, more than scholarship. These graduates must be ready to serve far from the comfort of home and academy to build schools, take rabbinic posts, and spread Torah.

By the mid 1960s the dreams of Beth Medrash Govoha at Lakewood had clearly been achieved. The elite institution had trained a generation of scholars who fanned out across the United States and played a critical role in the revival of Jewish scholarship that characterized the past two decades.

The Rabbinical College of Long Beach was founded by students of Rabbi Aharon and committed to the vision that this remarkable scholar/leader brought to American Jewish scholarship. The new institution dedicated itself to training young men for a way of life consecrated by serious study within a broad religious perspective. For many centuries Jews have studied their Divine Law, looking to it as the binding cord of their existence, and the explanation of life’s most important secrets. Over the millennia they applied its unvarying principles to swiftly changing environments, building a tradition of rational, precedent-based law.

Under the academic leadership of HaRav Yitzchok Feigelstock zt”l, an intimate disciple of Rabbi Aharon Kotler, the Rabbinical College of Long Island was built into a traditional style Yeshiva college, emphasizing the study of Talmud and the broad field of Talmud scholarship for students interested in pursuing a full-time program of Judaic studies. Our goals are to be found in the words of Rabbi Aharon zt”l: “There is only one way to produce Torah scholars, through focusing all the powers of one’s will and intellectual capacities... on learning.” Learning, studying, researching, creating new scholarly contexts, these approaches to Torah are our goals, the aims of our mission.

### The Rabbinical College’s Mission

RCLI seeks to train students in the skills required for understanding, studying and mastering the Talmud and the considerable body of traditional Jewish thought. At the same time RCLI is committed to the understanding that knowledge is a means to a larger end. Therefore, RCLI seeks

to help students build a Torah hashkofa, a world outlook drawn from the ethical and moral concepts of Judaism. If scholarship is to have a significant value it must orient its students to a way of life that, by its own definition, is good and moral.

## Admissions Procedure

### *Requirements for Admission*

Applicants to RCLI are advised that the selection process is highly competitive. There are a limited number of positions available for the entering class and selections are made on the basis of a mix of credentials, high school records, letters of recommendation and promise of scholarly achievement. Eligibility will be based on, but not limited to:

1. Students must meet one of the following requirements:
  - a. Have graduated high school and provide evidence of high school graduation
  - b. Have completed homeschooling as required by State law and provide documentation of homeschooling
  - c. Meet one of the recognized equivalents. Recognized equivalents include:
    - i. GED/TASC/HISET
    - ii. Successful completion of an associate's degree program;
    - iii. 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
    - iv. 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.

RCLI 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 for a maximum of one semester.

2. Familiarity with Aramaic and Hebrew languages
3. Completion of at least 150 folio pages of the Talmud.
4. Competence in the Pentateuch and Commentaries

5. Competence in the laws and customs in the Code of Law (Orach Chaim) and personal commitment to their observance
6. Fine and upstanding character.

### *Application Procedure*

Admission to the RCLI is open to male members of the Orthodox Jewish faith regardless of race, color, national origin or physical handicap.

Application forms may be obtained by writing to:

Rabbinical College of Long Island  
Admissions Office  
205 West Beech Street  
Long Beach, NY 11561

The applications should be completed and returned by May 15. Applications received after this date will be considered on a space available basis. Applications should include evidence of high school work and the names of references. Applicants should also complete their Financial Aid Forms and include them with their applications to guarantee they do not miss the official filing deadlines.

Applicants judged to be eligible on the basis of their records will be invited to the College for an oral examination and interview. Announcement of selections will be made within a month of the application deadline. Upon acceptance, students will be required to complete an admission form.

### *Transfer Credit Policy*

Students who attended other institutions that offer similar programs in Talmud study may submit their transcripts for evaluation and consideration of transfer credits. A maximum of 88 credits towards RCLI's undergraduate degree will be accepted. To earn a First Talmudic Degree, students must fulfill a minimum academic residency requirement of 72 credits earned in residence for study at RCLI, of a total of 160 credits. Transfer credits are included in the GPA calculation and the credits accepted are counted toward both the number of attempted credits and the number of credits earned by the student.

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

- The credits transferred must be based on course work similar in content, style and academic rigor to the one offered at the Yeshiva.
- The student must have achieved a grade that would have enabled him to pass a similar course at the Yeshiva.
- All credits must be properly documented.
- Transfer credits accepted are counted toward both the number of attempted credits and the number of credits earned by the student.

Decisions regarding transfer credits are subject to the same appeals process described below.

Note: RCLI 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.

Please be advised that the transferability of credits and acceptance of the degrees earned at RCLI 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 Standing*

A limited number of students will be accepted with advanced standing. Because our program is quite intensive and built on a specific approach to Talmud study a candidate for such status must pass a comprehensive oral examination and provide evidence of having completed courses that are similar in content and approach to the courses offered at RCLI before he will be accepted at a higher level.

## Academic Regulations

### *Attendance*

The program of study at RCLI is geared to the principle that undergraduate students require individual attention and a phased development of skills. Classes are arranged to help develop a variety of student skills. 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.

### *Leave of Absence*

Under certain specialized circumstances, and with approval from the Regional Office of the U.S. Department of Education, a student may be granted an approved leave of absence. In order to be granted a leave of absence a student must follow the procedures outlined below:

The student must request the leave of absence in writing to the Rosh Yeshiva. The request must be signed and dated and must include the reason for which the student is requesting a leave of absence. A leave of absence will not be granted if the reason for the request is not included. The request for a leave of absence will be reviewed by the Rosh Yeshiva within ten days of submission to the Rosh Yeshiva. If approved, the request will be forwarded to the registrar's office and the decision will be placed in the student's academic file. Notification will be sent to the financial aid office.

The student must submit the request for a leave of absence and must 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.

A student will only be granted a leave of absence if it can be expected that he will return from the leave of absence on time. If it appears that the student may not return after the leave of absence, an approval will not be granted.

The maximum time for an approved leave of absence is 180 days.

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 fail to return to school after an approved leave of absence will be considered withdrawn from the institution as of the date of the start of the leave of absence and refunds will be calculated accordingly.

### *Grounds for Dismissal*

RCLI is a close knit community of faculty, students and administration. Like all families, there are rules that must be followed for the general good. All students must observe the rules of Halacha and conform to Yeshiva practice. The study of Bible, Talmud, and Jewish Philosophy must be connected to an encompassing objective of ethical behavior and high moral character. The goal of such study is seriously compromised by inappropriate and unethical behavior. Thus the first set of rules are those spelled out in great detail in the Shulchan Aruch. No student who knowingly and consistently violates halachic law can be comfortable at RCLI; nor of course can we accept such

behavior. Laws governing behavior ‘bain adom l’chaveiro’ must be scrupulously followed, with the same commitment as those governing the relationship ‘bain adom lamakom’. Nothing less is acceptable from students who aspire to study Torah and represent its values.

Students violating college rules, whether on campus or off, will be liable to disciplinary actions ranging from admonition and academic warning to censure and disciplinary probation or suspension.

### *Placement Disclaimer*

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

### *Grade Point System*

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

Rather than deriving grades from a precise numerical average, RCLI 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
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
W	Withdrawal
I	Incomplete
F	0.0

The GPA is established by multiplying the grade point equivalent of each course by the number of credits it yields. The products of each course are then added together. The sum is then divided by the total number of credits earned in the semester.

Credit hours with a grade of Incomplete and Withdrawal are not included in the determination of the grade point average, although those hours with a grade of Fail are included.

Sample GPA Calculation:

A-	6 (credits)	x	3.7	= 22.2
B+	4 (credits)	x	3.3	= 13.2
C	1 (credits)	x	2.0	= 2
A	1 (credits)	x	4.0	= 4
	12 (credits)			41.4

Divided by 12 Credits for the Semester = 3.45 GPA

### *Maintaining Satisfactory Academic Progress (SAP)*

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

The SAP standards required for students receiving Title IV federal financial aid are the same for all matriculated students at RCLI. Satisfactory academic progress at RCLI has two principal components: a qualitative standard and a quantitative standard:

At the end of each semester, each student's academic file is evaluated to determine if the student is making satisfactory academic progress.

- **Qualitative Standard**

In pursuit of graduation, the student must achieve a cumulative grade point average (GPA) of 2.0 (the equivalent of a "C" average) or better. Each student is evaluated at the end of each semester and is expected to maintain a minimum cumulative GPA of 2.0.



Semester grade point averages will be calculated according to the following numerical equivalents:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
W	Not included in calculation of GPA
I	Not included in calculation of GPA
F	0.0

The GPA is established by multiplying the grade point equivalent of each course by the number of credits it yields. The products of each course are then added together. The sum is then divided by the total number of credits earned in the semester.

Credit hours with a grade of Incomplete and Withdrawn are not included in the determination of the grade point average. Credit hours with a grade of fail (F) are included in the grade point average. If a student receives failing grades for all of his courses, the Registrar will determine whether or not the student completed the semester.

- **Quantitative Standard**

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

First Talmudic Degree

Students must make sufficient progress through the academic program to complete the 160 credit program with a maximum attempted credits ceiling of 239 credits, which is 150% of the published length of the program in credit hours.

Intermediate Talmudic Degree

Students must make sufficient progress through the academic program to complete the 60 credit program with a maximum attempted credits ceiling of 90 credits, which is 150% of the published length of the program in credit hours.

## ➤ **Pace of Completion**

### First Talmudic Degree

A student must earn 67% of his cumulative attempted credits. Every semester, each student is evaluated to see if he has successfully earned 67% of his cumulative attempted credits. The student's cumulative earned credits are divided by the student's cumulative attempted credits to determine if the student is progressing through the 160 credit 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 making satisfactory progress.

### Intermediate Talmudic Degree

A student must earn 67% of his cumulative attempted credits. Every semester, each student is evaluated to see if he has successfully earned 67% of his cumulative attempted credits. The student's cumulative earned credits are divided by the student's cumulative attempted credits to determine if the student is progressing through the 72 credit 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 making satisfactory progress.

## ***When SAP is Not Met***

### *Warning*

If a student falls below the SAP standards, he will be notified that he is being given a warning period which will last one semester. The student will also be notified that he has the option of appealing his lack of satisfactory academic progress at any point. During the warning period, a designated faculty member may counsel the student and assist the student to improve his performance. The student may be provided with various student services that might include 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. A student may appeal the determination of lack of satisfactory academic progress to be placed on academic probation.

### *Federal Financial Aid Warning*

For continued eligibility for federal financial aid programs, if a student falls below the satisfactory progress standards, he will be given a period of financial aid warning during which time he maintains federal financial aid eligibility. The warning period will last for one semester. During the federal financial aid warning period, the student will receive the counseling described above. If, after this federal financial aid warning period,

satisfactory progress standards are still not met, the student will be notified that he will no longer be eligible for financial aid. The student will also be notified that he has the option of appealing his lack of satisfactory academic progress in order to be granted a probationary period.

### *Appeals Process, Mitigating Circumstances*

A student may appeal the institution's determination that he is not making satisfactory academic progress. Basis for appeal include the death of a relative, an injury or illness of the student, or other special circumstances. The student must submit the appeal in writing to the administrative office. 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 senior faculty member will consider all information provided by the student and will consult with faculty members, as appropriate. If it is determined that the appeal should be accepted, then the senior faculty member will determine whether or not 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, the student will be placed on academic probation as described below. If it is determined that the student will be able to meet the standard SAP requirements of the institution by the end of the probationary period with a customized study plan, then the student will be placed on academic probation with a study plan, as described below.

If the appeal is accepted, the student will be granted a semester of academic probation or academic probation with a study plan, as described below. 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 financial aid until he reestablishes eligibility as described below in the section entitled "Reinstatement." The final decision (denial of appeal, academic probation, or academic probation with a study plan) will be conveyed to the student in writing.

### *Academic Probation*

If after the period of warning, a student is still not making SAP and successfully appeals the lack of SAP, and it is determined that the student will be able to meet the standard SAP requirements after a probationary period, the student will be placed on academic probation. The period of academic probation is one semester during which the student has the opportunity to attempt to meet the SAP standards of the institution. The student can request counseling to assist him to improve his performance. In addition, the student may request to be provided with various student services that might include tutoring, scheduling accommodation, or other academic assistance.

### *Academic Probation with a Study Plan*

If after the period of warning, a student is still not making SAP and successfully appeals the lack of SAP, and it is determined that the student will not be able to meet the standard SAP requirements after a probationary period, the student will be placed on academic probation with a study plan. For a student on academic probation with a study plan, a senior faculty member will develop a study plan in conjunction with the student and other faculty, as needed. The study plan will include a customized plan for the SAP standards (as well as other academic provisions to assist the student in meeting those standards) that ensures that the student is able to 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.

### *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 now meeting the standard SAP requirements of the institution, or is meeting the SAP standards of his study plan, he will be considered as meeting satisfactory academic progress. If, after the period of probation, the student's academic performance still fails to meet the academic progress standards of the institution, or the provisions of his study plan, he will be subject to academic discipline which may include expulsion or suspension from the institution, and he will be ineligible to receive Title IV federal financial aid.

### *Reinstatement for Federal Financial Aid*

A student who became ineligible for federal financial aid because he was not meeting satisfactory academic progress standards, has the opportunity to reestablish eligibility. Eligibility is reestablished by meeting institutional SAP standards. The financial aid office will receive notification of each student's status at the start of each semester, and the student will be notified that he may once again receive aid from the Title IV programs.

### *Incompletes*

If a student has not completed all required course work for a particular course, he may have additional time (up to six months), at the discretion of the instructor, to complete the work. A grade of incomplete will only be assigned with a documented plan from the instructor detailing course work that must be completed. In the interim, those course grades are marked as incomplete. Courses in which a student receives a grade of incomplete are not included in the GPA as long as the Incomplete remains on the transcript. The courses marked incomplete are included in the student's number of credits attempted

but not credits completed. A grade of incomplete will be replaced with a grade at the conclusion of the period of time given for the work to be completed

### *Withdrawals from a Course*

A student who withdraws from a course(s) will have the course recorded as Withdrawn. This grade will not be counted in the student's GPA. However, the course(s) will be counted towards the student's 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 attempted credits and the number of credits earned by the student.

### *Repetitions*

All repeated courses are counted in the number of the student's attempted credits.

For Title IV awarding purposes, if a student is repeating a course in which he earned a passing grade, for the purpose of grade improvement, it is counted towards the student's enrollment status for Title IV purposes only the first time the course is retaken. If a student is repeating a course in which he received a failing grade, it is always counted towards the student's enrollment, regardless of how many times he repeats that course in an attempt to pass.

For TAP grant awarding purposes, repeated courses are only counted towards the student's enrollment status for TAP grant awarding purposes for the semester in which the repeated course is taken, if the student received a failing grade. All attempts of a course are included in the student's GPA, including failing grades.

A student repeating a course must remain within the time frame required for satisfactory academic progress standards.

### *Change of Major*

All credits attempted are included in making a student's SAP determination, regardless of any subsequent changes in major, if applicable.

### *ESL/Noncredit Remedial Courses*

RCLI does not offer any ESL or non-credit remedial courses.

### *Good Academic Standing for State Grant Programs*

To maintain eligibility for NY State aid (TAP), a student must be in good academic standing, which includes two elements: pursuit of program and satisfactory academic progress.

**Pursuit of program** is a requirement that a student receive a grade (whether passing or failing) in a specific percentage of the courses each semester. The percentage is dependent on the number of TAP payments the student has received.

Payment	1	2	3	4	5	6 - 10
<b>Pursuit of Program: Minimum credits that the student must have completed in the previous term</b>	0	6 which is 50% of full time	9 which is 75% of full time	9 which is 75% of full time	9 which is 75% of full time	12 which is 100% of full time

**Satisfactory academic progress** is defined as accumulating a minimum number of credits and achieving a specified GPA each semester, depending on the number of TAP payments students have received

Term Payment	1	2	3	4	5	6	7	8	9	10
<b>Satisfactory Academic Progress: Minimum credits that student must have earned before being certified for this payment</b>	0	6	15	27	39	51	66	81	96	111
<b>Satisfactory Academic Progress: With a GPA of at least</b>	0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Good academic standing is assessed each term. There is no financial aid warning period for New York State aid programs (TAP). Students who do not meet good academic standing standards lose their eligibility for state aid except as provided below.

There is a one-time good academic standing waiver that the school may issue if it determines that it is in the student's best interest. There is a C average waiver for students who fail to meet the required GPA average. The C average waiver is handled on a case-by-case basis and a request for the waiver, which includes supporting documentation, must be provided. Reasons for a waiver

being granted may include death of a relative, personal illness or injury, or another extenuating circumstance.

Students who became ineligible for NY State aid because they were not meeting the good academic standing standards can reestablish eligibility by making up academic deficiencies during terms while not receiving a TAP award, being readmitted after not being enrolled for one calendar year, transferring to another TAP eligible institution, or being granted a waiver.

### *Frequency of Course Offerings*

Students enrolled at Rabbinical College of Long Island 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.

### *Notification of Rights under the Family Educational Rights and Privacy Act (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 Long Island 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 the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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 Long Island 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 typically includes a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.

The school 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 Long Island to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

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 record the 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 Long Island 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 parents 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, 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))

### *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. Rabbinical College of Long Island forbids unauthorized distribution of copyrighted material including unauthorized peer-to-peer sharing. Safeguards are in place to prevent unauthorized distribution of copyrighted materials. 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, see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

Legal alternatives to obtain copyrighted material include:

- Purchasing the material
- Securing permission from the copyright owner
- Linking to materials on other sites, rather than copying and posting
- Using material in the public domain
- Lawfully using protected materials after a fair use analysis

Students are reminded that even content paid for can be a copyright infringement and that free content is not always an infringement.

## Complaint Policy

### *Internal Complaint Policy*

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

### *AARTS Complaint Procedure*

Complaints can be filed with the office of the Association of Advanced Rabbinical and Talmudic Schools (AARTS), the agency that accredits RCLI, by writing to 11 Broadway, Suite 405, New York, NY 10004, with the title: Student Complaint - RCLI. AARTS can also be contacted by phone at (212) 363-1991 or by fax at (212) 533-5335.

### *New York State Complaint Policy*

A student also has the right to file a complaint with the State of New York Education Department using the policy below.

For all types of complaints concerning colleges and universities in New York State, 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 College and University Evaluation will not review a complaint until all grievance procedures at the institution have been followed and all avenues of appeal exhausted and documentation provided that such procedures have been exhausted. Please

note: Every New York State college and university is required to establish, publish, and enforce explicit policies related to redress of grievances.

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

- The Office of College and University Evaluation handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of the Commissioner of Education, with the exceptions noted below.
- The Office does not handle anonymous complaints.
- The Office does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the college's faculty.
- The Office does not handle complaints concerning actions that occurred more than five years ago.
- The Office does not intervene in matters that are or have been in litigation.

Complaints concerning **programs in fields leading to professional licensure** (e.g., nursing) should be directed to:

Office of the Professions  
Professional Education Program Review  
Education Building, 2 West  
Albany, NY 12234

A complaint against a college in the **State University system** should be sent to:

State University of New York  
Central Administration  
State University Plaza  
Albany, NY 12246

A complaint against a college in the **City University system** should be sent to:

City University of New York  
Office of the General Counsel  
205 East 42nd Street, 11th Floor  
New York, NY 10017

**Civil rights:** a complaint involving discrimination based on race, color, national origin, age, disability and sex, including sexual harassment, should be filed with the U.S. Office for Civil Rights:

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 with:

**NYS Division of Human Rights**  
<https://dhr.ny.gov/complaint>

A complaint of **consumer fraud** on the part of the institution should be directed to the Office of the New York State Attorney General, Justice Building, Empire State Plaza, Albany, NY 12223.

For a complaint about **state student financial aid matters**, contact the Higher Education Services Corporation (HESC) Customer Communications Center at 1-888-NYS-HESC.

Complainants should be aware that the Office of College and University Evaluation does not conduct a judicial investigation and has no legal authority to require a college or university to comply with a complainant's request.

If your complaint does not fall into one of the exceptions noted above, a complaint form can be accessed at <http://www.highered.nysed.gov/ocue/spr/documents/complaintform-accessible.pdf>.

Further information regarding filing a complaint with the New York State can be found at <http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>.

### *Tuition and Fees*

Tuition for all RCLI students is based on a full program of courses for each of the three semesters per year. The tuition schedule printed below is for the 2021-2022 academic year.

Registration	\$500
Tuition (Fall and Spring)	\$4,375 each term
Summer Tuition	\$3,350
Dormitory Fee (Fall and Spring)	\$2,450 each term

### *2021-22 Student Budget*

#### **Resident**

Registration	\$500
Tuition and Fees	\$8,750
Room and Board	\$4,900
Personal	<u>\$4,000</u>
<b>Total Budget</b>	<b>\$18,150</b>

#### **Commuter - Living with Parents**

Registration	\$500
Tuition and Fees	\$8,750
Living Allowance	\$1,800
Personal	<u>\$4,000</u>
<b>Total Budget</b>	<b>\$15,050</b>

#### **Commuter - Not Living with Parents**

Registration	\$500
Tuition and Fees	\$8,750
Living Allowance*	<u>\$19,250</u>
<b>Total Budget</b>	<b>\$28,500</b>

\*Based on BLS Moderate Budget

Summer semester charges:	<b>Tuition</b>
	\$3,350

### *Academic Calendar 2021-2022*

Fall Semester:	August 9, 2021 - December 2, 2021
Spring Semester:	December 7, 2021 - April 4, 2022
Summer Semester:	May 2, 2022 - July 28, 2022
Fall Break:	September 17, 2021 - October 6, 2021

### *Financial Aid Information*

Rabbinical College of Long Island utilizes the services of Higher Education Compliance and Management, a financial aid consulting firm with many years of experience in the field. Rabbinical College of Long Island offers a variety of federal and state financial aid programs to its students. Higher Education Compliance and Management oversees administration of the programs.

Any student who has difficulty in meeting his educational costs at Rabbinical College of Long Island should contact Rabbi Shlomo Teichman, Director of Financial Aid to learn about the options available to him. These may include grants, scholarships, work-study programs and deferred payment plans.

The financial aid office, which is open during regular business hours, will make a determination as to the expected amount to be paid by the student and his family, and will evaluate what federal and state aid, if any, may be available to the student.

Financial aid packages that may be offered to students include grants and work-study jobs. The school may also offer financial assistance in the form of institutional scholarships to needy students as long as scholarship funds are available. Eligibility for federal programs is determined by an evaluation of the student's financial need, based strictly on the formulas developed by the Department of Education.

A student's financial need is determined by subtracting the contributions expected from the student and his parents from the total cost of education. The total financial aid awarded to a student, usually cannot exceed the student's need. This process is explained in greater detail below.

In order to qualify for federal financial aid programs, a student must:

- be enrolled in an eligible program;
- be a U.S. citizen, permanent resident of the U.S., or eligible non-citizen;
- utilize all assistance funds for education-related expenses;
- maintain satisfactory progress toward completion of a program of study;
- be a high school graduate or the recognized equivalent;
- sign the certification statement that he does not owe a refund to any Title IV program, and is not in default on any Title IV loan. This certification is located in step seven of the FAFSA.

### *Applying for Financial Aid*

To apply for financial aid, a prospective student should complete a Free Application for Federal Student Aid (FAFSA). This form is available at the financial aid office. Alternatively, the student can submit his application through FAFSA on the Web at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

Students may be required to supply additional documentation, such as Tax Returns, IRS Tax Transcripts or Verification Worksheets, 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 appropriate deadline.

### *Financial Aid Need*

Title IV federal program eligibility is based on a process called Needs Analysis. The following is a brief explanation of Needs Analysis.

First, a determination is made as to whether the students are independent or dependent on their parents. There are several factors that are taken into account. Students should carefully read the FAFSA and its instructions. Should the students have questions determining their status, the financial aid staff can provide further explanation.

If the student is determined to be dependent on his parents, a parental contribution is assessed. This is the amount that the parents are expected to pay, based on their income and available assets. Allowances are made for expenses such as living allowance based on family size, taxes paid, and the number of children in college.

The students themselves are expected to contribute towards their education, using their earnings, if applicable. The students' assets (such as savings) are generally considered to be available for the purpose of their education and are expected to be divided among their years of post-secondary education.

The Parental Contribution, where applicable, is added to the Student Contribution, to yield the Expected Family Contribution (EFC). Expenses beyond those listed above may be considered under a process known as Professional Judgment. This process can be initiated by parent or student request after the student's initial eligibility has been determined. Then, the students and/or parents would submit documentation of unusual expenses, such as tuition paid for siblings or medical expenses. These expenses can be taken into account by the financial aid staff to produce an adjusted EFC.



The student's budget or cost of education is calculated based on tuition and fees plus a standard allowance for living expenses, which depends on whether the student lives on campus, with his parents, or has other arrangements.

The EFC is then subtracted from the student's total budget. The result is known as the student's "need". This concept of need is the foundation of financial aid. Students who exhibit need and apply on time will probably be awarded aid.

### *Application Deadline*

While applications for Pell Grants may be processed until June 30, 2022, students may be required to submit their application earlier, as the application must be processed while the student is still eligible. 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.

Students may be required to update certain types of information that they have entered on their application, i.e. dependency status, household size, and number of family members enrolled in post-secondary education. Any such changes should be discussed with the financial aid office.

### *Federal Aid Programs*

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 \$6495 per award year, which is 100% of the scheduled award. The amount that each student is eligible for is based on the EFC generated by a federally mandated formula.

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 second half during the second semester. Students whose paperwork is completed during the second semester may be paid retroactively for the first 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 now 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. To be eligible for the additional Pell Grant funds, the student must meet all general eligibility requirements to receive financial aid for the payment period and must be enrolled at least half time (six credits) in the payment period.

Students whose paper work 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 may 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 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** 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 its size and other factors. The institution then 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 in a process known as "packaging." Students who apply after the initial packaging deadlines, (as posted in 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.

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 second 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 all FSEOG funds will have been allocated by that time.

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 institutional share requirement,

the institution may choose not to provide the institutional match. Students will be informed of the expected amounts of these payments, 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. 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.

Federal Work Study disbursements are in the form of payrolls, distributed monthly during the duration of the student's work schedule. The institution pays a percentage of matching funds per federal Work Study funds. The institutional portion may be paid to the student or may be credited to the student's tuition account. Generally, the funds are matched 25% institutional funds to 75% federal funds. However, if in a particular academic year the institution is granted a waiver of the institutional share requirement, the institution may choose not to provide the institutional match.

### *NY State TAP Grants - Description*

New York's Tuition Assistance Program (TAP), helps eligible New York residents attending in-state postsecondary institutions pay for tuition. TAP grants are based on the applicant's and his family's New York State taxable income.

To apply for a TAP grant, a student must fill out a FAFSA, generally followed by an additional TAP application by June 30, 2022.

To be eligible for an award the student must:

- meet one of the United States citizenship requirements;
- meet New York State residency requirements;
- enroll as a full-time undergraduate student;
- enroll in an approved program of study in an eligible New York State postsecondary institution;
- be matriculated;
- be in good academic standing; have at least a cumulative "C" average after receipt of two annual payments;

- not be in default on any Federal or State made student loan, or fail to comply with any service condition imposed by a State award program, or fail to make a required refund of any award;
- have a minimum tuition liability of at least \$200 per academic year (\$100 per semester);
- not exceed the income limitations established for the program;
- not be incarcerated;
- have a U.S. high school diploma satisfactory to TAP requirements, the equivalent recognized by the U.S. Secretary of Education, or a passing score on a federally approved ability-to-benefit test.

The New York State Dream Act enables some students who do not meet the above requirements, to be eligible for TAP Awards.

If you fit one of the descriptions below, you may be eligible.

1. Your permanent home is in NYS and you are or have one of the following:
  - A. U-Visa
  - B. T-Visa
  - C. Temporary protected status, pursuant to the Federal Immigration Act of 1990
  - D. Without lawful immigration status (including those with DACA status)

AND you meet one of the following criteria:

- a. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school diploma  
*OR*
- b. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for graduate study at a NYS college within *ten* years of receiving your NYS high school diploma  
*OR*
- c. You received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school equivalency diploma

2. Your permanent home is outside of NYS and you are or have one of the following:
  - A. U.S. citizen
  - B. Permanent lawful resident
  - C. Of a class of refugees paroled by the attorney general under his or her parole authority pertaining to the admission of aliens to the U.S.
  - D. U-Visa
  - E. T-Visa
  - F. Temporary protected status, pursuant to the Federal Immigration Act of 1990
  - G. Without lawful immigration status (including those with DACA status)

AND you meet one of the following criteria:

- a. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school diploma  
*OR*
- b. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for graduate study at a NYS college within *ten* years of receiving your NYS high school diploma  
*OR*
- c. You received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school equivalency diploma

Students meeting the NYS Dream Act eligibility criteria can apply for TAP by accessing the Dream Act Application online at <https://nysdream.applyists.net/Account/LogOn?ReturnUrl=%2f>

The application is simple and straightforward, and all information provided will be used only for determining eligibility for and administering awards. Applicants without lawful immigration status will not be asked for their home address and will not have to upload financial records.

Once you have submitted an application, it is your responsibility to monitor the status of your application and to make sure your application is complete. You will be able to monitor the status of your application online after submitting your application and uploading any required documentation. You will be notified by email when a determination has been made regarding your eligibility, at which point you will be required to accept the award.

The maximum yearly TAP award is \$5665. Award amounts are determined by:

- combined family NYS taxable income, Federal, State or local pension income and private pension and annuity income, if applicable;
- level of study;
- academic year in which first payment of TAP or any state award is received;

- type of postsecondary institution and the tuition charge;
- financial independence;
- other family members enrolled in NYS postsecondary education;
- other educational benefits received.

Rabbinical College of Long Island will disburse any TAP funds due to the student as soon as possible, but not more than 45 days after the institution has credited the award to the student's account.

Instead of disbursing funds due to the student, the institution may credit them toward a future term if the student authorizes the credit in writing. They may also credit TAP payments toward charges the student has incurred for a future term. That term must already be underway when the school receives the payment, and the balance for that term must exceed the amount deferred for that term based on anticipated receipt of a TAP award. An authorization form, which will remain in effect for the duration of their study, will be made available to students at the time of admission.

### *Student Loans*

The Federal Direct Loan program offer 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 school 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.

### *Institutional Scholarships*

Institutional scholarship funds are available to students who have exhausted all other avenues of assistance and are still unable to meet their cost of attendance.

The family is expected to contribute towards the student's education, based upon their ability to pay, as determined by formulae explained above. Students who apply for other types of financial

aid will automatically be considered for institutional scholarships. Those who do not apply to other programs may contact the financial aid office to apply for institutional scholarships.

While the institution does not guarantee the availability of funds, every effort will be made to offer the student a package of federal, state, and institutional aid that will cover the student's direct educational expenses.

### *Availability of Full-time Employee to Assist Enrolled and Prospective Students*

The Rabbinical College of Long Island has designated Rabbi Shlomo Teichman, Director of Financial Aid, as the full time employee available to assist enrolled and prospective students in obtaining information on financial aid programs available, criteria for eligibility, and procedure for applying for financial aid, cost of attendance, retention rates, completion and transfer rates, institutional security and crime statistics, and all required disclosures and information, as required by 668.42, 668.43, 668.45 and 668.46 of Title 34 of the code of Federal Regulations. He can be reached in the office during regular business hours by calling 516-255-4703.

### *Withdrawal Policy and Procedures*

Any student who must leave school while the semester is in progress should inform the Rabbi Mordecai Respler. The notification can be made in person, called at 516-313-7673, or sent to the administrative offices at RCLI ATTN: Rabbi Respler, 205 West Beech Street, Long Beach, NY 11561. Rabbi Respler will relay this information to the Registrar's Office within ten days of the notification by the student.

Students who withdraw from classes may be entitled to a refund of tuition and fees. Adjustment of institutional charges and calculation of refunds will be based on the schedule that appears in the Institutional Refund Policy, according to the date of withdrawal.

RCLI confirms attendance in each course that every student is registered, at the beginning of each semester. Attendance is confirmed again at the 60% point of the semester. This process of confirmation of attendance enables the school to confirm enrollment for enrollment reporting purposes and to determine if a student who withdraws without giving official notification has attended 60% of the semester. A student who is not in attendance at that 60% point is determined to have withdrawn at the midpoint of the semester.

A careful inquiry will be made for any student who fails to complete all coursework for a semester and receives all non-passing grades to determine if the student withdrew from all classes or if he actually earned any of the failed grades.

### *Institutional Refund Policy*

Institutional charges for students who withdraw are adjusted according to the following schedule:

#### **Fall 2021**

If the student's last day of attendance is:	The student is responsible for:
Through 9/7/2021	25% of institutional charges for the semester
Through 9/16/2021 *	38% of institutional charges for the semester
Through 10/10/2021	50% of institutional charges for the semester
Through 10/24/2021	75% of institutional charges for the semester
No Adjustment to Institutional charges for withdrawals after 10/24/2021	

\*Students who withdraw before the break for the Sukkos Holiday (09/17/2021-10/6/2021).

#### **Spring 2022**

If the student's last day of attendance is:	The student is responsible for:
Through 12/29/2021	25% of institutional charges for the semester
Through 1/21/2022	50% of institutional charges for the semester
Through 2/15/2022	75% of institutional charges for the semester
No Adjustment to Institutional charges for withdrawals after 02/15/2022	

#### **Summer 2022**

If the student's last day of attendance is:	The student is responsible for:
Through 05/22/2022	25% of institutional charges for the semester
Through 06/13/2022	50% of institutional charges for the semester
Through 06/22/2022	75% of institutional charges for the semester
No Adjustment to Institutional charges for withdrawals after 06/22/2022	

### *Return to Title IV Funds*

For all Title IV eligible students who withdraw during a semester, the institution performs an R2T4 calculation utilizing the Return to Title IV software provided by the U.S. Department of Education. The institution determines the date of withdrawal to be used in the R2T4 calculation.

For a student who gives official notification, the date of withdrawal is the date that the student indicates in his notice or the date of notification, whichever is earlier.

Generally, if a student officially withdraws before 60% of the semester has passed, he will be able to retain a prorated portion of the financial aid award based on the number of days attended and the number of days in the semester. If he withdraws after 60% of the semester has passed he will most likely be able to retain all of the financial aid he has been awarded.



For a student who withdraws without giving official notification, the date of withdrawal is the midpoint of the semester, and the student will be able to retain 50% of the Title IV funds disbursed or the amount that could have been disbursed. If there is a last documented date of attendance in class or at an academically related activity, the R2T4 will be calculated based on this date. This will enable the student to retain a prorated portion of the financial aid award based on the number of days he attended and the number of days in the semester.

If the calculation on the U.S. Department of Education's R2T4 system results in the need to return funds to the Title IV programs, funds will be returned to the various federal financial aid programs according to the following order:

- (i) Unsubsidized Federal Direct Stafford loans
- (ii) Subsidized Federal Direct Stafford loans
- (iii) Federal Direct PLUS received on behalf of the student

Any funds that need to be returned to a lender will be returned by the school on behalf of the student. If unearned funds remain to be returned after repayment of outstanding loan amounts, the remaining excess will be returned in the following order:

- (i) Federal Pell Grants
- (ii) FSEOG

Refunds and returns of Title IV funds will be made within forty-five days of the date of determination that a student has withdrawn. Institutional charges that were previously paid by FSA funds might become a debit that the student will be responsible to pay.

### *Returning Unearned Aid*

Within 30 days of determining that a student who withdrew must repay all or part of a Title IV grant, the school will notify the student that he must repay the overpayment or make satisfactory arrangements to repay it. The student may sign a repayment agreement with the school or with the US Department of Education or pay the overpayment to the school. If a student fails to pay or sign a repayment agreement with the school or with the US Department of Education, the school will report the overpayment to NSLDS and refer it to the Default Resolution Group for collection.

### *Post Withdrawal Disbursements*

Students who withdraw in the middle of the semester will have an R2T4 calculation performed to determine if they earned more funds than funds that had already been disbursed at the time of

withdrawal. If a student earned more funds than funds disbursed at the time of withdrawal, he qualifies for a post withdrawal disbursement and will be offered those funds. No post withdrawal funds for loans will be drawn down and disbursed without the borrower's authorization.

The post withdrawal disbursement will be made within 180 days of the date the school determines that the student withdrew. In the case of a Federal Direct Loan the school will obtain confirmation from the student before disbursing any loan proceeds. In the case of a Federal Direct PLUS Loan the school will obtain confirmation from the parent before disbursing any loan proceeds.

The school will credit a student's account with a post withdrawal disbursement of Title IV funds without the student's permission for current charges for tuition, fees, room and board up to the amount of the outstanding charges. The school will obtain a student's authorization to credit a student's account with Title IV grant funds for charges other than the current year charges.

The school will credit the charges within 180 days of the date of determination of withdrawal.

Any amount of a post withdrawal disbursement that is not credited to the student's account will be made as soon as possible, but not later than forty five days after the date of determination of withdrawal.

### *Covid-19 Update*

The school will not return Title IV funds for any student who begins attendance in a payment period or period of enrollment that begins between March 13, 2020 and the last date that the national emergency is in effect, and subsequently withdraws from the period as a result of COVID-19-related circumstances.

### *The RCLI Campus*

The Rabbinical College of Long Island is located in the New York metropolitan region in the town of Long Beach. The campus is located in an academic environment removed from the tumult and diversion of the city, but close enough to make use of its benefits. The campus center is the Instructional/Administrative building located at 205 West Beech Street in Long Beach, New York. A recent remodeling program has resulted in a modern, safe, comfortably equipped campus with well-lit and roomy classrooms. The modern Beth Medrash study hall comfortably accommodates the entire student body at their study tables. Two modern, abundantly equipped, kitchens and a spacious dining room provide freshly prepared kosher meals for the student body.

Residence halls, a short distance from the Instructional Center, offer comfortable accommodations and modern furnishings. Plenty of lounge space allows the students to meet and share discussions, while a bank of utilities permit students to wash their clothing, prepare light snacks and care for other personal needs.

The College Recreational Yard is available for student use for sports and leisure activities. In addition, students have access to a full range of recreational facilities as a result of a cooperative arrangement with local recreation centers.

### *The Library*

The library collection reflects RCLI's philosophy of Talmud education which is to focus students' attention on primary sources of Torah scholarship. Our style of Talmud study favors an intensive study of the text and close analysis of the reasoning that underlies specific talmudic principles. At the undergraduate level we seek to train the student not so much in extensive secondary research as on developing his own reasoning and analytical skills. There is no substitute for a deep immersion in the basic sources.

It follows therefore that our library collection is carefully selected and focuses on the principal sources of Talmud scholarship, the Rishonim. This collection is supplemented with a discriminating chosen group of Acharonim and a good selection of volumes on Halacha, Mussar, and Bible.

The library collection is housed on the open shelves of the Beth Medrash and is readily available to all students during the study hours. Students may not remove any of the books from the study hall without specific permission to do so. It is not a reading library, and contains no materials for entertainment or diversion. Its sole purpose is to aid students in their Torah studies and it focuses on the reference materials required by the undergraduate Torah researcher.

Of course there is no substitute for having one's own reference collection and students are encouraged to begin building their own personal library of the basic Talmudic sources.

### *Textbook Information*

Rabbinical College of Long Island 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 one of the Judaic bookstores stores in the area.

Many students prefer to have their own Gemara, Kovetz Mifarshim and Mikraos Gedolos Chumash which cost between \$20 and \$50 each, and a Mishna Brurah, which costs between \$14 and \$18. Prices vary according to 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 local Judaica stores:

Hirth Books  
205 West Beech Street  
Long Beach, NY 11561

Z Berman Books  
403 Central Avenue  
Cedarhurst, NY 11516

Five Towns Judaica  
337 Central Avenue  
Lawrence, NY 11559

### *Academic Program of Study*

The academic program of study offered at RCLI aims to develop in the student a sophisticated style of clear and precise scholarship that is rooted in the close study of the Talmud. It is expected that the student in completing his degree will emerge with a lifelong commitment to the process of scholarship and its central role in Jewish tradition.

At the core of this program is a curriculum constructed around the intensive study of the Babylonian Talmud. Assembled in an age that refused to see knowledge as a compartmentalized system of specialties, the Talmud represents a holistic approach to wisdom and ethical behavior. It is also an intricately complex arrangement of traditional law, rabbinic interpretation and analytic debate. It represents the most comprehensive and authoritative source of the law of the Jews; a text whose every wrinkle and implication has been studied for close to two millennia.

Students undertaking this course of study must already have mastered an imposing set of skills. They have spent more than a decade in preparation studying Bible, Prayer, Mishna, Mussar, elementary Talmud, Halacha, Hebrew and Aramaic language skills, and an assortment of reasoning methods.

All students are assigned to a prescribed course of study consisting of courses in Talmud, Mussar, and Halacha. These courses taught from a broad Torah perspective involve the student in the full range of traditional scholarship. Students are required to master specific content material as well as methodological concepts and reasoning skills. All courses are offered each term, enabling students to complete their degree program within the normal time frame to completion.

\*The specific tractate to be studied is assigned before the beginning of the term and will be signified by a two digit code number added to the other digits. The tractate code is explained later (see list of talmud tractates for talmud courses).

## *Sample Curriculum First Talmudic Degree*

### ***First Year***

#### **Fall Term, 12 credits**

Talmud 111**A:	Introduction to Talmud	4 credits
Talmud 112**A:	Introduction to Talmud Survey	3 credits
Talmud 113**A:	Introduction to Talmud Recitation	3 credits
Selections in Mussar and Hashkofa 21A:	Introductory Ethics	1 credit
Halacha 31A:	Introductory Codes	1 credit

#### **Spring Term, 12 credits**

Talmud 111**B:	Introduction to Talmud, Part II	4 credits
Talmud 112**B:	Introduction to Talmud Survey, Part II	3 credits
Talmud 113**B:	Introduction to Talmud Recitation, Part II	3 credits
Selections in Mussar and Hashkofa 21B:	Introductory Ethics, Part II	1 credit
Halacha 31B:	Introductory Codes, Part II	1 credit

#### **Summer Term, 12 credits**

Talmud 111**C:	Introduction to Talmud, Part III	4 credits
Talmud 112**C:	Introduction to Talmud Survey, Part III	3 credits
Talmud 113**C:	Introduction to Talmud Recitation, Part III	3 credits
Selections in Mussar and Hashkofa 21C:	Introductory Ethics, Part III	1 credit
Halacha 31C:	Introductory Codes, Part III	1 credit

### ***Second Year***

#### **Fall Term, 12 credits**

Talmud 121**A:	Beginning Talmud	4 credits
Talmud 122**A:	Beginning Talmud Survey	3 credits
Talmud 123**A:	Beginning Talmud Recitation	3 credits
Selections in Mussar and Hashkofa 22A:	Beginning Ethics	1 credit
Halacha 32A:	Beginning Codes	1 credit

#### **Spring Term, 12 credits**

Talmud 121**B:	Beginning Talmud, Part II	4 credits
Talmud 122**B:	Beginning Talmud Survey, Part II	3 credits
Talmud 123**B:	Beginning Talmud Recitation, Part II	3 credits

Selections in Mussar and Hashkofa 22B:	Beginning Ethics, Part II	1 credit
Halacha 32B:	Beginning Codes, Part II	1 credit

**Summer Term, 12 credits**

Talmud 121**C:	Beginning Talmud, Part III	4 credits
Talmud 122**C:	Beginning Talmud Survey, Part III	3 credits
Talmud 123**C:	Beginning Talmud Recitation, Part III	3 credits
Selections in Mussar and Hashkofa 22C:	Beginning Ethics, Part III	1 credit
Halacha 32C:	Beginning Codes, Part III	1 credit

The satisfactory completion of a minimum of 60 credits entitles the student to an Intermediate Talmudic Degree.

***Third Year***

**Fall Term, 12 credits**

Talmud 131**A:	Intermediate Talmud	4 credits
Talmud 132**A:	Intermediate Talmud Survey	3 credits
Talmud 133**A:	Intermediate Talmud Recitation	3 credits
Selections in Mussar and Hashkofa 23A:	Intermediate Ethics	1 credit
Halacha 33A:	Intermediate Codes	1 credit

**Spring Term, 12 credits**

Talmud 131**B:	Intermediate Talmud, Part II	4 credits
Talmud 132**B:	Intermediate Talmud Survey, Part II	3 credits
Talmud 133**B:	Intermediate Talmud Recitation, Part II	3 credits
Selections in Mussar and Hashkofa 23B:	Intermediate Ethics, Part II	1 credit
Halacha 33B:	Intermediate Codes, Part II	1 credit

**Summer Term, 12 credits**

Talmud 131**C:	Intermediate Talmud, Part III	4 credits
Talmud 132**C:	Intermediate Talmud Survey, Part III	3 credits
Talmud 133**C:	Intermediate Talmud Recitation, Part III	3 credits
Selections in Mussar and Hashkofa 23C:	Intermediate Ethics, Part III	1 credit
Halacha 33C:	Intermediate Codes, Part III	1 credit

## ***Fourth Year***

### **Fall Term, 12 credits**

Talmud 141**A:	Senior Talmud	4 credits
Talmud 142**A:	Senior Talmud Survey	3 credits
Talmud 143**A:	Senior Talmud Recitation	3 credits
Selections in Mussar and Hashkofa 24A:	Senior Ethics	1 credit
Halacha 34A:	Senior Codes	1 credits

### **Spring Term, 12 credits**

Talmud 141**B:	Senior Talmud, Part II	4 credits
Talmud 142**B:	Senior Talmud Survey, Part II	3 credits
Talmud 143**B:	Senior Talmud Recitation, Part II	3 credits
Selections in Mussar and Hashkofa 24B:	Senior Ethics, Part II	1 credit
Halacha 34B:	Senior Codes, Part II	1 credit

### **Summer Term, 12 credits**

Talmud 141**C:	Senior Talmud, Part III	4 credits
Talmud 142**C:	Senior Talmud Survey, Part III	3 credits
Talmud 143**C:	Senior Talmud Recitation, Part III	3 credits
Selections in Mussar and Hashkofa 24C:	Senior Ethics, Part III	1 credit
Halacha 34C:	Senior Codes, Part III	1 credit

## ***Fifth Year***

### **Fall Term, 12 credits**

Talmud 151**A:	Advanced Talmud	4 credits
Talmud 152**A:	Advanced Talmud Survey	3 credits
Talmud 153**A:	Advanced Talmud Recitation	3 credits
Selections in Mussar and Hashkofa 25A:	Advanced Ethics	1 credit
Halacha 35A:	Advanced Codes	1 credit

### **Spring Term, 12 credits**

Talmud 151**B:	Advanced Talmud, Part II	4 credits
Talmud 152**B:	Advanced Talmud Survey, Part II	3 credits
Talmud 153**B:	Advanced Talmud Recitation, Part II	3 credits
Selections in Mussar and Hashkofa 25B:	Advanced Ethics, Part II	1 credit
Halacha 35B:	Advanced Codes, Part II	1 credit

The satisfactory completion of a minimum of 160 credits entitles the student to a First Talmudic Degree and prepares him for a variety of professional positions within Jewish education and community service. It also qualifies the graduate for entry into a recognized Torah Graduate School for postgraduate study and for the ordination degree. Please note, there is only one major available, Talmud.

### *Explanation of Course Numbering System*

The first digit of each course number represents the department as follows:

- 1 - Talmud
- 2 - Selections in Mussar and Hashkofa
- 3 - Halacha

The second digit indicates the level (year of study, 1-5)

The third digit of the Talmud courses indicates whether a course is

- 1 - Talmud
- 2 - Talmud Survey
- 3 - Talmud Recitation

The last two digits of the Talmud courses identify the specific texts being studied.

Letters indicate the semester of study

- A - Fall semester
- B - Spring semester
- C - Summer semester

### *Course Descriptions*

Note: All courses are offered on a term basis, but in all courses the syllabus is covered over an entire year. Thus, while a student will complete three Talmud Intensive courses over a year and indeed may study three different tractates in those terms, the process of progressive development and the utilization of new approaches will change term to term. The study of Talmud at RCLI is the basis of three courses each term: 1- Talmud, 2- Survey and 3- Recitation. These courses compose the Talmud Core which is assigned to all students each term.

### *Talmud*

Talmud, Introduction to Talmud, 4 credits each term

- 111\*\*A: This is the introductory intensive Talmud course in which the students engage in a course of a supervised daily study sessions of the assigned tractate material in a chavrusah or paired students study group. The students are guided in making the



transition from their high school training to independently view the text of the Talmud.

111\*\*B: In this course the student will focus on literary clarity, understanding the arguments, and learning to identify the method of Talmudic reasoning being used.

111\*\*C: The student will utilize the shiur in this course as a guide to covering the most fundamental issues in the Talmud as well as exploring various methods of reasoning.

\*The actual course code includes two more digits signifying the specific Talmud tractate which is studied. As this varies from term to term and can be one of twelve or more tractates the course skills are described here and a separate list describing tractate contents is provided after the various Talmud courses.

Talmud, Beginning Talmud, 4 credits each term

121\*\*A: In this second level intensive course, students will study the assigned tractate in chavrusah grouping and will further develop their skills in preparing a lucid translation of the text with an emphasis on p'shat.

121\*\*B: Students will learn to apply the commentary and interpretation of the text presented by both Rashi and Tosefos.

121\*\*C: In this course the shiur will be a guide, focusing on the wider ranging Tosefos commentary. Students will learn to research the Talmud sources cited by Tosefos in the course of their analysis of the text as a method of gaining clarity of the issues.

Talmud, Intermediate Talmud, 4 credits each term

131\*\*A: In this course the shiur will be a guide to the student's study of Rashi and Tosefos text and in learning their analytical methodology. While the first six terms of Talmud Intensive students are devoted to developing a solid approach to the Talmud text and its "blatt" commentators, the third year of Talmud study introduces the student to the broader complexity of analytic study.

131\*\*B: In this course the student will study how Rashi and Tosefos trace their underlying principles from the case texts of the Talmud.

131\*\*C: In this course the students will research an expanded list of Rishonim such as Rambam, Rif, Rosh, Rashba, Ritva and Ran and study their differing interpretations with regard to specific texts.

Talmud, Senior Talmud, 4 credits each term

141\*\*A: Students will study the Talmud text and the various interpretive stances of the individual Rishonim and their methodologies. The shiur will develop a detailed analysis comparing the Rishonim's understanding of the talmudic texts.

141\*\*B: This course will focus on perfecting the student's knowledge of Talmudic methodology as understood by the different Rishonim. In addition to analyzing the simple meaning of the text, "p'shat," the student will look at the broader tractate comparing similar texts, refining case analyses and building carefully defined legal principles.

141\*\*C: In this course students will learn to develop two important talmudic skills, the ability to make fine distinctions in shades of meaning, and the ability to synthesize larger more comprehensive principles from individual analytic elements.

Talmud, Advanced Talmud, 4 credits each term

151\*\*A: In this most advanced Intensive Talmudic course, students utilize the skills developed in talmudic research and knowledge of different methodologies to seek and sharpen their own methods of analysis.

151\*\*B: The student in this final course will augment the work of the previous course by preparing "Chiddushei Torah," which are unique deductive constructions based upon the Talmudic literature and the principles found in the Rishonim commentators.

### *Talmud Survey*

Talmud, Introduction to Talmud Survey, 3 credits each term

112\*\*A: This introductory course focuses on the student's development of his own learning style and analysis of the Talmid. He is encouraged to approach each topic using his Talmudic skills to explain the text.

112\*\*B: In this course the student will be expected to develop an understanding of the gemarah text and develop a fluency in his ability to explain the text of the gemarah.

112\*\*C: In this course the student will learn to use the guidance of the commentators found on the folio itself to check and adjust his own understanding of the text. This course is closely guided by the instructor to keep the novice Talmudist on course in this new endeavor.

\*\*The actual course code includes two more digits signifying the specific Talmud tractate which is studied. As this varies from term to term and can be one of twelve or more tractates, the course skills are described here and a separate list describing tractate contents is provided after the various Talmud courses.

Talmud, Beginning Talmud Survey, 3 credits each term

122\*\*A: This second level survey course requires more in-depth study. Besides understanding the text, he will work on understanding the thought process of the Talmud. The student will be required to use his developing skills to independently approach the subject matter.

122\*\*B: In this course the student will focus on identifying the strengths and weakness of his own p'shat and research resolutions for these difficulties.

122\*\*C: In this course the student will be required to research additional Rishonim commentators such as Rashba, Ritva, Ran and Ramban to advance, clarify or question his explanation of the gemarah text.

Talmud, Intermediate Talmud Survey, 3 credits each term

132\*\*A: This course is more advanced as it demands more independent research by the student. He is expected to become familiar with an expanded group of commentators such as the Maharsha, Maharam, Maharm Shif, Pnei Yehoshua and Aruch Laner.

132\*\*B: In this course the student will now study the text using the expanded group of commentators and utilize this body of knowledge in the formulation of his own understanding of the gemarah text.

132\*\*C: In this course the student will work on understanding the approach of the commentators that differ from his own viewpoint. He will compare and contrast their opinions and identify distinct and clear streams of understanding of the gemarah.

Talmud, Senior Talmud Survey, 3 credits each term

142\*\*A: Utilizing the students now solid approach to the textual understanding of the Talmud and its "blatt" commentators, as well as a familiarity with the Rishonim the student will now incorporate the study of the Rishonim Poskim, primarily the Rosh, Rif and Rambam and become familiar with their halachic conclusions derived from the sugya.

142\*\*B: This course will focus on the student expanding his research to a broader complexity of analytic study and understand the Rishonim who focus on the codes of law, primarily the Rambam, Rif and Rosh.

142\*\*C: This course will be devoted to the study of a broader complexity of analytic study. This will include understanding how the underlying principles of the different sugyos in Shas are used by the codifiers to reach their conclusions.

Talmud, Advanced Talmud Survey, 3 credits each term

152\*\*A: Students will study the Talmud text and the various interpretive stances of the individual Rishonim as well as the halachic decisions of the Rishonim codifiers. The student will now additionally familiarize himself with the early Acharonim codifiers as well. This will include the Tur, Bais Yosef, Mechaber, Ramah and the Nosei Keilim.

152\*\*B: This course will expand the student's horizons by steering him to follow the trail of the sugya from the gemarah to the halacha. He will additionally now endeavor to assimilate the perspective of the later Acharonim and compare them with his own approach to the sugya. There will be a particular focus on Rabbi Akiva Aiger, Ketzos, Nesivos and Rav Chaim Brisker.

### *Talmud Recitation*

The Recitation courses offers the student a course in Talmud keyed to the skills he is developing in the Talmud sections. This course blends both student research and peer study into a quick paced survey. A key element in this course is to cover large portions of Talmudic text. This gives the student broad based Talmudic knowledge as well as a perspective of the sugya in view of the entire tractate.

Talmud, Introduction to Talmud Recitation, 3 credits each term

113\*\*A: This introductory course will transition the student from their high school training to Bais Medrash requiring them to study the large portions of gemarah text. Their study will be of the Masechta that is being studied in depth during his Talmud and Talmud Survey Courses (Yeshiva Masechta). Studying large portions will strengthen their comprehension, give them a global view of the Masechta and give them a practiced fluency.

113\*\*B: While covering large portions of the Masechta, in this course, the student will focus on the gemarah text as well as the simple understanding of the give and take, proofs and dis-proofs of the blatt.

113\*\*C: Through this course, the student will advance his fluency in tackling the gemarah independently and will concentrate on differentiating between difficulties whose resolution impede further understanding of the subject and those that may remain unresolved while studying a fast paced survey.

Talmud, Beginning Talmud Recitation, 3 credits each term

123\*\*A: In this course the student will approach the study not only to broaden his fluency but will cross reference the portions he has already covered to facilitate gaining a broader picture of the subject matter.

123\*\*B: This course builds upon the fluency developed to this point, by adding the study of portions of the primary commentator on the daf, Rashi.

123\*\*C: In this course the student will keep the fast pace but will concentrate on using Rashi to reach a deeper understanding of the material.

Talmud, Intermediate Talmud Recitation, 3 credits each term

133\*\*A: In this semester, the start of the third year, the student will be expected to pick up the pace of learning so that he will complete or nearly complete the entire Masechta over three semesters. This will give him a level fluency that will greatly enhance his research capabilities.

133\*\*B: In this course, keeping the new accelerated pace, the student will now study the Masechta with Rashi's commentary in its entirety giving him additional clarity.

133\*\*C: In this course the student will continue at this faster pace but will additionally learn to take note of and absorb additional nuances of the tractate such as final conclusions and halachic decisions. This course will expand his scope of retention of the subject matter along with the general information contained therein.

Talmud, Senior Talmud Recitation, 3 credits each term

143\*\*A: This year the student is expected to cover the Yeshiva Masechta in its entirety with Rashi's commentary. This will afford him the tools that will enhance his in-depth studies.

143\*\*B: With his advanced level of fluency and depth the student is expected in this course to cross reference all subject matter that pertains to the in depth Talmud and Talmud Survey Courses. This will serve to deepen his comprehension of the Masechta.

143\*\*C: In this course the student will continue his fast pace and quickly analyze and add to his expanded comprehension the halachic conclusions reached by the gemarah.

Talmud, Advanced Talmud Recitation, 3 credits each term

153\*\*A: In this final year, the student will cover at least one Masechta and is encouraged to try to cover multiple Masechtas. In addition, he will add the study of Tosefos' commentary on topics that are relevant to the daf being studied in the Talmud and Talmud Survey courses.

153\*\*B: In this final course, this advanced student will cross reference relevant topics to portions of the Shulchan Aruch and seek insight regarding the definitive halacha as determined by the Chofetz Chaim in the Mishna Brurah or the Aruch Hashulchan.

### List of the Talmud Tractates Assigned for Talmud Courses

- 01-Shabbos: This tractate is a comprehensive study of the laws of the Shabbos and their derivation from the Sinaitic tradition. The thirty-nine principle categories of creative labor and their related sub-categories are adumbrated.
- 02-Pesachim: This tractate focuses on the extensive and detailed laws of the Passover holiday, and the pascal lamb service. The hagaddah and the Seder of the Passover festival are also discussed.
- 03-Succah: The laws and principles of the Tabernacle festival are derived in this tractate. In addition to the laws of the Succah the subject of the Arba Minim is comprehensively treated.
- 04-Yevamos: The focus of this intricately detailed tractate is the practice of Levirate Marriage. Also discussed are the laws of Chalitzah; the halachic view of consanguinity; the marriage laws of the Cohanim; the case of Agunah.
- 05-Kesubos: The Jewish marriage contract, the biblical, rabbinic and customary obligations that make up the contract; the legal effect of the contract; the Jewish perspective on betrothal.
- 06-Nedarim: The definitive law of vows and their legal effect. This tractate discusses the cross obligations of the individual to this own word and the prior obligation that is owed to the Sinaitic Law as well as the extent of the salience of all manner of vows.

- 07-Sotah: The laws of the Sotah woman and the special rights and obligations of the husband in such instances. The Sotah ceremony; sacrifice offering and the Mayim Hameorerim.
- 08-Gittin: Divorce and the divorce document or Get. A full discussion of the technical aspects of witnesses, the taking of possession of documents, and the halachic requirements for verification.
- 09-Kiddushin: Procedures and practices associated with betrothal; comprehensive discussion of the differences in obligation to do commandments that are time related between men and women; the rights of parents over their offspring.
- 10-Baba Kama: Talmudic Civil Law. Discussion of such categories of damage as one's animate possession; one's objects; one's own person, etc. Degrees of liability and responsibility are discussed.
- 11-Baba Metzia: A continuation of the three tractate compendium of Talmudic Civil Law. Primarily concerned with claims related to joint transactions, from finding lost articles to settling wage disputes. Considers such topics as usury, trade, consumer rights, fair trade, conditions which govern labor and industry.
- 12-Baba Basra: The last of the three volumes of Civil Law. The adjudication of such issues as right of way; the reciprocal rights and obligations of business partners; the rights of neighbors, vendors, and heirs. The extent of liability of a seller for his merchandise. Deeds and legal documents.
- 13-Sanhedrin: A comprehensive analysis of the role of courts and their operation. The sorts of courts that may hear different cases. The taking of testimony, challenging witnesses, liability of judges. Requirements for giving witness, bringing charges, qualifying as a dayan. The process of justice.
- 14-Maccos: The process of punishment through the courts. The rabbinic derivation of the biblical law. The laws of Eydin Zomemim and the Ir Hanidachas.
- 15-Shevuos: A comprehensive compilation and analysis of the various categories of swearing, including such topics as legal testimony, the creation of sworn prohibitions, and the use of the Shevua to reinforce a biblical commandment.

### *Selections in Mussar and Hashkofa*

These courses emphasize the study of Mussar in the traditional style, developing an introspective dimension, and understanding the roots of Jewish ethical behavior. The courses are intended to allow the student to absorb the hashkofa of the Torah, to incorporate ethical behavior, self-analysis and character development into a proactive personal characteristic. We encourage students to complete each mussar work in its entirety and giving these courses over three terms allows sufficient time to do so. Three semesters also allow for students to work on incorporating their new developed self into their daily living. The student may choose to study from a variety of texts including, Mesilas Yeshorim, Sha'arei Teshuva, Chovos Halevovos, Orchos Tzaddikim, Michtav Me'Eliyahu and Mishnas Rebbe Aharon.

\* See detail of classic mussar texts after course descriptions.

#### Selections in Mussar and Hashkofa, Introductory Ethics, 1 credit each term

- 21A: This course introduces the student to the study of Mussar. He will concentrate on the text and work on familiarizing himself with the syntactical expressions and phraseology.
- 21B: In this course the student continues to study the language of mussar and familiarize himself with the general subject matter of the text.
- 21C: This final course at the introductory level enable the student will gain a fluency in the language of classic mussar and a general understanding of the focus of the study of mussar attaining a recognition of some of the concepts contained therein.

#### Selections in Mussar and Hashkofa, Beginning Ethics, 1 credit each term

- 22A: The student, now has attained a degree of fluency in the textual expressions of the Mussar work studied in Introductory Ethics, will now study additional Mussar works to broaden his grasp of different mussar approaches.
- 22B: In this course the student will identify some of the ethical themes and explore the concepts themselves and endeavoring to understand these ideas in depth.
- 22C: The student will in this course learn to categorize the different positive and negative behaviors in society and begin to explore their origins in the human psyche. This will bring a new dimension to the theoretical text and stimulate introspection and important aspect of mussar.



Selections in Mussar and Hashkofa, Intermediate Ethics, 1 credit each term

- 23A: During the previous studies, the student has absorbed a body of concepts and theories. In this course, he will expand his horizon by studying a different classical text and begin to compare differing and parallel mussar ideas.
- 23B: In this course the student's learning will be in even greater depth as he works to relate to hashkofos of mussar and grapples to understand the ethical and moral issues faced by humanity.
- 23C: In this course as he continues learning the text in depth he will apply what he learns in analyzing human behaviors and the thinking that motivates them. In his analysis, he will observe how these thoughts affect humanity in the different stations of the social order and how the study of mussar might affect different outcomes.

Selections in Mussar and Hashkofa, Senior Ethics, 1 credit each term

- 24A: Senior student will study a Mussar text not studied previously and will begin to compare all the concepts learned to his own personal behaviors and ways of thinking as well as those around him and contemplate methods of self-improvement.
- 24B: In this course the student will learn how the great Mussar thinkers approach resolutions between service of the creator, the needs of man and those of mankind.
- 24C: In this course the student will compare the different Mussar and philosophical outlooks of the previously studied treatise. In this course, the student will be expected to contemplate his relationship between the Mussar theory and how he conducts himself in his environment.

Selections in Mussar and Hashkofa, Advanced Ethics, 1 credit each term

- 25A: In this course students are expected to be fluent in the language of classic Ethics texts should select and advanced Mussar work to study. His focus should be to adopt the study of mussar as a lifelong process of character development.
- 25B: In this final course the study of mussar the student will learn with the goal of developing his own ability to assimilate Mussar ideas as they relate to his peers and be able to articulate it in the form of a Mussar lecture delivered before the student body.

Mesilas Yeshorim -This course emphasizes the study of Mussar in the traditional style, developing an introspective dimension, and understanding the roots of Jewish ethical behavior. The text is the classic study by Rabbi Moshe Chaim Luzzatto.

Sha'arei Teshuva - by Rabbenu Yonah of Gerona studies the steps to repentance based on scriptural injunction.

Chovos Halevovos - the study of a systematic Jewish philosophy based on the text of the medieval thinker Bahya Ibn Paqua.

Orchos Tzaddikim - A conceptual approach to building a proper moral outlook. Students study the text in chavrusah groupings and attend hashkofa lectures.

Michtav Me'Eliyahu - selection of the writings of Rabbi Eliyahu Dessler whose work on Jewish concepts of prayer, interpersonal relations, and the development of a pious outlook have achieved the status of a classic in the field of hashkofa.

Mishnas Rebbe Aharon - A topical selections of essays by the contemporary giant and great gaon, Harav Aharon Kotler. The topics covered are vast in scope and delve into human responsibility to each other as well as between man and G-d.

### *Halacha*

Courses in Halacha focus on the study of legal codes and ultimately how they are applied in practical terms. This course, which is given over three terms to cover a large body of the subject selected giving the student a global view of the subject matter. These courses deal with the laws that are primarily found in the Orach Chaim section of the Code of Jewish Law and cover a variety of topics including daily conduct, Shabbos and Yomim Tovim as well as special events. Each year the student will select to learn a different portion of Seder Orach Chaim. The student will have, with completion of this series of courses, a good knowledge of the Orach Chaim section of Jewish Law as well as an expanded understanding of the machinations of p'sak.

Halacha Introductory Codes, 1 credit each

The Introductory courses require the student to study the codes using the Shulchan Aruch as a basis and Kitzur Shulchan Aruch and Aruch Hashulchan to familiarize himself with the development of the halacha to its practical conclusion.

31A: This course familiarizes the student with language of the codifiers of halacha.

31B: This course the students will concentrate on understanding the detailed dictates of the laws and reasons behind them.

31C: This course the student will endeavor to understand the laws and use this understanding in applying them in practical applications.

#### Halacha, Beginning Codes, 1 credit each

The courses require the student to study the codes more in depth using the Shulchan Aruch and the Mishna Brurah as the basic text. This advances the student by studying the different opinions cited, studying the case comparisons and the conclusions of the Mishna Brurah.

32A: This course familiarizes the student with language of the Mishna Brurah and his view of the Shulchan Aruch vis-a-vis the Rama.

32B: This course will require the student to concentrate on understanding the comparisons made by the Mishna Brurah of the different halachic opinions.

32C: In this course the student will concentrate on understanding the method of analysis of the Mishna Brurah that lead him to his final conclusions.

#### Halacha, Intermediate Codes, 1 credit

At this more advanced level the student will use additional sources of commentary and analysis, studying the Mishna Brurah with the Biur Halacha and Shaar Tzion. These commentaries will give him a deeper understanding of the underlying basis for the conclusions of the Mishna Brurah.

33A: The student will familiarize himself with the three different pirushim of the Chafetz Chaim, Mishna Brurah, Biur Halacha and Shaar Tzion and how they relate to each other.

33B: In this course the student will integrate the study of the Mishna Brurah with the Biur Halacha and Shaar Tzion to get a deeper and expanded view of the halachic issues as understood by the Chofetz Chaim.

33C: This course will require the student to study the material using his now broader understanding of the Chafetz Chaim's approach to halacha and follow his reasoning in reaching various conclusions.

#### Halacha, Senior Codes, 1 credit each

In this 4th year of more advanced study the student will use the Mishna Brurah and his commentaries and consider the practical application of the halacha as it pertains to our contemporary environment. This will develop the student's own sense of halachic acumen and sharpen his abilities to apply his knowledge.

34A: The student will study the selected topics with the Mishna Brurah and his pirushim evaluating and identifying his final p'sak.

34B: The student will now study the material so as to arrive at the Mishna Brurah's final p'sak and endeavor to understand how he arrived at his conclusions.

34C: The student will study the Mishna Brurah and use the reasoning outlined in his pirushim to arrive at the final p'sak and using his now advanced abilities focus on how these p'sakim would be applied in contemporary real-life situation.

Halacha, Advanced Codes, 1 credit

This final set of courses uses the Mishna Brurah and all of his commentaries as a basis and expands to compare the p'sakim of other major poskim of the recent past to get a diverse vision of p'sak halacha. This includes the Chazon Ish, Rav Moshe Feinstein, Rav Shlomo Zalman Auerbach and Rav Shalom Yosef Elyashiv, among others.

35A: The student will research the recent Acharonim mentioned on the topic being studied and familiarize himself with their writing styles and method of halachic analysis.

35B: In this final course in halacha the student will compare the different methods and views of the aforementioned poskim vis-à-vis the Mishna Brurah, where they diverge and where they agree.

### *Sample Curriculum Intermediate Talmudic Degree*

#### ***First Year***

**Fall Term, 12 credits**

Talmud 111**A:	Introduction to Talmud	4 credits
Talmud 112**A:	Introduction to Talmud Survey	3 credits
Talmud 113**A:	Introduction to Talmud Recitation	3 credits
Selections in Mussar and Hashkofa 21A:	Introductory Ethics	1 credit
Halacha 31A:	Introductory Codes	1 credit

**Spring Term, 12 credits**

Talmud 111**B:	Introduction to Talmud, Part II	4 credits
Talmud 112**B:	Introduction to Talmud Survey, Part II	3 credits
Talmud 113**B:	Introduction to Talmud Recitation, Part II	3 credits
Selections in Mussar and Hashkofa 21B:	Introductory Ethics, Part II	1 credit
Halacha 31B:	Introductory Codes, Part II	1 credit

### Summer Term, 12 credits

Talmud 111**C:	Introduction to Talmud, Part III	4 credits
Talmud 112**C:	Introduction to Talmud Survey, Part III	3 credits
Talmud 113**C:	Introduction to Talmud Recitation, Part III	3 credits
Selections in Mussar and Hashkofa 21C:	Introductory Ethics, Part III	1 credit
Halacha 31C:	Introductory Codes, Part III	1 credit

### *Second Year*

#### Fall Term, 12 credits

Talmud 121**A:	Beginning Talmud	4 credits
Talmud 122**A:	Beginning Talmud Survey	3 credits
Talmud 123**A:	Beginning Talmud Recitation	3 credits
Selections in Mussar and Hashkofa 22A:	Beginning Ethics	1 credit
Halacha 32A:	Beginning Codes	1 credit

#### Spring Term, 12 credits

Talmud 121**B:	Beginning Talmud, Part II	4 credits
Talmud 122**B:	Beginning Talmud Survey, Part II	3 credits
Talmud 123**B:	Beginning Talmud Recitation, Part II	3 credits
Selections in Mussar and Hashkofa 22B:	Beginning Ethics, Part II	1 credit
Halacha 32B:	Beginning Codes, Part II	1 credit

#### Summer Term, 12 credits

Talmud 121**C:	Beginning Talmud, Part III	4 credits
Talmud 122**C:	Beginning Talmud Survey, Part III	3 credits
Talmud 123**C:	Beginning Talmud Recitation, Part III	3 credits
Selections in Mussar and Hashkofa 22C:	Beginning Ethics, Part III	1 credit
Halacha 32C:	Beginning Codes, Part III	1 credit

The satisfactory completion of a minimum of 60 credits entitles the student to an Intermediate Talmudic Degree.

### *Course Descriptions*

Note: All courses are offered on a term basis, but in all courses the syllabus is covered over an entire year. Thus, while a student will complete three Talmud Intensive courses over a year and indeed may study three different tractates in those terms, the process of progressive development

and the utilization of new approaches will change term to term. The study of Talmud at RCLI is the basis of three courses each term: 1- Talmud, 2- Survey and 3- Recitation. These courses compose the Talmud Core which is assigned to all students each term.

Talmud, Introduction to Talmud, 4 credits each term

111\*\*A: This is the introductory intensive Talmud course in which the students engage in a course of a supervised daily study sessions of the assigned tractate material in a chavrusah or paired students study group. The students are guided in making the transition from their high school training to independently view the text of the Talmud.

111\*\*B: In this course the student will focus on literary clarity, understanding the arguments, and learning to identify the method of Talmudic reasoning being used.

111\*\*C: The student will utilize the shiur in this course as a guide to covering the most fundamental issues in the Talmud as well as exploring various methods of reasoning.

\*The actual course code includes two more digits signifying the specific Talmud tractate which is studied. As this varies from term to term and can be one of twelve or more tractates the course skills are described here and a separate list describing tractate contents is provided after the various Talmud courses.

Talmud, Beginning Talmud, 4 credits each term

121\*\*A: In this second level intensive course, students will study the assigned tractate in chavrusah grouping and will further develop their skills in preparing a lucid translation of the text with an emphasis on p'shat.

121\*\*B: Students will learn to apply the commentary and interpretation of the text presented by both Rashi and Tosefos.

121\*\*C: In this course the shiur will be a guide, focusing on the wider ranging Tosefos commentary. Students will learn to research the Talmud sources cited by Tosefos in the course of their analysis of the text as a method of gaining clarity of the issues.

### *Talmud Survey*

Talmud, Introduction to Talmud Survey, 3 credits each term

112\*\*A: This introductory course focuses on the student's development of his own learning style and analysis of the Talmid. He is encouraged to approach each topic using his Talmudic skills to explain the text.

112\*\*B: In this course the student will be expected to develop an understanding of the gemarah text and develop a fluency in his ability to explain the text of the gemarah.

112\*\*C: In this course the student will learn to use the guidance of the commentators found on the folio itself to check and adjust his own understanding of the text. This course is closely guided by the instructor to keep the novice Talmudist on course in this new endeavor.

\*\*The actual course code includes two more digits signifying the specific Talmud tractate which is studied. As this varies from term to term and can be one of twelve or more tractates, the course skills are described here and a separate list describing tractate contents is provided after the various Talmud courses.

Talmud, Beginning Talmud Survey, 3 credits each term

122\*\*A: This second level survey course requires more in-depth study. Besides understanding the text, he will work on understanding the thought process of the Talmud. The student will be required to use his developing skills to independently approach the subject matter.

122\*\*B: In this course the student will focus on identifying the strengths and weakness of his own p'shat and research resolutions for these difficulties.

122\*\*C: In this course the student will be required to research additional Rishonim commentators such as Rashba, Ritva, Ran and Ramban to advance, clarify or question his explanation of the gemarah text.

### *Talmud Recitation*

The Recitation courses offers the student a course in Talmud keyed to the skills he is developing in the Talmud sections. This course blends both student research and peer study into a quick paced survey. A key element in this course is to cover large portions of Talmudic text. This gives the student broad based Talmudic knowledge as well as a perspective of the sugya in view of the entire tractate.

Talmud, Introduction to Talmud Recitation, 3 credits each term

113\*\*A: This introductory course will transition the student from their high school training to Bais Medrash requiring them to study the large portions of gemarah text. Their study will be of the Masechta that is being studied in depth during his Talmud and Talmud Survey Courses (Yeshiva Masechta). Studying large portions will strengthen their comprehension, give them a global view of the Masechta and give them a practiced fluency.

113\*\*B: While covering large portions of the Masechta, in this course, the student will focus on the gemarah text as well as the simple understanding of the give and take, proofs and dis-proofs of the blatt.

113\*\*C: Through this course, the student will advance his fluency in tackling the gemarah independently and will concentrate on differentiating between difficulties whose resolution impede further understanding of the subject and those that may remain unresolved while studying a fast paced survey.

Talmud, Beginning Talmud Recitation, 3 credits each term

123\*\*A: In this course the student will approach the study not only to broaden his fluency but will cross reference the portions he has already covered to facilitate gaining a broader picture of the subject matter.

123\*\*B: This course builds upon the fluency developed to this point, by adding the study of portions of the primary commentator on the daf, Rashi.

123\*\*C: In this course the student will keep the fast pace but will concentrate on using Rashi to reach a deeper understanding of the material.

### *Selections in Mussar and Hashkofa*

These courses emphasize the study of Mussar in the traditional style, developing an introspective dimension, and understanding the roots of Jewish ethical behavior. The courses are intended to allow the student to absorb the hashkofa of the Torah, to incorporate ethical behavior, self-analysis and character development into a proactive personal characteristic. We encourage students to complete each mussar work in its entirety and giving these courses over three terms allows sufficient time to do so. Three semesters also allow for students to work on incorporating their new developed self into their daily living. The student may choose to study from a variety of texts including, Mesilas Yeshorim, Sha'arei Teshuva, Chovos Halevovos, Orchos Tzaddikim, Michtav Me'Eliyahu and Mishnas Rebbe Aharon.

\* See detail of classic mussar texts after course descriptions.

Selections in Mussar and Hashkofa, Introductory Ethics, 1 credit each term

21A: This course introduces the student to the study of Mussar. He will concentrate on the text and work on familiarizing himself with the syntactical expressions and phraseology.

21B: In this course the student continues to study the language of mussar and familiarize himself with the general subject matter of the text.



21C: This final course at the introductory level enable the student will gain a fluency in the language of classic mussar and a general understanding of the focus of the study of mussar attaining a recognition of some of the concepts contained therein.

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### *Halacha*

Courses in Halacha focus on the study of legal codes and ultimately how they are applied in practical terms. This course, which is given over three terms to cover a large body of the subject selected giving the student a global view of the subject matter. These courses deal with the laws that are primarily found in the Orach Chaim section of the Code of Jewish Law and cover a variety of topics including daily conduct, Shabbos and Yomim Tovim as well as special events. Each year the student will select to learn a different portion of Seder Orach Chaim. The student will have, with completion of this series of courses, a good knowledge of the Orach Chaim section of Jewish Law as well as an expanded understanding of the machinations of p'sak.

Halacha Introductory Codes, 1 credit each

The Introductory courses require the student to study the codes using the Shulchan Aruch as a basis and Kitzur Shulchan Aruch and Aruch Hashulchan to familiarize himself with the development of the halacha to its practical conclusion.

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32C: In this course the student will concentrate on understanding the method of analysis of the Mishna Brurah that lead him to his final conclusions.

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## Student Services

### *Counseling*

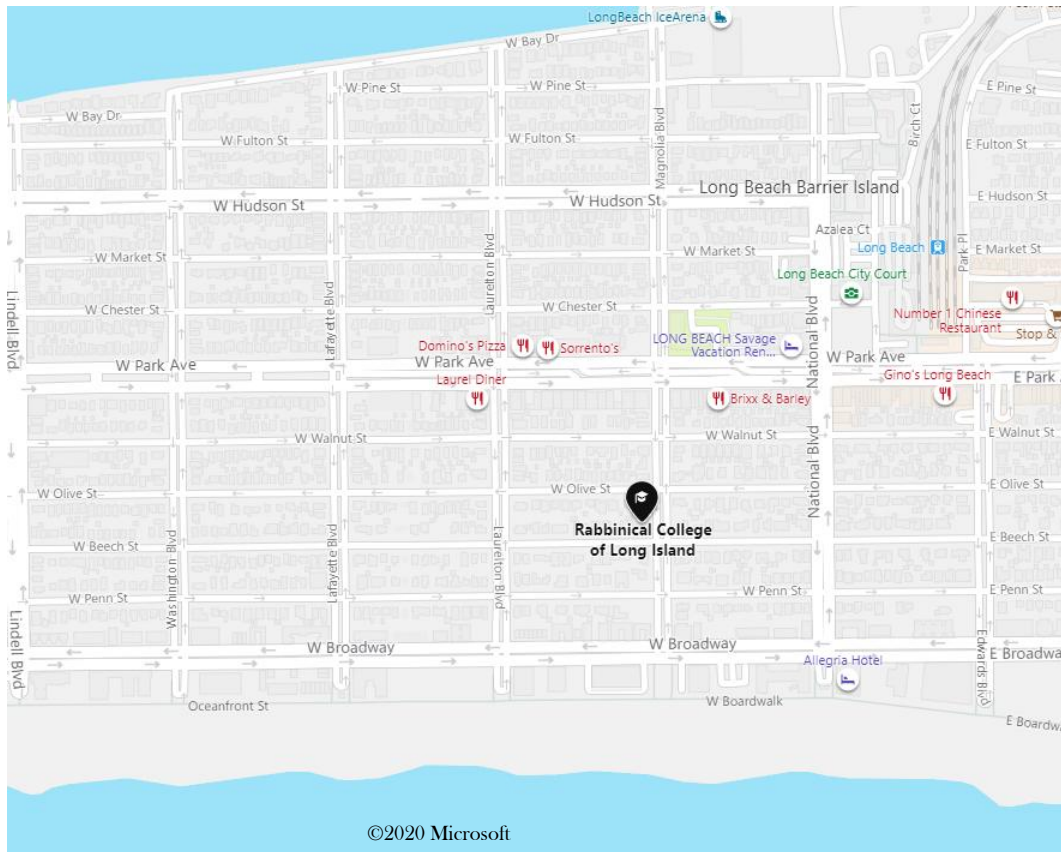
RCLI is committed to developing the entire student in both personal development and academic spheres. Students are encouraged to ask questions, share burdens, and discuss challenges that are concerning them. Counselors are available to explore such matters as vocational goals, career plans, marriage, further education, private concerns, academic problems, questions of ethics, and plans for the future or any other important subjects. Students are offered answers that are rooted in traditional Judaism. Despite pressures of time and scholarly commitments, all members of the faculty are committed to maintaining a close relationship with the students and to providing them with their best advice, guidance and assistance.

### *Activities*

To provide students with a recreational outlet, the College has made arrangements for the use of sports and recreational facilities in the Long Beach area. Students are encouraged to make use of the swimming pool and the exercise facilities in the well-stocked gymnasium. There are also ball fields on the RCLI campus.

Students are also encouraged to become involved in one of the Chesed groups, volunteer associations run by students for community service. Among the services for which students may volunteer are: Tzedaka work, assistance with the local Eruv, Eretz Yisrael charity work, Bikur Cholim activities such as visiting residents of the many homes for the aged, and the Gemilas Chesed Fund.

**Map and Directions**  
*Rabbinical College of Long Island*  
*205 West Beech Street, Long Beach, New York 11561*



*From Lakewood*

Get on I-95 E in Howell Township from County Rte 547 N 6.1 mi

Head east on 8th St toward Clifton Ave 0.3 mi

Turn left onto Monmouth Ave 125 ft

Turn right onto County Rte 547 N/Squankum Rd. Continue to follow County Rte 547 N 5.3 mi

Use the right lane to merge onto I-95 E via the ramp to Shore Points 0.4 mi

Take Garden State Pkwy, I-95 N, I-278 E and Belt Pkwy to Nassau Expy in Queens 72.0 mi

Merge onto I-95 E 2.3 mi

Continue onto NJ-138 E 0.4 mi

Take the Garden State Pkwy exit 0.3 mi

Keep left at the fork, follow signs for Garden State Pkwy N and merge onto Garden State Pkwy 5.5 mi

Use the left lane to keep left at the fork and stay on Garden State Pkwy 0.4 mi  
Keep left to stay on Garden State Pkwy 25 mi  
Use the right 2 lanes to take exit 129 for I-95 N toward New York City 1.2 mi  
Keep left at the fork and merge onto I-95 N 7.3 mi  
Take exit 13 to merge onto I-278 E toward Staten Island 11.3 mi  
Use the left lane to take the 16 exit toward Belt Pkwy East 1.4 mi  
Keep left and merge onto Belt Pkwy 14.6 mi  
Take exit 19 to merge onto NY-878 E toward I-678/Kennedy Airport 1.7 mi  
Keep left to stay on NY-878 E 0.6 mi  
Take Rockaway Blvd and NY-878/Nassau Expy to Beech St in Long Beach 10.4 mi

*From Brooklyn*

Continue on Eastern Pkwy.  
Turn left onto Eastern Pkwy 1.8 mi  
Turn right onto Atlantic Ave 1.7 mi  
Slight right onto S Conduit Blvd W 1.6 mi  
Continue straight onto S Conduit Ave 0.1 mi  
Turn left onto Nassau Expy 0.7 mi  
Slight left onto NY-878 E/Nassau Expy 1.7 mi  
Keep left to continue on NY-878 E 0.6 mi  
Keep left to continue on Nassau Expy 1.0 mi  
Continue onto Rockaway Blvd 2.5 mi  
Continue onto Rockaway Turnpike 0.4 mi  
Use the right 2 lanes to turn slightly right onto NY-878/Nassau Expy 2.6 mi  
Continue onto Atlantic Beach Bridge 0.5 mi  
Use any lane to turn slightly left onto Park St 0.9 mi  
Continue onto Beech St 2.6 mi  
Destination will be on the left